

Building Brighter Futures in Leeds



**The Leeds Children and Young
People's Plan 2009-2014**

Children [Leeds](#)

Building Brighter Futures In Leeds – Our Shared Plan

Children Leeds

The Leeds Children and Young People's Plan has been developed and agreed by all these organisations that work for children, young people and families. This plan builds on the progress we have made since our first plan in 2006. We all pledge to work together to build brighter futures for all our children, families and communities. We will bring the commitment, energy and expertise of our organisations together through our shared partnership, Children Leeds.

Our pledge

As part of developing and agreeing this plan, all the organisations that make up Children Leeds have agreed to the following pledges:

- We will work together for all the children, families and communities in Leeds,
- We will work to put the needs, views and choices of children, parents and families first;
- We will prioritise resources and the energy and creativity of our organisations to deliver our shared plan;
- We will work in trust and partnership with all local partners and all organisations that can help the children, parents and families of Leeds.

Foreword

Welcome to the new Leeds Children and Young People's Plan.

Our first plan, published in 2006, was clear about Leeds' unique response to the 2004 Children Act and our aspirations to improve children's lives.

We have lots to be proud of. Leeds has delivered real improvement in outcomes against the majority of priorities set in 2006. Our children and young people are making a better start in life through support offered to them and their families in our children's centres; they are achieving their best year on year GCSE results; and participating significantly in activities that help them shape their care and their communities: live healthier lives and tackle issues, like bullying, that they themselves identified as a priority.

The attitude and approach of those working with children in Leeds is making this possible. Partners are coming together from across the city and especially at local level to share intelligence and resources and focus on the best way to meet specific local needs. Our children's trust arrangements are underpinning this, particularly through their emphasis on developing integrated strategic commissioning and stronger locality based leadership.

However, as well as building on this success, we still have significant challenges. Leeds received positive feedback in the external inspections and in our Joint Area Review in 2007. Nevertheless, our most recent Annual Performance Assessment highlighted that we must increase the pace and level of improvement in some key areas. We fully recognise this and it is reflected in the tone of this new plan through our focus on vulnerable groups and working together to safeguard children and young people.

Indeed, the national Every Child Matters agenda was developed principally out of concerns about safeguarding children. Five years on, these concerns are still prominent nationally. In Leeds we are concentrating yet more attention on safeguarding to put it at the heart of all we do. We want to ensure colleagues across Children Leeds have the knowledge, confidence and support to make the right choices and help each other to keep children safe.

The Leeds approach reflects the national agenda in other ways too. We recognise that children and young people get the best, personalised support when everyone supporting them works together effectively putting the child and their family at the centre, meeting their needs and improving their lives. This is 'integrated working', and our new plan is clear that we will continue to shape services increasingly to work this way. This can only be achieved if staff have the skills and understanding to develop their role within the overall children's services agenda and work across traditional boundaries. A strong focus on workforce reform will help take this forward. Better integration of services should deliver more choice and opportunity for young people and this is reflected in key initiatives, such as our strategy for 14 -19 reform. These themes and others in our plan show how the national children's plan and other important national strategies are being delivered here in Leeds.

We want to thank the children, young people, families and wide range of partners who have contributed to this plan. Together we will build a brighter future for every child and young person in Leeds.



**Councillor
Stewart Golton,
Executive Lead
Member for
Children's
Services**



**Rosemary
Archer,
Director of
Children's
Services**

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Section 1 Introduction

The Leeds children and young people's plan sets out our shared strategy for improving outcomes for all children and young people, and how we will narrow the gap for those facing the most barriers to success. We have used our learning from our first children and young people's plan and talked to children, parents, partners and practitioners to help us develop this plan. It links into the wider Leeds strategic plan (which sets out the priorities for our city), the national children's plan ('Building Brighter Futures'), and the more recent Laming review ('The Protection of Children in England: A Progress Report').

This plan brings together and is linked to other important strategies and plans for Leeds, such as the Local Safeguarding Children Board plan, the 14-19 plan, the NHS Leeds Strategy, the Education Leeds Strategy, service plans for major providers, local cluster plans for schools and children's centres, and plans for many third sector organisations.

As the agenda for children is so far reaching, this document cannot include all the detail on every aspect of children's services in Leeds. Instead the plan focuses on those areas where we can make the most difference by working together, so it sets out our shared vision, priorities, targets and a selection of action plans.

We have drawn a distinction in our priorities between those for immediate action – between now and 2011; and those longer term ambitions that take us to the end of the plan period. There are relevant action plans for both these aspects, with more detail for the shorter-term priorities, which are also very focused on areas that will help us narrow the gap between young people, creating better opportunities for all and helping them to reach their personal potential. Between our immediate priorities and longer term ambitions we focus on how we will deliver improvement, by working together more effectively, managing our resources and using effective performance management.

The plan is structured as follows:

- **Our Vision for children and young people:** The 'Promise' to young people and key components of our approach that will help deliver this.
- **Review:** This section outlines the context of growing up in Leeds and the development of children's services since the first plan was published in 2006. It considers progress made since our first plan with a particular focus on what we have learnt. It also examines changes in the wider children's services context both nationally and in Leeds.
- **Our immediate priorities:** these are informed by our review, our needs analysis, and the targets in the Leeds strategic plan, this section sets out our priorities for improving outcomes over the next two years.
- **Delivering our plan:** this section details key information on how we will deliver our plan. It focuses on bringing services together through integrated working, our joint plans for managing resources and how this work will be performance managed.
- **Our long term ambitions:** This section details the wider areas that we will focus on over the next five years, whilst many of these ambitions clearly link to our immediate priorities, they also recognise the importance of a wider range of work to bring about improvements in outcomes across many important aspects of children and young people's lives. It includes the rationale, vision and actions that inform these ambitions
- **Appendices:** This last section provides relevant further information cited in the plan, action plans and links to relevant documents.

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Section 2

Our vision, promises and approach

This section sets out our vision for children and young people in Leeds, underpinned by our promise to them and our approach to achieving it. This vision builds on the work from our first plan and from consultation to develop this plan.

We want all the children of Leeds to be **happy, healthy, safe, successful and free from the effects of poverty.**

We will work to ensure every child and young person has the opportunity to achieve their potential because **every child matters**. We will work to **narrow the gap** so that every child has the chance to succeed regardless of their background and the barriers they face. We want to ensure that every young person has the highest hopes for their future, and the support to fulfil them.

Our promises to children, young people and families

As we work towards our vision, children and young people and families need to know what they can expect from services to get the best help and support. We have worked with children and young people to develop a set of 'promises' as our commitment. These are as follows, with further detail at Appendix A.

- Universal Offer
- Breeze Youth Promise
- Leeds Learner Entitlement
- Care Promise

As we all work together as partners to realise our vision and keep our promise we will be guided by a consistent and collective approach, focusing on:

- **Working *with* children, young people and families...**

We know it is **parents, families and communities that bring up children**, not services. So we will work with, and be led by, the needs and choices of parents, families and communities to support them in taking a lead role to help their children and young people develop in the best way.

- **Making safeguarding the foundation of all we do...**

If children and young people are to achieve positive outcomes, they need to be safe and secure. Safeguarding is the key foundation in our approach to the planning and delivery of services across Leeds. **Identifying, assessing and responding to the safeguarding needs** of children and young people is our priority. We want practitioners to be able to spot when a child or young person is vulnerable and know how to work with them and others to

address issues at an early stage. If this 'preventative approach' doesn't work or there are concerns that the child or young person may be at risk of, or suffering significant harm, we

want to take decisive and timely action to ensure their safety and to plan with them for a more secure future.

- **Embedding integrated working across our children's trust...**

In Leeds we recognise children and young people get the best, personalised support when everyone supporting them works together effectively to put the child and their family at the centre, meet their needs and improve their lives. This is 'integrated working' and we must continue our work to transform the way we work together to help children, families and communities in a more co-ordinated and joined up way in order to meet our ambitions.

We will continue to reshape our services to be 'child centred' and adopt a 'think family' approach to the way that we work. We will use our partnership and our children's trust arrangements as routes for ensuring we work together better, working locally in places children and families know and with excellent professionals whom they know and trust.

Our approach to working together better is founded on early identification and prevention. We will enable this by developing a shared route to access services based on a common assessment becoming the process used by all agencies for entry into and exit from multi-agency working.

Wherever possible we will work together in places which are local to the children and families who need us most – in our schools, children's centres, health centres and GP surgeries. This approach will be supported by a better infrastructure, with shared systems to enable us to communicate, share information, commission and work together better.

We will invest in and support our services and people – **we will make Leeds the best place to work in children's services**. By 2020 we want everyone in the Leeds children and young people's workforce to be:

- Ambitious for every child and young person
- Excellent in their practice
- Committed to partnership and integrated working
- Respected and valued as professionals

Our emphasis on safeguarding and integrated working is captured as a continuing theme throughout our Plan. Together they form our 'working together better' priorities to give focus to the way we work.

- **Being ambitious about our future...**

The government aims to make the UK the best place in the world to grow up in. We share that ambition as we work together towards our shared vision. We know that Leeds is already a success – it is one of the UK's favourite cities and has won awards as a place to live for families. Over the next five years we will work to make Leeds the best city in the UK for all our diverse children and families. Our ambition is not just for some communities or some families, but to make sure the success of the city is shared by all. We are committed to making life better for all the many different children, families and communities in our city. **We will work to build a brighter future for every child, family and community in Leeds**. Ultimately, we want children to say 'I was lucky to grow up in Leeds'.

Section 3

Our review of progress since 2006 and the changing context

This section provides a very brief summary to highlight some of the context and learning. There is much more detail behind the plan, ranging from quantitative analysis of need and intelligence, to a lot of qualitative feedback gained through the process of developing the plan.

Growing up in Leeds

We have 178,000 young people aged 0-19 in Leeds, which represents 23% of the population of the city. After several years of the number of young people decreasing, more recently the numbers have been increasing, with 2000 more 0-4 year olds in 2007 than in 2001. There is significant variation in the social background of Leeds' children and young people. Over a third are resident in areas classified as among the 20% most deprived areas of the country. At the same time 6% of young people in Leeds schools live in areas that are among the 10% most affluent in the country.

Of the 107,000 children and young people who attend maintained schools in Leeds, 22,000 (20.5%) are of Black and Minority Ethnic (BME) heritage. The proportion of BME pupils has increased steadily in recent years, with a greater increase in primary than in secondary schools. The majority of ethnic minority groups have increased in numbers in recent years, particularly pupils of Black African, Other Asian and Pakistani heritage. The last census in 2001 recorded 68.9% (87,583) of children aged 0-16 as Christians whilst 16.8% were recorded as having no religion, 3% were Muslim and 1.2% were Jewish. The same census showed that in Leeds over 60% of dependent children live in married couple families, 26.3% live in lone parent households, 12.2% in cohabiting couples families, and 1.3% (nearly 2,000 children) were not in a family.

The Children Leeds Journey

The size and diversity of Leeds provides exciting opportunities and significant challenges. Since the 2004 Children Act, Leeds has embraced the opportunities of the Every Child Matters agenda to bring services working with children and young people closer together, creating an increasingly collective focus on putting outcomes for individual children, young people and families at the heart of all we do.

This progress is demonstrated in ongoing operational, cultural and performance change. The framework for this change comes from our children's trust arrangements, which provide a unique response that incorporates a broad partnership (that works regularly with children and young people to shape and influence policy and strategy), and a focused senior leadership group (to take forward better collective commissioning of services to target priority areas). These city-wide arrangements have been complemented by a significant focus on locality working that is connected to the Council's Area Committees. We know that in a city as big and varied as Leeds, local communities are the best place to make the biggest difference.

As these local and city wide arrangements have evolved and partners have increasingly come together to make them work, Leeds has carried out a variety of important and

innovative pilot initiatives to help us develop our approach. To mention just a few, the West Leeds project trialled new approaches to locally focused multi-agency working; Leeds was a pilot for the Budget Holding Lead Professional, enabling more immediate and targeted support around very specific individual needs; and our Leadership Challenge (in conjunction with the Improvement and Development Agency - IDeA) helped to identify how the behaviours and involvement of local 'leaders' is pivotal to creating more flexible and effective local partnerships built around local issues and responding to needs.

Our approach has enabled our learning, recognising the importance of removing perceived barriers between different agencies and professionals, focusing instead on our shared ambitions to help improve outcomes. It is this learning, along with our wider consultation and understanding of need that informs the significant emphasis on 'integrated working' within this plan.

We have also placed significant emphasis on learning from our key external inspections. The Joint Area Review (JAR) of all partners across children's services, published in May 2008 highlighted the strength of partnership across the city, the progress made in implementing the Every Child Matters approach and improvement against a number of key outcome areas whilst also making some key recommendations. The more recent Annual Performance Assessment (APA), published in December 2008, recognised good work in a variety of areas, and also highlighted the importance of moving further and faster on some of key priority areas including safeguarding. These findings and recommendations are reflected throughout this plan.






When we developed our 2006-09 Children and Young People's Plan we set out our priority areas for improving outcomes and the principles that teams and individuals would need to adopt to work together to deliver those improvements.

These principles, of Participation (of children young people and parents in service planning), Partnership (between services, and with children and families), Personalisation (tailored support to individual young people) and Prevention (through effective early intervention) continue to guide our daily work with each other and with children, young people and families. However, we now aim to make integrated working more effective through a more formal programme management approach, our approach to programme management is outlined in section five, 'Delivering our Plan'.






Our stocktake against the outcomes 2006-2009

A summary assessment of progress in improving outcomes since 2006.


Be Healthy

Successes	Improved breast-feeding rates.	
	Increased dental services for looked after children.	
	Improved child and adolescent mental health services waiting times.	
Areas for development	<ul style="list-style-type: none"> • Reduce infant mortality rates. • Increase the number of children immunised against MMR. • Reduce the number of teenage conceptions. • Improve health outcomes for looked after children. • Increase respite provision for disabled children and young people. • Improve emotional health services. 	
What we have learned	The benefits and improved outcomes that are delivered from integration of universal and targeted services.	

Stay Safe


Successes	Improved the quality of support for unaccompanied asylum seeking children.	
	Improved the quality and timeliness of reviewing of Looked After Children's care plans. In 2006/07 only 34% of looked after children received all their care plan reviews within nationally required time scales. For 2008/09 this figure was improved to 70%. In 2006/07 only 74% of reviews had contributions from the children who were the subjects of the review. In 2008/09 was improved to 88%.	
	Improved significantly the timeliness of core assessments from 57.8% in 2006/07 to 82.8% in 2008/09. A greater proportion of both initial and core assessments are completed within statutory timescales in Leeds than in comparator authorities	
Areas for development	<ul style="list-style-type: none"> • Further improve residential care, fostering and private fostering services. These were judged to be weak in 2008. Progress has since been made but further work is needed. • Improve the timeliness of our child protection initial conferences. • Ensure that the quality of assessment and reviews is improved. 	
What we have learned	Helping the children and families with the highest risk and need requires all services to support the lead role of social care and social workers.	

Enjoy and achieve






Successes	Attainment and achievement in secondary schools has strongly improved due to the hard work of learners, schools and services. GCSE results have been sustained and significantly improved, with great improvements seen in schools, groups and communities that have previously had poor outcomes.	✓
	Successfully managed an extensive multi-million pound programme of change and investment in our schools, children's centres and infrastructure. The city has won awards for its new buildings, design and IT facilities.	✓
	Strong progress on inclusion. Local partnership working has seen a sharp reduction in permanent exclusions, improved provision in schools and better partnership working between schools, Specialist Inclusive Learning Centres (SILCs) and services.	✓
Areas for development	<ul style="list-style-type: none"> • Raise attendance, particularly amongst those learners, schools and communities where persistent absence is high. • Improve learning outcomes for vulnerable groups – particularly those learners in care or from deprived communities which remain well below the city average. • Increase improvements in outcomes in early learning and primary settings (which have been of a slower rate than in secondary). 	●
What we have learned	Collaborative working and leadership between and within schools children's centres and their communities is vital to success. Need to better balance the 'Enjoy' with the 'Achieve' agenda.	

Make a positive contribution






Successes	Exceeded targets for reducing the number of young people entering the Youth Justice System, and for reducing re-offending.	✓
	Agreed an enhanced range of activities, support and provision for young people through the Breeze Youth Promise. Exceeded targets for participation in Breeze and Youth Service activities, and also for targeted activities for young people at risk. Succeeded in winning funding to further develop this through the multi-million pound MyPlace development	✓
	Developed strong arrangements for participation, engagement and leadership by children and young people including more and better school councils and our award-winning Youth Scrutiny and Youth on Health Group. Young people have contributed well to citywide priorities e.g. on the 'Power of Me' anti-bullying programme or the work of the Young People's Sexual Health Action Group on sexual health and teenage conception.	✓
Areas for development	<ul style="list-style-type: none"> • Reduce the proportion of looked after young People in the Youth Justice System. • Improve the proportion of looked after children who contribute to the planning and review of their care. 	●


What we have learned	Our work over the past three years has emphasised the powerful leadership potential of our young people	
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Achieve economic well-being

Successes	14-19 Education improved, with marked improvements in the proportion of young people achieving Level 2 qualifications, and slower but steady improvement at Level 1. Some vulnerable groups have narrowed the gap, and some schools have sharply raised outcomes.	
	Improved support for childcare and families, with the continued successful roll out of children's centres across Leeds, and improved support for families through the Family Support and Parenting Strategy.	
	Improving housing, employment and economic growth in the city over the period.	
Areas for development	<ul style="list-style-type: none"> • Raise the proportion of young people aged 16-18 in learning or work. • Continue work to reduce the proportion of children and young people who live in poverty, workless households or poor housing. • Sustain progress on poverty and housing in the current economic climate. 	
What we have learned	The persistence of multiple barriers to good outcomes for children living in deprivation and how this raises the risk of multiple poor outcomes. We have completed research to identify common risk factors and the characteristics of the most vulnerable children and young people.	

Transforming services and building the partnership

Successes	Developed strong and effective citywide children's trust arrangements that in some important ways lead the national agenda. OfSTED praised this approach in the 2007 inspection. We have set up new commissioning groups and targeted significant funding on innovation to deliver priorities.	
	Developed strong local leadership and partnerships through the development of 'Extended Services Clusters' and wedge based 'Local Children Leeds Partnerships'. Engagement is strong and improving and all local partnerships have agreed shared plans for the future.	
	Exceeded our targets for developing modernised, integrated extended services in schools and children's centres.	
	Good initial progress on key elements of integrating services such as Common Assessment Framework and ContactPoint and have led a range of national pilots such as Intensive Family Support and Budget Holding Lead Professional. More than 1,000 CAFs have now been completed in Leeds.	
Areas for development	<ul style="list-style-type: none"> • Respond to the changing national requirements for further strengthening children's trust arrangements. 	

	<ul style="list-style-type: none">• Further strengthen project and programme management of the complex change agenda.	
What we have learned	<p>We have learned the benefits of improved project and programme management to ensure proper control and direction of a wide change agenda.</p> <p>We have learned that innovation works to empower local solutions and improve outcomes.</p>	

Appendix B includes some more detail including a review of how we progressed against each of the priorities in the first children and young people's plan.

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The national and local policy context

This section is a very brief summary of a section of some of the major policy context. There are too many specific developments to mention here, but there will be many that impact during the period of this plan. The wider world will have a significant impact on our plans. In particular, the changing economic circumstances will require plans to improve efficiency and reduce costs, while the challenge of climate change will need a focus on sustainability in design and policy.

The government launched its 'Building Brighter Futures' national children's plan in December 2007. The plan sets out new priorities, plans and targets for children's services, supported by the subsequent publication of many linked strategies on key areas such as play, child health, Care Matters, 21st century schools, children's trust guidance and safeguarding. Key elements of the government's children's plan include:

- **Parents:** recognising the central role of parents; improving support and information for them, and increasing their role in schools
- **Play and positive activities:** the plan includes significant investment for play, and for activities for young people such as 'MyPlace' youth centres
- **Poverty:** the plan retains a strong focus on reducing child poverty, and its impact on outcomes
- **Central but changing role of schools:** schools and raising standards is a central part of the plan, including changes for governance, extended services and the national challenge. This approach has since been developed through '21st Century Schools'.
- **Extending learning:** the plan sets out the government's commitment and plans for raising the age of compulsory learning to 18, and reform of 14-19 learning.
- **Safeguarding:** the plan re-emphasises the government's commitment to strengthening safeguarding, but also seeks a better balance with the need to manage risk.

Lord Laming's review into child protection in England. This review followed the death of Baby P in the London Borough of Haringey. The review looks back at progress made since Lord Laming's initial recommendations for children's services in England following the Victoria Climbié inquiry in 2003. Lord Laming concluded that whilst progress has been made to implement reforms detailed in the Every Child Matters framework and the 2004 Children Act, there is much more that can and should be done to ensure the protection of vulnerable children and young people. This review has also informed the revised inspection framework that will contribute to the children's score for the Comprehensive Area Assessment of local councils.

The Leeds Strategic Plan (LSP). This plan describes the key priorities and targets for improving the city for 2008 - 2011. The LSP is supported by Leeds City Council, Primary Care Trust (NHS Leeds) and all other major local public and voluntary sector organisations. The LSP includes the Leeds Local Area Agreement, which is a set of local targets and funding agreed by the city and central government to help support the achievement of national and local priorities. The Leeds Strategic Plan includes a wide range of priorities and targets that directly and indirectly relate to children and children's services. These are set out in Appendix C. The Leeds Children and Young People's Plan is informed by the targets and outcomes in the Leeds Strategic Plan, and is focused on those areas where there is most risk, and where most joint effort is needed.

NHS Leeds Strategy. This strategy sets out the strategic vision to improve health and well being, reduce health inequalities and transform health services for the people of Leeds, by working with others and being a leading edge organisation. The strategy is written in the context of sustaining and developing strong and innovative partnerships, with ten strategic objectives, six priorities for action and ten key health outcomes.

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Section 4

Our immediate priorities

We have worked together across the children’s trust, with local children, young people and parents to agree our shared priorities. Later, in section six, we look ahead over the full period of this Plan and outline our long term ambitions for all children and young people, but in this section we focus on our urgent priorities for the areas we must address immediately.

The table below lists these immediate priorities, defining them either as specific outcomes we must improve, or as the key features of how we can work together better. Against each priority we use a tick chart to link back to our consultation, analysis and learning and show which influences have particularly lead to the inclusion of that priority.

Our immediate priorities		Priority for children	Priority for parents	Priority for services	Priority for inspectors	National priority	Leeds Strategic Plan priority	Narrowing the gap
Improving outcomes								
1	Improving outcomes for looked after children			✓		✓	✓	✓
2	Improving attendance and reducing persistent absence from school				✓	✓	✓	✓
3	Improving early learning and primary outcomes in deprived areas		✓		✓	✓	✓	✓
4	Providing places to go and things to do	✓	✓	✓		✓		✓
5	Raising the proportion of young people in education or work	✓	✓		✓	✓	✓	✓
6	Reducing child poverty	✓	✓	✓		✓	✓	✓
7	Reducing teenage conception		✓		✓	✓	✓	✓
8	Reducing the need for children to be in care			✓			✓	✓
Working together better								
9	Strengthening safeguarding		✓	✓	✓	✓	✓	✓
10	Enabling integrated working		✓	✓	✓	✓		✓

Selecting this limited set of priorities to focus on does not mean other areas, such as GCSE results, are unimportant, but rather that these priorities are the areas where we particularly believe we can change and to work together better to make a greater impact.

As indicated by the range of influences captured in the tick boxes above, our immediate priorities (and the longer-term ambitions we outline later) have been shaped by a wide range of views and information including:

- The views of local children, parents, councillors and the wider community
- The views of staff and organisations within children's services in Leeds
- The priorities and targets in other local and national plans
- Our reviews of progress and the changing context
- Our analysis of need and service performance, including the Leeds Joint Strategic Needs Assessment and the Children Leeds Needs Analysis.
- Feedback from inspectors and the Government, for example: the OfSTED Joint Area Review report; the Annual Performance Assessment letter; priorities agreed with the Government Office for Yorkshire and the Humber.
- An assessment of the level of risk of not achieving key national and local targets

Delivering our immediate priorities

For each of the **immediate priorities**, we will take a co-ordinated approach that gives us a collective focus on how we can improve in these areas. This incorporates:

- **Shared targets** – The table below summarises the targets against our immediate priorities and there are further details at appendix C (with work also linked into relevant strategies, and the plans of individual services and local partnerships). These targets mostly stem from the national indicator set, DCSF targets, the local area agreement within the Leeds Strategic Plan. Some targets are issues important to children and young people and captured in service plans. These targets are mostly represented as a percentage figure, as per the guidelines for the NI set. However, where it is possible to do so we have also translated this into actual numbers of children. This is shown in brackets next to the relevant percentage figure.
- **Shared action plans** – There are further details at appendix where we provide a very brief introduction to the immediate priority; show the targets, including a baseline and targets for 2009/2010 and 2010/2011; and the main actions that require collective effort to help achieve the priority. More detail behind these high level actions can be found in supporting plans or services plans.
- Increasingly **shared resource and commissioning plans**. These are discussed further in the next section.

Following the targets table, the next section provides more detail about how we will deliver these priorities, emphasising how services can work together better and the performance and resource management that underpins this.

Building Brighter Futures in Leeds

Priority	Measure	Leeds Baseline	Comparative/ similar Areas data	National	Target for 2009/10	Target for 2010/11
Improving outcomes for looked after children	NI 101* (DCSF) - Looked after children achieving 5 A* - C GCSEs or equivalent) at KS 4 (including maths and English)	4.0% (07/08 ac yr provisional)	Data not yet released by DCSF	Data not yet released by DCSF	17% (08/09 ac yr) 17 looked after children ¹	23.9% (09/10 ac yr) 22 looked after children
Improving attendance and reducing persistent absence from school	NI 87* ² (DCSF) - Secondary school 'Persistent Absence' rate (>20% absence)	7.9% (07/08 ac yr)	5.7% (07/08 ac yr)	5.6% (07/08 ac yr)	7.7% (08/09 ac yr) 125 fewer pupils from baseline	6.3% (09/10 ac yr) 692 fewer pupils from baseline
Improving early learning and primary outcomes in deprived areas	NI 92 ^{3*} (DCSF) - The gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and their peers	39.7% (07/08 ac yr)	34% (07/08 ac yr)	35.6% (07/08 ac yr)	30% (08/09 ac yr)	31.35% (09/10 ac yr)
	NI 76 ⁴ - Reduction in number of schools where fewer than 55% of pupils achieve level 4 or above in both English and Maths at KS2	28 Schools (07/08, ac yr)	Not applicable	Not applicable	11 (08/09 ac yr)	15 ⁵ (09/10 ac yr)
Providing places to go, things to do	NI 110 ^{6*} (PA) Young people's participation in positive activities	65.9%	67.3%	69.5% (national median 08/09)	70% by 2011 ⁷	70% by 2011
Raising the proportion of young people in education or work	NI 117*(LAA) - The proportion of young people aged 16-18 Not in Education, Employment or Training (also in the basket of poverty indicators)	9.1% approx 2000 young people	Data not yet released by DCSF	Data not yet released by DCSF	7.8%	6.8%
	N I79* (LAA) -Achievement of a level 2 qualification by the age of 19	65% (06/07 ac yr)	Data not yet released by DCSF	Data not yet released by DCSF	71.8% (08/09 ac yr) 595 more young people than baseline	75.2% (09/10 ac yr) 1134 more young people than baseline
Reducing Child Poverty	NI 116 - Proportion of children in poverty ⁸	**** See below	**** See below	**** See below	**** See below	**** See below
Reducing teenage conception	NI 112 - Under 18 conception rate (in the six wards with highest rates) (also in basket of poverty indicators)	50.4 (1998) = 641 women 48.1 (2007)	49 (2007)	41.7 (2007)	42.7	See footnote below ⁹
Reducing the need for children to be in care	LSP-HW2b(i)* (PA) - Number of Looked After Children per 10,000 population of young people	83.8 (07/08)	Local rather than national indicator	Local rather than national indicator	67.5	59.3

ac yr = academic year.

NB In order to provide as much information as possible where relevant, and where the information is accessible, we have detailed what a percentage means in terms of numbers of children/young people.

*Leeds Strategic Plan (LSP) Indicators – (LAA) Local Area Agreement; (PA) Partnership Agreed; (DCSF) Department for Children, Schools and Families;

** DCSF have not yet released comparative or national data. Comparative data will be included in the CYPP 2009-14 annual review.

***Local indicator, no comparative data available

****National definitions still under development. Leeds using a 'basket' of measures to help understand progress.

¹ Targets for 2009/10 and 20/11 based on value added predictions of pupils.

² Persistent absence is calculated as a percentage of enrolments not pupils – i.e. pupils count more than once in the denominator if they change schools in the same academic year.

³ PI measures the gap in scores between groups of children, not numbers of children achieving a certain level therefore the percentage result cannot be converted into a number of children.

⁴ This indicator involves a count of schools.

⁵ The target for 09/10 relates to academic year 08/09 and was set in Autumn 2007. Over the last year schools have gained a better understanding of what changes are needed to shift to the required level of performance and have set the 10/11 target to be more realistic in light of this information. The 10/11 target is on the right trajectory to meet the floor target of 19 schools by 2011.

⁶ This indicator is calculated from a sample. The sample size changes each year and we do not know how many children and young people will complete the survey.

⁷ There is not a target for 2010 for this indicator as the full data set will not be available until 2011 meaning performance cannot be assessed until this time.

⁸ Technical definition revised (Mar 09) to include low income working families as well as families on out of work benefits. Hub timetable doesn't give a date for this information to be made available - query raised with the Audit Commission. A basket of indicators have been developed at a local level to monitor the numerous different ways in which poverty is being addressed.

⁹ The 2010/11 target is under discussion with Government Office.

Section 5:

Delivering Our Plan

Our ability to improve outcomes to meet our immediate priorities and longer-term ambitions depends on the way we work together to deliver our Plan. There are three main strands to this:

- The way services work together, through **integrated working** principles and practices.
- The way we **manage our resources** to increasingly target them towards our priority areas.
- The way we **manage performance** to ensure levels of improvement are monitored and that we are accountable both individually as partners and collectively.

This section looks at each of these areas in turn: focusing firstly on the principles of how we will deliver more integrated working, some of the key areas of activity that make this possible and the programme management approach to support it; then looking at the use of our resources to support the delivery of the Plan; and finally outlining how the different strands of performance management ensure accountability for what is delivered.

Integrated Working

Improving safeguarding and; improving integrated working are immediate priorities in their own right, two of our longer-term ambitions, and are also wider features of how we want all those working with children and young people to take forward their approach to improving outcomes. We know that working together better is crucial, but it is also a broad concept and can mean different things to different people. To bring more clarity to what this means and the things we will do to achieve it, we have identified the key principles of our integrated working and why these are so important and the specific areas of work we are taking forward to make these principles a practical reality.

Principles that underpin integrated working in Leeds

Child centred services

We must continue to develop the way we organise our services around the needs and choices of children and young people, rather than historical organisational divides. This means being more ready to listen to children and young people and their parents, and being more prepared to be flexible in the way we work together, to make sure we are working as **'teams around a child'**. Through participation processes and giving children and families **'choice and voice'** in the support they want and need we aim to develop more **child and young person led services**.

'Think family'

Parents and families bring up children, not services and government. Parents and families are the first and most important people in ensuring children and young people's safety, security and wellbeing. Therefore, we will make sure our approach and our services inform, **support and work with parents and families to support them** in doing what is

best for their children. As part of this we will ensure our children's services work with adult and community services to support the whole family.

World class universal services for all

Our responsibility is to everyone growing up in Leeds, so we must ensure we provide high quality 'universal services' that all children and young people can use including children's centres, schools and GP services. These are the **services that work with and for all the children and young people of Leeds**, and that are likely to know them best and be able to support them best through their everyday work. We will make sure these services are world class in their facilities, staff, leadership and management so they can provide the best day to day and year-by-year support for all our children.

Prevention

Prevention is the best way to deal with problems. We will work to further develop a **shared preventative approach** that helps prevent problems. Our main strategy for developing prevention is to **build resilience**, supporting children, families and communities so they have the confidence, knowledge and skills to stay safe, better manage their lives and to support each other. This will require better information, advice, guidance and support for children, young people and families and clear entitlements to services so that they can better lead their own lives and access the support they need.

Early identification

Where prevention is not sufficient we will work to develop better-shared systems for identifying problems at an early stage. We aim to prevent problems for children and families escalating and becoming entrenched, harmful or chronic. This will rely on better **information sharing** and **closer local working** so that the professionals that know children and families best can share their views and concerns and act together. We will work through the shared '**Levels of Need and Service Response**' to improve understanding of risk and resilience and a better-informed and consistent response to need.

Shared assessment – a CAF - first city

Where problems are identified that need additional support it is important that all the professionals that know the child or family and those that could help all work together on a shared assessment. We will achieve this through ensuring all services use the **Common Assessment Framework (CAF)**.

The CAF will become the primary assessment process used by all agencies for entry into and exit from multi agency working where appropriate, looking holistically at the needs of each child and family. Through the CAF a single multi agency plan is agreed with the child, family and all partners. Alongside this we will ensure that **care pathways** are simplified and regularised to ensure specialist, targeted and universal services work together seamlessly. Over time these changes should drive wider developments in the range, quality and focus of children's services to improve safeguarding and this will help us to become a '**CAF- first city**'.

Shared response

Assessment is only of value if it leads to action and improvement. To ensure that Common Assessments lead to better, joined up action and shared support we will continue developing the role of the **Lead Professional**. Lead Professionals will manage the implementation of the shared plan, simplify communication for and to the child and family and will ensure all partners deliver. Lead professionals will ensure seamless transfer between services to make sure children and families do not become 'lost' between several professionals or services. The development of Lead Professionals is crucial to our approach to children's services as it gives a proper, clear leadership role to the expert professionals that best know the child, family and community. To further enhance this role we will develop staff and continue to expand the use of the **Early Intervention Fund** and new roles that allow front line staff and the families they work with more control over the resources they need.

Key processes to help us work together better

Integrated commissioning

Commissioning is key to enabling services to pool and **target resources to areas and issues of greatest need**. The specific focus on commissioning that has been a feature of Leeds children's trust arrangements has helped us to make good progress in this type of work and we will use commissioning as a lever to drive change, improve performance and deliver improved outcomes for children and young people.

Our single commissioning framework will support better joint working through more joined up commissioning at all levels, **citywide, local and individual, and across all partners**. This will enable improved value for money and a greater opportunity to develop joint solutions to key priorities. Engagement of front line staff, children, young people and their families as well as service providers will be critical to the implementation of successful commissioning.

Workforce reform

Working together better involves a culture change in the way we do things. This starts by challenging ourselves and asking - what do children and young people want from the people who work with them?

Our involvement with children and young people tells us we need a workforce with the skills, knowledge, behaviour and processes listed below:

- a workforce which is positive:
- that has a young outlook:
- that is relaxed in dealing with children and young people:
- that is open minded;
- unprejudiced; and
- trustworthy.

Behaviours which are characterised by:

- fairness:
- a trust and belief in the child or young person;
- a commitment to asking and listening;

- a helpfulness in creating understanding among their peers;
- not prejudging their needs or characteristics;
- keeping promises, and
- enabling ease of contact.

Processes are needed which:

- are transparent;
- honest;
- inspected and explained – with visible actions resulting;
- Provide channels to voice opinions;
- Are supported by enough resources/staffing;
- Are realistic; and
- Are without undue pressure or cause of unnecessary worries.

To achieve our ambitions for Leeds we support the Government's vision that everyone in the children and young people's workforce in 2020 will need to be:

- Ambitious for every child and young person;
- Excellent in their practice;
- Committed to partnership and integrated working; and
- Respected and valued as professionals.

We cannot achieve these ambitions if they are not led by the experts – the staff in our services. In order to provide high quality, joined-up services to children, young people and families in Leeds, we need to **empower our staff and build the most highly skilled, professional and representative workforce for our city**. For much of the workforce the working context has changed. Many people are trained in one area of work, but are now increasingly needed to work with other agencies and professionals from other backgrounds. We need staff to be able to work flexibly between agencies and use new shared tools and processes to help them work better together. This involves helping staff first understand, then accept, then lead the changes we need in our services and our city. We need to give our staff the confidence, knowledge and skills to grow and develop in their roles as our children's services grow and develop across the city.

Better skilled staff lead to better services and better outcomes for children and families. In particular we need to meet the national drive for a graduate-led early years workforce, a masters level qualifications for teachers and the development of a youth professional status, all of which will support the raising of skills and competency levels across the workforce.

We will reinforce knowledge and skills around safeguarding through a revision of training and development, ensuring that the safeguarding and welfare of children and young people is everyone's business.

The government has made clear its aims and plans in the National Workforce Reform Strategy. We will publish our own Strategy by December 2009 after a period of extensive consultation with staff and unions.

Extended services

Leeds has been very successful in developing extended services, and we will continue to build on this success. We will continue to **develop the range and quality of services based in or around schools, children's centres and other key sites such as GP surgeries**. We will continue to promote and enable the joint working and local neighbourhood children's services teams that are needed to support the further development of extended services in Leeds. Key developments will include the **'Seven Day Response'** teams in children's centres and **'Targeted Youth Support'** for young people.

Local partnerships, local leadership

Due to the size and diversity of Leeds it is particularly true that the **delivery and integration of services locally has the most direct impact on improving outcomes**. The pace of work in this area has increased significantly, with local teams coming together to review the partnerships, priorities and arrangements that help them to co ordinate their work around common goals.

This is helping to bring more consistency to the type of arrangements in place in different parts of the city, particularly through the establishment of local Children Leeds Partnerships, while also allowing the flexibility for different areas to respond to their unique needs and circumstances. In keeping with this approach, more of the work being initiated and commissioned to address priorities aims to target those parts of the city where those priorities are most significant. Getting ownership of this work from local services and representatives is crucial to make this effective.

Developing local integrated, extended services will require effective working and direction across the different communities of Leeds. To continue to support this we will continue to strengthen local partnerships in each 'wedge' and 'cluster' in Leeds. Alongside this we will empower, develop and support local leaders in their new roles. Lastly we will ensure there are strong links between these new leaders and partnerships and their counterparts in other local partnerships as well as with the local councillors and democratic structures of the city.

Integrated processes

New ways of working will need to be supported and informed by new, shared processes. These will be implemented through a range of national and local reforms.

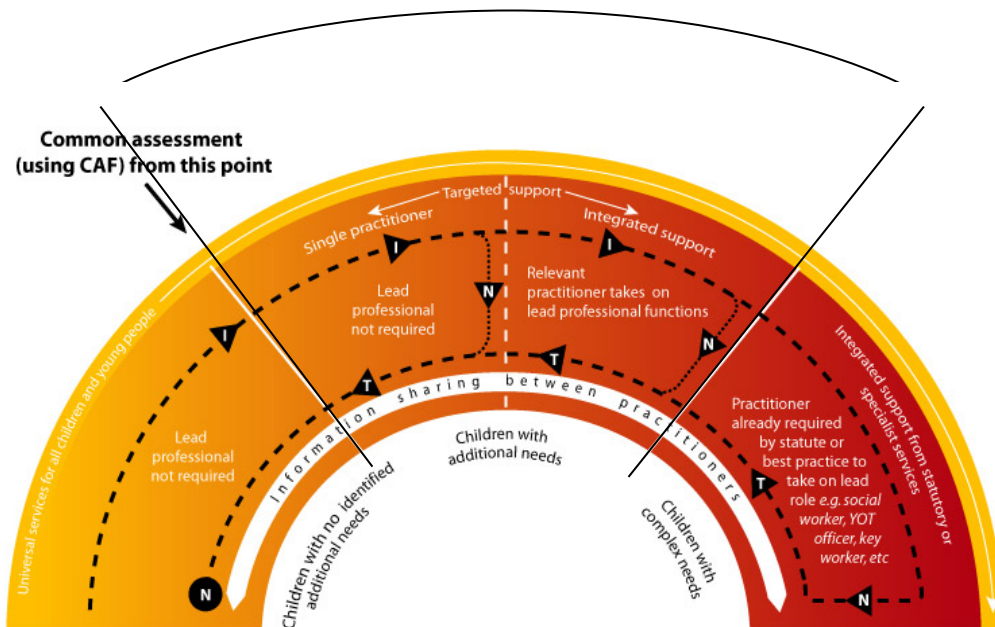
- The first is **ContactPoint**, which will work to improve communication and joint working between professionals by better sharing of information, for example, on who is working with each child, young person or family.
- The **Common Assessment Framework** is explained above, but this will be supported by an improved **'E-CAF'** IT system to better manage the process and produce analysis to inform future working.
- The **Integrated Children's System** is a new system of practice, information management and IT that will better manage information on children in need and those in care.
- The **Family Hub** will continue to be developed and will provide a full 'service directory' of services for children, young people and families, enabling both them and professionals to

access the support and services they need. Finally we will develop more shared and integrated 'signposting' services linked to the Family Hub and our **Contact Leeds** call centre to help talk to and advise children, families and professionals.

Levels of need and our change agenda

Drawing on the national model, Leeds is developing a common approach to understanding 'Levels of Need' and how services can best respond. Our particular concern is for those children and families that are on the margins between 'additional' and 'multiple additional' need, by this we mean those that have significant problems that are a major concern but are not sufficient to require specialist intervention. [This is shown in the graphic below]. All research and local experience has shown that this group of children and families is key and that without often significant support, problems can escalate leading to crisis and poor outcomes. However, at present this group can 'fall between' services as they have too many needs for universal services to manage but have too few to warrant the involvement of already stretched specialist services. Our aim is that services develop new approaches and better ways to work together to support these children and families. The main ways we will do this include having an agreed and understood range of activity to enable effective graduated responses to need. These responses will form a single plan for the child or family.

The 'windscreen' model



Taken together the principles and processes outlined above give us a framework for how working together better can be accomplished. Each of these areas of work is a significant challenge in its own right, so it is important that they are seen as part of a wider effort to bring services together more effectively and focus collective effort on improving outcomes.

Overseeing our approach to Integrated Working

We recognise the breadth and complexity of the different strands of work outlined above. To oversee and manage this, Children Leeds has introduced a framework for change

management that pulls together the many different activities that contribute to delivering these initiatives and brings a coherent structure to moving them forward. We have called this our '**programme management**'. This approach give senior Children's Services leaders a framework through which they can regularly monitor and co-ordinate the different elements of integrated working so challenges can be addressed and momentum is maintained.

Resource management

We will require the joint effort and resources of all local partners to **target resources more effectively on our shared priorities**, and to work together to commission services, in order to achieve the priorities in the plan.

Once this plan is agreed, the Integrated Strategic Commissioning Board will lead on a programme to better focus all partners' resourcing and commissioning plans on the priorities and ambitions set out in this plan. This will be developed through budget and commissioning plans to be confirmed in Autumn/Winter 2009.

Within the context of an extremely tight financial settlement (Comprehensive Spending Review 2007), enabling improved outcomes for children and young people depends significantly on the effective management of our resources. Each year we will invest significant resources into services that support children, young people and families and over the length of this plan, our strategy is to clearly align these resources to our agreed priorities and to bring together budgets and other resources in an integrated and transparent way.

Our medium-term financial strategy recognises the need to continue to invest resources into preventative services and targeted early intervention whilst also prioritising investment into safeguarding and child protection.

Also, through our devolved budgetary strategy we will further align operational and financial decision-making and accountability at the most practical level. We will empower front-line staff by streamlining bureaucracy and re-aligning resources to the front line, in part by mainstreaming the principles of the Budget Holding Lead Professional.

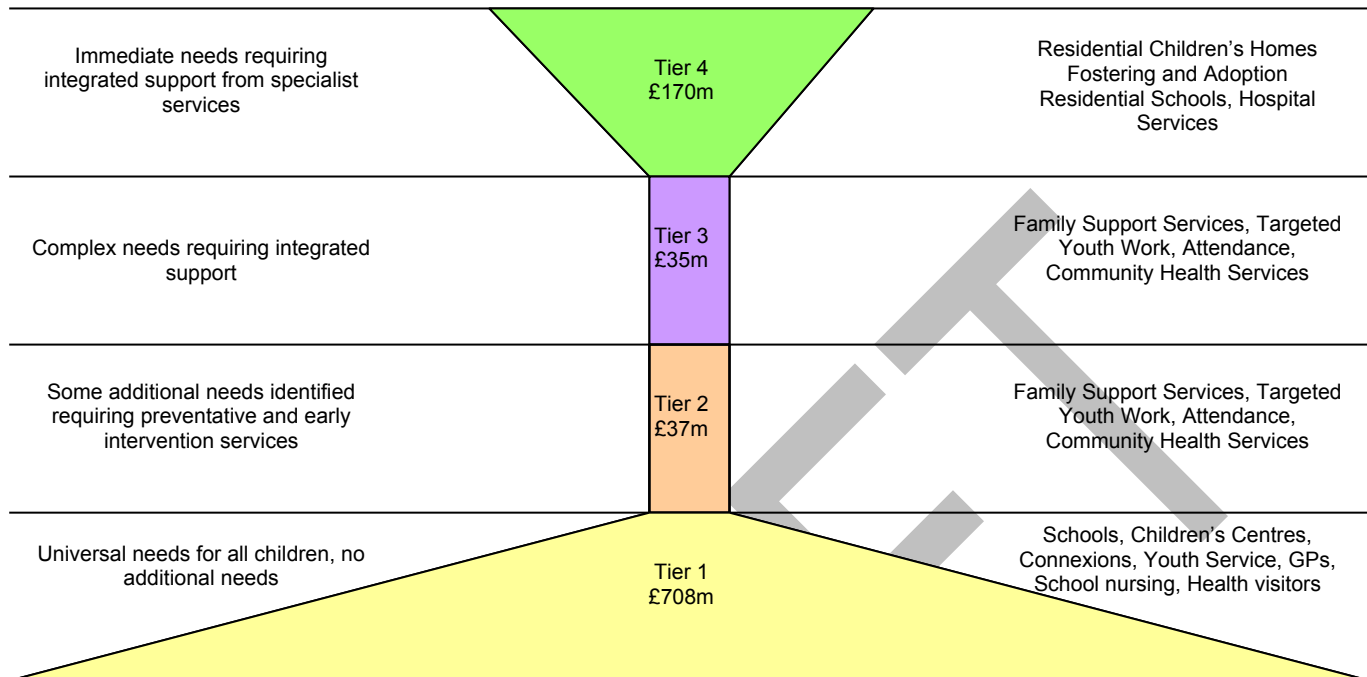
Our resources

A total budget of £950m is available in 2009/2010 to resource the priorities set out in this plan. The total revenue budget spend (2009/2010 budgets) broken down across the five Every Child Matters outcomes is:

Be Healthy	Stay Safe	Enjoy and Achieve	Making a Positive Contribution	Economic Well Being	Total
£184m (19.37%)	£70m (7.32%)	£655m (68.99%)	£23m (2.42%)	£18m (1.90%)	£950m (100%)

The summary analysis below shows how the spending is allocated between universal, targeted preventative and specialist services. The aim is to increase the proportion of

early intervention and targeted preventative services and decrease the proportion of spend in the integrated specialist services.



How we manage our resources

Our intention, through the Integrated Strategic Commissioning Board is to integrate as far as possible the budget processes for the council and partner agencies and to use statutory powers (for example, Section 75 of the NHS Act 2006) and other non-statutory flexibilities (aligned budgets) to develop jointly-funded pooled budgets. This will link in and feed to the overall Public Sector Resources Partnership Group for the city that is working to use resources effectively and deliver the priorities in the Leeds Strategic Plan.

Our budget planning and monitoring incorporates comparative information (for example, Section 52 and information from benchmarking clubs) to challenge value for money and to identify areas of relative high/low resourcing. We also use Performance Data, Risk Assessments and Impact Assessments to inform how resources should be prioritised.

The key working hypotheses that underpinned our financial strategy are that;

- Through exploration of the further implementation of integrated, locality based services we can increase value for money and create efficiencies.
- Through close integration and rationalisation of back-office, support functions and management we can reduce cost, improve service quality and redirect resources to front-line service provision.
- By further targeting the resources invested in preventative services and early intervention we can reduce the need for children and young people to become looked after.
- Through implementing the commissioning strategy and contracting arrangements we can work with in-house and external providers to create efficiencies whilst improving service provision.

Our key resources priorities for 2009/2010

- Develop an integrated financial strategy across relevant partners based on the agreed priorities in this plan.
- Further develop the integration of performance and value for money information into financial reporting and embed our financial benchmarking with other organisations.
- Develop integrated processes to manage external funding and integrate with base budgets.
- Provide financial reports to the Integrated Strategic Commissioning Board monitoring spend against budgets.
- Further align resources and budgets (including external and grant funding).
- Further develop procurement processes and contracting to ensure value for money for bought-in services.

Our key resources priorities for 2009/2014

- Develop and implement jointly-funded pooled budgets where appropriate.
- Continue to prioritise resources into prevention and early intervention.
- Align financial and budget management to support the developing commissioning strategy.
- Further develop governance and control systems to support children's services across the partnership.

Monitoring performance: accountability

We will use a range of roles, responsibilities and processes of performance management to ensure the plan is implemented effectively. These are summarised as follows:

Reporting to children and young people: To make performance information clear and accessible to young people an annual 'report card' of progress will be produced and distributed through the Youth Council, school councils and Reach Out and Reconnect (ROAR).

Children's trust arrangements: There are several ways in which the different strands of Leeds' children's trust arrangements will manage performance:

- The **Director of Children's Services (DCS)**: The Director of Children's Services has overall accountability for ensuring that partners work together to deliver the priorities of the plan. With support from the DCS Unit; Chief Officers; and the Chief Executive of Education Leeds, the Director will take an overview of progress, support the trust arrangements to deliver the priorities, provide timely information to political bodies (see below) and help to target strategic and local resources to maximise impact.
- Our **Children Leeds Partnership**: the large body of partner representatives from across the city that support policy development, information sharing and input from young people, chaired by the Executive Member for Children's Services. It will continue to focus on engaging partners around different priorities from the plan at its meetings as

well as receiving timely overview reports across all priorities. This will inform support, advise and challenge on the annual review of the plan.

- Our **Integrated Strategic Commissioning Board**: the smaller body of key senior representatives from those organisations named under the duty to co-operate or identified as key partners, through detailed performance and resource management and as part of commissioning across the city. It will receive the more detailed performance information relating to priorities and targets in the plan several times each year, helping to target resources, address underperformance and ensure partners implement designated actions. A major progress review by the Board in the autumn will help to shape the following year's budget and commissioning cycle.
- Our **Leeds Safeguarding Children Board**: the body of key representatives from the main safeguarding agencies working with children and young people (that is independently chaired) will monitor progress on safeguarding initiatives and performance as well as overseeing the completion and implementation of Serious Case Reviews.
- Our **locality based partnership arrangements**: the local element of our trust arrangements is key to both the delivery of front-line services and providing the intelligence and expertise to help the other aspects of the arrangements make informed and timely responses to need. Local partnerships and clusters will agree their own plans to show how they support the priorities and themes of the city-wide Plan. Regular reviews of progress will inform reporting to local Area Committees (see below).

In addition, lead performance management officers will meet regularly through a children's services performance board to bring together and monitor performance data and service plans, and refer information to other groups where necessary.

These performance management processes and reporting arrangements are part of the Council's, and Leeds Initiative's, overall arrangements with the Leeds Strategic Plan.

Democratic involvement

Local elected members have an absolutely key role to play in scrutinising, monitoring and supporting the delivery of the Children and Young People's Plan.

- The Executive Member for Children's Services has overall political accountability for the plan's delivery and will receive regular information through both the Director of Children's Services and in the role of chair of the Children Leeds Partnership.
- The Full Council must approve the Children and Young People's Plan before it is submitted to government.
- The Council's Executive Board, as well as making key decisions that support delivery of the plan's priorities, will receive timely updates on overall progress and specific details relating to key, new national legislation and the outcomes of performance inspections.
- The Council's Children's Services Scrutiny Board will continue its well-established process of receiving quarterly performance information that includes an update on work across the children's trust arrangements and specific focus on each of the short-term priorities from the plan in turn. The Board will also continue conducting more detailed reviews that support service improvement.
- The Corporate Governance and Audit Committee will receive details of key inspections and external audits of children's services and help to monitor action plans in response to this. It will be kept informed of developments with implications for local governance arrangements.

- The Council's 10 Area Committees will support delivery of the plan locally through regular localised performance information focussing on priorities with a particular relevance to the local area and through the Area Delivery Plans. The role of a Children's Member Champion on each Committee will be developed to provide an advocacy role for considering children and young people issues. A 'corporate carer' representative from each Area Committee makes up the city-wide Corporate Carers Group that focuses specifically on outcomes for looked after children. Additionally many councillors are governors of schools and children's centres.

External inspection

Leeds has learnt significantly from both the Joint Area Review and Annual Performance Assessment inspections carried out in recent years, as well as the more service-specific inspections relating to early years, schools and colleges, social care services and Youth Offending, amongst others. The new Ofsted Inspection Framework as part of the Comprehensive Area Assessment will focus closer scrutiny specifically on safeguarding and looked after children's services. Leeds will continue to learn from, report on and respond to the various external inspections across children's services and use this to inform performance monitoring and future reviews of the Children and Young People's Plan.

Section 6

Our long term ambitions

In addition to the immediate priorities discussed in section 4, we also see the importance of setting out longer term ambitions, recognising that the Every Child Matters children's services agenda is a long term national and local change programme.

Like our immediate priorities, these ambitions reflect the learning from our consultation, analysis and external feedback and again we use the tick chart to show which influences have particularly lead to the inclusion of that ambition. Many of these ambitions have a clear link with our more specific immediate priorities, but by looking over the longer term they also recognise the importance of a wider range of work to bring about improvements in outcomes across many important aspects of children and young people's lives.

Our long term ambitions.		Priority for children	Priority for parents	Priority for services	Priority for inspectors	National priority	Leeds Strategic Plan priority	Narrowing the gap
All children and young people:								
1	Are safe and secure	✓	✓	✓	✓	✓	✓	✓
2	Are safe and supported in stronger communities	✓	✓				✓	✓
3	Are helped to narrow the gap			✓			✓	✓
4	Are thriving in learning		✓		✓	✓	✓	✓
5	Are safe and supported in stronger families	✓	✓	✓	✓	✓	✓	✓
6	Enjoy life and have places to go and things to do	✓	✓			✓		✓
7	Make the right choices	✓	✓			✓		✓
8	Make a good start		✓		✓	✓	✓	✓
9	Are supported by excellent, integrated working.		✓	✓	✓	✓		✓

Delivering our long term ambitions

This section below sets out in some detail our strategies for delivering our long term ambitions to improve outcomes, describing how we will deliver change over the next five years. This is intended to show how we will continue to manage change to improve outcomes and services for children, and how we plan to work towards the challenging targets for 2020 set out in the national Children's Plan. It provides a summary of our vision, objectives and the key actions we plan to take over the next five years against each ambition. As such it is less detailed than the action plans for the immediate priorities, but it can be used for planning and commissioning purposes.

Ambition 1

All children and young people are safe and secure

Rationale

For children and young people to be able to achieve the best possible outcomes they need to be safe and secure. Safeguarding children and young people is therefore a local as well as national priority and is a key foundation in our approach to the planning and delivery of services across Leeds.

Every year services provided for children in Leeds are assessed by Ofsted and the 2008 Annual Performance Assessment of children's services in Leeds judged the overall standard of safeguarding work to be 'adequate'. This suggests that while there are many things we are doing well there are areas where we can improve to further ensure that all children in Leeds feel safe and secure.

All organisations working with children and young people in the city are committed to improving the quality and impact of what they do to ensure that the safeguarding needs of children and young people are identified, assessed accurately and responded to with effective and appropriate services.

Our needs analysis shows that:

We are making good progress in:

- Agencies understanding the role that they play in contributing to safeguarding and promoting the wellbeing of children and young people.
- Supporting and challenging agencies to evaluate the effectiveness of their safeguarding arrangements as set out in section (11) of the Children Act 2004 (the 'duty to safeguard').
- Developing interagency processes and procedures which help agencies to work together to protect children and young people.
- Embedding safe recruitment processes and improving our response to allegations made against staff in order to reduce the risk of children and young people of being abused by professionals.
- Putting in place arrangements to investigate and analyse all deaths of children and young people in Leeds, which can provide information about how to reduce the number of deaths that are preventable.

We aim to make more progress in:

- Ensuring all agencies are clear about the contribution they can and must make in working together to keep children and young people safe and secure.
- Informing communities and members of the public about safeguarding issues and how they can help to promote the welfare of our children and young people.
- Listening to what children and young people can tell us about the challenges they experience in keeping safe and in moving toward adulthood.
- Ensuring that Children and Young People's Social Care, the lead professional agency for child protection, is able to provide consistently high quality investigation,

assessment and intervention services for those children and young people who are suffering, or at risk of suffering, significant harm.

- Helping adult and children's services to work more effectively together where children and young people are living in families where their parents / carers have problems of their own which undermine their ability to parent.
- Increasing the number of staff who access high quality interagency and multi agency safeguarding training.
- Learning lessons when things go wrong and making changes that improve services for the future.
- Identifying underperformance in safeguarding practice so that improvements can be made for the benefit of children and young people.

Our vision for 2014

By 2014 we aim to achieve:

Safeguarding services for families, children and young people are inclusive, comprehensive, effective and efficient.

- Agencies that work well together in a framework that engages children and young people when they need extra help and intervenes appropriately if they become vulnerable or at risk of harm.
- Services for children and young people that are consistently improved by learning through experience and are modified in response to changing pressures and circumstances.
- The effective monitoring and quality assurance of inter-agency safeguarding activity by the Leeds Safeguarding Children Board.

Key actions:

- Enhance and embed Leeds Safeguarding Children Board's ability to hold partner agencies to account for the adequacy of their safeguarding work through monitoring and quality assuring their services and their contribution to interagency activity.
- Support partner organisations in following up reviews, inspections and evaluations of their services with improvement plans.
- Improved arrangements for commissioning and service planning to ensure that safeguarding is an integral part of the planning, commissioning, procurement, delivery and review of all local services.
- Implement and develop the Children and Young People's Social Care Transformation Programme.
- Develop efficient and more focused processes for managing Serious Case Reviews that learn lessons from deaths and life threatening injuries of children and young people where abuse or neglect is known or suspected to have been a factor.
- Use the analysis of children and young people's deaths to make changes in the way services operate in order to reduce the number of deaths that are preventable.
- Embed and broaden the implementation of processes designed to ensure the safe recruitment, selection and management of staff who work with children and young people.
- Initiate a communication strategy designed to keep all the citizens of Leeds informed about safeguarding issues and to receive feedback about issues and proposals for new developments.

Ambition 2 –

All children and young people are supported by safer, stronger communities

Rationale

Strong, harmonious and safe communities are important for everyone. Our children and young people deserve to feel safe, trusted and valued in their schools and communities by all generations. We need to build respect and understanding between different groups of children and young people, and between young people and the wider communities. This is particularly important as the city changes and new populations integrate into existing communities. We need to support children and young people, and help them to use their energy and enthusiasm to become active, empowered citizens. We need to support communities to be empowered, and to foster local organisations to take more of a role in supporting their children and young people. We need to encourage everyone, including children and young people, to take responsibility for the safety of themselves and others particularly as road users, whether they be pedestrians, cyclists, drivers/riders or passengers in vehicles.

Our needs analysis shows that:

- Children and young people share many adult concerns about their communities and are worried about crime, drugs, gangs and litter.
- Most children and young people feel safe in Leeds, but a significant minority (approximately one in four) do not feel safe in their local neighbourhood.
- Too many children and young people are victims of discrimination, bullying or crime. For example one in three children and young people report that they have been bullied, and one in twenty report being bullied every day.
- Most children and young people are active in their communities; 59 have given their time to help a charity, local voluntary group or a neighbour.
- In 2007 there was a total of 339 child (0-15yrs) casualties as a result of road traffic collisions in Leeds distributed as follows :- 155 pedestrians (46%), 111 car passengers (33%), 42 pedal cyclists (12%) and 21 bus passengers (7%).
- In 2007 there was also a total of 355 (16-19yrs) casualties as a result of road traffic collisions in Leeds distributed as follows:- 116 car passengers (33%), 104 car drivers (29%), 57 Motorcycles/scooters, riders or passengers (16%), 52 pedestrians (15%) and 15 pedal cyclists (5%).

Our vision for 2014

By 2014 we aim to achieve:

- Every child and young person has a sense of belonging and takes responsibility for their role in their community.
- Every child and young person feels safe in their local area.

Key actions

- Continue to work to reduce bullying and harassment through the 'Power of Me' Strategy. This includes the work of Anti-Bullying Ambassadors and improved peer support. It also includes improving the monitoring of incidents and community tensions to inform direct action.

- Increase the number of children and young people engaged in activities that give them responsibility, meet community needs and improve their quality of life. This will include: restorative justice and youth inclusion programmes and promoting volunteering among children and young people.
- Improve the range and quality of play, leisure and social activities for children and young people. This also means improving opportunities for all (See 'Places to go and things to do' Priority Action Plan in Appendix D)
- Create safer environments by tackling crime through early identification of young people at risk of anti social behaviour or crime, and through high visibility patrols and awareness raising activities.
- Foster tolerance and reduce community tensions through intergenerational and inter community events and projects, improve the skills of our workforce, improve, support for new arrivals and initiatives to support the Preventing Violent Extremism initiative.
- Improve road safety through improved pedestrian and cycle training and road improvements.
- Improve safety for children and young people in their schools and neighbourhoods through promoting and supporting Safer Schools Partnerships.

Related Leeds strategic plan priorities

- Reduce bullying and harassment.
- Increase the number of local people engaged in activities that meet community needs and improve quality of life.
- Create safer environments by tackling crime.
- Increase the sense of belonging and pride in local neighbourhoods that help to build cohesive communities.
- Improve road safety for all our citizens.

Ambition 3

All children and young people in Leeds are helped to narrow the gap between themselves, their peers, and their community.

Rationale

In line with the Leeds Strategic Plan, the first Leeds Children and Young People's Plan made a commitment to narrow the gap for those children and young people who are more likely to have poor outcomes. Our plan highlighted four key groups: looked after children and young people; disabled children and young people; black and minority ethnic children and young people and children and young people from deprived families. Whilst we have made some progress, for example in raising school attainment for some groups, the gap in outcomes remains significant and therefore a strong, sustained focus on these children is needed.

Our needs analysis shows that although there are exceptions, statistically:

- Looked after children in Leeds are more likely to be classed as underachievers in school, more likely to be absent or excluded, more likely to not be in education post-16, more likely to offend and/or exhibit other risk taking behaviour, more likely to have a higher rate of teenage conceptions and an increased likelihood of experiencing mental health difficulties.
- Disabled children and young people are more likely to live in poverty and are more likely to not realise their full potential compared to other pupils at the same school
- Black and minority ethnic children and young people are more likely to experience a range of poor outcomes than the Leeds average, though this varies between communities. In particular young people from Bangladeshi, Pakistani, Black Caribbean, Black African, Gypsy, Roma and Traveller communities are more at risk of low attainment in school and can also be more likely to suffer from a range of poor health outcomes.
- Children and young people from deprived backgrounds are more likely to experience a range of poor outcomes throughout their lives ranging from a higher risk of infant mortality through to significantly lower attainment at GCSE and more likely to then go on to not being in education, employment or training.
- Socio-economic factors are inter-related, for example some groups are more likely to have lower incomes and live in deprived neighbourhoods. In addition, we are aware through our research into common factors, that the interaction of multiple factors can have a varying and often significant impact on outcomes. These include health, education, aspirations and poverty to name a few.

Our Vision for 2014

By 2014 we aim to achieve:

- We will deliver on a demanding promise to all our Looked After Children and care leavers.
- All services working together to ensure that children and young people only enter care when their safety or wellbeing cannot be maintained within their family.
- Reduce the number of children and families living in poverty.

- All disabled children and young people enjoy full access to a range of excellent inclusive services to achieve their full potential alongside their peers.
- All children and young people are able to achieve their potential and fulfil their aspirations, irrespective of background or early disadvantage.
- A better range and quality of short break provision for children and young people with disabilities.

Key actions

- Work with all local services and communities to provide more coordinated help for children, young people and families living in poverty and workless households (see Child Poverty Priority Action Plan in Appendix D).
- Implement our Priority Action Plan for Looked After Children and Young People (see Appendix D).
- Target support to improve learning outcomes for children and young people from deprived communities (See NEET and Early Learning Outcomes Action Plans in Appendix D).
- Improve learning for the most vulnerable children and young people through the Leeds Inclusive Learning Strategy and 14-19 Strategy.
- Implement a more integrated approach to assessment and service delivery for the most vulnerable children and families through the use of the Common Assessment Framework, Early Intervention Fund and the wider Family Support Strategy.
- Provide extra support for Young Carers through the Leeds Young Carers Strategy
- Implement the Leeds Aiming High for Disabled Children Strategy (see below).

Leeds Aiming High for Disabled Children Strategy

At Children Leeds our vision is for every child and young person in Leeds to be happy, healthy, safe and successful, and free from the effects of poverty. We recognise that disabled children are at the centre of the Every Child Matters agenda and are committed that every disabled child and young person (including children with complex health needs or limiting conditions) should be supported to reach their potential.

Leeds has signed up to the national Every Disabled Child Matters charter and we have developed the Leeds Aiming High for Disabled Children Strategy, which sets out key strategic objectives for 2008 - 2011 and is underpinned by a more detailed work programme. Strategic planning and delivery will be closely aligned with the Leeds Inclusive Learning Strategy and with the Emotional Health Strategy.

This strategy has fourteen key strategic objectives that will inform the more detailed work programme. These are:

- | | |
|-----------------------------------|--|
| ▪ <i>Robust data</i> | ▪ <i>Transport</i> |
| ▪ <i>Information for families</i> | ▪ <i>Child care</i> |
| ▪ <i>Participation</i> | ▪ <i>Transition to adult services</i> |
| ▪ <i>Early support</i> | ▪ <i>Self directed services</i> |
| ▪ <i>Assessment</i> | ▪ <i>Palliative care</i> |
| ▪ <i>Play and leisure</i> | ▪ <i>Continuing care</i> |
| ▪ <i>Short breaks</i> | ▪ <i>Equipment and housing adaptations</i> |

Related Leeds strategic plan priorities

- Improve learning outcomes for 16 year olds, with a focus on narrowing the gap.
- Improve learning outcomes and skills levels for 19 year olds.
- Increase the proportion of vulnerable groups engaged in education, training or employment.
- Increase financial inclusion in deprived areas.
- Reduce worklessness across the city with a focus on deprived areas.

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Ambition 4

All children and young people are thriving in learning

Rationale

Being engaged in learning is important not only for success, but for gaining the knowledge, skills and qualifications to compete in the world today. It is also important to make sure children and young people are happy, healthy and safe in a supportive learning environment.

Our needs analysis shows that:

- Outcomes in primary schools are close to the national average, and have improved slowly, in line with the national trend. Schools and learners in more deprived areas face particular challenges.
- Outcomes in secondary schools have improved significantly. However, in some schools, such as those identified in the National Challenge, too many learners continue to have relatively poor outcomes. Poor outcomes are more common in deprived areas, for looked after children and some black and minority ethnic groups.
- A relatively high proportion of young people (10%, in January 2009) in Leeds are not in employment, education or training after the age of 16. Learners with lower achievement in school are more likely to be in this group.
- Qualification levels at age 19 in Leeds are below the average for similar areas.
- Leeds has relatively low levels of attendance in secondary schools, and nearly 1 in 10 learners are 'persistently absent'.
- The diversity, skills and capacity of our current learning provision does not meet the needs of all children and young people as successfully as we would want.

Our Vision for 2014

By 2014 we aim to achieve:

- All learners will have an Individual Learning Plan that will take into account personal circumstances and be tailored to reflect their needs, including access and additional support needs.
- All learners will have a dedicated personal support from a coach or mentor.
- All young people will be engaged with and successful in appropriate learning up to the age of 18.
- A greater choice of learning routes and pathways to support every young person's entitlement to learning and development.
- A rich variety of different models of 21st century learning environments working in close collaborative partnerships for the benefit of young people.
- All children and young people will be active participants in shaping their own learning and that of their peers.
- Families, parents and carers are empowered to support their children's development and learning.
- Every learner in Leeds will have access to high quality learning environments that promote their health, safety and wellbeing, as well as a learning environment that stimulates and promotes achievement and that enables all learners to achieve their maximum potential.

- Every child and young person will be able to attend their successful local school and be supported by their friends and peers.
- Through their school, children centre, college or other learning centre children and young people will be able to access and benefit from additional support when required.
- Children and young people with more complex needs will continue to benefit from specialist services and provision including provision in special schools.
- The voice of parents and parental preference will be strengthened.
- There will be increased opportunities for the participation of children and young people.

Key Actions

- Improve learning outcomes for the learners in early years and primary schools (see Priority Action Plan in Appendix D).
- Improve the proportion of young people in learning and work (see Priority Action Plan in Appendix D).
- Reduce persistent absence (See Priority Action Plan in Appendix D).
- Implement the 14-19 Strategy to improve curriculum choice, progression and support (*see 14-19 section below*).
- Invest in learning sites through the Building Schools for the Future programme and Primary Capital Programme.
- Improve personalised support for learners through the e-Individual Learning Plan and additional mentoring and coaching support.
- Engage parents and families in wider family learning and supporting the learning of their child.

Related Leeds strategic plan priorities:

- Improve learning outcomes for 16 year olds, with a focus on narrowing the gap
- Improve learning outcomes and skills levels for 19 year olds.
- Increase the proportion of vulnerable groups engaged in education, training or employment.

National goals for 2020

- Every child is ready for secondary school, with at least 90% achieving at or above the expected level in both English and mathematics by age 11.
- Every young person with the skills for adult life and further study, with at least 90% achieving the equivalent of five higher level GCSEs by age 19; and at least 70% achieving the equivalent of two A levels by age 19.
- Employers are satisfied with young people's readiness for work.

13-19 (25) LEARNING AND SUPPORT

Introduction

Preparing young people for life and work is a key part of the local and national agenda for children's services. Significant changes are planned to ensure that young people have the skills they need to be successful in the 21st century global economy.

From 2013 all young people will be required to stay at school, college or in some kind of training until their 17th birthday, and from 2015 until they are 18. And every young person will have an entitlement to choose from a modernised and personalised curriculum, including the new Diploma or an Apprenticeship. We recognise that qualifications alone are not enough, which is why the 14-19 entitlement also includes high quality information, advice and guidance and access to positive activities.

To deliver these changes to young people in Leeds we will work in city-wide partnerships between schools, colleges, work-based learning providers, Connexions and youth-work professionals. We will also ensure we respond to local needs by working at neighbourhood level with young people and professionals who understand young people.

The 13-19 (25) Learning and Support Plan will bring this work together to ensure we are efficient, effective and accountable; it recognises that our responsibility begins at age 13 and, for young people who have learning difficulties or disabilities, continues to age 25.

Our Priorities

The 13-19 (25) Learning & Support Plan is linked to the Children and Young People's Plan - we have identified four priorities that echo and build on the over-arching priorities for all young people in the city:

1. Improving outcomes for young people at 16 and 19 (narrowing the gap)
2. Improving the quality of 13-19 (25) provision
3. Raising the proportion of young people in education or work
4. Developing an integrated strategy to commission 13-19 (25) provision effectively

These priorities will help us build on our successes and address the stubborn issues that are barriers to a happy and successful adulthood for young people in Leeds.

More young people are already choosing to continue their education beyond 16, and getting the qualifications they need - Level 1 (at least one GCSE A-C or equivalent) and especially Level 2 (five GCSEs A-C or equivalent). Leeds has successfully introduced the first Diplomas in Creative and Media and Construction and five more subjects will be available in September 2009.

But we also know that some vulnerable groups of young people are not getting the qualifications they need and there is a high overall rate of young people who are not in education, employment or training. We need to do more to ensure Apprenticeships are available to everyone who wants one and increase the number of young people who achieve Level 3 qualifications.

Themes

We will focus our activity and understanding using four themes:

Curriculum: delivering the 14-19 entitlement including 14 Diplomas for 14-16 year olds, 17 Diplomas for 16-18 year old and the Foundation Learning Tier - wherever a young person lives in the city.

Quality: ensuring that high quality is guaranteed wherever a young person chooses to learn or seek advice.

Support: making high quality and impartial information, advice and guidance available so that young people feel supported to make positive choices about their education and life.

Planning and Funding: putting in place robust structures to underpin our work and help us put our resources where they will be most effective.

The 13-19 (25) Learning and Support Plan is supported by solid data and information that is regularly updated. It is available via the Children Leeds website.

Ambition 5

All children and young people are supported by stronger families

Rationale

We know services do not bring up children – parents, carers and families do. We know that poverty is at the root of most poor outcomes for families. The role of services is to provide support for parents, carers and the wider family. We also recognise that families' cultures and values have an impact on their needs. This support will have to become more flexible as families' needs change and we will work in new ways to give families the chance to choose the help they need. Most families need little help; some however, are more vulnerable and have complex needs, which require a range of responses in proportion to their level of need. For those at most risk, there needs to be the strongest safeguards to protect vulnerable children and families, and where necessary services must intervene. Where children need to be cared for by the Local Authority, we need to ensure the provision is of the highest standard and their outcomes match those of their peers.

Our needs analysis shows that:

- Parents and carers say that we need to improve outcomes for looked after children; services need to work together better and be structured in a way that they engage parents and support the whole family.
- Leeds has a relatively high proportion of looked after children, roughly 50% higher than in similar areas.
- Parental substance misuse and mental health problems are a key factor in family breakdown and children's needs. Analysis suggests that this is a growing problem for Leeds.
- Poor and overcrowded housing is a common factor in the lives of most vulnerable families.
- 3.8 million children live in poverty in the UK, equating to one in three children, one in five live in workless households.
- Leeds families are changing with more lone parents, unmarried parents, same sex parents, young carers and non-English speaking families, with a growth in the number of BME families in inner city areas.

Our vision for 2014

By 2014 we aim to achieve:

- A significant reduction in the number of children living in poverty in Leeds.
- A stronger voice for families in shaping the development and commissioning of services.
- A world class social care service for our most vulnerable children, young people and families.
- An integrated network of high quality information and advice for parents, online, in one-stop centres and in our schools, children's centres and health centres.
- Accessible high quality family and parenting support services available to all families, with a rapid multi agency response for those with acute additional needs.
- Greater opportunities for families to live independently in quality, affordable housing.

Key actions

- A reduction in the number of children living in poverty (see Child Poverty Priority Action Plan in Appendix D).
- Intensive, targeted support for those families and children most at risk (See Reducing the Need for Care Priority Action Plan in Appendix D).
- Improved information and advice for parents through the Family Information Service which is joined up with the national parents know-how site.
- A 'Think Family' approach is developed through our Family Support and Parenting Strategy, which joins up services that support both children and adults, for example housing, mental health and substance misuse services.
- Develop more effective identification of need and co-ordination of joined up support through the use of the Common Assessment Framework (CAF) and the Early Intervention Fund.
- Ensure all children's services support the Leeds Domestic Violence Strategy.

Related Leeds strategic plan priorities

- Improve assessment and care management for children and families.
- Improve our safeguarding arrangements.
- Reduce the number of children in poverty.
- Reduce worklessness across the city with a focus on deprived areas.
- Increase the number of decent homes.
- Increase the number of affordable homes.
- Reduce in the number of homeless people.
- Reduce the number of people who are not able to heat their home adequately.

National goals for 2020

- Parents satisfied with the information and support they receive.
- Child poverty halved by 2010 and eradicated by 2020.

Ambition 6

All children and young people enjoy life and have 'places to go and things to do'

Rationale

Our children and young people need and deserve to enjoy childhood. In general young people have greater wealth and more opportunities than in previous generations, but are in other ways under more scrutiny, pressure and constraint than ever before. We need to work together to make Leeds a child friendly and play friendly city, where children and young people can enjoy life through play, sports and arts. We need to pay particular attention to those children and young people who face additional barriers to accessing opportunities whether due to cost, transport, safety or of not feeling welcome. Importantly we need to consider and prioritise children's rights and choices rather than simply consider what adults think best.

Our needs analysis shows that:

- Children and young people tell us that more places to go and things to do is their top priority for improving Leeds.
- Cheaper, safer transport to get around is also a high priority for our young people
- Parents and the wider community say they want more, and safer, places and activities for children and young people.
- Certain groups of children and young people are less likely to access opportunities, particularly disabled children and those from low-income groups, and those certain areas of Leeds.
- Some young people need support to develop the skills and confidence to be able to access services.
- We need to improve the quality of existing activities for our children and young people.

Our vision for 2014

By 2014 we aim to achieve:

- Reduced barriers to access including ensuring affordable and accessible transport for every child and young person in Leeds.
- A lasting 2012 legacy for the city, with every young person active and regularly engaged in physical activity including sport.
- All children and young people able to access a broad cultural programme of activity in, after and beyond school.
- All children able to access local high quality play opportunities.
- High quality, locally based youth services.

Key actions

- Prioritise better opportunities and facilities for young people throughout Leeds (see 'places to go' Priority Action Plan).
- Promote play through the Leeds Play Strategy and the Playbuilder funding for twenty-two new play sites and wider projects.
- Promote arts and culture through the 'Find Your Talent' programme.

Building Brighter Futures in Leeds

- Develop opportunities for children and young people through Extended Services provision in each cluster of schools.
- Promote sport and the PE Curriculum through the Leeds PE and School Sport Strategy.

Related Leeds strategic plan priorities

- Enable more people to be involved in sport and culture.
- Reduce the rate of increase in obesity and raise physical activity for all.
- Deliver and facilitate a range of transport proposals including cycling and walking.

National goals for 2020

- Child health improved, with the proportion of obese and overweight children reduced to the year 2000 levels.

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Ambition 7

All children and young people make the right choices

Rationale

All children and young people face challenges and at certain times some may need additional help or support. We need to help children and young people to build resilience and gain the confidence, knowledge and skills to manage their lives as best they can. In order for them to achieve this we need to provide the right support, advice and guidance, if and when they need it. We need to make sure our services are more joined up, more accessible and that children and young people have more of a role in shaping the services that work for them. Crucial to support for young people will be developing self esteem and the life skills that children and young people will need in a rapidly changing world. Some children and young people are more vulnerable and have more complex needs, particularly those with mental health needs, substance misuse problems or those at risk of offending. They may be growing up in households or living in neighbourhoods that have multiple challenges. These children and young people need effective co-ordinated help earlier, to prevent problems escalating, and more holistic support as their needs evolve.

Our needs analysis shows that:

- Roughly one in four children and young people report feeling stressed 'most' or 'all' of the time.
- Roughly one in ten young people have mental health problems.
- The teenage conception rate in Leeds is relatively high and has not fallen in line with the national trend.
- Children and young people say that they would like better information, advice and guidance, about a range of issues including: careers, healthy lifestyles, sex and relationships.
- Offending and re offending rates have been significantly reduced in Leeds; however there were in excess of 1700 first time entrants to the youth justice system in 2007-08 and a small number of these young people went on to become highly prolific offenders.
- Our young people represented an increased rate of alcohol use, with only 23% of those surveyed stating they had 'never had a drink' compared to 38% the year before (Tellus 2 and Tellus 3, Spring 2007 and Spring 2008 respectively).

Our vision for 2014

By 2014 we aim to achieve:

- A city where all children and young people are able to access the right advice, help and support, in the right place at the right time.
- A city where children and young people will be involved in the design, development and delivery of services to help them make the right choices.
- All services take mental health and promoting emotional resilience seriously.
- Services for vulnerable people are commissioned and delivered in an integrated way.
- Young people have better sexual health; and teenage conception rates are reduced.

Key actions

- Improve support for sexual health and work to reduce teenage conception rates (see Teenage Conception Priority Action Plan in Appendix D).
- Raise the proportion of young people in learning or work and improve information, advice and guidance for young people(see NEET Priority Action Plan in Appendix D).
- Reduce the harm caused by alcohol, smoking and drugs through the Leeds Substance Misuse Strategy through improved workforce skills, early identification and better coordinated treatment and support services.
- Improve the emotional wellbeing of young people through improved workforce skills, commissioning new services and more accessible information, advice and guidance.
- Promote social enterprise and financial skills through school and wider partnership working including the Local Enterprise Growth Initiative and Education Business Partnership.
- Promote healthy eating for learners and their families through the Leeds School Meals Strategy and Childhood Obesity Strategy.

Related Leeds strategic plan priorities

- Reduce teenage conception and improve sexual health.
- Reduce the number of people who smoke.
- Reduce the harm caused by substance misuse.
- Improve mental health.
- Reduce offending by managing offending behaviour better.

Ambition 8 **All children make a good start**

Rationale

The first years of life are crucial for determining future life chances. Maternal physical and mental well-being is key in ensuring a good start for every child. Nurturing and love in early years is vital for a child's developing brain. We need to make sure parents and children are supported with high quality flexible services throughout this period, from antenatal care to early learning and play. Outcomes need to improve for all children, and faster for those families living in poverty or where there are multiple factors contributing to disadvantage such as ethnicity and disability. We will address this by making sure that additional help is targeted at those with more need.

Our needs analysis shows that:

- The city has a relatively high rate of infant mortality; in Leeds, around 50-60 babies under one year old die each year. The rate is higher due to the relatively higher rate in deprived areas where there are also associated higher rates of smoking in pregnancy and low birth weights.
- Immunisation rates are below targets and the national average. One in five children in Leeds still does not receive the MMR vaccination.
- The early years population is changing, with significant growth in the proportion from black and minority ethnic communities. Birth rates in Leeds are increasing above expected rates – the population is expected to grow by nearly 6% by 2030.
- Whilst early learning outcomes have shown some improvement in recent years, the latest data shows Leeds falling behind the national trend and that there is a continued significant gap in outcomes for children from the most deprived neighbourhoods.

Our vision for 2014

By 2014 we aim to achieve:

- 59 Children's Centres open in Leeds providing a range of family services including early identification and support to children most in need, targeting communities where disadvantage and inequality continue to impact on positive outcomes.
- Access to early play and learning for all 2 year olds at risk of poor outcomes.
- Settings judged 'good' or 'better' by OfSTED providing high quality early learning for all 3 and 4 year olds.
- A city where all children making good progress and at the end of Early Years Foundation Stage.
- A city where every children's centre and school becomes a point of access in the community where a joined up system of health, family support, child care and educational services can be received by every family.
- A reduction of the infant mortality rate to, or below the national benchmark. Infant mortality will be reduced from eight deaths per 1000 to seven per 1000. This will mean that ten fewer children under the age of one will die each year.
- Effective integrated working across all maternity and wider children's services providing improved access, positive health choices, effective early identification of need, and support for vulnerable groups of children and families.

Key actions

- Improve learning outcomes for the learners in early years and primary school settings (see Priority Action Plan in Appendix D).
- Open ten more children's centres and further develop the quality of services delivered in and around these centres through work on leadership, parental involvement and family learning.
- Implement the Infant Mortality Action Plan to engage all services in reducing premature mortality, with targeted work in the most deprived areas of the city.
- Provide more support to parents around the birth of their child, offering all the Child Health Promotion Programme and advice on stopping smoking to those parents that need it.
- Improve the rates of immunisation to 95% coverage, with additional work on MMR.
- Further promote breastfeeding throughout Leeds through work in health services and children's centres.

Related Leeds strategic plan priorities

- Reduce premature mortality in the most deprived areas.
- Improve participation and early learning outcomes for all children, with a focus on families in deprived areas.
- Reduce the number of children in poverty.

National goals for 2020:

- Every child ready for success in school, with at least 90 per cent developing well across all areas of the Early Years Foundation Stage Profile by age 5.

Ambition 9

All children and young people are supported by excellent, integrated services

Rationale

We have already identified throughout the Plan how important integrated services are to improving outcomes for children and young people in Leeds. Children, young people and families need services that are centred around them and focussed on meeting their needs. For some children and families additional support is needed to help them be happy, healthy, safe and successful. We know that the challenges and needs of children and families are varied and often complex, but are rarely, if ever, neatly divided along the lines that services are organised. As well as this, other considerations include a diversity of backgrounds, abilities and circumstances. As such we need to be led by the choices and views of children and their families in developing new models of joined up, integrated services that provide the right support, in the right way, at the right time. Well integrated services are greater in impact than individual services alone. We need to develop services that are providing a coordinated and rapid response to need that reduces risk, builds on strengths and raises resilience. It is important that as much of this support as possible is provided in places children and families recognise and by people that they know and trust. We want all our services to consider a 'Common Assessment Framework' first approach as a mechanism for entry to and exit from multi-agency working.

We need to look at this at three levels:

- Citywide; in strengthening Strategic Commissioning;
- Local; in implementing Integrated Service Delivery;
- Individual ; in extending support that is more 'wrapped around' the needs of each child and family, recognising different experiences, valuing diversity and recognising different cultures and backgrounds.

To support this, significant changes are required to develop greater capacity in new shared forms of governance, leadership and partnership, and greater support through integrated processes for assessment, intervention and information sharing.

Our needs analysis shows that:

- Leeds has made good progress in key areas of the Change for Children agenda. Particularly on extended services, children's centres, ContactPoint and the Common Assessment Framework.
- Resource pressures are likely to grow due to changes in national funding and wider economic changes such as higher inflation.
- Multi-agency working is crucial in responding effectively to a child or family's needs
- Preventing problems is better than dealing with them.
- Where prevention is not sufficient, early identification of need is critical to being able to support a child or family.

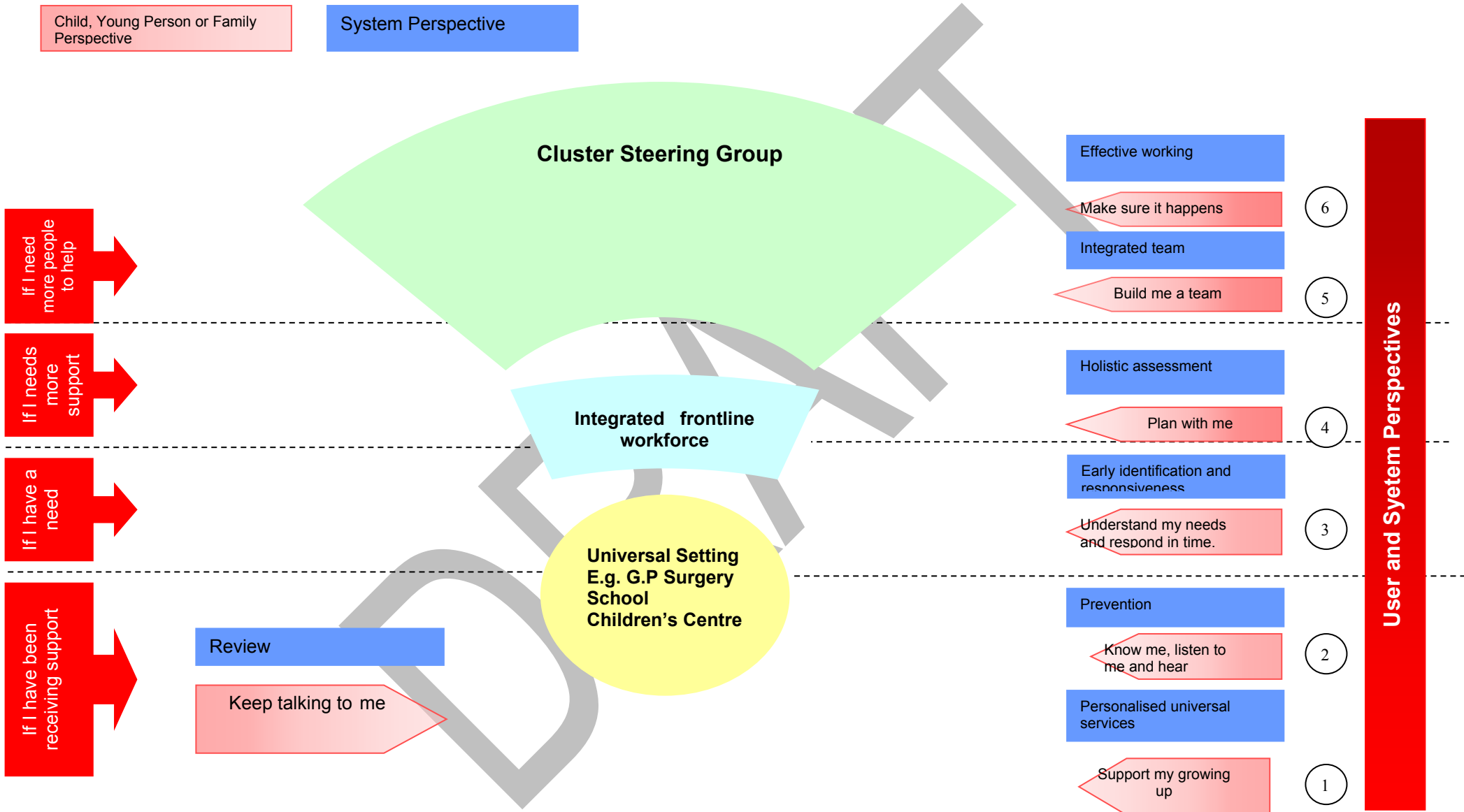
Our vision for 2014

By 2014 we aim to achieve:

- A city where all communities are engaged in developing strong local partnerships and networks of schools and services.
- Significant growth in personalisation and direct payments for children and families with additional needs.
- Excellent services that OfSTED rate as 'Outstanding' overall.
- More effective use of resources and delivering 3% efficiency savings over 5 years
- Leadership, management and governance arrangements to provide an effective framework to support services for children, young people and their families.
- Our universal children's services where schools, children's centres, colleges, GP surgeries and youth hubs are the 'hub' for targeted services which are focussed on meeting a child or young person's additional needs.
- We have a shared pathway for accessing additional and specialist services, which is owned by all agencies and known to all practitioners in Leeds and which reinforces safeguarding procedures.
- The Common Assessment Framework will become the primary assessment process used by all agencies for entry into and exit from multi-agency working where appropriate. It is part of a system or process which ensures children and families are getting the right service at the right time.
- Through earlier support and more timely intervention, more children and families have their needs met earlier, which means that our specialist services see a reduction in the number of referrals made to them.
- There is a continuum of intervention and support for children, young people and families in the city, which reinforces robust safeguarding arrangements.

To help clarify our vision for what integrated services would look like at a locality level in Leeds we have developed a representative diagram (which can be seen on the next page), while this may change as our organisation, understanding and processes develop, this diagram helps to demonstrate our aims for integrated services.

Building Brighter Futures in Leeds



Key actions

- Embed the Common Assessment Framework (CAF) and ContactPoint as underpinning integrated processes which enable practitioners to work together.
- Implement an integrated training and development programme to enable practitioners and leaders to develop the skills to practise integrated working.
- Embed our approach to commissioning of integrated services through the implementation of the city-wide commissioning framework.
- All services will be commissioned to engage with the CAF, to enable this to become the assessment process used by all agencies for entry into and exit from multi-agency working. This will ensure a seamless transition and appropriate support to vulnerable children and young people to access targeted and specialist support.
- Commissioning of targeted and specialist support services to focus their interventions on children and young people with additional and multiple additional needs, based on evidence from intelligence gathered through use of integrated processes.
- Agree a common understanding and response on levels of need and intervention in the city which supports agencies and services to link together and provide a more coherent continuum of intervention and support for children, young people and families in the city.
- Review governance arrangements in the city which support the development of locality children's trust arrangements.
- Develop a partnership approach with staff, unions, services and wider stakeholders to inform and implement our Workforce Reform Strategy
- Support this approach through a programme of change to lead the achievement of integrated working in Leeds.

Appendices

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Appendix A

Our promises to children, young people and families

Our promises to children, young people and families are in:

- Breeze Youth Promise;
- Leeds Learning Entitlement;
- Universal Offer; and
- Care Promise.

The Breeze Youth Promise

The Breeze Youth Promise is our Youth Offer to young people (aged 13 – 19). There are three key themes to the Youth Offer:

Something to do:

This sets out a wide range of fun, sporty, cultural, educational, creative and leisure activities. “The Breeze Youth Promise is about helping you be what you want to be, whether it's through learning, work or what you do in your spare time.”

Somewhere to go:

Access guides to safe places and activities that are close to home and around Leeds. “The Breeze Youth Promise is about making more places right for you, and helping you find them.”

Someone to talk to:

supporting choices in learning, jobs or training, and providing information on physical, mental and emotional health matters. “The Breeze Youth Promise is about helping you talk to the right person at the right time and in the right place.”

The Leeds Learning Entitlement

A key commitment within the Leeds 14-19 Learning Strategy is that all learners are entitled to pursue qualifications at school and college, in the workplace, and with training providers through a curriculum that prepares them for adult life (developing their knowledge and skills, their employability and active citizenship). In support of this entitlement partners will have pledged to work collaboratively towards delivering:

- high-quality, comprehensive and independent information, advice and guidance about learning opportunities at all levels and career pathways;
- access to the widest possible choice of learning opportunities all with clear progression routes to further learning in schools, colleges, training providers, the workplace, higher education, and employment ;
- a clear statement of the level, content and entry requirements of the qualifications available;
- fair and transparent admissions processes;
- high-quality teaching and learning which raise aspirations, challenge individuals to achieve their best and encourage progression to further learning or employment ;

- recognition of a wide range of achievements in addition to academic success, including the development of citizenship, key skills, enterprise and employability;
- an Individual Learning Plan negotiated with learners and their parents or carers, that is part of a flexible and developmental process;
- the opportunity to participate in the regular review, evaluation and shaping of their own learning;
- a learning environment which is inclusive and adaptive to all learners and offers appropriate learner and learning support to each young person, particularly during periods of transition;
- a commitment on the part of all learning providers to challenge discrimination and promote genuine equality of opportunity, to respond to the voice of the learner and to address barriers to learning;
- a holistic approach to providing appropriate support for the social and emotional competence, health and well-being of the learner;
- a readily accessible range of opportunities for the enjoyment of cultural, creative, sporting and leisure activities;
- entry, foundation, intermediate and advanced level opportunities on a local basis through partnership arrangements; and
- equality of access to specialist 14-19 provision through the city-wide network of learning providers.

Universal Services Core Offer

Our Universal Core offer available to all children and young people is:

- Fully integrated and flexible early education and childcare services for children up to age 14;
- School Places for all learners that meet their individual needs and maximise their potential;
- Family support, including parenting, health and social care providing early intervention and swift referral to more specialist help where appropriate;
- Access to health visiting and school nursing services, providing health information, support and advice for children 0-19 years, at home, at school and in community settings;
- Access to information and support to children and young people to improve their own health, including smoking cessation, alcohol and drug misuse, sexual health, healthy eating and physical activity;
- Increased access to services and activities at home, school, children's centres and in community settings for children with disabilities
- A menu of positive activities for children and young people beyond the school day and year on school and other sites;
- Access to local, age appropriate play, leisure, and recreation opportunities that are freely chosen and done for their own sake;
- Access to informal social education programmes within community settings;
- Access to high quality, comprehensive and independent information, advice and guidance to children, young people and parents, covering all aspects of need, including childcare;
- Access to individual support for all young people to plan and review learning and fulfil their career aspirations

- Outreach to support vulnerable and isolated families and assist them to engage with appropriate community resources;
- Access to support and training to assist families with work readiness and employment issues; and
- Community access to enhanced school, children's centre and other sites

Leeds Promises to Looked After Children and Young People

Help You to Stay Safe

We promise to:

- Inform you who to contact in an emergency
- Provide you with information and advice on how you can stay safe and trust you to make the right decisions to stay safe

Achieving Your Goals

We promise to:

- Write your goals in your Care Plan and Personal Education Plan.
- Provide you with support, guidance, information and resources to help you achieve your goals in life.
- Celebrate your successes and achievements.

Support in Education and work

We Promise to:

- Support you to attend the best school, university, college or training course possible for you as an individual.
- Make sure you have the help and support you need to achieve in education.
- Have a designated teacher in every school to help you and we will make sure you know their name.
- Support you to find a job when you leave school.

Involve You in Decisions Which Affect Your Life

We promise to:

- Listen to you and try, as far as possible and practical to meet your needs.
- Let you know about decisions and explain things to you in a way which you understand (especially if we cannot do what you would like).
- Encourage you to participate in making decisions and ensure that you have information on how to do this.

Review of Your Care Plan or Pathway Plan

We promise that:

- You will have an up to date a Care Plan or Pathway Plan that meets your needs and this will be reviewed every six months or, earlier if things change or, you request this.

- If you are over 16 you will have a personal advisor or social worker to work on your Pathway Plan with you.
- Your review meeting will be run by an Independent Reviewing Officer.
- You will be supported to participate in your review meeting and given a copy of your review notes.

Placement Choice

We Promise to:

- Find a home that suits you and can best meet your needs
- Support you in moving on from care to get the best accommodation that meets your needs

Staying Healthy and Leading a Healthy Life Style

We promise to:

- Make sure you are registered with a named Doctor, Optician, and Dentist
- Make sure you have access to the nurse for looked after children and young people
- Provide you with information on professional health advice services, e.g. sexual health, substance misuse etc and support you to access these.
- Support and encourage you to enjoy a healthy life style play sports, take part in leisure activities and enjoy a healthy diet.

Support Networks

We promise to:

- Make sure you will have a named social worker and information on how to make contact.
- Help you to keep in contact with family, friends and other people who are important to you and explain to you the reasons why if this is not allowed.
- Provide you with information on mentoring, budding schemes, and independent visitors to build your confidence and help you to achieve your goals.
- Make sure you know how to get an independent advocate (like the Children's Rights Service) who will listen to you, and support you to get things stopped or changed.

Complaints and Advice

We promise to:

- Make sure you have all the information you need to make a complaint, take all complaints seriously and deal with them as fairly as possible

Appendix B
Summary review of progress against 2006 priorities


This section highlights a selection of successes, ongoing areas for development and learning points from working on the 2006 priorities.

Reducing obesity and raising activity






Successes	We exceeded our target for raising the proportion of pupils taking part in two or more hours of PE and Sport	✓
	Over 50,000 pupils took part in the 'Be Healthy Challenge'	✓
	Leeds was recognised a Beacon area for its best practice in developing Healthy Schools.	✓
Areas for development	Increase Weight Management Services and interventions On-going implementation of the Leeds School Meals Strategy Ensure that 95% of schools achieve the National Healthy Schools standard by December 2009 Increased community-based obesity prevention interventions	●
What we have learned	The vital contribution that parenting, emotional well being, physical activity, food, school meals, play, parks, green space and community safety strategies have on the reduction of childhood obesity.	💡

Reducing bullying




Successes	The national Tellus3 survey of children and young people showed that Leeds has the lowest levels of bullying in the Yorkshire and Humber region. 43% of Leeds children and young people have been bullied at least once in the last year at school or somewhere else. This is below the national level of 48% and the statistical neighbour median of 49%.	✓
	Since the start of the Leeds anti-bullying strategy in November 2007, 114 schools have engaged with training, information days and activities. The anti-bullying alliance have reported to the DCSF that the anti-bullying strategy for Leeds is a model of good practice.	✓
	The Leeds Anti-bullying Ambassador programme currently has 70 Ambassadors from 13 secondary schools. The objective is to meet other Ambassadors from across the city to share good practice. The first group of Ambassadors has been awarded the Diana Anti-bullying Award which is a prestigious national award for outstanding contribution towards tackling bullying. The primary Ambassador programme will be piloted from May 2009.	✓
Areas for development	We need to improve our understanding of bullying and harassment complementing a broad promotion of anti-bullying messages with more work targeted at hotspots and addressing the underlying causes. A project is underway to improve the recording of bullying and harassment in school. This will provide improved intelligence in schools, localities and across the city.	●



What we have learned	There is greater acceptance of the need to reduce bullying and harassment and of the importance of this to children and young people. The Tellus3 survey highlights that over 7,000 children and young people feel bullied in schools on most days.	
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Strengthening Safeguarding






Successes	We are improving the proportion of Initial and Core assessments completed to timescale. They were well below national and statistical neighbours comparators and are now broadly in line with benchmarks and continuing to improve	
	Improving the quality of residential homes, the majority of which are now judged good or better.	
	The Local Safeguarding Children Board has made good progress, leading work in key areas such as Safer Recruitment, and managing stronger arrangements for learning and improving safeguarding through Serious Case Reviews.	
Areas for development	Reducing the need for children to be in care. We need to do this to improve outcomes for children and to reduce the pressures on the Children and Young People's Social care Service to enable it to provide the best care for those who need it. Rapidly removing the inadequate residential home and the judgement on the one Fostering Service. Further strengthening multi-agency and Local Safeguarding Children Board arrangements for audit, assurance and commissioning to promote safeguarding	
What we have learned	The proportion of children from BME communities subject to safeguarding plans has risen steadily over the period of the plan, raising issues about the effectiveness of preventative services for these groups.	

Improving secondary school achievement





Successes	Leeds had its best ever GCSE results in 2008 with improvements at all levels. The number of young people getting 5 or more good GCSEs exceeds local targets. The performance of Leeds young people now being almost in line with their peers nationally, from being significantly below their peers three years ago.	
	Improved Ofsted inspection results, including two schools now rated as outstanding and a sharp reduction in the number of services below the stage four floor target.	
	We are continuing to transform secondary education through major investment in new and refurbished schools and in the use of information technology. This has been recognised in external awards including Partnership for Schools awards for Innovation in ICT and Best Operational Local Education Partnership for delivering new school buildings.	
Areas for development	Ongoing improvement is needed in secondary attendance with a particular focus on reducing persistent absence. While we have	


	<p>reduced this by 22% over the past 3 years it remains too high with 9% of secondary pupils persistently absent and Leeds levels remaining above national.</p> <p>Not all young people are making the progress expected compared with national expectations. We must focus more on young people at risk of limited or no qualifications and of becoming 'NEET' (not in employment, education or training).</p>	
What we have learned	<p>The benefits of collaborative working especially between schools through our school improvement policy.</p> <p>The importance of strong and transformational leadership and of the need for leaders at all levels within schools.</p> <p>The value of differentiated support based on robust information and targeted to need, be it in respect to schools, groups of young people across the city or pupils within schools.</p>	

Promoting respect and reducing anti-social behaviour

Successes	We have exceeded our targets for reducing the number of children who offend and re-offend.	
	We have developed 'Safer Schools Partnerships', with police working closely within five schools in Leeds.	
	We have exceeded targets for engaging at risk young people in positive activities and have greatly developed the range and quality of worthwhile diversionary activities for the young people and communities that need them most.	
Areas for development	Reducing the proportion of Looked After Children that enter the Youth Justice System.	
What we have learned	<p>The value of preventative approaches that target young people and communities at risk.</p> <p>The benefits of a restorative approach to offending that confronts offenders with the damage they have caused and involves them in redressing the problem.</p>	

Improving outcomes in deprived areas and for children and young people in care

Successes	In 2008 the performance of young people eligible for free school meals improved significantly at GCSE level, narrowing the gap with their peer group. Since 2006 the proportion obtaining no qualifications at this level has halved and the proportion getting 5 or more, good GCSEs has increased by 50%.	
	Improved the long term stability of placements for looked after children thereby ensuring a more settled environment in which more looked after children can flourish.	
	The attendance of looked after pupils in primary schools is better than their peer group.	
Areas for development	<p>A significantly larger proportion of children still need to be in the care of the local authority in Leeds than in comparable authorities.</p> <p>Further improving all outcomes for Looked After Children – in particular around being healthy and staying safe.</p>	

	Educational outcomes for Looked After remain substantially below that of their peer group and improvements are not consistent nor rates of improvement consistently better than their peers.	
What we have learned	Educational performance continues to reinforce the connection between low incomes and poor results. We are learning more about the common factors involved and the need to target better and personalise more our intervention.	

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Appendix C – Targets

Please note that:

- 1) The following tables outline targets against our immediate priorities for 2009/10. The targets in this section are subject to ongoing review as part of our performance framework. Wherever possible targets have also been included for 2010/11. In a number of cases the targets for 2010/11 are still to be determined as they are subject to a range of further information that is not yet available (for example national data provided by government, or an analysis of the impact of new initiatives). These targets will be updated in future reviews of the plan.
- 2) The indicators which are shaded grey are our top ten indicators
- 3) In order to provide as much information as possible where relevant, and where the information is accessible, we have detailed what a percentage means in terms of numbers of children.
- 4) Indicators that are included in the LSP are highlighted and information provided in brackets as to whether they are locally agreed, partnership agreed or DCSF indicators e.g. (LAA) Local Area Agreement; (PA) Partnership Agreed (PA); (DCSF) Department for Children, Schools and Families.
- 5) Asterisks have been included in the table to show where no comparative information is available. ** DCSF and DCLG have not yet released comparative or national data. Comparative data will be included in the CYPP 2009-14 annual review.
*** Local indicator, no comparative data available.

Immediate priorities

Priority	Measure	Leeds baseline	Comparative /similar Areas data	National	Target for 2009/10	Target for 2010/11
Improving Outcomes for Looked After Children	Increase KS2 to 4 Contextual Value Added scores for looked after children (percentage point difference between estimated and actual performance for 5 A* -C)	- 9.1 percentage points (07/08 ac yr)	**	**	- 6.8 percentage points (08/09 ac yr)	-5.4 percentage points (09/10 ac yr)
	Reduce the persistent absence rate for looked after children in secondary schools	16.2% (07/08 ac yr)	**	**	15.8% (08/09 ac yr)	12.9% (09/10 ac yr)
	Reduce fixed term exclusions from school for looked after children	429.1 per 1,000 pupils (07/08 ac yr)	**	**	310 per 1,000 pupils (08/09 ac yr)	190 per 1,000 pupils (09/10 ac yr)
	Reduce permanent exclusions from school for looked after children	1 exclusion (07/08 ac yr)	**	**	0 exclusions (08/09 ac yr)	0 exclusions (09/10 ac yr)
	NI 99* (DCSF) –Looked after children reaching level 4 in English at KS2	44.8% (07/08 ac yr)	**	46%	56.0% (08/09 ac yr) 36 looked after children ¹⁰	44.4% (09/10 ac yr) 20 looked after children
	NI 100* (DCSF)- Looked after children reaching level 4 in maths at KS 2	42.6% (07/08 ac yr)	**	44%	56.0% (08/09 ac yr) 36 looked after children	46.7% ¹¹ (09/10 ac yr) 21 looked after children
	NI 101* (DCSF) – Looked after children achieving 5 A* - C GCSEs or equivalent) at KS4 (including maths and English)	4.0% (07/08 ac yr)	**	**	17% ¹² (08/09 ac yr) 17 looked after children	23.9% (09/10 ac yr) 22 looked after children
	NI 61- Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption	81.4% = 48/59 (07/08)	70% (2007/08)	76% (07/08)	85%	90%
	NI 63* (PA) – Stability of placements of looked after children: length of placement	70.5% = 389/552 (Dec 07)	65.7% (07/08)	66.5% (07/08)	75%	80%
	NI 66* (PA)- Looked after children cases which were reviewed within required timescale	66.3% = 856/1291 (07/08)	95% (07/08)	90% (07/08)	90%	95%
	Percentage of looked after children who participated in their review	81.1% = 870/1073 (07/08)	94% (07/08)	91% (07/08)	95%	See footnote below ¹³
	Percentage of looked after children with up to date health needs assessment	72% (07/08)	90% (07/08)	84% (07/08)	90%	See footnote below ¹⁴

¹⁰ The target is lower for 2010/11 than for 2009/10 because the number of pupils in the cohort is very small (only 45 children for 2010 so the difference of each child's estimate affects the aggregate target by more than 2 percentage points. The cohort size varies each year; the 2009 target was set on the basis of 64 children in the cohort. The comment also applies to NI 100.

¹¹ The figure for this target is lower because comparative cohort sizes are lower

¹² Targets for 2009/10 and 10/11 based on value added predictions of pupils.

¹³ Targets to be set once 09/10 result available

¹⁴ Targets to be set once 09/10 result available

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Priority	Measure	Leeds baseline	Comparative /similar Areas data	National	Target for 2009/10	Target for 2010/11
Improving Outcomes for Looked After Children continued...	Percentage of looked after children with an up to date dental check	78% (07/08)	84% (07/08)	86% (07/08)	90%	See footnote below ¹⁵
	NI 58 (PA) - Emotional and behavioural health of looked after children	New indicator for 08/09	New PI for 08/09	New PI for 08/09	See footnote below ¹⁶	
Improving attendance and reducing persistent absence from school	NI 87 ^{17*} (DCSF) - Secondary school 'Persistent Absence' rate (>20% absence)	7.9% (07/08 ac yr)	6.04% (07/08 ac yr)	5.6% (07/08 ac yr)	7.7% (08/09 ac yr) 125 fewer pupils than baseline	6.3%. (09/10 ac yr) 692 fewer pupils than baseline
	Overall attendance in secondary schools	91.7% (07/08 ac yr)	***	***	92.5% (08/09 ac yr) 50,000 extra school days from baseline, 1.25 per pupil	92.9% to be confirmed (09/10 ac yr) 75,000 extra school days from baseline, 1.25 per pupil
Improving early learning and primary outcomes in deprived areas	NI 92 ^{18 *} (DCSF)- The gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and their peers (also in the basket of poverty indicators)	39.7% (07/08 ac yr)	34% (07/08 ac yr)	35.6% (07/08 ac yr)	30% (08/09 ac yr)	31.4% (09/10 ac yr) ¹⁹
	NI 76 ²⁰ - Reduction in number of schools where fewer than 55% of pupils achieve level 4 or above in both English and maths at KS2	28 Schools (07/08 ac yr)	Not applicable	Not applicable	11 (08/09 ac yr)	15 (09/10 ac yr) ²¹
	NI 102a ²² - The proportion of children eligible for Free School Meals achieving Level 4 in English and maths at KS2 (also in the basket of poverty indicators)	24.6 percentage points KS2 (07/08 ac yr) (provisional)	**	**	24.0 percentage points KS2 (08/09 ac yr)	22.8 percentage points KS2 (09/10 ac yr)
	NI 72 (DCSF) – Early Years EYFS (Early Years Foundation Stage) – to increase achievement for all children age 5	47.2% (07/08 ac yr)	49% (07/08 ac yr)	49% (07/08 ac yr)	53% (08/09 ac yr) 613 more pupils than baseline	56% (09/10 ac yr) 856 more pupils than baseline
	NI 73 (DCSF) - Key stage 2 – to increase the proportion achieving level 4+ in both English and Maths	72% (07.08 ac yr)	**	73% (07/08 ac yr)	77% (08/09 ac yr) 329 more pupils than baseline	77% (09/10 ac yr) 304 more pupils than baseline ²³

¹⁵ Targets to be set once 09/10 results become available

¹⁶ Targets to be set once baseline results become available

¹⁷ Persistent absence is calculated as a percentage of enrolments not pupils – i.e. pupils count more than once in the denominator if they change schools in the same academic year.

¹⁸ PI measures the gap in scores between groups of children, not numbers of children achieving a certain level therefore the percentage result cannot be converted into a number of children.

¹⁹ The result for 07/08 academic year was 39.7%. Although the target for 09/10 is set at 30% this was done so following DCSF challenge. The target for 2010/11 has been set at a figure over 30% as this is considered more achievable.

²⁰ This indicator involves a count of schools.

²¹ The target for 09/10 relates to academic year 08/09 and was set in Autumn 2007. Over the last year schools have gained a better understanding of what changes are needed to shift to the required level of performance and have set the 10/11 target to be more realistic in light of this information. The 10/11 target is on the right trajectory to meet the floor target of 19 schools by 2011.

²² PI measures the gap in scores between groups of children, not numbers on individual children achieving a certain level.

²³ Smaller cohort than baseline year.

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Priority	Measure	Leeds Baseline	Comparative similar Areas data	National	Target for 2009/10	Target for 2010/11
Improving early learning and primary outcomes in deprived areas continued...	NI 93 (DCSF) -Key stage 1-2 – to improve the proportion progressing 2 national curriculum levels in English	84.4% (07/08 ac yr provisional)	**	**	87% (08/09 ac yr) 128 more pupils than baseline	89% (09/10 ac yr) 258 more pupils than baseline
	NI 94 (DCSF) - Key stage 1-2 – to improve the proportion progressing 2 national curriculum levels in Maths	78.2% (07/08 ac yr provisional)	**	**	85% (08/09 ac yr) 465 more pupils than baseline	88% (09/10 ac yr) 674 more pupils than baseline
Providing places to go, things to do	Number of Breezecard holders	104,000	***	***	116,000	128,000
	Number of positive activities in which Breezecard holders participate	69,991	***	***	500,000 ²⁴	Target to be determined March 2010 see footnote below
	Number of children and young people involved in positive activities through the Targeted Activity Programme (TAP)	3,826	***	***	3,000 ²⁵	See footnote 25 below
	NI 110* ²⁶ (PA) Young people's participation in positive activities	65.9% (2008)	67.3% (07/08)	69.5% (national median) (07/08)	70% by 2011	70% by 2011
	NI 57* (LAA) – Children and young people's participation in sporting opportunities	74% (07/08 ac yr)	**	78% (07/08 ac yr)	Target not applicable in 08/09 ac yr ²⁷	76% (09/10 ac yr) 2088 more pupils than baseline
Raising the proportion of young people in education or work	NI 117*(LAA) - The proportion of young people aged 16-18 Not in Education, Employment or Training (also in the basket of poverty indicators)	9.1% = approx 2000 young people (Nov, Dec & Jan 06/07 average)	**	**	7.8%	6.8%
	NI 45 - Young offenders' engagement in suitable education, employment or training	68.2% 1,209 young people (07/08)	70.7%	72.7%	77% (To be approved by YJB by June)	78.0%
	NI 79* (LAA) -Achievement of a level 2 qualification by the age of 19	65% (06/07 ac yr)	70.1%	76.7%	71.8% (08/09 ac yr) 594 more young people than baseline	75.2% (09/10 ac yr) 1134 more young people than baseline

²⁴ The remit of this indicator has been widened to incorporate information from Breeze, leisure centres, sports development and libraries. The target for 2009/10 has been set to take into account that from April 2009 leisure centres are offering free casual swims to all young people with a Breezecard, therefore actively encouraging sign-up of Breezecard to everyone attending these sessions. Until the impact of the free swims is known, a target for 2011 cannot be set.

²⁵ The target is set below the 08/09 result because some projects that received funding in 08/09 have not received funding in 09/10. This will impact on the number of children involved in positive activities. The funding available for 10/11 is not yet known therefore a target cannot be set.

²⁶ NI 110, 69, and 57 - this indicator is calculated from a sample. The sample size changes each year and we do not know how many children and young people will complete the survey

²⁷ NI 57 has been subject to significant delays in agreeing a measurable definition. An interim measure was agreed in early 2009 arriving to late to set a target for 2009. There are potential risks associated with the difference between the original intent of this indicator and the more limited focus in how it will no be measured.

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Priority	Measure	Leeds Baseline	Comparative similar Areas data	National	Target for 2009/10	Target for 2010/11
Raising the proportion of young people in education or work	NI 80* (PA) - Achievement of Level 3 qualifications by the age of 19	41% (06/07 ac yr)	43.7%	49.8%	47% (08/09 ac year) 530 more young people than baseline	49% (09/10 ac yr) 862 more young people than baseline
	NI 148 (PA) - Care leavers in education, employment or training	70.8% = 85 young people (07/08)	67.7% (07/08)	64.9% (07/08)	81.70%	86.80%
Reducing child poverty	NI 116 - Proportion of children in poverty ²⁸	See footnote	See footnote	See footnote	See footnote below	See footnote below
	NI 153 - Working age people claiming out of work benefits in the worst performing neighbourhoods	30.4% (2007)	**	**	27.7%	26.6%
	NI 187a - Tackling fuel poverty - % of people receiving income based benefits living in homes with low energy efficiency rating	7.90% (07/08)	**	**	5.85%	4.89%
	NI 187b - Tackling fuel poverty - % of people receiving income based benefits living in homes with high energy efficiency rating	34.59% (07/08) (SAP>=65)	**	**	38.12%	38.85%
	LSP-TP1E- Increase the number of new customers on low incomes accessing credit union services (savings, loans and current accounts).	6,700 (Jan - Dec 2007)	***	***	3,500	3,000
	NI 102b) - Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at KS4	32.7 percentage points KS4 (07/08 ac yr) (provisional)	**	**	28 percentage points (08/09 ac yr)	24 percentage points (09/10 ac yr)
	NI 118 – Take up of formal childcare by low-income working families	19.9% (06/07)	**	**	Target to be determined once 08/09 data available please see note below ²⁹	
	NI 158- Percentage of non decent council homes	18.5% (08/09)	**	**	10%	5%
Reducing teenage conception	NI 112 - Under 18 conception rate (in the six wards with highest rates) (also in the basket of poverty indicators)	50.4 (1998) = 641 women	49 (2007)	41.7 (2007)	42.7	See footnote below ³⁰
Reducing the need for children to be in care	LSP-HW2b(i)* (PA) - Number of Looked After Children per 10,000 population of young people	83.8 (07/08)	***	***	67.5	59.3

²⁸ Technical definition revised (Mar 09) to include low income working families as well as families on out of work benefits. Hub timetable doesn't give a date for this information to be made available - query raised with the Audit Commission.

²⁹ Data to be provided by HM Revenues and Customs

³⁰ The 2010/11 target is under discussion with Government Office.

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Priority	Measure	Leeds Baseline	Comparative similar Areas data	National	Target for 2009/10	Target for 2010/11
Strengthening safeguarding	NI 59 - The proportion of Initial Assessments undertaken with 7 days	79.9% (08/09)	75.8%	70.7%	85%	87%
	NI 60 – The percentage of core assessments that were completed within 35 working days of their commencement	77.4% (08/09)	81%	80%	84%	85%
	OfSTED judgement on the quality of Leeds Fostering Service	Inadequate	**	**	Adequate	Good
	OfSTED judgement on the quality of Leeds Private Fostering	Inadequate	**	**	Adequate	Good
	The proportion of residential homes judged by OfSTED to be good or better	66%	**	**	100%	100%
Enabling Integrated working	NI 88 - Percentage of schools providing access to extended services	42% (06/07)	74%	70%	85% (Sep 2009) 224 schools	100% (Sep 2010) 264 schools
Other	NI 69* (LAA) - Children who have experienced bullying	43.3% (07/08 ac yr)	48.9% (07/08 ac yr)	48.0% (07/08 ac yr)	No survey in 08/09 ac yr	38.7% (09/10 ac yr)
	NI 75 (DCSF - Key stage 4 – to increase proportion achieving 5 A* - C grades at GCSE and equivalent including GCSE English and Maths	42.1% (06/07 ac yr)	47.6% (07/08 ac yr)	47.6% (07/08 ac yr)	51.6% (08/09 ac yr) 392 more pupils than baseline	56.9% (09/10 ac yr) 772 more pupils than baseline
	NI 78 (LAA) - Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A* - C grades at GCSE and equivalent including GCSEs in English and Maths	13 schools (06/07 ac yr)	20.7%	14.5%	2 schools (08/09 ac yr)	1 school (09/10 ac yr)
	NI 53a – Prevalence of breastfeeding at 6-8 weeks from birth	41% (08/09)	New PI for 08/09	New PI for 08/09	42%	44%
	NI 53b – Coverage of breastfeeding at 6-8 weeks from birth	89% (08/09)	New PI for 08/09	New PI for 08/09	90.2%	95%

Appendix D – Priority Action Plans

Improving Outcomes

Priority 1 – Improving outcomes for Looked After Children

Introduction

Improving the outcomes for Looked After Children has been highlighted as a key issue in recent evaluations and through the Joint Area Review. There has been significant additional investment committed by the PCT, via the Children Leeds Innovations Fund and the secondment of an Education Leeds head teacher to the Leeds virtual school has added significant leadership and management capacity and has provided a champion for improvements in care, well-being and educational progress and facilitated improvements in the rigour of information and data. The virtual school has raised expectations and developed a more strategic approach to improving outcomes. We are prioritising continued improvements in standards, attendance and behaviour. Rates of fixed-term exclusion are much higher for LAC, attendance declines with age from Year 8 until Year 11 when attendance rates fall to less than 82%. Young people are significantly underachieving at foundation stage, at ages 11, 14 and 16. Over 20 % of Looked After Children are unemployed after year 11.

Targets

Ref	Target	Baseline ³¹	09/10 ³²	10/11
	Education			
1.a	Increase Key Stage 2 to 4 Contextual Value Added scores for looked after children (% point difference between estimated and actual performance for 5 A*-C)	-9.1 percentage points (07/08 ac yr)	-6.8 percentage points (08/09 ac yr)	-5.4 percentage points (09/10 ac yr)
1.b	Reduce persistent absence rate for looked after children in secondary schools	16.2% (07/08 ac yr)	15.8% (08/09 ac yr)	12.9% (09/10 ac yr)
1.c	Reduce exclusions from school for looked after children a) fixed term b) permanent	a) 429.1 per 1,000 pupils (07/08 ac yr) b) 1 exclusion (07/08 ac yr)	a) 310 per 1,000 pupils (08/09 ac yr) b) 0 exclusions (08/09 ac yr)	a) 190 per 1,000 pupils (09/10 ac yr) b) 0 exclusions (09/10 ac yr)

³¹ Based on 2007/08 academic year for OC2 cohort

³² All provisional pending further discussion and agreement

NB In order to provide as much information as possible where relevant, and where the information is accessible, we have detailed what a percentage means in terms of numbers of children and young people.

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Ref	Target	Baseline ³³	09/10	10/11
1.d	NI 99 -Looked after children reaching level 4 in English at Key Stage 2	44.8% (07/08 ac yr provisional)	56.0% (2008/09 ac yr) (36 looked after children)	44.4% (2009/10 ac yr) ³⁴ (20 looked after children)
1.e	NI100 - Looked after children reaching level 4 in maths at key stage 2	42.6% (07/08 ac yr provisional)	56.0% (2008/09 ac yr) 36 looked after children	46.7% (2009/10 ac yr) ³⁵ 21 looked after children
1.f	NI101 - Looked after children achieving 5 A* - C GCSEs or equivalent) at key stage 4 (including maths and English)	4.0% (07/08 ac yr provisional)	17% (2008/09 ac yr)	23.9% ³⁶ (2009/10 ac yr)
1.g	NI 148 - Care leavers in education, employment or training	70.8% = 85 young people (07/08)	81.70%	86.80%
Children and Young People's Social Care				
1.h	NI 61 -Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption	81.4% (07/08)	85%	90%
1.i	NI 63 - Stability of placements of looked after children: length of placement	70.5% (Dec 07)	75%	80%
1.j	NI 66 - Looked after children cases which were reviewed within required timescale	66.3% (07/08)	90%	95%
1.k	Percentage of looked after children who participated in their review	81.1% (07/08)	95%	See footnote below ³⁷
Health				
1.l	Percentage of looked after children with up to date health needs assessment	72% (07/08)	90%	See footnote below ³⁸
1.m	Percentage of looked after children with an up to date dental check	78% (07/08)	90%	See footnote below ³⁹
1.n	NI 58 - Emotional and behavioural health of looked after children	New indicator for 08/09 ⁴⁰	See footnote 40 below	See footnote 40 below

³³ Based on 2007/08 academic year for OC2 cohort

³⁴ The figure for this target is lower because comparative cohort sizes are lower

³⁵ The figure for this target is lower because comparative cohort sizes are lower

³⁶ Targets for 2009/10 and 20/11 based on value added predictions of pupils.

³⁷ Targets to be set once 09/10 results available

³⁸ Targets to be set once 09/10 results available

³⁹ Targets to be set once 09/10 results available

⁴⁰ Targets to be set once baseline result becomes available.

NB In order to provide as much information as possible where relevant, and where the information is accessible, we have detailed what a percentage means in terms of numbers of children and young people

Actions

Ref	Action	Lead Officer	Milestone	Timescales
1.1	Work with individual designated teachers to regularly assess progress of individual Looked After Children against targets and address the key barriers to their further educational improvement.	Head teacher for the Extended School for Looked After Children	Bi-annual summary of progress against target and annual (Autumn) exam result analysis.	From Sept 2009
1.2	Provide a personalised intervention programme for Looked After Children which builds on existing successes (e.g. mentoring; Attendance Improvement Officer and Connexions PA support; accredited holiday learning programmes; 1-to-1 tuition to looked after children; therapeutic support to child and carer using an MTFC model – see below)	Head teacher for the Extended School for Looked After Children	Personalised intervention programme for Looked After Children in place.	April 2009
1.3	Build capacity to deliver quality outcomes for Looked After Children through a network of designated teachers with appropriate job descriptions and suitable professional development opportunities.	Head teacher for the Extended School for Looked After Children	Completed first round of individual needs assessment with designated teachers and planned CPD in partnership with ISPS.	Easter 2009
1.4	Review and remodel the social care workforce to create interdisciplinary teams dedicated to providing the best support for carers; and placement stability, progression to ETE and care leaving services to Looked After Children.	Chief Officer of Children and Young People's Social Care	Remodel the existing social care organisation to create a 'shadow structure' for specialist Looked After Children support.	2010-2011
1.5	Remodel Child and Adolescent Mental Health Service support for Looked After Children to provide a range of flexible interventions including the Multi-Treatment Foster Care (MTFC) model of support for children and young people facing the greatest challenges.	Head of Child and Adolescent Mental Health Service Commissioning	Utilise experience gained from the MST pilot to create a 'shadow structure' that includes MTFC teams(s).	2010-2011
1.6	Establish binding links between LILS and shadow structures in 1.4 and 1.3 to bring together the work of Behavioural, Emotional and Social Difficulties and Inclusion specialist with that of the Looked After Children teams.	Deputy Chief Executive of Education Leeds	Phase the implementation of the Looked After Children Service shadow structure with the implementation of LILS strands 2 & 3.	2010-2011
1.7	Carry through the Placement Strategy and invest in specialist and intensively supported foster care placements. Remaining residential placements will be supported by multi-agency teams including educational and health professionals.	Head of Operations for C&YPSC	Clear implementation plan for the reduction of residential care placements and 'shadow structure' for the staffing and resourcing of the residential places that will remain	2010-2011

Actions Continued...

Ref	Action	Lead Officer	Milestone	Timescales
1.8	Remodel the fostering and residential services and link developments to the broader organisational change within social care so that social worker support for Looked After Children; fostering service support for carers and the work of residential workers is better integrated.	Head of Operations f or C&YPSC	'Shadow' structure for Looked After Children support	2010-2011
1.9	Establish binding links between the expanded Looked After Children Health Team and the Looked After Children Support Teams	Head teacher for the Extended School for Looked After Children	Remodel the existing social care organisation to create a 'shadow structure' for specialist Looked After Children support.	2010-2011
1.10	Continue increased investment in Looked After Children Health Team.	Director of Commissioning and Planning for Children's and Maternity Services	See 1.7 above	2010-2011
1.11	Share electronic information and data between social care and health professionals to ensure Looked After Children receive the service defined for them and carers are more closely involved in supporting their health and wellbeing.	Children and Young People's Social Care and PCT	See 1.7 above	2010-2011

Priority 2 – Improving attendance and reducing persistent absence from school

Introduction

Improving attendance is a key priority for the city because attendance in school is vital not just to ensure success in learning but also to reduce risk and ensure children and young people are in a safe, supportive environment. Poor attendance can be a key sign of disengagement and young people that are not in school are more likely to become involved in activities that put themselves or others at risk. For example, we know that a third of persistent absentees will eventually become young offenders. Whilst the city has made some important progress in recent years, and our strategy has been praised, attendance continues to be a significant challenge, particularly for some learners, schools and communities. In particular Leeds has relatively high rates of 'persistent absence' – those learners who miss over 20% of their education. Some learners – e.g. those eligible for Free School Meals or Looked After Children are more likely to become persistent absentees.

Targets

Ref	Target	Baseline	09/10	10/11
2.a	NI 87- Persistent absence in secondary schools	7.9% (2007/08 ac yr)	7.7% (08/09 ac yr) 125 fewer pupils than baseline	6.3% (09/10 ac yr) 692 fewer pupils than baseline
2.b	Overall attendance in secondary schools	91.7% (2007/08 ac yr)	92.5% (08/09 ac yr) 50,000 extra schools days from baseline, 1.25 per pupil	92.9% (to be confirmed) (09/10 ac yr) 75,000 extra schools days from baseline, 1.25 per pupil

NB In order to provide as much information as possible where relevant, and where the information is accessible, we have detailed what a percentage means in terms of numbers of children and young people.

Actions

Ref	Action	Lead Officer	Milestone	Timescales
2.1	Agree and implement a citywide Children's Services Attendance Strategy and related action plans	Director of Integrated Children's Services (Education Leeds)	a) Plan agreed b) Good progress with implementation	a) September 2009 b) March 2010
2.2	Secure commitment and engagement of other services in implementation of Children's Services Attendance Strategy	Director of Integrated Children's Services (Education Leeds)	Partnership engagement secured including identification of attendance champions in each service	December 2009
2.3	Agree Integrated Youth Support Service's contribution to the Children's Services Attendance Strategy and develop more holistic tailored support for young people at risk in partnership with the Attendance Strategy Team	Director of Integrated Children's Services (Education Leeds)	Publication of new strategy highlights an integrated approach	September 2009

Actions Continued...

Ref	Action	Lead Officer	Milestone	Timescales
2.4	Provide support and challenge to targeted schools with high rates of persistent absence	Director of Integrated Children's Services (Education Leeds)	Schools meet their agreed targets.	March 2010 (end of academic year 09/10)
2.5	To build on the success of Attendance Champions Initiatives: <ul style="list-style-type: none"> • Re-engage with the Rhino's (secondary) through the SpEEEd framework • Reach for the Stars (primary focus). 	Director of Integrated Children's Services (Education Leeds)	a) To secure funding for continuation and extension for successful initiatives. b) Attendance Champions initiatives in place and operating for 2009-10 academic year	a) June 2009 b) September 2009
2.6	Target support, monitoring, challenge and intervention to groups of vulnerable pupils who are over-represented in the persistent absence cohorts or at risk of becoming Children Missing Education	Director of Integrated Children's Services (Education Leeds)	a) Evaluate impact of targeted support b) Review Child Missing Education strategy c) Track number of Child Missing Education cases resolved	a) Termly b) March 2010 c) March 2010
2.7	Improve availability and use of attendance data by partners at both city and local levels	Director of Integrated Children's Services (Education Leeds)	Establish expectations for 2009-10 academic year	September 2009
2.8	Produce publicity materials to promote the benefits of good attendance to schools, parents, pupils and other agencies through a variety of media	Director of Integrated Children's Services (Education Leeds)	Publications Available	October 2009
2.9	Develop more targeted and tailored curricula options for learners at risk of persistent absence	Director of Integrated Children's Services (Education Leeds)	Evaluation of existing projects	September 2009

Priority 3 – Improving early learning and primary outcomes in deprived areas

Introduction

Raising the achievement of all children in the Early Years Foundation Stage will give them the best start in their learning. We know that an achievement gap opens before a child is two for children from disadvantaged localities and families living in poverty. Focusing our work to narrow the gap between the highest and lowest achieving young learners will support their later attainment in school and long term economic wellbeing and inclusion.

Similarly, primary school is a vital stage of a child's learning. We know that children who leave primary school without the required skills and knowledge are at much greater risk of discouragement, disengagement, and poor outcomes in secondary school and later life. Whilst primary schools in Leeds are generally good and outcomes in line with the national average, improvement has been limited in recent years so there is a need for renewed focus, particularly for those schools in more deprived areas that face particular challenges.

Targets

Ref	Target	Baseline	09/10	10/11
3.a	NI 92 -Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	39.7 % points (07/08 ac yr)	30 % points (08/09 ac yr)	31.4% points (09/10 ac yr) ⁴¹
3.b	NI 76 - Reduction in no. of schools where fewer than 55% of pupils achieve level 4 or above in both English and maths at KS2	28 Schools (07/08 ac yr)	11 (08/09 ac yr)	15 (09/10 ac yr) ⁴²
3.c	NI 102a ⁴³ - The proportion of children eligible for Free School Meals achieving Level 4 in English and maths at KS2 (also in the basket of poverty indicators)	24.6 % points (07/08 ac yr) (provisional)	24 percentage points (08/09 ac yr)	22.8 % points (09/10 ac yr) = an additional 117 Free School Meal entitled children achieving level 4 from baseline
3.d	NI 72 (DCSF) – Early Years EYFS – to increase achievement for all children age 5	47.2% (07/08 ac yr)	53% (08/09 ac yr) 613 more pupils than baseline	56% (09/10 ac yr) 856 more pupils than baseline
3.e	NI 73 (DCSF) - Key stage 2 – to increase the proportion achieving level 4+ in both English and Maths	72% (07.08 ac yr)	77% (08/09 ac yr) 329 more pupils than baseline	77% (09/10 ac yr) 304 more pupils than baseline ⁴⁴

NB In order to provide as much information as possible where relevant, and where the information is accessible, we have detailed what a percentage means in terms of numbers of children and young people.

⁴¹ The result for 07/08 academic year was 39.7%. Although the target for 09/10 is set at 30% this was done so following DCSF challenge. The target for 2010/11 has been set at a figure over 30% as this is considered more achievable.

⁴²The target for 09/10 relates to academic year 08/09 and was set in Autumn 2007. Over the last year schools have gained a better understanding of what changes are needed to shift to the required level of performance and have set the 10/11 target to be more realistic in light of this information. The 10/11 target is on the right trajectory to meet the floor target of 19 schools by 2011.

⁴³ PI measures the gap in scores between groups of children, not numbers on individual children achieving a certain level.

⁴⁴ Smaller cohort than baseline year.

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Ref	Target	Baseline	09/10	10/11
3.f	NI 93 (DCSF) -Key stage 1-2 – to improve the proportion progressing 2 national curriculum levels in English	84.4% (07/08 ac yr provisional)	87% (08/09 ac yr) 128 more pupils than baseline	89% (09/10 ac yr) 258 more pupils than baseline
3.g	NI 94 (DCSF) - Key stage 1-2 – to improve the proportion progressing 2 national curriculum levels in Maths	78.2% (07/08 ac yr provisional)	85% (08/09 ac yr) 465 more pupils than baseline	88% (09/10 ac yr) 674 more pupils than baseline

Actions

Ref	Action	Lead Officer	Milestone	Timescales
3.1	Establish an Early Years Outcome Duty Board	Director of School Improvement (Education Leeds)	Project Brief and Action Plan in place	Established
3.2	Recruit five Early Years Consultants	Chief Officer for Early Years and IYSS (Education Leeds)	Consultants in post	June – Sept 2009
3.3	Develop focused learning programmes in schools in localities of greatest disadvantage or not meeting EYFS targets	Director of School Improvement (Education Leeds)	Planned programme of interventions offered	Establish October 2009 for delivery over 2009-10 academic year
3.4	Embed robust Foundation Stage moderation and support to schools experiencing difficulties with the assessment of young learners	Director of School Improvement (Education Leeds)	Moderation to all schools with no or low numbers of children making good progress	April – May 2009
3.5	Deliver the 'Two Year Old' pilot	Chief Officer for Early Years and IYSS (Education Leeds)	750 two year olds at risk of social exclusion accessing free early learning	March 2010
3.6	Implement a range of BME focused learning programmes	Director of School Improvement (Education Leeds)	BME cohorts meet their individual and group targets.	Academic year 2009-10
3.7	Improve the quality of school buildings through the Primary Capital Programme	Director of School Improvement (Education Leeds)	All programmes on track.	March 2010
3.8	Implement the Primary Leadership Programme	Director of School Improvement (Education Leeds)	All primary schools inspected by OfSTED show satisfactory leadership with 70% having good or better good leadership	Academic year 2009-10

Actions Continued...

Ref	Action	Lead Officer	Milestone	Timescales
3.9	Improve support for vulnerable pupils and families through the mentoring and STEPS programmes.	Director of School Improvement (Education Leeds)	Targets for mentoring and STEPs programmes met.	March 2010
3.10	Improve support for vulnerable schools through the Intensive Support Programme (ISP) and stronger peer partnerships between schools	Director of School Improvement (Education Leeds)	ISP schools all meet school level targets.	Academic year 2009-10

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Priority 4 – Providing places to go and things to do

Introduction
 Young people consulted about the CYPP identified this as their number one priority. Delivery is underpinned by the Breeze Card and by multi agency commitments. The Breeze Youth Promise is in place for April 2009 as a platform for addressing this priority.

Targets

Ref	Target	Baseline	09/10	10/11
4.a	Number of Breeze Card holders	104,000	116,000	128,000
4.b	Number of positive activities in which Breeze Card holders participate	69,991	500,000 ⁴⁵	Target to be determined March ⁴⁶ 2010 - see footnote 46 below
4.c	Number of children and young people involved in positive activities through the Targeted Activity Programme (TAP)	3,826	3000	See footnote below ⁴⁷
4.d	NI 110 - Young people's participation in positive activities	65.9%	70% by 2011	70% by 2011
4.e	NI 57 -Children and young people's participation in sporting opportunities	74% (07/08 ac yr)	Target not applicable in 08/09 ac yr ⁴⁸	76% (09/10 ac yr) 2088 more pupils than in baseline

Actions

Ref	Action	Lead Officer	Milestone	Timescale
4.1	To monitor and improve access to positive activities by promoting the delivery of Breeze events to areas with little provision and low Breeze Card take-up.	Out of School Activities Manager	Breeze events to be held in areas with low Breeze activity take up.	Autumn 2009 and yearly increase
4.2	To increase access to the arts and culture for all young people	Chief Officer Libraries Arts and Heritage	New find your talent team set up to deliver increased access to the arts and culture.	May 2009

NB In order to provide as much information as possible where relevant, and where the information is accessible, we have detailed what a percentage means in terms of numbers of children and young people

⁴⁵ The remit of this indicator has been widened to incorporate information from Breeze, leisure centres, sports development and libraries. The target for 2009/10 has been set to take into account that from April 2009 leisure centres are offering free casual swims to all young people with a Breezecard, therefore actively encouraging sign-up of Breezecard to everyone attending these sessions.

⁴⁶ See footnote 45. Until the impact of free casual swims is known a target for 2010/11 cannot be set.

⁴⁷ The target is set below the 08/09 result because some projects that received funding in 08/09 have not received funding in 09/10. This will impact on the number of children involved in positive activities. The funding available for 10/11 is not yet known therefore a target cannot be set

⁴⁸ National indicator NI57 has been set subject to significant national delays in agreeing a measurable definition. An interim measure was agreed in early 2009 arriving too late to set a target for 2009. There are potential risk associated with the difference between the original intent of the indicator and the more limited focus reflected in how it is now measured.

Actions Continued...

Ref	Action	Lead Officer	Milestone	Timescale
4.3	To increase the availability and take-up of positive activity opportunities at the weekend across the city.	Principal Youth Officer	Establishment and operation of the "Friday Night" initiative. Inclusion of Friday night youth work provision within Youth Service programmes Continuation of the Bang Bang Project	March 2010
4.4	To develop a bespoke arts space for young people in the centre of Leeds to be available 7 days a week	Chief Officer Libraries Arts and Heritage – to be confirmed	Partially open Fully open	Nov 2009. Nov 2011
4.5	To increase the number of Positive Activities for Young Children and Positive Activities for Young Children PLUS targeted projects delivering in geographic hot spots to reduce the negative impact of gang culture and improve weapons awareness.	Out of School Activities Manager		April 2010
4.6	To develop and broaden the information presented on the Breeze Web Site to make it more attractive and engaging to young people.	Development and Communications Officer, Breeze	Re-launch of the Breeze Website ensuring it is more engaging and attractive	May 2009
4.7	To form a Sports Partnership to promote physical activity and offer a city wide delivery of sports based accredited learning.	Out of School Activities Manager	SPeED team is in place and has begun to review the provision of existing activities	Sept 2009
4.8	To develop 22 outdoor play areas across the city	Chief Officer Early Years and IYSS	11 play areas developed A further 11 play areas developed	April 2010 April 2011
4.9	To develop a state of the art Youth Hub Centre in South Leeds and continue to develop the Youth Hub Centre Strategy.	Head of IYSS	Project management arrangements operating during 2009/10 Proposals for a city centre hub centre in conjunction with other agencies	South Leeds Centre fully open by Nov 2010 and others by March 2014
4.10	To increase access and take-up of positive activities in areas with fewer resources by increasing mobile provision.	Principle Youth Officer	Introduction of five new mobile units to add to existing units	Spring 2009

Priority 5 – Raising the proportion of young people in education or work

Introduction
This priority is critical to maximising the ability of young people to achieve independent economic well-being and by doing so support the city's overall economic performance and to support the raising of the participation age.

Targets

Ref	Target	Baseline	09/10	10/11
5.a	NI117 - The proportion of young people aged 16 – 18 not in education, employment or training	9.1% (Nov, Dec Jan 06/07 sample) equates to approx 2,000 young people	7.8%	6.8%
5.b	NI 45 – Young offenders engagement in suitable education, employment or training	68.2% 1,209 young people (07/08 ac yr)	77%	78.0%
5.c	NI 79* (LAA) -Achievement of a level 2 qualification by the age of 19	65% (06/07 ac yr)	71.8% (08/09 ac yr) 594 more young people than baseline	75.2% (09/10 ac yr) 1134 more young people than baseline
5.d	NI 80* (PA) - Achievement of Level 3 qualifications by the age of 19	41% (06/07 ac yr)	47% (08/09 ac year) 530 more young people than baseline	49% (09/10 ac yr) 862 more young people than baseline
5.e	NI 148 (PA) - Care leavers in education, employment or training	70.8% = 85 young people (07/08)	81.70%	86.80%

NB In order to provide as much information as possible where relevant, and where the information is accessible, we have detailed what a percentage means in terms of numbers of children and young people.

Actions

Ref	Action	Lead Officer	Milestone	Timescales
5.1	To establish a new, top quality, Connexions Centre in the City Centre with extended opening hours including Saturdays. Ensure young people are able to access holistic, multi-agency support to remove barriers to engagement in EET.	Head of IYSS	1) Extended hours at current Connexions Centre 2) Partnerships established 3) New premises identified 4) New centre established	July 2009 Sept 2009 Oct 2009 April 2010

Actions Continued...

Ref	Action	Lead Officer	Milestone	Timescales
5.2	Work with the FE Colleges to set up flexible start, full-time education provision for young people, based on information from Connexions around the occupational preferences of young people who are NEET.	Operations Manager, Prospects	1) Initial pilots of courses starting March – May 2009 2) Evaluate programmes and identify good practice in getting young people on courses 3) Identify future opportunities for flexible start dates 4) Plan programme for 2009/10	May 2009 June 2009 Oct 2009 Oct 2009
5.3	To review the Connexions age range of 13-19. Through the Connexions service undertake pilot activity during Key Stage 3 to ensure young people are on the correct pathway age 14-19	IYSS Manager	1) Include this requirement in new contracts for 1/1/10 2) Plan programme of activity on a wedge basis from January 2010 and identify good practice in getting young people on Courses	Jan 2010
5.4	To commission additional targeted NEET activity programmes through Learning and Skills Council/ESF funding. Ensure programmes have clear progression routes in to mainstream learning opportunities.	Targeted Youth Support Manager	1) Agree priorities for future rounds of commissioning 2) Carry out commissioning process 3) Work being full delivered by providers	May 2009 Aug 2009 Dec 2009
5.5	To commission targeted Connexions support to the most vulnerable young people on a wedge basis, including Connexions mobile units. Ensuring services are delivered to engage young people in EET and support them to remain in EET.	IYSS Manager	1) Review current provision 2) Multi-agency consultation to inform specifications 3) Provision out to tender 4) New services established	Jan 2010
5.6	To review the ethnic and geographical make-up of the NEET cohort. Establish if there are geographic areas of the authority or communities where aspiration raising work needs to take place with families and the community.	IYSS Manager	1) Management information produced from CCIS 2) Needs analysis conducted based on data 3) Report produced with recommendations for service delivery	June 2009 Aug 2009 Sept 2009
5.7	To ensure the national IAG quality standards are met by all IAG providers, including learning providers, across the authority. Ensure all young people receive impartial IAG to help them find appropriate learning opportunities, with enhanced support to the most vulnerable groups of young people.	IYSS Manager	1) Establish IAG Steering Group 2) System for assessment of providers in place 3) Audit of IAG completed 4) Action plans in place to improve IAG	June 2009 Sept 2009 March 2011 March 2011

Actions Continued...

Ref	Action	Lead Officer	Milestone	Timescales
5.8	To review holistic Personal Adviser support available to identified groups of young people who are most at risk of becoming NEET. These groups will include: Young Carers; young people who are looked after; young people with LDD; teenage mothers; teenage fathers; young offenders; persistent absentees; young people excluded from school.	IYSS Manager	1) Management information from CCIS 2) Needs analysis conducted based on data 3) Revised programme of support in place 4) PA training delivered 5) Measures in place to assess impact of PA support by determining 'distance travelled'	Jan 2010 March 2010 April 2010 April 2010
5.9	To ensure that the commissioned providers established in the authority have targets around reducing the number of young people NEET and clear plans to address issues, in partnership with Connexions providers. Ensure links to IYSS and Targeted Youth Support Service developments on a wedge basis.	Head of 14-19 Strategy	1) Provider grouping to own area targets 2) Priorities actions areas identified 3) Action plans in place	Jan 2010
5.10	To ensure curriculum reform, particularly the development of the Foundation Learning Tier, in Leeds means that all young people are offered an appropriate learning pathway, with progression pathway, age 14-19. Ensuring that provision is influenced by learner voice.	Head of 14-19 Strategy	1) Coherent plan for the phased implementation of new diploma lines/ functional skills/ foundation learning tier produced 2) Successful implementation of five new Diploma lines in September 09 3) Young people's views reflected in 14-19 Plan 4) Young people consulted across all 14-19 projects, initiatives and planning	Sept 2010

Priority 6 – Reducing child poverty

Introduction

Reducing the number of children in poverty is a strategic outcome in Leeds Strategic Plan. We know that poverty is the root of most poor outcomes for children and blights the lives of too many children in Leeds. Poverty lies behind the common factors for poor outcomes and must be addressed if we are to narrow the gap between the most and least advantaged children, young people and families.

Targets

Ref	Target	Baseline	09/10	10/11
6.a	NI 116 - Proportion of children in poverty ⁴⁹			
6.b	NI 153 - Working age people claiming out of work benefits in the worst performing neighbourhoods	30.4% (2007)	27.7%	26.6%
6.c	NI 187a - Tackling fuel poverty - % of people receiving income based benefits living in homes with low energy efficiency rating	7.90% (2007/08)	5.85%	4.89%
6.d	NI 187b - Tackling fuel poverty - % of people receiving income based benefits living in homes with high energy efficiency rating	34.59% (2007/08)	38.12%	38.85%
6.e	LSP-TP1E - Increase the number of new customers on low incomes accessing credit union services (savings, loans and current accounts).	6,700 (Jan - Dec 2007)	3,500	3,000
6.f	NI 92 - Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	39.7% (07/08 ac yr)	30% (08/09 ac yr)	31.4% ⁵⁰ (09/ 10 ac yr)
6.g	NI 102A - Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2	25.6 percentage points (06/07 ac yr)	24.0 percentage points (08/09 ac yr)	22.8 percentage points (09/10 ac yr)
6.h	NI 102B - Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 4	47.7 percentage points (06/07 ac yr)	28.0 percentage points (08/09 ac yr)	24.8 percentage points (09/10 ac yr)
6.i	NI 112 – Under 18 conception rate (in the six wards with the highest rates)	50.4 (1998) = 641 women	42.7	See footnote below ⁵¹
6.j	NI 118 - Take up of formal childcare by low-income working families	19.9% (2006/07)	Target to be determined once 08/09 data available - see the footnote below ⁵²	

NB In order to provide as much information as possible where relevant, and where the information is accessible, we have detailed what a percentage means in terms of numbers of children and young people.

⁴⁹ Technical definition revised (Mar 09) to include low income working families as well as families on out of work benefits. Hub timetable doesn't give a date for this information to be made available - query raised with the Audit Commission.

⁵⁰ The result for 07/08 academic year was 39.7%. Although the target for 09/10 is set at 30% this was done so following DCSF challenge. The target for 2010/11 has been set at a figure over 30% as this is considered more achievable.

⁵¹ The 2010/11 target is under discussion with Government Office.

⁵² Data to be provided by HM Revenues and Customs

Targets Continued...

Ref	Target	Baseline	09/10	10/11
6.l	NI 117 - 16 - 18 year olds who are not in education training or employment (NEET)	9.1% (Average of Nov, Dec, Jan 06/07 sample)	7.8%	6.8%
6.m	NI 158 - % non decent council homes	18.5% (08/09)	10%	5%

Actions

Ref	Action	Lead Officer	Milestones	Timescales
6.1	Establish a Child Poverty Strategic Outcome Group and use project management tools to drive an agreed action plan	Chief Officer for Early Years and IYSS	Board established Project brief approved	April 2009
6.2	Design an integrated service continuum across all partners including services to families from all LCC directorates and across levels of need	Chief Officer for Early Years and IYSS	Service response elements of LNSR completed	April 2010
6.3	Embed the Common Assessment Framework across children's services	Chief Officer for Early Years and IYSS	CAF as first part of assessment	Nov 2009
6.4	Identify a model across all elements of tackling child poverty for case working/ lead professional to personalise service responses	Chief Officer for Early Years and IYSS	Case working-teams around the child or family- in place across all services	April 2010
6.5	Increase budget holding to case workers and lead professional to remove the barriers to economic well- being	Chief Officer for Early Years and IYSS	Access to the Early Intervention Fund and other budget holding funds for all lead professionals and case workers	Jan 2010
6.6	Align the work of outreach workers to ensure that joint training and quality information delivers a seamless service	Chief Officer for Early Years and IYSS	Joint training, integrated working and information sharing is in place in all outreach teams across all wedges.	April 2010
6.7	Complete the Directory of Family Support Services	Chief Officer for Early Years and IYSS	A single database provides high quality information for children, young people, families and practitioners	Nov 2009

Actions Continued...

Ref	Action	Lead Officer	Milestone	Timescales
6.8	Deliver the East Leeds Financial Inclusion pilot	Senior Policy and Information Officer, Economic Policy Team	Financial advice including debt counselling and advocacy available through universal services in areas of significant disadvantage which are delivered in a co-ordinated way.	April 2010
6.9	Deliver the Tackling Worklessness pilot in the four localities identified	Head of Regeneration Policy and Planning	Appoint project staff and identify participants Construct evaluation framework to identify benefits Monitor and support implementation through EASEL	
6.10	Increase targeted access to STEPS programme for parents	Head of Extended Services	STEPS available for those families that require it	Sept 09

Priority 7 – Reducing teenage conception

Introduction

Evidence clearly shows that having children at a young age can damage young women's health and wellbeing and severely limit their education and career prospects. Long term studies show that children born to teenagers are more likely to experience a range of negative outcomes in later life and are up to three times more likely to become a teenage parent themselves. Priority actions will focus on recognising the interdependencies between teenage pregnancy and improving other outcomes for children and young people; providing young people with the means to avoid early pregnancy; tackling the underlying circumstances that motivate young people to want to, or lead them passively to become parents at a young age; working in effective partnerships to ensure universal provision for all young people with strengthened delivery and services to those most at risk; and acknowledging that effective interventions require significant time to deliver sustainable change.

Targets

Ref	Target	Baseline	09/10	10/11
7.a	NI 112 – Under 18 conception rate (in the six wards with the highest rates)	50.4 (1998) = 641 women	42.7	See footnote below 53

NB In order to provide as much information as possible where relevant, and where the information is accessible, we have detailed what a percentage means in terms of numbers of children and young people.

Actions

Ref	Action	Lead Officer	Milestone	Timescales
7.1	Further increase senior local sponsorship and engagement of all key partners	Director of Commissioning and Planning for Children's and Maternity Services	a) Embedding of strategy in service plans	Oct 09
			b) Locality leadership teams in place in priority wards	Oct 09
			c) Joint commissioning plans in place	Oct 09
7.2	Improving performance management, specifically data quality, information sharing and performance reporting within each organisation and across the partnership.	Performance Manager - Children's and Maternity Services	a) Performance dashboard and monitoring in place	Oct 09
7.3	Further implementation of communication and social marketing	Marketing Manager – Education Leeds	a) Media campaigns in place	March 10
			b) Social marketing within priority wards	March 10
7.4	Increased provision of young people focused contraception and sexual health services	Director of Commissioning and Planning for Children's and Maternity Services	a) Increased provision in schools and FE	March 10
			b) Service map complete	June 09
			c) Interagency service pathway complete	March 10

⁵³ The 2010/11 target is under discussion with Government Office.

Actions Continued...

Ref	Action	Lead Officer	Milestone	Timescales
7.5	Ensure strong delivery of sex and relationship education (SRE) and personal, social and health education (PSHE) both in schools and out-of-school settings	Chief Executive Education Leeds	a) Increased provision in priority schools b) Health input embedded into YTS	March 10 March 10
7.6	Targeted work with at risk groups of young people, in particular the six hot spot wards, looked after children and care leavers	Development Worker Sexual Health – Children and Young People’s Social Care Teenage Pregnancy Co-ordinator – Education Leeds	a) Locality teams and champions in place b) Local services planned and commissioned	June 09 March 10
7.7	Put in place effective workforce training on sex and relationship issues	Chief Executive Education Leeds	a) Review of current training and effectiveness b) Improved training in place c) Consistent skills in children’s workforce	March 09 June 10 Oct 10
7.8	Increase work with parents and carers to increase their confidence in talking about sex and relationships	Chief Officer for Early Years and IYSS, Director of Commissioning and Planning for Children’s and Maternity Services and Chief Executive Education Leeds	a) Rollout of SpeakEasy programme in priority areas b) Incorporated in STEPS programme	June 09 Oct 09
7.9	Increase support to teenage parents	Chief Officer for Early Years and IYSS, Director of Commissioning and Planning for Children’s and Maternity Services and Chief Executive Education Leeds	a) Specialist Learning mentors in Children’s Centres b) HV and MW in Children’s Centres c) FNP programme operational d) Care pathways in place	March 09 June 09 April 09 Oct 09
7.10	Ensure a well resourced Youth Service, with a clear remit to tackle big issues, such as teenage pregnancy and young people’s sexual health	Chief Officer for Early Years and IYSS,	Targeted Youth Support Service in place	Oct 09

Priority 8 – Reducing the need for children to be in care

Introduction	
<p>High quality universal services, integrated at the frontline, represent the best preventative strategy. We know that prevention is cost effective and provides the best outcome for children, young people and families. Our priority actions aim to increase resilience and reduce risks for everyone. Our frontline services will place the child, young person and family at the centre, personalise services and provide rapid and proportional responses where there is escalating risk.</p>	

Targets

Ref	Target	Baseline	09/10	10/11
8.a	LSP-HW2b(i)Number of looked after children per 10,000 population of young people	83.8 (07/08)	67.5	59.3

NB In order to provide as much information as possible where relevant, and where the information is accessible, we have detailed what a percentage means in terms of numbers of children and young people.

Actions

Ref	Action	Lead Officer	Milestone	Timescales
8.1	Embed the Common Assessment Framework across Children's Services	Chief Officer for Early Years and IYSS	CAF is the first point of assessment for all children with additional issues and needs	Nov 2009
8.2	Design an integrated service continuum across all partners	Chief Officer for Early Years and IYSS	Service response elements of Levels of Need and Service Response are: 1) agreed and published on the internet 2) in use across services	Nov 2009 April 2010
8.3	Increase budget holding to lead professional	Chief Officer for Early Years and IYSS	Access to the Early Intervention Fund for all lead professionals	Nov 2009
8.4	Complete the Directory of Family Support Services	Chief Officer for Early Years and IYSS	A single database provides high quality information for children, young people, families and practitioners	Nov 2009
8.5	Effectively target vulnerable young people on the edge of care	Head of Operations C&YPSC Head of Service Delivery C&YPSC	Edge of Care and Looked After Children segmentation reports completed Establish an adolescent cases panel to prevent young people on the edge of care becoming looked after. Reduce by 30% the number of children and young people place at home with parents on care orders	April 2009 May 2009 April 2010

Actions Continued...

Ref	Action	Lead Officer	Milestone	Timescales
8.6	Effectively commission services to focus on reducing the need for children to be looked after	Director of Commissioning and Planning for Children's and Maternity Services	C&YPSC Commissioning Framework in place Fully implement Family Group Conferences across the city	Sept 2009 April 2010
8.7	Learn from pilot intensive support programmes in order to fully implement evidence based best practice	Head of Transformation C&YPSC	Report on pilot evaluation Inform commissioning decisions	April 2010 April 2011
8.8	Effectively target vulnerable children aged 0 – 5 on the edge of care through Children's Centres and Family Resource Centres	Chief Officer for Early Years and IYSS	Integrated frontline teams in place in children's centres Second senior member of staff to target more effective early intervention for younger children	April 09 May 2009
8.9	Focus work on young people aged 12 – 16 and their families on the edge of care through Targeted Youth Support (TYS) and other local services	Targeted Youth Support Manager	Lead Professional and Team around the child model fully operational	Nov 2009
8.10	Strengthen and grow the work of the parenting unit to co-ordinate services across the continuum of need	Parenting Commissioner	Robust service model for parents and family support across all levels of need	Jan 2010

Working Together Better

Priority 9 – Strengthening safeguarding

Introduction

Safeguarding children and young people is the first and foremost duty for all local families, communities and services. Much progress has been made over recent years through the Every Child Matters programme but recent developments such as the ‘Baby P’ case and the Laming Report make clear the continuing challenges for us all. Leeds faces particular challenges as shown by recent local reviews and inspection. These have highlighted some weaknesses in local services and the need to further strengthen the way services work together to help children in need. This has informed our service plan, which is formed from two main parts – firstly the transformation programme for Children and Young People’s Social Care and secondly the Business Plan of the Local Safeguarding Children Board. This is important because social care plays a vital role in safeguarding and we need to improve these services, but it is important that safeguarding is recognised as all services’ responsibility and therefore our action plan needs to include work and improvement for all.

Targets

Ref	Target	Baseline	09/10	10/11
9.a	NI 59 - The proportion of Initial Assessments undertaken with 7 days	79.9% (08/09)	85%	87%
9.b	NI 60 – The percentage of core assessments that were completed within 35 working days of their commencement	77.4% (08/09)	84%	85%
9.c	OfSTED judgement on the quality of Leeds Fostering Service	Inadequate	Adequate	Good
9.d	OfSTED judgement on the quality of Leeds Private Fostering	Inadequate	Adequate	Good
9.e	The proportion of residential homes judged by OfSTED to be good or better	66%	100%	100%

NB In order to provide as much information as possible where relevant, and where the information is accessible, we have detailed what a percentage means in terms of numbers of children and young people

Actions

Ref	Action	Lead Officer	Milestone	Timescales
9.1	Support CAF first city development	Chief Officer for Early Years and IYSS	CAF recognised by all agencies as part of a multi-agency assessment process	November 09
9.2	Implement the Fostering Inspection Action Plan	Head of Operations – C&YPSC	Complete all required actions	July 09
9.3	Implement the Private Fostering Inspection Action Plan	Head of Operations – C&YPSC	Complete all recommendations	July 09

Actions Continued...

Ref	Action	Lead Officer	Milestone	Timescales
9.4	Implement existing improvement plans for residential provision	Head of Operations – C&YPSC	1) All homes to be adequate or better 2) All homes to be good or better	1. June 09 2. March 10
9.5	Implement a project to re-engineer referral pathways to social care	Head of Transformation - C&YPSC	New pathway model in place	September 09
9.6	Improve processes for assessment and care planning	Head of Operations – C&YPSC	New arrangements in place for: 1. S.47 investigations 2. Child Protection Plans 3. Assessments	1. June 09 2. June 09 3. June 09
9.7	Invest and improve capacity in key support services for Social Care	Head of Transformation - C&YPSC and Director of Commissioning and Planning for Children's and Maternity Services	1. Additional performance management capacity in place 2. Review of ESCR completed 3. Initial Commissioning Paper completed	1. September 09 2. July 09 3. October 09
9.8	Invest in and improve processes for independent quality assurance to better inform the Safeguarding Board, DCS and Lead Member	Safeguarding Board Manager	1. Additional capacity in place. 2. New processes agreed by Board and DCS	1. July 09 2. November 09
9.9	Further strengthen capacity and processes for managing Serious Case Reviews and Implementing action plans.	Safeguarding Board Manager	1. Additional capacity in place. 2. New processes agreed by Board and DCS	1. July 09 2. November 09
9.10	Embed and broaden the implementation of processes designed to ensure the safe recruitment, selection and management of staff who work with children and young people.	Safeguarding Board Manager	Audits reveal all key services compliant with national and local guidance	November 09
9.11	Develop a citywide communications programme to raise awareness and engagement in all communities	Safeguarding Board Manager	Programme in place	November 09
9.12	Embed safeguarding considerations in the planning, commissioning and delivery of all services for children and young people and for services which come into contact with children and young people	Safeguarding Board Manager	1. s(11) 'duty to safeguard' follow up audit of partner agencies 2. s(11) audit of Third Sector Agencies 3. Inclusion in LCC Procurement processes	1. July 09 2. November 09 3. January 10
9.13	Identify key themes in the deaths of children and young people judged to be preventable and make recommendations for action to reduce the number in the future.	Safeguarding Board Manager	Annual Report of the Child Death Overview Panel	January 10

Actions Continued...

Ref	Action	Lead Officer	Milestone	Timescales
9.14	Ensure we can evidence safe recruitment practice and compliance with regulatory regimes by embedding a recruitment process that meets regulatory requirements and the needs of the service	Head of Human Resources – Children’s Services	1. SAP and FAB will accurately reflect the staffing structure in Children and Young People’s Social Care 2. A new process will be in place to control changes required in SAP and FAB following a change in the organisational structure	1. End of June 2009 2. End of June 2009

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Priority 10 – Enabling integrated working

Introduction

Children, young people and families need services that are centred around them and focussed on meeting their needs. For some children and families additional support is needed to help them be happy, healthy, safe and successful. It is important that as much of this support as possible is provided in places children and families recognise and by people that they know and trust. To enable this to happen we need to integrate our services so they can work together better to ensure that children and families get the right service at the right time.

Targets

Ref	Target	Baseline	09/10	10/11
10.a	NI 88 - Percentage of schools providing access to extended services	42% (06/07)	85% (Sep 2009) 224 schools	100% (Sep 2010) 264 schools

NB In order to provide as much information as possible where relevant, and where the information is accessible, we have detailed what a percentage means in terms of numbers of children/young people.

Actions

Ref	Action	Lead Officer	Milestone	Timescales
10.1	Lead the development of a CAF first city	Chief Officer for Early Years and IYSS	CAF recognised by all agencies as part of a multi-agency assessment process	November 2009
10.2	Embed the Common Assessment Framework and ContactPoint as underpinning integrated processes which enable practitioners to work together, by:			
10.2a	Adopting national eCAF, in line with government objectives.	Chief Officer for Early Years and IYSS	System in place	Completion by the end of 2010
10.2b	Achieving ContactPoint connectivity.	Chief Executive Education Leeds	Connectivity to be achieved by June 2009	Contact point to be embedded by December 2010
10.3	Implementation of an integrated training and development programme to enable practitioners and leaders to develop the skills to practice integrated working, by:			
10.3a	Implementing a children's workforce development strategy	Locality Enabler	Strategy agreed	October 2009
10.3b	Providing training to support the delivery of ContactPoint, to national specifications, to practitioners.	Chief Officer for Early Years and IYSS	Training programme in place and on track	November 2009

Actions Continued...

Ref	Action	Lead Officer	Milestone	Timescales
10.3c	Creating a shared approach to leadership development which will ensure clear strategic ownership of leadership development in children's services.	Locality Enabler	Agreed as part of overall children's workforce strategy	Draft model available for consultation by the end of 2009
10.4	Deliver a commissioning development programme, which is supported through the nationally sponsored children's commissioning support programme	Director of Commissioning and Planning for Children's and Maternity Services	Programme on track	June 2009
10.5	Review the existing locality governance arrangements and new fit for purpose framework	Locality Enabler	Review complete	End of 2010
10.6	Agree a common understanding and response on levels of need and intervention in the city which supports agencies and services in linking together as well as providing a more coherent continuum of intervention and support for children, young people and families in the city.	Chief Officer for Early Years and IYSS	Framework agreed	September 2009
10.7	Services will be commissioned to engage with the CAF.	Chief Officer for Early Years and IYSS	Compliance with CAF and ContactPoint part of all standard commissioning contracts	April 2010

Appendix E – Glossary

Glossary

APA - Annual Performance Assessment

This assessment is carried out by Government Office and the Office for Standards in Education (Ofsted) under a joint inspection framework. Ratings will be made on the overall contribution services make to the five Every Child Matters outcomes. The ratings form part of the Council's overall Corporate Performance Assessment (CPA).

Attainment target

The knowledge, skills and understanding which pupils of different abilities and ages are expected to have by the end of each National Curriculum Key Stage.

Beacon Status

Beacon status is a government scheme to provide public recognition of the excellence and innovation.

Bichard report

The Bichard Inquiry was set up by the Home Secretary following the conviction of Ian Huntley for the Soham murders. It examined the effectiveness of intelligence-based record keeping, vetting practices and information sharing with other agencies. The report made recommendations that are relevant for police, social services, education establishments, vetting departments and the Government to protect children and the vulnerable nationally.

Breeze

Breeze is a Leeds City Council programme of events for children and young people. It also provides information on things to do and places to go for children and young people.

Breeze Card is a discount card for under 19's in Leeds and **Breeze Youth Promise** is a consultation with young people in Leeds.

BSF - Building Schools for the Future

Building Schools for the Future is a government investment programme to improve school buildings for over 50 years. The aim is to rebuild or renew every secondary school in England over a 10-15 year period.

CAF - Common Assessment Framework

The Common Assessment Framework is a new standardised approach for agencies to conduct an early assessment of a child or young person. It will identify their needs and develop a personal solution or plan.

The **e-CAF** is an in-depth, personal assessment tool that facilitates information-sharing by introducing a standardised set of assessment criteria for agencies.

CAMHS - Child and Adolescent Mental Health Service

Child and adolescent mental health services in Leeds refers to the specialist NHS services that provide emotional and mental health care to children and young people.

Children Act 2004

The Children Act provides the legal underpinning for the Every Child Matters agenda. The act is supported by a series of documents which provide guidance to assist local

authorities and their partners in implementing new statutory duties. More information can be found at www.everychildmatters.gov.uk

Children and Young People's Social Care Transformation programme

A new model of access and pathways to services to improve the quality of referrals to social care.

Children Leeds

Children Leeds is part of the Leeds Initiative family. It is a partnership of organisations that work with children, young people and families. It works with Leeds City Council to take the lead in delivering the Every Child Matters agenda.

Children's Centres

These provide a one stop resource for young families, offering help and advice on everything from childcare to getting back to work.

Children's trust

Children's trusts bring together all services for children and young people in an area, underpinned by the Children Act 2004 duty to cooperate and to focus on improving outcomes for all children and young people. They were developed partly as a response to the inquiry into the death of Victoria Climbié. Trusts will be multi-agency and through joint planning and commissioning, underpinned by pooled resources, will ensure that those best able to provide the right package of service can do so.

Commissioning

Commissioning is the process of deciding what services or products are needed, acquiring them and ensuring that they meet requirements.

ContactPoint

This is an online directory that will hold information on all children under 18 in England and its use will improve the way in which information about children is shared between services and partners.

CYPP

Children and Young People's Plan

DCS - Director of Children's Services

The Children Act required Leeds City Council to appoint a Director of Children's Services (DCS). Each DCS is accountable for the delivery of an authority's education and social services functions for children and young people, and any health functions delegated to the authority by an NHS body. The DCS also has a key role in driving wider partnership working to integrate and transform services.

DCSF – Department for Children, Schools and Families

Formerly DfES, Department for Education and Skills and prior to that the DfEE - Department for Education and Employment. The government department responsible for the Every Child Matters Agenda.

Early Intervention Fund

Following on from the successful completion of the original pilot, the Budget Holding Lead Professional has now been mainstreamed as the Early Intervention Fund (EIF). This work

focuses on personalised services targeted at greatest need with an increasing focus on preventative work.

Education Leeds

Education Leeds is a not-for-profit company, wholly owned by Leeds City Council. It is responsible for providing all education support services that relate to children and young people of statutory school age in Leeds.

Five Outcomes

Detailed in the Every Child matters: Change for children are as follows -

- 1) Be healthy
- 2) Stay safe
- 3) Enjoy and achieve
- 4) Make a positive contribution
- 5) Achieve economic well-being

Government Office for Yorkshire and Humber (GOYH)

Official government office bringing together the regional operations of the Departments for Education and Skills; Work and Pensions; Trade and Industry.

Healthy Schools

The National Healthy Schools Programme is a widely embraced initiative in schools with more than 4 million children and young people currently enjoying the benefits of attending a Healthy School.

ILP - Individual Learning Plans

Individual Learning Plans are part of the move towards personalised learning. A plan is developed with support from all the relevant stakeholders to understand and act on the needs of a young person. This process gives the young person a chance to shape the plan themselves.

Inclusion Chartermark

The Inclusion Chartermark review process has been developed by Education Leeds to help schools become fully inclusive in policies and practices. A Chartermark school is one that meets the needs of all pupils.

Information Sharing

Information sharing is key to the Government's goal of delivering better, more efficient public services that are coordinated around the needs of the individual. It is essential to enable early intervention and preventative work, for safeguarding and promoting welfare and for wider public protection.

Integrated Working

Integrated working is when everyone supporting children and young people develops and shares methods and protocols to enable them to work together effectively, to put the child at the centre, meet their needs and improve their lives.

IYSS

Integrated Youth Support Service

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Key Stages

LAAs - Local Area Agreements

LAAs 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. LAAs simplify some central funding, help join up public services more effectively and allow greater flexibility for local solutions to local circumstances. Through these means, LAAs are helping to devolve decision making.

Laming Review

Lord Laming's review of child protection published on 12 March, 2009 and ordered by government in the wake of the Baby P case, called for an overhaul of children's social work.

Lead Member and Lead Executive Member for children's services

Under the Children Act 2004, Leeds is required to designate a Lead Member for children's services. In Leeds this is known as the Lead Executive Member.

They provide political leadership on children's services within the authority and will have responsibility for the same set of functions as the Director of Children's Services. The lead member will have a particular focus on safeguarding children. Leeds has also appointed a Lead Executive Support Member for Children.

Lead Professionals

These will act as a single point of contact that children, young people and their families can trust, and who are able to support them in making choices and in navigating their way through the system. They ensure that children and families get appropriate interventions when needed, which are well planned, regularly reviewed and effectively delivered. Their purpose is to reduce overlap and inconsistency from other practitioners.

Leeds Children's Fund

The Leeds Children's Fund has government funding to support children and young people between the ages of 5 and 1 who are identified as being at risk of social exclusion. It is an inter-agency partnership organisation involving voluntary, community, faith and statutory agencies.

Leeds Healthy Futures Strategy

A detailed health plan for children, young people and families.

Leeds Healthy Schools

Education Leeds has developed the Leeds Healthy Schools programme to support schools in approaching health and wellbeing. It includes tools to help the school consult with the community and encourage participation in healthier lifestyles. It makes explicit links between the curriculum, mental health, physical health and the learning environment.

Leeds Initiative

Leeds Initiative is the local strategic partnership that brings together the public, private, community and voluntary sectors to work together to achieve success and encourage improvement. Leeds Initiative's strategic plan is known as the Vision for Leeds. There are

a number of different strands to the Leeds Initiative partnership, of which Children Leeds is one.

Leeds Joint Strategic Needs Assessment

The Local Government and Public Involvement in Health Act 2007 places a duty on local authorities and PCTs to undertake a Joint Strategic Needs Assessment (JSNA).

Leeds Local Area Agreement

The Leeds Local Area Agreement was signed in March 2006. It enables a number of partners across the city to work more effectively together to improve outcomes for local people. The LAA is an agreement between central government, the local authority, and local partners.

Leeds Strategic Plan

Leeds Strategic plan sets out the outcomes and priorities agreed with Leeds City Council's and their partners to help deliver long term aspirations for the city as set out in the Vision for Leeds 2004 to 2020. The Leeds Strategic Plan also embraces the Local Area Agreement for the city.

Leeds VOICE

Leeds VOICE is an umbrella organisation working with voluntary, community and faith groups. They are a partner in Children Leeds.

Locality Enabler

Locality enablers work in the DCSU to take a local overview to ensure that the change programme improves outcomes and delivered at the front line.

LSCB - Local Safeguarding Children Board

These replace non-statutory Area Child Protection Committees. They are required to co-ordinate and ensure the effectiveness of local arrangements and services to safeguard and promote the welfare of children. The Children Act 2004 required that all local authorities establish them and prescribes a broad list of core agencies that must, by law, be represented on the Board.

LSP - Local Strategic Partnership

A Local Strategic Partnership (LSP) is a single, multi agency body that works within local authority boundaries and aims to bring together at a local level the different parts of the public, private, community, voluntary and faith sectors. Leeds Initiative is the Leeds Local Strategic Partnership.

Multi Agency Panels

This model goes by a range of titles, but its key feature is that practitioners remain employed by their home agencies, agreeing to meet as a panel on a regular basis to discuss children and young people with additional needs who would benefit from multi-agency input.

Narrowing the Gap Executive

The Narrowing the Gap Executive is responsible for making sure the 'narrowing the gap' aim of the Vision for Leeds is integrated into the work of all other strategy groups of the Leeds Initiative, including Children Leeds.

NEET

Not in education, employment or training

Number on roll

This number is a head count of full-time and part-time pupils excluding nursery units

Ofsted - Office for Standards in Education

Ofsted is the inspectorate for children and learners in England. Inspection and regulation now covers childcare, schools, colleges, children's services, teacher training and youth work.

Programme management

The Programme Management approach is made up of 5 strands: integrated processes; workforce development and reform; locality governance; resources and assets and; the commissioning framework. This programme will deliver, against an agreed and well-defined vision, the required synergy between projects and strong, accountable leadership across services to achieve improved outcomes for our children, young people and families.

Safeguarding

Safeguarding is broader than 'child protection' as it also includes prevention. Safeguarding has been defined as all agencies working with children, young people and their families taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised.

Statutory Functions

Functions conferred or imposed by a statutory instrument (law).

Tell Us 2 and 3

The TellUs2 and 3 survey was undertaken across England by Ofsted asking children and young people from Years 6, 8 and 10 of their views about their local area.

The Hub

Local authorities were asked by Government to develop a service directory providing comprehensive information on local providers, eligibility criteria, geographical location and referral procedures. They were also required to develop procedures for keeping this service directory up-to-date and for ensuring that professionals working with children and young people have access - providing this information to the public where possible.

Think Family

Think Family is a critical new guide to support all those working with families and parents. The publication has been developed with colleagues from across the family learning and working with parents sectors to link and make sense of the quality agenda in multi-agency settings.

Universal Offer

The 'Universal Offer' is an important part of an approach and refers to a county-wide network of services which will help to ensure that all adults have the opportunity to the 5 outcomes.

Vision for Leeds

Vision for Leeds is the long term strategic plan for ongoing economic, cultural and environmental development of the city. The plan covers the period 2004 to 2020 and is coordinated by the local strategic partnership, the Leeds Initiative.

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Appendix F - Linked Documents

Local Strategies

The action plans in Appendix D only include the most significant actions for our ten shared priorities over the next two years. More information and detail on our wider work can be found in the following documents which set out the broader agenda and work of children's services in Leeds:

- Leeds Strategic Plan
- NHS Leeds Child Health Plan
- Education Leeds Strategic Plan
- Council Service Plans
- DCSF Children's Plan
- Children Leeds Needs Analysis
- Joint Strategic Needs Assessment
- Joint Area Review Report and Action Plan
- Annual Performance Assessment Report and Action Plan
- Children's Services Improvement Plans

[Once the Children and Young People's Plan is published, electronic links will be provided to online versions of these documents]

Needs Analysis

Extensive work is undertaken by children's services and their partners to analyse need, outcomes and service performance. In addition valuable information is provided through feedback from inspectors and central government. The following links provide more information on the key elements of needs analysis that have underpinned this plan:

- Children's Services Needs Analysis
- Joint Strategic Needs Assessment
- Education Leeds Standards Report
- Common Factors Research Report
- Every Child Matters Survey Report
- Attendance Research Report
- Index of Local Child Wellbeing Report
- 2008 OfSTED Annual Performance Assessment Letter
- 2008 Joint Area Review Report
- 2008 14-19 Progress Check report

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