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06 July 2007

To: All Members of the Haringey Children and Young People's Strategic Partnership Board
c.c. All Other Persons Receiving Haringey Children and Young People's Strategic Agenda

Dear Councillor,

**Children and Young People's Strategic Partnership Board (HSP) -
Monday, 9th July, 2007 18.30 Civic Centre**

I attach a copy of the following reports for the above-mentioned meeting which were not available at the time of collation of the agenda:

7. YOUTH MATTERS: PROVIDING SERVICES AND POSITIVE ACTIVITIES FOR YOUNG PEOPLE: ADDITIONAL APPENDICIES (PAGES 1 - 42)

A discussion about the development of provision for young people. Partners are asked to come prepared with brief information (one side of A4) about services and activities they provide or commission for young people and ideas on encouraging positive activities for young people. A copy of the summary of *Youth Matters - Next Steps* (the Government's response to consultation on its *Youth Matters* proposals) is being circulated with this agenda. Information on services and activities for young people in Haringey is available in the *Review of Changing Lives* (especially priorities 15, 16 & 17).

8. PERFORMANCE INDICATORS AND LAA (PAGES 43 - 48)

9. CHANGING LIVES: FIRST YEAR REVIEW & WORK PROGRAMME 2007/08 (SUBMITTED FOR THE APA ON 14 JUNE 2007) (PAGES 49 - 160)

Yours sincerely

Xanthe Barker
Member Services

**YOUTH SERVICE POST INSPECTION ACTION
PLAN**



FOREWORD

Councillor Liz Santry, Executive Member for Children and Young People

The Youth Service is an important and integral part of the services we offer to young people in the Borough. It provides opportunities for their social, political and personal development as well as opportunities for educational attainment, accreditation and achievement.

I am pleased that the recent inspection of the Service found that opportunities for accreditation and recognition of personal development are accessible to all abilities and partnerships are well targeted to enable young people to make a positive contribution in the community.

We recognise that the Service needs to make changes and there has been a programme of improvement in place which was recognised by the OfSTED Inspectors in their Report.

The challenge that now faces the Youth Service is to ensure that all staff have the knowledge, skills and abilities to deliver a first class quality service for and with young people and that all systems are in place to evidence that this is happening.

As part of the process of improvement this document forms our Post Inspection Action Plan (PIAP) that clearly identifies the actions necessary to bring about improvement and links these actions to tangible outcomes. The Council will ensure that the progress identified with the PIAP is carefully monitored, especially the impact this has upon outcomes for young people. A cross-party Members' Youth Working Group has been set up to this effect and we have introduced the Improvement of the Youth Service as a project area for the Council. The Youth Service reports monthly to a Project Board, the Children and Young People's Stream Board and the Chief Executive's Management Board.

I have every confidence that we have the enthusiasm, energy and expertise to meet the challenge and I look forward to the Service moving from strength to strength over the next few years.

Liz Santing

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Section 1: Introduction

We want all young people in Haringey to enjoy and achieve and to gain from a wide range of choice and opportunity that enables them to develop their knowledge, skills and values and to realise their aspirations through fun and safe learning opportunities. In particular we want to support transition into adult life and enable a secure future for all.

We will realise our vision by working in collaboration with many partners including those in the Children's Networks; particularly schools, Neighbourhood Management and the Youth Offending Service.

The Youth Service in Haringey works with 11-25 year olds, specifically targeting 13-19 year olds and aims to provide:

- opportunities for social, political and personal development;
- opportunities to engage in governance, citizenship and decision making;
- opportunities for educational attainment, accreditation and achievement;
- a diverse range of creative and challenging developmental experiences.

The budget for the Youth Service (2006/07) is £1.8 million which represents 1.3% of the Section 52 Education budget. This level of funding positions Haringey as the 6th highest out of our 9 statistical neighbours and 30th nationally out of 150 local authorities. We also receive external funding (£800K 2006/07) to enhance our curriculum delivery. In addition we have been successful in gaining a further £100,000 over two years from the Council to enable improvements to be made.

There are 14 full time staff in the Service (including the management team), 47 part time youth workers (equating to 13.5.fte) and 2.5 fte administrators. Staffing costs represent 72% against the overall spend of the Youth Service budget. Recognising that staffing is pivotal to the development of the Service we are reviewing the deployment of part time staff and assessing where we have skills gaps. The Service also has a detached team operating in 9 locations throughout an average week. The work of the team has been augmented by the purchase of 3 mobiles, 1 of which is being managed by the voluntary sector.

The Service operates out of seven centres which include the newly refurbished Bruce Grove and the purpose built Duke of Edinburgh's Award Centre. These two centres represent a £3.2 million investment into the Service over the past two years.

Recognising that the Service needed to make changes there has been a programme of improvement in place. This was recognised by the OfSTED Inspectors "...the service now has an improved capacity in comparison with the recent past...."

The challenge that now faces the Youth Service is to ensure that all staff have the knowledge, skills and abilities to deliver a first class quality service for and with young people and that all systems are in place to evidence that this is happening.

We have every confidence that we have the enthusiasm, energy and expertise to meet the challenge.

Section 2: OfSTED report findings

The Youth Service was inspected by Ofsted during the week of 12 – 16th June. This was an Enhanced Youth Service inspection and took place at the same time as the Joint Area Review of Haringey's Children and Young People's Service.

This was the first time that the service had been formally inspected by Ofsted.

Main Findings

The main conclusion of the inspectors was that "The Service is inadequate and provides unsatisfactory value for money." The report summarised the main strengths and areas for development of the Service.

Strengths

- Young people achieve well in project work
- Opportunities for accreditation and recognition of personal development are accessible to all abilities

- Partnerships are well targeted to enable young people to make a positive contribution in the community

Areas for development

- Improve the quality of youth work practice and consequently, achievement
- Improve the extent of the involvement of young people in managing, planning and evaluating youth work
- Extend the range of youth work activity
- Take urgent steps to improve management information in order that the effectiveness of the service can begin to be measured
- Monitor and quality assure youth work rigorously

Response by the Council

The Council has responded in a positive and focused manner, including identifying additional funds for the service. The Council has:

- i. produced a robust action plan (Post Inspection Action Plan) that clearly identifies the actions necessary to bring about improvement and links these actions to tangible outcomes. The Council will also ensure that the progress identified with the PIAP is carefully monitored, especially the impact this has upon outcomes for young people;
- ii. established a Members' Youth Democracy Working Group to monitor progress;
- iii. made contact with Government Office London as Government Office acts on behalf of the DfES in assessing the Post Inspection Action Plan and monitoring its activity;
- iv. introduced the Improvement of the Youth Service as a project area for the Council. Therefore, the Youth Service reports monthly to a Project Board, the Children and Young People's Stream Board and the Chief Executive's Monitoring Board.

Section 3: Action Plan

| Area for Development | | Overall Responsibility of | |
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| 1. Improve the quality of youth work practice and consequently achievement | | Curriculum, Quality Assurance and Training Manager | |
| Inspection Report Text | | | |
| <p>i. Observations of a sample of work found only a few good examples (of young people's achievements)</p> <p>ii. Leadership in supporting and guiding young people is weak and lacks challenge</p> <p>iii. Workers are not adept at planning sessions that combine learning with enjoyment</p> <p>iv. Sessions are mainly recreational and lack continuity</p> <p>v. Youth workers do not demonstrate high enough expectations of what young people can achieve</p> | | | |
| Outcomes by July 2007 | | Assessment method | |
| <ul style="list-style-type: none"> o 95% of all sessions will be found to be adequate or better o The Service will achieve its targets relating to contact and participation and its BVPIs relating to recorded outcomes and accreditation o All staff, through training, will understand their responsibilities for quality assurance and be able to identify and record the components of quality youth work | | <p>Management Observations Health Check/External Review Management Information System</p> <p>Management Observations Young People's Observations Health Check/External Review</p> | |
| Activities | Responsibility | Timescale | Resource Implication |
| Produce accreditation strategy that identifies schemes to be used throughout the Borough and ensure that all staff receive training on identified accreditation schemes | Curriculum Quality Assurance and Training Manager | September 06 | Accreditation scheme registrations £15K Moderation and verification costs £4K |
| Revise records so that quality is assessed at point of delivery by all | Operations Managers | September 06 | Staff and Operations Managers carrying out quality checks on records |

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| staff | | | |
| Ensure that all recorded outcomes and levels of accreditation and achievement are entered onto Youth Base | Finance and Information Manager | September 06 | Administrative time to input the data |

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| Ensure that all youth work sessions are planned with identified and challenging learning outcomes, clear expectations and recording of young people's achievement and well-signposted progression routes | Operations Managers | October 06 | Within youth workers time allocation |
| Ensure that there is an adequate number of training verifiers and moderators for accreditation schemes | Curriculum Quality Assurance and Training Manager | October 06 | Additional time for training for assessors. Costs of training met from training budget. |
| Identify examples of good practice (in and out of Borough) and provide opportunities for staff to observe, share and disseminate contributory factors of good practice. | Curriculum Quality Assurance and Training Manager | October 06 | Increase in travel costs £5Kyr |

January 2007 Monitoring and Evaluation Record

Monitoring (what has been done so far)

The Learning Outcomes Strategy, now called Recognize after consultation with Young People, is complete with minor amendments expected from consultation.

- Accreditation moderators and verifiers are in place; however this will be reviewed in March 2007 to ascertain whether this is working or if there is a need to outsource/recruit someone to take on this piece of work.
- The first programme of visits to good practice took place in Oct/Nov which enabled staff to meet their equivalents across the country and provided opportunities for staff to observe, share and disseminate contributory factors of good practice.

Evaluation How well is it fulfilling the outcomes?

The Recognize Strategy is beginning to assist with our Best Value Performance Indicators as it is allowing staff to have a clear definition of a Recorded Outcome and an overview of the accredited opportunities we offer Young People. Although it is too early to say what the impact has been, we are definitely witnessing a clearer priority on the Performance Indicators.

Evaluation of the visits to good practice has shown that some staff have already incorporated new ideas into their own practice. We have also discovered that some projects that were visited want to visit Haringey as they feel we have examples of good practice that they can learn from. We will be repeating the process next term and evaluating the impact on recorded outcomes and accreditation.

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| April 2007 Monitoring and Evaluation Record |
| <p>Monitoring</p> <ul style="list-style-type: none"> • All youth work sessions are now planned, with the planning being quality assured to ensure that the plans are fit for purpose. • All recorded outcomes and levels of accreditation are now entered on Youth Base and consequently the achievement of the BVPIs has increased dramatically (see Performance Indicator on page 10/11). |
| <p>Evaluation</p> <p>All sessions now have Project and Session Planning in place and this is tracked through management observation visits</p> <p>The moderator from AQA was complimentary on how well we had adapted the systems to meet our circumstances and produce so many portfolios. The outcome of this is that we have moved past the formal visit to the postal stage.</p> |
| September 2007 Monitoring and Evaluation Record |
| Monitoring |
| Evaluation |

| Area for Development | | Overall Responsibility of | |
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| 2. Improve the extent of the involvement of young people in managing, planning and evaluating youth work | | Participation and Inclusion Manager | |
| Inspection Report Text | | | |
| <p>i. The youth service leads the recent formation of a borough wide youth council, providing an improved forum for young people's personal and social development</p> <p>ii. Staff at all levels do not engage young people well in helping them to evaluate the service, assure its quality and manage its future direction to bring about improvements</p> <p>iii. Youth workers do not demonstrate high enough expectations of what young people can achieve</p> | | | |
| Outcomes by July 2007 | | Assessment method | |
| <ul style="list-style-type: none"> o All Children's Networks will have a youth forum in place with defined terms of reference and clear links through to the Youth Council o Elections will take place for the Youth MPs in January and the Youth MPs will have a clear route to the Director of the Children and Young People's Service and the Executive Member o Full spend of Youth Opportunities Fund and max 40% carry over of Youth Capital Fund (in line with Government requirements) o 70% of secondary schools involved in Youth Parliament elections | | <p>Terms of reference</p> <p>Youth Council membership</p> <p>Members of Youth Parliament elections</p> <p>Regular recorded meetings between Members of Youth Parliament, Director and Executive Member</p> <p>SAP</p> <p>School involvement</p> | |
| Activities | Responsibility | Timescale | Resource Implication |
| Ensure that all project planning incorporates young people's involvement throughout the lifespan of the project | Participation and Inclusion Manager | October 06 | No additional resource implications |
| Establish mechanisms for young people to be involved in planning, | Participation and Inclusion Manager | October 06 | No additional resource implications |

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| managing and influencing the service through Youth Forums, Youth Council and Youth MPs | | | |
| Ensure that clear systems are in place for the dissemination of the Youth Opportunity/Youth Capital Funds, evidencing that young people have had complete control over the distribution of the spending | Participation and Inclusion Manager | October 06 | Training for young people (costs to be met from YOF/YCF) |
| Working in partnership with existing providers of services for young people (including colleagues within the Children and Young People's Directorate), ensure that there is a Youth Forum in each Children's Network, with identified lead Youth Workers, and ensure progression routes to Youth Council and beyond are in place | Participation and Inclusion Manager | December 06 | Training for young people £10K |
| Introduce an annual customer satisfaction survey so that young people contribute to the direction of the service and ensure there is a feedback mechanism | Curriculum Quality Assurance and Training Manager | December 06 | Commissioning of survey design and, delivery and collation £10K |
| Work with schools so that all young people in the Borough can have the opportunity to vote in the Youth MP | Participation and Inclusion Manager | January 07 | Election materials (production of ballot papers, ballot boxes etc), training of young people e.g. |

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| elections | | | production and delivery of manifesto) £2K |
| Introduce the Kitemark for good practice (in conjunction with Connexions and train 40 young people so that all provision is assessed across the Borough | Participation and Inclusion Manager | February 07 | Training and travel costs for young people £2K |
| January 2007 Monitoring and Evaluation Record | | | |
| <p>Monitoring (what has been done so far)</p> <ul style="list-style-type: none"> • All project planning indicates young people's involvement in the project design. • Clear systems are in place for dissemination of the Youth Opportunities/Capital Fund. • The annual customer satisfaction service has been commissioned to the Communication Department who are working towards a January 2007 release. This event has not occurred yet but all items are on schedule for delivery. | | | |
| <p>Evaluation. How well is it fulfilling the outcomes?</p> <p>We are now refining the project planning so that we can evidence the extent to which young people have been involved in the planning and evaluation of their sessions.</p> <p>The first round of the Youth Opportunities Fund was clearly successful with 75% of the budget being allocated. Young people feel as if they have ownership of the process and are looking forward to monitoring the spend from the first round and administering the remainder of the budget. Government Office London has cited Haringey as an example of good practice.</p> | | | |
| April 2007 Monitoring and Evaluation Record | | | |
| <p>Monitoring</p> <p>Young people have been trained to deliver the customer satisfaction survey. Initial findings are that less than half those surveyed were engaged in some form of youth provision and that young people want local provision (with an inference of not wanting to travel to other areas). The most likely 'location' for leisure time activity amongst young people is at home or at friends' houses.</p> | | | |
| <p>Evaluation</p> <p>The Youth Parliament elections were successful with 75% of secondary school involvement and over 800 young people participating in the voting. The Youth MP and her deputies have subsequently met with both MPs for Haringey at the House of Commons.</p> | | | |

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| September 2007 Monitoring and Evaluation Record |
| Monitoring |
| Evaluation |

| Area for Development | | Overall Responsibility of | |
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| 3. Extend the range of youth work activity | | Operations Manager Centres | |
| Inspection Report Text | | | |
| <p>i. The quality of the curriculum and resources is inadequate and the range of youth provision unsatisfactory</p> <p>ii. There is insufficient access to high quality generic work</p> <p>iii. There is insufficient training to support the implementation of the curriculum framework</p> <p>iv. There is a range of useful sports and counselling skills Although this in itself does not support the delivery of high quality generic youth work</p> <p>v. There is no routine outreach work and detached youth workers have been diverted to cover sessional duties</p> | | | |
| Outcomes by July 2007 | | Assessment method | |
| <ul style="list-style-type: none"> o All staff will be trained to deliver an effective and relevant curriculum geared to the needs of young people o The detached team will have an annual programme (identified by demographic need) of activities enabling the detached youth workers to make contact with young people who are hardest to reach o Participation and contact rates for the service will meet or exceed national benchmarks o Minimum 1 good news story/month to be published o Website to have 500 hits in first month o Contracting arrangements with Connexions to reflect intended service delivery post April 08 | | <p>Staff training records</p> <p>Detached team plan</p> <p>Community profile</p> <p>Management Information System</p> <p>Press articles</p> <p>Website counter</p> <p>Connexions contract</p> | |
| Activities | Responsibility | Timescale | Resource Implication |
| Set individual targets for all staff in relation to contacting young people, participation rates, numbers of | Curriculum Quality Assurance and Training Manager | September 06 | Target-setting included as part of supervision process |

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| recorded outcomes and numbers of accreditation | | | |
| Identify key communities for detached work and use of the mobile, implementing a programme of activity in the designated communities | Deputy Head of Service | September 06 | Service development costs £10K |
| Establish a mechanism to ensure that all good news stories are publicised internally and externally | Deputy Head of Service | November 06 | Promotion and publicity costs £5K |
| Conduct a curriculum audit of existing provision | Curriculum Quality Assurance and Training Manager | November 06 | No additional resource implications |
| Develop partnership projects in collaboration with other service providers and in particular with the Neighbourhood Management Team | Deputy Head of Service | December 06 | Staff to be deployed across partnership projects |
| Introduce Delivery Plans for work with schools/Pupil Support/Colleges so that the Youth Service makes contact with an extended range of young people | Operations Manager Centres | December 06 | Production costs for delivery plans £1K |
| Work with colleagues in Extended Services for Schools so that the curriculum compliments existing delivery in this area | Operations Manager Centres | December 06 | Staff to be deployed across projects |
| Ensure that the young | Deputy Head | February | Upkeep of website |

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| people's website is used effectively to promote and publicise all Youth Service activity | of Service | 07 (web site launch January 07) | £13K (including additional staff time – some to be raised from advertising) |
| Ensure that the Youth Service, through its Improvement journey, develops an infrastructure to incorporate Information, Advice and Guidance | Head of Service | March 07 | No additional resource implications |

January 2007 Monitoring and Evaluation Record

Monitoring (what has been done so far)

- Targets have been set for each member of staff providing direct delivery to Young People.
- Current Youth Service provision is being audited through visits, meetings and project plan analysis. The audit is allowing us to see what individual projects are doing, how they fit into the over arching Children and Young People's Plan and what gaps/duplication exist.
- There is a set programme for delivery of detached work using mobile provision.
- Links have been established with Neighbourhood Management and have resulted in a joint project on the Campsbourne estate and relocating of staff to the Milton Road Community Centre.

Evaluation How well is it fulfilling the outcomes?

Staff targets have enabled a greater sense of staff accountability, with each individual being performance managed. This is enabling us to see where our areas of weakness lie and put in training or disciplinary measures to address this imbalance.

The development of the detached programme has been affected by significant staffing issues. We are operating a depleted service targeting the NDC area as there is a contractual obligation to work in this area.

April 2007 Monitoring and Evaluation Record

Monitoring

- The launch date of the web site is 9.8.2007
- The Connexions transition plan was accepted by Government Office London in March 2007 and we are now working with an Implementation group so that all systems are in place to ensure that there is no diminution of service in April 08

Evaluation

The increase in the BVPIs demonstrates how performance management through accountability has had an impact on staff performance .

The detached team now has a set programme which incorporates the use of the mobile. Feedback from the Police has indicated that the

work of the detached team has contributed to a reduction in crime in the Wood Green Shopping Area.

We are working closely with colleagues in Neighbourhood Management and Recreation to plan and deliver the Summer Uni programme (starting on 23.7.2007)

September 2007 Monitoring and Evaluation Record

Monitoring

Evaluation

| Area for Development | | Overall Responsibility of | |
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| 4. Take urgent steps to improve management information in order that the effectiveness of the service can begin to be measured | | Finance and Information Manager | |
| Inspection Report Text | | | |
| <p>i. A legacy of failure to collect and manage data prevents the service from measuring its effectiveness. In practice the number of young people benefiting is unknown</p> <p>ii. No comprehensive and accurate data exists in relation to young people's attendances and engagement</p> <p>iii. The lack of verified information makes it difficult to assess performance</p> | | | |
| Outcomes by July 2007 | | Assessment method | |
| <ul style="list-style-type: none"> ○ The maintenance of a reliable Management Information System will provide accurate, monthly data on contact rates and participation levels informing service delivery and impact of the service ○ High quality service planning will be embedded at all levels, with performance outcomes monitored and involving key stakeholders ○ A detailed and systematic approach to assessing the needs of young people in place based on accurate information and needs assessment ○ Management Information reports are used to effect service and performance delivery ○ Management information is collated and co-ordinated to demonstrate the improvement of the service | | <p>Data reports</p> <p>Individual unit and Service action plans</p> <p>Curriculum audit Users of service will reflect local demography</p> <p>Increase in contacts and participation</p> <p>Increase in recorded outcomes and accreditations</p> | |
| Activities | Responsibility | Timescale | Resource Implication |
| Identify what information managers need to make sure that | Finance and Information Manager | August 06 | Staff time to develop the information systems |

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| the service is managed effectively and efficiently and provides value for money | | | |
| Produce monthly information reports from YouthBase to gauge levels of contact and participation and inform future service delivery and impact | Finance and Information Manager | September 06 | Finance and Information Managers time to analyse and report on information from Youth Base |
| Ensure that all staff understand the need for recording information in an accurate and timely manner | Operations Managers | September 06 | No additional resource implications |
| Review administration arrangements to gauge if there is capacity to ensure timely data entry | Finance and Information Manager | October 06 | Potential increase in administrators to ensure capacity £30K – additional posts to ensure data is entered within 5 working days |
| Introduce individual and unit action plans so that performance can be monitored through MIS | Operations Managers | October 06 | Incorporated as part of performance monitoring systems |
| Ensure that relevant staff have skills necessary to use information provided to manage the service effectively | Finance and Information Manager | October 06 | Implications for training and development which will be met from the training budget |
| January 2007 Monitoring and Evaluation Record | | | |
| Monitoring (what has been done so far) | | | |
| <ul style="list-style-type: none"> • All information is recorded on YouthBase monthly. • All staff now understand the need to submit data on a regular basis. | | | |

- The first draft of the administration review report has been produced.

Evaluation. How well is it fulfilling the outcomes?

All managers receive monthly reports relating to the Performance Indicators and are therefore better able to performance manage their staff.

Although all staff understand the need to submit data this is not always happening. If staff do not submit information, this is followed up individually through supervision.

The administration review has identified capacity and training issues. These are to be pursued in January.

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| April 2007 Monitoring and Evaluation Record |
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- There is now a clear system for data entry, quality assurance and data analysis. This is resulting in clearer information being provided by staff which is obviously enhancing the quality of the output.
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Additional admin staff have been recruited which has enhanced the capacity for data entry and improved the quality of administrative processes

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| September 2007 Monitoring and Evaluation Record |
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| Area for Development | | Overall Responsibility of | |
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| 5. Monitor and quality assure youth work rigorously | | Curriculum Quality Assurance and Training Manager | |
| Inspection Report Text | | | |
| <ul style="list-style-type: none"> i. Means of monitoring and evaluating provision lack rigour ii. Quality assurance measures are insufficient and, in part, explain the demonstrably poor achievement of young people | | | |
| Outcomes by July 2007 | | Assessment method | |
| <ul style="list-style-type: none"> o All youth workers will know and understand what is expected of them in terms of quality of provision and what standards they are operating to o All youth workers will know and understand what quality youth work is and apply it in their everyday practice with young people. | | Project Planning Sheets Management Observations Health Check Feedback from young people | |
| Activities | Responsibility | Timescale | Resource Implication |
| Revise the current draft QA framework to ensure that it is meaningful to youth work practice | Curriculum Quality Assurance and Training Manager | December 06 | Production of QA manual £2K |
| Ensure that all staff have the skills, knowledge and understanding of QA policies and practice | Curriculum Quality Assurance and Training Manager | December 06 | Within existing training budget |
| Introduce a system of observing practice (involving managers, young people and staff) so that there is routine observation of youth work | Curriculum Quality Assurance and Training Manager | December 06 | Back fill costs for staff engaged in observation work £5K Increase in travel costs £1K |
| When practice is found to be inadequate (through observations), immediately rectify through appropriate remedial action | Operations Managers | December 06 | Within existing resources |
| Introduce Kitemarking | Curriculum | March 07 | Moderation costs |

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| (Sports England, Arts Council, National Youth Agency) as a systematic means of improving quality | Quality Assurance and Training Manager | | £2K |
| January 2007 Monitoring and Evaluation Record | | | |
| <p>Monitoring (what has been done so far)</p> <ul style="list-style-type: none"> • A collation of all the new QA Systems implemented is taking place with an overall policy being developed on how these are used, what impact they make etc. This collation will also enable us to see where the gaps are in our QA Systems. • Staff are receiving training, guidance and being supervised in relation to new QA Systems as and when they are developed and disseminated. • Members of the Youth Council have formed their QA Group and will be assisting in inspections of Youth Service Provision. • Management observations of activities are being developed and are on schedule with a first set of observations taking place in Jan 2007. | | | |
| <p>Evaluation How well is it fulfilling the outcomes?</p> <p>The systems being put in place are enabling us to have more clarity with regards to the expected standards, the planning of work and the supervision of staff. Training is being delivered both in-house and in collaboration with Organisational Development and Learning.</p> | | | |
| April 2007 Monitoring and Evaluation Record | | | |
| <p>Monitoring</p> <ul style="list-style-type: none"> • The QA framework has been produced and all staff have been trained on accountabilities and expectations to deliver a quality service for young people • Management Observations have been introduced to a clearly defined set of procedures | | | |
| <p>Evaluation</p> <p>The implementation of the QA framework is systematically identifying strengths and gaps in service delivery and performance so that we can swiftly put remedial action in place</p> <p>Staff have reported that they are finding Management Observations helpful in identifying how their practice can be improved. The next phase of development is to introduce peer observations so that staff can gain experience in quality assuring programmes that they would not routinely come in contact with.</p> | | | |
| September 2007 Monitoring and Evaluation Record | | | |

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| Monitoring |
| Evaluation |

| Underpinning support mechanism | Overall Responsibility of |
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| 6. Training and Staff Development | Curriculum Quality Assurance and Training Manager |
| Inspection Report Text | |
| <ul style="list-style-type: none"> i. Workers do not fully understand the informal learning model at the heart of the curriculum ii. Training to support staff in developing vital aspects of practice has been lacking iii. There has been insufficient training to support the implementation of the curriculum framework iv. A suitable range of training is offered on corporate issues but opportunities are not sharply focussed on professional practice | |
| Outcomes by July 2007 | Assessment method |
| <ul style="list-style-type: none"> o A comprehensive training programme will be in place led by the Appraisal process so that all staff will know what training they require to have the necessary skills, knowledge and awareness to deliver quality youth work o All staff will have engaged in the appraisal process o All staff will have supervision sessions with their line manager, at a minimum of every 5 weeks, to an agreed service wide format and the supervision sessions will be recorded o Effectiveness of training and development will be measured | <p>Monitoring records of training programme</p> <p>SAP</p> <p>Supervision notes</p> <p>Evaluation records</p> |

| through short term and long term evaluation of training | | | |
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| Activities | Responsibility | Timescale | Resource Implication |
| Identify skills strengths and weaknesses of all staff and put remedial training in place to rectify weaknesses | Curriculum Quality Assurance and Training Manager | November 06 | Training costs £2K |
| Consult with other service providers and the voluntary sector to assess if economies of scale can be achieved by offering joint training | Curriculum Quality Assurance and Training Manager | December 06 | Within existing resources |
| Produce a training programme informed by staff appraisal and linked to Post Inspection Action Plan | Curriculum Quality Assurance and Training Manager | April 07 | Costs of implementing training programme £18K (1% of overall YS budget) |

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| Conduct and record appraisals and supervision sessions with all staff | Operations Managers | April 07 | Within existing resources |
| Devise and implement an evaluation system to gauge the effectiveness of development and training to determine value for money | Curriculum Quality Assurance and Training Manager | April 07 | Within existing resources |
| January 2007 Monitoring and Evaluation Record | | | |
| Monitoring (what has been done so far) | | | |
| <ul style="list-style-type: none"> • Staff training is being identified through supervision, appraisal and the needs identified through the Enhanced Youth Inspection report. • Staff training is being delivered both in-house and with Organisational Development and Learning. • An evaluation system into how effective this training has been is being developed in-line with other Children & Young People's Service's training departments. • | | | |
| Evaluation. How well is it fulfilling the outcomes? | | | |
| <p>All staff are expected to undertake appraisals with a monitoring system in place to oversee this. This is giving staff the opportunity to explore their learning needs which will directly link to the training and development programme.</p> <p>Training systems are now in-place with a variety of knowledge, skills and operational training taking place with staff. This is having a direct impact on improving as most staff put their training into practice. A full evaluation of the training will start to take place in quarter 4.</p> | | | |
| April 2007 Monitoring and Evaluation Record | | | |
| Monitoring | | | |
| <ul style="list-style-type: none"> • All staff have received appraisals linked to the Council's new performance appraisal scheme • All staff receive supervision at least every 5 weeks and this is used to reflect on practice and measure and monitor targets | | | |
| Evaluation | | | |

A quarterly training programme has been introduced identifying mandatory and discretionary training for all staff linked to the outcomes of appraisal

Evaluation of staff training, linked to practice, is identifying how learning from training is being put in place as well as identifying further training and development areas.

September 2007 Monitoring and Evaluation Record

Monitoring

Evaluation

| Underpinning support mechanism | | Overall Responsibility of | |
|--|-------------------------------------|--|---|
| 7. Partnerships/Voluntary sector | | Participation and Inclusion Manager | |
| Inspection Report Text | | | |
| <ul style="list-style-type: none"> i. Partnerships are well targeted to enable young people to make a positive contribution in the community ii. Some partnerships extend the range of targeted and special interest projects iii. Youth participation in the wider community and social and political development has been given satisfactory support through partnership working iv. Partnerships with the voluntary sector increase the range v. Satisfactory partnership arrangements are in place with Connexions and the Community Safety Partnership other partnerships, such as those with schools and health are as yet at an early stage of development | | | |
| Outcomes by July 2007 | | Assessment method | |
| <ul style="list-style-type: none"> o Partnership agreements will be in place for all work delivered in partnership with another provider detailing anticipated inputs, outputs and outcomes o Voluntary organisations currently working from The Bell will have a secure, long term base to deliver their service from o The Youth Service will be the umbrella organisation for all youth work delivery in the Council | | Detailed partnership agreements | |
| Activities | Responsibility | Timescale | Resource Implication |
| Identify current and potential partners and agree scope of joint activity (leading to partnership agreement identified through a commissioning process) | Participation and Inclusion Manager | December 06 | Potential funding to contribute to partnership agreement £10K |
| Agree costed individual transition plans with voluntary organisations who are working with young people at The Bell | Participation and Inclusion Manager | December 06 | Additional funding at The Bell to cover 6 month period (Oct – March 07) £6.5K |
| Produce a charging policy for existing buildings to incorporate | Operations Manager Centres | December 06 | Income generation |

| | | | |
|--|--|--|--|
| use by private, statutory, not for profit and voluntary organisations | | | |
| January 2007 Monitoring and Evaluation Record | | | |
| Monitoring (what has been done so far) | | | |
| <ul style="list-style-type: none"> • Meetings have been held with representatives from all voluntary groups who use The Bell and transition arrangements put into place post March 2007 • A charging policy has been produced | | | |
| Evaluation. How well is it fulfilling the outcomes? | | | |
| We are in the process of consulting with the voluntary sector on the charging policy. | | | |
| April 2007 Monitoring and Evaluation Record | | | |
| Monitoring | | | |
| <ul style="list-style-type: none"> • A training day has been held with all affiliated voluntary sector groups concentrating on how we all contribute to the Every Child Matters Outcome and how to assess the quality of delivery • Individual meetings have been held with representatives from the Asian Forum and the Borough Deans • Transition plans have been produced for all groups who were using the Bell Brewery • The charging policy consultation has not been completed as we are simultaneously producing a voluntary sector strategy which will result in a wider range of youth organisations registering and being involved with Youth Service activities. | | | |
| Evaluation | | | |
| Following the Youth Service serving notice on the lease at The Bell, Brewery, the transition arrangements were successful in that all voluntary organisations were re sited with help and support from the Youth Service. The People's World Carnival Band has subsequently taken on the lease of the premises having been successful in raising funding from the Youth Opportunities Fund. | | | |
| September 2007 Monitoring and Evaluation Record | | | |
| Monitoring | | | |
| Evaluation | | | |

| Underpinning support mechanism | | Overall Responsibility of | |
|--|-----------------------|--|-----------------------------|
| 8. Staffing/volunteers | | Operations Manager Centres | |
| Inspection Report Text | | | |
| <ul style="list-style-type: none"> i. Large numbers of volunteers are deployed widely ii. Staff work hard to maintain good relations with young people during the current period of transition iii. Leadership in supporting and guiding young people is weak and lacks challenge iv. The good relations exhibited between staff and young people are positive foundations but are not built upon effectively | | | |
| Outcomes by July 2007 | | Assessment method | |
| <ul style="list-style-type: none"> o A register of approved and CRB checked volunteers will be in place, including volunteer profiles o All volunteers working on behalf of the Service will have a contract which will formalise the working arrangement between the Council and the volunteer o All staff will have undertaken youth work leadership training o Completion of reorganisation resulting in adequately skilled and trained workforce | | Volunteer Register CRB forms Individual contracts Training records Interview records Sessional staffing records | |
| Activities | Responsibility | Time scale | Resource Implication |
| As part of the assimilation process, interview all part time staff to ensure they have the knowledge, skills and awareness of youth work in the current climate | Head of Service | October 06 | Within existing resources |
| Prepare and implement a | Curriculum | Novemb | Within training |

| | | | |
|--|---|---------------------|-------------------------------------|
| comprehensive induction programme for all part time staff who have taken up new positions within the Service | Quality Assurance and Training Manager | er 2006 | budget |
| Rationalise vacancies arising from part time assimilation and advertise posts | Head of Service | November 2006 | Advertising costs £8K (national) |
| Conduct an audit of existing volunteers including CRB checks and any training provision | Operations Manager Centres | November 06 | Within existing resources |
| Implement a mandatory volunteer training programme | Curriculum Quality Assurance and Training Manager | November 06 | Within training budget |
| Deliver a youth work leadership training programme (to link to NVQ L2 qualification) | Curriculum Quality Assurance and Training Manager | December - March 07 | Within training budget |
| January 2007 Monitoring and Evaluation Record | | | |
| <p>Monitoring (what has been done so far)</p> <ul style="list-style-type: none"> All part time staff who applied for a post with the Youth Service have been interviewed as part of the assimilation process. Subsequent vacancies have been rationalised and will be advertised late Jan 2007 The induction for all new part time staff is being formulated in-line with the development of the new Children and Young People's Service induction programme. A volunteer training course is available which is endorsed by CONEL, although we are looking into the possibility of national accreditation of this programme via OCN. In partnership with CONEL we are ready to run the level 2 Youth Work Qualification as soon as the assimilation is complete. | | | |
| <p>Evaluation How well is it fulfilling the outcomes?</p> <p>The interview process has been completed for the part time staff according to Personnel practice. Staffing are key to the development of the Service.</p> <p>The timescale originally planned for the assimilation process has slipped by 2 months as the exercise has taken longer than anticipated.</p> | | | |
| April 2007 Monitoring and Evaluation Record | | | |
| Monitoring | | | |

- Staff have been assimilated into new posts within the Service
- Interviews have taken place for outstanding vacancies with a 77% success rate in appointments in the first round of interviews
- The volunteer training programme has not been introduced yet as we have been waiting to complete the recruitment of paid staff. This process will now be initiated in September 2007.

Evaluation

All assimilated staff have been through a comprehensive, portfolio based, induction with the Service which has proved successful in providing them with the requisite skills and knowledge. Staff are now enrolled onto the ABC course with CoNEL from September 2007.

September 2007 Monitoring and Evaluation Record

Monitoring

Evaluation

Section 5 Performance Indicators

| Indicator (please see below for description) | Target (%) (of 13 – 19 age group) | Target (numbers of young people) |
|---|-----------------------------------|----------------------------------|
| Contact | 25% | 4,775 |
| Participation | 15% | 2,865 |
| Recorded Outcome | 60% of participants | 1,719 |
| Accreditation | 30% of participants | 860 |

Contact

The number of young people the Service has “contact” with. At the very least contact means that the youth worker knows the name and address of the young person (therefore events like school assemblies and festivals cannot automatically count as a contact).

Participation

Participation is when a youth worker has an on-going relationship with a young person. This means that the young person is involved with/attends youth work sessions/activities on a regular basis and participates in a youth work curriculum session in some way for example, taking part in a ‘concentrated experience’ – a piece of focused work such as a 6-13 week project or residential event.

Recorded Outcome

A recorded outcome is recognition of achievement that has been made by a young person, which can be evidenced by a youth worker. A recorded outcome demonstrates any movement or personal progress (distance travelled) that is made by a young person as a result of youth work intervention.

Accreditation

An accredited outcome measures the progress that has been made by a young person through a set programme, supported through the youth work process.

An example of an accredited outcome would be a Youth Achievement Award. An accredited award is recognised locally, regionally, or nationally, and should have currency outside of youth work.

Value for Money

Value for money is taken seriously by the Youth Service. Robust measures are in place around the Best Value Performance Indicators which enables Haringey to compare their performance with other services. The Youth Service has ensured that there is a thorough process in place to collect and analyse the data and to ensure that performance is being effectively monitored. Meeting the above Best Value Performance Indicators is a key indicator for the service on value for money.

A calculation is also made around the number of young people in Haringey and the cost per young person the figure can then be calculated and compared with other Local Authorities, particularly other London Boroughs. The calculation will be further refined by using the number of young people actually using the service and the cost of the service to calculate the average cost per user. This is a fairly crude measure but by weighting the number participating regularly in accredited programmes and achieving recorded outcomes it is possible to obtain a cost per user of the service. These measures are valuable and informative but are focused on quantitative data. The Youth Service is increasingly developing qualitative measures of service which link with the satisfaction of young people with the service. These include evaluative questionnaires, the Kitemarking programme by young people of youth work, rigorous self evaluation by youth workers of practice through observations, self assessment and training and

development programmes validated through line management systems and an evaluation system to determine the qualitative effect of youth service intervention, particularly for those who are more vulnerable through effective analysis of case studies.

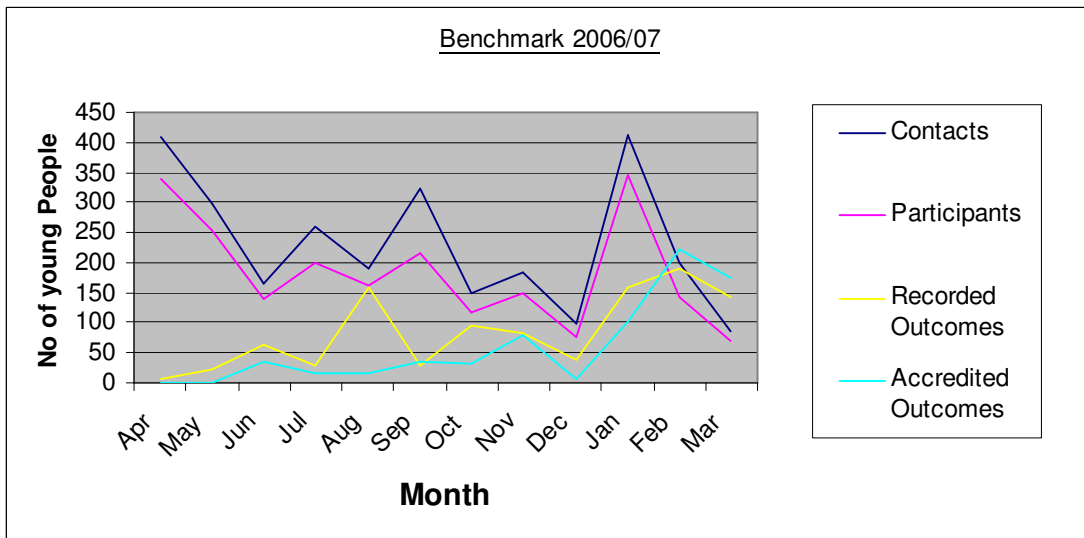
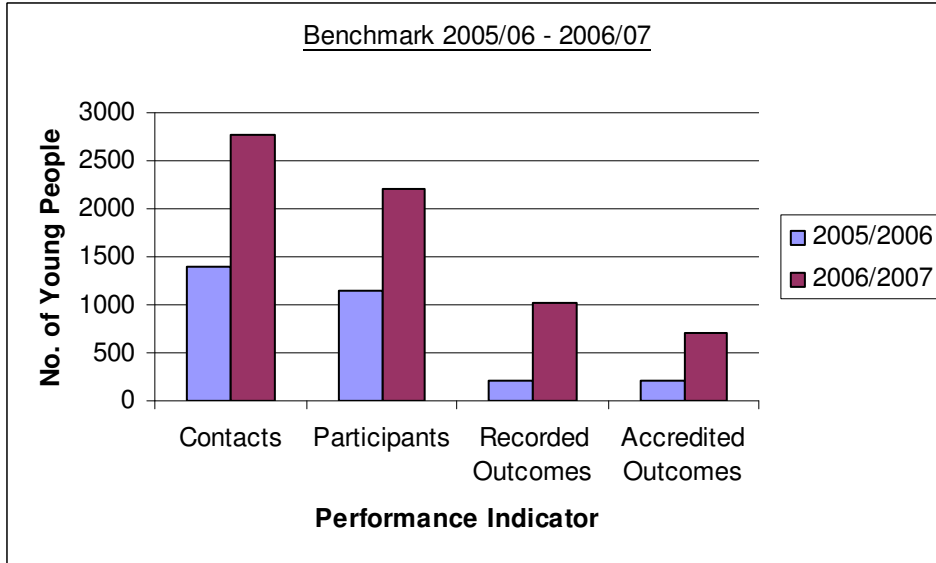
Performance Indicators

April 06 – March 07

| Benchmark (based on 13 – 19 population = 19,100) | Target number of young people 06/07 | Actual numbers of young people (March 07) | % of benchmark | % against target 06/07 | 05/06 % against benchmark | 05/06 % achieveme nt against target | 05/06 actual numbers of young people |
|---|---|--|-------------------|------------------------------|---------------------------------|--|--|
|---|---|--|-------------------|------------------------------|---------------------------------|--|--|

| | | | | | | | |
|---|------|-------|-----|-----|----|-----|-------|
| Contact (25% of 13 – 19 age range) | 4775 | 2,767 | 14% | 58% | 7% | 29% | 1,384 |
| Participation (15% of 13 – 19 age range) | 2865 | 2,185 | 11% | 76% | 6% | 40% | 1,146 |

| | | | | | |
|---|--|--|---|--|--|
| Performance Indicator (based on 13 – 19 population = 19,100) | Target number of young people 06/07 (against target participant level) | Actual numbers of young people (March 07) | % against participant level (performan ce indicator) | 05/06 % achieveme nt against target | 05/06 actual numbers of young people |
|---|--|--|---|--|--|



Section 6: Risk management

| Potential risk | Mitigating action |
|---|---|
| The quality of youth work does not improve | Identification of skill gaps and implementation of rigorous youth work training programme and management training programme |
| | Management Observations will identify areas of concern and remedial action will include close and regular monitoring (weekly) |
| | Introduce performance management systems to track staff where there are management concerns and ultimately introduce capability proceedings for staff not willing or not capable of delivering quality work |
| | Systematic observation of practice will identify the areas where quality has not improved and swift remedial action will be put in place |
| Young people are not routinely involved in the management, planning and evaluation of the Service | All Project Planning work must evidence involvement of young people |
| | Management Observations will focus on how, when and where young people are involved in projects |
| The breadth of the curriculum remains limited | Advance planning of work will be scrutinised by line managers and action taken if necessary to increase extent of work |
| | Funding streams will be identified which compliments the Youth Service curriculum |
| | Performance management will identify individual staff who have a narrow range of delivery and remedial action will be taken |
| The Service remains unable to measure the impact it has on young people | Systems to be established and adhered to re data collection and entry |
| | Managers will use management information in supervision sessions to drill down to individual performance on achieving targets |

Risk management is part of the detailed monitoring carried out by the Project Board, the Children and Young People's Stream Board and the Chief Executive's Monitoring Board. Separate documentation is available.

Section 7 Glossary of terms and abbreviations used

| | |
|------------------|--|
| BVPI | Best Value Performance Indicator |
| CONEL | College of North East London |
| CYPP | Children and Young People's Plan (Changing Lives) |
| DfES | Department for Education and Skills |
| NDC | New Deal for Communities |
| OCN | Open College Network |
| OfSTED | Office for Standards in Education |
| QA | Quality Assurance |
| SAP | Systems, Applications and Products in Data Processing (the Council's technological system for Personnel and Finance) |
| Youth MPs | Youth Members of Parliament |

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haringey strategic partnership

for children & young people

AGENDA ITEM

MEETING

**Children and Young People's Strategic Partnership Board
9 July 2007**

TITLE

Monitoring of *Changing Lives and the LAA*

SUMMARY

Attached are the key performance indicators for May 2007.

RECOMMENDATIONS

That the CYPSP note and comment on the monitoring for *Changing Lives and the LAA*.

LEAD OFFICER(S)

Sharon Shoesmith,
Director
The Children & Young People's Service

Introduction

1. Attached is the summary for key performance indicators (PI) covering Changing Lives and the Local Area Agreement (LAA). Where updated information is available the figures reflect the situation as at the end of May 2007. For some data monthly updates are not available. For example information on key stages (KS) in education is updated annually and information on school days missed three times per year.
2. The key PI set includes the three LAA stretch targets;
 - % of schools achieving healthy schools status;
 - young people not in education, employment or training (NEET);

- 19 year olds achieving level 2 qualifications;

And the three mandatory targets:

- % of school travel plans completed;
- reduction in under 18 conceptions;
- raising standards in English, maths and science at KS3 (though it only applies to schools located in districts receiving neighbourhood regeneration funding).

It does not include all of the 7 optional targets. It is proposed that information on these will be provided in accordance with the quarterly reports to the HSP.

3. As requested at the last meeting the data now includes information on either the national or London average (depending on availability) for comparative purposes.

Commentary

4. Four of the education PIs remain at red this month. As most of this information is only updated annually, when exam and key stage results are available, three of these RAG ratings will remain at red until the exam results are available later this year. The exception is LPSA 2 (percentage of half days missed from school). Provisional information indicates that this has improved to 7.4% for secondary schools (from 8.24% reported at the last meeting) and 5.7% (from 6.63% reported at the last meeting). If these figures are confirmed then the RAG status for primary schools can be changed to green. Improving educational achievement and reducing absence are both part of focused proposals in the Changing Lives Programme 2007-8 under priority 14.
5. Smoking in pregnancy remains at red. It is not only outside the target but has worsened by 1% since the last report. The CYPSP will recall that at the March meeting partners agreed the Infant Mortality action plan, section three of which covered proposals around reducing smoking. This is also one of the focused areas under priority four in the Changing Lives Programme 2007-8.
6. The percentage of young people who are NEET has increased since the last report (from 13.2% to 14.3%), and has now been rated amber instead of green.
7. The percentage of SEN statements completed in 18 weeks has increased from 80% to 95% since the last meeting. This is now above the target and the London average and has moved from red to green

Future developments in monitoring of the LAA

8. The report on the LAA at the January meeting of the CYPSP noted that the partnership would be responsible for monitoring the children and young people's block of the LAA. (Each LAA block is the responsibility of one HSP theme board). It is for this reason that LAA targets are included in the key PI set presented to the CYPSP at each meeting.
9. Overall the HSP monitors the community strategy, via a score card process, and the LAA stretch targets quarterly. The Government Office for London (GOL) will be monitoring LAAs on a 6 monthly basis. The intention is not that there should be multiple data collections in response to these processes, but that the information

presented to the theme board will be used for this quarterly and 6 monthly monitoring by the HSP and GOL.

10. The CYPSP is already well on the way in respect of monitoring. However it is important for the Board to be aware that the Key PIs information presented at each meeting then contributes to these other monitoring exercises. Discussion at the CYPSP meeting presents the opportunity to consider any amendments that may be needed to the data or RAG ratings, whether all PIs will achieve their targets during the year and if not whether any support or action is required.
11. Information from GOL indicates that they will look at the following three strands in their monitoring:
 - the reported data - i.e. the PIs and targets;
 - delivery – what outcomes have been achieved;
 - expenditure – how has the money been spent.The first of these, data, is already being reported regularly to the CYPSP. The second, delivery, should follow on from regular reviews of the data and Changing Lives and any other relevant action plan, for example Infant Mortality.
12. The last of these, expenditure, is still under development as the financial information is being finalised. The CYPSP will recall that the LAA contains grants which have been compulsorily pooled into the LAA by Government. Examples include the existing Neighbourhood Renewal Fund, the new Positive Activities for Young People fund and the Neighbourhood Support Fund which was previously distributed by GOL direct to voluntary sector groups.

Summary of Key Performance Indicators for CYPSP Monitoring - – data for May 2007

| | Ref | Description | London Average | YTD Outturn (end May) | 07/08 Target | R A G | |
|-----------------|---------------------------|--|--|-----------------------|-----------------------|--------------------------|--------|
| BE HEALTHY | 1 | Be Healthy 1047SC/ LAA mandatory* | London 05 44.6 National 05 41.1 | 2005 data | 2002-04 Baseline 72.9 | A ↑ | |
| | 2 | Be Healthy (CL)P4.1b& c/ LAA optional* | | 06/07 12.4% 86.56% | 07/08 5% 81% | R G | |
| | 3 | Be Healthy (CL)5.3 LAA stretch* | Schools receiving Healthy Schools status | | 21 | 47 60% Dec07 (Dec 07) | A |
| STAY SAFE | 4 | Stay Safe 2020sc LAA optional | % of initial assessments completed in timescale | 53% | 91% | 78% | G ↑ |
| | 5 | Stay Safe 2022sc | % of core assessments completed in timescale | 76% | 85% | 74% | G ↑ |
| | 6 | Stay Safe 2023sc | Number of Children on the CPR (Figure in brackets relates to rate per 10,000 population) | (30) | 161 (32.5) | 149 (30) | A ↑ |
| | 7 | Stay Safe 2034sc | % of Children on the CPR reviewed in timescale | 99.5% | 100% | 100% | G → |
| | 8 | Stay Safe 2042sc | Number of Children Looked After (LAC) (Figure in brackets relates to rate per 10,000 population) | (72) | 443 (89.3) | 422 (85) | A → |
| | 9 | Stay Safe 2043sc | % of LAC with 3+ placements in the year | 13% | 14% | 12% | A → |
| | 10 | Stay Safe 2059sc LAA optional | Number of Adoptions or Special Guardianship Orders | (7%) | 0 | 24 (7%) | A |
| | 11 | Stay Safe/ LAA mandatory* | School Travel Plans completed (including independent schools) | | 82 STP (86%) | 95 STP (100%) | A |
| ENJOY & ACHIEVE | 12 | Enjoy & Achieve 3070AC/43 a | BV 43a – Percentage of SEN Statements completed in 18 weeks (excluding exceptions) | 97.9% | 100% | 99% | G → |
| | 13 | Enjoy & Achieve 3070AC/43 b | BV 43b – Percentage of SEN Statements completed in 18 weeks | 83% | 95% | 85% | G ↑ |
| | 14 | Enjoy and Achieve / LAA | % Children looked after for 12 months or more achieving 5+GCSE's A*-C | 13% | 21% 2006 | 12.2% 2005 | G ↑ |
| | 15 | Enjoy and Achieve/ LAA | % Children looked after for 12 months or more achieving 5+GCSE's A*-G | 42% | 50% 2006 | 40.3% 2005 | G ↑ |
| | 16 | Enjoy & Achieve 3072sc | % of LAC aged 16+ who left care in the year with 1+ GCSE at grades A*-G | 49% | 47% | 55% | A → |
| AEW | AEW (CL)P19.2 LAA stretch | Not in Education, Employment or Training (NEETs) | National 10.3% | 14.3% (Apr) | 12.3% | A | |

*The Local Area Agreement (LAA) is part of a Government 10 year strategy to build a new relationship between central and local government. This includes mandatory outcomes, optional outcomes and stretch targets.

→ = in line with 06/07 outturn; ↑ = improvement on 06/07 outturn; ↓ = decline from 06/07 outturn
R = target not likely to be achieved; A = to keep under close review; G = target achieved/exceeded

| PAF/BV/ Local Ref | Description Years are expressed as academic years | National | Haringey | Haringey | Haringey | Haringey | RAG |
|----------------------------|---|----------|------------------------------|----------------|----------------|--------------------------------|-----|
| | | 2006 | 2006 | Target 2006 | Target 2007 | Provision al Target 2008 | |
| FSP | % of children scoring 6 or more in all PSED scales | 71 | 63 | Not set | 68 | 70 | A |
| FSP | % of children scoring 6 or more in all CLL scales | 48 | 41 | Not set | 44 | 48 | A |
| 3002OF | KS1 Reading Level 2+ | 84% | 78% | 79% | 80% | 82% | A |
| 3003OF | KS1 Writing Level 2+ | 81% | 74% | 76% | 77% | 78% | A |
| 3004OF | KS1 Maths Level 2+ | 90% | 87% | 88% | 88% | 89% | A |
| 3005OF/BV 41/ LAA | KS2 English Level 4+ | 79% | 75% | 75% | 76% | 78% | G |
| 3006OF/BV 40/ LAA | KS2 Maths Level 4+ | 76% | 70% | 75% | 75% | 76% | R |
| 3007OF/ LAA | KS2 Science Level 4+ | 87% | 79% | 80% | 82% | 83% | A |
| BV194a | KS2 English Level 5+ | 32% | 30% | 29% | 31% | 32% | G |
| BV194b | KS2 Maths Level 5+ | 33% | 28% | 29% | 31% | 32% | A |
| 3008OF | Value Added Measure KS1 to KS2 | 99.8 | 100.0 | | | | G |
| 3009OF/BV 181A | KS3 English Level 5+ | 73% | 61% | 65% | 67% | 72% | R |
| 3010OF/BV 181B | KS3 Maths Level 5+ | 77% | 64% | 65% | 68% | 70% | A |
| 3011OF/BV 181C | KS3 Science Level 5+ | 72% | 56% | 60% | 63% | 65% | R |
| 3012OF | Value Added Measure KS2 to KS3 | 99.8 | 99.5 | | | | A |
| 3013OF/BV 38 | % achieving 5+ A* - C | 59% | 52% | 53% | 57% | 59% | G |
| | % achieving 5+ A* - C (inc Eng and maths) | 46% | 34% | Not set | 41% | 44% | A |
| 3014OF | % achieving 1+ A* - G | 98% | 95.0% | 96.0% | 96.0% | 96.5% | A |
| 3017OF | Value Added Measure KS2 to GCSE/Equivalent | 1000.6 | 1011.2 | | | | G |
| 3018OF | Value Added Measure KS3 to GCSE/Equivalent | 1000.8 | 1001.4 | | | | G |
| Local indicators LPSA 2 | % half days missed - absence in secondary schools | 7.92% | 8.24% | 8.60% | 8.40% | 7.7% | G |
| Local indicators LPSA 2 | % half days missed - absence in primary schools | 5.76% | 6.63% | 5.80% | 5.60% | 5.4% | R |
| 5003OF | Schools with 6th forms: Avg point score of students entered for GCE/VCE A/AS | 721.5 | 566.2 (new points system) | 580 | 590 | 600 | A |
| AEW (CL)P20.1 | % 19 year olds qualified to Level 2 – LAA stretch | 71 | 62 | 60 | 65 | 68 | A |
| | % 19 year olds qualified to Level 3 | 47 | 43 | 42 | 45 | 47 | A |

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Changing Lives



The Haringey children
and young people's plan

*Programme for
2007-8*



Changing Lives 2006-9 was developed and published in April 2006 to give an overview of the priorities that all stakeholders had for the children and young people.

In 2007 we reviewed those priorities and the progress we have made in meeting the targets we set and an updated comprehensive needs assessment and review of *Changing Lives* have been produced.

This document is the updated *Changing Lives* and is set out under a section on vulnerable children and young people and each of the five outcome areas:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a positive contribution, and
- Achieve economic well-being

Much greater detail is available in our updated needs assessment and review document:

Knowing Our Children and Young People – planning for their futures, and *Stepping on towards excellence: a review of Changing Lives: The Children and Young People's Plan, 2006-9*.

The Haringey Teaching Primary Care Trust (HTPCT) has also produced a comprehensive report entitled *Growing Up in Haringey*, an annual public health report. The Metropolitan Police produces regular analysis and share these with partners.

The first two documents are available from: www.haringey.gov.uk/cyp and the third from http://www.haringey.nhs.uk/foi/foi_docs/2819_haringey_children_rep_2005.pdf

All these documents have informed the content of *Changing Lives* and are strongly recommended as sources of further information. Copies of this publication can be obtained together with summaries in another language, large print or Braille from:

FREEPOST RLYY-LCAT-KRTK
The Children and Young People's Service
London Borough of Haringey
48 Station Road
Wood Green
London N22 7TY

www.haringey.gov.uk/cyp
email: cyp0609@haringey.gov.uk



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The UK has signed the United Nations Convention on the Rights of the Child (UNCRC) which grants all children a comprehensive set of rights.

We have paid special attention to the content of the UNCRC in preparing this plan for our children and young people.

INTRODUCTION

Children and young people are Haringey's future.

Above all we want them *to be happy, healthy and safe with a bright future*. We have to plan for that future - to make it the best we possibly can.

Enormous improvements in services for children and young people in Haringey have been made in recent years and recognised in the Joint Area Review 2006¹.

Changing Lives 2006/09 set out our plans for three years and this includes a very clear statement of our ambition for Haringey's children and young people. Ambition that is reflected in a series of demanding targets that we want to achieve by 2009.

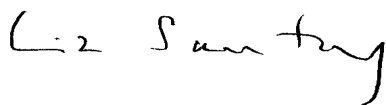
This document updates our plans and sets out our programme for 2007/8 following a review of our original priorities. The targets for 2007/08 show the step we want to achieve this year.

The members of the Children and Young People's Strategic Partnership (CYPSP) are firmly committed to working together to deliver the outcomes for children and young people set out in this plan. But we want everyone in Haringey to get behind *Changing Lives* – changing the lives of Haringey's children and young people.

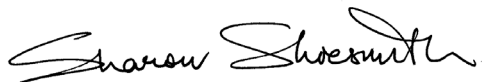
The targets set out within *Changing Lives* are so wide-ranging that they will only be achieved through highly effective partnership working between statutory agencies, the voluntary and community sector and other partners, and between parents, professionals and the wider community. We all have a role to play in achieving these targets.

Changing Lives challenges us all to focus our efforts and our resources to deliver a better future for children and young people in the borough.

Together, we can do it. On behalf of the partnership -



Cllr Liz Santry
Cabinet Member for Children and Young People
Chair, Children and Young People's Strategic Partnership



Sharon Shoemith
Director
The Children and Young People's Service

¹ The JAR Report is available at:
<http://www.ofsted.gov.uk/portal/site/Internet/menuitem.e741949183f04e23b218d71008c08a0c/?authorityID=309>

THE CONTEXT

The Challenge

Haringey has over 224,477 people living in 11.5 square miles. A quarter, that is 55,800 children and young people, are aged under 20. The population of children and young people is growing; approximately 4000 children are aged under one year old compared to 2500 four year olds.

Almost three-quarters of Haringey's children and young people come from ethnic minority communities. They speak 130 languages between them. From before birth they face different challenges. The extremes of poverty and wealth show that life expectancy is five years longer in the west of the borough than in the east of the borough given its high levels of deprivation.

Overall Haringey is the 10th (out of 354) most deprived district in England and ranks in the top five most deprived districts in London. The percentage of children and young people eligible for free school meals is over twice the national average (36% compared with 15%) but with vast differences across the borough, for example, 7.8% in Alexandra Ward compared with 50.7% in White Hart Lane Ward. Many children and young people are from asylum-seeking families – the third largest number in London.

Yet against this background, outstanding progress has been made. We have already demonstrated that the link between disadvantage and achievement can be broken. Our ambition for further improvement is high. Implicit throughout this plan is the intention to counter the causes and effects of deprivation that affects so many Haringey children and young people.

Key Facts

- 85% of 3 year olds and 100% of 4 year olds can access early years education.
- 10 Children's Centres offer services to 7,559 children (14,759 through 18 centres by 2008).
- 21,800 children attend Haringey's 63 primary schools.
- 12,654 young people attend Haringey's 11 secondary schools.
- 333 children (less than 1% compared with the average of 1.9% for England) are educated in special schools.
- 1,270 (2.9%) of the school population has a statement of special educational need, in line with the London average and less than similar authorities.
- 18,253 (33%) children and young people live in lone parent households.
- 8,013 (15%) children and young people are living in households where no parent is working.
- 4,300 live in temporary accommodation.
- 443 children or young people are in the care of the local authority, 62 are unaccompanied asylum seeking children and an additional 381 children are care leavers.
- 2559 referrals for social care were received in 2007/08.
- Around 350 children and young people live in a family seeking asylum.
- 156 children and young people are on the child protection register at 31 March 2007.
- Two-thirds of children and young people live in the east of the borough.

Changing Lives

The Children and Young People's Strategic Partnership (CYPSP) plans to improve outcomes for children and young people in Haringey and to improve their life chances year on year. This updated programme for 2007/8 continues with the twenty priorities we identified last year following further consultation with partners and based upon a comprehensive needs assessment and review.

Consultation

As part of the review of *Changing Lives* all partners, including children and young people have been consulted. Much of this consultation is now embedded in our processes, for example, through the Youth Council and the attendance of young people at forums such as the LSCB. This has included a number of specific sessions to examine key cross-cutting areas that we need to focus on next year. They also include the stretch targets in the Local Area Agreement (LAA). In drawing up the original three year plan we undertook several large scale consultation events. We will repeat this level of consultation at the end of the three year period.

The scope of the updated plan

The content of *Changing Lives* continues to take account of existing plans and targets developed by both the statutory and voluntary sectors working with children and young people in the borough. Those plans and targets are highlighted where relevant in our needs assessment and in the review of *Changing Lives* as well as this updated *Changing Lives* itself.

Changing Lives 07-8 gives an overview of the progress we have made in our first year and sets out what we want to achieve in these priority areas over the next year. In addition 10 cross-cutting areas have been framed within multi-agency plans as part of a planned transition to achieving more cross-cutting planning, aligned and then some shared budgets.

In the first 4 of the 10 areas we want to make much faster progress to close the gap with national figures.

- Improving the health and well-being of children and young people, reflected in the number of schools achieving the healthy schools status (Priorities 4 and 5 and LAA stretch target).
- Reducing the number of young people aged 16-19 who are not in education, employment and training (NEETs) (Priority 19 and LAA stretch target)
- Raising standards at Key Stage 2 (Priority 14).
- Reducing teenage conceptions and supporting teenage parents to provide better life chances for their children (Priority 7).

In the next 2 we want to build upon our good multi-agency work to achieve greater impact:

- Increasing the number of 19 year olds with Level 2 and 3 qualifications which will impact on the high level of worklessness in the borough (Priority 20 and LAA stretch target)
- Improving the lives and life chances for children and/or young people with disabilities and additional needs, and with mental health needs (Priorities 3 and 6)

In the next 2 areas we want to make very strong impact in relation to new developments.

- Improve the choice and opportunities available to children and young people through information, advice and guidance (the transfer of Connexions to the LA) (part of Priority 18).
- Improving the lives and life chances for children and/or young people through affordable childcare 0-14 – bring together the children’s centres, extended schools and play agendas (part of Priorities 1, 12,13, 14, 18).

Issues arising throughout the year have been concerns about serious violence among young people, safety has always been a focus but this year the CYPSP will specifically monitor this area.

- Improve the safety of children and young people, from bullying and street crime (Priority 9).

Lastly, we want to consolidate and build upon the excellent outcomes for children and young people in the care of the local authority (Priority 2).

Delivering the plan

The principles we established last year for service delivery still stand. These are that:

- Universal services (schools, other educational settings and health visitors) are supported and empowered to deliver more services at an earlier stage;
- Early intervention and prevention are the key focus of service delivery that reduces the cost of specialist and acute intervention services and refocuses work at an earlier stage;
- Partnership working, in particular with the voluntary and community sector, is important in delivering better outcomes for children, especially as the Children’s Trust continues to take shape;
- Engagement with young people, parents and the community are key to shaping and developing services that meet needs.

Children’s Networks

The Children’s Networks (see outline and maps on page 36) have been operating since January 2007 after a period of careful planning, and will continue to work up to full capacity by April 2008. The single referral route is now in place, Local Partnership Boards are being created during June and July 2007 and staff will begin working in multi-agency teams in locality bases between September 2007 and April 2008. Outcomes for children and young people will increasingly be expressed in terms of Children’s Networks up to, and then going forward from April 2008. The development of the Children’s Networks is subject to a programme of action research developed in partnership with Middlesex University. In addition Haringey alongside 14 other LAs, is part of a research project with the National Foundation Educational Research (NFER) and Research in Practice (RiP) looking at the impact on outcomes and planning to report in 2009.

Children’s Trust arrangements

Children’s Trust arrangements are now in place as outlined on page 39. This has developed from last year to add the Local Partnership Boards that will enable greater engagement with the community in each Children’s Networks, especially with parents, community representatives and the voluntary sector. Our intention is to involve our communities in identifying the most pressing issues for their area and in setting targets for improvement. Local Partnership Boards will help steer this process and monitor improvements and feed into the CYPSP Steering Group.

In the next few months the CYPSP Steering Group will begin to operate chaired by the Director of the Children and Young People's Service and including the Director of Operations for the PCT, a representative of the Metropolitan Police and Community Safety, the three Heads of Children's Networks and the Chairs of the Under-5s and Childcare Forum, the 5-11 Forum, the 11-19 Forum, all three Local Partnership Boards and the Youth Council. The steering group will evaluate progress against the plan and especially how the outcomes for children and young people in each Network are being achieved. As a multi-agency group it will also monitor the outcomes in relation to targets in the Local Area Agreement (LAA).

All these developments, will impact positively on our ability to achieve the outcomes in this plan.

Monitoring progress

It is through our Children's Trust arrangements and particularly a comprehensive partnership consultative framework that we will continue to monitor the progress we are making in delivering on the priorities we have set out. The CYPSP draws upon the views of all stakeholders, including the front-line staff in all statutory and voluntary sector bodies and through their involvement in our quarterly comprehensive performance monitoring processes we will continue to deliver on the priorities we set out within *Changing Lives*.

Delivering the equality agenda in Changing Lives

We will ensure that we achieve our equalities objectives through maintaining Standard 2 and working to achieve Standard 3 through the delivery of:

- The Equal Opportunity Policy;
- The Equality Public Duties Scheme;
- The Equality Public Duties Scheme - Implementation Strategy.

Developments by March 2008 will include:

- the opening of the 6th Form centre in September 2007;
- 18 Children's Centres will be fully operational;
- the Building Schools for the Future (BSF) initiative will be in the implementation stage leading to some significant rebuilding and remodelling of our secondary schools to deliver the curriculum of the 21st century;
- a new secondary community school in the Heartlands will be in development;
- new provision for children with autism will be established at Campsbourne Primary.

A living document

We hope you enjoy reading this plan. Whatever stake you have in the future of Haringey's children and young people, this plan is for you. Make it influence your work and at the same time influence its further development.

If you are a child or young person living in Haringey, or at school or college here, then *Changing Lives* is about you and your future. Make it work for you.

If you want to tell us what you think please write to the address inside the front cover.

OUR VISION

We want every child and young person in Haringey to be happy, healthy and safe with a bright future.

We want all children and young people to:

Be Healthy We want to enable children and young people to be physically, mentally, emotionally, and sexually healthy. We want them to have healthy lifestyles, enjoy sport and recreation and choose not to take illegal drugs. We also want to support parents² to promote healthy choices.

Stay Safe We want children and young people to be safe from maltreatment, neglect, violence and sexual exploitation, safe from accidental injury or death, from bullying and discrimination, safe from crime and anti-social behaviour in and out of school, and have security, stability and be properly cared for. We also want parents, carers and families to provide safe and stable home lives and take responsibility for their child's behaviour.

Enjoy and Achieve We want all children to be ready for school and to attend and enjoy school, with as many as possible achieving national standards at the end of their primary years and at the age of 16 and beyond. We want schools to enjoy the support and confidence of their local communities and we want to support the role that supplementary and community schools play in raising standards. We want parents to share in their child's learning and to be able to support them throughout their school years.

Make a Positive Contribution We want our children and young people to engage in decision-making and to support their community and environment. We want to support them to have a wide range of opportunities that enable them to enjoy living in such a richly diverse borough, to contribute to race equality and community cohesion, and to overcome the negative effects of deprivation through greater educational opportunity.

Achieve Economic Wellbeing We want young people to engage in further and higher education, employment or training when they leave school so that they can live in decent homes and contribute to sustainable communities. We want them to be able to buy material goods and live in households free from low income. We want parents to be supported to be economically active.

Above all, we want all **vulnerable³ children and young people** to get support to enjoy the same opportunities as any other child or young person. For that reason we have chosen to create a specific set of outcomes around these children and young people.

² Throughout this document the terms parent(s) is used to indicate all those in a parenting role.

³ "Vulnerable" is used in *Changing Lives* to describe children & young people who face particular challenges as a result of their personal circumstances, for example, those who have disabilities or who are looked after by the local authority, care leavers, those at risk of significant harm, Travellers, asylum seekers and refugees, pupils newly arrived from overseas, those at risk of disaffection, young carers, pregnant schoolgirls, teenage parents, young offenders, those at risk of offending and young victims of crime or discrimination.

VULNERABLE CHILDREN AND YOUNG PEOPLE

Many children and young people in Haringey face considerable challenges as a result of their personal circumstances. We want these children and young people to get support to enjoy the same opportunities as any other child or young person in the borough. For that reason we have chosen to create a specific set of outcomes around these children and young people.

The progress we have made in 2006/07

Protecting children and young people is the top priority for the Children and Young People's Service and partner agencies. Good preventative work is continuing to have a strong impact. The number of children on the Child Protection Register (CPR) has reduced to 156 (March 2007) from a peak of 303 in 2003 and down from 200 in October 2006. The number of children on the CPR per 10,000 is 31.5 compared with the London rate of 29 and a national rate of 24. All have an allocated social worker and 100% of Child Protection Plans are reviewed on time.

Similarly the number of children in care is also reducing to 443 in March 2007 from 484 a year ago (89 per 10,000 of the general population compared to 72 per 10,000 for London), Haringey's figure includes 62 asylum-seekers down from 100 in March 2006. 92% of children in care for 12 months or more have an up to date health and dental check in 2006/07 compared to 80% last year and above the London average of 88%, illustrating the continued improvements in health planning for this group and our dedicated mental health service is improving health outcomes.

Inspections have recognised the improvements in the stability of placements and acknowledged effective strategies for promoting adoption and the 2006 report indicated overall Haringey's Fostering Service provides "good" outcomes for the people who use. The percentage of children entering care and placed more than 20 miles from Haringey is 9.2%, a reduction against last year's figure of 9.8%. All this has had a very strong impact on improved attendance and increased educational achievement – see Enjoy & Achieve.

This year we have nearly 400 care leavers with 68% now participating in education, training or employment at the age of 19, doubling in only four years and above the London average.

Completion of self-assessment in the recommended timescale (18 weeks) for those children and young people with a statement of special educational needs (SEN) is 100% and 80% including exceptions both above the London average.

High quality integrated provision for the care and development of young children through 10 Children's Centres is now in place and a further eight are in the feasibility stage. Together they will provide more than 700 childcare places and 'reach' 14,750 children as well as providing family and child health services, family support and training opportunities by 2008.

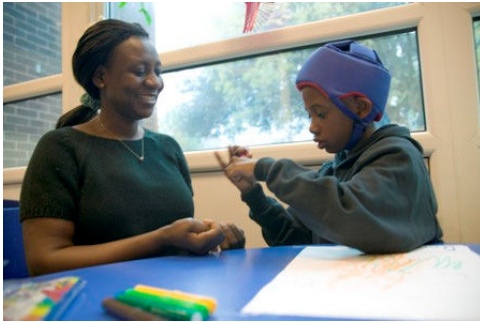
WHAT WE WILL DO BY 2009

We will continue to work to improve outcomes for all vulnerable children and young people in the borough, but we will focus on **three** key priorities:

PRIORITY ONE – We will improve outcomes for vulnerable children and young people through implementing strategies that will ensure earlier intervention.

Our focus for 2007-8

- Further develop the three Children's Networks (CNs) to consolidate the work of the multi-agency teams, establish the Local Partnership Boards and join-up services across the CNs to impact on improving outcomes for children.



- Evaluate the effectiveness of the CNs through action research, adjusting provision as necessary and developing local indicators and information to inform commissioning priorities.
- Consolidate the delivery of services from the 10 Children's Centres and establish Phase Two Centres all with robust business planning and sustainable funding.



- Further build upon early intervention services including family support that includes greater levels of resource to support families, particularly the most vulnerable.
- Develop a longer-term model for early intervention and prevention, including a detailed financial strategy that tackles the high levels of child poverty in the borough and reduces the need for more specialist services.
- Improve multi-agency strategic commissioning for children and young people that improves services and increases efficiency.



- Further improve the CAF and specialist assessments, the lead professional role, systems to share information and the workforce development required to maintain and improve the good progress made in delivering integrated services.

PRIORITY TWO – We will continue to improve life chances for children in care and care leavers.

Our focus for 2007-8

- Maintain this strong focus on the outcomes for children in care – to include a detailed multi-agency action plan with a particular focus on consulting the children, young people and carers themselves to drive greater improvements.
- Continue to achieve adoption and special guardianship for all those children for whom it is in their best interests - in the region of 20 children each year.
- Improve annual health checks and health planning for this group from 92% in 2007 to 93% in 2008 and 95% by 2009 including sexual health advice.
- Reduce the proportion of children newly in care, placed 20 miles or more from Haringey from 8% in 2006/07 to 7% in 2007/08 through continuing to improve the supply and quality of local placements.



- Reduce the number of conceptions of under 18 looked after young people, care leavers and unaccompanied minors through targeted work with both the young people and their foster carers - see priority 7 in Be Healthy.
- Continue to raise educational achievement. See priority 14 in Enjoy and Achieve.

PRIORITY THREE – We will improve outcomes for children and young people with disabilities.⁴

Our focus for 2007-8

- Develop a multi-agency action plan to drive improvements for children and young people with disabilities.
- Develop a long-term strategy for respite care to improve use and build capacity.
- Achieve a year on year reduction in the number of children and young people with Autistic Spectrum Disorder (ASD), Asperger's Syndrome and sensory impairment placed out of borough at Reception and secondary transfer stages.
- Ensure all secondary schools with ASD pupils to meet the autism friendly schools standard by 2009.
- Improve further the range of out of school activities for children and young people with disabilities in each Children's Network, including specialist residential summer play scheme.



- Maintain and extend the good levels of participation of children and young people with disabilities and their parents in service planning and evaluation, and in all opportunities across the borough open to children and young people without disabilities.
- Ensure that all children and young people with disabilities have a transition plan to enable them to access appropriate adult services.
- Raise educational achievement. See priority 14 in Enjoy and Achieve.

⁴ Children and young people with disabilities include children and young people with either disabilities or learning difficulties resulting in special educational needs in the school or early years setting.

BE HEALTHY

We want to enable children and young people to be physically, mentally, emotionally, socially and sexually healthy. We want them to have healthy lifestyles, enjoy sport and recreation and choose not to take illegal drugs. We also want to support parents, carers and families to promote healthy choices.

The progress we have made in 2006/07

The Public Health report: *Growing Up in Haringey* identifies reducing health inequalities for the most disadvantaged children, including infant mortality and life expectancy as a significant challenge. Infant mortality, tackled through the revised Infant Mortality Action Plan, has increased from 7.5 per 1000 in 2004 to 7.7 per 1000 in 2005 and remains above London and national figures.

However, we have exceeded our target for increasing the number of women who breastfeed their babies with the year to date position in October 2006 at 86.7% against a target of 79%. We have not been so successful in reducing number of women who smoke during pregnancy with a figure of 12.4% in March 2007 against a target of 5% by the year 2007/08 and so have a significant challenge ahead of us this year.

Over 2000 children and young people in the borough have a limiting long-term illness and require a range of services. Greater integration of services over the past year has begun to improve further outcomes for this group.

The under 18 conception rate in Haringey continues to fall and now stands at 62.5 per 1000 in 2005 compared with 73.2 in 2001 and there is a downward trend in under-16 conception rates but we continue to have one of the highest conception rates in London.

Our aim is to ensure that all schools in Haringey take part in the National Healthy Schools (NHSS) Programme and that half achieve National Healthy School status by July 2007. We are on track to achieve this challenging target and have been assessed as 'green'. The programme supports young people to adopt healthier lifestyles around eating, physical activity, smoking, and substance misuse.

Haringey currently has 64 School Travel Plans (STP) and a further 18 submitted to the DfES. This equates to 95% of maintained schools within the borough having STPs approved or to be approved. When independent schools are added to this 86% have approved travel plans or about to be approved in Haringey. This is well above the London and national average and there has been an increase of 19% from last year's figures.

Mental health needs are estimated to affect almost 3000 of Haringey children and young people and the mental health strategy is driving up the quality of services and are benefiting from greater integration. Several targeted services and strategies are improving outcomes, for example, the drugs and alcohol service and the physical activity strategy.

WHAT WE WILL DO BY 2009

We will continue to work to improve health outcomes for all children and young people living in the borough, focusing on four key priorities:

PRIORITY FOUR – We will reduce the number of still births and babies who die before their first birthday.

Our focus for 2007-8

- Increase the number of women who book early for antenatal care, increase the numbers who start breast feeding from 64% in 2003/04 to 81% in 2007/08 and reduce the number smoking in pregnancy from 11% in 2003/04 to 5% in 2007/08.
- Implementation of NICE guidance on post natal care, to include the development of UNICEF baby-friendly standards in maternity services.
- Develop a multi-agency plan to encourage women to book early for antenatal care, preferably at 8-10 weeks of pregnancy to give them time to plan their pregnancy effectively and consider early screening options.



- Ensure that all midwives, health visitors and children's centre staff are trained to encourage actions that improve health equality, from encouraging smoking cessation to access to services by pregnant women.
- Implement a Family Support Strategy that includes greater levels of resource to support all families and particularly the most vulnerable ones delivered by multi-agency teams working in Children's Centres and other settings by 2008. See also Priority One.



PRIORITY FIVE – We will promote healthier lifestyles to children, young people and parents.

Our focus for 2007-8

- Enable children, young people and parents, especially teenage parents, to make better choices about healthier lifestyles through improved information linked to opportunities for family learning.
- Reduce the number of children and young people with obesity by implementing the obesity strategy and by developing sport, leisure and recreational opportunities. See priority 13 in Enjoy and Achieve.
- Reduce the number of children and young people who take up smoking.
- Ensure that 60% of schools achieve Healthy Schools Status in 2007/08; 75% in 2008/09; and 85% by 2009/10 led by a multi-agency action plan (LAA Stretch Target).
- Achieve 90% of schools with an approved travel plan (STP) by 2007/2008; 95% by 2008/09; and 100% by 2009/2010.
- Reduce by 50% the number of children and young people who live in temporary and unsuitable accommodation by 2010 (See priority 18).

PRIORITY SIX – We will prevent young people from developing mental health problems by strengthening their emotional wellbeing and self esteem and improve services to those who have mental health needs.

Our focus for 2007-8

- Develop a multi-agency action plan to drive improvements.
- Review CAMHS services, particularly in schools and primary care, and look at ways of optimising provision, to encourage prevention and reduce the pressure on Tier 3 services.
- Support schools to develop more effective school-based preventative programmes that support emotional literacy and by strengthening the work of the integrated services to children and families.
- Improve the quality and timeliness of services for children and young people with mental health needs by delivering better focused treatment and by reducing year on year the number who require in-patient treatment.
- Improve access to the Child and Adolescent Mental Health Services (CAMHS) through a single point of contact, and especially for children with learning difficulties.
- Achieve the Child and Adolescent Mental Health Services Standard of the National Service Framework for Children, Young People and Maternity Services by 2010.

PRIORITY SEVEN - We will work with young people to reduce teenage conception rates in Haringey as part of a broader aim to improve sexual health.

Our focus for 2007-8

- Reduce the under 18 conception rates to 48.3 per 1000 in 2007; 41.4 per thousand in 2008; 34.8 per thousand in 2009 and 28.0 per thousand by 2010 and achieve a downward trend in under-16 rates in line with the multi-agency action plan. See also priority 2 in Vulnerable Children & Young People.
- Continue to improve the advice to children and young people on sex and relationships available in schools, community and youth settings through multi-agency programmes, supported by the new YP's website.
- Continue to provide targeted work through the Teenage Pregnancy Strategy and the Sexual Health Strategy, including one-to-one sessions for younger people at risk and target the 4YP service through the Youth Service.
- Increase the take up of Chlamydia screening amongst sexually active 15-24 year olds to 2,400 by 2007/08 as part of a broader strategy to improve sexual and reproductive health.



STAY SAFE

We want children and young people to be safe from maltreatment, neglect, violence and sexual exploitation, safe from accidental injury or death, from bullying and discrimination, safe from crime and anti-social behaviour in and out of school, and have security, stability and be properly cared for. We also want parents, carers and families to provide safe and stable home lives and take responsibility for their child's behaviour.

The progress we have made in 2006/07

Knowing our children – Planning for their futures, outlines how bullying, safety on the streets and having a safe place to play and meet are all key issues for children and young people in the borough together with fear of gangs and violence on the streets.

As stated earlier, the number of children on the Child Protection Register (CPR) has reduced to 156 (March 2007) from a peak of 303 in 2003 and down from 200 in October 2006.

We have ensured that the quality of multi-agency procedures and practice to safeguard children and young people has continued to be both monitored and improved. As part of this in June 2006 we implemented guidance on the recruitment and selection of staff who work with children and young people. Joint protocols on child protection in the context of parental mental ill health and parents with learning disabilities have been developed with Mental Health and Learning Disability Services.

Children and young people, as well as the range of statutory organisations and community partners, have contributed to the development of a revised policy that addresses bullying and all forms of discrimination. Schools monitor incidents of bullying and discrimination and almost 70% return their data for collation so that preventative work can be targeted and improvements monitored. Several highly successful school-based initiatives have impacted on improving the safety of children, for example, peer mediation operating across 21 primary schools.

Data from the Metropolitan Police is now able to identify a number of neighbourhoods in Haringey where there is a high incidence of physical abuse, neglect and sexual offences against children, including domestic violence, enabling better targeted work.

The new Bruce Grove Youth Centre and the Duke of Edinburgh Awards Centre have built on the quality of what is on offer to young people and creates more safe places for them to go. Our success in the Big Lottery Fund will add substantially to this.

Road safety is an on-going priority with an aim to reduce casualties by 50% by 2010 from the high of 19 children (aged between 0-15 years) killed or seriously injured in 2003. We are succeeding in meeting this target and in 2006 reduced road casualties to 14 serious injuries and 1 death. The information does not show any common geographical data but does enable us to conclude that the majority of accidents/injuries have been to boys aged between 10 and 15 who have crossed the road without looking.

We have far exceeded our target of 5% in 2006/07 to reduce re-offending rates when compared with 2002/03 with an actual reduction of 9.4%. We have also met our target of ensuring that 75% of victims of all youth crime referred to Youth Offending Teams are offered the opportunity to participate in a restorative process.

WHAT WE WILL DO BY 2009

We will continue to work to make children and young people safer in Haringey, focusing on four key priorities:

PRIORITY EIGHT – We will reduce the incidence of specific dangers affecting some or all children and young people in the community, in partnership with parents and the wider community and through the implementation of the Pan-London child protection procedures.

Our focus for 2007-8

- Increase numbers of young people receiving DUST screening and number receiving treatment.
- Continue to reduce road traffic fatalities and casualties in children and young people under 16, and especially for boys aged 11-15 – the age group at greatest risk.
- Raise awareness of belief-centred abuse of children and young people among front-line staff including schools.
- We plan to develop a junior MAPPA (multi agency planning group) to review and advise on services for young people convicted or assessed as at risk of committing sexual abuse against children or young people.'
- Reduce offences against children and young people, through targeted work in specific neighbourhoods.
- Establish systems that enables the analysis of the impact of domestic violence in cases of child protection.
- Reduce risk to those children and young people at risk of sexual exploitation, those with disabilities and those subjected to domestic violence.
- Ensure that the quality of multi-agency procedures and practice to safeguard children and young people continues to be both monitored and improved.



PRIORITY NINE – We will renew our efforts to reduce bullying, discriminatory incidents and gang culture in line with what young people have told us is most important to them.

Our focus for 2007-8

- Create a multi-agency action plan, especially with the Safer Schools Police, to prevent serious incidents between young people.
- Implement the anti-bullying policy and monitor its effects in reducing bullying and other discriminatory incidents – and to engage young people directly through the LSCB.
- Support young people’s own initiatives to raise awareness of anti-violence – through schools and the Youth Service.
- Work with children and young people to raise and address their fears of crime through the coordinated work of the Safer Communities Partnership.

PRIORITY TEN – We will create more safe places for children to play and for young people to go to working with partners from the Council, the police and the voluntary sector.

Our focus for 2007-8

- Improve further the quality and range of youth provision in the borough, especially through unattached youth workers engaging at community level and meeting targets.
- Improve the quality and range of play provision in the borough supported by a new Play Strategy and the successful Big Lottery Fund bid.
- Work with the Council’s Urban Environment department to ensure that parks and open spaces are as safe as possible.
- Increase the amount of targeted diversionary activities in the borough’s parks and open spaces through co-ordinated work between the Council, the voluntary and community sector and other agencies, including contributing to the Better Haringey initiative.

PRIORITY ELEVEN – We will reduce the numbers of children and young people who are involved in crime or become victims of crime.

Our focus for 2007-8

- Reduce year on year the number of first time entrants to the youth justice system (Preventing offending).
- Achieve a 5% reduction in the re-offending rate for 2007/08, when compared to the 2002/03 cohort, with respect to: pre-court, first tier penalties, custodial penalties and reduce the seriousness and frequency of re-offending.
- Ensure victims participate in restorative processes in 25% of cases that come to the attention of the Youth Offending Service.

ENJOY AND ACHIEVE

We want all children to be ready for school and to attend and enjoy school with as many as possible achieving national standards at the end of their primary years and at the age of 16 and beyond. We want schools to enjoy the support and confidence of their local communities and we want to support the role that supplementary and community schools play in raising standards. We want parents to share in their child's learning and to be able to support them throughout their school years.

The progress we have made in 2006/07

Knowing our Children – Planning for the future outlines the significant progress made over the past six years – the percentage achieving 5+ A*-C grades has improved at just over twice the national rate closing the gap from 19% (in 2001) to 7.5% (in 2006). DfES value added data from Key Stage 2 to Key Stage 4 shows Haringey schools have exceeded national expectations significantly and now place Haringey in joint 13th place out of 149 local authorities. Progress is continuing to be made in closing the east and west gap within the borough in the 5+ A* - C indicator with the gap of 30% in 2001 narrowed down to 13% in 2006. The percentage achieving 5+ A* - C (inc English and maths) has also improved at twice the national rate since 2002, up by 7.4% (national increase 3.7%), but this remains a significant challenge for Haringey. In 2006 results improved (from 12% to 21%) for children who have been in care for 12+ months achieving 5+ A*-C grades and an increase from 41% to 48% for children in care achieving 5+ A*-G grades. Targets set for GCSE should enable Haringey to match the national average by 2010.

Progress at Key Stage 3 has been mixed. English results fell by 3% to 61% (nationally fell by 1% to 74%). Mathematics results improved by 3% to 64% (nationally improved by 3% to 77%), and science improved by 4% to 56% (nationally improved by 2% to 72%). Two schools have results at or below 50% and these are targeted for improvement as part of the LAA.

Results at Key Stage 2 have tracked the national results with the gap beginning to close in 2006 with a 2% increase in English compared to zero nationally; a 2% increase in maths compared to 1% nationally; and a 1% increase in science; the same as nationally. Value-added scores are ahead of the national figure putting Haringey in 33rd position up from 42nd position last year showing that the gap is closing – however Key Stage 2 is a key focus for greater improvement.

Standards for students from ethnic minority communities have improved steadily since 2002 with African students improved at GCSE by 17%, Caribbean students by 20% and Turkish students by 14%, closing the gap with White UK students who improved by 6% in the same timescale.

Schools are much improved - no school in Haringey is in special measures – a better record than national figures, and the number of primary schools with fewer than 65% achieving the national expectation by age 11 in English has dropped from 24 in 2003 to 10 in 2006 and in maths from 24 to 20. A key focus this year is no school below 50% in any subject.

120 new primary places have been established to meet demand in the west and a new community school is to be opened by Haringey by 2010. The percentage of primary pupils choosing Haringey secondary schools increased from 79% in 2003 to 83% in 2006.

Primary school attendance fell by 0.22% (national fell by 0.33%), but the overall trend is closing the gap with the national from 2.15% in 2002 to 0.87% in 2006. Secondary school attendance improved by 0.4% and has been closing the gap with the national from 1.48% in 2002 to 0.32% in 2006. Special schools attendance improved by 2.05% and is now better than the national by 0.59%. Primary attendance will continue to receive a strong focus.

For those with a statement of special educational needs completion of statutory assessments is very good – 100% in 18 weeks and 80% including exceptions. Increasingly education is provided in resourced provision attached to mainstream schools – this is increasing year on year.

The quality of early years' education continues to improve, especially with ten designated Children's Centres and the planned further possible eight providing over 700 childcare places in total. From Ofsted inspection results and our own self-evaluation processes we judge that 100% of school and playgroup provision is satisfactory, 90% is good and 10% outstanding.

We have no schools in special measures and three with a notice to improve. Overall effectiveness of secondary schools is 78% compared to 49% nationally, in primary schools 53% compared to 58% nationally and of the two special schools inspected one is outstanding and the other good with outstanding features.

WHAT WE WILL DO BY 2009

We intend to continue to break the link between disadvantage and achievement focusing on three key priorities:

PRIORITY TWELVE – We will further improve the quality of early years' education.

Our focus for 2007-8

- Ensure further improvements in the quality of provision in the Foundation Stage so that by 2009 Ofsted judges 100% satisfactory and 90% good or better.
- Improve the quality of the PVI sector through very focused and structured support and challenge.
- At Foundation Stage extend the Targeted Pupil Initiative to better identify the most vulnerable learners at the earliest stages of their education and involve their families in wider family learning initiatives.



PRIORITY THIRTEEN – We will enable children and young people to enjoy wider opportunities through a broad curriculum and out-of-school learning activities.

Our focus for 2007-8

- Children's Centres, play, youth and extended services to be mapped as part of a single strategy within each Children's Network to enable the best possible services to children and their families, and to enable the achievement of the 2008 targets of 50% of all special and primary schools and 30% of secondary schools delivering extended services core offer.



- Focus on the quality and range of the curriculum in schools given the relatively low grades from Ofsted with a focus on greater creativity that expands recreational, cultural and leisure experiences for children and young people. See also Priority Sixteen.
- Promote the partnership between mainstream, supplementary and community language schools to ensure that children and young people from Black and Minority Ethnic communities can be better supported to reach their full potential.
- Target youth work through special projects for young people who are vulnerable and/or are at risk of becoming NEET.
- Develop better linkages between schools and the 2012 Olympics.

- Ensure that more children and young people take up participation in recreational and leisure activities through increasing the number using the Youth Active Card from 800 in 2006/07 to 1200 in 2007/08.
- Build on the improvements in the BVPI in 2007 and achieve the BVPI relating to contact, participation, recorded outcomes and accredited outcomes in 2008.
- Ensure that 85% of 5-16 year olds in Haringey engage in a minimum of two hours of high quality PE and school sport every week by 2008 as part of a campaign to increase participation in sports and fitness activities through improving sports and leisure facilities in the borough and by developing a package of education, campaigns and projects sponsored through the Better Places Partnership.
- All secondary schools will have a named youth worker who is the link person between the youth service and the school responsible for promoting/developing work with young people, building on the success of this work through promoting accredited programmes like those for volunteers and the Duke of Edinburgh Awards.



PRIORITY FOURTEEN – We will improve attendance and raise standards of achievement for all children and young people reflected across all sections of our community.

Our focus for 2007-8

- **Reduce absence** in primary schools from 6.63% in 2005/6 to 5.4% in 2007/8 and in secondary schools from 8.24% in 2005/6 to 7.70% in 2007/8.
- **Reduce exclusions** (fixed term and permanent) through maintaining the Managed Move protocol for secondary schools and develop it in primary schools within each Children's Network.
- **At Key Stage 2** continue to focus support on schools to achieve above the floor target of 65% and ensure that no schools are below 50% in any subject through a multi-agency action plan.
- **At Key Stage 3** continue to focus support on schools to achieve 50% or above at Key Stage 3 in each of the core subjects.
- **At Key Stage 4** continue to support schools to improve results at 5+ A*-C grades at GCSE with and without English and mathematics and at one GCSE.
- **For 14-19** continue the strong development of specialist diplomas with schools and other partners so that the number of 19 year olds with level 2 and 3 qualifications increases (see priority 20).
- Develop programmes that focus on raising the aspirations of young people and improve their self-esteem, thereby impacting on teenage pregnancy and staying on rates post-16.
- **For post -16 students** increase the average A level point score per student to 232 in August 2007 from 227 in August 2006, reaching 238 in August 2008 and 248 in August 2009 and increase the average point score per exam entry to 79 in August 2007 from 76.4 in August 2006 reaching 81 in August 2008 and 84 in August 2009.
- **For children and young people from minority ethnic communities** reduce year on year the current attainment gap between students from African, Caribbean, Turkish and Kurdish communities with White UK students by at least another 2-4% for each group.
- **For children in care** achieve 100% Personal Education Plans and 14% in care for 12+ months to achieve 5+A*-C GCSEs and 11% to achieve 5+A*-C (inc English and maths) and 57% to achieve at least one GCSE or equivalent qualification in 2007.
- **For high attainers** increase the percentage of 11 year olds in 2007 attaining Level 5 in English to 33% and to 34% in 2009 (2006 result 30%) and in Maths to 30% and to 31% in 2009 (2006 result 28%).
- Increase the percentage of pupils attaining 3 or more A*/A grades at GCSE to 18% in 2007 and to 19% in 2009 (2006 result 16%).
- **For low attainers** reduce the percentage of 11 year olds in 2007 attaining Level 2 or below in English to 7.8% (2006 result 8.6%), and the percentage attaining Level 2 or below in Maths to 7.8% (2006 result 8.8%).
- Ensure that by 2007 96% of young people leave school with at least one formal qualification, and at least 99% by 2009 (2006 result 94.5%).

- **For children and young people with Special Educational Needs (SEN)** ensure that they achieve the highest standards and that their progress is positively measured and reported through appropriate tools such as P Scales.
- Ensure that the provision specified in statements remains under review to ensure that the needs of children and young people are met.
- **For pregnant schoolgirls and school-age parents** ensure that 100% of all schoolgirls and school-age mothers continue to have an offer through Connexions by September 2007.
- **For children and young people who move home or schools frequently** work with schools to promote good induction programmes and monitor mobility levels in all schools and use data to inform Standards Fund formula where relevant.

Percentage of students achieving the expected standard or above at the end of each Key Stage with targets for 2007 and 2008

| | 2005 | 2006 | 2007 | 2008 |
|------------------------------------|-----------|---------|------|------|
| KEY STAGE 1 (7 year olds) | | | | |
| Reading | 79 (86) | 78 (84) | 80 | 81 |
| Writing | 76 (82) | 74 (81) | 76 | 78 |
| Mathematics | 87 (91) | 87 (90) | 88 | 90 |
| KEY STAGE 2 (11 year olds) | | | | |
| English | 73 (79) | 75 (79) | 76 | 78 |
| Mathematics | 68 (75) | 70 (76) | 75 | 76 |
| Science | 78 (86) | 79 (87) | 80 | 82 |
| KEY STAGE 3 (14 year olds) | | | | |
| English | 64 (74) | 61 (73) | 67 | 72 |
| Mathematics | 61 (74) | 64 | 68 | 70 |
| Science | 52 (70) | 56 (72) | 63 | 65 |
| KEY STAGE 4 (16 year olds) | | | | |
| 5+ A-C grades | 48.9 (57) | 52 | 57 | 59 |
| 5+ A*-C to include English & Maths | 32 (44) | 34 | 38 | 44 |
| 1 A*-G | 95 (97) | 94.5 | 96 | 97 |

National results are in brackets.

MAKE A POSITIVE CONTRIBUTION

We want our children and young people to engage in decision-making and to support their community and environment. We want to support them to have a wide range of opportunities that enable them to enjoy living in such a richly diverse borough, to contribute to race equality and community cohesion, and to overcome the negative effects of deprivation through greater educational opportunity.

The progress we have made in 2006/07

Children and young people in Haringey are already making a positive contribution to daily life in the borough. They take an active role in their communities, recognise the need to care for the environment, get involved in enterprising activities and are developing greater cultural and faith awareness.

At the same time, opportunities for children and young people to participate in decisions that affect their lives and community are growing. During January 2007, for the first time in Haringey's history, 800 young people elected 3 UK Youth Parliament representatives. The Haringey Youth Council (HYC) has been holding regular meetings that are attended by young people aged between 12-19 representing their school and or youth group, including children in care, young disabled people, young carers, the Home Educated and young travellers. Young people on YOF Panel received training, delivered internally and by Youth Bank UK on evaluating bids and have established effective systems for allocating funding to youth groups throughout the borough. The contribution of young people to all forums as part of the Children's Trust arrangements, especially the CYPSP and the Children and People's Consultative Committee (CYPCC) where they have a real influence in shaping decisions that affect all children and young people in Haringey.

The Total Respect Programme has empowered young people in care to raise the awareness of corporate parents. The Youth Service has been successful in reaching hard to engage groups, children in care are consulted on a wide range of factors directly affecting their lives and Exposure and Junior Exposure are award winning publications produced by young people.

The citizenship curriculum is well established in Haringey schools and has a special importance in such a diverse community. One thousand five hundred primary children participated in the Haringey Junior Citizens Award scheme during 2006 and 1,200 children contributed to the Haringey Junior Citizen Event at Tottenham Hotspur FC in June 2006.

We have continued to empower children and young people to have more opportunities to engage in a range of activities. The international opportunities available are growing and formal links have now been established between schools within Haringey and a number of other countries to embed an international dimension to children and young people's education. There are now 18 weekly musical ensembles in Haringey attended by over 700 children and young people, organised by Haringey Music and Performing Arts Service. These provide access to diverse musical styles and cater for a wide range of abilities with four thousand children and young people learning to play a musical instrument.

The Youth Service working with Connexions and the Children's Fund has improved and implemented innovative participation projects with young people. The new Youth Centre at Bruce Grove, Duke of Edinburgh Award Centre and mobile youth service units are enabling better participation of more young people in a range of activities.

WHAT WE WILL DO BY 2009

We will continue to work to enable children and young people to make a positive contribution focusing on three key priorities:

PRIORITY FIFTEEN – We will empower children and young people to have a more effective voice in decision making.

Our focus for 2007-8

- Build upon the engagement of young people in local democracy through the work of the Haringey Youth Council (HYC).
- Develop a good practice protocol for the involvement of children and young people.
- Develop strategies to more consistently consult with young people attending special schools.
- Continue to equip children and young people with the tools and skills they need to participate at all levels.
- Increase the number of young people involved with the Corporate Parenting Panel, including both younger people still within the “care system” and young people with disabilities.
- Recruit more young people in care to be involved with Total Respect Training and establish a programme to engage staff in the training.
- Ensure that the participation strategy impacts upon all children and young people in the borough including the most vulnerable groups.
- Ensure all groups are involved by establishing a “leaving care conference” for young people, a training programme for care leaver mentors, a “Powerful Voices” conference for children and young people with disabilities, and greater support to the Autism Youth Club.
- Strengthen the HYC by establishing youth forums in each Children’s Network and strengthening the role of the HYC in the work of the Council and other key stakeholders.



PRIORITY SIXTEEN – We will ensure that children and young people living in Haringey are given wider opportunities to broaden their experiences and equip them to live in a global society.

Our focus for 2007-8

- Ensure greater opportunities for children and young people to benefit from an international dimension to their education, including visits to other countries and experience new cultures with an increase in the number of schools achieving the International Schools Award.
- Citizenship curriculum developed to take account of the revised national expectations for schools to more fully address issues related to social cohesion.
- Building children and young people's awareness and understanding of different cultures and faith communities.
- Offering more opportunities for children and young people to visit the countryside and enjoy our outdoor pursuits centre in Wales.
- Increase opportunities for children and young people to take part in creative pursuits, including playing a musical instrument, experiencing the Arts, including the performing arts.
- Increase the take up of a range of out of school activities, including the facilities and opportunities offered by the Youth Service and the access given through the new website and annual directory of activities.



PRIORITY SEVENTEEN – We will work together to give a more positive profile to children and young people drawing attention to their positive contributions and celebrating their achievements.

Our focus for 2007-8

- Support, encourage and initiate activities and events that develop positive self esteem in children and young people, for example, family learning, academic mentoring, peer mentoring and emotional literacy.



- Work systematically to create positive images of children and young people from all ethnic groups encouraging external agencies, including the press, to celebrate achievement.

- Support the development of youth groups within each Children's Network that enable minority groups to have greater engagement and a more positive profile.
- Build upon this year's celebration event to communicate the achievements of all Haringey's children and young people, and especially to share its diversity.
- Through the community and parental involvement strategies develop work with parents to engage them in family learning activities and enable them to support their children with the 'difficult issues'.
- Empower parents to maximise their pivotal role of supporting their children to make a positive contribution and support them to combat deprivation through educational opportunity.

ACHIEVE ECONOMIC WELLBEING

We want young people to engage in further and higher education, employment or training when they leave school so that they can live in decent homes and contribute to sustainable communities. We want them to be able to buy material goods and live in households free from low income. We want parents to be supported to be economically active.

The progress we have made in 2006/07

As we described in *Knowing our Children - Planning for their Futures* rapid progress is being made to transform the provision of childcare and enrichment opportunities within the borough including the development of 18 Children's Centres and a borough-wide extended schools and wraparound care strategy.

Our bid to pilot specialised Diplomas and functional skills has been successful. We will pilot functional skills from September 2007 and a Diploma in Construction from 2008. We have also been approved to pilot Society Health and Development and Creative and Media Diplomas from 2009 based on a refinement of the application. These diplomas will further develop the dedicated pathway routes 14-19 from pre Level 1 to Level 4.

Latest data indicates that the percentage of 19 year olds achieving Level 2 in Haringey has increased from 53% (2004) to 62% (2006) against a target of a 2% increase and Level 3 data indicates an increase from 35% to 43% over the same period against a target of 1%. This progress is above several similar local authorities and the rate of improvement is greater than the national increase. The Haringey Sixth Form Centre is on track to open in September 2007. The centre will provide significant addition to the provision of post 16 opportunities in the borough and especially in the east and help to raise standards further.

The 14-19 Task Group have established an Employer Engagement Task Group which will in the first instance define a strategy and model for employer engagement with Haringey Council as an employer. This will include Work Based Learning (WBL) and Work Related Learning. We achieved excellent Apprentice results for 2005-06. 17 out of 18 young people passed full NVQ Level 2 Framework and 100% passed Key Skills, with five young people now having university places and 11 having jobs in the Council or with local employers.

Slow progress had been made in Haringey in recent years to reduce NEETs (those not in education employment and training) from 15% in December 2004 to 12.5% in 2006-07 - mainly for young people in the east of the borough with levels still well above neighbouring authorities. This has now become an LAA target and considerable work is now going into meeting our challenging target to reduce NEETs to 10.4% by 2010. We have succeeded this year in meeting our target of 68% for increasing the number of care leavers (over 18 year olds) in education, training or employment (ETE). All young people in this category are allocated to a Personal Advisor to facilitate access to ETE and a monthly performance review is held to ensure contact is maintained.

WHAT WE WILL DO BY 2009

We want to improve levels of economic well-being focusing on three key priorities.

PRIORITY EIGHTEEN – We will improve access to services for young people and parents that support them to be more economically active.

Our focus for 2007-8

- Increase financial capability among the most disadvantaged communities, including support in accessing benefits such as lone parents' work & family tax credits, subsidised childcare places, education maintenance allowance and community based credit unions.
- Complete our ambitious programme of early years' education and childcare to include 18 children's centres by 2008 that reach almost 15,000 children, especially vulnerable children giving them a good start and enabling parents to access the labour market. See also Priority 13.
- Ensure sufficient childcare places and commission where there are insufficient places to meet childcare targets for 2007 and 2008.
- Ensure that individual learning pathways provide progression, including the development of Connexions, as part of the learner offer to support young people's pre-entry and entry level transitions.
- Ensure that the Haringey Sixth Form Centre attracts a high proportion of our young people particularly in the east of the borough and provides a broad range of post 16 study opportunities.
- Extend the range of vocational pathways for 14-19 year olds through the piloting of Functional Skills from September 2007; Diplomas in Construction from 2008; and Society Health and Development and Creative and Media from 2009; and apply for wave 2 of the Diploma pilots in November 2007.
- All young people with disabilities to have a transition plan in place from 14 years and by 18 years a completed comprehensive assessment with access to work related experience where appropriate.
- Ensure that children and young people with disabilities are able to access good quality employment and learning advice that enables them to maximise their potential and to achieve economic wellbeing.
- Ensure that all young people have access to information, advice and guidance to help them to make informed choices around their education, training and employment through Connexions Services.
- Increase the range of work based learning opportunities available, particularly apprenticeships, through the work of the Employer Engagement Task Group.



PRIORITY NINETEEN – We will reduce the number of young people between the ages of 16 and 19 who are not in education, employment or training, especially those looked after by the local authority.

Our focus for 2007-8

- Ensure that learners in Haringey have access to a broad curriculum, including vocational options, at the level appropriate for their stage in learning - pre-entry, entry, foundation, intermediate or advanced by September 2007 that meets the Pan London Learner Offer 14-19.
- In line with stretch target in the LAA and the multi-agency action plan, reduce the number of young people not in EET from 11.6% in 2007/08 to 11% in 2008/09 and to 10.4% by 2010 overall and also for care leavers from 68% in 2006/07 to 75% in 2007/08 and 80% in 2008/09.
- Ensure that 70% of young offenders concluding their orders are in full time education, training or employment by 2008 and 90% by 2009.
- Increase opportunities in 14-19 vocational training, enterprise education, work related learning, work based learning and extend the Step to Employability scheme.



PRIORITY TWENTY – At age 19 we will improve the percentage of young people qualified to Level 2 and Level 3.

Our focus for 2007-8

- Increase the success at Level 1 for 16 -18 year olds to 63% by January 2007 and to 75% by 2009 (61% in 2005).
- In line with the stretch targets in the LAA, and the multi-agency action plan increase the percentage of 19 year olds qualified to Level 2 by a further 5% by March 2009 and the percentage of 19 year olds qualified to Level 3 by a further 5% by March 2009, and supported by offering support for transition from school to college or work based learning with clear pathways for progression.
- Ensure that models of good practice to improve motivation and achievement are explored and implemented such as through the specialised Diploma system and the careers academy model.
- Continue to raise standards at age 18 through the new inclusive Haringey Sixth Form and building on effective partnerships such as that with the CoNEL and the LSC, to ensure that all young people have access to effective provision across the area to match their needs.

COSTS & INVESTMENT

The achievement of the priorities and targets set out in *Changing Lives* continues to be the shared ambition of all members of the CYPSP. The 20 priorities contained in *Changing Lives* have been agreed across all agencies and the funding of these priorities will continue to be prioritised within all relevant revenue and capital budgets.

Revenue

In 2007-8 the Council's Children and Young People's Service (CYPS) budget of £295m gross was fully targeted on achieving the outcomes in this plan. This includes the schools' budget – the Dedicated Schools Grant – which had an increase in 2007/8 of 6.8%, above the national average but below the London average of 7%. Overall its value is £154.3m which includes the delivery of some child targeted services led centrally by the CYPS.

The ten multi-agency action plans outline how some of these budgets and budgets of partners will be aligned to deliver the outcomes.

Capital

The Building Schools for the Future programme of £200m has begun to refurbish and in some cases partially rebuild all secondary schools, and build a new secondary school on the Heartlands site – an investment expected to be in excess of £160m over five years. In 2007-8 designs will be commenced in all schools, £28m will be invested in ICT, and construction will be on site in all schools the following year.

Current and future capital investments

During the course of the year we are expecting an allocation for the Primary Capital Programme for use over the next three years. Other planned capital investments this year are as follows:

- Opening of the final 8 Children's Centres by April 2008 costing £3,472m making the overall investment in Children's Centres £7,673m.
- The remainder of the additional 120 primary school places delivered for September 2007 in Tetherdown, Coldfall and Coleridge Primary Schools. An investment of over £18m.
- The completion of the investment in the new Haringey Sixth Form Centre to open in September 2007. An investment of £34m in partnership with the Learning and Skills Council.

LAA Funding Stream Information Children and Young People Block

Several funding streams have been pooled under the LAA and also through partner agencies aligning money to achieve specified outcomes within the borough. The table below sets this out in detail:

| Children & Young People Block | Body | 2006/07 £ | 2007/08 £ |
|--|-------------|----------------------|----------------------|
| Mandatory Pooled | | | |
| Children's Service Grant | LBH | 1,438,804 | 1,910,362 |
| KS3 Behaviour and Attendance | LBH | 68,300 | 68,300 |
| KS3 Central Co-ordination | LBH | 166,418 | 158,048 |
| Primary Strategy Central Co-ordination | LBH | 185,253 | 161,880 |
| Neighbourhood Renewal Fund (NRF) | LBH | 1,200,000 | 1,100,000 |
| Positive Activities for Young People | LBH | 451,534 | 457,581 |
| School Travel Advisers | LBH | 25,000 | 25,000 |
| School Development Grant (LBH share) | LBH | 1,985,414 | 1,985,414 |
| School Improvement Partners | LBH | - | 76,697 |
| Neighbourhood Support Fund | LBH | - | 46,712 |
| Publicising Positive Activities* | LBH | 28,000 | - |
| Mandatory Sub-Total | | 5,548,723 | 5,989,994 |
| Aligned Funding | | | |
| Teenage Pregnancy Grant | LBH | | 183,000 |
| PCT Healthy Schools | PCT | | 100,000 |
| Sexual Health | PCT | | 40,000 |
| Reducing NEET (Learning & Skills Council Funding) | LSC | | 3,300,000 |
| Increasing Level 2 at 19 (Learning & Skills Council Funding) | LSC | | 2,000,000 |
| Aligned Sub-Total | | - | 5,623,000 |
| Children & Young People Block TOTAL | | 5,548,723 | 11,612,994 |

The Children and Young People's Strategic Partnership (CYPSP)

The CYPSP is one of the five partnership boards of the Haringey Strategic Partnership (HSP).⁵ The HSP is a partnership body of key public sector, community and voluntary sector agencies in Haringey. It aims to improve public services through working together with Haringey stakeholders. The HSP's priorities are set out in the *Haringey Community Strategy*. Within the broader framework of the HSP, the CYPSP is a multi-agency body that shares collective responsibility for improving outcomes for children and young people 0-19, and up to 25 where young people have a disability.

The requirement to develop a multi-agency Children and Young People's Plan just like *Changing Lives* is set out in the Children Act 2004. This legislation places a duty on local authorities and other key partners to co-operate to improve the well-being of children and young people and to make arrangements to safeguard and promote the welfare of children. This is achieved through the LSCB.

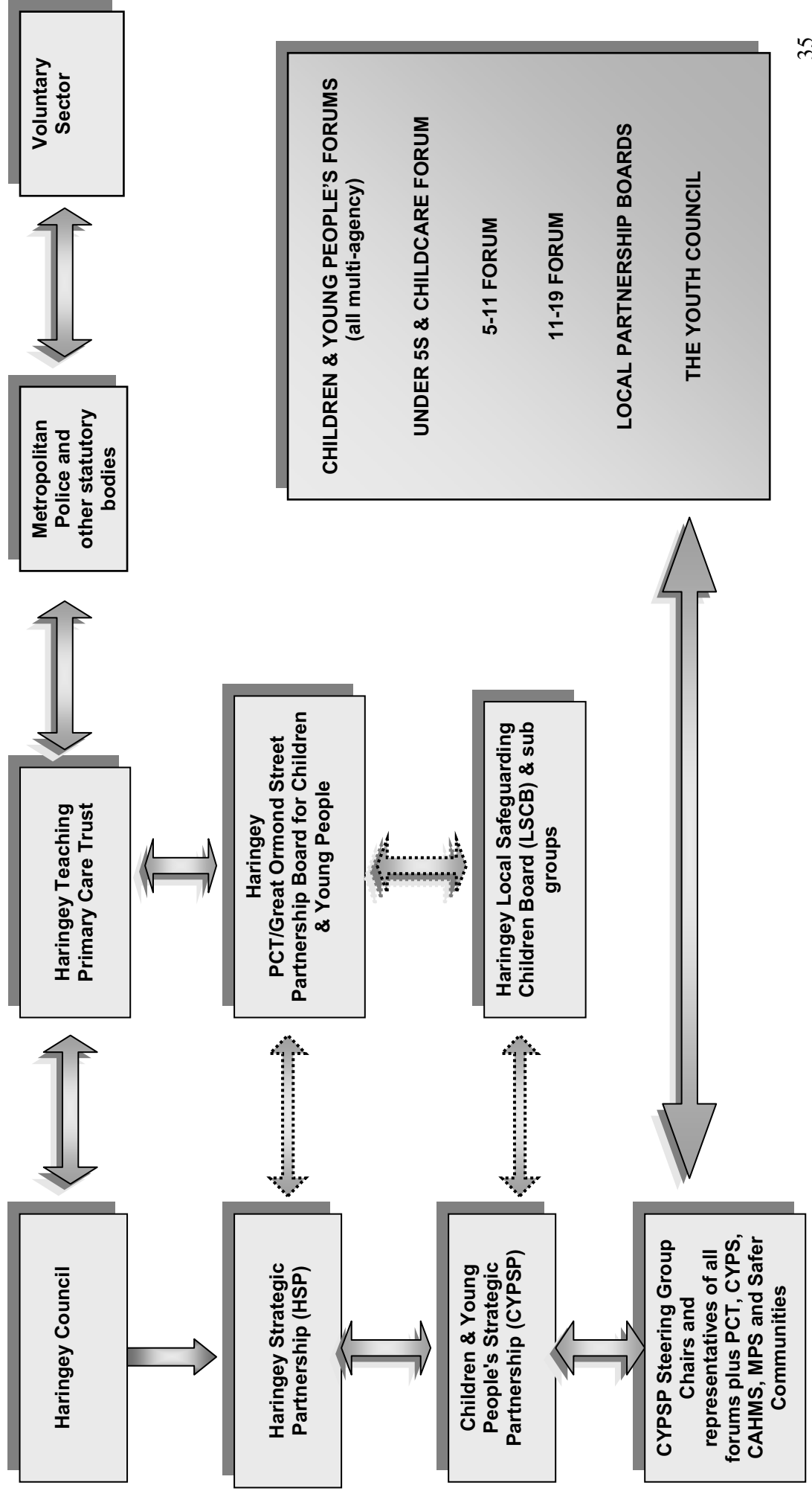
Changing Lives supports the fulfilment of the co-operation and safeguarding duties as well as promoting welfare duties. It is an important document because it helps all partners to focus on those areas where most improvement is needed if we are to change the lives of children and young people in Haringey. Although the CYPSP works across a very wide range of outcomes for children and young people, it is in agreement that making progress in the priority areas identified in this plan over the next three years will literally change lives. That is our shared ambition. The CYPSP will monitor all outcomes and the LSCB will have the lead role in ensuring that the Stay Safe outcome in this plan is achieved.

MEMBERSHIP OF THE CYPSP

Haringey Council
Barnet, Enfield and Haringey Mental Health NHS Trust
North Middlesex University Hospital NHS Trust
The Whittington Hospital NHS Trust
The College of North East London
Haringey Teaching Primary Care NHS Trust
HarCEN Haringey Community Empowerment Network
HAVCO Haringey Association of Voluntary & Community Organisations
Connexions
Learning and Skills Council
Haringey Local Safeguarding Children Board (LSCB)
Metropolitan Police
Middlesex University
National Probation Service
Representatives from Haringey Early Years Settings, Primary, Special & Secondary Schools

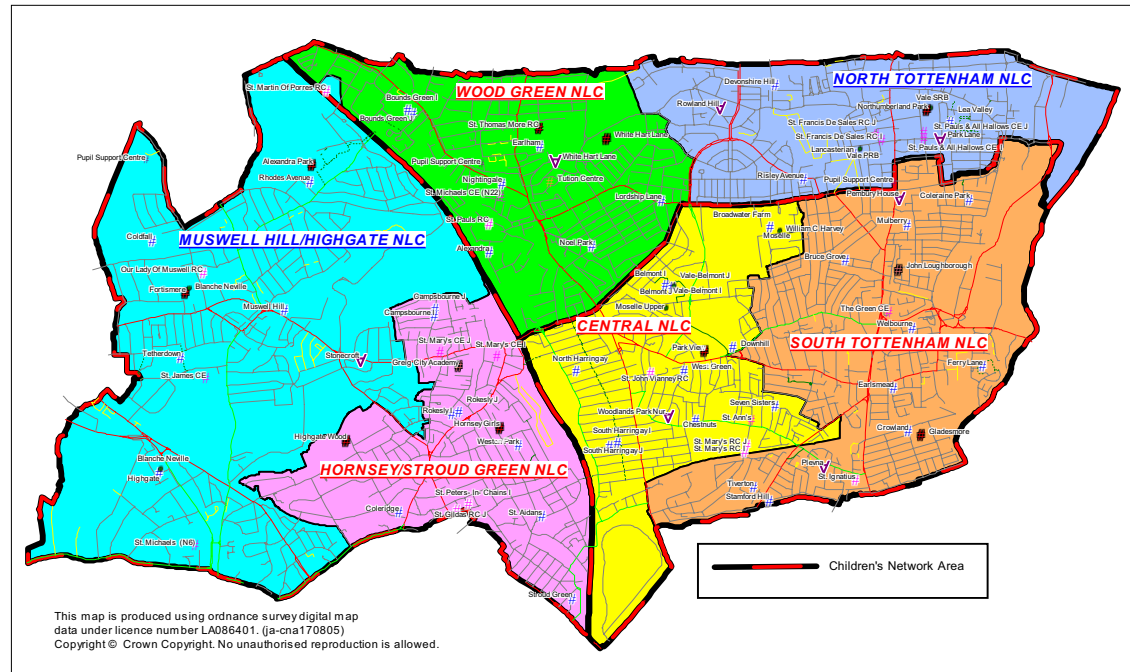
⁵ The other four boards are Better Places, Enterprise, Safer Communities and Wellbeing.

CHILDREN AND YOUNG PEOPLE'S STRATEGIC PARTNERSHIP – CHILDREN'S TRUST ARRANGEMENTS
 - A model for governance, consultation and participation



Children's Networks & Network Learning Communities of Schools (NLCs)

Each Children's Network consists of two Networked Learning Communities (NLCs) of schools which are already well established. The Children's Networks will enable services to be delivered closer to children and families and will enable the "team around the child/family" approach advocated by "Every Child Matters" (ECM).



Three Children's Networks have been established consisting of 2 Network Learning Communities:

West: Muswell Hill/Highgate & Hornsey/Stroud Green NLCs
North: Wood Green & North Tottenham NLCs
South: Central & South Tottenham NLCs

The Children's Networks have six interrelated strands all focused on early intervention/prevention, including the safeguarding of children and young people:

- supporting and enabling universal services to intervene early, this includes support to and development of services within children's centres and extended schools, and the use of the Common Assessment Framework;
- ensuring individual vulnerable child/young person referred for targeted or specialist services get appropriate support/intervention, this includes a single referral route to multi-disciplinary team that can deploy lead professionals and manage the sharing of information;
- engagement of young people, parents and the community in shaping services to meet their needs, this includes the development of the Youth Council and the Local Partnership Boards but also a range of initiatives that engage specific groups of young people, for example young people with disabilities, specific community groups and many projects to involve parents in the education and care of their children and young people.
- a financial strategy that increasingly focuses resources at early intervention, and over time creating a different profile of spend;
- the use of performance data analysed for the network and local targets set by the Local Partnership Boards that are monitored year on year and enable accurate matching of services to priorities;
- focused planning and commissioning of services from a range of providers that has impact on children's life chances, this includes the sufficiency of childcare and school places to the more specialist services required in some settings.

SUMMARY OF CHANGING LIVES PRIORITIES

VULNERABLE CHILDREN

PRIORITY ONE - We will improve outcomes for vulnerable children and young people through implementing strategies that will ensure earlier intervention.

PRIORITY TWO - We will continue to improve life chances for children in care and care leavers.

PRIORITY THREE - We will improve outcomes for children and young people with disabilities.

BE HEALTHY

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PRIORITY SEVENTEEN - We will work together to give a more positive profile to children and young people drawing attention to their positive contributions and celebrating their achievements.

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PRIORITY TWENTY - At age 19 we will improve the percentage of young people qualified to Level 2 and Level 3.

ABBREVIATIONS AND GLOSSARY

| | |
|---------|---|
| 4YP | For Young People |
| ADHD | Attention Deficit Hyperactivity Disorder |
| AEN | Additional educational needs |
| ASBAT | Anti Social Behaviour Action Team |
| BEHM | Barnet, Enfield and Haringey Mental Health Trust |
| BIP | Behaviour Improvement Programme |
| BLF | Big Lottery Fund |
| BME | Black and Minority Ethnic |
| BPAP | Black Children's Achievement Programme |
| BSF | Building Schools for the Future |
| CAF | Common Assessment Framework |
| CAMHS | Child and adolescent mental health services |
| CfC | Change for Children |
| CIS | Children Information Service |
| CONEL | College of North East London |
| COSMIC | Children of Substance Misuse Interactive Centre |
| CPC | Child Protection Conferences |
| CYPCC | Children and Young People's Consultative Committee |
| CYP-PTG | Children and Young People Participation Task Group |
| CYPP | Children and Young People's Plan |
| CYPS | Children and Young People's Service |
| CYPSP | Children and Young People Strategic Partnership |
| DAAT | Drug and Alcohol Action Team |
| DCT | Disabled Childrens' Team |
| DfES | Department for Education and Skills |
| DSG | Dedicated Schools Grant |
| DUST | Drug Use Screening Tool |
| EALP | English as an Additional Language Programme |
| ECM | Every Child Matters – Guidance to the Children Act 2004 |
| ETE | Education, Training and Employment |
| FGM | Female Genital Mutilation |
| FSP | Foundation Stage Profile |
| GCSE | General Certificate of Secondary Education |
| GNVQ | General National Vocational Qualification |
| GOL | Government of London |
| HAGA | Haringey Advisory Group on Alcohol |
| HarCEN | Haringey Community Empowerment Network |
| HAVCO | Haringey Association of Voluntary and Community Organisations |
| HEBP | Haringey Education Business Partnership |
| HSP | Haringey Strategic Partnership |
| HTPCT | Haringey Teaching Primary Care Trust |
| HW | Homework |
| HYC | Haringey Youth Council |
| ICT | Information and Communications Technology |
| IRO | Independent Review Officer |
| ISA | Information Sharing and Assessment |
| ISP | Intensifying Support Programme |
| JAR | Joint Area Review |
| KS | Key stage |
| LAA | Local Area Agreement |
| LADO | Local Authority Designated Officer |
| LPB | Local Partnership Board |
| LSC | Learning and Skills Council |
| LSCB | Local Safeguarding Children Board |

| | |
|--------|--|
| MAP | Multi Agency Planning |
| NEET | Not in education, employment or training |
| NFER | National Foundation for Education Research |
| NLC | Networked Learning Community |
| NRF | Neighbourhood Renewal Fund |
| NSF | National Service Framework |
| PAYP | Positive Actions for Young People |
| PCT | Primary Care Trust |
| PSC | Pupil Support Centre |
| PESSCL | PE, School Sport and Club Links |
| PSHE | Personal, Social and Health Education |
| PVI | Private and Independent Sector |
| RiP | Research in Practice |
| SEF | Self Evaluation Form |
| SEN | Special Educational Needs |
| SRE | Sex and Relationship Education |
| STP | School Travel Plans |
| SU | Summer University |
| TOPs | Toddler Opportunity and Parent Support |
| TPI | Targeted Pupil Initiative |
| UNCRC | United Nations Convention on the Rights of the Child |
| WBL | Work Based Learning |
| WRL | Work Related Learning |
| YCF | Youth Capital Fund |
| YISP | Youth Inclusion Support Panel |
| YOF | Youth Opportunity Fund |
| YOS | Youth Offending Service |
| YOT | Youth Offending Teams |

Building Schools for the Future initiative

A government investment programme to improve school buildings. The aim is to rebuild or renew every secondary school in England over a 10-15 year period.

CAMHS service tiers

This is a way of classifying services. Tiers 1 and 2 are community based services. Tier 3 are more specialist services. Tier 4 covers very specialised interventions and care.

Children's Centre

Provides a local network of services for children aged 0-4 and their families, including childcare and early education, family support and health services.

Common Assessment Framework

The Common Assessment Framework is a nationally standardised approach to conducting an assessment of the needs of a child or young person, and deciding how those needs should be met.

Extended school/ extended day activity

School providing activities and facilities beyond the normal school day, for example after school clubs, breakfast clubs, childcare.

Foundation stage

This is the first stage of the National Curriculum focusing on the distinct needs of children aged 3 to the end of the reception year in primary school.

Key stage (KS)

The National Curriculum sets out when things must be taught by describing broad 'key stages'. Children's progress is assessed through national tests and tasks at the end of each key stage. KS1 covers ages 5-7 years, KS2 ages 7-11, KS3 ages 11-14 years and KS4 ages 14-16 years.

Local Area Agreements

Local Area Agreements set out the priorities for a local area agreed between central government and a local area (the local authority and Local Strategic Partnership) and other key partners at the local level.

Network Learning Community

Group of secondary schools, primary schools and early years settings who work together to improve the delivery of education services in their local area. There are currently six NLCs in Haringey.

P scales

P scales are a set of optional indicators for recording the achievements of pupils with Special Educational Needs (SEN) working towards level one in the national curriculum programmes of study.

Pan London Learner Offer

Ensure that post -16 learners will be supported into an offer of an appropriate learning programme (with a school, college, work-based learning provider or employer) or employment.

Section 47 inquiry


When an allegation has been made that a child or young person may be a victim of abuse or there are child protection concerns then the CYPS is obliged to carry out an investigation under section 47 of the Children Act (1989).

Statement

Document setting out the details of a child's special educational needs.

Sure Start

A Government programme to deliver the best start in life for every child by bringing together early education, childcare, health and family support. Funding is provided to set up Sure Start programmes in the 20% most deprived areas of the country. Haringey currently has 5 Sure Start programmes.

North Middlesex University Hospital 
NHS Trust

Barnet, Enfield and Haringey 
Mental Health NHS Trust

Haringey 
Teaching Primary Care NHS Trust



connexions

The best start in life for every young person

CONEL

The College of North East London



Middlesex
University



Haringey Council

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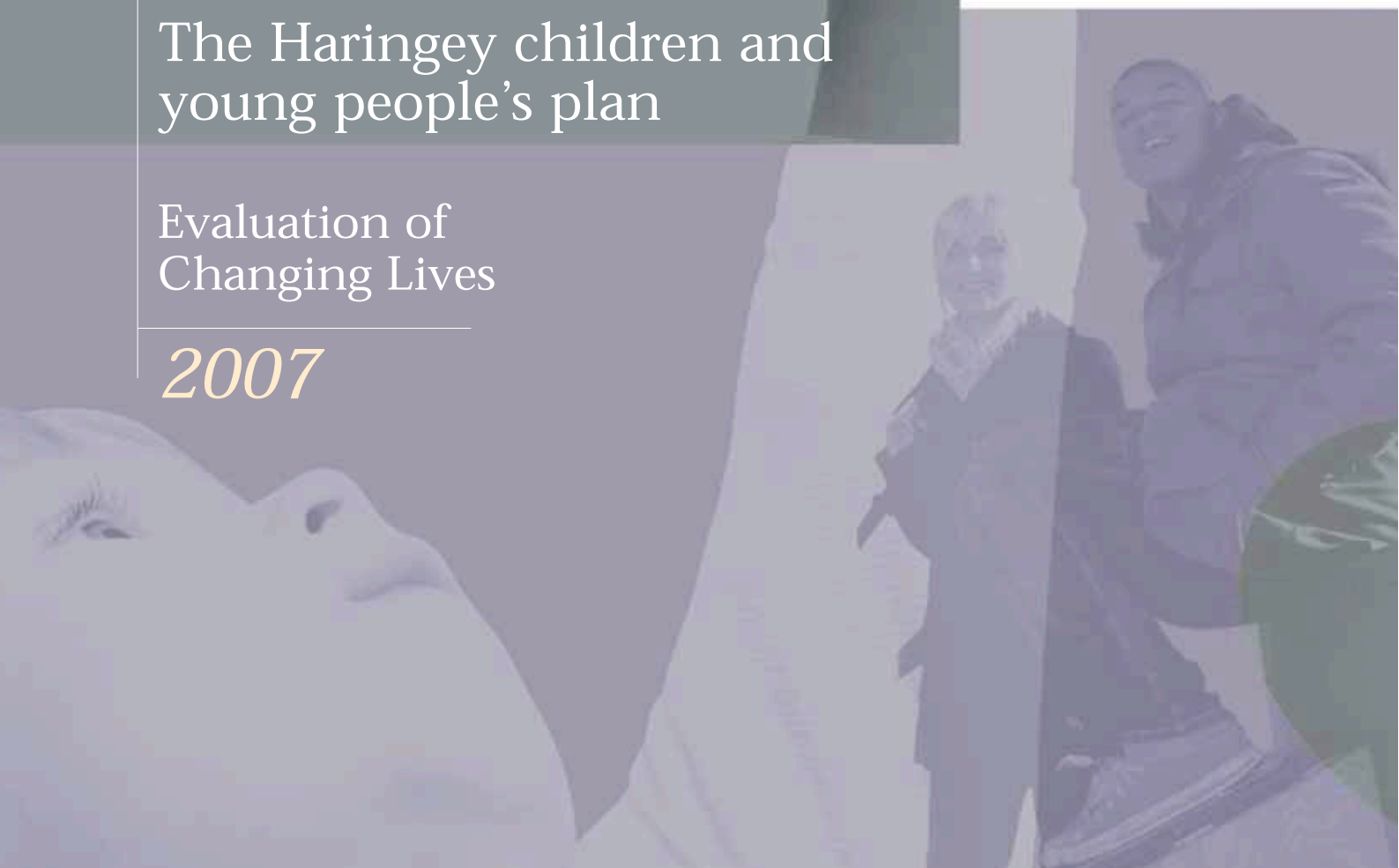
Stepping on towards excellence

The Haringey children and
young people's plan



Evaluation of
Changing Lives

2007



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INTRODUCTION

Changing Lives – Haringey’s plan for children and young people 2006-9, has set the challenge for all those who work with, or have a stake in the future of children and young people in the borough. As a partnership for children (the Children and Young People’s Strategic Partnership - CYPSP) we want to achieve the best possible outcomes so that our vision can become a reality –

We want every child and young person in Haringey to be happy, healthy and safe with a bright future.

This document reviews and evaluates progress throughout the year in each of the six outcome areas of *Changing Lives*. In each, the major areas of focus for next year 2007/08 are outlined. These are taken forward in the *Changing Lives* programme for 2007/08 published as a supplement to the original plan 2006/09.

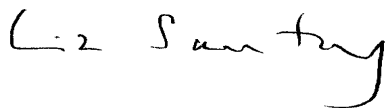
The Joint Area Review 2006 (JAR) of services to children and young people in Haringey judged them to be good overall with good capacity for further improvement. We have built upon those achievements this year and made further good progress that has impacted positively on the life chances of all our children and young people.

Many people have contributed to this review as the infrastructure of our Children’s Trust arrangements allows consultation to be embedded in our work. In addition young people contribute to most of the forums and as such their views are also embedded. More in-depth consultation is planned for at the end of each three year period, that is, in 2009 when the current plan is completed in readiness for 2010/13.

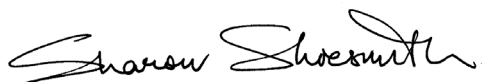
Thank you to all those who have contributed to these improvements, whether you are a teacher, headteacher, school support staff, children’s centre staff, officer, advisor, councillor, health professional, voluntary sector worker or above all a parent or carer.

You are all champions for Haringey’s children and young people.

May you all continue to go the extra mile every day to make a difference for our children and young people – keep striving – it is worth it.



Cllr Liz Santry
Cabinet Member for Children & Young People
Chair – The Children and Young People’s Strategic Partnership



Sharon Shoesmith
Director
The Children and Young People’s Service

May 2007

OUR VISION

We want every child and young person in Haringey to be happy, healthy and safe with a bright future

We want all children and young people to:

Be Healthy

We want to enable children and young people to be physically, mentally, emotionally, and sexually healthy. We want them to live healthy lifestyles, enjoy sport and recreation and choose not to take illegal drugs. We also want to support parents¹ to promote healthy choices.

Stay Safe

We want children and young people to be safe from maltreatment, neglect, violence, sexual exploitation, accidental injury or death, bullying, discrimination, crime and anti-social behaviour in and out of school. We want them to have security, stability and be properly cared for. We also want parents to be able to provide safe and stable homes and take responsibility for their child's behaviour.

Enjoy and Achieve

We want all children to be ready for school and to attend and enjoy school with as many as possible achieving national standards at the end of their primary years and at the age of 16 and beyond. We want schools to enjoy the support and confidence of their local communities and we want to support the role that supplementary and community schools play in raising standards. We want parents to share in their child's learning and to be able to support them throughout their school years.

Make a Positive Contribution

We want children and young people to engage in decision-making and to support their community and environment. We want them to have a wide range of opportunities that enable them to enjoy living in such a richly diverse borough and to contribute to race equality and community cohesion.

Achieve Economic Well-being

We want young people to engage in further and higher education, employment or training when they leave school so that they can live in decent homes, contribute to sustainable communities, have access to transport and material goods and live in households free from low income. We want parents to be supported to be economically active.

Above all, we want all **vulnerable² children and young people** to get support to enjoy the same opportunities as any other child or young person. For that reason we have chosen to create a specific set of outcomes around these children and young people.

¹ Throughout this document the terms parent(s) is used to indicate all those in a parenting role.

² "Vulnerable" is used in *Changing Lives* to describe children & young people who face particular challenges as a result of their personal circumstances, for example, those who have disabilities or who are looked after by the local authority, care leavers, those at risk of significant harm, Travellers, asylum seekers and refugees, pupils newly arrived from overseas, those at risk of disaffection, young carers, pregnant school girls, teenage parents, young offenders, those at risk of offending and young victims of crime or discrimination.

SUMMARY OF CHANGING LIVES PRIORITIES

VULNERABLE CHILDREN

PRIORITY ONE

We will improve outcomes for vulnerable children and young people through implementing strategies that will ensure earlier intervention.

PRIORITY TWO

We will continue to improve life chances for children in care and care leavers.

PRIORITY THREE

We will improve outcomes for children and young people with disabilities.

BE HEALTHY

PRIORITY FOUR

We will reduce the number of still births and babies who die before their first birthday.

PRIORITY FIVE

We will promote healthier lifestyles to children, young people and parents.

PRIORITY SIX

We will prevent young people from developing mental health problems by strengthening their emotional wellbeing and self-esteem and improve services to those who have mental health needs.

PRIORITY SEVEN

We will work with young people to reduce teenage conception rates in Haringey as part of a broader aim to improve sexual health.

STAY SAFE

PRIORITY EIGHT

We will reduce the incidence of specific dangers affecting some or all children and young people in the community in partnership with parents and the wider community and through the implementation of the Pan-London child protection procedures.

PRIORITY NINE

We will renew our efforts to reduce bullying, discriminatory incidents and gang culture in line with what young people have told us is most important to them.

PRIORITY TEN

We will create more safe places for children to play and for young people to go to through working with partners from the Council, the police and the voluntary sector.

PRIORITY ELEVEN

We will reduce the numbers of children and young people who are involved in crime or become victims of crime.

ENJOY AND ACHIEVE

PRIORITY TWELVE

We will further improve the quality of early years education.

PRIORITY THIRTEEN

We will enable children and young people to enjoy wider opportunities through a broad curriculum and out-of-school learning activities.

PRIORITY FOURTEEN

We will improve attendance and raise standards of achievement for all children and young people reflected across all sections of our community.

MAKE A POSITIVE CONTRIBUTION

PRIORITY FIFTEEN

We will empower children and young people to have a more effective voice in decision making.

PRIORITY SIXTEEN

We will ensure that children and young people living in Haringey are given wider opportunities to broaden their experiences and equip them to live in a global society.

PRIORITY SEVENTEEN

We will work together to give a more positive profile to children and young people drawing attention to their positive contributions and celebrating their achievements.

ACHIEVE ECONOMIC WELLBEING

PRIORITY EIGHTEEN

We will improve access to services for young people and parents that support them to be more economically active.

PRIORITY NINETEEN

We will reduce the number of young people between the ages of 16 and 19 who are not in education, employment or training, especially those looked after by the local authority.

PRIORITY TWENTY

At age 19 we will improve the percentage of young people qualified to Level 2 and Level 3.

VULNERABLE CHILDREN AND YOUNG PEOPLE

Many children and young people in Haringey face particular challenges as a result of their personal circumstances. We want these children and young people to get support to enjoy the same opportunities as any other child or young person in the borough. For that reason we have chosen to create a specific set of outcomes around these children and young people.

WHAT WE WILL DO BY 2009

We will continue to work to improve outcomes for all vulnerable children and young people in the borough but we will focus on **three** key priorities:

PRIORITY ONE – We will improve outcomes for vulnerable children and young people through earlier intervention.

Progress made in 2006/07

1 The impact of the three newly created Children's Networks is increasingly evident. The common referral route, in partnership with the Teaching Primary Care Trust (TPCT), into all targeted services for children and young people (with the exception of children and young people at risk of significant harm and those requiring complex medical interventions) is delivering services more efficiently. The multi-disciplinary teams involving all key agencies assess each referral and decide on the response including the allocation of a Lead Professional to each case. The successful rolling out of the Common Assessment Form (CAF) is further strengthening this work as more comprehensive assessments are undertaken by universal providers. The multi disciplinary team in each of the Networks ensure that arrangements for embedding information-sharing, common assessment, case coordination and integrated working are involving the input of local practitioners and are leading to more timely and accurate interventions. We are continuing to review which services should be delivered as part of the Children's Network approach in order to extend the range of interventions that are available at a locality level. We have commissioned a piece of action research from Middlesex University to report at regular intervals and to help guide the development through evaluation of what works.

2 To further improve the specialist services we provide to children and young people the management of the two referral and assessment services has been brought together to create a single dedicated assessment and children in need service managed by one Head of Service. We have reviewed threshold criteria across the new service and work has been undertaken to ensure a consistent approach is applied. These actions took full account of the first two recommendations of the JAR. Child Protection Advisors have conducted threshold audits over the year and found appropriate and consistent decisions being made. There has been a decrease in the rate of re-referrals in the year which has brought us more in line with London Averages and indicates improvement in the quality of referral and assessment work throughout the year.

3 The outstanding assessments referred to in the JAR Report (2006) were due to a one off difficulty and were cleared immediately and there has been no recurrence. Significant progress has been made in relation to initial and core assessments with 76% of initial assessments completed in timescale in 2006/07 compared to 50% in 2005/06 and 71% of core assessments completed in timescale in 2006/07 compared to 58% in 2005/06. The rate of improvement around core

assessments has also brought us more in line with the 2005/06 London Average of 76%. Use of the Framework I recording system has also improved and the system now well embedded across the service. The reconfiguration of the service has also allowed us to create a dedicated Children in Need team with a focus on prevention which complements the services delivered through the Children's Networks.

4 Early intervention is seen as the key lever that will have the greatest impact on the life chances of many children in Haringey. The Schools' Forum agreed to allocate almost £1.5m from the Dedicated Schools Grant (DSG) to create a borough-wide initiative to engage with families. The initiative is highly ambitious and innovative and is now off the ground. Each Network Learning Community (NLC) is spending almost £200k on family support focussed on the neediest families in their areas supported by a co-ordinator seconded from the Children and Young People's Service (CYPS). The initiative joins up Family Support Workers in Children's Centres to primary and secondary schools, offers training and supervision and is underpinned by a Family Support Strategy. We will evaluate the impact of this initiative through a programme of action research, described earlier, which will inform our future planning.

5 The 10 Children's Centres up and running with a further eight currently at the feasibility stage. The work of the centres is good and continues to develop, most recently with the family support and the community involvement teams. They will play a critical part of the work to intervene early. A piece of work is currently in progress to look in-depth at the longer-term sustainability of the centres and to take steps now to ensure their future.

Major next steps (2007/08)

- Evaluate through action-research the effectiveness of the Children's Networks adjusting the provision as necessary. This will include the development of local indicators and information to inform our commissioning priorities.
- Consolidate the work of the Local Partnerships Boards (LPB) in each Network to ensure that service delivery is based on prevention and early intervention and reflects the priorities identified in each locality.
- Ensure that the Family Support Strategy at all stages of intervention provides a consistent model for supporting vulnerable families at an early stage.
- Develop a longer-term model for early intervention and prevention, including a detailed financial strategy that tackles the high levels of child poverty in the borough and reduces the need for more specialist services.

PRIORITY TWO – We will continue to improve life chances for children in care and care leavers.

Progress made in 2006/07

6 During 2006/07 progress has had strong impact on the outcomes for children in care and care leavers. Careful and sustained work has reduced the proportion of children in care to 89 children per 10,000 population in 2006/07 compared to 96 in 2005/06, (the London rate is 72 per 10,000). A strong focus on adoption and special guardianship orders has meant we have exceeded our target of achieving 23 adoption or special guardianship orders in the year 2006/07 (this is 6.8% of children in care for six months or more compared with the 2005/06 London average of 7%). Further improvements have been made in reducing the percentage of children newly

looked after in the year placed more than 20 miles from Haringey from 9.8% last year to 8% in 2006/07.

7 This very strong impact on outcomes for children and young people has been achieved through the implementation of our placements commissioning and fostering recruitment strategies which maximise the use of in house provision alongside targeted contracting with local independent foster agencies for placements in Haringey or neighbouring boroughs. All young people are placed in local provision where possible; placements are only made outside London when a child or young person's needs can only be met by a particular national or regional resource or where the placement is kinship fostering. A multi-agency placements panel ensures that education, health and mental health needs of young people placed outside the borough are met.

8 Performance has remained consistent and in line with London averages for children with three or more placements in the year (14%) and we remain higher than London averages with 69% of children in care for 2.5 years or more and living in the same placement for at least two years.

9 Over the course of the last year we have further improved our engagement and consultation with our children in care in a variety of different ways:

- Independent Reviewing Officer's (IRO) continue to see each young person prior to their review. IROs are also visiting each young person who does not attend their review to ensure their views have been represented. Our performance is excellent with 92% of cases that should have been reviewed in the year, reviewed within timescale compared to the 2005/06 London average of 82%. In addition, 98% of children and young people communicated their views to their statutory reviews compared with the 2005/06 London average of 84%.
- Young people continue to deliver the Total Respect programme and have delivered two training courses to staff, foster carers and elected members. The training has been welcomed by both the young people and the course participants.
- A group of young people regularly attend the Children and Young People's Consultative Committee (CYPCC) (an all party committee held in public) which provides a forum for them to meet with elected members in their role as corporate parents.
- Children in care are also represented on and take an active part in the Haringey Youth Council (HYC).

10 Through these forums and as a result of feedback and suggestions from young people in care a number of improvements have been made. For example, the reception area in Leaving Care has been refitted in line with the wishes of young people and is now run by a young person's management committee. We are applying for funding to set up the mentoring scheme for children in care in response to a request made by young people in their meetings with elected members. The 'Steps to Employability Scheme' has expanded and a young person who was previously in care is employed to find work experience placements for others. The young people have also been assisted to set up a football team.

11 Health outcomes for children in care have also improved significantly this year with 92% of children in care for 12 months or more having an up to date health and dental check in 2006/07, compared with 80% in 2005/06 and the London average of

88%. The children in care nurse visits children's homes regularly to encourage routine health checks, provide sexual health advice and help those who may need specialist services. Regular meetings take place between the Children in Care Service, the Children in Care Health Team and the Children in Care Mental Health Team to review the health needs of children in care.

12 Over the course of 2006/07 work has been ongoing to increase the use of the Drug Use Screening Tool (DUST) with a training programme provided for social workers. Two new Substance Misuse Social Workers have been appointed as part of the Young People's Substance Misuse Service. One offers a specialist service to children in care and care leavers and offers consultation to staff and carers. A new Mental Health Worker post has also been established in the Leaving Care and Asylum Service to improve access to assessment, consultation and support around emotional and mental health issues. 159 referrals/requests have been received between November 2006 and May 2007 with 60% receiving a consultation and 40% offered treatment. Additional improvements include immediate access to a mental health service, fewer stigmas attached to accessing mental health services and improved links between mental health services and leaving care.

13 The implementation of a range of targeted interventions with children in care and their foster carers in relation to teenage pregnancy which has raised awareness of sexual health. The 4YP bus continues to provide sexual advice to young people in care on a regular basis. Speak Easy training for foster carers (NVQ level 2) runs on a peer educating basis and is well embedded, foster carers are reporting they are more comfortable when discussing sex and relationship education (SRE) with those they are looking after. Please see priority seven for more information on combating teenage pregnancy.

14 Our Children in Care Education Team have had a very strong impact on results over two years now demonstrating year on year improvement above the national average. Attainment improved in 2006 (from 12% to 21%) for children in care for 12+ months achieving 5+ GCSEs at grades A*-C, exceeding our target of 14%; we have also exceeded our target of 45% of children in care achieving 5+ A*-G GCSEs with an actual increase from 40% to 50%; and further improvement was made with 65% of children in care obtaining 1 GCSE or GNVQ equivalent compared with the 2005 London average of 60%. The percentage of young people *leaving care aged 16 or over* with five or more GCSEs A*-C increased from 7.6% in 2005/06 to 22.7% in 2006/07. All targets set within the Local Public Service Agreement put into place three years ago have been achieved. (See also priority 14 for educational achievement).

15 Activities to improve performance in this area include:

- the development of Learning Style Assessments for children in care;
- the continued work of the Homework (HW) Club established three years ago with young people in Year 10 and 11. As a result and in response to direct requests, this will be further expanded as a study club to pupils in Year 12 who attended the HW club last year;
- young people taking part in a short video earlier in the year talking about the advantages of home tutoring and homework opportunities. They also gave their views on topics for a radio programme which is in development, if the company are successful in their bid they will work with these students to make the programme;

- young people planning and running an awards ceremony for children in care sponsored by Spurs.

16 Following a rise in levels of absence from school among children in care, particular attention has been paid to developing strategies to improve performance in this area. We have improved our use and analysis of absence data obtained from Welfare Call and this is shared with the Education Children in Care Team, social workers, foster carers and carers on a regular basis. We have also used links in our local community to host events with children to raise the awareness of the importance of attendance. Work has also taken place to reduce the level of authorised absences ensuring that reviews, contact, counselling appointments and medical appointments are not arranged to take place in the school day.

Major next steps (2007/08)

- Maintain this strong focus on the outcomes for children in care – to include multi-agency working and further emphasis on consulting the children, young people and carers themselves to drive greater improvements.

PRIORITY THREE – We will improve outcomes for children and young people with disabilities.

Progress made in 2006/7

17 Good impact on the outcomes for children and young people with disabilities has been made through the further integration of services for children and young people with disabilities. The new team - Additional Needs and Disabilities Service established in April 2006, comprises the Disabled Children's' Team (DCT), the Special Educational Need (SEN) Administration Team, the Educational Psychology Team, the Behaviour Improvement Programme (BIP) and Behaviour Support Teams and an arm's length contract with Markfield for the delivery of the Parent Partnership Service. The establishment of the service within the Children and Families branch of the CYPS has been a significant step towards the delivery of co-ordinated, high quality and family-centred services which are based on assessed needs and which promote social inclusion. This process is not yet complete and will include not only education and care, but also health and leisure.

18 Of the 325 children and young people with disabilities known to the DCT; 31 are under five years, 155 are aged five to 11 years, 100 are aged 11 to 16 years and 39 are aged 16-18 years. Most receive a range of support packages, including 33 who attend Haslemere Family Support Centre for day activities and overnight stays, 71 who receive Family Link services and 31 who receive services from Breathing Space. There has been an increase in the number of families receiving direct payments, with 45 families currently purchasing services, compared to 36 in 2006 and 11 in 2005. This provision works well but with the growing number of young people with autism we plan to develop more places for respite care.

19 Decision making and joint planning processes have been enhanced and strengthened and membership of the SEN Panel has now been extended to include representatives of the DCT and the HTPCT. A complex case discussion process has also been introduced this year in which social workers from the Children with Disabilities Team present complex cases to a multi disciplinary group in order to support the identification of a lead professional and team around the child approach and so better support those children and young people with disabilities and their

families. This process has enabled barriers within casework to be identified and addressed and highlighted processes which can be transferred to other casework.

20 There is a well established and successful collaboration between the CYPs and the HPCT, including the Autism post diagnosis meeting, the Speech, Language and Communication Service and the Attention Deficit Hyperactivity Disorder (ADHD) Forum. This is a very firm foundation for the implementation of the Early Support programme for children with disabilities aged 0 -5 years and the establishment of an integrated service. There is already a clear protocol for joint working and agreeing roles and responsibilities.

21 Child and Adolescent Mental Health Service (CAMHS) modernisation grant funding has been used this year to pilot the implementation of a SCAN Service for children with learning disabilities and work is ongoing in this area in partnership with the TPCT and Barnet, Enfield and Haringey Mental Health Trust (BEHM). The service has carried out assessments for eleven young people to date and outcomes include administration and management of medication, targeted after school provision and the identification of further assessments, services and therapeutic interventions. The new service is operating within a multi agency framework to ensure an integrated approach is implemented and in particular that the skills and understanding for the families and service staff working directly with the young people with very complex needs are enhanced and further developed. The emphasis is on developing resilience for the young people and their families.

22 The impact of the improvements to the service on the involvement of children and young people with disabilities and their parents has been good with greater opportunities to be involved in service planning and evaluation. This has led to the:

- introduction of an Early Support programme to include a group of parents/carers to act as critical friends to the service;
- opportunity for parents/carers to keep a video diary of their experiences;
- introduction of Person Centred Planning in the borough's special schools resulting in young people taking the lead in their reviews and developing their ability to express their views on what they believe are their current and future needs;
- Parents/Carers SEN Forum focusing upon transition for children and young people with disabilities, including managing the annual Opportunities Fair where parents/carers and young people have the chance to meet with providers of post 16 education and training programmes. This year, the new Sixth Form Centre was represented and the meeting had a virtual tour of the building.

23 An evaluation of this work has highlighted the need to maintain more regular contact with families whose young people are placed in special schools out of borough including those who are in residential placements. Families whose young people attend in borough special schools report that they receive good quality and timely information on transition. This work was in addition to the very successful and well attended annual secondary transfer and 14+ transition meetings for parents/carers of young people with statements and who attend mainstream schools. This provides an opportunity for parents/carers to be well informed about the wide range of services and providers.

24 Of the young people with disabilities aged 14+ with a statement, 100% have a transition plan to better enable them to access appropriate adult services and continue to improve their outcomes through effective planning. These are monitored

and tracked through the monthly multi-agency Transition Panel which includes representatives from the Combined Adults Service, College of North East London (CoNEL) and Connexions. This has enabled the Adults' Service to have a profile of needs for all the young people with statements from 14+ each year and to plan targeted services accordingly. Improvements in post 19 years provision include increased access facilities to mainstream courses in CONEL as well as the establishment of a new pre-entry level course for young people with severe and complex needs.

25 Destination routes in 2006 for young people with severe learning difficulties, including autism, included a two year course at the School of Supported Learning at CONEL, independence training courses at the Aspirations Day Centre, placements at residential college at the Camp Hill Community, the Harrington Scheme, Performing Arts B Tech with Enfield College at Chicken Shed, specialist Learning and Skills Council (LSC) funded placements and a wide range of residential and skills placements in and around Haringey. A timetable has been established for young people with disabilities aged 17+ to have a comprehensive assessment which will further inform detailed service planning for post 19 years. The issues identified in the JAR Report (2006) relating to transition planning have now been resolved. Progress has been made in extending the range and availability of services post 19 years and this continues to be a focus for the CYPS and the Adult Service for Learning Disabilities.

26 As part of improving outcomes for children and young people with disabilities we have sought over the past year to improve the use and availability of respite care for the families of children and young people with disabilities. The multi agency Family Support Panel has been established to allocate respite services against assessed needs. Details of the child and family's circumstances are measured against agreed criteria and needs are banded into four levels. Respite may be offered through direct payments, Family Link, Breathing Space and/or services at Haslemere Road. All decisions include a review date so that the effectiveness of the service can be monitored and revised as appropriate. Over the first nine months of the panel, 95 children and young people were considered for respite packages, 8 of whom were children in public care. Services were allocated to 63 children and young people and 32 were considered to be able to have their needs met through universal services. High levels of care packages were allocated to 11 children and young people. Existing care packages are also being reviewed to ensure consistency in decisions and service delivery.

27 We have continued to increase the Local Authority's capacity to meet the needs of children and young people with autism within the borough. A new primary resourced provision for 12 children with autism will open in the west of the borough during 2007/08. This will provide greater choice for parents/carers. This also means that all children with autism requiring specialist provision at reception transfer for 2007 will have their needs met in borough. This is the first year that no out of borough placements will be made for this age group.

28 A Secondary Teaching Assistant has been appointed to the Autism Team to support secondary schools to develop their capacity to meet the needs of young people with autism. This has resulted in improved secondary transfer provision over the summer term and in September the Teaching Assistant will model support for school staff and embed the 'Autism Friendly Approach' in mainstream secondary schools. This work is building on the well established model which supports children into reception classes. The Building Schools for the Future (BSF) programme is underway and includes work on the design of the resource bases at the planned new

secondary school and Alexandra Park Secondary School, for young people on the Autistic Spectrum Disorder continuum.

29 A review of the services for children and young people with visual and hearing impairments is underway and may recommend an overall service for sensory impairment. Haringey, in conjunction with its neighbours in the North Central SEN Regional Partnership, has been successful in its bid for funding of £50,000, to establish a range of flexible regional provision for sensory impairment. It is anticipated that the model for a regional resource could be transferred to other low incidence needs. The group will also pilot the establishment of a central search engine to manage placements in the region's special schools. There will also be a quality assurance database to support this work. Consultation is underway on the re-organisation of Moselle and William C Harvey into a primary and secondary special school which will form part of an Inclusive Learning Campus at Broadwater Farm and Woodside High.

30 The four special schools in the borough play a key role in developing and delivering high quality services for their children and young people and their families. The schools all have robust multi disciplinary teams and this year has seen the inclusion of representatives from the DCT within this approach. This has greatly supported information sharing and reducing the compartmentalisation of services for families. Of the two special schools inspected this year, one was outstanding and the other good. The remaining two were also judged good at their last inspections. The strong multi disciplinary staff work in all four special schools in partnership with a range of statutory and voluntary services and this has resulted in innovative practice and positive outcomes for children, young people and their families.

31 This year has seen an increased emphasis on effective planning and development of a range of out-of-school activities for children and young people with disabilities which is leading to further provision for this group over the next year. A Junior Active Card has enabled this group free access to all leisure facilities in Haringey and a range of statutory and voluntary services are now beginning to provide sessions targeted at children and young people with disabilities. Markfield provide after school and half term play schemes for children and young people with disabilities and their siblings and Team Spirit and the Haringey Play Service run inclusive play schemes for this group also. Spurs Football Club is providing a one week summer programme for 15 children from the Vale and William C Harvey Special Schools in July 2007.

32 Funding is delegated to schools for children with additional needs and disabilities through the Additional Educational Needs (AEN) /SEN formula targeted process to support early intervention and to provide for children with statements with complex needs. The flexibility this has given to schools has enabled the Authority to reduce the reliance on statements of SEN and to ensure that the statutory assessment process is targeted at those with the most complex and long term needs.

33 Of the 0-19 population, 2.1% has a statement of SEN. Statements are of good quality and support parents/carers to have a good understanding of their child's needs. The detailed provision within statements enables schools to plan and review their provision effectively. Provision for pupils with SEN was judged to be satisfactory or better in almost all schools in the JAR Report (2006). 100% of statements, excluding exemptions, continue to be completed within agreed timescales each year and 80% including exceptions. This was due to staffing issues at the TPCT which were resolved and performance improved in the last three months of the year and has been sustained. The needs of the most vulnerable children are

clearly identified in the early years through co-ordinated sharing of information between agencies. The Parent Partnership Service, which is provided via an arm's length contract with Markfield, provides clear advice and accessible information for parents/carers. Haringey's BIP is in its final year and has successfully achieved the targets set for each school. The interventions developed and piloted in the programme have been rolled out to other schools through Children's Networks over the three years, including Wave Three strategies, Social and Emotional Aspects of Learning (SEAL), parenting programmes and a wide range of interventions to improve behaviour management.

34 Haringey Council is a signatory to the Every Disabled Child Matters campaign which offers the opportunity to commit to providing a range of services for disabled children and their families by January 2008.

35 Access to occupational therapy services has improved with the permanent recruitment of occupational therapists to posts that were vacant at the time of the JAR and the recommendation has now been fully met. The service has set up screening clinics for initial assessments and intervention groups for various disorders of function, and is supporting the work of other professionals. Priority is being given to children with complex health needs who will deteriorate without intervention.

Major next steps (2007/08)

Achieve greater impact on outcomes for children with disabilities further through:

- multi-agency work focussed on the further integration of services;
- increased involvement of young people and their parents/carers;
- improved co-ordination with Adult Services to improve the range of options post-19 and training to schools on Disability Equality.

In summary, multi-agency services are having a strong impact on the outcomes for children with some very strong impact for looked after children in all aspects especially health, well-being and educational outcomes and good impact on children and young people with disabilities.

BE HEALTHY

We want to enable children and young people to be physically, mentally, emotionally, socially and sexually healthy. We want them to live healthy lifestyles, enjoy sport and recreation and choose not to take illegal drugs. We also want to support parents, carers and families to promote healthy choices.

WHAT WE WILL DO BY 2009

We will continue to work to improve health outcomes for all children and young people living in the borough focusing on four key priorities:

PRIORITY FOUR – We will reduce the number of still births and babies who die before their first birthday.

Progress made in 2006/07

36 The infant mortality rate for Haringey in 2005 was 7.7 per 1000 live births, up from 5.4 in 2003 and higher than London and England and varies between Children's Networks from 6.1 per 1000 in the west to 7.5 and 8.3 in the north and south respectively. There was also an increase in the neonatal death rate (deaths under 28 days) in 2005, 5.2 per 1000 compared to 3.8 in 2003. However the perinatal death rate (still births and deaths in the first 7 days) decreased from 11.4 per 1000 in 2003 to 9.4 in 2005.

37 Given these challenges a detailed and robust infant mortality action plan was revised, and has been approved by the CYPSP. The plan focuses on areas known to impact on the target: strengthening local delivery; teenage pregnancy; breast feeding; smoking cessation; antenatal to postnatal care; and social support. We have exceeded our target for the number of women who breastfeed their babies - 86.7% against a target of 79% which will contribute to the impact on infant mortality. Our new breastfeeding coordinator will aim to maintain our good progress. We have not been so successful in reducing the number of women who smoke during pregnancy with a figure of 12.3% in March 2007 against a target of 5% by March 2008 which shows the scale of the challenge in the year ahead to meet this target. Trusts have trained staff and processes in place to encourage women to stop smoking and there are established links with the TPCT's smoking cessation service but further targeted work, building on the results of a Health Equity Audit looking at access to the Smoking Cessation Service, is needed if we are to meet our target. Plans are underway to recruit a smoking cessation adviser to support pregnant women to quit smoking.

38 Targeted action to reduce the number of women who book late for antenatal care, is a priority for the partnership, and midwives and health visitors are working closely with children's centres to encourage early booking and co-ordinate the delivery of antenatal to postnatal care. Funding has been identified for a part time Consultant Midwife to focus attention on reducing the number of women who book late for antenatal care, and work on this initiative commenced in May 2007. These targets have been included in the LAA as part of the Improved Health and reduce health inequalities focus.

39 Action on specific targets needs to be seen in the context of work undertaken in 2006/2007 to develop a wide-ranging Family Support Strategy, delivered by multi-agency teams working in children's centres and other settings, using the Common Assessment Framework and the Network Panels to target additional support to the

most vulnerable families, including those known to be at risk of still birth or losing a child before their first birthday.

Major next steps (2007/08)

- Delivery of the targets in the Infant Mortality Action Plan.
- Ensure all midwives, health visitors and children's centre staff are trained to encourage actions that improve health equality, from encouraging smoking cessation to access to services by pregnant women.
- Develop a multi-agency plan to encourage women to book early for antenatal care, preferably at 8-10 weeks of pregnancy to give them time to plan their pregnancy effectively and consider early screening options.
- Implementation of NICE guidance on post natal care, to include the development of UNICEF baby-friendly standards in maternity services.

PRIORITY FIVE – We will promote healthier lifestyles to children, young people and parents.

Progress made in 2006/07

40 The major focus is on working with schools to take part in the Healthy Schools Programme, currently rated green by the London Regional Healthy Schools Programme. The different components of the Healthy School Standard make it an ideal focus to improve health equality and as such was identified as one of three stretch target in the LAA. The baseline of 13% is to be increased to 60% by December 2007 and the work is on track to achieve this.

41 The revised Child Health Promotion Programme, in line with Standard 1 of the National Service Framework has been implemented for children under 5, and the partnership is now poised to formally implement the programme for older children and young people. This will be integrated with work being undertaken as part of the extended schools programme.

42 The first steps as part of the national programme in promoting healthier lifestyles and halting the increase in obesity amongst children under 11 years old by 2010 have been implemented with baseline measurements of height and weight collected for Reception Year and Year 6 students which shows 15% of children in these year groups are obese with a further 15% overweight. The London Health Survey shows an obesity rate of 19% for children aged 2-10 years across the capital. The rates of obesity, and therefore risk to health, were higher in the more deprived east of the borough, and there were noticeable differences between children from different ethnic groups. Care pathways for children and young people whose weight puts them at risk are being developed, and a multi-agency obesity strategy, which pulls together interventions to help all children and young people to maintain a healthy weight through a balanced diet and physically active life, is in draft form. The strategy is due to go to the CYPSP for discussion and approval, and the Board will monitor progress against the strategy annually. This is substantial progress against the position of little to no data last year.

43 Smoking among young people is a key issue and we are working to reduce the number through a number of initiatives. This is mainly through the TPCT's Smoking Cessation Service to train and support schools in providing education programmes, and it is planned to train the Schools Drugs Adviser as a Level 2

Smoking Cessation Adviser and pilot a smoking cessation service in schools. National developments should help in reducing the number of young people who take up smoking, particularly the implementation of smoke free legislation in July 2007 and the raising of the legal age for purchasing tobacco from 16 to 18 on October 1st 2007.

44 As may be expected the most disadvantaged within Haringey often have less healthy lifestyles putting them at risk of associated health problems. We are targeting a number of initiatives at this group of children and young people to seek healthier lifestyles which are contained within the nationally set 'minimum core offer' for extended services which schools are expected to provide and including initiatives such as Healthy Eating and the provision of Breakfast Clubs where there is a demand. We have met and exceeded our target of 15% extended schools this year and are well placed to meet our next target of 30% by September 2007

45 Haringey currently has 64 approved School Travel Plans (STP) (out of 95 as all schools included) and a further 18 submitted to the Department for Education and Skills (DfES). This equated to 95% of maintained schools and 86% of all schools. We will be engaging the 12 remainder schools to get an approved STP this year. This is well above the London and National average and there has been an increase of 19% from last year's figures. The London target for all schools to have an approved STP is March 2009 however; Haringey would like to achieve 100% by March 2008. This has now been made an LAA mandatory target with a specific aim to achieve 90% of our schools with an approved STP by 2007/08; 95% by 2008/09; and 100% by 2009/2010.

46 Each year we encourage children and young people living within Haringey to take part in the national Walk to School Week held in May. In May 2006, 16,000 children and young people from 40 schools and nurseries took part, which was a 47% increase in the number taking part from May 2005 and early indications suggest we have achieved more than that this May. Detailed information about children and young people's travelling to school habits and mode of transport can be found in individual STPs.

47 Primary school menus have been reviewed to meet the food based standards in line with the School Food Trust guidelines. As part of the Healthy Eating theme of the Healthy School Standards, all schools participating in the programme are in the process of developing whole school food policies which cover the provision of food across the school day.

Major next steps (2007/08)

- Achieve the Healthy Schools stretch target as part of the LAA.
- Implementation of the obesity strategy.
- Achieve the planned increase in the number of STP according to our LAA target.
- To work with providers to ensure sustainability of Breakfast Clubs in schools.
- Support the implementation of smoke free legislation and change in legal age for purchasing tobacco – a stretch target in the Health Communities and Older People Block for N17.

PRIORITY SIX – We will prevent young people from developing mental health problems by strengthening their emotional well being and self esteem and improve services to those who have mental health needs.

Progress made in 2006/07

48 Much of the work to create more effective multi-agency working will impact on services to children and young people with emotional and behavioural difficulties. The development of the common referral system, the network panels, CAF, and the 'team around the child' approach will begin to impact upon earlier identification and intervention for children and young people who are showing early indicators of developing mental health problems and should lead to earlier targeting of tier 1 and 2 resources to meet their needs. The training programme for universal services includes the use of the expertise in targeted and specialist services, including CAMHS, to increase the skills and capacity within universal services. Early indications of the use of the CAF are that the improvements in quality of referral and assessment information will lead to much more integrated and effective decision making for children and young people with complex needs.

49 We are also working to reduce the number of children being educated outside of the schools system through developing more effective school-based programmes to support emotional literacy. An emotional well being group has been established as part of the Healthy Schools Programme. There have been two healthy schools training events and the SEAL is being implemented in Haringey's primary schools which forms a comprehensive, systematic, progressive and thematic curriculum, which addresses children's emotional well-being and supports the development of the social and behavioural skills that are important for learning as part of the Personal, Social and Health Education (PSHE) curriculum.

50 As part of the BSF programme an ambitious plan is in the development stage to build personalised space into secondary schools, provide additional revenue funding and training in order to reduce by a third (40 young people) those secondary aged students currently educated outside the school system. Negotiations are taking place between the CYPS and CAHMS about the development of a more multi-agency provision for the remaining 60 students educated in our PSC.

51 Providing better focussed early intervention and treatment and reducing year on year the number who require in-patient treatment are important factors in helping to prevent children and young people from developing chronic and severe mental health problems. A waiting list initiative at the start of 2006 led to a significant reduction in waiting times, but the improvement was temporary, and the exercise was repeated at the start of 2007. A service review is scheduled for 2007/08 to ensure that efficiencies are optimised and maintained in order for children to get the appropriate treatment within the target timescales. The proposed premises development and service review, together with work on developing a single point of access should lead to longer term improvement and this work is ongoing.

52 As part of providing a more integrated and efficient CAMHS service to those children and young people who do develop mental health problems and improving access to the services it offers a single point of access is being developed. The BEHMHT now have a common referral form and database. At the same time, funding has been identified through the CAMH Grant for a CAMHS service for children and young people with learning difficulties. A temporary commissioning arrangement is in place with the Barnet CAMHS SCAN Team until members of the Haringey Team are in post. The Consultant Psychiatrist has been appointed and will

start work in September 2007 and recruitment is underway to appoint a Clinical Psychologist.

53 Access to specialist CAMHS for children and young people who offend has significantly improved since the appointment of a clinical psychologist to work with the Youth Offending Service (YOS). We have exceeded both of our targets for young offenders with acute mental health difficulties being referred to the CAMHS Team for a formal assessment within five working days and non-acute mental health difficulties being referred to the CAMHS team within 15 working days with 100% referred within these timescales against a target of 95% for each.

54 Our strong partnership with the Tavistock and Portman Trust for children in care who are experiencing mental health difficulties continues to make a very strong impact on outcomes for children and young people. This service can respond to referrals for assessment, consultation or treatment within five working days and is making an important contribution to our placement stability strategy with a research programme focussed on the development of a placement stability' indicator ' tool . The findings and recommendations from the research will have key national significance for all professionals working with children in care.

55 We are working towards meeting the Child and Adolescent Mental Health Services Standard of the National Service Framework (NSF) for Children, Young People and Maternity Services by 2010. An NSF Action Plan is now in place and is being monitored through the CAMHS Partnership Group.

Major next steps (2007/08)

- Review CAMHS Tier 1 and 2 services, particularly in schools and primary care, and look at ways of optimising provision, to encourage prevention and early intervention.
- Extend the single point of access to CAMHS to all Haringey providers, and improve access to Tier 3 provision.
- Build upon the successful start made to developing a CAMH service for children and young people with learning difficulties by ensuring care pathways and protocols are in place and waiting time targets agreed.

PRIORITY SEVEN - We will work with young people to reduce teenage conception rates in Haringey as part of a broader aim to improve sexual health.

Progress made in 2006/07

56 The latest statistics released by the DfES for 2005 show that the under-18 conception rate in Haringey continues to fall and now stands at 62.3 per 1000 in 2005 compared with 73.2 in 2001 and against a target of 61.8. The trend is continuing downward with 53.3 per 1000 for quarter one in 2006. A series of meetings between top managers in the CYPS and HPCT, including both Directors has reviewed our action plan to achieve the greatest impact on continuing with this downward trend.

57 Very targeted work continues to improve access to sexual health and family planning services though the development of integrated provision from primary care through to very specialist services, and targeted support to young people provided by

a dedicated clinic at St Ann's Hospital and the mobile 4YP (for young people) service.

58 At the same time, we have improved the advice given to children and young people on sex and relationships in schools, community and youth settings through multi-agency programmes. Four out of ten secondary schools have achieved Healthy Schools status which includes promoting positive sexual health and reducing teenage pregnancy. Training programmes have been carried out over the course of the year with a range of key agencies, including 4YP delivering SRE training to Youth Service & Connexions staff; staff in five target children's centres receiving the initial training programme on working with teenage parents/pregnant teenagers; and Speakeasy accredited training carried out for parents and staff at one faith school and one supplementary school.

59 As part of the Be Healthy priority in the LAA an additional indicator has been framed around an increase in the take up of Chlamydia screening with a target of 4,500 screens in 2007-8 with a specific focus is on Black and Minority Ethnic (BME) communities.

60 We have provided targeted work through the Teenage Pregnancy Strategy and the Sexual Health Strategy, including carrying out one to one sessions for younger people at risk to improve their engagement with services, delay sexual activity and promote healthier choices.

Major next steps (2007/08)

- Address findings from the National Teenage Pregnancy self evaluation toolkit and requirements arising from National Teenage Pregnancy Unit scrutiny.
- Ensure that the 4YP service is well targeted and works with the Youth Service
- A Young Person's website to be developed, with links to national and local SRE web sites, including advice in a range of languages.
- Deliver a programme of SRE training for schools and community settings.
- The Teenage Pregnancy Strategic Partnership Board (TP SPB) to commission training against these outputs/outcomes.
- Meet the Chlamydia screening target.

In summary, multi-agency services are having a strong impact on the outcomes for children, much of it in very challenging circumstances.

STAY SAFE

We want children and young people to be safe from maltreatment, neglect, violence and sexual exploitation, safe from accidental injury or death, from bullying and discrimination, safe from crime and anti-social behaviour in and out of school and have security, stability and be properly cared for. We also want parents, carers and families to provide safe and stable home lives and take responsibility for their child's behaviour.

WHAT WE WILL DO BY 2009

We will continue to work to make children and young people safer in Haringey and to embed a culture of safeguarding by focusing on four key priorities:

PRIORITY EIGHT – We will reduce the incidence of specific dangers affecting some or all children and young people in the community, in partnership with parents and the wider community and through the implementation of the All-London procedures.

Progress made in 2006/07

Child Protection

61 The substantial improvements in service delivery is having a very strong impact on children and young people. The number of children on the Child Protection Register has reduced from 238 in 2004/5 to 200 in 2005/06 and now stands at 156 children or 31.5 per 10,000 population, close to the London average of 29 per 10,000 population.

62 This has been achieved carefully and systematically. A permanent team of child protection advisors chair the child protection conferences (CPC) bringing consistency in planning and have achieved 100% of CPCs in the required timescale. The Child Protection Advisors have audited all cases of children removed from the register in the year to monitor the quality of decision making and outcomes. In addition where a child has been on the register for 15 months, the case is reviewed to ensure that plans are being progressed. All children on the Child Protection Register have an allocated worker and visits are monitored and reported each month to both managers and members. We have sought to further encourage feedback and participation through the development of 'Have Your Say' leaflets and the attendance of children and young people at reviews where appropriate.

Local Safeguarding Children Board (LSCB)

63 LSCB is well-established, and ensures that multi-agency practice and procedures to safeguard children are continually reviewed. Achievements made in 2006/07 include: review and implementation of guidance on the recruitment and selection of staff who work with children and young people; continued work with faith communities and the voluntary sector, joint protocols on child protection in the context of parental mental ill health and parents with learning disabilities developed with Adult Mental Health and Learning Disability Services; child protection procedures have been endorsed for several voluntary sector organisations and for Tottenham Hotspur Football Club's Community Football Initiative; the Supporting People's Service has developed a quality assurance tool to measure how far the projects and organisations they fund are child protection aware.

64 The LSCB recognises the importance of collecting evidence to indicate improvement and the Quality Assurance sub-group is leading this work, collecting

and analysing performance information from across the full range of the Stay Safe agenda. In 2005 the LSCB conducted an audit of compliance with the S.11 duty to safeguard and promote the welfare of children across partner agencies. This audit was reviewed in 2006 and responses from all agencies show wide-ranging improvement in strategic awareness and the provision of single-agency training in child protection. The LSCB training programme has been designed to ensure that staff from all partner organisations have the opportunity to develop their skills and expertise within a multi-agency context.

Allegations against professionals

65 A dedicated child protection advisor chairs strategy meetings where there are allegations against professionals. This has been identified as an area of good practice by the DfES and been shared with the All London Local Authority Designated Officers (LADO) Group. This topic will be the subject of the Director's termly meeting with primary and special school heads. Child Protection Advisors attend all strategy meetings concerning child on child allegations, supporting integrated planning for children in these circumstances including issues such as maintaining school attendance.

Drugs and substance misuse

66 The personal safety aspects of children in care, care leavers and families continue to have special attention through for example, specialist substance misuse workers working within the CYPS, commissioned through the Drug and Alcohol Action Team (DAAT) and form part of our commissioned services for young people which provides targeted interventions to those most at risk of substance misuse. Training has been provided to social workers and other practitioners in use of the DUST screening and substance misuse features as part of Independence Skills training for all new care leavers. An outreach worker visits schools raising awareness at assemblies on drugs and alcohol misuse. Links with local organisations such as PACE and the YOS have been established with a view to setting up educational workshops on drugs and alcohol and other agencies in the borough have offered awareness raising sessions. The borough's Young Person's Substance Misuse Service has recently been re-commissioned; the new provider is INVOLVE a voluntary organisation with an excellent track record of innovative and culturally sensitive services.

Alcohol and Drug Misuse

67 COSMIC (Children of Substance Misuse Interactive Centre), a project that is part of HAGA (Haringey Advisory Group on Alcohol) has provided support and advice to children and families experiencing drug or alcohol problems through providing: drop-in sessions that aim to build family relationships; telephone advice; and support in case conferences for parents/families when required. The project delivered a session on alcohol and drug misuse at Gladesmore School which was well received and as a result of this a six-week rolling programme has been set-up. The project has also delivered one to one sessions at Hornsey School for Girls. A group for children and young people taking part in the project is being set up so that the children attending can provide feedback on how the service can improve and feed into overall user involvement data to improve borough-wide provision for children and young people.

68 We are seeking to increase the numbers of children and young people who receive DUST screening and to increase the percentage of young people who receive drug treatment as a proportion of all those who receive treatment. For 2006/07 the overall target for the number of people in treatment was 1343 and the

target for young people was 7.1% of that number: the target was exceeded with 9% of the total.

Road safety

69 The LSCB monitors road traffic fatalities and casualties in children and young people under the age of 15. In 2006 there were 15 serious injuries and 1 death compared with 14 serious injuries and 1 death the previous year. The data does not show any common geographical pattern but does show that the majority of accidents/injuries have been to boys aged between 10 and 15 who have crossed the road without looking. This has led us to revisit our strategy in relation to road safety which has typically been given more emphasis in primary schools; as a result our secondary school strategy is being developed further in 2007/08 with a focus upon this group of young people. STPs are well established with 65 out of 95 currently in place, and all to be in place by 2010.

Working with the Metropolitan Police

70 Following some highly innovative work with the Metropolitan Police in the community we have been part of the Community Partnership project linked to the LSCB which has focussed on preventative work in the following areas :- belief-centred abuse, spirit possession, child trafficking, forced marriage and female genital mutilation (FGM). Awareness raising amongst local communities and professionals has been provided by a Community Partnership Adviser who has been in post since June 2006 and links have been made with local and national faith organisations and community leaders. Leaflets have been developed to promote the project and a successful multi-agency workshop on child trafficking was held in November 2006. Evaluation of the project is underway and results will be available in summer 2007. Early indications are that the project has been a huge success in providing a mechanism for community and faith groups to communicate their concerns to statutory services and that previously hard to reach groups are now aware of child protection legislation and risks to children. A Congolese pastor attended an LSCB Training for Trainers course in May 2007 and is now providing training within his own community.

71 Again partnership work with the police in analysing data has led to an initiative to reduce offences against children and young people, through targeted work in a single ward identified in 2005/06 with the highest incidence of child abuse, physical offences and domestic violence. A task group has been set up under the LSCB Prevention Sub Group to examine the intelligence and devise a three year plan to address the concerns. A bid for Neighbourhood Renewal Funding (NRF) funding was successful in November 2006 to set up a pilot project offering support to mothers and children who have been victims of Domestic Violence. The outcomes from the pilot project will be published in June 2007. A year on from the creation of the task group the level of physical abuse and domestic violence in the Noel Park ward has fallen and it is no longer recording the highest volume crime in the borough. Offences in the ward have reduced, showing the impact of an increase in the presence of community safety officers before and after school and of Operation Butler, which placed police officers on buses. The LSCB is now planning to roll out the model more broadly across the borough to address the more general level of recorded child abuse and domestic violence.

Young people with disabilities

72 To address the risk to specific groups, for example, those at risk of sexual exploitation, those with disabilities and those subjected to domestic violence, we have increased the amount of information available to staff and the public through training and literature and heightened awareness of risk in all three areas. The LSCB

published a leaflet to parents of children with disabilities in February 2007, highlighting the ways in which their children were more vulnerable to abuse on account of their disability. There is an allocated child protection advisor who chairs all Multi Agency Planning (MAP) meetings relating to young people who are or thought to be involved in sexual exploitation. Profiles of those young people causing the most concern have been developed and a multi agency panel has been set up to progress work in this area. Haringey have a contract with Barnados young woman's project who work with young women at risk of sexual exploitation, providing a safe environment for them to talk about their difficulties, provide sexual health advice, training for staff and attend the MAPs meetings. The Domestic Violence & Young People's Subgroup links to the LSCB and to the Domestic Violence Forum and coordinates training to school settings to raise awareness of the impact of domestic violence on children and young people. A pilot project facilitated and led by NIAH to work with mothers and children who are survivors of domestic violence is currently being evaluated.

Major next steps (2007/08)

- Increase our preventative work in relation to drug and alcohol abuse, especially in relation to vulnerable groups.
- Work closely with the Council's Traffic and Road Safety Group to improve road safety education in secondary schools.
- Increase work in raising awareness of child protection within our diverse communities.
- Create a junior MAPP (multi agency planning group) to review individual cases and advise on services for young people convicted or assessed as at risk of violence or of committing sexual abuse against children or young people.
- Establish systems that enable the analysis of the role of domestic violence in cases of child protection.

PRIORITY NINE – We will renew our efforts to reduce bullying, discriminatory incidents and the gang culture that young people have told us is most important to them.

Progress made in 2006/07

73 The participation initiatives with young people this year have enabled them to attend the LSCB where we have been able to gain their views on bullying, discriminatory incidents and gang culture directly. Also, young people attend and are consulted at meetings of the CYPCC and the HYC is another forum in which views are obtained. Children and young people, as well as the range of statutory organisations and community partners, have contributed to the development of a revised policy that addresses bullying and all forms of discrimination in all settings that provide for children and young people. This policy defines bullying through the perception to young people and will monitor incidents as perceived by young people. This responds in part to the JAR Report (2006) finding that young people reported not feeling safe. Our new baseline and monitoring will in effect reflect their views of their own safety. A high profile launch of the policy is being planned for the autumn, in partnership with Tottenham Hotspurs Football Club in order to raise awareness and to provide a public demonstration of commitment to the policy. It will include a march through a designated area in Haringey. This will focus on celebrating Haringey's anti-bullying stance and will include the launch of the policy, signed by all partners of the CYPSP.

74 Monitoring quantitative progress in this area has been problematic and this new approach will help with the data schools report on discriminatory incidents to the local authority by creating a single system for data collection that combines information on bullying and discriminatory incidents and the work is now done to designate 2007/08 as the year for collecting baseline information. We have commissioned input from practitioners in other local authorities to provide information on innovative approaches and these were shared at the local authority conference during anti-bullying week in 2006.

75 We will build upon initiatives such as peer mediation, assertiveness and restorative justice which are well established and to recognise the powers that they have to influence whether or not bullying takes place. A new initiative focuses on peer mentoring for children in care. One peer mediation initiative led by a primary school in south Tottenham is very successful with over 20 schools training and taking part in the initiative. As a result, our policy provides guidance to adults in relation to how they can work preventatively, to respond to incidents when they occur and to keep the focus on listening to children and young people themselves.

76 We are also aware of the dangers of young people becoming involved in gang related activities and the links that this may have to gun, knife and other violent crime. We are working pro-actively with the Police, Safer Communities, YOS and other partners to identify and intervene with children and young people who may be at risk of becoming involved in these activities. We are building on our existing systems, including the common referral system and Children's Network approach to facilitate information-sharing, joint assessment and intervention and targeting initiatives towards the needs of localities.

Major next steps (2007/08)

- Launch the LSCB policy for reducing bullying and invite all schools/settings/services to adopt it as a minimum standard for their organisation.
- Work in partnership with Safer Schools Police to implement activities in relation to Charter for Non-Violence in Schools.
- Establish, maintain and monitor the effects of the anti-bullying policy.

PRIORITY TEN – We will create more safe places for children to play and young people to go through working with partners from the Council, the police and the voluntary sector.

Progress made in 2006/07

77 A range of work has taken place on this priority during 2006/07, although the impact has been difficult to gauge.

78 The new youth facilities opened in 2006 which include the Bruce Grove Youth Centre and the Duke of Edinburgh Awards Training Centre together with the two mobile units have built upon the quality of what is on offer to young people and creates more safe places for children and young people. The Duke of Edinburgh's Award Training Centre is acting as a centre of excellence and hub for the nine Award Groups around Haringey. It is also operates as an Open Award Centre for participants. There are now over 250 participants who have gained over 170 Awards so far during 2006/07. The centre runs specialist courses, expedition training, First

Aid, steel band intuition, dance, drama, 'ladies with a legacy group' (teenage mums) and music.

79 The development of extended schools is good with a range of extended services, including play services, for children, young people and families in each Children's Network in line with local needs. We have met the DfES target of 15% of schools delivering the minimum core offer of extended services by September 2006 and good progress is being made towards the next target of 30% of schools delivering the core offer by September 2007. Partnership working with the BSF programme team for secondary schools and extended services team, has had a direct impact on the vision and design of the schools for the future. The collation of ideas for dual usage of facilities with other providers such as community groups, youth service, the planning of non-traditional school hours and days for local need and mapping provision which will avoid duplication of resources, is making good progress. Targeting provision to those children, young people and families most in need is evident in individual school and community visions for delivering robust and inclusive sustainable services and places the school at the centre of the community.

80 Our bid to the Big Lottery Fund (BLF) for £800,000 to improve play facilities in the borough, supported by new Play Strategy has been successful. Our portfolio aims to carry out a range of improvements, including improving open space play facilities to provide equal access and enjoyment for all children and young people, especially vulnerable children and young people. This will be done by the development of a network of four accessible, inclusive, unsupervised playgrounds across the borough, being built by the end of Year 1 and fully accessed by the end of Year 2 of the Programme.

81 The Anti-Social Behaviour Action Team (ASBAT) continues to have a very good reputation with the Respect Task Force and uses all the tools at its disposal, plus working closely with partners (Police, Neighbourhood Management, YOS and Youth Service) to address and reduce anti-social behaviour. Our Young People's Substance Misuse Service is transferring to a voluntary agency called Involve on the 1st July 2007, and we now have drugs workers working with young offenders, truants, children in care and other high risk groups of young people.

82 The amount of targeted diversionary activities in the borough's parks and open spaces has increased through co-ordinated work between the Council, the voluntary and community sector and other agencies, including contributing to the Better Haringey initiative. The Play People in Parks project is provided by Haringey Play Association which ran for five weeks in the 2006 summer holidays, providing recreational facilities in Priory Park, Bruce Castle Park, Finsbury Park and Lordship Recreation Ground. Over two thousand children attended and participated in a range of activities- an increase from 966 reported in the summer 2005. The programme of activities was designed to meet a wide range of needs and abilities with a particular emphasis on targeting children and families at risk of social exclusion and children and young people were involved in the planning, design and evaluation of the project. Haringey has seven Green Flags facilities in open spaces which is more than any other borough in London.

Major next steps (2007/08)

- Improve play space through the bid to the BLF.
- More unattached youth workers engaging at community level.

PRIORITY ELEVEN – We will reduce the numbers of children and young people who are involved in crime or become victims of crime.

Progress made in 2006/07

83 The number of first time entrants to the youth justice system for 2006/07 in Haringey was 338, a good reduction on the figure of 450 for 2005/06 which was in line with figures for the similar local authorities. We have far exceeded our target of 5% in 2006/07 to reduce re-offending rates when compared with 2002/03 with an actual reduction of 9.4%. We have also met our target of ensuring that 75% of victims of all youth crime referred to Youth Offending Teams (YOT) are offered the opportunity to participate in a restorative process. As a result a new target for has been set for 2007/08 that victims should participate in restorative processes in 25% of relevant disposals referred to the YOT. "Road shows" are planned to remind partners, particularly schools and the CYPS of the criteria for referral to the Youth Inclusion Support Panel (YISP) and links have recently been made with Safer Neighbourhood Teams.

84 The impact of the work of YOS is good with evaluations of performance in 2005/06 showing:

- a reduction in youth crime in Bruce Grove of 1.54% by 2005 attributable to the work of On Track;
- only three re-offenders out of the 140 young people were referred to the YISP
- no re-offenders from the 23 young people were referred to Junior YIP;
- only 31 re-offenders out of the 150 young people were referred to Senior YIP

85 The report also obtained feedback from parents on the services provided and they rated them as "good" and "excellent". With regard to one residential weekend involving parents and children, held in 2006, parents commented positively on the effectiveness of the event, particularly in relation to the lasting effect of doing more activities together and an increase in confidence in relation to parenting skills.

86 With regard to restorative approaches – we have very few victims who are prepared to take part in conferences (in common with other YOSs) but the latest research indicates that this approach is most effective with those committing offences of a violent nature – robbery and violent offences will be prioritised in 2007.

87 Whenever possible, victim impact statements are used at Referral Panel meetings so that the young person is aware of the effect of his/her behaviour on the victim – this is followed up in one to one work. For example:

- On Track – crime prevention project aimed at working with children aged 4-12 years and their parents/carers predominantly in Bruce Grove Ward.
- YISP – a multi-agency panel which identifies children and young people aged 8-18 who are at high risk of offending or involved in anti-social behaviour and provides services and/or key working for these young people throughout the Borough.
- Junior YIP – works with 50 children aged 8-13 who are most at risk of becoming involved in negative behaviour in the Bruce Grove, West Green, White Hart Lane and Noel Park wards.
- Senior YIP – works with 50 at risk young people aged 13-16 living in Noel Park, Woodside and White Hart Lane wards, providing a range of after school and evening activities. The core young people are allocated key workers to help address specific issues. Match funding is received via the Youth Service.

88 The Prevention Team prioritises work described in the Haringey Youth Crime Reduction Strategy 2006-08. The work includes individual work with children and their families/family support; home school liaison; family therapy, including a bereavement group; individual activity packages; multi-agency panel discussions leading to individual support plans; school based interventions including breakfast, lunch and after school clubs; in-school performing arts clubs and behaviour management through chess; parenting work, including keep fit for parents; holiday play schemes; weapons awareness; sports academy; and residential.

Major next steps (2007/08)

- Achieve outcomes in the Youth Crime Reduction Strategy.
- Increase awareness of YISP and YOS prevention amongst partners.
- Implementation of the annual Youth Justice Action Plan.
- Achieve the new target that victims should participate in restorative processes in 25% of cases that come to the attention of the YOS.

In summary, the considerable focus on safeguarding from all agencies in Haringey is having a strong impact on the outcomes for children and young people. In several specific areas the work is outstanding in its very strong impact, in particular, the reduction of children on the Child Protection Register, the multi-agency work of the LSCB, the work on belief-centred abuse and the engagement of young people in their anti-bullying and anti-violence stance and their willingness to communicate it.

ENJOY AND ACHIEVE

We want all children to be ready for school, and to attend and enjoy school with as many as possible achieving national standards at the end of their primary years and at age 16 and beyond. We want schools to enjoy the support and confidence of their local communities and we want to support the role that supplementary and community schools play in raising standards. Above all we want parents to share in their child's learning and to be able to support them throughout their school years.

WHAT WE WILL DO BY 2009

We intend to finally break the link between disadvantage and achievement focusing on the next three priorities.

A continued sharp focus on improvement in schools and other educational settings during 2006/07 have had strong impact as follows.

PRIORITY TWELVE – We will further improve the quality of early years' education.

89 Early years' school based provision judging from Ofsted inspections and our own evaluations, is 100% satisfactory, with 90% good and 10% outstanding, compared with 100% satisfactory with 75% good last year. Targeted support through the Self Review Framework and Self Evaluation Form (SEF), the action plans to support the Foundation Stage Profile (FSP) and focused training have all made very good impact on these outcomes. However further improvements are needed with the private, voluntary and independent sector (PVI) where only 75% are satisfactory and no more than 50% are good against a target of 100% and 85% respectively. Improved data collection systems are providing more reliable data which is being used in parallel with self evaluation data to better focus support to settings.

90 Our work with the PVI sector to take up the new more flexible government funding aimed at improving quality through supporting practitioners to improve their qualifications is being productive. Our regular Setting Review Group meetings enable all advisory staff to prioritise work where it will be most effective in improving practice and to be aware of the urgent issues that need to be addressed. The work of the Early Years Advanced Skills Teachers is being used to impact further on developing practice in PVIs and schools. However, as part of our increased focus on good quality provision, plans are in place to withdraw support from settings unable to show progress.

91 We have been successful in enabling 10 Children's Centres (with a further eight at the feasibility stage) to provide high quality integrated provision which is now having strong impact on the education, care and development of young children in partnership with the HPCT.

92 Early intervention, especially where it involves parents is a key part of our raising standards strategy – outlined in our Family Support Strategy. Most important is a wide range of Family Learning opportunities to parents and their children at pre-Foundation and Foundation Stage to boost early year's attainment levels, particularly for those who are vulnerable. Key posts of Family Support Workers and Community Development Officers link with a newly established Family Support Team paid for through almost £1.5m allocation from the DSG to boost early intervention.

93 Toddler Opportunity and Parent Support (TOPs) groups have been run through the Children's Centres, whilst they are inclusive groups they have successfully supported the parents of children who have a disability. We have made a successful bid for extra government funding (Parents' Participation in Early Learning) in 2007/08 to support our work with parents, a range of initiatives will include workshops, better links into the community and training for staff and parents and carers. The overall aim being to improve the outcomes for children by the end of the Foundation Stage.

94 Children's Centres run a range of drop in and support sessions for parents and toddlers. These include: over 113 courses to engage and support parents and carers; a range of programmes from short taster sessions in schools, libraries and museums to intensive 40 hours Family Literacy/Numeracy courses in schools; as well as Here We Grow and Keeping Up With The Children courses focussing on early years and promoting active involvement of parents in children's development and education. The transition programme has supported 17 children with SEN and their parents moving into reception classes and on to year 1. As part of our work with teenage parents a package of support is available to include childcare, extended schools and nursery places.

95 The structure of the three Children's Networks is having a very strong impact on the coherent planning of services and therefore impact on the outcomes for children. In particular, good progress has been made in achieving the 'reach' and the work on the longer term childcare sustainability is supported through the initial report from 4Children and our own plans to map provision in each Children's Network.

Major next steps (2007/08)

- Establish a well focussed early intervention strategy concentrated on the most vulnerable families.
- Improve the quality of the PVI sector through very focused and structured support and challenge.
- Improve the accuracy of our plans for childcare through a detailed childcare sustainability plan mapped in each Children's Network.

PRIORITY THIRTEEN – We will enable children and young people to enjoy wider opportunities through greater access to recreational, leisure and cultural activities.

96 A focus on Extended Schools, play, youth services, school curricula, sport, music and the arts, and international developments have all had very strong impact this year as follows.

97 Extended services, including play and youth services, for children, young people and families in each Children's Network are having good impact. The DfES target of 15% of schools delivering the minimum core offer of extended services was met by September 2006 and we are on-track to achieve the next target of 30% by September 2007. The BSF initiative in relation to community use and extended services is enabling some innovative designs for secondary schools which will have significant impact on the transformation agenda.

98 All our schools who have met the target of delivering the minimum core offer for extended services are providing a broad, balanced and creative menu of activities

such as study support, performing arts, sport, ICT – before and after school as well as in holiday periods. We are continuing to engage more schools in delivering such services.

99 The individual services of the Children's Centres, play, youth and extended services are having good impact for children and young people but they will be mapped as part of a single strategy within each Children's Network to enable the best possible services to children and their families and the greatest impact on support for children and young people.

100 In 2006/07 the Youth Service worked with 2,778 young people; 713 of these young people gained some form of national accreditation (e.g. AQA, Duke of Edinburgh's Award and Millennium Volunteers) and 1014 young people had their learning recorded. Because young people choose to work with us we have to make sure that our provision is enjoyable and meets their needs. We offer a diverse programme which includes: street dance, website design, magazine production, football, jewellery making, and residential opportunities. A new Youth website is being launched in August 2007. We operate from four main centres which includes the newly built Duke of Edinburgh's Award Centre at St Thomas More School and the multi million pound refurbishment at Bruce Grove which offers state of the art multi media facilities. There is also a detached team providing outreach work for young people across the borough working in areas identified as having high levels of need. A Post Inspection Action Plan was put in place following the JAR Enhanced Youth Inspection in 2006 which found the service to be unsatisfactory. The actions in the plan have been achieved and the findings of the inspection in the main have already been achieved in advance of the conclusion of the plan in the summer 2007. The improvements can be clearly evidence by the improvement in the Performance Indicators.

101 This breadth of activity and engagement of young people clearly demonstrates a Youth Service that is striving to be excellent. The gains made in 2006/07 with the best value performance indicators are a clear indication of the improvements made in our Youth Service with a 97% increase in the young people who have had a contact with the Service and 147% increase for young people gaining some form of national accreditation. We have a new staff team in place and a range of projects are already underway (poetry and lyrics, drumming, circus skills, cooking for dummies, website design, DVD production etc). The Youth Service is a key partner in the Summer University programme which is aiming to encourage young people across the Borough to try new and different activities.

102 With our analysis of Ofsted inspections we have increased our focus on the school curriculum at Key Stages 1&2 using a range of Curriculum Maps (commended by the QCA as been a helpful model) which enable schools to better plan their provision to meet the varied needs of young people. At Key Stage 3, QCA has been undertaking a curriculum review and the results are being used to inform curriculum planning for our schools so that greater impact on results at KS3 is possible. Considerable work has been achieved for the 14-19 curriculum through a multi-agency group – the impact has been success in the pilot phase for 2008 (see Economic Wellbeing for further information). The intention of the curriculum developments at secondary level is to provide a broad and balanced curriculum, which enables full access through a greater choice of academic and vocational provision for all students across 10 schools.

103 We have continued to support and promote partnership between mainstream and the 35 supplementary and community language schools to ensure that children

and young people from BME communities can be better supported to develop or retain their cultural identity. GCSEs in community languages, e.g. Turkish has the highest % of good grades at GCSE – 91%. Achievement of ethnic minority groups has continued to be celebrated in 2006, bringing together 300 young people and nine voluntary organisations with ten secondary mainstream schools. Somali and Congolese young people have had a specific focus this year from the CYPS and plans are in place for further engagement next year.

104 In sport we achieved well with our target to ensure that 75-80% of 5-16 year olds in Haringey engage in a minimum of two hours of high quality PE and school sport every week, achieving 80% between our two partnerships. Our strategy for Sport and Physical Activity (February 2006) and an Open Space Strategy (March 2006) have been linked with our Play Strategy produced this year to further develop and integrate provision together with our strategy for extended schools. These initiatives link directly with the successful Haringey School Sports Partnership work and other national and local initiatives such as the link with Tottenham Hotspurs Football Club and the Study Support Centre to encourage young people to be active and to achieve.

105 An audit of young people's views was carried out in 2006 and the results analysed. Affordability and safety were two main concerns from the consultation as well as greater access to information about what is available locally. Developments have included young people being able to use leisure centres at reduced rates/free cards if they meet particular criteria of need, links with the Summer University so that all young people can get a leisure card. Work is progressing on greater supervision in the parks and open spaces so that young people feel safer.

106 Haringey is one of the few London boroughs that maintains an outdoor pursuit centre – ours is in South Wales. Every year some 1700 children and young people from Haringey primary, special and secondary schools benefit from a five day programme see paragraph 178 for further information.

107 Music and the arts have an important role in Haringey. The music service is acknowledged internationally, nationally and locally for the excellent work in enabling young people to access music provision – see paragraph 173 for the detail. Groups such as Haringey Shed and a range of performing arts provision enrich the curriculum for children and young people. This year we have developed our work with Creative Partnerships by putting forward an innovative initiative with the Arts Council. Our schools enable young people to access provision locally and in London which gives them access to the arts, museums and performing arts. We are working on improving the cultural and performing arts side of our central provision as a focus for 2008, through a number of achievements in 2007: the new secondary school in the cultural quarter; the new Sixth Form Centre to open in September 2007 with its commercial theatre; and the new Bernie Grant Centre together with the specialisms in three secondary schools.

108 International work has been a key area of focus this year which we expect to have a strong focus on standards in Haringey schools – see paragraphs 174-177 for details.

Major next steps (2007/08)

- Children's Centres, play, youth and extended services will be mapped as part of a single strategy within each Children's Network to enable the best possible services to children and their families, and to enable the

achievement of the 2008 targets of 50% of all special and primary schools and 30% of secondary schools delivering extended services core offer.

- Develop the remit of Music and Performing Arts Service to include creativity linked to the National Strategies and core subjects leading to a new creativity strategy that expands recreational, cultural and leisure experiences for children and young people.
- Develop better linkages between schools and the 2012 Olympics.
- The Youth Service will aim to meet its indicators in the coming year and continue to develop a diverse range of activities for young people, including the Summer University.

PRIORITY FOURTEEN – We will improve attendance and raise standards of achievement for all children and young people reflected across all sections of our community.

Our data analyses are highly developed and are well used by the local authority (LA) and schools to focus intervention and to evaluate progress as follows.

Attendance

109 Improving attendance and reducing absence continues to be a major focus. Our publicity campaign entitled 'Every Day Counts' had a strong message for all parents/carers about the importance of children attending schools. In tandem with the publicity campaign, increasing the number of truancy sweeps and prosecutions, the impact on attendance, especially at secondary level has been very strong. Court cases started for non attendance have increased from 9 (3 secondary) in 2004/05, to 14 (7 secondary) in 2005/06 to 73 (46 secondary) in 2006/07. 68 cases have gone to Court in 2006/07 compared with 7 in 2004/05 and 11 in 2005/06.

110 Every school's attendance trend and profile is analysed and their processes scrutinised, including advice in schools where children take extended holidays during term time. Awards have been made to both individual pupils and schools that have made the most progress on improving attendance. Attendance has also been profiled through our published good practice case studies to share and develop practice in other schools. Full account has been taken of the JAR Report (2006) recommendation to reduce rates of absence.

111 The work on encouraging good attendance has included early years' settings as well as statutory school provision, in order to establish good habits of attendance and punctuality early. Attendance is clearly linked to child protection in all our work. Welfare Call has been commissioned to additionally track the attendance of Haringey children in care resident in and out of the borough and has made very strong impact on their attendance.

112 The impact on primary attendance has been an improvement from 92.00% in 2002 to 93.37% in 2006 closing the gap with the national figure from 2.15% in 2002 to 0.87% in 2006. Despite all this in 2006 attendance fell slightly (in line with national fall) to 93.37% which meant that the absence figure of 6.6% fell short of the target of 5.8%. Our analyses showed that this was due to a viral infection which affected attendance at a number of our primary schools. Provisional data for September 2006 to December 2006 shows a significant improvement in attendance to 94.7%. Progress is being made in reducing authorised and unauthorised absence and we assess that we are on track to meet the 2007 target.

113 Work at individual secondary school level has had very strong impact. Five schools have been identified for intensive support and all have made rapid progress.

114 Secondary attendance has improved from 89.80% in 2002 to 91.76% in 2006. The gap with the national has been consistently reduced every year, from 1.48% in 2002 to 0.32% in 2006. We have exceeded our target of 8.4% absence with an actual rate of 8.2%. Provisional data for September 2006 to December 2006 shows a continuing improvement in attendance to 92.86%.

115 Special school attendance has seen excellent progress from 86.84% in 2003 to 90.27% in 2006. In 2003 Haringey special schools were 2.46% below the national; they are now 0.59% above the national.

Exclusions

116 Work to prevent exclusions in Haringey has always had strong impact producing some of the lowest rates in the country. In 2005/06 31 permanent exclusions from secondary schools was an increase on the 28 exclusions in 2004/05 and represents approximately 0.28% of the secondary school population compared to 0.24% nationally. Exclusion rates for all ethnic groups are monitored to check whether some groups are over represented. Mixed white and Caribbean (5 pupils 1.19% as a percentage of ethnic group), Irish (1 pupil, 0.83% of ethnic group), Turkish (4 pupils, 0.62% of ethnic group) and Caribbean (9 pupils, 0.57% of ethnic group) are most significantly over represented in the permanent exclusion data.

117 Given our growing concerns a working group of LA officers and secondary heads developed a Managed Moves Protocol trialled in 2006/07 ready for full implementation from September 2007. The protocol forms part of our preparation for the provision of full time education from day six of a permanent exclusion. This has been a successful initiative developed in partnership with heads and we anticipate that it will lead to a reduction in the number of permanent and fixed term exclusions but as yet the protocol has not had sufficient time to impact.

118 Alongside the development of the protocol for secondary schools we also provide support and advice to schools, families and young people to help to reduce the risk of exclusion, particularly focusing on groups both through schools and through our community links which the data indicate are over represented. Support is provided to help schools develop strategies and activities aimed at reducing the risk of exclusion.

119 Developments related to BSF have led to an innovative initiative to build upon the Managed Moves protocol to reduce the number of young people in PSC by a third (100 to 60) by building personalised space in schools, reallocating revenue funds and providing training. The proposal is currently out for consultation.

120 Permanent exclusions from primary schools grew to 4 in 2005/06 from 0 in 2004/05 and 2 in 2003/04. These figures are also low and the circumstances of each exclusion are reviewed with the school concerned. However, indications for 2006/07 are another increase – currently at five (May 2007). The Managed Moves Protocol in place in secondary is to be extended to primary schools operating within each of the Children's Networks.

Achievement

121 School improvement has a major presence in Haringey. Everyone contributes and is expected to hold that focus above all other. It translates into improving the life chances of children and young people and everyone is enabled to see and appreciate their contribution. Improvement has been good overall and is most visible at the end of Key Stage 4.

Foundation Stage

122 Achievement at the end of Foundation Stage is below national results in all areas. Our focussed programme is designed to counter that as efficiently as possible. Particular emphasis is on developing and improving communication, language and literacy developments in all schools and settings, together with intervention and support targeted at those settings where it is most needed and will have the most impact. The Foundation Stage Profile is still very new and not in use long enough to show trends. We are planning, as part of our action research programme with Middlesex University to focus on the impact of the work of Children's Centres on these results.

Key Stage 1

123 Outcomes at the end of Key Stage 1 (KS1) continue to track national results and are close to similar LAs but with a marginal closure of the gap over 5 years. Trends at Level 2B+ and 3 are closer to the national figures. Analyses by Children's Network show the west to be substantially above the national figures and South Tottenham substantially below reinforcing the level of intervention provided in the south network.

Key Stage 2

124 Achievement at the end of Key Stage 2 (KS2) has improved ahead of the national figures in English and has tracked the national in maths and science. We have met our English target but not maths and science this year. The number of schools where fewer than 65% of pupils are achieving Level 4+ has more than halved in English showing the good impact of our intervention strategies, but maths has been more difficult to improve. Value added KS1 to KS2 is above the national, 100.0 compared to national 99.8 putting Haringey in joint 33rd place out of 150 local authorities (42nd place in 2005). Our concern about Key Stage 2 has led to a number of innovative projects to improve standards, and these continue with a strong focus on schools with a result of 50% or less in any subject– reduced to 6 in 2006 and we are targeting none this year. Impact on the attainment of children from some ethnic minorities has been good in English particularly for African and African Caribbean pupils. The impact of joint work between the Educational Psychology Service and the Literacy Team has seen a year on year reduction in the number of children leaving KS2 with literacy attainments below level 3; 12.6% in 03/4, 10% in 04/5 and 8.6% in 05/6.

Intensive Support

125 Intensive support for literacy and numeracy is in place in all schools achieving less than 65% L4+ in English and mathematics at the end of KS2. Support for targeted schools to improve planning and assessment for learning to ensure *all* pupils' learning needs are met. This support is being delivered through schools' participation in a number of Primary National Strategy and LA programmes including the Intensifying Support Programme (ISP), the Black Children's Achievement Programme (BPAP), the English as an Additional Language Programme (EALP) and the Targeted Pupil Initiative (TPI) all of which will continue to have a positive impact on the standards achieved. The development of the Cross Phase Project which has a focus on maintaining high teacher expectations for pupils' achievements as they move from KS1 to KS2 is proving to be successful. A renewed focus on science

teaching and learning in KS2 is having an impact coupled with the deployment of additional resources.

Ofsted Inspections of Primary Schools

126 There were 17 school inspections in 2005/06 and 16 school inspections in 2006/07 (to date). Our analysis, comparing judgements in Haringey schools in the last two years (to date) shows an improving trend in most judgements. There is also very little difference between national data from 2005/06 and the 2006/07 judgements in Haringey. There are no schools in special measures compared with 0.9% of schools nationally. Two schools had a notice to improve in 2005/06, they improved rapidly and have since been successfully re-inspected. Individual intervention programmes are in place targeted at schools identified as causing concern. In 2006/07 another primary school had a notice to improve and we are now working on an intensive support programme; judged to be making good progress by HMI and should be removed from this category at the next inspection.

126 Of the schools inspected in 2006/7 overall effectiveness was good or better in 9 schools (53% compared to 58% nationally). Achievement was good or better in 9 schools (53% compared to 58% nationally). Teaching and Learning was good or better in 9 schools (53% compared to 60% nationally) and no schools were inadequate. Leadership and Management was good or better in 10 schools (58% compared to 62% nationally) with 29% outstanding (11% nationally). Standards were outstanding in 3 schools (18% compared to 8% nationally) but were good in only a further 3 schools (18% compared to 39% nationally) with a further 59% satisfactory compared to 41% nationally. We recognise the need to strive for excellence by converting satisfactory judgements to good and better.

Key Stage 3

128 Outcomes at Key Stage 3 (KS3) have been mixed in 2006. The trend over six years has been a closure of the gap from 16% to 12% in English, 18% to 13% in mathematics and 24% to 16% in science but the pace is too slow. We continue to reduce the number of schools where fewer than 50% of pupils are achieving Level 5+. In English the number has dropped from 5 in 2003 to 2 in 2006, in maths from 6 to 1 and science from 6 to 4. This remains a target in the LAA for next year to have all schools above the floor target of 50% and we are confident we can meet this.

129 At KS3, we have been providing support in core-subject departments. The focus is on improving teaching and learning and leadership and management in departments at greatest risk of not meeting their targets. This work is on-going and support has been delivered in partnership with London Challenge and Regional Strategy Managers. *The Oliver Tambo Award* was an innovative initiative to raise standards in science and is outlined in paragraph 174.

Key Stage 4

130 Progress at Key Stage 4 (KS4) has been at more than twice the national rate since 2001. In the 5+ A*-C indicator. Haringey has improved by 20.8%, compared to the national increase of 9.2% since 2001. The 19.1% gap between Haringey and the national has now been reduced to 7.5%. This year Haringey saw its results improve by 3.2% (nationally by 2.1%). We were slightly below our target for 2006 and have a challenging 57% target for 2007. Results are slightly below the average of statistical neighbours but the trend has been better. There is no school below the 25% 5+ A*-C GCSE floor target.

131 The 5+ A*-C (including English and maths) indicator shows the significant challenge facing Haringey schools in their drive to improve standards. In this

indicator, Haringey has improved by 7.4% (since 2002) compared to the national increase of 3.7%. Haringey, however, remains 11.5% below the national average. Results are a little below statistical neighbours but the trend since 2003 has been similar.

132 Progress is continuing to be made in closing the east and west gap within the borough in the main 5+ A*-C indicator. The gap of 30% in 2001 has been narrowed down to 13% in 2006. The gap in the 5+ A*-C (including English and maths) indicator is also beginning to close, although at a slower rate. In 2002 the gap was 22% (east 17%, west 39%), in 2006 the gap is 19% (east 26%, west 45%).

133 Value added from KS2 to KS4 shows that Haringey schools have exceeded national expectations significantly. Haringey's value added measure in 2006 is 1011.2 (national 1000.6). This placed Haringey in joint 13th place out of 149 local authorities. Progress from KS3 to KS4 is slightly above national expectations 1001.4 compared to 1000.8 nationally. This placed Haringey in joint 78th place.

134 Targeted support has concentrated on improving curriculum planning, assessment and progress tracking. This has helped schools have a better understanding of each pupil's strengths and weaknesses and identify the gaps in their learning. Early impact is strong with departments better focussed on what needs to be done to improve outcomes for each pupil and estimates predict significant improvements for 2007.

135 Reducing the gap between the proportion of pupils attaining 5+ A* - C and 5+ A*-C (including English and maths) is a key priority. Consultants have been working closely with schools in strengthening departments' capacity to develop their teaching and learning and agree intervention strategies for underachieving pupils. There has been support to schools in analysing past papers and in developing a whole school approach to monitoring every pupil's progress.

Post 16 students

136 Good progress has been made in post 16 attainment and we have exceeded our targets on the two main indicators and will therefore review the average point score per student and average point score per exam entry targets. The new Haringey Sixth Form is on schedule to open in September 2007 and will provide a flagship facility for our young people on which we can further increase the range of options available to them for further study. A stretch target within the LAA is to increase level 2 qualifications for 19 year olds. Please see priorities 18-20 within Economic Well Being for further information on our strategies and work with post 16 students.

Priority Groups

137 *Changing Lives* contains a clear priority to improve the attainment of all, including high achievers but with a clear focus on underachieving and disadvantaged groups. Detailed analyses are undertaken every year to look at the progress of different minority groups. Impact on the improvement for these groups is strong but must be maintained year on year.

138 Standards at GCSE 5+ A*-C for students from **ethnic minority groups** have improved steadily over five years. There has been a 17% improvement for African students, 20% for Caribbean, 41% for Kurdish, 14% for Turkish and 6% for White British. The impact of a range of very successful initiatives, including engagement with the community has been very strong. The attainment of **children in care** improved in 2006 (from 12% to 21%) for children in care for 12+ months achieving 5+

GCSEs at grades A*-C, exceeding our target of 14%; we have also exceeded our target of 45% of children in care achieving 5+ A*-G GCSEs with an actual increase from 40% to 50%; and further improvement was made with 65% of children in care obtaining 1 GCSE or GNVQ equivalent compared with the 2005 London average of 60%. **High attainers** benefited from specific initiatives and the percentage attaining 4 or more A*/A grades at GCSE has increased from 11% in 2005 to 12.7% in 2006 (2006 target 12%). Steady progress has been made in reducing the percentage of **low attainers** who are attaining level 2 or below at KS2. English has reduced from 9.9% in 2005 to 8.6% in 2006 (target was 9%). Maths has reduced from 10.1% to 8.8% (target was 9.2%). At KS4 the percentage of young people achieving at least one formal qualification has improved year on year from 90.2% in 2003 to 94.8 in 2005 but reduced slightly to 94.5% in 2006 (target was 96%). Two schools had a weak performance in this indicator in 2006 and intensive support has been provided to meet the target. Schools have been focusing on developing appropriate course provision to best meet the needs of all students. **Children and young people with SEN** benefit from a strong inclusive strategy with more young people with statements in mainstream schools than is the case in other LAs. **Pregnant schoolgirls and young mothers** benefit from well developed programmes which impact strongly on their performance. 100% of school-age pregnant girls and mothers have an educational support plan provided through their school and/or Connexions. Teenage mothers over 16 who are supported through the joint Children's Centre and Support for Teenage Parents Programme have a Connexions worker and are accessing programmes to support basic skills, childcare & child development, ESOL and healthy eating. This year twelve young mothers have participated in NVQ 2 Speakeasy training with the intention of progressing to an NVQ level 3 qualification enabling them to be peer mentors. CoNEL provides crèche facilities for parents taking courses at the college. The 14-19 Strategy Action Plan includes finalising the development of accredited bite-size study units which will enable teenage mothers to gain accreditation.

Mobility

139 Mobility impacts negatively on performance for all age groups but more so in primary schools. Currently 11 primary schools have mobility of over 30%. Well developed procedures are in place throughout Haringey to enable these young people to lose as little progress as possible. We also have award winning work on support material for children and their families who are newly arrived. The impact is good with 8 of the 11 schools making progress in 2006 KS2 results. The Targeted Pupil Initiative has not only focused on pupils in schools whose end of KS2 results are below floor targets but also where mobility rates are high.

Ofsted Inspections of Secondary Schools

140 Nine out of eleven secondary schools have been inspected since November 2005. Two secondary schools have Ofsted Notices to Improve and the first of the HMI visits to one of the schools indicates good progress. We anticipate that the Ofsted category will be removed at the next inspection. The monitoring visit to the other school is expected in the autumn term and work is well in hand to make the necessary improvements.

141 The good performance of the secondary schools is having a very strong impact on attainment. Our analysis of Ofsted secondary inspections for 2005/07 gave the following judgements: for overall effectiveness 7 schools were overall good or better (78% compared to 49% nationally in 2005/06), for achievement and standards again 7 schools were good or better (78% compared to 49% nationally in 2005/06), and for leadership and management all schools were at least satisfactory and 7 were good or better (78% compared to 57% nationally in 2005/6).

Major next steps (2007/08)

- Develop a Managed Move protocol for primary schools within each Children's Network, to reduce fixed term and permanent exclusions.
- At Foundation Stage extend the Targeted Pupil Initiative to better identify the most vulnerable learners at the earliest stages of their education and involve their families in wider family learning initiatives.
- At KS2 continue to focus support on schools to achieve above the floor target of 65% and ensure that no schools are below 50% in any subject.
- At KS3 continue to focus support on schools to achieve 50% or above at Key Stage 3 in each of the core subjects.
- At KS4 continue to support schools to improve results at 5+ A*-C grades at GCSE with and without English and mathematics and at one GCSE.
- Continue the strong development of 14-19 work with schools and other partners so that the number of 19 year olds with level 2 and 3 qualifications increases (see priority 20).
- Continue to focus intervention programmes on all priority groups, especially looked after children.
- Develop programmes that focus on raising the aspirations of young people and improves their self-esteem, thereby impacting on teenage pregnancy and staying on rates post-16.

In summary, the impact on outcomes is consistently strong. The gap at KS2 has begun to close and progress at age 16 has been sustained at twice the national average over six years. The impact for young people from ethnic minority communities has been very strong and needs to keep the pace to finally close the gap.

MAKE A POSITIVE CONTRIBUTION

We want our children and young people to engage in decision-making and to support their community and environment. We want them to have a wide range of opportunities that enable them to enjoy living in such a richly diverse borough and to contribute to community cohesion.

WHAT WE WILL DO BY 2009

We will continue to work to enable children and young people to make a positive contribution focusing on three key priorities.

PRIORITY FIFTEEN – We will empower children and young people to have a more effective voice in decision making.

Progress made in 2006/07

142 This year we have built upon the work to engage and empower young people and it is having a very strong impact on service delivery not only in the CYPS but also across the Council.

143 The HYC has consolidated and embedded its work and has brought considerable challenge to the Council as a whole. Regular meetings are attended by young people aged between 12-19 representing their school and or youth group and other youth agencies, including children in care, young people with disabilities, young carers, the Home Educated and young travellers.

144 HYC is effectively involved in the strategic planning of the Council through the creation of four Action Groups: Governance, Cultural Conflict, Quality Assurance and Media & Marketing. The HYC has also been successful in lobbying for their own 'youth' logo. The Media & Marketing group are currently receiving media training from Exposure and working alongside corporate design, to produce their own publicity and information. This media group will also be working together with Exposure to produce a free HYC newsletter for young people and adults. This should enable the HYC and other young people to communicate with a wider audience, develop their voice and ensure that their views shape services.

145 The voice of young people in Haringey has also been strengthened through eight new youth forums across the Borough. These groups actively participate in the HYC. The HYC Executive meets regularly with the Cabinet Member for Children and Young People to share the views of the HYC with decision makers. Members of the HYC decided that they did not wish to elect a young mayor and instead have elected an executive. This option will be reviewed later this year. Young people's understanding of social consensus is also being developed through a film that a group is making on youth democracy across London.

146 The establishment of the HYC and the election of the HYC executive have led to the greater representation of young people at Council events such as Holocaust Memorial Day and the Mayor making event, and the partnership panel responsible for developing the borough response to transatlantic slavery. The children and young people have also participated in the development of the Play Strategy, the youth website, an LSCB DVD and a Connexions questionnaire. A member of the HYC executive played a lead role at a training session organised by the Government Offices for London (GOL) on best practice in youth participation. Some HYC executive members have also made visits to the Houses of Parliament to meet our local MPs.

147 During Local Democracy Week, members of the HYC met with the Leader to discuss strategies to address harassment in the community and shadowed Council members and senior officers.

148 Many of our committees and partnership boards now include representation of young people, including the CYPSP, the CYPCC and the Connexions Young People's Partnership Board where their views are heard and acted upon. All forums as part of the Children's Trust arrangements are expected to consult young people annually through the HYC. For example, as a result of dialogue with the HYC, the LSCB has produced a more accessible version of the draft 'Haringey Anti-Bullying and Discrimination Incident Policy.' The views of HYC will be incorporated into the new guidance for schools and youth settings.

149 Ways to improve the organisation and coordination of HYC meetings and activities are being developed to respond to the growing demands for the involvement of the HYC in consultations, policy development and evaluation. Planned measures include identifying dedicated and ongoing administrative support, improving the coordination of the HYC with the Youth Service and other Council departments, and ensuring that both adults and young people have a mutual understanding of their roles and responsibilities. Discussions are in place to look at how the HYC could be a young people's version of the Haringey Strategic Partnership (HSP).

150 Alongside this the Children & Young People's Participation Task Group (CYP-PTG) has become more representative of the wide ranging partners involved in shaping strategy and delivering outcomes for children and young people across the borough. These include the voluntary sector, CoNEL, the neighbourhood teams, the Council's Housing Service and the PCT. The CYP-PTG has developed the draft Children and Young People Participation Strategy and Action Plan, which will be submitted for approval to the HSP in October 2007. Children and young people are to be involved in this process to ensure the document continues to reflect their views and is accessible to all.

151 A participation-training toolkit has been produced to support adults in developing methods to engage children and young people in decision-making. The toolkit contains a range of materials for practical sessions with children and young people as well as resources and links to guidance on promoting participation. It is designed for staff working directly with children and young people and those who want to improve engagement with them and builds on local good practice, particularly in involving vulnerable groups. The toolkit will be launched during 2007, alongside training opportunities for staff to familiarise themselves with the issues involved in developing children and young people's participation in the work of the council and its partners.

152 Earlier this year, we commissioned interviews with 250 young people as part of the residents' survey led by MORI and their views compared to those of their peers across London. Notable differences between Haringey's young people and their London peers are greater concerns about crime in their community, pollution, drug use and pushers and the quantity and quality of provision for young people across Haringey. On the other hand, young people in Haringey are slightly less concerned about bad behaviour, standards of education and bullying; the latter being a key concern across London. At the same time young people had better perceptions of their secondary schools than the adults in Haringey. Whilst young people in Haringey acknowledge that the Council provides valuable services for all, more of them (13% above national average) feel their Council does not do enough specifically for them. Across London, few young people (28%) believe they are involved in decision-making

processes; within Haringey, this figure is only 23% and shows we have to continue to improve our efforts to involve children and young people in decision making however we are confident this is possible with the amount of activity now developing. The Youth Service is currently training a group of young people to become accredited peer evaluators on the HIT-'Haringey Investigation Team', which will visit and evaluate the current Youth Service provision across the borough. The outcomes of this youth led assessment will be shared with service providers.

153 During January 2007, for the first time in Haringey's history, eight hundred young people elected three (1 representative and two deputies) UK Youth Parliament representatives.

154 Experience to date indicates that we need to increase the understanding of both young people and adults as to how the corporate governance process in Haringey actually works and what the parameters are for youth involvement; bearing in mind that young people will have to work within the constraints of these complex adult structures. Another issue is how we effectively manage expectations; it is vital that we are open and honest with young people as to what can and cannot be done and why. Adults on the other hand need to actively listen to young people and be made aware of the issues they face. We are developing a training programme in response to the issues and areas for improvement young people have identified as important to them; this will include the development of both young people and adults across the organisation towards achieving a better understanding of effective participation. Our shared values will be confirmed by the adoption of the Hear by Rights Standard.

155 Young people have made a discernable difference to the lives of other young people through their administration of the Youth Opportunities Funding (YOF) . The panel have received training, delivered internally and by Youth Bank UK on evaluating bids and have established effective systems for allocating funding to groups. One of the YOF-funded projects, the MPower gardening project based at Markfield, recently won a national Youth Challenge - 'Actions Speak Louder' Award, which aims to reward the most innovative projects for young people created through the YOF. The involvement of children and young people with learning needs and disabilities will be further developed through their involvement in creating play projects, funded through our successful BLF bid.

156 The Total Respect Programme has empowered a group of young people in care to raise the awareness of those supporting them in their role as corporate parent. Young Carers are developing an understanding of their needs across the Service and have developed a Charter for professionals to help address these needs; this will be launched in September 2007.

157 Strategies to consult with primary age children are well established in primary schools. The SEAL programme which is used in the majority of schools underpins the development of articulate and emotionally literate children by helping them to identify and manage their emotions, and thus helps them to make a more positive contribution to school life. School councils have been established in almost all primary schools; they make decisions about school meals, uniforms and review school behaviour policies. As part of STPs, children were surveyed about their method of travel to school and consulted about their travel wishes. As a consequence schools have invested in cycle safety training and bike racks. The Junior Citizen Award scheme operates successfully in 25 primary schools, as part of this young citizens work with neighbour wardens on local projects, many of which involve parks and play spaces. Effective partnership with the Metropolitan Police to widen children's understanding of

safety in the community takes place annually during Junior Citizens fortnight at Tottenham Hotspur.

158 Schools have received national acclaim for the peer mediation programme, which involves 21 primary schools and the annual Junior Citizens debate, which takes place at the Civic Centre, is a much coveted award which encourages children to use a variety of creative methods to make their point.

159 The Participation Crew a voluntary group of children and young people have attended LSGB meetings and shared their views on Haringey's action plan for safety and play a lead role in training other young people on the importance of participation. The Participation Crew are currently working as the editorial group for the 'Youth Space' website; a website designed & developed by the Haringey Youth Service for children & young people. The website will be launched on 9 August 2007.

160 The Haringey Play Strategy was approved by the Cabinet in February 2007 following a period of participation and consultation with children and young people. A child friendly version of the strategy will be available at the end of July 2007.

161 Junior Exposure magazine continues to give children an independent voice and their contributions to the magazine continues to contribute positively on their self-esteem. The latest issue enables children to talk about emotions ranging from bereavement, dealing with issues relating to seeking asylum to feelings of happiness and joy. To celebrate the achievement of having a Play Strategy for Haringey, the next issue of Junior Exposure will focus on the importance of play.

162 Seeking the views of children in care is now embedded in practice; 97% of children and young people contribute to their reviews and mechanisms for responding to the views of children in care have been established by managers who now systematically audit young people's reports and feedback outcomes to social workers, ensuring that issues are addressed. The embedded practice of consulting with children in care from an early age is contributing to young people making informed decisions about their future. There is evidence of improved self esteem and higher examination entries.

163 Twelve young people with autism attend a special youth club to develop assertive communication skills. Young people from special schools have been trained on interview techniques and have participated in staff recruitment and the Connexions Young People's Partnership Board has young people representation from Haringey and are involved in interviewing all personal advisors.

164 To improve communication and consultation with key groups of young people, including those with learning difficulties, CYPS, special schools and the Children's Fund are working together to develop a symbolised questionnaire format to be used in schools and with youth groups from July 2007. This will enable young people with disabilities and SEN to feedback more effectively on their needs and contribute to the HYC. This communication strategy will be rolled out as part of the Participation Strategy to services across the Council to achieve more engagement with key groups and to make information more accessible.

165 School Councils are well established in almost all our schools, in many this includes associate governors, student involvement in staff appointments, teaching and learning and policy reviews. A Student Voice Charter, which sets the standard for expectations of student involvement in decision making in schools has been drafted and will be launched at a conference later this year. Students have been involved in

the redesign of aspects of their school through the BSF programme and two young people have been involved in the development of a borough arts programme which will target potential young people not in education, employment or training (NEETs). Most of our secondary schools also have a range of peer support programmes including mentoring, peer listening, and befriending. Almost half our primary schools are also running peer mediation programmes. All schools with peer mentoring programmes report a significant decrease in complaints about bullying and that children and young people are better at managing conflict and at dealing with issues before they become a problem. Many schools involve pupils in decisions about school food provision and several have produced hard-hitting posters and films promoting healthy eating. Almost all our secondary schools are represented on the HYC, which provides another level of decision-making and influence for 12 to 19 year olds. More primary school children have been engaged in discussing key community issues using video conferencing which enables them to link with other young people without leaving their school.

166 Young people who are no longer in care have successful informed future provision for children in care who are 16+ through their participation in leaving care policy review groups.

167 Together with The Film and Video Workshop, Moselle Upper School produced an animated DVD earlier this year – ‘The Junk Food Fighters’. This short film introduces and explores healthy eating choices in a creative and fun way. Using exciting animation, the young people who have been transformed into superheroes thanks to fruit and vegetables are encouraging their peers to say no to junk food and to try new healthier foods, which will make them feel better too.

168 As part of the Better Haringey Greenest borough strategy, the Neighbourhood Street Wardens have set up Junior Wardens groups in four schools. They have worked with over 120 children, raising awareness of social responsibility and have talked to the children about the contribution they can make to keep their local area clean. The Junior Wardens have been taken on patrol in their local area, have photographed incidents of littering and fly-tipping and have been briefed on the procedures for reporting these incidents. In addition, two primary schools, one secondary school and the PSC have participated in the Clean Sweep Campaign. They have attended sessions at the Haringey Environmental Education Centre and been involved in the design and making of mosaic panels for their local recycling centre. Fifteen schools have participated in the Eco-schools Bronze Award, which engages young people in environmental issues.

169 One thousand five hundred primary children participated in the Haringey Junior Citizens Award scheme during 2006 and 1,200 children contributed to the Haringey Junior Citizen Event at Tottenham Hotspur FC in June 2006.

170 Young people working with Connexions have developed a training workshop for Haringey Leadership Team on involving young people called Rep ur Endz. They have produced a poster as part of this work, which will be distributed widely across Haringey.

171 Teenage parents were involved in running stalls in Wood Green Shopping City and have scripted and recorded adverts on the theme of opportunities. This was broadcast as part of the Your Choice, Your Life changes Campaign on Choice FM.

172 Young people have participated in events run by Transport for London, UK Youth Parliament, the Mayor’s Office and Youth Bank UK.

Major next steps (2007/08)

- Build upon the engagement of young people in local democracy through the work of the HYC.
- Recruit more young people in care to be involved with Total Respect Training and establish a programme to engage staff in the training.
- Increase the number of young people involved with the Corporate Parenting Panel, including both younger people still within the “care system” and disabled young people.
- Ensure all groups are involved by establishing a “leaving care conference” for young people; a training programme for care leaver mentors; a “Powerful Voices” conference for children and young people with disabilities; and greater support to the Autism Youth Club.
- Develop the quality of participation across the Council by adopting the Hear by Right standard

PRIORITY SIXTEEN – We will ensure that children and young people living in Haringey are given wider opportunities to broaden their experiences.

Progress made in 2006/07

Music & the Arts

173 Each week over 700 children and young people attend 18 weekly musical ensembles organised by Haringey Music and Performing Arts Service – judged by Ofsted as very good. These opportunities provide access to diverse musical styles and cater for a wide range of abilities. Four thousand children are learning to play a musical instrument. In 2006 young people performed at the national Schools Proms and at Notting Hill Carnival and a group of gifted young musicians have been involved in musical exchanges to France and Finland. An event in June 2007 at Alexandra Palace will involve 600 young people making music. Our schools are committed to providing children and young people with creative experiences and the extended schools programme has expanded to include more opportunities for them to engage in activities such as dance, music, song writing and film making.

International experiences

174 We have continued to develop a global (international) dimension to children and young people’s education in Haringey. This year has seen a number of key developments such as the establishment of the *Oliver Tambo Award for Science* celebrating achievement in science at KS3, which included a trip to South Africa by the two winners in October 2006. Following a visit by the Director, we have continued to develop our links with schools in South Africa with the support of the South African High Commissioner to the U.K. and the U.K. High Commissioner to South Africa strong links are developing between schools. A formal twinning with six secondary schools in Gauteng Province will begin in October 2007.

175 Following an evening reception held in February 2007 jointly between Haringey and the British Council to showcase to Haringey’s schools and others the international work being carried out, the British Council agreed to support us to ensure that all our schools are involved in the International Schools Award (ISA). Many of our schools are already carrying out a lot of work in embedding the international dimension into their curriculum. All secondary schools provide a Citizenship, World Studies or related curriculum provision that covers the global dimension in education. Several secondary schools have formed partnerships with

schools in Europe, South America or Africa involving visits, shared learning, and inter-country awareness. One Children's Network is planning a programme to be led by Hornsey School for Girls on *Student Voice*, the objective of this project is to develop links with young people in other countries. 10 headteachers visited Beijing in China in June 2007 as part of a British Council delegation to establish links with schools in China.

176 Focusing on the theme of creativity and transition, direct links with schools abroad has been developed through three international visits for teachers from 25 schools during 2007. Eleven teachers from will visit the Netherlands to see the first 'Vensterschools' for children aged up to fifteen years. This is an extended school offering childcare facilities and considerable parent involvement. In partnership with the Police, several secondary schools will also be participating in the 20 nation Comenius project on the European Charter for Non-Violent schools.

177 Plans are in place to apply for Youth in Action, which is a source of European funding managed by the British Council. Youth in Action aims to support European dialogue and training for youth workers, exchange visits for youth groups and to develop understanding of other cultural realities and citizenship.

Education outside the Classroom

178 We signed up to the Education outside the Classroom Manifesto last year and this is led by our Outdoors Pursuits Centre in Wales. All primary schools have the opportunity to take a group of KS2 children on a week long, residential trip to Pendarren Outdoor Pursuits Centre in Wales each year. Last year some 1700 children and young people from Haringey primary, special and secondary schools benefited from a five day programme. For many of our children this is the first time they are away from home and the first time they come into direct contact with farm animals. Recent investments have made this centre fully accessible enabling children with disabilities to experience the joys of the countryside with their peers.

179 An extensive programme of after school activities is provided through our secondary and primary schools. Some schools provide up to 25 different activity clubs each week including music, sports, drama, dance, chess, peer mediation and growing clubs. The growing clubs teaching children and young people how to grow food are developing in a number of primary and special schools. These clubs which take place both during school hours and as part of extended schools activities, encourage understanding of the importance of fresh vegetables and are promoted as part of the Healthy Schools agenda.

Youth Opportunity Fund (YOF)

180 Through the YOF and Youth Capital Fund (YCF), managed by members of HYC, twenty-five projects have been supported. This has expanded the range of things to do and places to go for children and young people in the borough. Over 1000 young people have benefited from these projects which run after school, at weekends and during holidays. MPower garden development project with disabled young people recently won the Youth Challenge competition.

Youth Service

181 The Youth Service runs an extensive programme of activities at its three centres including the newly refurbished Bruce Grove Centre with its suite, gym, recreation facilities and training rooms. There is also an extensive Positive Actions for Young People (PAYP) programme, that supports a range of satellite youth provision, such as the Broadwater Farm basketball project.

182 Haringey will be running the Summer University (SU) for the first time this year. The SU Programme co-ordinates existing provision under one umbrella and addresses gaps in order to offer a wide range of activities and training to children and young people from 11-25 throughout the summer period for little or no cost. Funding for the SU is coming from London Challenge, the Jack Petchey Foundation, NRF, the Youth Service, Connexions, Safer Communities and others. The programme of activities will be disseminated in June.

183 Through PE School Sport and Clubs Links (PESSCL) all secondary schools have access to Sports Development Coordinator; all are working towards 80% of all students undertaking at least two hours sport or physical activity per week.

Celebrating Diversity

184 Children and young people's greater awareness of different faiths and cultures is given high importance and is addressed in many ways through the school curriculum and links with local community organisations. The Council makes clear its commitment to raising awareness and celebrating diversity, through an annual programme of events that engage children, young people and their parents in recognising the contributions of each group to the whole; these include: Refugee Week, the Holocaust Memorial Event, Black History Month and this year the bicentenary of the Abolition of Slavery Bill. Many schools are actively involved in developing their parental involvement strategies, which provide another mechanism for celebrating diversity and learning about others.

185 The CYPS provides regularly updated information for schools on local faith groups and the implications for curriculum, school absence, health and safety. The '*Faith in Education Directory*' was developed in partnership with SACRE to encourage community cohesion and to reduce discrimination on the grounds of faith. The directory is well used by schools and other teams and also provides for the wider community an understanding of the key faiths worshipping in Haringey. The directory, which other authorities are using as an example of good practice, provides detailed information on the curriculum; religious observance; dress codes; employment rights; health; food and religious festivals. Haringey's agreed curriculum for religious education is well supported and monitored by SACRE.

Major next steps (2007/08)

- Citizenship curriculum developed to take account of the revised national expectations for schools to more fully address issues related to social cohesion.
- The young people's website to be set up by the Youth Service to provide the opportunity for more young people to access information on local provision.
- Progress towards one third of schools achieving the ISA.
- An annual directory of positive activities for children and young people created and disseminated.
- The 'Growing Club' will be extended to include a local youth centre.

PRIORITY SEVENTEEN – We will work together to give a more positive profile to children and young people drawing attention to their positive contributions and celebrating their achievements.

Progress made in 2006/07

186 A strong focus has been given to communicating a positive profile of young people; not only amongst themselves but also to adults and especially to the media. Initiatives that develop positive self-esteem in children and young people, for example, family learning, academic mentoring, peer mentoring and emotional literacy are encouraged.

The Press

187 We have worked systematically to create positive images of children and young people in all ethnic groups encouraging external agencies, including the press, to celebrate achievement. Themes include their contribution to the wider community, personal achievements, the work of the HYC, children's contributions to local inspections and enterprise. There has been a significant increase in the press coverage of the contribution of young people to their local and wider community over the last year. Media coverage has included young people's contributions from many schools.

Borough-wide

188 At a borough-wide level we have a number of high profile events. For example, successful celebrations have taken place to celebrate young people's achievements for instance in science, through the *Oliver Tambo Award*. The *African/African Caribbean Awards* saw the highest number of young people in ten years receiving awards for academic excellence. The *Supplementary Schools Languages Awards* in February, 2007 were presented to a record number of language schools this year, demonstrating improved outcomes for children and young people through statutory and voluntary providers working more closely together.

189 This year we are adding a new event that we hope will become part of the annual calendar - a 'Celebrating Haringey Children & Young People' event at the end of June 2007. The event will provide an opportunity for schools across the borough to celebrate the achievements of children and young people and to open their doors to other schools. The emphasis is on recognising those children and young people who do amazing things, helping themselves and others both at school and in the community. Information about events will be shared across schools. We will also use this as an opportunity to publicise positive activities taking place during the summer break.

190 The remainder of this section gives a range of examples of the positive profile of young people including examples of engagement with minority groups.

191 A pilot Teens and Toddlers programme in two schools took place to raise self-esteem and reduce risk of teen pregnancy. Speakeasy training (NVQ2) has been delivered to a group of teen parents, to raise self esteem and reduce risk of further pregnancy with four of the group identified for NVQ 3 peer educator training. Speakeasy training (NVQ2) was delivered during 2006 to a group of parents at John Loughborough School and a Turkish mothers' group.

192 Accreditation programmes are now being widely used to recognise young people's participation. This work, which is largely led by the Youth Service includes

involvement in the HYC; contributing to Duke of Edinburgh Awards; Speakeasy accreditation for peer mentoring; and an annual children in care achievement celebration. Many young people have been accredited for their involvement in Connexions work through Duke of Edinburgh Awards and the AQA Unit Award Scheme. PAYP activities accredit young people's engagement through ASDAN and sports governing bodies.

193 There has been considerable improvement in raising the profile of children in care. A London Experience Day and theatre trip drew many children in care together in a very positive way and two hundred nominations were received from teachers, carers and social workers recognising the outstanding efforts of 163 Haringey children in care in 2006. The third Educational Awards for Children in Care in cooperation with Tottenham Hotspur Community Project was successfully scripted and presented by children in care following a summer holiday project where they prepared publicity and learnt about event management.

194 Young people through their schools and youth groups have been involved in challenging anti-social behaviour such as carrying guns; participating in projects to clean up their local areas; contributing to the meetings with the JAR inspections; presenting at Holocaust Memorial Day programmes; meeting with the Leader of the Council to share their views on strategies to stop bullying; and the junior debate on places to play has informed the play strategy. The positive contribution of young people was demonstrated during: Moselle School's work with the national theatre and Milton Road Youth Group's contribution to creating a DVD about healthy eating.

195 The Early Bird Club, which specifically works with the parents of children with autism, has been evaluated by those who attend it as a great opportunity to find mutual support. The club has been particularly successful in developing children's participation in local activities.

196 A conference for parents and other members of the Somali community in Haringey and our neighbouring borough, Waltham Forest on 'Raising the educational achievement of children and young people from the Somali community' was held in July 2006. The outcomes include improved dialogue with representatives from the Somali community on how the CYPS, partners and the community can work together to raise the achievement of their children and young people.

197 In October 2006, a multi-disciplinary 'Parents as Partners' conference brought together people from a range of sectors develop more effective multi-agency work with parents.

198 Work to empower parents to maximise their pivotal role has developed and has been very well received by parents. Sixty parents highly evaluated sessions on how to positively support learning at home, particularly around examination time. The Youth Inclusion Parent worker has successfully established links with the parents of many disaffected young people and Fathers' Groups running in a number of Children's Centres and local schools are enabling fathers to support their children, particularly their sons' emotional and intellectual development. The second Parental Involvement Road Show took place at a local shopping centre in October 2006. More than 400 parents/carers approached the stand for information and advice. Lunchtime workshops for Haringey staff, attended by approximately 40 parents, have also provided information, advice and resources to enable them to be effective in supporting their children's learning.

199 Seventeen schools are piloting the Leading Parent Partnership Award. This scheme provides school with a challenging framework to strengthen their partnerships with parents and carers.

200 Family Learning sessions, which develop parents' ability to support their children, regularly take place in 37 local schools. Further targeted training has been provided for specific groups of parents such as the Turkish community on developing a better understanding of the British education system and Better Parenting.

201 The 'Making a Difference in Science' initiative highlighted the key role played by parents in supporting their children's learning at KS3. Training has been provided for science teachers and revision resources disseminated to every family in the borough. Bespoke sessions have also been delivered to members of the Somali, African Caribbean and Turkish speaking communities.

202 There are a wide range of effective, focused parenting programmes for those that need them. A range of provision is being developed from early intervention and preventative services through to the use of enforcement measures where appropriate. Programmes are valued by participants; their evaluations contribute to quality assurance and are used to refine and improve services. Examples of these include the evaluation of the course run for parents managing substance and alcohol misuse. Consultation with parents is being developed, particularly with those who have difficulty in accessing services; their views are being sought on perceived gaps in provision and programmes which they would wish to be offered. Targeted parents meetings have been held for parents of children with SEN and with parents from the Jewish and Somali communities who find it difficult to access services. Mechanisms to develop opportunities for them to contribute to the assessment of service provision have been established through the creation of partnership boards in each network,

203 A comprehensive audit of provision of support for parents will be carried out in the autumn term. The audit and consultation with parents will be used to develop a more strategic multi-agency approach to the provision of support for parents. A Parent Commissioner has been designated and work has begun on a robust action plan to develop a parent strategy, with a particular focus on the needs of 'hard to reach' families.

Major next steps (2007/08)

- Continue to work proactively to communicate the positive achievements of young people.
- Through the community and parental involvement strategies develop work with parents that enable them to support their children with the 'difficult issues'.
- Develop youth groups within each Children's Network that enable minority groups to have greater engagement and a more positive profile.

In summary, the work to enable the participation of young people from all parts of the service has added enormous value to the work of all teams in the CYPS. The impact has been very strong in shaping services to deliver better outcomes for children and young people.

ACHIEVE ECONOMIC WELL BEING

We want young people to engage in further and higher education, employment or training when they leave school so that they can live in decent homes, contribute to sustainable communities, have access to transport and material goods and live in households free from low income. We want parents to be supported to be economically active.

WHAT WE WILL DO BY 2009

We want to improve levels of economic well-being focusing on three key priorities.

PRIORITY EIGHTEEN – We will improve access to services for young people and parents that support them to be more economically active.

Progress made in 2006/07

204 Increasing financial capability among the most disadvantaged communities and particularly young people themselves has been a focus, especially, support in accessing benefits such as lone parents' work and family tax credits, subsidised childcare places, education maintenance allowance, community based credit unions and applying for student loans. Effective partnership work is in place with Job Centre Plus targeting non working lone parents and providing formal information sessions including opportunities to discuss benefits, childcare, accessing training and employment opportunities. The Working Families Information Officer is working with small community groups with the objective of signposting them into employment. Tax Credit sessions have been held for both members of the public and staff working in children's centres, play and family support and budgeting skills workshops have been delivered to teenage mothers within Haringey. This work takes full account of the recommendation in the JAR Report (2006).

205 Significant improvements have been made in the delivery of social housing through the choice based lettings system, Home Connections. Greater choice enables people to remain near a local school or support networks. So far 263 properties have been let. At the same time reductions have been made in the number of households living in temporary accommodation from 5923 households in October 2006 to 5712 in May 2007, with a target of 2604 by 2010. In 2006/07, 369 households were prevented from becoming homeless, and in total over 700 households since 2005 when monitoring of prevention began. We have many initiatives to achieve these outcomes, one example is the social workers and Connexions advisers who are part of the team with housing professionals which enables us to provide a holistic approach to meeting the needs of families with children and young people.

206 The Children's Information Service (CIS) is more effective having been restructured during the year and with further developments in train. It promotes available childcare and advice on how to pay for it and young people can access this information via Haringey Customer Services telephone and walk in services or via the Internet through DirectGov. The service works very well with Job Centre Plus with an aim to reduce unemployment among parents in Haringey.

207 The impact of our ambitious programme of early years' education and childcare through 10 children's centres already designated and a further eight at a feasibility stage is being realised. The reach will be 14,750 children with half achieved together with 505 new childcare places and a further 200 by 2008, giving

them a good start and enabling parents to access the labour market. Our progress has been praised by the Sure Start Unit.

208 Good progress is being made to secure by 2010 sufficient 8am-6pm childcare to meet the needs of families in the borough, linking this closely to our extended schools programme. A sufficiency audit has been conducted and we will meet the deadline of March 2008 to complete the full assessment. A new flat rate fee for accessing childcare has been introduced together with a commensurate hourly rate. Parents have access to advice on benefit take-up. We have met the DfES 15% target of extended services in schools and these schools are offering childcare as well as the Play Service which offers childcare in 15 after school centres.

209 The extension of the range of vocational pathways for 14-19 year olds in all schools and the Pan London on-line prospectus 'Choice' launched in February 2007 has improved access for students. A paper based prospects of all collaborative KS4 courses 'Student Pathways Programme' has been launched along side this. A vocational taster day for all borough Year 9 learners is held annually in advance of options choices. These borough initiatives have added value to targeted support and regular assessment by schools. Connexions and the Haringey Education Business Partnership (HEBP) have improved the information, advice and guidance that students need to make informed choices.

210 Following almost six years of focussed work the new Haringey Sixth Form Centre will open in September 2007. Applications to date of 850 already show that staying on rates are rising – this is way above what would be expected. The centre will provide significant additional choice to the provision of post 16 opportunities in the borough and especially in the east. It will meet the ever growing gap of provision especially as aspirations have risen year on year. It is now much needed provision. The range of courses includes levels 1-3 and linking pre level 1 to level 1 and above pathways. The Centre is fully inclusive with all post-16 students provided for thereby addressing continuity into post-19 provision for these learners in line with recommendation 10 of the JAR Report (2006). The new school will add further choice and opportunity and will lead on the major regeneration of the Haringey Heartlands. This development along with a similar development in Tottenham Hale which will include a new primary school, will bring significant investment and job opportunities to the borough.

211 Our bid to pilot specialised Diplomas and functional skills has been successful. We will pilot functional skills from September 2007 and a Diploma in Construction from 2008. We have also been approved to pilot Society Health and Development and Creative and Media Diplomas from 2009 based on a refinement of the application.

212 The 14-19 Task Group – a multi-agency group - has established an Employer Engagement Task Group which will in the first instance define a strategy and model for employer engagement with Haringey Council as an employer. This will include Work Based Learning (WBL) and Work Related Learning (WRL). An extensive programme of work placements is in place for all KS4 learners and post 16 learners have access to work placements as appropriate for their courses. The Adult Learning service has moved to a new directorate but provides progression for a wide range of learners and including several innovative family learning courses.

213 Considerable work has been undertaken this year to improve transition planning for young people with SEN and disabilities and ensure that children and young people with disabilities are able to access good quality employment and

learning advice that enables them to maximise their potential and to achieve economic wellbeing. The monthly multi-agency Transition Panel tracks the progress of planning for all young people aged 14-19 years. Joint assessments are carried out by the Transition Social Work Team and the Adults Combined Team and a timetable for comprehensive assessments for young people leaving school in July 2008 has been established. An annual Opportunities Fair for young people going through transition has had considerable impact in achieving progression for these young people and worked well alongside the more formal Transition evening included presentations from Connexions, a Secondary SENCO, the transition team from the Disabled Children's Team, CoNEL and the new Haringey Sixth Form Centre. The work this year meets the JAR Report (2006) recommendation to improve transition for this group of young people.

214 The 11-19 Forum is also focussing on transition planning, post 16 years provision, and alternative curricula. Well developed links between special schools and CoNEL are effective in preparing young people with learning difficulties and disabilities to progress to full time courses. The Haringey Sixth Form Centre will continue to build on this good practice and further extend the range of courses available. Planning between Adult Learning Disabilities Service and CoNEL is underway to introduce a new course for young people with profound and multiple learning difficulties aged 19 years plus. Person centred planning is now established in Haringey's special schools and enables young people aged 16 years plus to be fully involved in planning their transition and supported to achieve their goals. A Transition Steering Committee has been established to ensure that processes for transition are effective, that the profile of need is analysed and shared with providers to inform future planning and that year on year destination routes are monitored.

Major next steps (2007/08)

- Ensure sufficient childcare places and commission where there are insufficient places to meet childcare targets for 2007 and 2008.
- Ensure most vulnerable children access childcare places.
- Deliver the functional skills pilot from September 2007 and apply for wave 2 of the specialised Diplomas.
- All young people with disabilities to have a transition plan in place from 14 years and by 18 years a completed comprehensive assessment with access to work related experience where appropriate.

PRIORITY NINETEEN – We will reduce the number of young people between the ages of 16 and 19 who are not in education, employment or training (NEET), especially those looked after by the local authority.

Progress made in 2006/07

215 The previous good progress on this indicator has slowed significantly this year leading to concern among partners which has led to shared priority action. It is key to future impact on worklessness and economic well-being and has therefore been made one of three stretch targets in the LAA. The CYPSP requested an in-depth presentation in the autumn followed by monitoring progress this year and will do so next year.

216 The 16-18 year old NEET figures for Haringey have shown high trends. Connexions North London has led on actions to reduce NEET levels and in 2006-07

the average was 12.5%, however the levels in Haringey are well above neighbouring boroughs. In addition when the raw numbers are interrogated for example NEET in April increased to 14.3% from 13.2% in March 2007. The actual number of NEETs in April was 546, and in March was 539, an increase of seven. The number of NEETs in March 2007 is virtually identical to March 2006 but within a 16-18 cohort that is 20% smaller, resulting in an overall increased percentage.

217 The recently agreed DfES 2010 target for Haringey is now 10.4% which takes into consideration the new classification of NEETs and this has now become one of our LAA stretch targets and specifically to achieve this figure for the three month average from November 2009 to January 2010. Projections for performance based on a sliding scale indicate that the November 2006-January 2007 average (on which performance against target is measured) should be 12.3%. The actual figure is 0.2% higher at 12.5%. Progress is slow and we would expect greater gains towards achieving the target in these first years with a slow down in performance as we approach the hard core NEETs by 2009/10.

218 Addressing NEET levels is a key priority. Connexions have commissioned a range of reports to better understand the young people who make up the Haringey NEET group. This has included analysis of young people who move from EET to NEET (March 2007), teenage pregnancy and NEET (May 2007) and a detailed review of the NEET strategies currently in place. This analysis is being used to better inform the strategies to address NEET. Connexions through the review has identified a range of approaches to get young people back into education, employment or training, which includes better and earlier identification of the young people needing intensive support; an increased focus on new entrants to NEET; using a 'triage' type system to get immediate support for young people when they first present as NEET; improved follow up and review of young people who are NEET and proactively seeking further strategies that are proving successful in other similar areas.

219 From April 2008 Connexion Services will become the responsibility of the Local Authority and concern about tackling the NEET levels is a key element of transition planning. As well as the increased focus on practical strategies to better address young people who become NEET there is also a greater sharing of the responsibility for addressing NEET levels across all services. This is a key element of the strategy for 2007-08 and beyond and is integral to the planning for 14-19 developments and providing increased choices pre and post 16. The restructured and refocused Youth Service will be in good shape to take forward aspects of this agenda, especially information, advice and guidance to achieve greater impact.

220 A range of new courses has been established in schools, by CoNEL, the City Learning Centre (CLC), WBL providers, the Haringey Sixth Form Centre and the Haringey Adult Learning Service (HALS) allowing much greater access to a broader curriculum, including a new range of level 1 and pre level 1 courses at pre 16 feeding into post 16 provision. In addition our bid to pilot specialised Diplomas and functional skills has been successful and will further develop the dedicated pathway routes 14-19 from pre Level 1 to level 4. We will pilot functional skills from September 2007 and a Diploma in Construction from 2008. We have also been approved to pilot Society Health and Development and Creative and Media Diplomas from 2009 based on a refinement of the application. In advance of the Diploma introduction we will pilot, from September 2007, a DfES funded Pre-NEETs engagement programme. The programme creates dedicated pathways to Diplomas, WBL and more traditional learning routes by providing a wide range of learning opportunities.

221 This provision is and will impact further on the NEET figures but much more is needed. One good example is the excellent Apprentice results for 2005-06; with 17 out of 18 young people achieving a full NVQ Level 2 Framework and 100% passed Key Skills, with five young people now having university places and 11 having jobs in the Council or with local employers. The number of LSC contracted places for apprentices has been increased from 20 to 25. However, the number of apprentices recruited by New Start reduced by 30% in 2006/07 and the LSC are seeking to fill the short fall through private sector employers and PLP.

222 As part of the very strong impact on outcomes for children in care we have succeeded this year in meeting our target of 68% of care leavers (over 18 year olds) in education, training or employment (ETE). All young people in this category are allocated to a Personal Advisor to facilitate access to ETE and a monthly performance review is held to ensure contact is maintained. "Steps to Employability" has been extended this year with 30 placements secured. Two forums have been held for young people to talk to ETE providers and two forums held to celebrate achievement.

223 The Youth Justice Board target of 90% of young offenders in suitable full time education and training is demanding compared to our performance in 2006/07 of 65.8%. A change in the counting rules partly explains the dip in performance. Action taken to address this includes the appointment of a pre-16 learning mentor in September 2006 who has already dealt with 60 referrals against a target of 50. We have now added a post-16 ETE mentor from June. We have adjusted our target to 70% for 2007/08 and expect to meet the 90% target in 2009/10.

Major next steps (2007/08)

- Achieve targets in the LAA for an increase in the number of young people in EET, with special attention given to young people leaving care and those who have been young offenders.
- Ensure an effective transition process for Connexions services from April 2008.
- Implement the specialised Diplomas.
- Extend further the 'Step to Employability' programme.

PRIORITY TWENTY – At age 19 we will improve the percentage of young people qualified to Level 2 and Level 3.

Progress made in 2006/07

224 The impact of improved performance at GCSE in recent years is the increase in the percentage of 19 year olds achieving Level 2 in Haringey from 53% (2004) to 62% (2006) against a target of a 2% increase and at level 3 an increase from 35% to 43% over the same period against a target of 1%. These outcomes at Level 2 and 3 are above those in a number of similar Local Authorities and the rate of improvement is greater than seen nationally. Of the seven LAs deemed to be close or somewhat close to Haringey, Haringey's performance at Level 2 and Level 3 was above or the same as five of the seven.

225 Given the importance of this indicator to reducing the worklessness targets of the Council it has been identified as part of a stretch target in the LAA- increase the percentage of 19 year olds qualified to level 2 by 2% by March 2007 and by 5% by March 2009 and the percentage of 19 year olds qualified to Level 3 by 1% by March

2007 and by 5% by March 2009, and support them by offering support for transition from school to college or work based learning with clear pathways for progression.

226 These targets will be supported through our successful bid to pilot specialised Diplomas and functional skills and our continuing development of clear progression routes. A broad range of collaborative courses now exist from entry level to Level 2 (Student Pathways Programme) adding additional value to applied and theoretical learning in schools. Over 400 learners travel for provision of choice (over 20 courses) to CoNEL, the CLC other schools and work based learning providers. This is facilitated by borough-wide aligned timetable days and collaborative protocols covering admissions, pricing, data sharing, operation of provision, quality assurance and learner support and guidance.

227 The 14-19 Task Group within the 11-19 Forum has defined the 14-19 Strategy and vision and monitors the implementation of the 14-19 reforms to ensure the CYPSP achieves the aims and objectives contained in Bight Futures. In preparation for the Diploma introduction the Task Group has initiated an annual self assessment of workforce, facilities, employer engagement and information, advice and guidance. Key actions are an extensive range of employer engagement support from the HEBP, the use of a Managed Learning Environment to track and support learners, a common online application system and the development of a 14-19 information, advice and guidance entitlement.

228 We will pilot functional skills in ICT, English and maths from September 2007. The training programme has now been established for 2007/08 and is open to all schools, WBL providers and CoNEL. The Construction Diploma will be piloted from September 2008 followed by Society Health and Development and Creative and Media in 2009. We will make a further application for the second wave of pilots in 2007-08. In advance of the Diploma introduction we will pilot, from September 2007, a DfES funded Pre-NEETs engagement programme. The programme creates dedicated pathways to Diplomas, WBL and more traditional learning routes by providing a wide range of learning opportunities in a variety of settings.

229 These Diplomas will further develop the dedicated pathway routes 14-19 from pre Level 1 to Level 4 and enhance the opportunities for progress to be realised.

230 The Haringey Sixth Form Centre, opening in September 2007, will support the broader curriculum and enhance the range of dedicated pathways. All providers of education continue to plan effective provision through the 14-19 Partnership (including the 14-19 Task Group and the Employer Engagement Group). HALS continues to promote and expand its WBL offer: new marketing materials produced to promote E2E for HALS and within provider network; a member of staff identified to promote HALS to employers to help train existing staff e.g. promoting apprenticeships, train to gain and other customised training; collaborative work with the Youth Service to introduce taster programmes for E2E learners in new areas of learning from November 2007; and successful outcomes on E2E. There has been a 57% progression of E2E learners to further education or employment; 59% achieved full CLAIT; and 54% achieved a basic skills qualification.

235 In addition, the careers academy of finance has been established and will continue from September 2007. The Haringey Sixth Form Centre is investigating establishing additional careers academies. The Young Apprenticeship in Creative and Media continues to motivate; - a Northumberland Park student received first prize in a national competition. An additional Young Apprenticeship programme in

Hair dressing will add to the broad mix of courses as part of the Student Pathways Programme from September 2007.

236 With the pace of improvement at 14-19 we are confident that the LAA stretch target will be met.

237 HALS offers opportunities that support economic well-being, helping people gain skills, get employment and progress. IAG service advises on study, career options, job search skills. Family Learning, Skills for Life and learndirect provision provide literacy and numeracy skills and qualifications. HALS Community Learning courses develop skills and qualifications for the workplace e.g. ICT, digital technologies, counselling, accounts. Through E2E we support NEET into further education and employment. HALS successful apprenticeship supports young people gain NVQ2 and key skills qualifications and progress into jobs and university. The Business success team engages with employers promoting apprenticeships, Train to Gain and customised training.

Major next steps (2007/08)

- Continue to work towards achieving the targets in the LAA on increasing the number of 19 year olds with level 2 and 3 qualifications.

In summary, very good impact has been achieved through the high quality childcare provision borne out by inspection, the focus on the economic well-being of families, the impact of the very high quality partnership working that has produced an effective 14-19 strategy. Good impact has been achieved in ensuring effective transition for disabled young people, improved housing and a wide-range of learning pathways. The impact of work to reduce NEETS has been thoroughly reviewed and with new impetus created as part of the LAA and pump priming greater impact is expected next year.

Management of Services for Children and Young People

238 The CYPSP has a strong ambition to break the link between disadvantage and achievement and to ensure that our shared vision is realised. The Children's Trust arrangements already established, meet the requirements for 2008. Progress since last year, apart from consolidation of existing forums, are the addition of LPBs and the more representative CYPSP Advisory Board. The LPBs enable greater engagement with the community in each Children's Network, especially with parents, community representatives and the voluntary sector. The views of all forums feed into the CYPSP Advisory Group, chaired by the Director of CYPS (plans are to put the position to the vote) and membership includes the Director of Operations (TPCT), a representative of the Metropolitan Police and Community Safety, the three Heads of Children's Networks and the Chairs of the Under-5s and Childcare Forum, the 5-11 Forum, the 11-19 Forum, all three LPBs and the HYC.

239 The CYPSP Advisory group evaluates progress against *Changing Lives* (including targets in the LAA) and especially how well the outcomes for children and young people in each Network are being achieved. All these developments impact positively on our ability to achieve the outcomes in *Changing Lives*. Whilst the partnership works well, decision-making processes for all statutory bodies remain within their own constitutions. The agendas for CYPSP are driven bottom up and top down: bottom up from the different forums brought together by the CYPSP Advisory and top down through the CYPSP and also from the HSP through the monitoring of performance at every meeting.

240 The political leadership of the CYPS by the Cabinet Member is strong, as is the professional leadership of the DCS and the second and third tier officers (Leadership Team of 28) who together have driven further improvement this year. The extended team is stable with only one staff change in 12 months. The capacity for further improvement is very strong.

Performance management

241 The Council and its partners have a very strong performance culture reflected in a grade 3 in the Comprehensive Performance Assessment (CPA). Through our robust and detailed needs analysis and regular monitoring of performance the CYPSP is able to focus very clearly on its priorities. Performance is managed very thoroughly by the partnership through a detailed quarterly monitoring document completed by lead officers across the partnership with a summary using a traffic light system of key areas for scrutiny by the CYPSP at every meeting. In addition the LSCB, through its quality assurance sub-group challenges performance across a range of safeguarding indicators. Finally the CYPSP Advisory Group brings the views of a wide range of stakeholders. It has been active in monitoring the JAR and Youth Service Action Plans.

Focus for 2007-8

242 This year the monitoring of performance through 10 multi-agency action plans will be added in the following areas embedded within the 5 outcome areas.

243 In the first four we want to make much faster progress to close the gap with national figures.

- Improving the health and well-being of children and young people, reflected in the number of schools achieving the healthy schools status (Priorities 4 and 5 and LAA stretch target).
- Reducing the number of young people aged 16-19 who are not in education, employment and training (NEETs) (Priority 19 and LAA stretch target)

- Raising standards at KS2 (Priority 14).
- Reducing teenage conceptions and supporting teenage parents to provide better life chances for their children (Priority 7)

244 The next two we want to build upon our good multi-agency work to achieve greater impact:

- Increasing the number of 19 year olds with Level 2 and 3 qualifications which will impact on the high level of worklessness in the borough (Priority 20 and LAA stretch target)
- Improving the lives and life chances for children and/or young people with disabilities and additional needs, and with mental health needs (Priorities 3 and 6)

245 In the next two areas we want to make very strong impact in relation to new developments.

- Improve the choice and opportunities available to children and young people through information; advice and guidance (the transfer of Connexions to the LA) (part of Priority 18).
- Improving the lives and life chances for children and/or young people through affordable childcare 0-14 – bring together the children’s centres, extended schools and play agendas (part of Priorities 1, 12, 13, 14 and 18).

246 Issues arising throughout the year have been concerns about serious violence among young people, safety has always been a focus but this year the CYPSP will specifically monitor this area.

- Improve the safety of children and young people, from bullying and street crime (Priority 9).

247 Lastly, we want to consolidate and build upon the excellent outcomes for children and young people in the care of the local authority (Priority 2).

248 The addition of these 10 areas framed within multi-agency framework is part of a planned process of achieving more cross-cutting planning with aligned and increasingly shared budgets driving improvement.

249 Service plans are produced in 28 areas, each managed by a member of the leadership team and reflecting all or some of the 20 outcome areas. These monitor progress in detail. The recommendation of the JAR Report (2006) in respect of all service plans matching the quality of the best has been achieved.

Workforce development

250 Workforce development has been a key focus and has had strong impact on the development of the Networks and especially on the single referral route. A multi-agency steering group (includes HTPCT, the voluntary sector Haringey Association of Voluntary and Community Organisations (HAVCO), Connexions, LSCB, CYPSP and YOS.) has been effective in prioritising training and development bringing key partners together. Key areas have been:

- training profiles for all service areas;
- identified training and development needs with the voluntary sector;

- implementation of aspects of Every Child Matters (ECM), e.g. CAF and lead professional;
- recruitment and retention;
- data collection, dissemination and use.

251 The Leadership Team (top 28 leaders in the service) meet SIX times a year and on three of those occasions with the Extended Leadership team (top 80 leaders) which ensures that leaders in the service work together and share learning. Key issues can be cascaded efficiently through the organisation and with key partners. Communication is good in the service and throughout the Council.

Change for Children

252 The Change for Children (CfC) programme is subject to the Council's top level project planning and is sponsored by the Chief Executive. It is in year two of a three-year project to build an integrated service delivering services close to children and families. A detailed project plan, highlight reports and monitoring documents are in place. The project has focussed on the delivery of the Children's Networks. They have been in operation since January 2007 after a period of careful planning, and will continue to work up to full capacity by April 2008. The single referral route is now in place, LPBs are created in Children's Network (South) and the remainder during July 2007, and staff will begin working in multi-agency teams in locality bases between September 2007 and April 2008.

253 Outcomes for children and young people are increasingly expressed in terms of Children's Networks. The Needs Analysis, this year for the first time contains the first analyses by Network. This will be developed year on year and will be used to focus our commissioning and targeting of resources. The development of the Children's Networks is subject to a programme of action research developed in partnership with Middlesex University and the outcomes achieved are part of a research project with the National Foundation Educational Research (NFER) and Research in Practice (RiP) planning to report in 2008.

254 Key strands of work developed as part of the CfC programme include:

- Development of common referral system;
- CAF;
- Role of the Lead Professional;
- Implementation of the workforce development strategy;
- Information-sharing;
- Commissioning and delivering services;
- Childcare and extended schools;
- Participation of children and young people; and
- Community engagement.

255 The Children's Networks are therefore used as the basis for planning, delivering and commissioning services to children, young people and their families, for consultation and also as the basis for wider community engagement.

256 Although the Children's Networks are located within the structure of the CYPS, other statutory services including other Council services and the TPCT and Police are key contributors to the Children's Networks. The TPCT for example, has restructured the whole of its Health Visiting Service into the Children's Network structure. The overall aim is for services to be coordinated, to reflect the needs and priorities of each locality

and to ensure that the local community has a strong voice in influencing and evaluating performance.

257 The coordination and strategic management of each locality will be led by the Network Head, in partnership with the managers of each contributing service. Increasingly, the service will move towards service managers fulfilling a 'head of profession' type role as teams become more integrated into the multi-disciplinary 'team around the child' approach. A multi-disciplinary team has been established within each network and this is being used as:

- a basis for developing and preparing staff for the transition into more integrated working;
- ensuring that the team in each locality is aware of the needs of their area and is using this analysis as the basis for planning and evaluating service delivery;
- monitoring patterns of referral to targeted services and using this to inform future planning commissioning decisions; and
- for planning, delivering and implementing joint initiatives that increase the overall capacity of universal, targeted and specialist services to improve outcomes for children.

258 Over time, it is likely that the management structure may change further to reflect the locality-based approach. However, the current phase of development is being strengthened by the retention of the professional oversight of specialist services from service managers, whilst the move towards integrated multi-disciplinary teams is led by the Heads of each Children's Network, is fully implemented,

259 The three newly established posts for the Networks with specialisms in safeguarding and multi-disciplinary working; childcare 0-14 (joining up children's centre services with play, extended schools and some youth provision); and the participation of children, young people, parents and community; have drawn these three strands of early intervention together and ensured consistency. Together with these roles a new role of overall Children's Network Integrated Working and Workforce Development Manager has been added alongside a commissioning post (jointly funded post with the PCT) these three heads of networks form the strategic commissioning group working with a new team focussed on the procurement aspects. A framework for commissioning has been agreed by the CYPSP involving all partners.

260 We have revised and updated our recruitment strategy; actions include updating the website and recruitment packs, reviewing pay scales and job descriptions, targeting agency staff which includes a procedure for assimilation after one year. We have also revised our recruitment advertising which is now targeted at particular specialist areas, for example our latest recruitment concentrated on the referral and assessment service, as a result seven new staff have been recruited and four agency staff have taken steps to become permanent. We have continued with our successful Graduate Trainee scheme and nine newly qualified Social Workers are returning to posts within Children and Families over the summer period. The JAR Report (2006) recommendation is now achieved.

Delivering the equality agenda

261 Equality is important in Haringey. As a Council we have achieved Standard 2 and we are now embarked on achieving Standard 3 which would put us in the top quartile of LAs. We have effective plans in place to ensure that we achieve our equalities objectives through the delivery of:

- The Equal Opportunity Policy;
- The Equality Public Duties Scheme;
- The Equality Public Duties Scheme - Implementation Strategy

Developments by March 2008 will include:

- the opening of the 6th Form centre in September 2007;
- 18 Children's Centres will be fully operational;
- the BSF initiative will be in the implementation stage – on-site on three secondary schools - leading to some significant rebuilding and remodelling of our secondary schools to deliver the curriculum of the 21 century;
- a new secondary community school in the Heartlands will be in development;
- new provision for children with autism will be established at Campsbourne Primary.

The use of resources

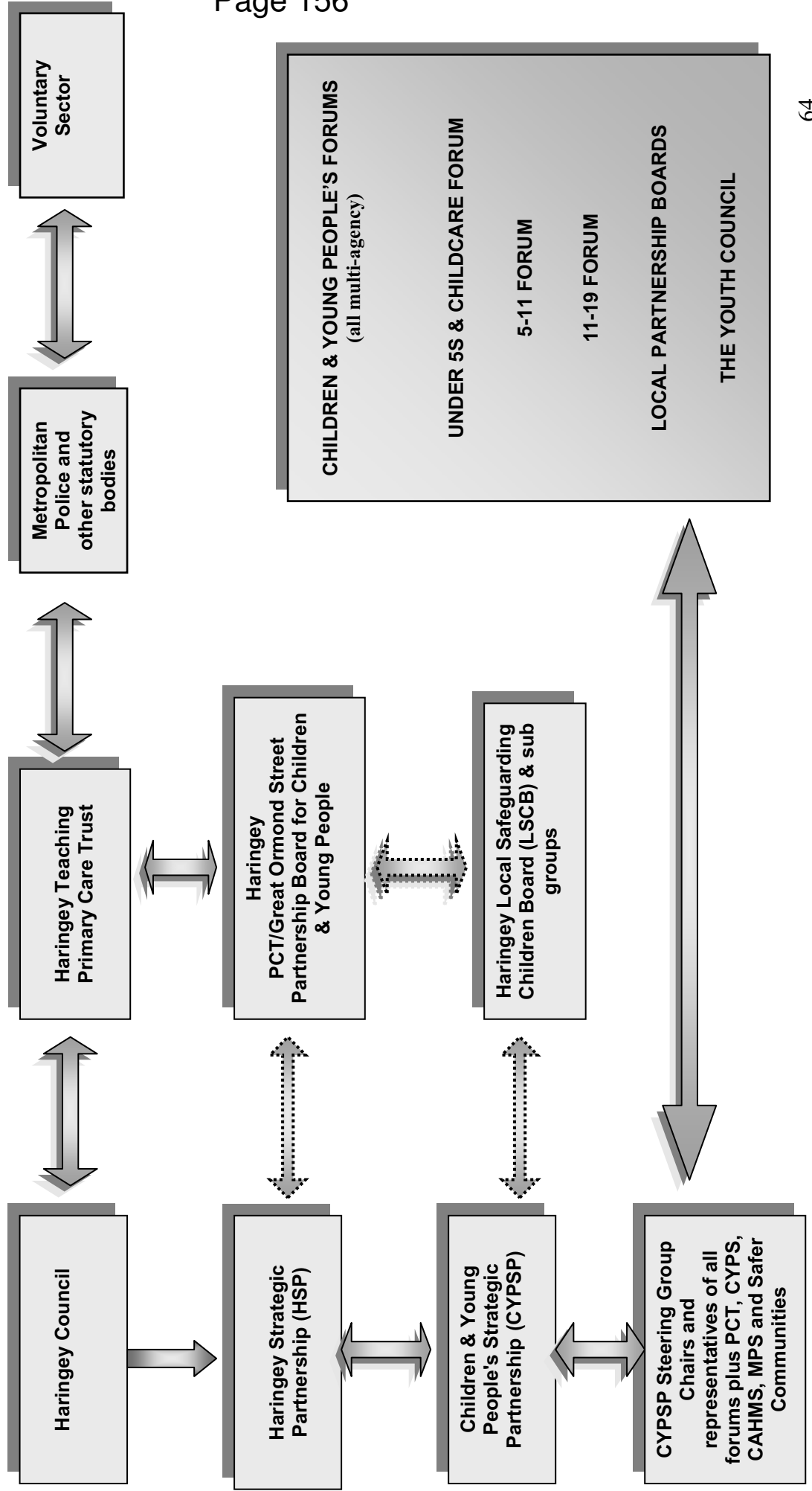
262 The CYPSP for the second year has had a balanced budget, managing pressures mainly in the placements budget for children in care but also for Children's Centres, capital for additional school places, the impact of BSF and asylum. All these areas present substantial on-going pressures in the current financial year. The 'placements' budget for children in care in particular has had a tight monitoring regime with gate-keeping measures firmly in place to ensure good financial management. The budget is subject to the Council's rigorous monitoring processes.

263 Managing finances has been high profile in the first few years of the services, especially since Haringey is a floor authority. The plan has been to first establish an overall three year plan with some limited aligning of budgets, then in year two (2007/08) to produce multi-agency action plans that include the stretch targets in the LAA with some alignment (the ten areas listed in paragraphs 238-244), and in year three to show aligned budgets against each target area. These priorities are shared with a wide range of stakeholders in a number of settings, i.e. with headteachers at their meetings. Joint commissioning is developing and we have a shared post for joint commissioning with the PCT and a strategy agreed by the CYPSP.

Value for money

264 The council has a very strong focus on improving its work on achieving value for money reflected in our performance and business planning. In the majority of areas the CYPS is broadly in line with similar boroughs having made substantial progress in several areas over the last few years. The major area of focus this year has been increasing the delegation of AEN/SEN resources. The increased delegation of resources to schools has been very effective in enabling schools to intervene early in a child's needs and to meet high incidence needs from within their own targeted resources. As a result, there has been a 26% reduction in the number of new statements produced over the last three years. The increased delegation of resources to schools for AEN/ SEN has been very effective in enabling schools to intervene early in a child's needs and to meet high incidence needs from within their own targeted resources. As a result, there has been a 26% reduction in the number of new statements produced over the last three years. Funding is now allocated through statements for complex and very high support needs. As part of the financial strategy for the CYPS further resources will be delegated to school.

CHILDREN AND YOUNG PEOPLE'S STRATEGIC PARTNERSHIP – CHILDREN'S TRUST ARRANGEMENTS
 - A model for governance, consultation and participation



ABBREVIATIONS AND GLOSSARY

| | |
|---------|---|
| 4YP | For Young People |
| ADHD | Attention Deficit Hyperactivity Disorder |
| AEN | Additional educational needs |
| ASBAT | Anti Social Behaviour Action Team |
| BEHM | Barnet, Enfield and Haringey Mental Health Trust |
| BIP | Behaviour Improvement Programme |
| BLF | Big Lottery Fund |
| BME | Black and Minority Ethnic |
| BPAP | Black Children's Achievement Programme |
| BSF | Building Schools for the Future |
| CAF | Common Assessment Framework |
| CAMHS | Child and adolescent mental health services |
| CfC | Change for Children |
| CIS | Children Information Service |
| CONEL | College of North East London |
| COSMIC | Children of Substance Misuse Interactive Centre |
| CPC | Child Protection Conferences |
| CYPCC | Children and Young People's Consultative Committee |
| CYP-PTG | Children and Young People Participation Task Group |
| CYPP | Children and Young People's Plan |
| CYPS | Children and Young People's Service |
| CYPSP | Children and Young People Strategic Partnership |
| DAAT | Drug and Alcohol Action Team |
| DCT | Disabled Childrens' Team |
| DfES | Department for Education and Skills |
| DSG | Dedicated Schools Grant |
| DUST | Drug Use Screening Tool |
| EALP | English as an Additional Language Programme |
| ECM | Every Child Matters – Guidance to the Children Act 2004 |
| ETE | Education, Training and Employment |
| FGM | Female Genital Mutilation |
| FSP | Foundation Stage Profile |
| GCSE | General Certificate of Secondary Education |
| GNVQ | General National Vocational Qualification |
| GOL | Government of London |
| HAGA | Haringey Advisory Group on Alcohol |
| HarCEN | Haringey Community Empowerment Network |
| HAVCO | Haringey Association of Voluntary and Community Organisations |
| HEBP | Haringey Education Business Partnership |
| HSP | Haringey Strategic Partnership |
| HTPCT | Haringey Teaching Primary Care Trust |
| HW | Homework |
| HYC | Haringey Youth Council |
| ICT | Information and Communications Technology |
| IRO | Independent Review Officer |
| ISA | Information Sharing and Assessment |
| ISP | Intensifying Support Programme |
| JAR | Joint Area Review |
| KS | Key stage |
| LAA | Local Area Agreement |
| LADO | Local Authority Designated Officer |
| LPB | Local Partnership Board |

| | |
|--------|--|
| LSC | Learning and Skills Council |
| LSCB | Local Safeguarding Children Board |
| MAP | Multi Agency Planning |
| NEET | Not in education, employment or training |
| NFER | National Foundation for Education Research |
| NLC | Networked Learning Community |
| NRF | Neighbourhood Renewal Fund |
| NSF | National Service Framework |
| PAYP | Positive Actions for Young People |
| PCT | Primary Care Trust |
| PSC | Pupil Support Centre |
| PESSCL | PE, School Sport and Club Links |
| PSHE | Personal, Social and Health Education |
| PVI | Private and Independent Sector |
| RiP | Research in Practice |
| SEF | Self Evaluation Form |
| SEN | Special Educational Needs |
| SRE | Sex and Relationship Education |
| STP | School Travel Plans |
| SU | Summer University |
| TOPs | Toddler Opportunity and Parent Support |
| TPI | Targeted Pupil Initiative |
| UNCRC | United Nations Convention on the Rights of the Child |
| WBL | Work Based Learning |
| WRL | Work Related Learning |
| YCF | Youth Capital Fund |
| YISP | Youth Inclusion Support Panel |
| YOF | Youth Opportunity Fund |
| YOS | Youth Offending Service |
| YOT | Youth Offending Teams |

Building Schools for the Future initiative

A government investment programme to improve school buildings. The aim is to rebuild or renew every secondary school in England over a 10-15 year period.

CAMHS service tiers

This is a way of classifying services. Tiers 1 and 2 are community based services. Tier 3 are more specialist services. Tier 4 covers very specialised interventions and care.

Children's Centre

Provides a local network of services for children aged 0-4 and their families, including childcare and early education, family support and health services.

Common Assessment Framework

The Common Assessment Framework is a nationally standardised approach to conducting an assessment of the needs of a child or young person, and deciding how those needs should be met.

Extended school/ extended day activity

School providing activities and facilities beyond the normal school day, for example after school clubs, breakfast clubs, childcare.

Foundation stage

This is the first stage of the National Curriculum focusing on the distinct needs of children aged 3 to the end of the reception year in primary school.

Key stage (KS)

The National Curriculum sets out when things must be taught by describing broad 'key stages'. Children's progress is assessed through national tests and tasks at the end of each key stage. KS1 covers ages 5-7 years, KS2 ages 7-11, KS3 ages 11-14 years and KS4 ages 14-16 years.

Local Area Agreements

Local Area Agreements set out the priorities for a local area agreed between central government and a local area (the local authority and Local Strategic Partnership) and other key partners at the local level.

Network Learning Community

Group of secondary schools, primary schools and early years settings who work together to improve the delivery of education services in their local area. There are currently six NLCs in Haringey.

P scales

P scales are a set of optional indicators for recording the achievements of pupils with Special Educational Needs (SEN) working towards level one in the national curriculum programmes of study.

Pan London Learner Offer

Ensure that post -16 learners will be supported into an offer of an appropriate learning programme (with a school, college, work-based learning provider or employer) or employment.

Section 47 inquiry

When an allegation has been made that a child or young person may be a victim of abuse or there are child protection concerns then the CYPS is obliged to carry out an investigation under section 47 of the Children Act (1989).

Statement

Document setting out the details of a child's special educational needs.

Sure Start

A Government programme to deliver the best start in life for every child by bringing together early education, childcare, health and family support. Funding is provided to set up Sure Start programmes in the 20% most deprived areas of the country. Haringey currently has 5 Sure Start programmes.

North Middlesex University Hospital 
NHS Trust

Barnet, Enfield and Haringey 
Mental Health NHS Trust

Haringey 
Teaching Primary Care NHS Trust



connexions
The best start in life for every young person

CONEL
The College of North East London



 haringey strategic partnership



Haringey Council