

Introduction

The Children and Young People's Service was inspected by a multi-disciplinary team of 10 inspectors from the Office for Standards in Education (Ofsted), the Commission for Social Care Inspection (CSCI), the Healthcare Commission (CHAI), the Adult Learning Inspectorate (ALI) and the Audit Commission the Office for Standards in Education (Ofsted). The review was undertaken according to the requirements of the *Framework for the inspection of children's services* and took place in two stages consisting in total of three weeks over a six-week period during May-June 2006.

The JAR describes the outcomes achieved by children and young people growing up in the Haringey area and evaluates the way our local services, such as the Council, the Primary Care Trust and the police taken together, contribute to their well-being. The review focuses on the extent to which children and young people in Haringey are healthy, safe, enjoy and achieve, make a positive contribution and are well prepared to secure economic well being.

Particular attention is given to joint action by our services on behalf of those groups of children and young people who are vulnerable to poor outcomes in their lives. Two such groups were covered in detail in the review: children and young people who are looked after by the council; and children and young people with learning difficulties and/or disabilities.

The review was linked to the corporate assessment of the council that took place at the same time and also drew on the findings of the inspections of Haringey's Youth Service and the Youth Offending Service (YOS).

Main Findings

The main conclusion of the inspectors was that, "Outcomes in Haringey have improved measurably in the last five years, in most cases in line with national trends, and in many cases at a faster rate than nationally and in similar authorities. This progress reflects the improving quality of services and the collective will across the council and its partners to raise standards in all areas."

The Children and Young People's Service was graded 3 on a 1 to 4 scale with 1 being the lowest grade. The report summarised the main strengths and weaknesses of the Service.

Strengths

Be Healthy

- A number of successful multi-agency initiatives on parenting, sexual health, healthy eating, physical activities and emotional well-being are improving health outcomes for children and young people. Specific health promotion activities successfully target hard-to-reach groups such as Travellers and minority ethnic groups.
- There is good access to child and adolescent mental health services (CAMHS) for initial assessment and specialist cases, and significant additional resources are being deployed to ensure good and responsive service provision for vulnerable children and young people.

Staying Safe

- There is much good activity designed to improve safety within the community, including a strong corporate strategy on tackling domestic violence and a good range of initiatives to reduce bullying.
- There is a good range of support services, including respite and leisure, for children with learning difficulties and/or disabilities.
- Services for looked after children are generally good and strategies to increase the proportion in local placements are having an impact.

Enjoying and Achieving

- Strong and focused leadership, together with effective partnership with local and national agencies and providers, have led to substantial and sustained improvements in the quality of educational and leisure provision for children and young people in Haringey.
- Effective school improvement strategies are continuing to raise standards and achievement, including that of minority ethnic groups and looked after children. Although achievement overall is adequate, improvement between 2001 and 2005 has been at a faster rate than nationally at most key stages, and young people make particularly good progress between the ages of 11 and 16.
- Attendance is monitored closely by the local authority and information collected is now being used more effectively to set targets and provide focussed challenge; pupil attendance has improved rapidly overall in the last two years in almost all primary schools and in some secondary schools.
- Support for behaviour is effective. Permanent exclusion rates are low in both primary and secondary schools and fixed-term exclusions are being

reduced. Support for looked after children's education has improved and is now good.

Making a Positive Contribution

- Most children and young people can access an appropriate range of recreational and leisure activities within the borough, including music, creative and sports activities and cultural and language support through the supplementary schools.
- Most children and young people are supported well in developing emotionally and socially; support for children and young people in managing change and responding to challenge in their lives is good and that for care leavers and young carers is often very good.
- There is a high commitment across the partnership to the involvement of children and young people from all communities in the decisions that affect them.
- Children and young people have contributed to high-profile consultation events, for example on the Children and Young People's Plan and community safety, to the Local Safeguarding Children's Board, as well as to local consultation through school councils and youth forums and their views have informed the development of services.
- A highly effective partnership between the council, the Metropolitan Police, schools and other agencies has led to a number of well-structured and well-resourced projects to tackle anti-social behaviour and crime across the borough, including the Safer Schools project.
- A wide variety of prevention activities and strategies are available throughout the borough to address the needs of children and young people at risk of offending which has led to a reduction in antisocial behaviour, few antisocial behaviour orders (ASBOs) and few cases of re-offending.

Achieve Economic Well-being

- There are good examples of well integrated services including family support, health, legal and financial advice and education courses through the newly established children's centres.
- Partner organisations collaborate well to continue to reduce the number of young people who are not in education, employment or training and the young people whose whereabouts after leaving school is unknown.
- Partnership working between the council, schools, CONEL, Connexions and the LSC is increasingly effective in providing access to a full range of provision for 14-19 year olds.

- The support for the transition of looked after children and young people into adult life and learning or employment is good.
- CONEL and schools have collaborated well to broaden the range of provision for young people with learning difficulties and/or disabilities.

Management of the Service

- The director of the children's service and the lead member for children and young people provide good leadership, supported by many examples of effective management at all levels.
- The Children and Young People's Partnership Board is well established and is working well towards establishing Children's Trust arrangements. Joint commissioning, workforce planning and performance management by the partnership are developing. A good overarching business plan supports the delivery of the Children and Young People's Plan.
- The youth service is however inadequate; weaknesses were identified by the council and actions to strengthen management and practice have recently been put in place.

Areas for development

For immediate action:

- Take appropriate action to clear the backlog of cases within the referral and assessment services.

For action over the next six months:

- Ensure that the work of the referral and assessment services is consistent so that all children and young people are assessed in a timely way in order that their needs can be met.
- Ensure that young people who offend have prompt access to comprehensive CAMHS.
- Improve access to occupational therapy services.
- Improve the recruitment and retention of social workers in all teams.
- Secure the momentum of improvement in standards and achievement at Key Stage 2.
- Increase the number of primary and secondary schools in which attendance is in line with the national average and reduce further the rate of absences of looked after children from school.

- Promote more creative ways for children and young people looked after and those with learning difficulties and disabilities to contribute to their reviews and other key decisions, including promoting the use of the advocacy service by younger children.
- Ensure that children and young people are involved systematically in the strategic planning and evaluation of services that concern them.
- Improve the provision for young people post-19 with complex learning difficulties and/or disabilities.
- Ensure that all service and project plans contain outcome-focused targets and that lead responsibilities and resources are clearly identified.
- Improve the contribution of the youth service to voluntary learning provision for children and young people, particularly for those from vulnerable and hard to reach groups.

For action in the longer term:

- Improve transition arrangements for children and young people with learning difficulties and/or disabilities, including the handover to adult care services.
- Support access to childcare provision for parents/carers with low incomes to improve their access to training and employment.

Response by the Children and Young People's Service (CYPS)

The CYPS has sought to respond to the inspection findings in a positive and focused manner. This included sharing the report findings with staff and managers within the Children and Young People's Service and our partners such as the Primary Care Trust, schools and other parts of the Council.

The CYPS and our partners will:

- i. produce a robust action plan that clearly identifies the actions necessary to bring about improvement and links these actions to tangible outcomes. The CYPS will also ensure that the progress identified within the Action Plan is carefully monitored, especially the impact this has upon outcomes for children and young people.
- ii. establish a reporting mechanism to the Children and Young People's Strategic Partnership (CYPSP) on monitoring the progress made by the Service in relation to the Action Plan and to recommend appropriate action where necessary.

Area for Development		Overall Responsibility of	
1. Take appropriate action to clear the backlog of cases within the referral and assessment services.		Cecilia Hitchen, Deputy Director, Children and Families	
Inspection Report Text			
i. RICHARD – INSERT TEXT			
Outcomes by October 2007		Assessment method	
This outcome was achieved immediately and before the inspection was concluded.			
Activities	Responsibility	Timescale	Resource Implication
Initial assessments completed	Senior Team Manager	May –June 2006	Part of service
Timescales for initial assessments subject to regular monitoring		Monthly	
Monitoring and Evaluation Record			
Current Position (January 2007)			
Action Completed.			
Evaluation (January 2007) Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
This was a one off action completed by the end of June. The percentage of initial assessments completed in timescale is reported monthly to CYPCC and quarterly to CYPSP.			
Monitoring (April 2007)			
NO FURTHER SPECIFIC MONITORING VIA THIS ACTION PLAN WILL BE MADE			

Area for Development		Overall Responsibility of	
2. Ensure that the work of the referral and assessment services is consistent so that all children and young people are assessed in a timely way in order that their needs can be met.		Cecilia Hitchen, Deputy Director, Children and Families	
Inspection Report Text			
<p>i. Cases are not always prioritised sufficiently well or consistently by the referral and assessment services; there is variation in practice between the two geographically-based teams, including the application of national guidance on sharing information.</p> <p>ii. There are delays in addressing some children's needs, including potential child protection concerns; in some of the individual cases sampled during the review, standard assessments had not been carried out, making planning difficult and resulting in delays for children and young people.</p>			
Outcomes by October 2007		Assessment method	
All assessments completed on time		Monthly monitoring	
Activities	Responsibility	Timescale	Resource Implication
Creation of a single contact and assessment team working within the Children's Network multi-disciplinary team	Clive Preece Marion Wheeler	January 07	Accommodation which will allow single point of access
Agree threshold criteria	Clive Preece	January 07	
Maintain improvement Initial Assessment System and Core Assessment System	Clive Preece	March 07	Maintenance of staffing levels. Continued ICS and Framework-I training and development.
Monitoring and Evaluation Record			
Current Position (January 2007)			
<p>Transfer of cases to reflect new service model.</p> <p>Developmental work re thresholds.</p> <p>Engagement of staff.</p> <p>Engagement with networks.</p>			
Evaluation (January 2007) Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			

Monitoring (April 2007)
Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points
Monitoring (July 2007) (what has been done so far – can be listed)
Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points
Monitoring (October 2007) (what has been done so far – can be listed)

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Area for Development		Overall Responsibility of	
3. Ensure that young people who offend have prompt access to comprehensive CAMHS.		Claire Wright, PCT	
Inspection Report Text			
i. Access to specialist CAMHS for children and young people who offend was good in 2004/05 but inconsistent in relation to the timeliness of assessments following referrals from the youth offending service; clinical psychology service provision for young offenders is unsatisfactory.			
Outcomes by October 2007		Assessment method	
All Young people who are assessed as manifesting: i. acute mental health difficulties are referred to the CAMHS team for a formal assessment within 5 working days, ii. non – acute mental health difficulties are referred to the CAMHS team within 15 working days.		Youth Offending Service performance monitoring reports.	
Activities	Responsibility	Timescale	Resource Implication
Appointment to vacant Clinical Psychologist post in the YOS	Justine McCarthy Woods	Appointment made – to commence December 2006	From existing resources
Regular review workload, clinical audit and provision of support to post holder.	Vinette Pearcy and Justine McCarthy Woods	Ongoing	N/A
Establish referral pathways from the YOS to the Adolescent Outreach Team	Justine McCarthy Woods	December 2006	N/A
Quarterly performance review against target	Shaun Collins and Claire Wright	Ongoing	N/A

Monitoring and Evaluation Record
<p>Monitoring (January 2006) (what has been done so far – can be listed)</p> <p>The inconsistencies in performance identified in the JAR report were caused by the vacancy in the YOS Clinical Psychologists post, which led to delays in identification, assessment and treatment. Now that an appointment has been made, it is anticipated that there will be a significant improvement in performance, although this will need to be kept under review and remedial action taken if necessary.</p>
<p>Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>
<p>Monitoring (April 2007) (what has been done so far – can be listed)</p>
<p>Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>
<p>Monitoring (July 2007) (what has been done so far – can be listed)</p>
<p>Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points.</p>
<p>Monitoring (October 2007) (what has been done so far – can be listed)</p>
<p>Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points.</p>

Area for Development		Overall Responsibility of	
4. Improve access to occupational therapy services.		Claire Wright, PCT	
Inspection Report Text			
i. The provision of and access to occupational therapy services is poor.			
Outcomes by October 2007		Assessment method	
To improve access to occupational therapy services in all settings, with priority given to children with complex health needs who will deteriorate without intervention		Waiting times and numbers of packages of care in place.	
Activities	Responsibility	Activities	Responsibility
Recruit to two locum post	MJ/JE	Recruit to two locum post	MJ/JE
Needs assessment and review of existing provision	MJ/JE	Needs assessment and review of existing provision	MJ/JE
Permanent recruitment to vacant OT posts (4.6wte)	MJ/JE	Permanent recruitment to vacant OT posts (4.6wte)	MJ/JE
To provide training and programmes for children in the Mainstream Schools service	MJ/JE	To provide training and programmes for children in the Mainstream Schools service	MJ/JE
Monitoring and Evaluation Record			
Current Position (January 2006) (what has been done so far – can be listed)			
<ul style="list-style-type: none"> • Recruitment of two locums to cover children with physical disabilities at risk of significant health problems • All children assessed as high priority on the Early Years, Mainstream Schools, and Special Schools caseloads have been seen and equipment ordered where appropriate. • Most children assessed as medium priority on the Early Years caseload have been seen • Over half of the children on the waiting list referred with physical difficulties have been seen • Successful recruitment of 3 occupational therapists into permanent positions 			

<p>Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p> <p>Children on all caseloads assessed as high priority have been seen, and the successful recruitment of Occupational Therapist to first locum and then permanent posts should ensure that this progress is maintained.</p>
<p>Monitoring (April 2007) (what has been done so far – can be listed)</p>
<p>Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>
<p>Monitoring (July 2007) (what has been done so far – can be listed)</p>
<p>Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>
<p>Monitoring (October 2007) (what has been done so far – can be listed)</p>
<p>Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>

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Area for Development		Overall Responsibility of	
5. Improve the recruitment and retention of social workers in all teams.		Cecilia Hitchen, Deputy Director, Children and Families	
Inspection Report Text			
<p>i. Recruitment and retention initiatives are in place with some evidence of impact, for example in the recruitment of team managers in children's social care services. However, there remains a high use of agency social workers.</p> <p>ii. High levels of staff turnover, caused by difficulties in recruiting permanent staff, have led to a lack of continuity in the management of some cases.</p>			
Outcomes by October 2007		Assessment method	
<ol style="list-style-type: none"> 1. Accurate base line information and system for capturing movement 2. Clear R & R strategy targeted to address changing requirements 3. High quality information available for prospective applicants – system for regularly updated 4. Job Description and Person Specification which reflect current practice 5. Reduction of temp staff and increase in permanent appointments made. 		<ul style="list-style-type: none"> ○ Quarterly Reports to Core Team ○ Monthly stats to C & A Performance management Group 	
Activities	Responsibility	Activities	Responsibility
Confirmation of details vacancies across SW team	CE	Confirmation of details vacancies across SW team	CE
Update – 2005 analysis of vacancy position and benefits offered across London boroughs -evaluation / recommendations	CE	Update – 2005 analysis of vacancy position and benefits offered across London boroughs -evaluation / recommendations	CE
Analysis of other LA websites - revise Haringey material.	CE	Analysis of other LA websites - revise Haringey material.	CE
Production of info. on R & R features.	CE/RO	Production of info. on R & R features.	CE/RO

Key JD & P S based on job activity and requirements combined with new Haringey competencies etc	RO	Key JD & P S based on job activity and requirements combined with new Haringey competencies etc	RO
Opportunities to target newly qualified SW	RO CE PD	Opportunities to target newly qualified SW	RO CE PD
Improved induction for all new staff including graduate early programme	PD FA RO	Improved induction for all new staff including graduate early programme	PD FA RO
To advertise through 'job awareness' type adverts explore all methods of advertising media	CE	To advertise through 'job awareness' type adverts explore all methods of advertising media	CE
Exploration of alternative approaches to recruitment.	CE	Exploration of alternative approaches to recruitment.	CE
Finding out what keep staff in Haringey	RO	Finding out what keep staff in Haringey	RO
Investigate possibility of using graduate trainees to fast track project	CE	Investigate possibility of using graduate trainees to fast track project	CE
Monitoring and Evaluation Record			
Current Position (January 2006)			
Activities identified above are being progressed.			
Evaluation (January 2007) Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
To have the significant level of impact required, within acceptable times scales additional personnel are required to undertake research, provide analysis and progress recommendations – we are exploring some possibilities but really need some support with this. Additionally we need the commitment and cooperation of Service Managers etc to enable implementation of agreed activities within agreed timescales.			
Monitoring (April 2007)			

Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points
Monitoring (July 2007) (what has been done so far – can be listed)
Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

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Area for Development		Overall Responsibility of	
6. Secure the momentum of improvement in standards and achievement at Key Stage 2.		Janette Karklins, Deputy Director, School Standards and Inclusion	
Inspection Report Text			
<p>i. Pupils make satisfactory or better progress in most primary schools but progress is less than satisfactory in just over a quarter of schools at Key Stage 2.</p> <p>ii. The authority and its partners have been slower in securing the momentum of improvement in standards and achievement at Key Stage 2.</p>			
Outcomes by October 2007		Assessment method	
<ul style="list-style-type: none"> ○ No schools in special measures ○ No further schools with a notice to improve ○ Schools on track to achieve 2007 end of KS2 targets ○ All schools can show progress through use of Contextual Value Added between end of KS1 		<p>Outcome of Ofsted inspections</p> <p>Outcomes of SIP and Primary Standards Team monitoring and evaluation visits to schools</p> <p>Outcome of School Intervention and</p> <p>School Review Group Meetings as per the School Self Evaluation Framework</p>	
Activities	Responsibility	Timescale	Resource Implication
Continue to provide targeted support to schools identified as causing concern through a range of universal, targeted and specialist intervention and support packages	Rachel Singer (Head of Primary & Special Standards) and the Primary & Special School Improvement Teams	September 2006 – July 2007 and in subsequent years	<p>Cost of centrally employed school improvement colleagues and those employed through use of the Primary Standards Fund and London Challenge.</p> <p>Primary Standards Funds</p> <p>London Challenge funding</p>
Monitoring and Evaluation Record			
Current Position (January 2006)			
<ul style="list-style-type: none"> • Individual intervention programmes are in place in schools identified as causing concern and those identified as requiring Special Measures, 			

those having Serious Weaknesses and those in receipt of an Improvement Notice;

- 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 in 2006;
- Support for targeted schools to improve planning and assessment for learning to ensure *all* pupils' learning needs are met, including those identified of as higher attaining (likely to achieve L3+ at the end of KS1 and L5+ at the end of KS2) and those of ethnic minority heritage. This support will be delivered through schools' participation in a number of Primary National Strategy (PNS) and Local Authority (LA) programmes including the Intensifying Support Programme (ISP), the Black Pupils' Achievement Programme (BPAP), the English as an Additional Language Programme (EALP) and the Targeted Pupil Initiative (TPI) all of which will have a positive impact on the standards achieved by all pupils;
- Development of the Cross Phase Project between Park View Academy, Tiverton, Downhills, Brice Grove and Mulberry School in partnership with the Local authority and Primary and Secondary National Strategies to embed curriculum targets and focus on progression in teaching and learning, again with a focus on maintaining high teacher expectations for pupils' achievements as they move from KS1 to KS2;
- A renewed focus on science teaching and learning in KS2 with the deployment of additional resources to ensure impact.
- Reduction in the number of schools with end of KS results below DfES floor targets
- Currently there are 11 schools below in English and 19 in mathematics and these schools are monitored regularly through School Improvement Group(SIG) meetings thus ensuring that our own policies are implemented rigorously;
- There are no schools in special measures
- There are three schools with a notice to improve (St Francis De Sales Junior RC School, Campsbourne Junior School and Risley Avenue Primary School). Progress is an issue in all of them..

Evaluation (January 2007) Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

School standards and inclusion teams personnel are deployed purposefully and in line with schools' needs.

The next phase in development is to increase schools' accountability for standards and progress following targeted or specialist intervention – improving intelligent accountability and ensuring that the work completed by C&YPS staff is embedded in schools in a sustainable and progressive way.

Monitoring (April 2007)

Evaluation. Has well is it fulfilling the outcomes? Make an evaluative

statement – no bullet points

Monitoring (July 2007) (what has been done so far – can be listed)

Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

Monitoring (October 2007) (what has been done so far – can be listed)

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Area for Development		Overall Responsibility of	
7. Increase the number of primary and secondary schools in which attendance is in line with the national average and reduce further the rate of absences of looked after children from school.		Janette Karklins, Deputy Director, School Standards and Inclusion	
Inspection Report Text			
i. Pupil attendance has improved rapidly overall in the last two years in almost all primary schools and in some secondary schools, although it is acknowledged that further improvements are necessary, including the attendance of looked after children and young people.			
Outcomes by October 2007		Assessment method	
<ul style="list-style-type: none"> ○ Primary (incl LAC): 94.4% attendance (stretch by Jan 07 – 5.8% absence as 1.0% UA & 4.8% A) ○ Secondary (incl LAC): 91.8% attendance (stretch by Jan 07 – 8.4% absence as 1.7% UA & 6.7% A) ○ Fast-track prosecutions in place 		Register checks by EWOs Attendance data from LAC team Attendance registers & FORVUS returns to DfES Termly returns to DfES from target schools School visits to target primary & secondary schools Court assessment meetings Cases successfully taken to court	
Activities	Responsibility	Timescale	Resource Implication
Ensure new registration procedures & attendance codes are correctly implemented	Principal Education Welfare Officer; Secondary & Primary Attendance Managers	Autumn term 2006	EWO time for training schools and register checks. (Schools - mainly primary – using manual registers can require additional support)
At least one additional focus Primary school has optical mark reader	Head of Attendance, Placements & Welfare; Principal EWO	Before end financial year 2006-07	£8,000 per optical reader.
Ensure attendance targets set by schools are challenging	Principal EWO; SIPs; Headteachers/Governing Bodies; KS3 Attendance & Behaviour Strategy Manager	Annual target setting cycle	Time of school & central EWOs/attendance managers, SIPs & data analyst/performance manager
Institute a culture	Headteachers/Governing Bodies; Elected	Activity each term – e.g.	Press office time Translation & interpreting

across communities in Haringey of 95% attendance being a minimum expectation, aspiration and entitlement	Members; Principal EWO; KS3 Attendance & Behaviour Strategy officer	lateness leaflet & absence poster; research into reasons for unauthorised absence; Early Years attendance project	Printing costs KS3 A&BS officer, pupil & family mediation officer & Secondary EWO manager time (15 days total) Primary EWO manager (1 d/w for 2 terms)
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Monitoring and Evaluation Record

Current Position (January 2007)

- Primary attendance 93.37% - a 0.11% lower increase in absence than the national primary trend
- Secondary attendance 91.76% - an improvement rate 0.49% above the national secondary trend
- Special attendance rate 90.27% - exceeding national average
- Unauthorised absence in all 3 DfES focus schools has fallen (PVA 3%-2.7%; Hornsey 3.6%-2.8%; NPCPS 3.3%-1.7%)
- Since September 2006, parents/carers of 12 Primary and 7 Secondary children/young people have been referred to court (13 for 2005-06)
- Data now analysed by network and EWS support allocated on school & network basis according to priority.

Evaluation (January 2007) Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

Attendance in Haringey schools has risen consistently over the last three years through a focus on systems and improved accuracy of reporting reasons for absence. Nationally, Primary absence rates increased by 0.33% but Haringey's rose by 0.22%; Haringey secondary absence rates improved by 0.38% against the national trend of a decline of 0.11%, making Haringey the most improved of all 11 statistical neighbours. However, there is still much work needed to change the culture around the importance of good attendance at school. This is particularly important in the Early Years and Primary Schools where children are dependant upon their parents/carers to get them to school.

Schools more consistently challenge reasons for absence. This focus on embedding a culture of not condoning absence without a verified, acceptable reason has led to some schools having simultaneous improving rates of attendance and high percentages of unauthorised absence.

By ensuring a focus on reducing rates of unauthorised absence through increased numbers of prosecutions, proactive messages in the media about the importance of attendance and targeted support to enable schools to look at patterns of such absences, there have already been over all improvements in attendance, a maintenance of child safeguarding procedures and a platform on which to improve further.

Monitoring (April 2007)

Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

Monitoring (July 2007) (what has been done so far – can be listed)

Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

Monitoring (October 2007) (what has been done so far – can be listed)

Area for Development		Overall Responsibility of	
<p>8. Promote more creative ways for children and young people looked after and those with learning difficulties and disabilities to contribute to their reviews and other key decisions, including promoting the use of the advocacy service by younger children.</p>		<p>Janette Karklins, Deputy Director, School Standards and Inclusion</p>	
<p>Inspection Report Text</p> <p>i. There are examples of good strategies to involve fully children and young people with learning difficulties and disabilities in contributing their views to key decisions that concern them, but this good practice is not applied across all settings.</p> <p>ii. High numbers of looked after children contribute to their reviews but more creative ways could be found to encourage greater participation of those children who choose not to attend consultation meetings, including greater use of the advocacy service for younger children.</p>			
Outcomes by October 2007		Assessment method	
<ul style="list-style-type: none"> ○ Conference for children and young people with learning difficulties and disabilities (LDD) researched and scheduled. ○ Pupils with LDD are more involved in key decisions and achieve improved outcomes against their individual targets ○ Staff in schools and services are skilled in engaging with and acting on the views of children and young people with LDD. ○ All LAC have the opportunity to express their views to a key adult using a variety of communication approaches. 		<p>Annual Reviews</p> <p>Increased numbers of children and young people with LDD involved in Young People's Parliament and in consultative events.</p> <p>Accessibility and Disability Equality Scheme in place.</p> <p>LAC reviews</p> <p>Increased resilience of children and young people in public care.</p>	
Activities	Responsibility	Activities	Responsibility
Extend training on Person Centred ARs for young people aged 14+ with LDD	Transition team and Combined Adult team	Extend training on Person Centred ARs for young people aged 14+ with LDD	Transition team and Combined Adult team
Provide guidance to SENCOs re	AEN Team Manager	Provide guidance to SENCOs re	AEN Team Manager

presenting targets in accessible formats eg with symbol support		presenting targets in accessible formats eg with symbol support	
Provide training and advice for schools to ensure that children and young people with LDD are able to use appropriate Assessment for Learning tools	AEN Team Manager	Provide training and advice for schools to ensure that children and young people with LDD are able to use appropriate Assessment for Learning tools	AEN Team Manager
Research and plan a participatory conference / event for children and young with LDD who are long term service users	AEN Team Manager Head of Additional Needs and Disabilities	Research and plan a participatory conference / event for children and young with LDD who are long term service users	AEN Team Manager Head of Additional Needs and Disabilities
Extend representation of young people with LDD in the Young People's Parliament and consultative events.	Jennifer James, Head of Children, Young People, Parental and Community Participation	Extend representation of young people with LDD in the Young People's Parliament and consultative events.	Jennifer James, Head of Children, Young People, Parental and Community Participation
Ensure all LAC have opportunity to have their views made known through a variety of approaches including building their confidence, signposting them to advocacy services and providing formal and informal opportunities for them to experience decision making	Service and Team Managers	Ensure all LAC have opportunity to have their views made known through a variety of approaches including building their confidence, signposting them to advocacy services and providing formal and informal opportunities for them to experience decision making	Service and Team Managers

processes.		processes.	
Monitoring and Evaluation Record			
Current Position (January 2007)			
<ul style="list-style-type: none"> • Initial research into Conference for Children and Young People with LDDs undertaken and contact established with Ealing LA re Powerful Voices Conference • ASD pupil involved as representative on Young People's Council • SENCo conference held Nov 2006 focussing on Disability Discrimination Act and Disability Equality Duty and focus on making information more accessible to pupils with LDDs • New SENCo induction sessions ongoing and focus on pupil participation in target setting and review • Pupils views recorded for Annual Review of Statements on adapted format • "Person Centred" Annual Review meetings piloted in Special schools • Training provided to school staff re practical approaches to Assessment for Learning for pupils with LDDs 			
Evaluation (January 2007)			
<p>SENCo conference was attended by 60% of Primary and 75% of Secondary schools and evaluations were very positive. School staff and parents report greater engagement of children and young people in Annual Review meetings. Almost all Annual Review documentation submitted to LA includes pupil's views on progress. New SENCos report greater confidence in involving pupils in target setting and review.</p>			
Monitoring (April 2007)			
Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
Monitoring (July 2007) (what has been done so far – can be listed)			
Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
Monitoring (October 2007) (what has been done so far – can be listed)			

Area for Development		Overall Responsibility of	
9. Ensure that children and young people are involved systematically in the strategic planning and evaluation of services that concern them.		Jennifer James, Head of Children, Young People, Parental and Community Participation	
Inspection Report Text			
i. The views of children and young people are given a high profile within the council's strategy, but the longer-term impact of their contribution is not always evident and the involvement of children and young people in strategic consultation is not yet embedded across all aspects of the council's work.			
Outcomes by October 2007		Assessment method	
<ul style="list-style-type: none"> ○ The Youth Council fully established and methods of communication with Council established. ○ A charter for participation agreed by all partners and agencies ○ Young people democratically elected to the UK Youth Parliament ○ Methods for gathering the views of children and young people with learning difficulties and special needs developed 		Termly monitoring reports	
Activities	Responsibility	Timescale	Resource Implication
The Youth council meets termly and addresses key issues of concern	Joyce Ogunjobe/Mike Davis		Funding for the youth council; Officer time to support young people in preparing and running meetings; Officer to minute meetings and report outcomes to young people and to CYPB
Strategy for allocating the Youth Opportunity Fund implemented by	Paulette Henry/Mike Davis	January, 2007	Officer time to support young people, and administrative officer re

young people			allocation and monitoring arrangements YOF
System for the gathering of the views of LAC established	LAC team	April 2007	
LSCB reports to young people the Partnership's response to the Safer Solutions Report	Sarah Peel	February 2007	
Participation Strategy for CYPS adopted and implemented	Mike Davis & Participation Officer	June 2007	Cost of printing and distributing strategy; officer time to meet with partners to discuss implications
Protocol for consultation with young people adopted	Participation Officer	March 2007	Within current resources
The views of primary children considered in the planning and the development of practice which directly effects them	Jay Manyade/ Vikash Seenayah /Jude Clements	January – July 2007	Officer time

Monitoring and Evaluation Record

Current Position (January 2007)

- The Youth Council has met twice during the Autumn term 2006
- Haringey Youth Council had its first full meeting on Thursday June 7th 2006. Almost 60 young people aged between 12 and 19 attended the event as representatives of their secondary school or youth group. There were representatives from most of Haringey's 11 secondary schools and a wide range of youth agencies including Traveller young people, young people looked after by the local authority, a school age mother and a young people from a special school.
- One school had a very democratic election process with whole school involvement, covering nominations, manifestos, hustings and a secret ballot in which over 700 pupils voted for the school's two representatives and two deputies.
- Representatives to the UK Youth Parliament also attended the first meeting to talk about their role.

- The mayor of Haringey welcomed the young people to the Civic Centre. A range of fun activities were organised to enable the young people to share their ideas about what they wanted from the Youth Council and what their main interests were. It was agreed the full Haringey Youth Council (HYC) would meet six times a year (every school half term).
- At the October meeting, a statement of aims and objectives, including rules and responsibilities, previously discussed by a youth council working group, was agreed unanimously.
- Five Action Groups were established to work on key themes: governance and structure; cultural conflict and unity; media, publicity and communication; quality activities and places to go.
- The fifth group was established in July, as a Youth Funds Panel to manage the government's two year Youth Opportunity and Youth Capital Funds. This funding has been allocated to all local authorities to be spent by and for young people on improving the quality and extent of youth activities and provision. This group which involves 19 young people has participated in a range of training, including a residential course in France.
- The October meeting also agreed a logo design to be used on T-shirts and stationary.
- The governance action group has established an executive structure with different elected officers. This has been agreed by the full Youth Council.
- During Local Democracy Week a youth councillor shadowed the Leader of the Council for a day and another attended a citizenship ceremony with the Mayor.
- Several YC members attended the Leader's Anti-Bullying forum during Anti-Bullying Week. The outcomes of this meeting will be reported to LSGB.
- A Councillor working group meets every three months and considers matters relating to the Youth Council.
- A Youth Opportunity Panel has implemented a system devised by young people to review bids and allocate the Youth Opportunity and Youth Capital Fund.
- The views of primary age pupils were considered in the development of the play strategy.

Evaluation (January 2007) Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

Good progress has been made in the establishment of the Youth Council, which has now met three times. Terms of reference have been agreed and an executive panel has been elected. The minutes of all Youth Council meetings are circulated to all YC members and to councillors. The establishment of the Members working party provides a forum to discuss matters arising at YC meetings and to develop strategies to involve YC members in working more closely with councillors. Members of the YC executive have been invited to attend and observe at a full council meeting and a group of youth councillors will be meeting with members of the Local

Safeguarding Board on a regular basis. This forum will enable young people to discuss with policy makers strategies to improve safety in their neighbourhood and to stop bullying. Officers from the LSGB made a presentation to the Youth Council and will report to the board the Youth Council's comments on the training video.

A draft protocol for involving young people in consultation has been circulated to all council departments for their comments. This protocol has provided departments with a system for considering how best to involve young people in consultation.

The appointment of an officer with responsibility for the development of youth representation has extended the Youth Service's capacity to engage in the developing the participation of a greater number of young people by organising January 2007 elections to the UK Youth Parliament. A new officer who will take up post during the spring term, to lead on the development of a strategy for children and young people's participation.

Monitoring (April 2007)

Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

Monitoring (July 2007) (what has been done so far – can be listed)

Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

Monitoring (October 2007) (what has been done so far – can be listed)

Area for Development		Overall Responsibility of	
10. Improve the provision for young people post-19 with complex learning difficulties and/or disabilities.		Cecilia Hitchen, Deputy Director, Children and Families and Phil DiLeo, Head of Additional Needs and Disabilities	
Inspection Report Text			
i. There is an insufficient range of post 19 courses locally for young people with learning difficulties and/or disabilities, particularly for young people with personal care and/or nursing needs.			
Outcomes by October 2007		Assessment method	
<ul style="list-style-type: none"> ○ Transition process completed for all 18+ young people with LDD 		<ul style="list-style-type: none"> ○ Destination route data ○ Feedback from clients and their families 	
Activities	Responsibility	Activities	Responsibility
Annual Opportunities Fair established with first to be held on 21 st November	PDL	Annual Opportunities Fair established with first to be held on 21 st November	PDL
Multi agency steering group comprising managers in Additional Needs and Disabilities, Combined Adults team, Social Services and Health, Voluntary sector and special schools established.	Gary Jefferson PDL	Multi agency steering group comprising managers in Additional Needs and Disabilities, Combined Adults team, Social Services and Health, Voluntary sector and special schools established.	Gary Jefferson PDL
Maintain multi agency 14+ Transition Panel to monitor transition plans, inform forward planning of provision and track outcomes for young people	PDL Transition panel	Maintain multi agency 14+ Transition Panel to monitor transition plans, inform forward planning of provision and track outcomes for young people	PDL Transition panel
Integrate services for transition to ensure co-ordinated	PDL Luciana Frederick	Integrate services for transition to ensure co-ordinated	PDL Luciana Frederick

approach to planning provision for young people post 19 years		approach to planning provision for young people post 19 years	
Ensure provision in New Sixth Form provides a range of locally and nationally accredited courses for young people with severe and complex needs	PDL Luciana Frederick David Williamson	Ensure provision in New Sixth Form provides a range of locally and nationally accredited courses for young people with severe and complex needs	PDL Luciana Frederick David Williamson
Monitoring and Evaluation Record			
Current Position (January 2007)			
<ul style="list-style-type: none"> ○ Opportunities Fair held in November at West Green Language Centre ○ Multi-agency steering group established and first meeting has taken place. ○ Transition Panel continues to meet each month and are considering all young people aged 14+ with statements of SEN, including young people with LDD. ○ Planning is under way for a new entry level course at CONEL for young people with severe and complex needs. ○ Detailed curriculum planning for new sixth form is under way with staff from Moselle, William C Harvey and The Vale School. 			
Evaluation (January 2007)			
<p>The first Opportunities Fair was very successful and over 40 families attended. Evaluation was very positive and providers all reported that they welcomed this opportunity to meet families informally and discuss future needs.</p> <p>The steering group will monitor the progress of the JAR Action Plan in relation to ensuring there are sufficient courses available locally for young people aged 19+.</p>			
Monitoring (April 2007)			
Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
Monitoring (July 2007) (what has been done so far – can be listed)			
Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
Monitoring (October 2007) (what has been done so far – can be listed)			

Area for Development		Overall Responsibility of	
11. Ensure that all service and project plans contain outcome-focused targets and that lead responsibilities and resources are clearly identified.		Sharon Shoesmith, Director, CYPS	
Inspection Report Text			
i. Service plans are in place but not all targets are sufficiently outcome-focused or specifically resourced.			
Outcomes by October 2007		Assessment method	
All service plans meet the requirement to be outcome focused with clear resourcing		External scrutiny	
Activities	Responsibility	Timescale	Resource Implication
Business Plan	Sharon Shoesmith & Core Team	31 March 2007	Part of Service Budget
C&YP Plan	Sharon Shoesmith & Core Team	31 March 2007	
Service Plans	Each member of the Leadership Team	30 April 2007.	
Workshop to focus on Results-Based Accountability	All members of the Extended Leadership Team	28 February 2007	
Monitoring and Evaluation Record			
Current Position (January 2007)			
Preparations in place for business planning, Chn & Young people Plan and service plans for 2007-8			
Evaluation (January 2007) Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
Monitoring (April 2007)			
Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
Monitoring (July 2007) (what has been done so far – can be listed)			
Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points			
Monitoring (October 2007) (what has been done so far – can be listed)			

Area for Development		Overall Responsibility of	
12. Improve the contribution of the youth service to voluntary learning provision for children and young people, particularly for those from vulnerable and hard to reach groups.		Janette Karklins, Deputy Director, School Standards and Inclusion and Belinda Evans, Head of the Youth Service	
Inspection Report Text i. Provision for primary-aged children and those with learning difficulties and/or disabilities is more limited, and the youth service is failing to provide a sufficient range of voluntary learning opportunities to enough young people			
Outcomes by October 2007		Assessment method	
<ul style="list-style-type: none"> ○ All youth service staff will be trained to deliver an effective and relevant curriculum geared to the needs of young people ○ 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 ○ Participation and contact rates for the service will meet or exceed national benchmarks 		Staff training records Detached team plan Community profile MIS	
Activities	Responsibility	Timescale	Resource Implication
Set individual targets for all staff in relation to contacting young people, participation rates, numbers of recorded outcomes and numbers of accreditation	CQAT Manager	September 06	
Identify key communities for detached work and use of the mobile, implementing a	Deputy Head of Service	September 06	Service development costs £10K

programme of activity in the designated communities			
Conduct a curriculum audit of existing provision	CQAT Manager	November 06	
Develop partnership projects in collaboration with other service providers and in particular with the Neighbourhood Management Team	Deputy Head of Service	December 06	
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	

Monitoring and Evaluation Record

Current Position (January 2007)

Individual targets have been set for all staff relating to BVPs
Communities have been identified for the detached team and the mobile to target (including 4 communities in the NDC area)
A curriculum audit of provision has been conducted
Pilot projects with Neighbourhood Management have been initiated

Evaluation (January 2007) How well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

Although individual targets have been set for staff, we are still not achieving our BVPIs. A performance management framework is now in place and where staff are not achieving their performance is being monitored weekly

Long term sickness has hampered the progress and impact of the detached team. We have put temporary staff in place to cover some of the sessions and we are advertising for a full time detached youth worker

The curriculum audit is identifying where we have gaps in service provision. A Learning Outcomes strategy has been devised and the training provided to staff is starting to have an impact on service delivery in broadening the curriculum.

We have worked in partnership with Neighbourhood Management in the Campsbourne estate and the young people have produced a music DVD expressing their grief at the death of one of their peers. Negotiations with the Neighbourhood Management Team has resulted with the resiting of the Youth Inclusion Project at the Milton Road Community Centre thereby increasing partnership working in the local community

Monitoring (April 2007)

Evaluation. How well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

Monitoring (July 2007) (what has been done so far – can be listed)

Evaluation. How well is it fulfilling the outcomes? Make an evaluative statement – no bullet points

Monitoring (October 2007) (what has been done so far – can be listed)

Area for Development		Overall Responsibility of	
13. Improve transition arrangements for children and young people with learning difficulties and/or disabilities, including the handover to adult care services.		Cecilia Hitchen, Deputy Director, Children and Families and Phil DiLeo, SEN Strategy Manager	
Inspection Report Text			
i. Arrangements for transition planning including person-centred planning have improved but there remain delays in the hand over of responsibility to adult services.			
ii. Care packages to support young people when they leave school are not identified early enough.			
Outcomes by October 2007		Assessment method	
Transition process completed for all 18+ young people		Destination route data feedback from clients and their families.	
Activities	Responsibility	Timescale	Resource Implication
Maintain multi agency 14+ Transition Panel to monitor transition plans, inform forward planning of provision and track outcomes for young people with LDD.	PDL Transition Panel	On going	
Integrate services for transition to ensure co-ordinated approach to planning provision for young people post 19 years	PDL Luciana Frederick	June 2006 – to be completed by 2008	
Extend training programme for schools and services on transition planning for young people aged 14+	PDL Transition team	From January 2006 – Dec 2007	

<p>Monitoring and Evaluation Record</p> <p>Current Position (January 2007)</p> <ul style="list-style-type: none"> • Monthly multi-agency Transition Panel in place • Person Centred Annual reviews pilot taking place in Special Schools for young people undergoing transition • Trained programme re transition planning is now part of central and school based training programme.
<p>Evaluation (January 2007)</p> <p>The Transition Panel continues to monitor the progress of young people during transition and are following up in particular the destination of all young people with LDD who left school in July 2006. A full report is being prepared by Connexions for the Steering Group who will then use this analysis of 2005 -06 to inform planning procedures and processes for 2006 -07.</p>
<p>Monitoring (April 2007)</p>
<p>Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>
<p>Monitoring (July 2007) (what has been done so far – can be listed)</p>
<p>Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>
<p>Monitoring (October 2007) (what has been done so far – can be listed)</p>

Area for Development		Overall Responsibility of	
14. Support access to childcare provision for parents/carers with low incomes to improve their access to training and employment.		Dwynwen Stepien, Head of Children's Network North and Early Years	
Inspection Report Text			
i. A good range of daycare supports parents and carers who are working or studying, although in some areas, particularly where there are high rates of worklessness, parents who want to participate in training find it harder to access flexible day care and receive financial support.			
Outcomes by October 2007		Assessment method	
<ul style="list-style-type: none"> All the centres will be offering a range of employment support, varying from JC+, WTW, employer engagement and, CV & Application Form advice sessions. 			
Activities	Responsibility	Timescale	Resource Implication
Job Clubs have now been established at 3 Childrens Centres to support all parents	Annie Jordan – working Families Information Officer	Noel Park Job Clubs are weekly Woodlands Job Club are bi-weekly	Resources have been gained through the children's centres & WTF
Further Job Clubs are to be set up in 2007	WFIO	Stroud Green are bi-weekly Each of the 18 centres will provide employment support by Oct 2007	
Employment Questionnaires have been sent out through Noel Park CC to establish the needs of residents – over 150 responses have been	WFIO	The responses have been evaluated – a formal. We aim to implement services in mid Jan 2007 More centres to	Resources are to be gained through Neighbourhood Management & Noel Park CC Resources would

received. This can be repeated in other centres		be involved by October 07	have to be supplied by the centres
Stansted Airport Employer focused event held at Broadwater Farm CC. Over 70 people attended.	WFIO to identify more employers and suitable centres	More centres to be involved by October 07.	Resources to be provided by employers & centres
Partnership work with JC+ includes Lone Parent Information Days – first one held at NRC with Park Lane CC – 91 Lone Parents attended	WFIO	Two more sessions to be held at Broadwater Farm in January. More sessions to be set up during 2007	Resources to be provided by WTW & JC+
Job Fair with Rowland Hill CC. 25 parents attended	WFIO	Other Job Fairs to be planned during 2007	Resources will need to be sourced through either cc's or external providers
Open University short course to be launched within Childrens Centres	WFIO	2 "Open Choice" events to be held in January 2007 to enable parents to understand the benefits and reality of doing an OU course	Resources sourced through Children Centres's and Open University
Tax Credits workshops have been held to inform cc staff on the tax credit structure. This provided them with foundation knowledge to support parents.	WFIO	Workshops held Oct / Nov 06	Funding sourced through Childrens Centres
Partnership work with the three E – Z Zone providers is in place. They are actively working with the centres providing advice to parents	WFIO	Ongoing	Resources through WTF providers

Funding for childcare for Lone Parents attending training can applied for through JC+ & WTW. But they will only fund “work focused training” with approved providers	JC+	On going	The funding is not available to everyone. And is based on the PA to assess each individuals needs
Childcare information continues to be made available through a number of channels – customer service call & walk-in centres, Childcare Link web site. Information particularly covers Tax Credits, Care to Learn (to help students), NEG (free early education) and CAP funding	Information Service Manager (ISM)	Ongoing	N/A
The CAP programme is being offered throughout four settings within Haringey. This includes “Flexible Childcare” for parents wishing to only use the setting for part time hours.	CAP programme Manager	Ongoing to the next round of funding	Centres may not understand the programme and not use it to its full potential
Children’s Centres are being developed to be effective information delivery points	ISM/Children’s Centre Comms & Marketing Mgr	Ongoing	N/A
Staff continue to attend/present at	ISM	Ongoing	N/A

<p>events to support parents looking for childcare: Job/Career Fairs, 'Discovery' events for lone parents, Children's Centre launches, events for new mothers</p>			
<p>Monitoring and Evaluation Record</p>			
<p>Current Position (January 2007) The Employment Strategy has been written to help support the Childrens Centres achieve their core offer regarding employment support. The Working Families Information officer is responsible in supporting the centre with this.</p>			
<p>Evaluation (January 2007) Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points The centres open are currently offering the required core offer of employment support. The work is ongoing and each centre requires different levels of support normally dependant on whether they were integrated with a Sure Start programme. By October 2007 all the centres will be offering a range of employment support, varying from JC+, WTW, employer engagement and, CV & Application Form advice sessions.</p>			
<p>Monitoring (April 2007)</p>			
<p>Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>			
<p>Monitoring (July 2007) (what has been done so far – can be listed)</p>			
<p>Evaluation. Has well is it fulfilling the outcomes? Make an evaluative statement – no bullet points</p>			
<p>Monitoring (October 2007) (what has been done so far – can be listed)</p>			

Risk management

Potential risk	Mitigating action

DRAFT