

Children and Young People's Plan

Review

2009-2010



Richmond upon Thames
Children and Young People's Trust

Contents

Introduction	Page 4-5
Be Healthy	Page 6
- Key areas of work	Page 6
- Key Performance information	Page 6-7
- Key achievements	Page 7
- Challenges for 2010-11	Page 8
Stay Safe	Page 9
- Key areas of work	Page 9
- Key Performance information	Page 9-12
- Key achievements	Page 13-14
- Challenges for 2010-11	Page 15
Learning and Attainment	Page 15
- Key areas of work	Page 15
- Key Performance information	Page 16-20
- Key achievements	Page 20-21
- Challenges for 2010-11	Page 21-22
Participate and Enjoy	Page 23
- Key areas of work	Page 23
- Key Performance information	Page 23
- Key achievements	Page 24-25
- Challenges for 2010-11	Page 24-25

Families and Wellbeing	Page 26
- Key areas of work	Page 27
- Key Performance information	Page 27
- Key achievements	Page 27-28
- Challenges for 2010-11	Page 28-29
Capacity and Service Improvement	Page 30
- Key areas of work	Page 30
- Key Performance information	Page 30
- Key achievements	Page 30-31
- Challenges for 2010-11	Page 31-32
Conclusion	Page 33-34

Introduction

Every year the Children and Young People's Trust Board (CYPTB) reviews the progress it has made in implementing the Children and Young People's Plan (CYPP) for the borough. This review process is used as a means of assessing our performance, see whether we need to shift resources to make improvements or do things differently. It is also a way of demonstrating to partners, parents, carers, children and young people the work that has been taken forward in the last year. This review is the first progress report against the CYPP 2009-13 and sets out the progress we have made during the past 12 months.

The review is organised by Delivery Boards, the thematic and operational arms of the Trust Board and responsible for the delivery of the CYPP. There are six of boards each managing an area of delivery such as 'being healthy' or 'staying safe'. Every line from the CYPP Commitments Grid and every performance measure have been allocated to an individual Delivery Board.

Under each of these Delivery Boards, the following information is provided:

- **Introduction:** setting out a very brief summary of recent performance and progress during 2008-09;
- **Performance Data:** setting out performance against key national and local indicators at the end of 2008-09. The information also sets out England and London comparisons, where we have them, as well as a red, amber, green status as to how well or poorly we are performing;
- **Key achievements in 2009-10:** setting out progress made on some of the key areas identified in last year ; and
- **Challenges for 2010-11:** highlighting the areas of development for next year.

The review should be read in conjunction with the CYPP 2009-13; CYPP needs assessment for 2010 and CYPP priorities for 2010-11
www.richmond.gov.uk/cypp

Performance information key

A/Y	Academic year
F/Y	Financial Year
G	Performance is good
A	Performance is adequate
R	Performance is poor
N/A	Information not available
TBC	Information to be confirmed when it becomes available

Be Healthy

The Be Healthy Delivery Board is chaired by the Joint Director of Public Health for NHS Richmond and Richmond Council and is comprised of a range of organisations, including the Council, NHS Richmond and the Youth Partnership. The Board has a key role in determining the commissioning activity in public health and working closely with providers in delivering health objectives. In this section the key achievements in Be Healthy made over the last year have been identified, along with challenges for 2010-11.

Key areas of work

- Supporting families to keep children healthy during the early years;
- Ensuring all children and young people are supported to lead healthy lifestyles;
- Reducing teenage conceptions and sexually transmitted infections; and
- Ensuring children and young people enjoy good emotional and mental health and providing support needed to address mental health issues when they arise.

Key performance information

Performance Indicator Number	Performance Indicator	Actual A/Y 07-08 F/Y 08-09	Actual A/Y 08-09 FY 09-10	England Average A/Y 08-09 F/Y 09-10	London Average A/Y 08-09 F/Y 09-10	RAG Status
1.2.2 Every family is supported to keep children healthy during the early years and protected against avoidable disease and infection						
NI 126	Early access for women to maternity services	N/A	80.72%	N/A	N/A	G
NI 53	Prevalence of breastfeeding at 6 to 8 weeks from birth	70.6%	72.7%	44.4%	N/A	G
CSC 008	Uptake of the first dose of the mumps, measles and rubella immunisation (MMR) by the fifth birthday	86.4%	80%	N/A	N/A	G
CSC 009	Uptake of the second dose of the mumps, measles and rubella immunisation (MMR) by fifth birthday	81.7%	74.8%	N/A	N/A	N/A
1.2.2 All children and young people are supported to lead healthy lifestyles leading to a reduction in obesity rates and eating disorders						
NI 55	Obesity in primary school age children in Reception year	6.2%	5.9%	9.6%	11.2%	G
NI 56	Obesity in primary school age children in year 6	12.4%	11.7%	18.3%	21.3%	G

Performance Indicator Number	Performance Indicator	Actual A/Y 07-08 F/Y 08-09	Actual A/Y 08-09 FY 09-10	England Average A/Y 08-09 F/Y 09-10	London Average A/Y 08-09 F/Y 09-10	RAG Status
NI 52	Take up of school lunches in primary and secondary schools	32.2%	TBC	N/A	N/A	N/A
1.2.3 Teenage conceptions and sexually transmitted infections are reduced						
NI 112	Percentage change in the under 18 conception rate from the 1998 baseline	-32%	2.3%	-13%	-12.7%	A
NI 113a	Prevalence of Chlamydia in under 24 year olds (screening)	17.9%	28.3%	N/A	N/A	G
NI 113b	Screening for Chlamydia of 15 to 24 year old population	4%	2.7%	N/A	N/A	G
1.3.1 Children and young people enjoy good emotional and mental health and get the support they need to address mental health issues quickly and effectively when they arise						
NI 50	Emotional health of children	58.2%	49.6%	56%	53.2%	N/A
NI 51 (LAA)	Effectiveness of Child and Adolescent Mental Health Services (CAMHS)	16	16	14.7	15.5	G

Key achievements in 2009-10

- Child and adolescent mental health services (CAMHS) were rated 16 out of 16 in the annual self-assessment completed jointly with the Primary Care Trust (PCT).
- New parents in the borough have been provided with access to midwifery services through the Children's Centres.
- There is a low prevalence of obesity in reception aged children and in 2008-09 just 5.9% of the children measured as part of the National Child Measurement Programme were found to be obese. This constitutes a reduction from 6.2% in 2007-08. The PCT also exceeded their target by achieving coverage of 92.5% of children measured.
- There is also a low prevalence of obesity in year six children with a total of 11.7% of children measured considered to be obese, the lowest rate of all local authorities and a reduction on the 2007-08 results.
- Breastfeeding clinics, cafes, and peer mentoring are provided for new parents in Children's Centres.
- Healthy cooking recipes and workshops for parents and families have been rolled out through Children's Centres and schools.
- The overall teenage pregnancy rate of 23.8% per 1000 is one of the lowest rates nationally, although the percentage change in the teenage conception rate has increased from the 1998 baseline.

Challenges for 2010-11

- Establish a targeted primary mental health team linked with specialist mental health services and the Social and Emotional Aspects of Learning and Healthy Schools Programme.
- Establish a primary mental health worker in each quindrat to provide advice, consultation, training, assessment and intervention.
- Increase the take-up of Chlamydia testing amongst 15-19 year olds in schools and youth settings.
- Improve the access to Drugs and Alcohol Services and access to information.
- Continue to roll out the 'Energise' schools programme across quindrats to motivate children and young people to lead healthier lifestyles.

Stay Safe

The Stay Safe Delivery Board is chaired by the Deputy Director of Children's Services and the Chief Inspector, Community and Partnerships, Metropolitan Police and is comprised of officers from the Council, NHS Richmond, Richmond Crossroads Caring for Carers, and the South West London and St George's Mental Health NHS Trust. The Board has a key role in ensuring that vulnerable children and young people are kept safe from harm. In this section the key achievements in Stay Safe made over the last year have been identified, along with challenges for 2010-11.

Key areas of work

- Ensuring fewer children and young people experience risks in the home, and those who do, are identified quickly and supported;
- Identifying all children and young people at possible risk of harm and referring them to social care to be assessed promptly;
- All children and young people requiring protection are safeguarded effectively;
- All looked after children are in safe, stable and supportive placements;
- Children and young people do not suffer from injury either in their home or in their local area;
- Fewer children run away from home;
- Children and young people are free from the risks associated with substance misuse;
- All children and young people with additional health needs, disabilities and learning difficulties get the support they need;
- All young people are supported to stay out of crime and anti-social behaviour; and
- Homelessness amongst young people is reduced and support provided to those young people experiencing homelessness.

Key performance information

Performance Indicator Number	Performance Indicator	Actual A/Y 07-08 F/Y 08-09	Actual A/Y 08-09 FY 09-10	England Average A/Y 08-09 F/Y 09-10	London Average A/Y 08-09 F/Y 09-10	RAG Status
1.1.1 Fewer children and young people experience risks in the home, including from domestic abuse, parental substance misuse or mental ill health- and those that do, are identified and quickly supported						
NI 32	Repeat incidents of domestic violence	19%	30.7%	N/A	N/A	N/A
CSC 001	Children in families referred to the MARAC	183	240	N/A	N/A	N/A

Performance Indicator Number	Performance Indicator	Actual A/Y 07-08 F/Y 08-09	Actual A/Y 08-09 FY 09-10	England Average A/Y 08-09 F/Y 09-10	London Average A/Y 08-09 F/Y 09-10	RAG Status
1.1.2 All children and young people at possible risk of significant harm are identified, referred to social care and assessed promptly						
NI 59	Initial assessments for children's social care carried out within seven working days of referral	80%	TBC	TBC	TBC	TBC
NI 60	Core assessments for children's social care that were carried out within 35 working days of their commencement	82.1%	TBC	TBC	TBC	TBC
NI 68	Referrals to children's social care going on to initial assessment	41%	TBC	TBC	TBC	TBC
CSC 003	Referrals to social care where 'no further action' is the recorded outcome	30.6%	TBC	N/A	N/A	TBC
1.1.3 All children and young people requiring protection are safeguarded effectively						
NI 64	Child protection plans lasting two years or more	0%	9.5%	TBC	TBC	G
NI 65	Percentage of children becoming the subject of a child protection plan for a second or subsequent time	0%	TBC	TBC	TBC	TBC
NI 67	Child protection cases which are reviewed within required timescales	100%	TBC	TBC	TBC	TBC
1.1.4 All looked-after children are in safe, stable and supportive placements						
NI 61 (LAA)	Timeliness of placements of looked-after-children for adoption following an agency decision that the child should be placed for adoption	100%	100%	N/A	N/A	G
NI 62	Stability of placements of looked-after-children: number of placements	11.4%	16.7%	N/A	N/A	R
NI 63	Stability of placements of looked-after-children: length of placement	66.7%	70.8%	N/A	N/A	G
NI 66 (LAA)	Looked- after- children cases which were reviewed within timescales	94.6%	97.8%	N/A	N/A	G
1.1.6 Children and young people are not the victims of crime- and fear of crime amongst young people is lower						
CSC 005	Children and young people (aged 0 to 18) who have been a victim of crime (as reported to the police)	700	658	N/A	N/A	G
CSC 006a	Young people who feel safe in the area where they live	N/A	80%	81%	N/A	N/A
CSC 006b	Young people who feel safe on public transport	N/A	71%	72%	N/A	N/A
CSC 006c	Young people who feel safe going to and from school	N/A	87%	88%	N/A	N/A

Performance Indicator Number	Performance Indicator	Actual A/Y 07-08 F/Y 08-09	Actual A/Y 08-09 FY 09-10	England Average A/Y 08-09 F/Y 09-10	London Average A/Y 08-09 F/Y 09-10	RAG Status
CSC 066d	Young people who feel safe in school	N/A	92%	90%	N/A	N/A
CSC 007	The number of parents who have attended e-safety workshops	TBC	TBC	TBC	TBC	TBC
1.1.7 Children and young people do not suffer from injury either in the home or in their local area						
NI 48	Children killed or seriously injured in road traffic accidents	-7.7%	TBC	TBC	TBC	TBC
NI 70	Emergency hospital admissions caused by unintentional and deliberate injuries to children and young people per 100,000 people	99.2	63.4	117.4	94.8	G
1.1.8 Fewer children run away from home						
NI 71	Children missing from home or care	9	11	9.9	10.3	G
1.2.4 Children and young people are free from the risks associated with substance misuse, leading to reductions in the number of young people who smoke, drink alcohol or take illegal drugs						
NI 115	Substance misuse by young people	9.5%	9.1%	9.8%	6.5%	A
CSC 014	Young people requiring specialist substance misuse treatment catered for in a young people's service	100%	100%	N/A	N/A	G
CSC 015	Under 18 year olds in need of treatment for substance misuse or alcohol misuse	TBC	TBC	N/A	N/A	TBC
CSC 016	Number of young smoking quitters who attend NHS stop smoking sessions	17	18	N/A	N/A	N/A
CSC 017	Young offenders who are screened and identified as requiring a substance misuse intervention	TBC	TBC	TBC	TBC	TBC
CSC 018a	Young people's views on information and advice about alcohol	N/A	56%	58%	N/A	N/A
CSC 018b	Young people's views on information and advice about smoking	N/A	61%	62%	N/A	N/A
CSC 018c	Young people's views on information and advice about drugs	N/A	60%	62%	N/A	N/A
1.2.5 All children and young people with additional health needs, disabilities and learning difficulties get the support they need including increased and equitable access to short breaks						
NI 54	Services for disabled children	N/A	60%	59%	N/A	G
CSC 019	Short breaks for children with complex needs	N/A	124	N/A	N/A	G

Performance Indicator Number	Performance Indicator	Actual A/Y 07-08 F/Y 08-09	Actual A/Y 08-09 FY 09-10	England Average A/Y 08-09 F/Y 09-10	London Average A/Y 08-09 F/Y 09-10	RAG Status
CSC 020	Short breaks for children with Autistic Spectrum Disorders, including Aspergers and higher functioning autism, and their families	N/A	252	N/A	N/A	G
2.5.2 All young people are supported to stay out of crime and anti-social behaviour						
NI 43	Young people within the youth justice system receiving a conviction in court who are sentenced to custody	3.8%	4.1%	N/A	N/A	G
NI 44a	Ethnic composition of offenders on youth justice system disposals- White	-8.7%	-3.3%	N/A	N/A	A
NI 44b	Ethnic composition of offenders on youth justice system disposals- Mixed Race	4.2%	4%	N/A	N/A	A
NI 44c	Ethnic composition of offenders on youth justice system disposals- Asian	5.7%	4.5%	N/A	N/A	G
NI 44d	Ethnic composition of offenders on youth justice system disposals- Asian British	0.6%	-3.7%	N/A	N/A	G
NI 44e	Ethnic composition of offenders on youth justice system disposals- Chinese/ Other	-1.7%	-1.6%	N/A	N/A	G
NI 111	First time entrants to the youth justice system aged 10 to 17	1190	TBC	1472	1610	TBC
CSC 075	Young people presented to the Anti-social Behaviour Panel	9	4	N/A	N/A	G
3.1.3 Homelessness amongst young people is reduced and young people experiencing homelessness are provided with a suitable range of housing and support						
NI 46	Young offenders access to suitable accommodation	96.5%	99.2%	N/A	N/A	G
NI 147	Care leavers in suitable accommodation	100%	100%	N/A	N/A	G

Key achievements in 2009-10

- In November 2009 Specialist Children's Services underwent an unannounced inspection of safeguarding and in particular contact, referral and assessment arrangements. The inspection report identified that the Council is performing strongly across all areas and identified no recommendations for high priority action.
- Provisional data indicates an increase in the percentage of initial assessments for children's social care that were carried out with seven working days of referral. The total number of initial assessments carried out in 2009-10 increased to 605, a 49% increase on the number carried out in the previous year.
- The total number of core assessments carried out in children's social care increased by 95% in 2009-10. Of the 131 core assessments 89.3% were completed within 354 working days of their commencement.
- There was an improvement on the number of children becoming the subject of a Child Protection Plan for a second or subsequent time in 2009-10 from 2008-09.
- All child protection cases were reviewed within the required timescales.
- The Safer Schools Partnership is now operating in all secondary schools which is contributing to raising the awareness of personal safety issues in schools.
- The local substance misuse website, which aims to raise awareness of substance misuse support and increase the numbers of those accessing it, has been launched and has received 15,000 hits.
- A targeted drug and alcohol worker has been recruited to support the children-looked after team, Richmond House School, and the Youth Inclusion Support Panel for screening and awareness raising work.
- The strategic plan for the Aiming High short breaks programme is in place and is providing a range of new short break care for children and young people with disabilities and learning difficulties.
- All of the looked after children who were placed for adoption in 2009-10 were placed within 12 months of the decision to adopt being made.
- The percentage of looked after children considered to be in stable placements increased from 66.7% in 2008-09 to 70.8% in 2009-10.
- 100% of care leavers were placed in suitable accommodation during 2009-10.
- A range of social opportunities for children with a disability have been offered including the Resources for Autism Play Scheme for 24 children, the Bridge Holiday Scheme, the Crossroads programme for 21 children in school holidays, the Action for Children Holiday Scheme, the Orleans House Gallery Disability Arts Club and RISE Wheelchair Basketball.
- The Local Safeguarding Children Board (LSCB) completed a self-assessment of the provision and information around young runaways following an analysis of the data held by the Police and scored Richmond Borough 13 out of 15.
- 90 young people have been engaged in the Youth Inclusion and Support Panel which aims to prevent young people from committing crime or anti social behaviour.

- The results of a strengths and difficulties questionnaire which is used to assess the emotional and behavioural health of looked after children demonstrated an improvement on the 2008-09 results.
- Wide ranging consultation on primary and secondary proposals has taken place as part of the review of Special Education Need provision in the borough. The review is aiming to reduce spend on independent sector places and transport, meet needs in local mainstream schools where possible, provide a range of provision and choice for parents, and ensure special schools are maintained. Changes will be made to provision upon completion of the review.

Challenges for 2010-11

- Develop the Windham/ Croft site as a centre of excellence for children with disabilities, including reviewing the current service costs and capacity and the building of independence flats as part of the refurbishment.
- Revise the Adult Mental Health/Specialist Children's Services protocol, which will include a Substance Misuse Protocol, and agree and then reported to the LSCB to ensure good working arrangements between key organisations on safeguarding practice.
- Renew focus on improving the recruitment and retention of social workers to ensure children and young people are effectively safeguarded.
- Develop an information and advice service for children with a disability and their families.
- Roll out greater screening, assessment and intervention in order that 90% of young offenders are in education, employment and training.
- Develop a range of initiatives to reduce homelessness amongst young people including: ensuring all young people leaving care will have clear pathway plans in place which identify their independent living needs and plan for them to receive appropriate support to work towards and sustain, living independently in suitable accommodation; offering mediation and family support to all young people at risk of family breakdown; and homeless young people will be offered dedicated access to information, advice and guidance, positive activities and sexual health and substance misuse.

Learning and Attainment

The Learning and Attainment Delivery Board is chaired by the Head of School Effectiveness and is comprised of officers from School Improvement at the Council and the principals from Richmond Adult Community College and Richmond upon Thames College. The Board is responsible for improving the attainment of pupils in the Borough's schools, ensuring there is a varied curriculum offer and reducing gaps in attainment. In this section the key achievements in Learning and Attainment made over the last year have been identified, along with challenges for 2010-11.

Key work areas

- Ensuring all children enjoy high quality and personalised learning throughout the primary and secondary phase;
- Improving pupil attainment in primary schools and ensuring all children are able to access high quality places;
- Improving pupil attainment in secondary schools;
- Improving behaviour in schools;
- Reducing the gap in attainment between those eligible for free school meals and those not eligible at all key stages;
- Reducing the gap in attainment between boys and girls at all key stages;
- Reducing the gap in attainment between all pupils and under-performing minority ethnic groups at all key stages;
- Reducing the gap in attainment between all pupils and looked after children;
- Supporting pupils with special and additional needs to make good progress;
- Providing all children and young people with high quality information, advice and guidance to support them to find post-16 learning pathways;
- Reducing the inequality in achievement post-16 between higher and lower income groups; and
- Ensuring harder to reach young people receive advice and support to succeed in education and training post-16.

Key performance information

Performance Indicator Number	Performance Indicator	Actual A/Y 07-08 F/Y 08-09	Actual A/Y 08-09 FY 09-10	England Average A/Y 08-09 F/Y 09-10	London Average A/Y 08-09 F/Y 09-10	RAG Status
2.1.2 All children enjoy high quality and personalised learning throughout the primary phase						
NI 73 (LAA)	Achievement at Level 4 or above of both English and maths at Key Stage 2	84%	84%	72%	73%	A
NI 93 (LAA)	Progression by two levels in English between Key Stage 1 and Key Stage 2	86%	89%	82%	86%	A
NI 94 (LAA)	Progression by two levels in maths between Key Stage 1 and Key Stage 2	86%	87%	81%	84%	G
CSC 029	Pupils achieving Level 2+ at Key Stage 1 in reading	93%	92%	TBC	TBC	G
CSC 030	Pupils achieving Level 2+ at Key Stage 1 in writing	91%	90%	TBC	TBC	A
CSC 031	Pupils achieving Level 2+ at Key Stage 1 in maths	96%	95%	TBC	TBC	G
2.1.3 All children and young people enjoy high quality and personalised learning throughout the secondary phase						
NI 75 (LAA)	Achievement of 5 or more A*-C grades at GCSE or equivalent	54%	55.7%	49.8%	54%	A
NI 84	Achievement of 2 or more A*-C grades in science GCSEs or equivalent	50.6%	56.6%	53.7%	53.3%	G
2.2.1 All primary schools improve pupil attainment and achievement, with children in all areas of the borough able to access high quality places throughout the primary stage						
CSC 034	Gap in attainment between the lowest achieving and highest achieving primary schools	36%	38%	N/A	N/A	A
NI 76	Number of schools where less than 55% of pupils achieve Level 4 or above in both English and maths at Key Stage 2	0	0	N/A	N/A	G
CSC 035	Ofsted inspections validating teaching and learning as 'good' or 'outstanding' in primary schools	90.2%	TBC	N/A	N/A	TBC
2.2.2 All secondary schools improve pupil attainment and achievement, with children in all areas of the borough able to access high quality places throughout the primary stage						
NI 78	Number of schools where less than 30% of pupils achieve 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and maths	0	0	N/A	N/A	G

Performance Indicator Number	Performance Indicator	Actual A/Y 07-08 F/Y 08-09	Actual A/Y 08-09 FY 09-10	England Average A/Y 08-09 F/Y 09-10	London Average A/Y 08-09 F/Y 09-10	RAG Status
NI 89	Number of schools judged as requiring special measures and the improvement in time taken to come out of the category	0	0	N/A	N/A	G
NI 89b	Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category the average time the school spends in failure	0	0	N/A	N/A	G
CSC 036	Ofsted inspections validating teaching and learning as 'good' or 'outstanding' in secondary schools	50%	50%	N/A	N/A	A
CSC 037	Schools in line with or above the national median of levels of contextual value added (CVA) scores	3	6	N/A	N/A	G
2.2.4 There is improved behaviour and reduced variation between schools and other educational settings						
NI 86	Secondary schools judged as having 'good' or 'outstanding' standards of behaviour in Ofsted inspections	63%	50%	78.6%	82%	R
CSC 044	Primary schools judged as having 'good' or 'outstanding' standards of behaviour in Ofsted inspections	TBC	TBC	N/A	N/A	G
CSC 045	Special schools judged as having 'good' or 'outstanding' standards of behaviour in Ofsted inspections	TBC	TBC	N/A	N/A	TBC
CSC 046	Number of managed moves	9	11	N/A	N/A	N/A
CSC 047	Number of managed transfers within the borough	20	16	N/A	N/A	G
2.2.5 The gap in attainment between those eligible for free school meals and those not eligible is reduced at all key stages						
NI 102a	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages and 4- Part 1 Key Stage 2	23.9%	23.4%	22.3%	17.1%	G
NI 102b	Achievement gap between pupils eligible for free school meals and their peers achieving the expected Level 4 at Key Stage 4	27.1%	35.8%	27.8%	20.8%	R
2.2.6 The gap in attainment between boys and girls is reduced at all key stages						
CSC 048	Gap in Key Stage 1 reading attainment at Level 3+ between girls and boys	8%	9%	TBC	TBC	R
CSC 049	Gap in Key Stage 1 writing attainment at Level 3+ between girls and boys	11%	11%	TBC	TBC	R

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CSC 050	Gap in Key Stage 1 maths attainment at Level 3+ between boys and girls	10%	5%	TBC	TBC	G
CSC 051	Gap in Key Stage 2 English attainment at Level 5+ between girls and boys	17%	12%	TBC	TBC	G
CSC 052	Gap in Key Stage 2 maths attainment at Level 5+ between boys and girls	7%	8%	TBC	TBC	R
CSC 053	Gap at GCSE between girls and boys achieving 5 or more A*-C grades	11%	7%	TBC	TBC	G
CSC 054	Percentage of boys achieving A*-C in English at GCSE	58%	60%	TBC	TBC	G
2.2.7 The gap in attainment between all pupils and under-performing minority ethnic groups is reduced at all key stages						
NI 107a	Key Stage 2 attainment for Black and minority ethnic groups (mixed White and Black Caribbean)	N/A	26.1%	3.8%	3.5%	R
NI 107b	Key Stage 2 attainment for Black and minority ethnic groups (Asian or Asian British Indian)	11.4%	-7.5%	-6.9%	-8.3%	G
NI 108a	Key Stage 4 attainment for Black and minority ethnic groups (mixed White and Black African)	11.8%	-3.7%	1%	1.7%	G
NI 108b	Key Stage 4 attainment for Black and minority ethnic groups (Black and Black British Caribbean)	N/A	10.6%	11.3%	13.2%	G
CSC 059	Key Stage 4 attainment for white boys in receipt of free school meals (5 or more A*-C GCSEs including English and maths)	TBC	TBC	TBC	TBC	TBC
2.2.8 The gap in attainment between all pupils and looked-after children is reduced						
NI 99 (LAA)	Looked-after children reaching Level 4 in English at Key Stage 2	TBC	TBC	TBC	TBC	TBC
NI 100 (LAA)	Looked-after children reaching Level 4 in maths at Key Stage 2	TBC	TBC	TBC	TBC	TBC
NI 101 (LAA)	Looked-after children achieving 5 or more A*-C GCSEs (or equivalent) at Key Stage 4 including English and maths	TBC	TBC	TBC	TBC	TBC
2.3.1 Pupils with special and additional needs (including those with School Action and School Action Plus support) make good progress at school to fulfil their potential						
NI 103a	Special educational needs (SEN) statements issued within	97%	100%	N/A	N/A	G

Performance Indicator Number	Performance Indicator	Actual A/Y 07-08 F/Y 08-09	Actual A/Y 08-09 FY 09-10	England Average A/Y 08-09 F/Y 09-10	London Average A/Y 08-09 F/Y 09-10	RAG Status
	26 weeks excluding exception reports					
NI 103b	Special educational needs (SEN) statements issued within 26 weeks	96%	98.9%	N/A	N/A	G
NI 104	SEN/ non-SEN pupils achieving the Key Stage 2 English and maths threshold	51.7%	50.6%	50.9%	45.9%	A
NI 105	SEN non-SEN pupils achieving 5 A*-C GCSEs including English and maths	42.9%	47.7%	46.5%	45.1%	A
CSC 060	Ofsted inspections validating teaching and learning as 'outstanding' in special schools	TBC	TBC	TBC	TBC	TBC
3.2.2 All young people are provided with high quality information, advice and guidance and supported to find learning pathways which successfully engage them in post-16 education and training						
NI 79 (LAA)	Achievement of a Level 2 qualification by the age of 19	76.5%	79.6%	75.9%	76.6%	G
NI 80 (LAA)	Achievement of a Level 3 qualification by the age of 19	60.1%	61.6%	49.4%	53.2%	G
NI 85a	Post-16 participation in physical sciences (A level physics, chemistry and maths)- Physics	48	43	N/A	N/A	A
NI 85b	Post-16 participation in physical sciences (A level physics, chemistry and maths)- Chemistry	83	63	N/A	N/A	A
NI 85c	Post-16 participation in physical sciences (A level physics, chemistry and maths)- Maths	194	213	N/A	N/A	G
NI 91	Participation of 17 year olds in education or training	90%	96%	80%	89%	G
CSC 081	Young people who take up an apprenticeship	93	TBC	N/A	N/A	TBC
CSC 082	Young people who have completed an apprenticeship and achieved an NVQ qualification	TBC	TBC	TBC	TBC	TBC
3.2.3 Reduced inequality in achievement post-16 between higher and lower income groups						
NI 81	Inequality gap in the achievement of a Level 3 qualification by the age of 19	24.2%	21.9%	24.6%	17.3%	G
NI 82	Inequality gap in the achievement of a Level 2 qualification by the age of 19	54.6%	59.6%	56.8%	68%	G
3.2.4 Harder to reach young people receive advice and support to succeed in education and training post-16						
NI 148	Care leavers in education, employment or training	84.6%	62.5%	63%	65.2%	R
NI 45	Young offenders' engagement in suitable education,	80.7%	83.3%	N/A	N/A	R

Performance Indicator Number	Performance Indicator	Actual A/Y 07-08 F/Y 08-09	Actual A/Y 08-09 FY 09-10	England Average A/Y 08-09 F/Y 09-10	London Average A/Y 08-09 F/Y 09-10	RAG Status
	training or employment					
NI 117	16 to 18 year olds who are not in education, employment or training (NEET)	3.4%	3.5%	6.4%	5.3%	G
CSC 083	16 to 18 year olds whose current activity is not known	3%	2.8%	4%	4.4%	G

Key achievements in 2009-10

- 89% of pupils made two levels of progress in English between Key Stage 1 and Key Stage 2, a 3% increase from 2007-08. This is above the London average of 86% and the England average of 82%. The percentage of girls making two levels of progress increased from 88% to 91% and boys showed a similar improvement from 85% to 86%.
- 87% of pupils made two levels of progress in mathematics between Key Stage 1 and Key Stage 2, a 1% increase from 2007-08. This is above the London average of 84% and the England average of 81%. The percentage of girls making two levels of progress increased from 83% to 87%.
- 84% of pupils achieved level 4 or above in both English and Maths at Key Stage 2 which means Richmond is ranked second nationally.
- There was an overall increase in the percentage of children and young people achieving five or more A*-C grades including English and mathematics at GCSE which is an improvement of 1.7% from 2007-08 results.
- Contextual Value Added (CVA) results for schools have improved with two of the three high priority schools on an upward trajectory. Six of the eight secondary schools are now in line with or significantly above the national median level of CVA.
- No Richmond schools were placed in special measures in 2008-09.
- To ensure all children enjoy high quality and personalised learning at the primary and secondary phase, a number of initiatives have been successfully undertaken including rolling out central training for schools in Assessing Pupil Progress; delivering targeted one to one tuition; developing the school workforce through Continual Professional Development opportunities; strengthening the New Qualified Teacher programme; and providing additional support for schools where required through the work of Advanced Skills Teachers and Leading Teachers.
- To address the gap in attainment between all pupils and under-performing ethnic minority groups, training for the school workforce in supporting ethnic minority groups has been developed and delivered with around ten sessions held per term.
- The achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 2 narrowed slightly from 2007-08. The percentage of children eligible for free school meals achieving a level 4 or above in English and maths increased

from 62.2% in 2007-08 to 63.2% in 2008-09. The percentage of pupils not eligible for free school meals achieving the level 4 threshold also increased from 86.1% in 2007-08 to 86.6% in 2008-09.

- The gap between the special educational needs pupils and non special education needs pupils has narrowed from 2007-08 results, with a final gap of 50.6%. The percentage of pupils with special educational need (Statement, School Action or School Action Plus) achieving a level 4 or above in Key Stage 2 tests increased from 40.6% to 41.9% in 2008-09. Of their peers with no identified special educational need, 92.6% achieved level 4 or above, up from 92.3% in 2007-08.
- To ensure resources are targeted to meet the needs of Looked After Children in school, the Personal Education Allowance (PEA), which is intended to provide additional, personalised support to looked after children who have been identified as at risk of falling behind their peers in their education, was formally launched in September 2009 with training for social workers and designated teachers. Formal guidance notes have been devised and circulated. The use of the PEA in this academic year will be formally reviewed in July 2010.
- Excluding statutory exceptions, all statements of special educational need were issued within 26 weeks.
- When including statutory exceptions, 91 out of the 92 statements of special educational need issued were within 26 weeks.
- The proportion of young people achieving a level 2 qualification by the age of 19 has increased by 3.1% from the revised 2007-08 results; this places Richmond in the top quartile of local authorities.
- The proportion of Richmond pupils achieving a level 3 qualification by the age of 19 has increased by 1.5% from the revised 2007-08 results; this places Richmond in the top quartile of local authorities.
- The inequality gap in the achievement of a level 3 qualification by the age of 19 has reduced. The percentage of young people who were eligible for free school meals achieving a level 3 qualification by the age of 19 has increased from 30% in 2007-08 to 34% in 2008-09. Of those who were not eligible for free school meals 55% achieved a level 3 qualification by the age of 19, up from 54% in 2007-08.
- Of those pupils who turned 19 in 2008-09, 59.6% of those who were eligible for free school meals at the time they sat their GCSEs achieved a level 3 qualification. A 5% increase from 2007-08. The gap between those eligible for free school meals and their peers who were not eligible narrowed to 19.4%.

Challenges for 2010-11

- Establish a new schools Behaviour and Attendance Partnership which will report to the Children's Trust Board and oversee the development of a new Behaviour Strategy for the borough, with specific actions allocated to key services and stretching aims for performance improvement, including on bullying.
- Use performance information more systematically to support the School Effectiveness Division and the new Family Wellbeing Service in challenging schools which require improvement in behaviour.

- Replace the existing Pupil Referral Unit with new provision, working with schools to ensure that young people remain on school rolls, with tailored learning and support in place to meet their needs and ensure they continue to progress.
- Implement new learning pathways to engage learners aged 14-19 including new Diploma Lines, a new Foundation Learning offer and expanding apprenticeships.
- Set out clear plans for improving information, advice and guidance (IAG) services to help young people stay engaged, and take action to provide wider support for those most vulnerable of becoming not in education, employment or training (NEET).

Participate and Enjoy

The Participate and Enjoy Delivery Board is chaired by the Head of Integrated Youth Support and is comprised of officers from the Council, voluntary sector and the Youth Partnership. This Board is responsible for ensuring effective youth provision in the Borough and making sure there are opportunities for young peoples' views to contribute to the planning, delivery and roll of services. In this section the key achievements in Participate and Enjoy over the last year have been identified, along with challenges for 2010-11.

Key areas of work

- Ensuring all children and young people can access a range of enjoyable things to do and places to go;
- Ensuring all children with disabilities and learning difficulties enjoy a range of play facilities; and
- Ensuring all young people are able to access a range of positive activities and the image of young people in the borough is positive.

Key performance information

Performance Indicator Number	Performance Indicator	Actual A/Y 07-08 F/Y 08-09	Actual A/Y 08-09 FY 09-10	England Average A/Y 08-09 F/Y 09-10	London Average A/Y 08-09 F/Y 09-10	RAG Status
2.4.1 All children and young people can access a range of enjoyable things to do and places to go						
NI 57	Children and young people's participation in sporting opportunities	80%	81%	81%	TBC	A
NI 199	Children and young people's satisfaction with parks and play areas	67.3%	62.7%	54.1%	61%	G
2.5.1 All young people are able to access a range of positive activities, and the image of young people in the borough is positive						
NI 110	Young people's participation in positive activities	83.9%	60.4%	65.8%	66.3%	R
CSC 074	Perceptions of teenagers hanging around on streets (Place Survey)	N/A	34%	TBC	49%	G

Key achievements in 2009-10

- The new youth website is in place and will be used as means to communicate activities to children and young people.
- The 2008-09 Physical Education (PE) and Sport Survey found that 81% of Richmond Borough school children completed two hours or more of PE each week which a slight increase on 2007-08 result of 80%. Analysis of the survey data reveals that 98% of children in years one and two and 99% of pupils in year's three to six do two hours or more per week.
- There is now a multi-agency youth facility in each quindrat providing a range of services and activities for children and young people.
- There was a 5% increase in participation in the Youth Parliament elections.
- Stronger links and communication mechanisms have been established between the School Council, Youth Forum and Children in Care Council to ensure the voice of children and young people is heard.
- A central commissioning panel involving children and young people has been established to commission Positive Activities for Young People.
- The free Leisure Card for children and young people has been launched and new discounted offers to encourage the take-up of sport and physical activity have been implemented.
- The Culture for Keeps initiative was launched, which is specifically aimed at engaging children looked after in sport and cultural activities and which included the implementation of a dedicated Leisure Card.
- To ensure there are safer, friendly and exciting play spaces for children and young people, 11 new natural play spaces were created as part of the Play Builder Programme.
- The TellUs 4 survey of Richmond school children indicated that a high percentage of children and young people are satisfied with their parks and play areas, as a result, Richmond Borough is in the top quartile of local authorities.
- Fitness suites at two sports and fitness centres have been improved to encourage access for young people with disabilities as part of the Inclusive Fitness Initiative.
- The Culture Counts initiative was launched to consult with young people with disabilities to shape the borough's cultural offer and increase participation. A DVD of what people with disabilities would like in the future was produced.

Challenges for 2010-11

- Bring together all the activities available for young people as a 'youth offer', ensuring economies of scales and making sure this is widely communicated to increase participation particularly amongst hard to reach groups.
- Re-evaluate the existing youth capital strategy and its key projects funded from the Youth Development Fund in the context of cost efficiencies and agree key priorities.

- Implement the CYPP commitment to develop a clear participation and engagement strategy so all young people across the borough can work with the Children's Trust Board to develop services that reflect their needs.
- Develop a more consistent approach to represent the views of young people on the Children's Trust Board and LSCB.
- Ensure the involvement of children and young people in the new Quindrat Commissioning Board arrangements.
- Launch and implement a volunteering strategy.

Families and Wellbeing

The Families and Wellbeing Delivery Board is chaired by the Head of Protective and Preventative Services and is comprised of officers from the Council, NHS Richmond, the Community and Voluntary Sector, Homestart, Richmond Childminding Association, the Youth Partnership and Welcare. The Board has a key role in ensuring that integrated working arrangements are in place to improve family well-being across the Borough. In this section the key achievements in Families and Wellbeing made over the last year have been identified, along with challenges for 2010-11.

Key areas of work

- Ensuring children and young people do not suffer from bullying;
- Ensuring that children and young people are not the victims of crime and fear of crime;
- Supporting parents and carers so they can provide high quality support to their children;
- Supporting young carers to achieve good outcomes;
- Ensuring all children and young people who need it can access targeted support regarding self-esteem, anger and challenging behaviour;
- Supporting parents and carers to help their children develop and learn through early years;
- Ensuring children in early years access an appropriate curriculum and make good progress;
- Supporting children and young people who receive elective home education;
- Improving attendance;
- Supporting children and young people educated outside the mainstream system;
- Supporting children and young people who are unable to attend school because of medical needs;
- Ensuring parents can access high quality childcare to allow them to work or undertake training or education;
- Supporting every family to access the support to help get them back into employment, education or training;
- Enabling access for children, young people and their families, to a range of high quality and joined protective and preventative services in their area; and
- Providing early and effective identification of need by universal services and access to targeted services.

Key performance information

Performance Indicator Number	Performance Indicator	Actual A/Y 07-08 F/Y 08-09	Actual A/Y 08-09 FY 09-10	England Average A/Y 08-09 F/Y 09-10	London Average A/Y 08-09 F/Y 09-10	RAG Status
1.1.5 Children and young people do not suffer from bullying						
NI 69	Children who have experienced bullying	49%	26%	28.8%	24.6%	G
1.3.2 Parents and carers provide high quality support to their children to support their wellbeing						
NI 22	Perceptions of parents taking responsibility for the behaviour of their children in the area	N/A	46.1%	29.6%	30.2%	G
1.3.4 All children and young people who need it can access targeted support regarding self-esteem, anger and challenging behaviour, leading to enhanced wellbeing						
NI 58	Emotional and behavioural health of looked-after children	13.3	12.5	N/A	N/A	G
NI 114	Rate of permanent exclusions from school	0.04%	0%	0.1%	0.1%	G
CSC 028	Number of fixed-term exclusions	752	TBC	N/A	N/A	TBC
2.1.1 All parents and carers are supported to help their children develop and learn through the early years						
NI 72 (LAA)	Achievement of at least 78 points across the Early Years Foundation Stage with at least six in each of the scales in personal, social and emotional development and communication, language and literacy	65%	65%	52%	50%	A
NI 92 (LAA)	Gap between the lowest achieving 20% in the Early Years Foundation Stage profile and the rest	24.7%	25%	33.9%	35.1%	G
4.2.1 Enabling access to a range of high quality and joined up protective and preventative services in their local area						
NI 109	Delivery Sure Start Children's Centres	75%	83%	100%	100%	G
NI 88	Schools providing access to extended services	92%	94%	TBC	TBC	G

Key achievements in 2009-10

- Richmond ranks amongst the top five performing authorities for the achievement of at least 78 points across the Early Years Foundation Stage with at least six in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy.
- A range of actions have been undertaken to reduce the numbers of children and young people suffering from bullying including: the development of an Anti-Bullying Policy which is being promoted at a conference led by young people; the development of a reporting

mechanism for bullying in schools to support the creation of effective data gathering systems; and a peer mentoring scheme is now operating in three schools where older pupils act as mentors with plans to expand further.

- As a result of this work bullying has been reduced; Richmond Borough now falls within the top quartile of authorities for children who have experienced bullying.
- To assist parents and carers to provide high quality support to their children, the Parenting Support Strategy has been established and will be launched at a conference in September 2010; 17 'Family Links Strengthening Families' parenting courses have been delivered throughout the borough; and family learning funding is in place allowing opportunities to be delivered for adults and children to develop skills and knowledge and obtain further learning.
- Outcomes of Ofsted Early Years Foundation Stage inspection are excellent. To ensure the effective delivery of the Early Years Foundation Stage is maintained, every registered day care setting has been Red/ Amber/ Green rated to ensure robust challenge and support is in place to make a difference and improve performance. In addition an audit has been completed of all registered settings to ensure practitioners are taking up training in core skills.
- A new Elective Home Education Policy, emphasising support for parents, safeguarding and wellbeing, special educational needs, extended schools activities and multi-agency support, has been drafted and will be shortly signed off and launched.
- To address school absence, schools are provided with attendance data identifying absenteeism patterns, this information can then be used to develop a targeted response. A tracking system for persistent absence has been developed and resulted in two schools being identified as a priority for improvement; this has led to a shift in resources to assist them with tackle issues.
- As a result of targeted support the instances of persistent absence from 2007-08 to 2008-09 have been reduced, with persistent absence falling from 8.1% in 2006-07 to 5.2% in 2008-09.
- Created a new Family Wellbeing Service from existing resources to provide support for children and families who do not meet Specialist Service thresholds, but require more support than that provided by universal services.
- The new Quindrat Commissioning Boards (QCBs) have been established and are operational. They will commission services to the meet the specific needs of families in local neighbourhoods, including in Children's Centres, through Extended Schools Services and Integrated Youth Services.
- Subject to final confirmation, 100% of Richmond schools now offer extended services, up from 80% in 2008-09.

Challenges for 2010-11

- Continue to develop the Family Wellbeing Service, integrating practitioners from services such as education psychology, mental health support into the team.

- Implement a new single point of access for all contacts into the borough regarding child wellbeing cases, with rapid onward referral of cases to the new Family and Wellbeing Service, or specialist services where appropriate.
- Increase the number of aligned or pooled budget arrangements to support the commissioning process at borough and quindrat level and establish the quindrat budgets for the 2010-11 academic year.
- Develop a sustainable Richmond Young Anti-Bullying Alliance group to support the development and delivery of the Anti-Bullying Strategy.
- Increase the delivery of high quality training to school staff and extended school services staff to manage behaviour.
- Carry out a self-assessment in Children's Centres to evidence that activities and the environment for 0-5s are high quality; that services are delivered in line with the principles of the Early Years Foundation Stage; and that centres are well prepared for Ofsted inspection.
- Broaden the practical and vocational curriculum offer and also roll out a suitable range of literacy and numeracy qualifications for children and young people educated outside the mainstream system.
- Map the full extent of elective home care education to support the new Elective Home Education Policy, as parents providing this type of education do not currently have to register with the local authority, and ensure children in Elective Home Education with a Statement of Special Educational Needs receive a statutory annual review.
- Deliver a core nursery education offer to the most disadvantaged two year olds in the Borough and ensure the take-up of services in Children's Centres are be monitored see check if the most vulnerable families are accessing services.

Capacity and service improvement

The Capacity and Service Improvement Delivery Board is chaired by the Head of Commissioning, Delivery and Service Improvement and is comprised of officers from the Council and NHS Richmond. This board is responsible for managing the work that helps to support and improve front line services. This section sets out the key achievements for the Capacity and Service Improvement Board and the challenges ahead for 2010-11.

Key areas of work

- Ensuring robust local safeguarding arrangements;
- Ensuring local partners work together through the Children and Young People's Trust;
- Commissioning in line with need;
- Applying rigorous performance management and quality assurance across all services;
- Providing high quality and secure information systems;
- Providing the opportunity for children, young people and families to participate and engage;
- Employing highly trained and motivated professionals who are able to deliver a high quality service;
- Ensuring resources are effectively and flexibly deployed;
- Ensuring services are delivered in suitable buildings and community space;
- Ensuring efficient, effective and timely budget monitoring; and
- Ensuring excellent customer service across services provided by the Children and Young People's Trust.

Key performance information

The Capacity and Service Improvement Delivery Board is not responsible for any Performance Indicators.

Key achievements in 2009-10

- Governance arrangements for the Children's Trust Board have been implemented in line with national best practice.
- A test of the Serious Case Review processes was successfully undertaken, with analysis of the findings scrutinised by the LSCB and action plans developed to take forward lessons learnt.

- New CYPP priorities for 2010-11 have been developed in consultation with a range of groups including the Children's Trust Board, LSCB Governors, Headteachers and the Quindrat Commissioning Boards. These will provide sharp focus on those areas most needing concerted action for the year ahead.
- Clear needs analyses have been developed across Children's Services to commission services, target and improve performance. For example local quindrat needs analyses.
- In preparation for the new Raising the Participation Age legislation, a number of actions have been completed including: carrying out a 'dry run' of the post 16 commissioning process; establishing the leadership and structures for the new post 16 commissioning function and responsibilities; and workforce development reforms for 14-19 provision have been rolled out including training for governors, exam officers and joint training for schools and college teachers leading on the diplomas.
- The implementation of the ChildView database, which is a system designed to create a single, rationalised and secure record for every child, is progressing well with a range of modules rolled out including Early Years, Educational Psychologists Social Inclusion, and Special Educational Needs.
- A new service planning cycle has been established to ensure regular reporting of performance against CYPP measures to the CYPTB, Delivery Boards and QCBs, identifying areas of poor performance and ensuring plans are in place to address these.

Challenges for 2010-11

- Develop, agree and publish a CYPTB Commissioning Framework setting out shared principles and practice for commissioning activity across the partnership.
- Ensure Hampton Community College, Shene School and Whitton School are given continued support to ensure all three are able to re-open as academies at the start of the autumn term in September 2010.
- Implement Phase 1 of the Primary Strategy for Change by expanding Holy Trinity and Stanley schools by one form of entry by September 2010 and proceeding plans to expand Chase Bridge, Orleans Infant and St Mary's and St Peter's by one form of entry each in September 2011.
- Present and consult upon options for Phase 2 of the Primary Strategy for Change, including solving the school place planning problems in the St Margaret's area.
- Put in place a new Children's Workforce Strategy for the borough, with actions across the whole workforce to build capacity to deliver the CYPP and integrate the workforce.
- Roll out of the national eCAF, which is a secure-content based IT system for practitioners to store, access and share information captured through a Common Assessment Framework, and which will include delivering training and system support to ensure effective integrated IT systems are in place to support multi-agency working.

- Support service improvement and joint working across the partnership with an aim of becoming more efficient
- Continue the implementation of ChildView across Children's Services, including rolling out to Children's Centres.
- Develop and roll out a commissioning framework across Children's Services and utilise to redesign sexual health and substance misuse services.

Conclusion

During 2009-10, the Children's Trust Board has made good progress in implementing the CYPP 2009-13. This has enabled further progress to be made towards the overall ambition of the Trust Board, to ensure that all children and young people in Richmond upon Thames, whatever their background, lead safe, happy and healthy lives with opportunities to learn, develop and fulfil their potential.

As the annual review 2010 has shown, there have been a number of key achievements for children and young people across all of the Delivery Boards. However, we recognise that significant challenges remain and we are committed further improvement and avoiding complacency.

To ensure focus on those areas most in need of attention for the year ahead, we have agreed new priorities for 2010-11. These are:

Priority	Why is it a priority?
1. Family wellbeing and safeguarding	<ul style="list-style-type: none"> • Focus has been protecting the most vulnerable children • Now a shift to families outside of Specialist Services
2. Tackling 'risky behaviour'	<ul style="list-style-type: none"> • Numbers of teenage pregnancies are increasing • Chlamydia screening is a priority for the Primary Care Trust • Hospital admissions for young people with alcohol specific conditions have increased
3. Improving behaviour and attendance	<ul style="list-style-type: none"> • Behaviour and persistent absence are a problem in some secondary schools • Fewer than average secondary schools had good or outstanding behaviour identified by Ofsted • The Pupil Referral Service was rated 'satisfactory' by Ofsted
4. Providing sufficient high quality primary school places	<ul style="list-style-type: none"> • Demand is high and rising • Birth rate increased from 70% to 77% over the last year • A top concern for many local parents of young children
5. Improving the quality of 14-19 provision	<ul style="list-style-type: none"> • Further improvements in secondary attainment • New law means an increase in 16-18 participation levels • A need to improve provision for those taking Level 2 and below post-16
6. Ensuring more things to do and places to go	<ul style="list-style-type: none"> • Activities for teenagers are seen as the third highest priority for residents • Consultation with children and young people reveals this area is a top priority
7. Increasing the take up of immunisations in the Borough	<ul style="list-style-type: none"> • It is an NHS London as well as a main focus for NHS Richmond • Take up of vaccinations in the Borough are particularly low

Furthermore, the current economic climate and recent political change, both nationally and locally, will bring additional challenges, the scale and nature of which are as yet unclear. We know that services for children and young people will not continue to be delivered in the same way, and changes such as the expansion of academy status to all schools, reduction in grant money and capital funding will impact on the way we work. These are unprecedented times, but the commitment to improve outcomes for children and young people remains and with it a desire and need to work better together. We are dedicated to continuing our work to make Richmond upon Thames the best place to grow up.