

Children and Young People's Plan 2006 – 2009

Annual Review 2007



Table of Contents

Foreword.....3

Key Performance Indicators 2006/74

Review of Service Management and Capacity6

 Priority 1: Development of an integrated service for children with disabilities and learning difficulties..... 11

 Priority 2: Multi agency services for vulnerable young people 16

 Priority 3: Raising the educational attainment of children looked after 18

 Priority 4: Raising attainment at key stage 3 and key stage 4 to improve poor value added22

 Priority 5: Tackling Underachievement for Specific Groups28

 Priority 6: Improving attendance, reducing exclusions33

 Priority 7: Increasing the number of high quality early years and school places....37

 Priority 8: Raising attainment in early years and primary education, including high quality modern foreign language provision at Key Stages 1 and 240

 Priority 9: Increasing the involvement of parents, carers, children and young people 44

 Priority 10: Prevention of offending and re-offending48

 Priority 11: Continuing the development of the 14-19 programmes in partnership with schools and colleges and work based learning providers50

 Priority 12: Promoting Healthy Lifestyles55

 Priority 13 Effective transitions for young people into adulthood.....61

Review of performance against ECM Outcomes63

 Be Healthy.....63

 Stay Safe.....67

 Enjoy and Achieve71

 Make a Positive Contribution74

 Achieve Economic Well-being.....77

 Children Looked After (CLA)83

 Children with disabilities and/or learning difficulties (CWDLD).....86



Foreword

The London Borough of Richmond upon Thames is working in partnership, achieving its vision for excellence through putting children and their families first.

The first Children and Young People's Plan (CYPP) for Richmond upon Thames encapsulates this ambition for excellence. The plan translates the ambition into priorities and action plans to improve the outcomes for children and young people. The agreed priorities took into account Richmond's performance in the national context, external inspection, an analysis of need and crucially the views of children, young people and their families. The Annual Performance Assessment in 2006 confirmed that the CYPP showed good strategic planning and commitment to productive partnerships.

The CYPP has already had a significant impact in driving forward the integrated children's service and improving the outcomes for children. Partnership working is underpinned by a strong, shared commitment to respond to local need. This is evident through the effective governance arrangements of the Children and Young People's Strategic Partnership (CYPSP) with the seven sub groups, five of which are based around the outcomes framework. The Executive Group of the CYPSP hold the Cabinet Member and the Director for Education and Children's Services to account. Effective scrutiny of the progress made towards shared targets through the Education and Children's Services Overview and Scrutiny Committee has been established.

We are delighted with the progress made against all the priorities and targets, which has exceeded expectations in key areas. Key priorities for the CYPP in 2007/8 will focus on improving areas of satisfactory and good performance to achieve excellence. This document provides details on the level of activity, service delivery and the impact on performance. This very detailed review of progress is designed to enable members of the inspection teams to extract sections on individual priorities to inform the key lines of enquiry. The final section of the document demonstrates high performance against the full range of Every Child Matters' outcomes not covered in this year's CYPP. Read in conjunction with the CYPP review of progress, this provides a picture of outstanding achievement overall.

Consultation throughout this process of review will inform the development of detailed action plans for 2007/08. The final document will be published and submitted in June 2007 informed by the Joint Area Review inspection.

Review of Progress against Key Priorities April 2006 to December 2006
(2005/06 figures are bracketed and in bold)

Aims for Improvement 2007/2008

Be healthy

Physically healthy
Mentally and emotionally healthy
Sexually healthy
Healthy lifestyles
Choose not to take illegal drugs

Stay Safe

Safe from maltreatment, neglect, violence and sexual exploitation
Safe from accidental injury and death
Safe from crime and anti-social behaviour in and out of school
Have security, stability and are cared for

Enjoy and achieve

Ready for school
Attend and enjoy school
Achieve stretching national educational standards at primary school
Achieve personal and social development and enjoy recreation
Achieve stretching national educational Standards at secondary school

Make a positive contribution

Engage in decision making and support the community and environment
Engage in law-abiding and positive behaviour in and out of school
Develop positive relationships and choose not to bully or discriminate
Develop self-confidence and successfully deal with significant life changes and challenges
Develop enterprising behaviour

Achieve economic wellbeing

Engage in further education, employment or training on leaving school
Ready for employment
Live in decent homes and sustainable communities
Access to transport and material goods
Live in households free from low income

All indicators as at 31st Dec 2006:

- YOT achieved 100% of non acute mental health assessments within timeframes. **(100%)**
- 86.2% of all young offenders assessed for substance misuse within timescales **(88%)**
- 100% of young people accessing YOT service received substance misuse interventions within timescales. **(96%)**
- PAF C19: Children looked after receiving their health assessments and dental checks on time = 92.9 % (top band performance and improved from last year). **(90.3%)**
- Rate of teenage conception has reduced from 22.2 in 2004 to 20.2 in 2005. From 1999 to 2005 there has been a 12.5% reduction Target rate is 13.8 by 2010.
- 80% of Children with Disabilities and Learning Difficulties achieved 2 hours of sport and culture from within the curriculum
- 93% **(75%)** students achieving at least two hours of PE and sport within and beyond the curriculum. This exceeds the target of 80%.

All indicators as at 31st Dec 2006:

- PAF A1: Children with 3 or more looked after placements in a 12 month period = 13.3% although a slight drop from 2005/6 this is still top band performance. **(11.5%)**
- PAF A3: The proportion of children reregistered to the Child Protection Register = 19.7% **(8.3%)**
- PAF B7: % of Children Looked After are placed in foster care or placed for adoption = 76.3% **(71.4%)**
- PAF B79 % Children Looked After (10-15) in foster placements or placed for adoption = 70.3% **(76.3%)**- for all LAC.
- PAF C20: 100% of Child Protection Reviews held on time is top band performance. **(100%)**
- PAF C21: 0% of Children deregistered had been on the Child Protection Register for 2 or more years. This is top band performance and improved from last year = 4.0% **(8.9%)**
- PAF C64: 90.9% social work core assessments completed within timescale (35 working days) at end of 3rd Qtr 2006/07 **(73%)**.
- PAF C23: % of Children Looked After for 6mths who were adopted during the year = 9.6 %. This is top band performance. **(9.8%)**
- PAF C68: Children Looked After's statutory reviews held on time = 90.9%. This is top band performance.

All indicators as at 31st Dec 2006:

- 8.4% increase of childcare places 7609 **(7017)**.
- Inspection outcomes for 74.19% **(72%)** of childcare settings were good or outstanding .
- 86% take-up of nursery places for 3 year olds **(84%)**
- Key Stage 1 standards at level 2+ 91% **(91%)** Reading and **(90%)** Writing , 95% **(95%)** Mathematics and 94% **(95%)** Science These were well above the national averages and ranked the Local Authority second in aggregation of reading, writing, mathematics and science. At level 3+ 37% **(39%)** Reading, 20% **(21%)** Writing, 30% **(33%)** Mathematics and 40% **(38%)** Science
- Standards achieved at Key Stage 2 89% **(88%)** English, 85% **(85%)** Mathematics, 92% **(94%)** Science at level 4+ and 49% **(41%)** English, 48% **(45%)** Mathematics and 58% **(63%)** Science at level 5+ ranked Richmond upon Thames as the highest ranking Local Authority, on combined scores at both level 4+ and level 5.
- Key Stage 3 standards improved by 5% to 10% in all categories at level 5+ and level 6+. Standards at level 5+ achieved 80% **(75%)** English, 79% **(73%)** Mathematics, 75% **(70%)** Science. At level 6+, 42% **(38%)** English, 61% **(51%)** Mathematics, 45% **(39%)** Science were achieved. The Local Authority improved its ranking to 30th **(67th)** at level 5+ and to 30th **(64th)** at level 6+.

All indicators as at 31st Dec 2006:

- 100% of young people received a post Court report after receiving a custodial sentence. **(100%)**
- 19.4% of parents of young offenders received an intervention **(15.7%)**
- PAF C18 (Offending of Children Looked After) outturn was 1.0 top band performance & an improvement on the previous year's performance **(3.2 in 2004/05)**. Now replaced by PAF C81 which compares Children Looked After figures with local offending figures for 10 -18 year olds. This may have a negative impact on performance.
- PAF C63: 95.5% of CLA communicated their views at the time of their statutory review. **(92.1%)**
- Positive activities for young people currently targets 65 young people with holiday activities and a weekly activities workshop. Weekly workshops now attract up to 40 young people at risk.
- 92.3% of victim satisfaction and 100% parental satisfaction with YOT interventions given **(100% & 78.6% respectively)**
- 100% of young people on a final warning receive a supportive intervention **(86.2%)**.

All indicators as at 31st Dec 2006

- PAF A4: Ratio of Care Leavers in education, training or employment = 0.86. Although this represents a drop from 1.0 in 2005/06 this is still a top band performance for Richmond.
- The Way to Work apprenticeship programme achievement rate has been 53.2% since 1st August 2006. During this period, 49 young people have obtained jobs with local employers
- 28 Young People have currently accessed level 1 Education to Employment (E2E) programmes in Richmond involving the completion of 17 week basic skills course with access to work experience – 63% **(34%)** on to positive outcomes.
- Not in Education Training or Employment = 3.6% **(3.8%)**
- Unknown to Connexions currently 5.3% **(4.9%)**.
- 16-19 Yr olds with LDD 79.4 % into ETE/309 known to Connexions **(80.5%)**
- BME participation Increase in white and mixed race participation in Connexions service provision to 84% **(78%)**
- 10 to 19 yr olds Young Offenders in education, training or employment = 73.9% **(85%)**.

- *Increase proportion of disabled children receiving social care services such as short break care, overnight stays and befriending service (Target for PAF E47=11.3% by 2007). Development of integrated service will improve coordination of diagnosis, assessment and care planning for these children.*
- 90% uptake in the recording of weight and height of pupils in year 1 and year 6 exceeding the target of 80%.

- PAF C69 Distance newly Children Looked After placed from home. No newly LAC placed more than 20 miles from home.
- PAF D78 Under 16s looked after for at least 2.5 years who were in current placement for at least 2 years = 71.0% (**new PAF**)
- PAF D35: % of Children Looked After for 4 years in same foster placement for 2 years = 53.3% (**41.4%**)replaced by D78
- PAF E45: % of Children in Need receiving social services of black or minority ethnicity compared to the local population = 1.83%. This is top band performance (**1.83%**).
- 100% (**91.1%**)of young offenders in satisfactory accommodation.
- 22% of care cases completed in the courts within 40 weeks

- Standards at Key Stage 4 are broadly in line with national standards 57% (**55%**) 5 or more A* to Cs but are below the LA target of 64%
- The vocational programme for Year 11 pupils 100% (**85%**) gained 1+ qualification, 42% attained 5 or more A*-G GCSEs (**71% gained 3+ GCSEs..**)
- PAF A2: % of young people leaving care aged 16 or over with at least 1 GCSE at grades A* - G or GNVQ = 66.7% (**46.7%**)
- Permanent exclusions reduced from 22 to 17 (LPSA target of 30) and 915 to 847 fixed term exclusions across all sectors. A further reduction to 8 permanent exclusions and 357 fixed term exclusions as at February 2007.
- PAF C24 % of CLA who missed 25 days or more schooling = 14.3% (**14.5%**).
- 75% secondary schools judged good or better for learners' response to provision for spiritual, moral, social and cultural development and 25% were judged satisfactory. For primary schools 75% were good and 25% outstanding.
- Half days missed through absence:
Academic year 2005/06
Primary 5.1% (**4.81%** academic yr 04/05)
Secondary 8.4% (**8.5%**)
Special 8.1% (**9.5%**)

- 71.8% of young people appropriately received restorative interventions (**78.6%**)
- 100% of pre sentencing reports produced within National Standards timescales (**100%**)

- 35.2% (**4.5%**) of 16-19 yr old mothers currently in EET and 17 (22) known to Connexions . An improved performance following work with schools, colleges and Way to Work.
- The average length of stay of families with children in bed and breakfast is 2.07 weeks
- The average length of stay of families of children in hostels is 21 weeks
- No social housing and vulnerable households in private sector exceeds the government's threshold for the decent homes standards.

Review of Service Management and Capacity

The London Borough of Richmond upon Thames is high performing with an ambition for excellence articulated in the Partnership Community Plan and the Council's Borough Plan. The Children and Young People's Strategic Partnership (CYPSP) is led and managed to achieve our ambition for excellence through putting children and families first, setting out the priorities in the Children and Young People's Plan (CYPP).

In both the 2005 and 2006 APA, grades for all areas of children's services were judged to be good or outstanding against the five Every Child Matters' outcomes. Richmond upon Thames is rated as a good council on the CPA scoreboard, achieving an excellent rating for the use of resources.

The council and the partners champion the needs of children and young people. In the GOL's recent 360° feedback on the leadership of the Director, the positive response, with no area scored below grade 3 on a 4 point scale, very clearly identified the Director as 'a champion for children:' the score was 3.9 out of a possible 4. This resonates with the Cabinet Member's strong stance on the priorities of exclusions, secondary education and Children Looked After.

The 2006 APA recognised that the council is very well aware of its strengths and priorities, stating that, *"There is a good clear and strategic Children and Young People's Plan with ambitious targets for service improvement"*. Delivery against those shared priority targets in the CYPP demonstrates excellent progress and outcomes. The ambitions of the partnership have been rightly challenging, but achievable. It has been a dynamic and responsive process, sensitive to emerging needs, exemplified through the plans developed by Neighbourhood Boards and agreed by the CYPSP for the targeted Children's Centre areas. The council has responded promptly to the emerging need for continuity in Autistic Spectrum Disorder (ASD) provision and for additional high quality reception places in outstanding schools to meet ever-increasing demand.

The shared priorities in the CYPP have been agreed, monitored and reviewed through the sub-groups of the CYPSP, showing excellent progress against the Every Child Matters Outcomes framework. Richmond upon Thames is outstanding in meeting the Early Years goals, Key Stages 1 and 2, and has progressed to the top quartile in Key Stage 3 and in Key Stage 4 5+A*-C including English and mathematics. Examples of the outcomes from our shared ambition and prioritisation include top band performance or progress across the majority of the Performance Assessment Framework (PAF) indicators for children's social care, Youth Offending Team (YOT) and Youth Inclusion Support Panel (YISP) outcomes, attendance and exclusions as well as in healthy schools, the Modern Foreign Languages Pathfinder, Artsmark, Sportsmark, Activemark, Investors in People and in the overall contribution of Cultural Services. The strength of service management has been demonstrated in the creation and development of a single directorate, providing a multi-agency solution to the challenges presented and working in effective partnership with the voluntary sector.

The leadership's capacity for further improvement has been enhanced through the successful, flexible and vibrant partnerships outlined in our 'partnerships' document. This not only adds millions of pounds worth of voluntary work and sponsorship, but provides a high profile and accessible resource of inspiration, giving children and

Review of Service Management and Capacity

young people access to influential role models to raise their aspirations and achievement.

Governance arrangements are now fully embedded, providing a coherent link from the focussed sub groups through to the CYPSP, Local Safeguarding Children Board (LSCB) and the Executive Group of the Local Strategic Partnership. This group comprises the leadership teams of all the agencies and is thus able to influence and improve the life chances of young people. The governance arrangements provide the appropriate organisational structure to ensure the accountability of the CYPSP and the LSCB. A new independent Chair has been appointed to the LSCB to ensure rigorous challenge to the Director of Children's Services and partner agencies to safeguard children and young people.

The leadership team's capacity to deliver service improvement is evidenced through the progress made from an unsatisfactory Education Authority in 2001 with a 1* Children's Social Care service, to a Children's Service assessed as grade 3 in 2005, progressing to a grade 3 / grade 4 judgement in 2006. We have the staff and the ambition across the partnership to achieve excellence in all the key priority areas of our CYPP for 2006-2009. The priorities of the CYPSP are clearly linked to the Medium Term Financial Strategy, supporting the growth required in capital investment for the secondary and special schools' sector, services for young people and the appropriate projected budget to manage high cost placements for Children Looked After (CLA) and Special Education Needs' (SEN) placements.

Commissioning is developing from the framework set out in the CYPP through three key strategies. The first is the redesign and alignment of services and budgets into multi-agency teams, improving service delivery and outcomes for children, young people and their families. Budgets are most effectively aligned or pooled within the YOT, the Adolescent Resource Team (ART), the newly formed YISP scheme, the integrated service for Children with Disabilities and Learning Difficulties (CWDLD) and the Early Excellence Centre. The proposals for integration of services for Young People are being progressed to build on the effective multi-agency work in place.

Secondly, the commissioning of services or projects, pooling funding streams and devolving budgets to meet local needs. The double devolution of funding to Neighbourhood Boards is an excellent example of effective joint commissioning. Services are targeted to meet need and maximise flexibility in the nine Children's Centre areas. This is dovetailed with the established arrangements for devolving extended schools' budgets to each neighbourhood or cluster, providing an excellent range of activities and wrap-around care beyond the school day. Ward Councillors are also clearly aligned with local issues. The Children's Centre Strategy enables them to review performance against identified need in their locality. The impact of commissioning Positive Activities in the five target areas is outlined in the self review. The tangible benefits to children and young people in providing a broad range of activities and reducing crime and anti-social behaviour are being further developed this year through the successful bid for a Summer University. The Voluntary Sector Grants' Scheme is on the shortlist for achieving Beacon Status across the Council.

The third strand is focussed on maximising our capacity to commission services through securing additional resources. As the lowest-funded London borough we have maximised every opportunity to access resources through partnership bids and partnership working. Our success in this area has greatly improved the outcomes for Children and Young People against the Every Child Matter's framework. Effective

Review of Service Management and Capacity

examples included in this self review include the successful skills centre bid, bids to the European Social Fund for CWDLD and CLA, Summer University, Dramatic Edge, Competitive Edge and the business partnership with the Rugby Football Union and Harlequins. The partnership work with the local theatres and sports organisations provides significant funding and inspirational opportunities to young people across the borough. Sponsorship for events reduces our need to commission; a good example of a Gershon efficiency.

The council has achieved Grade 4 for the use of resources. This is a key focus for the Partnership, seizing every opportunity to maximise value for money opportunities. The recent YISP inspection identified the outstanding impact of the work of the multi-agency team on a budget of £54,000. The use of the £19,000 grant for targeting vulnerable groups to advise on educational issues is another example; school nurses undertook this responsibility to enable the additional funding to be used for audio screening.

Further work has been identified to develop a comprehensive CAMHS commissioning strategy to evaluate the impact of service delivery and value for money judgements. A service redesign team is working to review and rationalise service delivery at each tier, with the increasingly broad range of services provided through effective partnership work at Tiers 1 and 2.

The key to effective management is a shared vision for excellence, underpinned by effective resource management of staff and funding. In the context of a low spending Council, two of the Council's four key priorities are secondary school standards and services for young people. Priority has been given to significant capital and revenue funding to achieve these ambitions.

School budgets are built on a high baseline from a consistent pattern of over-passporting to the schools' budget. This is incorporated into the Dedicated Schools' Grant. The commitment to a £3,000,000 per year capital investment from 2003 has been increased to £5,000,000 by the administration from May 2006. This is enhanced by a £30,000,000 allocation from the DfES One School Pathfinder. Secondary and special schools are benefiting from large capital programmes, two of which are currently under construction.

Other examples of significant investment include:

- The expansion of Collis Primary School at £5,000,000
- The ASD Unit and the second phase of the Richmond House Unit; a combined investment of over £2,000,000
- £0.5 million allocation of capital funding to refurbish the Youth Centres and £1,000,000 for Youth Participation Projects
- £250,000 additional funding for the Youth Service to redress the low levels of funding and increase universal and targeted provision
- Realisation of the investment of £2,000,000 for extended schools and Children's Centres. Ten extended schools are already accredited under the TDA criteria

Review of Service Management and Capacity

- £1,000,000 Heritage Lottery bid for the next phase of the Coach House Education Centre, providing state of the art facilities and inspirational programmes, promoting diversity.

High performance across statutory children's social care services outlined in the 2006 APA has continued to improve. The excellent inspection outcomes from the foster care inspection and across the majority of PAF indicators represent excellent value for money against the low level of spending on personal social services for children and family services compared to the IPF comparator and England averages. The Grade 4 for Safeguarding is particularly rewarding. The relatively high spend on preventative services has enabled us continue to reduce numbers of CLA from 99 in 2005/6 to 85 this year and the numbers of young people entering the Youth Justice System.

Our capacity to improve is dependent on the people, skills and suppliers to deliver excellence. The workforce development team has driven the multi-agency training programme to meet the ambitions of the Workforce Strategy. The priority of safeguarding is at the core of the training programme. A range of successes is outlined in this document demonstrating the impact of training and development. Effective training and qualifications for foster carers, early years partners and for SENCOs, serve as examples having a direct impact on the lives of young people.

Staff absence is relatively low for the sector at 7.26%, with good retention of social workers and head teachers. There have been challenges in recruiting for a head of special Education Needs, the Pupil Referral Service and the interim management of the Youth Offending Team. These are to be balanced against the successful high calibre appointments in Policy, Performance and Systems, the Assistant Director of School Standards and in Finance. Challenges have arisen and been met through the use of head hunters, proactive approaches to succession planning and retention. Temporary staff and consultants have also been used to good effect in some areas, bringing expertise and pace to the change agenda. The Youth Service, School Improvement and Building Schools for the Future are positive examples. Performance has improved in some weaker areas as a result of this strategy. In other key areas such as the Pupil Referral Service (PRS), temporary staff have presented some challenges to the pace of the performance management agenda.

The Cabinet Member for Children's Services and Education ensures that members are well informed and trained in key areas. The Overview and Scrutiny Committee training programme, the members' induction, the conference on Children Looked After, and the use of mentors serve as examples. The joint training and development programme for the Executive Board and Cabinet Members underpins the robust performance management arrangements across the Council and its partners. The shared priorities are known and understood, with systematic performance monitoring in place for all Scrutiny committees. The Governance arrangements for Children's Services monitor and review performance against targets, identifying gaps and areas of underperformance. A combined Overview and Scrutiny committee monitored the implementation of the Children's Services, robustly challenging the consultation process, the multi-agency partnership and crucially the views and involvement of users, carers and young people. Their active involvement and participation in the CYPP is clearly detailed throughout this self review, and particularly under Priority 9. The current review of the CYPP has already enabled members of Overview and Scrutiny, the Cabinet Members and partners in the CYPSP to identify priorities for the 2007/08 action plan.

Review of Service Management and Capacity

Scrutiny task groups produce high quality reports, which have led to improved performance in rates of exclusion and secondary standards for example. The current focus on attendance is appropriately scoped to have an impact on practice and outcomes. The Health Scrutiny task group on mental health is an example of a focus on an area requiring further development.

To support the partnership in building on already strong performance management arrangements and ensure the most appropriate and cost effective systems are in place to support effective information sharing and joint working, an integrated Policy, Performance and Systems unit has been formed. Re-structure of current resources and recruitment of additional staff to fulfil this function are currently underway. Priorities for the unit include making systems within the Directorate: fewer in number, to minimise duplication of data, facilitate information sharing and joint working, and improve value for money; integrated or inter-operable as appropriate; and better supported and managed. We will also be expanding the high quality support for performance management in school standards and specialist children's services to provide enhanced performance management capacity in Community and Young People's services. In particular to support integrated youth service. Enhanced capacity to support the governance arrangements for the partnership will help ensure continued development of effective partnership working.

The strategy for securing and building on our excellent performance is documented in the CYPP. A robust communication strategy has ensured that all stakeholders are fully informed. We will build on the achievements of this annual review to achieve excellence in the areas of good or satisfactory achievement in 2007/8. The partnership will:

- Be excellent corporate parents
- Develop a comprehensive CAMHS commissioning strategy
- Improve the Youth Services and establish integrated youth support
- Continue to deliver the work force strategy
- Implement Contact Point and the Common Assessment Framework
- Meet the objectives of the Local Safeguarding Children's Plan
- Continue to implement the Children's Centres' strategy commissioning flexible services in local communities
- Provide high quality school places in primary schools and the special sector
- Improve value added measures in targeted schools.
- Continue to develop 14-19 education

Richmond upon Thames has a proven track record for deploying low levels of resource effectively. This has been enhanced by the impact of a strong committed partnership, providing a baseline for further improvement to meet our ambitious vision for ensuring that Every Child Matters.

Review of progress in delivering on CYPP Priorities

Priority 1: Development of an integrated service for children with disabilities and learning difficulties

The established integrated service for children with disabilities and learning difficulties has an effective management and partnership structure drawing together the diverse range of services provided. Progress has been made in a range of areas with a clear focus on effective joint working to deliver the best possible service to children with disabilities and learning difficulties. The outcomes are excellent in terms of early identification, intervention, safeguarding, progress and attainment, set within the context of inclusion.

Improvement in decision-making processes coupled with focused work led by the Head of Service on building relationships with advocacy groups has resulted in the continuing trend of reduction in SENDIST tribunal cases and we are on track to meet our target of a 10% reduction in 2006/7. The work to carry on this reduction in tribunals, continues to place a high level of demand on the service and its budget, however the numbers of tribunals have reduced from 29 in 2004-05 to 25 in 2005-06, to 14 in this year to date.

100% of proposed statements were issued within timescale and 92.7% including exceptions in 2005-06, demonstrating the effectiveness of multi-agency partnership. There has been a moderate reduction in timeliness of statements with exceptions in 2006/7 to date to 80.6%, resulting from a vacancy in the Special Needs Medical Team. An action plan has been developed to address the performance against this indicator and ensure services continue to be provided in a timely manner.

The administrative system for SEN has been improved in a client-focused way, re-organising case load allocation which minimises the change of case officer, clarifying the arrangements for obtaining the views of children and young people, and re-designing the annual review form and the format of letters to parents to be more user-friendly. This is underpinned by the service redesign process with the Primary Care Trust, which has included establishing clearer Service Level Agreements for therapy services, equipment and paediatrics. There is more effective communication with the SEN Governors forum and the CWDLD Partnership Forum to monitor performance and engage partners in decision making. The impact can be demonstrated through the judgements on SEN strategy and deployment of resources in the Audit Commission survey, which have improved significantly in 2006 and are now assessed as good, a two-grade improvement on the previous unsatisfactory grading and above the national average for Local Authorities. An office move has taken place to co-locate the administrative process by bring the services together on the specialist service site.

The support for Social Care has been enhanced by funding from the Children's Centres/Extended Schools' programme which has been used to pay for Crofters' staff to support five disabled young people in mainstream neighbourhood sports activities. The work of the multi-agency Children with Disabilities Team has improved the joint assessment process carrying out 15 joint assessments on children under five with complex needs over the last two years using the "Together from the Start" format. These have led to multi-agency Family Support Plans which are regularly reviewed. The Occupational Therapy post in the Disabled Children's Service is jointly funded by the LA and PCT. This has significantly reduced the delay in providing equipment and assessments. The waiting list for OT assessments has reduced from

Priority 1: Development of an integrated service for children with disabilities and learning difficulties

16 in June 05 to nil to date. Joint work with the Teenage Pregnancy Adviser has promoted workshops on sexual health and relationships for disabled young people. The staff have been specifically trained (Family Planning Association) to deliver training to young people and to their parents through the Speakeasy course.

A Medication Forum meets regularly to promote training for short break carers and other providers. Training is delivered by PCT staff to enable children with complex medical needs to access family-based short breaks and out of school activities at Crofters. The Short Break Care team works closely with the Social Work team for Disabled Children in order to provide high quality, reliable short breaks for children (day or residential). This ensures that children are safe in their placements and are helped to develop independence and enjoy a wide range of social opportunities. At this time there are 27 children linked with 24 carers and 35 children linked with 33 befrienders.

To promote safeguarding risk assessments are undertaken for all Crofters' activities and in particular the residentials. Crofters is registered through OFSTED and meets the requirements for NVQ staff to be in attendance. Crofters and Short Break Carers' induction and training programmes ensure that staff have child protection training and are familiar with the safeguarding policies. Family Link carers undergo competence-based assessments and their approval is annually reviewed by the Short Break Care Panel. The Occupational Therapist undertakes assessments of safe living for disabled children to ensure they are protected from accidental injury.

The service improvements are mirrored in a range of satisfaction surveys completed by schools and parent/carers, which are crucial to service review. For example, the Educational Psychology Service shows 87.5% of parents highly satisfied, within an overall satisfaction rate of 96.4%. Service improvement is also evident in the response from parental focus groups regarding specific issues such as respite/short break care facilities. Evaluations of the multi-agency Portage service are consistently outstanding.

The establishment of neighbourhood boards in the targeted children's centres provides an appropriate response to the recommendations of the TEAL consultancy report (this report was commissioned to identify how the services could be redesigned to enable a cross borough approach to tackling the unmet needs of children). Crofters was commissioned by Strathmore school (using Extended Schools funding) to run a weekly after-school club for pupils. The Youth Service works in partnership with Crofters in running a weekly transition youth club at Heatham House. The establishment of "Mini-Crofters" – a shorter-day holiday play scheme for children under 8 has proved very popular with families. This early intervention prepares children for the services and provision they will encounter in future years.

Budgets are devolved to the Boards to meet the identified local needs, including those for CWDLD and their families.

The Council have extended and expanded the range of provision through Competitive Edge, Dramatic Edge and the school sports coordinator programme. Cultural services and schools with specialist status have further enriched the opportunities for CWDLD including through:

- The South London Boccia festival organised in partnership with Strathmore School.

Priority 1: Development of an integrated service for children with disabilities and learning difficulties

- Family Learning programmes facilitated by the Arts Service at Orleans House Gallery to target CWDLD, including a Music Therapy course
- The Library Service run 'small talk' in several libraries across the borough, an early language development programme that includes a session on Makaton signing and an introduction to the library service.

The broader cultural programme provides extensive opportunities for vulnerable young people, including those with CWDLD to access high quality provision.

82% of CWDLD access two hours of sport and culture activity per week, exceeding our target of 80%. This is monitored by using a range of data from schools sports activities and a sample group of CWDLD using leisure services. This will continue to be monitored through the Stay Safe sub-group during 2007/8 to help us ensure we are providing appropriate and accessible sporting and cultural activities for CWDLD.

A needs analysis on making extended school activities accessible for children with complex disabilities and learning difficulties has identified a need for more specialist staff and more flexible transport arrangements. This will be funded through Children's Centre funding, which will also be used to source specialist provision of after school, weekend and holiday clubs to ensure genuine choice for CWDLD.

The Council and its partners have facilitated a range of out of school and holiday activities for CWDLD. For example, the 'PHAB' (Physically Handicapped and Able Bodied) youth project has 18 full time members age 11 to 25. Attendance has increased, with the young people reporting an improvement in confidence and the staff report an improvement in social skills. There has been an increase of three extra local voluntary groups who work with CWDLD registered as charities since January 2006. A range of other activities is detailed in the case studies collated for the JAR.

Plans to improve progress and attainment through the Early Years Partnership and in schools have led to excellent outcomes. The impact of targeted training and support through the Early Years Training Programme Partnership is measured through the feedback from providers and the outcomes of OFSTED grades for early years inspections. 31 settings, nurseries, childminders, playgroups and out of school provision, have been inspected under the current programme, 74.19% of these settings received good or outstanding judgements for overall performance. This compares to 72% achieving the same grades for the year ended March 2006.

Childminders and day-care providers have continued to perform particularly well in comparison with national figures. In inspections carried out to December 2006, 95% of childminders and 85% of day care providers achieved good or outstanding. 85% of providers for under 5s achieve outstanding or good inspections outcomes under 'enjoy and achieve'. Inspection outcomes for registered settings for children under 8 show good practice for 'making a positive contribution' with 5% outstanding, 73% good, 21% satisfactory. Also 82% of registered settings for under fives have completed the basic training required in Special Educational Needs (SEN), which is crucial to the overall quality of education and care provided in the early years.

CWDLD have access to specially and additionally trained childminders supported in a Childminding Network. Funding to support the childminders' sustainability is available through joint funding by the Early Years Service and the Team for CWDLD. Parents of CWDLD find registered provision more accessible, as reported by

Priority 1: Development of an integrated service for children with disabilities and learning difficulties

voluntary sector and private providers at the Early Years Development and Childcare Partnership (EYDCP) forum in November 2006.

Additional training on early identification and working with parents has been run in partnership between Early Years and Childcare and the Education Psychological Service. 43 staff from registered settings have attended. Feedback from professionals is that children are being identified earlier. The Government ring fenced Transformation Fund for workforce development is being used to increase staff access to SEN training, to monitor implementation and effectiveness of training into settings, and improve outcomes.

We have worked successfully with schools to promote inclusive practice and to achieve consistently high standards of attainment of pupils with special educational needs. Ofsted inspection judgements of schools' progress for CWDLD are outlined in Priority 5. There have been no permanent exclusions of pupils with SEN statements as outlined in Priority 6. A strong link between the EOTAS and the SEN panel enables effective pupil planning and placement. This has been reflected in improved standards of achievement for pupils with SEN in 2006, with pupils making good progress (for details of work with schools and results achieved see Priority 5). All schools have disability access plans for curriculum and building following best practice guidance, which are rigorously monitored by the Building Development Officer.

A multi-disciplinary transition steering group is in place to address the key issues of vulnerable children and young people. It reports to the Learning Disability Partnership Board and the Children and Young Persons Strategic Partnership and has an action plan for the forthcoming year, which will be regularly reviewed. A Transition Coordinator has been appointed based in Adult Services to identify and track all CWDLD from the age of 14 to manage the transition into Adult Social Care. Additional support will be provided by a dedicated Connexions PA for transitions. A collection of evidence from schools has identified 75 young people who will receive an enhanced service of advice and guidance to support their transition to adulthood. The LSC have funded the production of six information leaflets for parent/carers and young people in transitions and these are drafted ready for production and distribution in the summer term 2007. The PA has planned individual and group activities during the summer term and holiday in partnership with Crofters.

In August 2006 the Crofters residential holiday programme took 25 young people in transition into adulthood away to develop life skills. Crofters have also undertaken a range of activities to consult young people on service delivery and were fully involved with the workshops and mystery shopping DVD on sexual health issues in 2006/07. The Youth Forum has planned an integrated residential holiday for 2007.

A pilot focusing on making Year 9 reviews more person-centred has now started in two local special schools, facilitated by appropriately trained staff and monitored through the Transitions steering group. Initial findings will be reported in July 2007 with an expectation that the process will be extended to a targeted number of young people, who are likely to need support from Adult services. Transition pathways to further education provision in Richmond College are supported from the 2 special schools and some mainstream schools through the 14 to 19 Partnership. This provision was judged as outstanding in the recent inspection report on Richmond upon Thames College.

Priority 1: Development of an integrated service for children with disabilities and learning difficulties

A range of activities have been developed to ensure improved access to Education, Training and Employment (ETE) for CWDLD, building on joint working between key partners including Connexions and the Learning Skills Council. A specialist Connexions PA tracks all young people with Learning Disabilities and Difficulties from age 14, providing one to one and group support to help them move to ETE. Job search and job seeking skills are developed as part of this work. Work experience is provided for all young people in mainstream schools and where appropriate supported placements are arranged through Richmond Education Business Partnership. Work experience is also offered to young people at Clarendon and Strathmore special schools. The target of 72% for ETE has been exceeded with 79.2% of 16 to 19 year olds with LDD in ETE.

Additional specialist posts for CAMHS to support parents of CWDLD, one family therapist and one clinical psychologist, have enhanced the capacity of the integrated service for CWDLD. These resources will support the extremely effective targeted family support delivered through the Educational Psychology Service (EPS), Family Learning and the Voluntary Sector.

The EPS jointly ran a very successful Webster Stratton Parenting Programme (a 10-week parenting course) in the two target core Children's Centres, impacting on children's behaviour at home and at school.

We have commissioned family learning parenting provision for families referred through Welcare. In addition to parenting programmes run in six schools targeting priority families, funding has been effectively used to work with parents of children with Attention deficit hyperactivity disorder and to train parenting programme facilitators. Additional training opportunities for the network of Family learning providers include Child Protection training and Risk Assessment training. Examples of good practice are identified locally and shared with the provider network through the Family Learning Provider Forum. This is supported by the annual Family Learning Conference, which in 2006 focused on quality improvement, assessment and engaging learners. The Adult Social Care and Housing Workforce Development Unit offers a Learning Difficulties Awareness Course for all staff, members and partner agencies. This training is led by service users who have been trained as facilitators. Specific training for sessional staff is held annually before the start of the summer play scheme to ensure that staff develop the relevant skills and abilities for working with CWDLD.

A specific focus on Black Minority Ethnic Families is provided through the Young Carers' worker and BME worker, who are based at the Carers' Centre. Links have been made with them and the Three Wings Trust through the review of the Carers Strategy. Regular workshops are run for disabled young people in collaboration with Richmond and Twickenham PCT to provide information and support on staying safe and being healthy, linking with work in schools facilitated by the specialist health visitor. Voluntary sector organisations are also involved and have produced accessible promotional information (currently in draft), which will be delivered from a range of integrated community settings.

Progress on expanding the provision of high SEN places and improving attainment of pupils with SEN will be discussed under Priorities 5 & 7.

Priority 2: Multi agency services for vulnerable young people

The key focus of this priority has been on establishing the prevention provision through Children's Centres and Extended Schools. All deprived wards have a community development worker and the Youth Offending Team (YOT) and Adolescent Resource Team (ART) have signed up to become part of the multi agency teams currently being developed. A parenting coordinator recruited in Autumn 2006 is delivering group work and individual support to 13 parents. In addition 25% of parents whose children come into contact with the YOT participate in intervention programmes aimed at preventing young people from offending and re-offending; of this group 100% satisfaction has been reported.

Multi agency teams are now excelling in Richmond upon Thames. For example, the YOT is a high performing service, rated at Level 5 (top level) in terms of performance, with excellent interagency performance in terms of mental health, substance misuse and accommodation targets. Re-offending rates of young people receiving a reprimand are at an all time low, with only 7% re-offending within the October to December 2005 cohort, highlighting effective partnership preventative work. See priority 10 for further information.

We are currently piloting the Common Assessment Framework (CAF) to assess young people who have been excluded from school for three days or more and provide effective multi-agency support. Although this programme is in its early stages, we are already seeing improved partnership working between Connexions PAs, the council's School Inclusion Team and schools and evidence shows that where a CAF assessment has been completed and implemented the young person has re-engaged in education. The CAF process will be extended throughout the whole of Children's services in 2007-2008.

Targeted holiday provision is now embedded in service delivery in the five crime hotspots within the borough following a successful programme in 2006, which reported on average a 16% reduction in youth crime in four of the five priority wards¹. More detail on the impact of the holiday programme is provided in the Make a Positive Contribution section. A £60k pooled budget has been agreed to deliver holiday provision for 2007 and all youth clubs will now be open over the summer period to allow greater access and opportunities for young people – this will further target high risk and deprived groups and further impact on crime and anti social behaviour levels. The council's commitment to youth services has been illustrated by plans for improving the borough's five youth centres and capital investment up to a total of £1.5million for youth projects and additional revenue of £250,000.

The established anti bullying task group works to the Stay Safe and Make a Positive Contribution CYPSP sub groups. The task group has secured the support of a national bullying adviser, who is also a local resident, to build on the work of anti bullying programmes implemented across the borough, and develop the 'Bullying Matters' Review to be published in May 2007. This responds to the Bullying Matters Survey² in 11 schools to assess the impact of anti bullying strategies in our community. 722 surveys were completed and initial analysis indicates that 73% of children have never been physically bullied, 50% have never been verbally bullied, 41% often or sometimes tell a responsible adult if they are bullied, only 2% have indicated they have often physically or verbally bullied someone. The survey serves

¹ Positive Activities Summer holiday programme 2006: impact of holiday provision in Richmond, LB RuT 2006

² Bullying Matters Survey, LBRuT Spring 2007

Priority 2: Multi-agency services for vulnerable young people

as a baseline to assess the impact of our current work to measure bullying and its impact on young people to inform the 2007-08 action plan for the CYPP.

Following extensive consultation with young people, it was agreed the Victim Support Line would be decommissioned. Feedback indicated that there is already sufficient national support and guidance for young people and that they prefer one-to-one support. Efforts are now being focused on developing one to one drop in opportunities through collaboration between the YOT, Youth service and Connexions in 2007.

Over 30 young people are currently being mentored, with another 20 in the process of being matched. Over 100 mediation conferences are organised per term in eight secondary schools. There are three peer mediation schemes operating as well as peer mentoring schemes and these are all contributing to the clear reduction in exclusions, outlined in Priority 6, as well as supporting young people achieve the Every Child Matters outcomes.

Self-Esteem through Sport (SETS) programme for students at risk of exclusion has been set up by the schools sports team. The impact of SETS is evaluated under Priority 11.

The CYPSP has exceeded its target of 80% of young people referred to the Adolescent Resource Team (ART) at risk of family breakdown remaining within their families by 15%; the extended access and support of the ART to parents and young people at weekends and evenings (two late evenings, until 7.00pm, and a support telephone line until 10.00pm each day) has contributed to this target. 100% young people referred to ART receive an initial assessment and are offered mental health and substance misuse interventions, alongside Positive Activities for Young People programme, a mentor, family work and parenting support. The ART/ YOT parenting programme has involved over 40 parents this year – 25% of YOT parents have received an intervention against a 10% target and there has been a 100% satisfaction rate. The work of the CLA multi agency team is detailed in Priority 3. The impact of the work of the Early Excellence Centre is encapsulated in an outstanding OFSTED inspection report.

Following the publication of Youth Matters, the Council has agreed to a new Youth Support Service, which will encompass the YOT, ART, Connexions, Youth Service, Substance Misuse Team and Pupil Referral Service. A Youth Support Strategy is now in place, incorporating the 14-19 strategy which is part of Priority 11, a Connexions transition group, which is overseeing the incorporation of Connexion services into the LA and restructured management arrangements³.

We have progressed well in developing services for vulnerable young people; particularly successful outcomes have been seen as a result of the implementation of parenting programmes and the summer holiday's activities programme. The focus of work for 2007-08 will be to further develop the CAF across children's services, targeted holiday provision, building on support for parents and delivering the anti-bullying strategy.

³ Youth Support Strategy

Priority 3: Raising the educational attainment of children looked after

This priority reflects our overall commitment to improving outcomes for children looked after (CLA) and encompasses a range of work undertaken by our well established multi-agency CLA service. Great progress has been made overall and a range of additional activities are also underway or planned, although a few timescales have had to be adjusted. These achievements are set in the context of successful preventative work reducing the numbers of children and young people who need to be taken into care from 117 in March 2003 to 85 in March 2007. Consequently, those who are in care are children and young people who have the most complex needs and are most vulnerable.

We provide a range of services and support to ensure CLA's health needs are met and that they receive the information and support they need to live healthy lifestyles, reflected in our continued top band performance on ensuring all CLA have annual health and dental checks, 92.9% for PAF C19 this year, up from 90.3% the previous year. This includes a fast-track facility for CLA to a broad range of CAMHS services, which will be enhanced by the recent appointment of a permanent Clinical Psychologist within the multi-agency CLA team. This will mean the service will be able to expand into a range of areas including out-of-borough work, court reports and work with foster carers.

Regular 'Think Space' sessions are held and well utilised with 17 sessions during the year. These sessions have been very beneficial to practitioners in supporting effective care planning, information sharing, etc. A number of other authorities have expressed interest in this model, and the Manager of the Multi-Agency CLA team recently delivered a presentation on this at the Young Minds Conference.

As part of the ongoing programme of training and forums for designated teachers, sessions are included on a range of health issues including working with young people with presenting mental health issues and educational psychology inset sessions. Our work in this area is well respected and recognised; we have delivered presentations on this to various individual local authorities and at the recent DfES Education Protects Network. A Richmond teacher was one of three teachers nationally selected to feature in the Believe in Me (Who Cares Trust) video.

To further enhance our work in this area a Corporate Parenting Handbook was launched with Members in February 2007, and circulated to all current designated teachers. We also have a range of plans for 2007/8 to further develop and integrate the work between the CLA teams and designated teachers. The high profile for CLA issues in the regular Director's Report to Schools will be enhanced by a designated teachers' conference.

A permanent CLA teacher has now been appointed to the multi-agency team. Part of the remit includes developing a basic scheme of key items to be considered/addressed in delivering education to children outside mainstream settings, formalising current arrangements. This will enable us to build on our already strong arrangements for ensuring all CLA receive appropriate education provision.

Safeguarding our CLA is a key focus and a range of activities are routinely undertaken to ensure these children and young people live in safe environments and are protected from abuse and exploitation. Personal Education Plans (PEPs) and feedback collected through Viewpoint incorporate questions to elicit the views and concerns of young people in relation to victims or perpetrators and are routinely screened to identify indicators of bullying. A detailed analysis drawing on PEPs,

Priority 3: Raising the educational attainment of children looked after

Viewpoint feedback, interviews with social workers and other professionals, and consultation with children and young people is being undertaken and will be used to inform future development which may include: setting up a group support service and/or undertaking group work; holding a forum for designated teachers, parents and carers; and/or holding a 'Bullying Month' to raise awareness and look at a range of issues.

Richmond's fostering service has been recognised in this year's inspection as high performing, delivering excellent service to our CLA and their parents and carers. We undertake a range of work with foster carers to ensure they are able to meet the needs of our CLA⁴, including provision of a two-year rolling programme of core training which includes a wide range of areas such as safe caring, health and safety, equality and diversity, education for CLA, etc, and a range of consultation forums and events to elicit the views and ideas of foster carers to guide us in improving our service delivery. Foster carers also have access to support and advice from more experienced carers through a buddy scheme.

Our already strong arrangements for ensuring children and young people are provided with appropriate and safe placements are continuing to be strengthened with a newly established process whereby Fostering managers undertake six-monthly safeguarding visits to children placed in outside foster placements. A proposal has also been circulated recommending the formation of an out-of-borough panel to come into effect from April 07, building on our current tri-partite panel arrangements which focus on placements for children with complex needs.

The multi-agency CLA team, designated teachers and carers work together with other professionals to ensure CLA are enabled and encouraged to attend and enjoy school and to achieve to their full potential. This includes early intervention when behaviour and/or attendance is becoming problematic, supported since October 2006 through twice-weekly education surgeries which support identification of additional needs, underachievement, etc. Carers undertake training on the educational needs of CLA as part of their mandatory two year training programme.

Attendance is routinely monitored by social workers through use of Welfare Call and followed up in supervision. Multi-agency planning meetings are held in all cases where a CLA exceeds ten days absence in a year to identify what further action and support is required. As a result we have seen continued improvement in attendance levels (CLA with 25+ days absence in the year has improved slightly from 14.5% to 14.3% this year, building on the 2 band improvement made last year).

A dedicated education (CLA) representative attends all PEP planning meetings for children working towards key stages during the academic year when they are due to sit tests. Where additional support needs are identified a personalised package of support is provided, such as providing maths tutoring for a child identified to be falling short of expected performance level. The (locum) CLA teacher currently provides advice and support on request, and the permanent appointee will develop standard materials during the next academic year to cover a range of needs.

To help ensure children with disabilities or learning difficulties (CWDLD) receive the support they need to achieve their full potential, Social Workers for CWDLD attend an education surgery prior to SEN statement reviews, and all reviews are attended

⁴ Fostering Inspection Self Assessment 2007

Priority 3: Raising the educational attainment of children looked after

by an Education Psychologist, SEN worker or Education Welfare Officer. In addition, PEPs are screened every six months and individual education plans reviewed each term to identify additional support needs.

All CLA are supported to maintain inclusion in mainstream school and access the full National Curriculum, working towards GCSE's wherever possible, through individualised packages of support including curriculum support, tutoring, learning mentors, multi-agency meetings at schools, providing support and advice to teachers and joint working with schools. The Hard to Place Pupils Panel (HPPP) looks at difficult cases and works to ensure appropriate placements. The dedicated Education worker is a strong advocate of children staying in mainstream schools and effectively negotiates with schools. The CLA teacher provides coordinated education for CLA who are excluded for more than one day or are without a school place.

Together these measures mean we are on track to meet or exceed our target of 66.7% of children leaving care aged 16 or over with at least one GCSE A* to G. For the second year in a row, all CLA who sat an exam attained at least one GCSE A* to G, and the percentage of those eligible who actually sat an exam has continued to increase, from 73.3% last year to 81.8% this year. Two CLA attained five GCSEs A* to C (18.2%) and three attained five GCSEs A* to G (27.3%). Although the numbers of children sitting Key Stage 1, Key Stage 2 and Key Stage 3 tests has dropped this year to 50% of those eligible, compared to 81% last year, it should be noted that a majority of these CLA had moderate to severe learning difficulties or Emotional, Social and Behavioural Difficulties (80%).

Targeted multi-agency intervention and support is provided to those identified to be at risk of exclusion, coordinated by the multi-agency CLA team using the various mechanisms already discussed, including Think Space, Education Surgeries and HPPP. As a result we have had no permanent exclusions of CLA this year, and while the number of CLA with fixed term exclusions has remained largely consistent since 2002/3, we have been continuing to reduce the average number of days that these children are excluded for, from 21.9 days in 2002/3 to 6 days in 2005/6 and 4.3 days in 2006/7 to date.

Out-of-hours learning opportunities are maximised for CLA, including through identification in PEPs. Through the Culture for Keeps programme 63% of CLA were able to take part in a wide range of activities covering sports, arts, culture and drama. A particularly successful project has been the 'reading mentor' scheme which has significantly improved the reading abilities of all the children who have participated. Out-of-hours activities are usually with other children, with the exception of some study skills courses for CLA, thereby further promoting inclusion and integration. To support this we have commissioned a local private organisation to promote normalisation of CLA in these situations and bring them into group situations (eg Study Zone, and Chill Out Zone in the holidays), providing activities and support for a range of children, including CLA. Looking forward, we are offering bursaries for CLA to undertake out of school learning activities, starting with a pilot with out-of-borough CLA in 2008.

Related to this we do everything possible to engage CLA in local decision making. We have commissioned an external report on peer mentoring options to inform the 2007/7 CYPP action plan for CLA. CLA contribute to school and other youth forums and are members of school councils.

Priority 3: Raising the educational attainment of children looked after

To support successful transition for older CLA and reduce the number who are not in education, training or employment, we have commissioned a specialist housing and education support worker into the Leaving Care team, as well as one day per week from the cultural pathfinder to concentrate on year 12 pupils. While we have not reached our target of two work experience places and two employment opportunities for CLA within the Council, we have established a steering group to develop an in-borough work experience programme and employment opportunities for CLA, have increased our joint working with Way to Work, and now have one care leaver employed by the Council. This has been reflected in our continued top band performance on the proportion of care leavers in EET (PAF A4 this year is 0.86) and an improvement this year to 100% of 16 year olds who have been looked after for 12 months or more being in full time EET significantly improving on 80% last year.

Priority 4: Raising attainment at key stage 3 and key stage 4 to improve poor value added

There have been significant improvements in secondary standards in the last year. Strategic leadership and management of the strategy for school improvement has been acknowledged as good and improving by the National Strategies. Standards at Key Stage 3 are above the national average and continue to improve in line with targets for 2007.

In 2006, there were notable gains at Key Stage 3 across the Borough. At Level 5 and above, improvements in Richmond were above the national figure in English (+5%), mathematics (+6%) science (+5%) and ICT (+2%). Improvements in English were particularly significant; performance in Richmond rose from 56th to 11th position nationally. Across all subjects, Richmond has improved its national ranking from 67th to 30th for Level 5 performance. Notable within these results were improvements for boys in English (+6%) and for Black Caribbean and African groups (gains of 9% and 4% respectively). At Level 6 at Key Stage 3, standards are well above national averages, building on significant improvements made in 2006. There were rises of 10% in mathematics, 4% in English, 6% in science and 5% in ICT. Value added between Key Stage 2 and 3 improved overall in 2006 from 99.2 to 99.7 raising our ranking from 105 to 76. Six of the eight secondary schools made improvements and two maintained their already high scores. Further improvement in value added scores remains the top priority or 2007-08 on target schools.

Standards at Key Stage 4, based on 5 A*- C GCSE performance including English and mathematics, are above the national average and in the top quartile nationally. Results have also improved in line with the ambitious targets for 2006. Progression rates on to education and training for Richmond learners are the second highest in London. The Key Stage 2 to 4 contextual value added scores went up to 988.9, with 25% of schools now above the national median.

In 2006, 50% of Richmond learners achieved 5 A*- C GCSE including English and mathematics, which is 4% above the national figure. This was a rise of 4%, compared with the national improvement of 1%, further improving Richmond's national ranking. The number of pupils achieving A*-C in English and mathematics improved by 4%. The result in English is 7% above the national average and 3% above the national figure in mathematics. The number of pupils achieving overall 5+ A*-C at GCSE or equivalent or 1+ A*-G is rising. Average points scores are also improving. There was an improvement of 8.5% in 1 A*-G results for CLA. Results for 5+ A*-C at GCSE or equivalent in 2006 rose by 2% to 57%. This equalled Richmond's best ever score, but was below the authority targets and therefore continues to be a key priority for targeted support in secondary schools.

In reviewing the factors that contributed to the improvements in 2006 at Key Stage 3, school strategy managers and strategy consultants highlighted intervention programmes in Year 9. *"The biggest improvements in English and mathematics at Key Stage 3 were in intensively supported departments. These departments had well-planned intervention programmes for pupils in Year 9 which contributed to improved standards."*⁵. This was particularly evident in the intervention work in mathematics at Whitton School which saw a 7% improvement in Level 5 results and a 13% improvement at Level 6.

⁵ National Strategies LA summary report

Priority 4: Raising attainment at key stage 3 and key stage 4 to improve poor value added

This year, lead strategy consultants have taken an active role in advising and supporting school leaders on their intervention programmes for Key Stage 3. New secondary strategy support agreements have been established in all schools in negotiation with head teachers and school strategy managers. These agreements have rigorously targeted consultant support towards those subject areas and schools required to make the biggest improvements. While the support agreements have focused support towards Key Stage 4, schools have reported positively on the appropriateness of the support being provided at Key Stage 3.

Action plans are in place in all schools to address the recommendations of the Year 7 review carried out across the borough last year. These plans have focused on increased senior leadership monitoring of teaching, Year 7 curriculum reviews and cross-phase links with primary schools. One school, Grey Court, has successfully introduced a new cross-curricular 'Opening Minds' project in Year 7, helping to overcome difficulties that pupils faced previously at transfer.

A Year 8 review of teaching and learning has been commissioned by the Local Authority and is currently being undertaken across the borough. This is enabling schools to evaluate progress in addressing the outcomes of the earlier Year 7 review and particularly to judge the impact of school and Local Authority action in improving pupil progress and the quality of teaching and learning at Key Stage 3. Initial feedback from the first three schools reviewed shows that good progress has been made by schools in addressing the recommendations.

The Local Authority has also taken the lead in improving transition in teaching and learning across the primary and secondary phases, this has focused on:

- Joint primary and secondary English and mathematics curriculum projects, led by primary and secondary consultants in collaboration with Year 6 and Year 7 teachers
- Establishing a transition cross-phase network of Year 6 primary teachers and Year 7 secondary teachers who have met to share strategies for cross-phase working, including shared curriculum planning and classroom observations

Local Public Service Agreement (LPSA) funding to support intervention has been released to schools with guidance on the best use of funding and the support services available. Processes for monitoring the use and impact of this LPSA funding are in place. The funding is being used appropriately by schools, with a particular focus on increasing the number of teaching assistants working with targeted groups of pupils at the risk of exclusion and improving internal provision for behaviour support units.

The Year 8 reading promotion project began in December 2006; schools have been furnished with reading material recommended by the Schools' Library Service. Pupils contribute to reviews which are posted on the Library Service website and teachers have been enthusiastic about the impact of this work in promoting pupils' engagement with reading. The Library Service is reviewing the programme and considering developments including a virtual online facility to meet the demand.

The Local Authority and school joint reviews of the Key Stage 4 consultant support programmes have been very positive. Consultant input has contributed to progress in

Priority 4: Raising attainment at key stage 3 and key stage 4 to improve poor value added

the key areas of intervention strategies and improving teaching and learning in targeted areas. In the intensive support schools, good progress has been noted with the use of data to target support and in the quality of teaching and learning. Waldegrave, a leading edge secondary school, has strengthened the impact of their outreach role providing leadership support for Grey Court.

Local Authority support has been focused on improving the use of data to target underachievement; this has been an integral part of the agreed intervention programmes with secondary strategy consultants. Working with London Challenge, five schools have also been brought into the London Collaborative Project, targeting groups of borderline 5 A*-C pupils for specific programmes of intervention. This brought about improvements in results in 2006 and has raised the estimated GCSE results for 2006/07 in all five schools in line with their targets. Feedback from the London Challenge consultants has been complimentary about how schools have embraced the programme. Orleans Park School was commended for 'making excellent progress on a strong well-thought out plan' and at Grey Court the consultant commented on a 'fine motivational scheme for 40 young people with a high quality monitoring booklet'.

We have successfully taken action to improve the quality of teaching and learning across the curriculum. As part of the support agreements, National Strategy training and support programmes are in place for whole-school teaching and learning and behaviour for learning. The behaviour and attendance consultant has provided targeted support for teachers experiencing the most difficulties with managing behaviour and where behaviour issues were identified as a significant barrier to pupil progress. Support agreement reviews indicate that this has had a positive impact on the quality of teaching.

School self-evaluation forms (SEFs) and School Improvement Partners' (SIPs) reports both judged teaching and learning as satisfactory overall in seven of the eight schools, and outstanding in one school, in the autumn term 2006. However, as a result of targeted support and more rigorous monitoring, evidence of improvement was acknowledged in the most recent self-review and SIP feedback for at least five of the schools where teaching is satisfactory overall; there was evidence of an increased level of good teaching.

The Classroom of the Future (Ingenium) at Grey Court is being utilised well as a training classroom for the Local Authority and schools in developing teaching and learning to meet the needs of different groups. This has included workshops for pupils and teachers across secondary schools; for example, in one session gifted and talented Year 8 pupils from every school were successfully shown how to apply critical thinking techniques to evaluate evidence. Dramatic Edge has also enriched the teaching and learning experiences available to pupils and teachers from all secondary schools. This year opportunities have been provided for pupils and teachers to engage in drama workshops, productions, festivals and professional development

Seven of the eight secondary schools have specialist status. One school was however recently not re-designated and the Local Authority is working closely with the school to address this. OFSTED have judged the quality of the specialisms to be excellent in the three schools inspected under the new framework. At Whitton (Nov 2006) the impact of the specialist sports college status was found to be

Priority 4: Raising attainment at key stage 3 and key stage 4 to improve poor value added

'considerable', with an 'outstanding collaboration with the Richmond School Sport Partnership so that facilities and teachers are used effectively by students from Whitton and other schools.' At Teddington (February 2006) the inspectors pointed to the 'positive impact that specialist status (for visual arts) is having'. Schools are also using their specialisms to take the lead on key secondary improvement initiatives. Waldegrave, the science college, has taken the lead for the new Scientific Edge initiative to promote science education across the borough and facilitate the sharing of good practice in science teaching. The newly created Performing Arts specialism at Hampton Community College is providing the lead on the introduction of the new music curriculum at Key Stage 3.

Targeted support has been given on recruitment and retention of staff in schools identified as causing concern under the Local Authority policy. This has included: one school being identified to pilot the cross-borough secondary teacher recruitment and retention strategy; supporting one school with the development of their 'learning community'; developing an online experienced teacher talent pool alongside the Newly Qualified Teachers' recruitment pool for all schools.

We have considerably enhanced the capacity of leadership teams and governors to lead on improvements in the quality of teaching. Regular forums have been established to give leadership teams opportunities for development and sharing best practice within the authority. Head teachers and senior teams also have access to good practice in other authorities through head teacher meetings, deputy head/assistant head teacher meetings, strategy manager meetings and the DfES/London Challenge performance collaborative.

A major focus has been on strengthening self-evaluation skills, through the autumn term monitoring of school evaluation forms and through training support. In line with the Local Authority drive to raise standards and in response to requests from schools, funding has been targeted over two years at supporting school plans for building self-review skills at senior and middle management level, including the buying in of consultants and inspectors to coach and work alongside colleagues in the classroom on assessing quality of teaching and learning and pupil progress. Link Inspectors and SIPs have also provided this support for head teachers who have provided positive feedback on the impact that this has had on building capacity for self-improvement.

The Local Authority has also provided the following support to strengthen capacity for leadership and management in the secondary phase:

- coaching and support for senior managers and subject leaders in lesson observation, subject reviews and developing a learning culture
- supporting the implementation of workplace remodelling, effective performance management procedures and professional development frameworks
- establishing educational partnerships to address shared priorities, including behaviour management, exclusions, attendance and professional development

Priority 4: Raising attainment at key stage 3 and key stage 4 to improve poor value added

- allocating LPSA funding to improve attendance and to support targeted groups of pupils at risk of exclusion

The SIP programme has been very successfully established as part of the drive for raising standards in secondary schools. Five experienced head teachers from high achieving secondary schools have been brought into the team as part of the partnership with Surrey to provide ongoing external challenge and experience to our schools. They are providing clear feedback and guidance on the quality of the school SEFs, school self-review procedures and their identified priorities. In December 2006, the Regional SIP coordinator judged the SIP programme to be among the best in London. Particular praise was given to the renewed challenge and support that this has provided for school leadership teams.

Demonstrating the impact of this programme of challenge and support, six out of the eight schools have demonstrated clear strengths in leadership and management. This is evident in the improved outcomes at Key Stage 3 and in the precise targeting of areas for action at Key Stage 4. In the other two schools, which have been targeted by the Local Authority as schools causing concern, there have been concerns about capacity for improvement that has led to increased intervention from the Local Authority inspectors and consultants.

Three secondary schools have had inspections under the new OFSTED framework. In one school, leadership was judged as outstanding; it was satisfactory in the other two. In these schools, many of the other inspection judgements are excellent or good; in one, the school's leadership was described as 'dynamic' and 'inspirational' with clear programmes for improvement that were having a positive impact on standards. Governance was judged as outstanding for two schools and good in the third. While the current overall grading for leadership and management still requires improvement, good progress has been made in building capacity for further improvement.

The authority has no schools in OFSTED categories of concern. This is as a result of the accurate and rigorous use of the Inspection and Advisory Service monitoring and evaluation schedule along with the Local Authority schools causing concern procedures to rapidly identify vulnerable schools and target support. Where required, the Local Authority has taken immediate and direct action where there have been concerns to secure rapid improvement. Clear priorities for improvement have been agreed with headteachers and governors, leading to the authority providing tailored programmes of support. Securing and building continuous improvement remains a challenge in many schools which have faced challenging circumstances. The authority is working with schools and governors to review the way in which builds capacity for improvement.

The quality of secondary school accommodation has continued to improve, from a very poor base, in line with the long term plans to provide an excellent learning environment for all learners in Richmond secondary schools. Currently:

- Plans are being implemented to rebuild Teddington School as a BSF Pathfinder and the design process is well underway
- Facilities upgrade work has been completed at Shene School.

Priority 4: Raising attainment at key stage 3 and key stage 4 to improve poor value added

- At Grey Court phase two of the internal refurbishment of classrooms is complete. This has included refurbishment of the remaining science laboratories and the design and technology department.
- At Hampton Community College, the new nursery buildings have been completed, Richmond House Unit is refurbished and work is underway to build the new pupil entrance extension that includes additional ICT suites and a learning resource area.
- At Whitton, the Gateway Whitton Autistic Spectrum Disorder Unit is complete and opened in September 2006.
- Feasibility studies have been commissioned for Whitton School, Orleans Park School and Strathmore School.

The improvements achieved this year will be built on in 2007/8 through a range of further action to improve attainment, with a major focus on translating improved Key Stage 3 outcomes into higher standards at Key Stage 4.

Priority 5: Tackling Underachievement for Specific Groups

We have achieved a range of good improvements in attainment this year for targeted groups, including pupils with SEN, pupils who are gifted and talented and underachieving ethnic minority groups. We are also making progress in reducing the gap between boys and girls achievement. In particular there have been impressive improvements in attainment by Black and Minority Ethnic pupils in Key Stages 3 and 4.

There have been a number of successful strategies to reduce the gap between boys and girls' attainment in primary schools in mathematics and writing. The topic-based initiative has been offered to all primary schools; nine are currently involved. The three schools in the Primary Intensive Support Programme are part of this scheme. The aim of the project is to develop a creative and interactive approach to mathematics, improving motivation and attitudes to learning. Feedback and evaluation from teachers has been very positive; pupils are reported to be thoroughly engaged in the work and exceeding their targets and expectations.

Strategies have also been implemented in secondary schools to reduce the difference between boys' and girls' attainment in English at Key Stage 3 and in overall GCSE performance. English departments have been supported in using the Pupil Achievement Tracker (PAT) and mock examination data to target boys in Year 9 for extra tuition. The English consultant has been working with departments to adapt reading and writing schemes of work, ensuring that the needs of underachieving boys are being met. Key Stage 2 to 3 transition English materials are being written to appeal to boys and support their specific learning needs on transfer to secondary school. Guidance for teachers on raising boys' attainment for teachers has also been included. A revision skills booklet is being produced by the Secondary Strategy team aimed at raising boys' attainment.

Together these strategies and actions have contributed to the following improvements in gaps between boys and girls attainment:

- At Key Stage 1 the gap between boys and girls achievement at Level 2 and above is significantly less than the gap nationally and this has been maintained across all subjects. For example, in reading the gap in Richmond between boys and girls has remained consistent at 4%, while at the national level it has increased from 8% to 9%.
- At Key Stage 2 the gap between boys and girls achievement at Level 4 and above is less than the national and has improved in English and Science (5% vs 11% in English, and no gap vs a 1% gap in Science), while in Maths boys out perform girls.
- At Key Stage 3 the gap between boys and girls achievement at Level 5 and above has improved in English and Maths and is now better than the national (12% vs 15% in English and no gap vs 1% in Maths).
- At Key Stage 4, the gap between average total point scores for boys and girls improved markedly, down from 49.4 in 2005 to 37.2 in 2006 and is now better than the national (39.2 in 2006).

The promotion and monitoring of fast-track programmes in secondary schools has been effective in enabling gifted and talented pupils to take specialist subjects early and broaden curriculum provision. In 2005/06 specialist subjects taken by fast track pupils included: critical thinking (66 students, 71% achieved A*-G), English Literature (141 students, 92% achieved A*-G), ICT (53 students, 100% achieved A*-G), mathematics (68 pupils, 90% achieved A*-G), religious education (408 pupils, 98% achieved A*-G), statistics (63 pupils, 100% achieved A*-G) and pupils' home

Priority 5: Tackling underachievement for specific groups

languages. The borough-wide meetings of Gifted and Talented coordinators support schools in implementing their policies for Gifted and Talented pupils and contribute to the evaluation of the impact of this work on raising standards.

A number of actions have been taken to raise the attainment of Gifted and Talented pupils to meet the published targets. The Gifted and Talented conference held in March 2006 was attended by 55 head teachers and Gifted and Talented coordinators. The event addressed personalised learning through the Gifted and Talented Quality Standards document, which is being implemented in the majority of secondary and primary schools. The keynote speaker for the follow-up conference in February 2007 was the leader of the national pilot of quality standards.

Project materials have been developed over the past few years to support the work of the Gifted and Talented mathematics groups. The materials have been disseminated to all schools by the Primary National Strategy senior consultant to support the planning of work for gifted and talented pupils in all schools. This has had an impact on raising standards at the higher levels in mathematics.

A workshop at the Ingenium classroom, involving four Year 8 pupils from every secondary school, was successful in showing pupils how to apply critical thinking techniques to evaluate evidence. The programme will continue in the summer term 2007, using the novel 'The Colour Purple' to highlight, racism, gender and colonial issues. A master class has been planned for Year 10 pupils in conjunction with colleagues from Richmond Education Business Partnership and Way to Work.

Support and challenge has been provided for school leaders and teachers to raise expectations and ensure appropriate provision for Gifted and Talented pupils. This includes: learning through specialist colleges, the dissemination of good practice and individual support, on request, from the Gifted and Talented Officer and Advanced Skills Teacher (AST). Inspiring leadership conferences and programmes including Dramatic Edge, Competitive Edge, Olympic Edge and a range of opportunities through the Music Trust have been part of the programme. Summer schemes continue to target Gifted and Talented pupils. A conference for teachers has been planned to consolidate the available opportunities and to review the national publication of the Quality Standards for Gifted and Talented pupils. The impact on academic standards is enriched by the high number of county and national athletes; number of young people accepted by the National Youth Theatre; and those gaining places with independent schools on transition at age 11, meeting parental aspirations.

A number of strategies have been employed to improve the standards of underachieving ethnic groups. These include providing training and support from the Ethnic Minority and Traveller Achievement Service (EMTAS) to target pupils who are at Stage 3 of language development. This is to provide booster classes for pupils at all key stages prior to their SATs. This has had a demonstrable impact on raising the attainment of Black and African Caribbean pupils at Key Stage 3. The number of Black African pupils achieving Level 5 in English improved from 75% to 79%, in mathematics from 50% to 64% and in science from 60% to 64%. The performance of Black Caribbean pupils at Level 5 improved in English from 67% to 76%, in mathematics from 50% to 71% and in science from 46% to 71%.

Priority 5: Tackling underachievement for specific groups

At Key Stage 4, Black African students made excellent progress with 58% achieving five or more A* - C grades; an increase of 15% from last year, exceeding the target of 57% and 1% higher than the figure nationally for this group.

Black and Minority Ethnic groups achieved 55% 5 A*-C in 2006, 5% higher than the national figure for Black and Minority Ethnic groups. There has been great success for these pupils in achieving 5 A* - C including English and mathematics. In 2006, the figure was 48%, which is 10% higher than the national figure for this group.

In 2006, 6% more pupils were classified as coming from an ethnic minority background. Black and Black British Caribbean pupils make up the second largest group; their results improved by 15% in 2006. The largest group is the 'any other white background' the attainment data is not broken down by nationality within this group, but the language stage information and prior attainment data shows that a growing number within this group are pupils from central and eastern Europe who arrive in school with limited English.

All schools receive guidance on the effective use of the Ethnic Minority Achievement (EMA) grant and schools receiving devolved funding are asked to set objectives for effective use of these funds. Progress against these objectives is monitored six monthly and examples of successful strategies and good practice are shared with other schools through the EMTAS subject panel. Teaching support from EMTAS has been appropriately allocated based on applying an agreed formula linked to levels of English and underachievement in Year 9. Inspectors and SIPs have been briefed on new initiatives focused on raising the attainment of underachieving groups.

Governors have been trained in Race Equality and schools supported in producing compliant Race Equality Policies. 90% of schools responded and have received bespoke advice to ensure full compliance. All schools have received guidance to ensure they meet the requirements of the Race Relations Amendment Act 2000. Reports on racist incidents are monitored termly by the Equalities Steering Group.

Schools are given regular updates on good practice from other schools and are offered links to those schools who are lead practitioners for inclusion, where specific projects with underachieving ethnic minority pupils have been successful.

The National Black Boys Can Association has been commissioned to run a programme to raise self-esteem and levels of attainment with a group of boys in Shene School.

Pupils with SEN make good progress and achieve well. In 2006 Key Stage 1 pupils not achieving Level 2 in reading was 9% (national 16%) and mathematics was 5% (national 10%). At Key Stage 2 pupils not achieving Level 3 in English was 4.2% (national 6.1%) and mathematics 3.6% (national 6%). The conversion rate of below Level 2 to Level 4 or above was 44% (national 27%) for English and 23% (national 16%) for mathematics. Key Stage 3 pupils not achieving Level 4 was 5.9% (national 9.7%) for English and 5.1% (7.0%) for mathematics. The conversion rate for below Level 3 to Level 5 or above was 16.7% (national 5.1%) for English and 3% (national 2.1%) for mathematics. Pupils not achieving any GCSE passes or equivalent was 2.3% (national 2.7%). In 2006 standards of achievement for pupils with SEN have shown improvements on the previous year. At Key Stage 1 the proportion of pupils with statements who achieved Level 2 or above increased across all subjects. Reading was 31% (an increase of 4% on 2005), writing 26% (an increase of 2% on

Priority 5: Tackling underachievement for specific groups

2005) and mathematics 38% (an increase of 5% on 2005). At Key Stage 3 the proportion of pupils with statements who achieved Level 5 or higher also increased across all subjects. English was 22% (an increase of 11% on 2005), mathematics was 19% (an increase of 12% on 2005) and science was 24% (an increase of 13% on 2005).

Richmond upon Thames uses a self-evaluation tool, the Audit of Additional Educational Needs (AEN), which is well received by all schools and judged as an example of good practice by the National Association for Special Educational Needs (NASEN). Richmond upon Thames has been invited to make a presentation at a national DfES conference in recognition of the high quality of this work. By Spring 2007, 25 primary schools and three secondary schools had completed the audit. Out of these, two schools were recognised as having outstanding practice, seventeen schools had good practice, eight schools were satisfactory and one school was found to have unsatisfactory practice. The results of the audit have enabled the Learning Needs Team to target their work more effectively and identify training needs in their action plans. By December 2007, all schools will have completed the audit. 82%⁶ of OFSTED judgments on the provision for children with Learning Difficulties and Disabilities this year have been good or outstanding.

The Learning Needs Support Teachers have supported ten identified schools for two half days per week on a six monthly programme. The team sets up the most appropriate targeted support for the school, reviewed with the SENCO on a half termly basis. This system provides increased support to a larger number of schools to improve the quality of work. Results demonstrate that pupils make very good progress over the period of intervention; the average rate of progress in reading was 14 months and 9.5 months in spelling. 60% in five months of schools now use provision maps as a way of allocating support to pupils with SEN.

Members of The Learning Needs Team attend the termly multi-professional meetings in schools, offering support in the management of SEN provision. School based training has been provided based on the findings of the Audit of AEN and discussions at the Multi-Professional meetings. Training has focused on literacy, provision mapping, differentiation, and social emotional and behavioural difficulties.

There has been close liaison with other services to deliver centrally based training on new National Strategy initiatives: Leading on Inclusion, Maximising Progress and Social and Emotional Aspects of Learning (SEAL). There is also support for the delivery of accredited Special Educational Needs Joint Initiative for Training modules including, SENCO management, behaviour management, language development and autism. Evaluations of the training have been extremely positive with every event judged to be good or very good by all participants.

70% of primary schools have taken part in the SEAL project since the launch in September 2005, and Richmond was the first London borough to implement the secondary SEAL resource. Four school network groups have been established to support progression from primary to secondary school. The Learning Needs Team audit of additional educational needs illustrates the impact of SEAL on school practice. For Key Area 2 (views of learners parents or carers and other stakeholders), 71% of statements for SEAL schools were judged at Grade 1, with 35% for non SEAL schools. For Key Area 4 (personal development and Well Being)

⁶ Out of nine of eleven schools inspected

Priority 5: Tackling underachievement for specific groups

79% of statements were at Grade 1 for SEAL schools and 52% for non SEAL schools.

A mentoring scheme has been introduced, funded through the SEN standards fund grant, whereby experienced SENCOs mentor new SENCOs. The team has devised a SENCO Induction course for the 12 new primary and secondary SENCOs and an accompanying management skills course.

Priority 6: Improving attendance, reducing exclusions

Attendance is improving in all sectors across Richmond schools. The attendance figures for the Autumn Term 2006 are most encouraging. Primary absence is at 4.0% compared to 4.5% this time last year. Absence in Special Schools is at 7.6% compared to 8.4%. Secondary absence is 7.3% compared to 7.9%. Overall Richmond's average is at 5.3% compared to 5.9% for the Autumn Term 2005.

In 2005/06 absence in primary schools went up slightly by 0.2% to 5.1%; although this remains well below the national average of 5.7%. Richmond upon Thames is top among London authorities for the lowest absence figure overall.

Absence in secondary schools reduced by 0.1% to 8.4%, but, this figure is still higher than the national average of 7.9% and places Richmond 28th of the London boroughs. Absence at special schools reduced from 9.5% to 8.1%. (The absence of Traveller children has improved from 24% in the Autumn Term of 2005 to 19% in 2006). When all phases are combined, Richmond's attendance ranks seventh across London.

Permanent exclusion figures have continued to reduce significantly across all sectors. In the 2002-03, Richmond upon Thames ranked third out of 150 English local authorities for the highest number of exclusions, this improved to 40th in 2003/04, and 81st in 2004/05. The predicted improvement to the top quartile in national league tables for 2005/6 is based on the rate of permanent exclusions in Richmond at 0.08% of the school population, compared to 0.25% in 2002/3. The clear pattern of improvement is reflected in the current exclusion data. Permanent exclusions, across all sectors, have been reduced from 49 in 2002/03 to 17 in 2005/06. Fixed-term exclusion data is recorded for the number of school days lost to pupils. The total number of school days lost to 16 February 2007 is 896: the comparative figure for the same period in 2005-2006 was 1,412.

The exclusion figures to 16 February 2007 stand at eight permanent and 357 fixed term across all sectors. Comparative figures were higher for the same period in 2005-2006 with 12 permanent and 405 fixed-period exclusions. No pupil with a Statement of SEN has been permanently excluded in 2005/6. The number of exclusions has decreased dramatically and the number of pupils from Black and ethnic minorities receiving a fixed term exclusion is in line with the secondary sector student profile of 21%. No young person who is a child looked after has been permanently excluded for the past four years. Exclusions for CLA are discussed in Priority 3.

We have successfully taken action to improve attendance across the secondary sector and in 12 targeted primary schools. Targeted intervention in the three secondary schools identified by the DfES with unacceptable levels of unauthorised absence resulted in improvement in the overall figures in one school and their removal from the DfES list. The number of children identified as persistent truants fell in all three schools by 53%, 38% and 19%. Revised strategies have been implemented in all three schools; the actual number of pupils identified as persistent truants fell in all the schools. This was achieved through attendance fast-track meetings with parents of identified pupils. In some instances, EWO interview pupils on the threshold of unacceptable attendance, setting targets for improvement. This preventative work has had a positive impact on the pupils' attendance.

The primary team has increased EWO support to identified schools where attendance was a cause for concern. The EWS promoted a new strategy that

Priority 6: Improving attendance, reducing exclusions

focused on letters, drafted by the service but sent from the school, to parents of all pupils whose attendance fell below 95%. This strategy was aimed at raising the awareness of the correlation between good attendance and attainment and also informing parents of their child's attendance on a half-termly basis.

The EWS has implemented the good practice of Birmingham City Council, demonstrating the 'Cool Cat' project to primary schools. There are currently three schools using the resources and materials. This has brought about a significant improvement in absence compared to the same period last year; for example, one school improved attendance by almost 2%.

In February 2007, there was a successful borough-wide attendance week in both the primary and secondary sector. Schools embraced this well and were equipped with a variety of resources including activity sheets and a power-point presentation for assemblies. The week culminated in a poster and poetry competition. An overall winner for each key stage will be awarded a prize at the Celebration of Success in the summer term. The winning posters will be used across the borough to promote attendance and punctuality. Postcards, raising awareness of the impact of holidays during term-time have been given to all schools to distribute to pupils to discourage them from taking holidays during term time, these also featured in 'The Way Ahead' information paper on selecting schools in Richmond sent to all Year 5 pupils in Richmond Primary schools. In addition, it is distributed as a supplement in the 'Richmond Informer' which has a circulation of 79,000 to every Richmond Borough home.

The rewards ceremony, celebrating the most improved and sustained good attendance, was a successful event: 30 pupils received an award. All secondary schools were represented with 219 secondary and special school pupils (3% of secondary and special school population) having achieved 100% attendance.

Prosecutions for non-attendance have increased from 20 in 2004/05 to 39 in 2005/06, and to date in 2006/7 there are 26 pending. Fixed penalty notices will be issued from April 2007.

Borough-wide truancy patrols are undertaken on a three-weekly basis, totaling 16 in the year. These resulted in 25 pupils being stopped, of which only one was identified as truanting from school. Nevertheless, this strategy will continue, keeping the profile of attendance high. In addition, there are ward-based truancy patrols every month in Whitton/Heathfield and Ham which have identified 15 children and young people truanting from school so far in the 2006/7 academic year, with further patrols to be arranged with the relevant Safer Neighbourhoods Teams.

To improve the take-up of governor training, a new approach has been adopted. Training is now targeted towards those schools with the most critical issues. An audit of named governors for child protection has enabled further focused work including the circulation of an informative report to all governors on attendance and safeguarding. Inspectors have briefed governors on key safeguarding issues and provided bespoke training where appropriate.

In 2005/06, 15 young people identified as being at risk of exclusion attended a six week respite programme at the Pupil Referral Service (PRS). None of these young people were subsequently permanently excluded. In 2006-07, the PRS has worked

Priority 6: Improving attendance, reducing exclusions

with 24 young people, all of whom remain engaged with education, training or employment.

Over 100 Year 10 and 11 boys, identified as being at risk of exclusion, took part in the Self Esteem Through Sports (SETS) programme during 2005/06, none were subsequently permanently excluded. The programme continues to be offered to all schools. As from January 2007, 157 young people were engaged in SETS. There are discussions taking place with Grey Court School to set up a Year 7 SETS programme; a girls group is being piloted in Orleans Park School; and Whitton School are planning a Year 9 girls group.

In 2005/06, the Fair Access Panel (previously the Hard to Place Pupil Panel) discussed 44 young people, who were successfully supported through intervention. There have been five meetings in 2006/07, the last being in February 2007. In total, 36 young people have been discussed all of whom remain within the education system. The Fair Access Panel (FAP) continues to be a positive monthly focus of discussion and collective responsibility for some of the most vulnerable and disaffected young people in the borough's schools.

To support secondary schools in addressing the behavioural needs of young people a Joint Assessment of Behaviour (JAB) was completed for eight secondary pupils during 2005/06. There have been eight requests for a JAB through the five FAP meetings held in 2006/07. The written reports that follow the assessment inform schools and agencies of appropriate strategies. As a result of the success of the secondary JAB, a primary model is to be offered to schools from the summer term 2007.

To increase opportunities for young people, the Richmond Skills Centre has increased the number of places on offer to Key Stage 4 pupils. The centre worked with 24 young people in 2005/06; all the Year 11 students progressed to further education or work. In 2006 /07, 40 young people identified by their main educational provider have registered for the courses: 23 for carpentry and 17 for hairdressing and beauty.

The Permanent Exclusion Panel (PEP) which consists of two secondary head teachers and the Head of the Pupil Referral Service decides upon, and names, an appropriate educational placement for all in-borough residents of secondary school age who have been permanently excluded or who are subject to a managed move from a Richmond school as an alternative to permanent exclusion. In-borough residents who are permanently excluded from out-borough schools are supported through the same process and all secondary head teachers have agreed to accept the directive of the PEP.

A service level agreement between Connexions and the Social Inclusion Team ensures that all young people educated outside mainstream provision are linked to a Connexions Adviser. Connexions and the Social Inclusion Team are also beginning to work with schools to complete a Common Assessment Framework monitoring form (CAF) on all 'at risk' excluded pupils, securing accurate information sharing between services. Training for schools in this work will take place later in the year. Termly school-based meetings are organised by the Social Inclusion Team to share good practice, with professionals invited to attend as appropriate.

Priority 6: Improving attendance, reducing exclusions

The Children's Fund has continued to fund a Transition Project, now in place in the Hampton area. Eight Year 7 pupils have been part of a core group receiving regular one-to-one support. All eight also attend small groups to develop personalised learning, support homework or any other identified need, ensuring that barriers to learning are tackled. Other targeted Year 7 pupils attend short-term groups focusing on personalised learning including: work on friendships, behaviour, organisational skills and anti-bullying. By the end of January 2007, of the 26 fixed-term exclusions recorded by the targeted secondary school, only one was for a Year 7 pupil, compared to six during the same period last year.

In 2006 there were over 300 mediation conferences in secondary schools, delivered by experts in restorative approaches – these bring the perpetrators and victims together to resolve issues as they relate to bullying, intimidation or conflict. This supports the reduction in exclusions and promotes attendance.

Areas on which we will continue work towards further improvement in 2007/8 include:

- Continuing the drive to improve attendance in both primary and secondary schools by focusing on those pupils with patterns of poor attendance
- Targeted support for the two secondary schools with high unauthorised attendance
- Improving cross-borough support for out-borough residents attending Richmond schools.

Priority 7: Increasing the number of high quality early years and school places

Excellent progress has been made in implementing this action plan to increase the number of high quality early years, primary school places, and new provision for children with Special Educational Needs. Improvement has exceeded expectations in key areas although the authority faces the challenge of unabated demand for reception class places as a direct consequence of the outstanding quality of education provided. This is evidenced by the continually improving OFSTED judgements against the new framework.

In terms of increasing the numbers of early years places, childcare places have increased by 8.4% overall from 7017 places in March 2006 to 7609 places in December 2006, exceeding the target of 6%. The stock of childminding places has increased by 3.5% as a direct result of continued successful work with partners to recruit and retain childminders

In the private, voluntary, independent and maintained sectors 73% of providers offer 38 weeks per annum, including 60% in the private sector alone, a 4.5% increase in the period since April 2006. While this falls short of the 15% target we set in 2006, under recent changes in DfES policy there is no longer a requirement for these providers to move to 38 weeks provision. The outcome of the Childcare Sufficiency Assessment, being carried out in 2007, will ensure that planning the provision of extended places matches local demand, including targeted provision for disadvantaged families.

86.6% of three year olds benefit from nursery education places, against a national take up level of 96.1%. Local analysis indicates lower local take up is, in part, due to a higher incidence of three year olds cared for at home until admission to prep school, and the proportion of three year olds who are in private education with independent schools that do not belong to the Partnership Provider Scheme.

There was a 100% increase in the number of outreach events exceeding the target of 50%. 18 events took place-ensuring parents and carers, particularly those in disadvantaged areas, were able to make informed choices. The launch of children's services in the five target areas has enabled the Partnership to signpost the services available effectively. An outreach strategy is being set up that brings together all community workers, supported by volunteers speaking community languages and working to a common aim. This strategy is being adopted in response to the growing number of young children in schools for whom English is an additional language.

75% of day care providers achieved good or outstanding judgements from OFSTED, see Priority 8, demonstrating the impact of training, support and intervention for whom English is an additional language. This is an outstanding outcome compared with the published national averages of 60.7% for care and 53.6% for education.

100% of businesses receiving sure start funding remain viable exceeding the targets of 80%. We are committed to improving the capacity of early years managers to lead on improvements in the quality of teaching and care, 9% of leaders have achieved Level 4 qualifications or above, on target to meet 10% by April 2007. A further 19 leaders have started training, reaching an aspirational target of 28% of leaders with Level 4 or above. 9% of integrated settings have direct input from staff with graduate or postgraduate training in teaching and child development. All settings receive input from four qualified early years advisory teachers and work with nursery teachers in local primary schools.

Priority 7: Increasing the number of high quality early years and school places

The impact of training and support has directly improved leadership and management capacity, reflected in 81% of nurseries inspected this year receiving outstanding or good for leadership and management, an improvement of 6% compared to last year.

Effective partnership working with local agencies enables us to provide a high level of support to applicants for registration. In particular, we have commissioned Richmond Childminding, a local voluntary group, to support child minders in the first year of registration⁷. Over the last two years, 177 new child minders have been provided with support, 117 of these are now registered. 33 have had their first practice inspection, with 90% judged good or outstanding.

There have been unprecedented advances in improving the knowledge and understanding of applicants seeking registration as daycare providers. OFSTED inspections 2006/07 indicate 50% improvement with 25% of new applicants receiving actions for improvement compared to 52% in 2005-06. The Richmond upon Thames model receives frequent praise from OFSTED, in particular in how it is improving the workforce.

The high demand for excellent primary places continues the trend of providing 250 additional high quality reception places in the last five years. In response to an identified need for additional reception places, 30 additional places have been provided through the expansion of Collis School. The Cabinet have identified options for future expansion to meet the Local Authority's duty to provide places. Preliminary feasibility studies have been undertaken to inform a bid for government funding⁴³.

High levels of demand for places in 2007 is a direct consequence of increasing numbers of parents opting for high quality maintained schools rather than the private sector. Plans are being implemented to accommodate additional children.

The implementation plan for children's centres in the priority areas of deprivation was agreed by Cabinet in September 2006⁴⁴. The double devolution of funding and commissioning to neighbourhood boards is progressing well. The Children and Young People's Strategic partnership endorsed these plans in March 2007 for enhanced targeted service provision. The 'Fun Days' in the five most deprived areas signposted services for local people. The evaluation report demonstrates the impact of this strategy.

The successful expansion of high quality SEN places includes a 20 place secondary ASD Unit, a Key Stage 2 Unit for pupils with communication and interaction difficulties and the refurbishment of the 25 place secondary unit at Richmond House for pupils with Social, Emotional and Behavioural difficulties.

The Whitton Gateway ASD Unit is developing as a centre of excellence, recognised in the OFSTED report on Whitton School, where the education of children with disabilities and learning difficulties is judged to be good across the school.

Oldfield House Unit for children with social, Emotional and Behavioural difficulties has developed excellent outreach work across the borough. The direct impact of the high quality preventative work is evident in the reduction from 10 full time places to four full time places, providing capacity to run sessional and nurture group

⁷ SLA with Richmond Childminding

Priority 7: Increasing the number of high quality early years and school places

programmes. This demonstrates the impact of the work at Key Stage 1 and 2 on the outcomes for children. The preventative strategy includes the establishment of successful Key Stage 1 nurture groups in the core children's centre areas. Proposals to extend this to meet demand in other children's centres are planned.

The profile of special educational needs is changing. The Local Authority has commissioned the Special Educational Needs Joint Initiative (SENJIT) to review unit provision across the borough. This is designed to directly impact on reducing out borough placements and influence parental preference.

The Westminster Diocesan Board's bid for a new catholic secondary school to meet increasing demand was unsuccessful. Although, pan London admission arrangements have enabled more children to gain catholic places in neighbouring boroughs, we continue to work in partnership to pursue this option.

The development of Post 16 places has been progressed through a franchise arrangement with Richmond upon Thames College, which was expanded by the LSC's competition for 430 new places in 2008/09 see Priority 11. Although it was disappointing that only nine students enrolled under the franchise agreement, the small group made significant progress academically at their home school. They will therefore transfer to the college full-time for the second year to secure value for money from the arrangements.

Teddington School is a partner in the consortia for the LSC competitions and this does not fall easily within the timescale for their new build programme as a Building Schools for the Future Pathfinder. The local authority's Cabinet has allocated funding to commission a feasibility study for Teddington to deliver post 16 provision. The outcome of the competition and the role of Teddington School within the partnership bid will determine the future plans for a sixth form at Teddington. We await a decision from the DfES in the context of the government's announcement on raising the school leaving age to 18. This places us in a good position to plan for the new legislation in the 2007/08 CYPP.

Priority 8: Raising attainment in early years and primary education, including high quality modern foreign language provision at Key Stages 1 and 2

Outcomes continue to be nothing short of excellent at Key Stage 1 and 2 in the national tests compared with all schools nationally. Not only has Richmond retained its extremely high position of last year, but it has improved its standards further, particularly at Level 3 in Key Stage 1 and Level 5 in Key Stage 2. Richmond continues to improve from a high base of performance. It is the top performing Local Authority overall at Key Stage 2.

At Level 3 and above by the end of Key Stage 1, Richmond Borough schools were ranked third. By the end of Key Stage 2, using the Level 4 and above indicator, Richmond schools were in first place nationally in mathematics and science and second place in English. At Level 5 and above, Richmond also achieved the top position with a combined score of 154 points, widening the gap further from last year between the next best scoring authority on 143. These are impressive results the local authority in partnership with schools remain ambitious for further improvement.

At the Foundation Stage, Richmond upon Thames is ranked in first place compared with all settings nationally for the percentage of pupils achieving a scale score of 6 (average) and above for the 13 assessment scales of the Foundation Stage Profile. The results also reflect the improvements that have been made in the way assessment and moderation have been applied, with a decrease in the number of children achieving at the higher end of the scale, but confirming that the majority of children continue to work securely within the early learning goals across all areas at point 6 and above.

A rigorous training programme for teachers on assessment and observation, combined with consistent moderation across the authority, has led to greater accuracy in observing and assessing pupils' attainment against the early learning goals. The Advanced Skills Teacher has been working with schools to provide high quality training for the new DfES Early Years framework and the teaching consultant has been working in three schools, providing intensive support as appropriate. Data analysis training has been provided for all schools with the outcome that schools are now more confident in their knowledge and understanding of the profile and in using it to inform planning in Key Stage 1.

Across all key stages, schools have become far more proficient in analysing data and using it as an effective tool to support improvement and identify next steps. With support from the authority, schools have robust and rigorous systems for tracking progress and raising attainment for all pupils. Training and support is in place to assist schools in increasing the number of pupils at 2c who achieve Level 4 at the end of Key Stage 2 and the number of pupils at 2a who achieve Level 5 at the end of Key Stage 2.

Since March 2006, 11 schools have been inspected by OFSTED, three were under the old framework. Of these, one was judged to be outstanding, one good and one satisfactory overall. All three schools met all the judgements on ECM. Six schools were inspected under the new framework from September 2006 where no judgements were made about ECM. Of the six schools, one was judged to be outstanding, four good and one satisfactory. Across all nine schools, 'How Well Do Learners Achieve' was judged to be outstanding in three schools, good in four and satisfactory in two. Leadership and management was judged to be outstanding in two of the schools, good in five and satisfactory in two.

Priority 8: Raising attainment in early years and primary education, including high quality modern foreign language provision at Key Stages 1 and 2

In the Private and Voluntary Settings, 33 inspections of full day care between April 2006 and March 2007 were graded as follows: for education provision, five were satisfactory, 27 were good and one was outstanding. In the 34 inspections for care standards, one was judged to be inadequate, eight were satisfactory, 25 were good and one was outstanding. All settings rated as inadequate are placed on the local authority's 'Support and Intervention Programme'⁸, which provides a range of targeted support, such as action planning and workforce training to bring them up to OFSTED standards.

Standards achieved in early education and childcare continue to be excellent. Over seventy five per cent of settings across all sectors, inspected to date, achieved good or outstanding in overall care. This compares to 72% achieving the same grades for the year ended March 2006. Improvements have been made in moving satisfactory settings to good, which has enabled us to meet our performance target for this area. Childminders and day-care providers have continued to perform particularly well in comparison with national figures; in inspections carried out to December 2006, 95% of childminders and 85% of day care providers achieved good or outstanding.

In education inspections, 71% achieved outstanding or good compared to 75% for the period to March 2006. No day-care settings were found inadequate in the provision of nursery education in the first three quarters of 2006-07, compared to two settings in 2005-06.

Inspection reports are regularly analysed with action taken to address any dip in performance. For example, the recent slight decline in the number of settings achieving good under Staying Safe. All providers have been reminded of the standards and effective practice needed to achieve improved results.

Three day-care settings, which were judged inadequate over the last 18 months, have been re-inspected; two were judged to be good and one satisfactory. One childminder has been judged to be inadequate since December 2006. The childminder is working cooperatively with the support offered, aiming to achieve at least satisfactory at the next inspection.

The Early Years Training programme offers free training opportunities across core skills and professional development. The provision of supply cover has increased take-up, which is reflected in the improvements detailed above. The support and intervention programmes, targeted at those settings found inadequate, or judged at risk of being found inadequate, have been welcomed. Monitoring of inspection outcomes has ensured that all training is carefully targeted.

Recruitment and retention of the childcare workforce continues to be a key focus for the Early Years Team; for example, the Children's Information Service (CIS) held several recruitment fairs with Job Centre Plus during 2006, supported by increased marketing of childcare as a career. CIS staff worked with the Family Learning Coordinator to provide childcare information and explanation of tax credits to more disadvantaged families; particularly those recently arrived in the country.

There has been a focus on supporting each school to achieve their agreed targets.

⁸ Support and Intervention Programme Scheme, LBRuT

Priority 8: Raising attainment in early years and primary education, including high quality modern foreign language provision at Key Stages 1 and 2

For 2006, the authority target for English at Level 4 and above was 90%, this was narrowly missed at 89%, which represents one child. However, the aspirational Level 5 and above target in English was again exceeded, this time by 3%. In mathematics where the challenging target for Level 4 and above of 90% was not met by 5%, Richmond continued to exceed the target for Level 5 and above by 2%.

The individual school targets for English at Level 4 and above were narrowly missed by 9 of the 32 Primary schools. In most cases these only involved a very small number of pupils in each school. Encouragingly, at Level 5 and above for English, 21 of the schools achieved their challenging target. There is a similar profile in respect of mathematics with 13 schools meeting their Level 4 target and 21 either meeting or exceeding their Level 5 Target. The LA continues to monitor and provide focused intervention and advice to support those schools in inverse proportion to success. The authority works well with its National Strategy partners to monitor progress, including joint visits to targeted schools.

National Strategy consultants have been providing borough-wide training for all schools on the implementation of the revised national framework, including personalised learning and assessment for learning. Mathematics and literacy co-ordinators report growing confidence and clearer sense of direction as a result of the training. There has also been a focus on assessment for learning and speaking and listening and group work as key strands in raising attainment.

Following the analysis of data, we have identified those schools where pupils are under-performing. Additional support from the National Strategy consultants has been deployed to these schools. The work focuses on identifying the gaps in the pupils' learning and providing appropriate programmes to support them which can be delivered by teaching assistants or teachers. Additional funding has also been provided for these schools.

Schools with low value added scores receive additional support from the National Strategy consultants. They work in schools in a variety of ways including planning, shared planning, joint observations, staff meetings, demonstration lessons, classroom observations and whole-school training and other targeted support. Pupil tracking in these schools shows the majority of pupils making appropriate levels of progress.

Eight schools have been involved in a project aimed at lower attaining Year 6 pupils in mathematics. Outcomes have been very positive with pupils making accelerated progress and becoming more engaged with mathematics. The programme has been extended to Years 3 and 4 and will be further adapted for Years 1 and 5.

Through the Leadership Programme, inspectors and consultant heads work with the leadership teams in those schools causing concern and with new leadership teams. We have provided a wide range of strategies to ensure improvement. These include joint observations with senior management teams and co-ordinators, whole school training on data analysis, planning and target setting, working with governors to identify their roles and responsibilities and enable them to provide appropriate challenge. Termly review meetings have been held to evaluate progress and identify the next steps. Support for senior leaders is also provided through National College for School Leadership programmes. A report compiled for Ministers by the

Priority 8: Raising attainment in early years and primary education, including high quality modern foreign language provision at Key Stages 1 and 2

Government for London, Regional Director, judges Richmond upon Thames' work to be outstanding in both Key Stages.

Through the autumn term monitoring visits, head teachers and governors receive support in analysing performance data and target-setting. Assigned inspectors also review the school's self-evaluation form (SEF), identifying any weaknesses and challenging schools on their evaluation processes and the identification of the impact of actions.

The borough statistician attends headteacher forums to provide the key messages from the data and provide individual support for schools. Schools are able to use the Service Level Agreement to obtain additional support for staff on analysis of data. The autumn term monitoring reports show that schools are more secure in their understanding of data; the majority of schools are using data effectively to identify priorities and target support.

We have worked to embed modern foreign languages into a high quality primary curriculum and it is deservedly a Pathfinder for Primary Modern Foreign Languages. 75% of schools with Key Stage 2 pupils have received training in the new framework for languages. Richmond has a national trainer and two regional trainers for the programme and is consequently well placed for further progress.

The Qualifications and Curriculum Authority has announced that the schemes of work for Key Stage 2 languages are being rewritten and will be available in summer 2007. We have advised schools, therefore, to delay revision of their own schemes until this time. All language lessons observed to date have been satisfactory or better. 40% of primary schools have pupils who have achieved the LBRuT Lingua Badge Bronze Award; in addition 2.4% have achieved Silver and 7.3% Gold.

There has been a focus on enhancing the capacity of leadership teams and governors to lead on improvements in the quality of teaching and learning and raise levels of achievement and attainment. Governance is outstanding, 90%⁹ of schools have been judged one or two by OFSTED on the extent to which governors discharge their responsibilities.

An analysis of performance at school level identifies where there have been significant changes in results across and within schools. The issue of some variations in subject results within schools is highlighted. The analysis is also informing strategy training in English and mathematics.

The authority has developed a programme for intervention and support to address areas for improvement and target resources according to need. Much of this support has been described above. There are no schools in an OFSTED category of concern, but the authority uses its own analyses and indicators to identify schools causing concern; currently, four schools are receiving intensive support. All these schools have regular termly monitoring meetings to evaluate progress. These meetings involve governors, the head teacher and authority officers.

⁹ 19 schools inspected

Priority 9: Increasing the involvement of parents, carers, children and young people

The council recognises the importance of engaging with parents, carers, children and young people and has given the issue high prominence in the borough. We have been leading the way by involving young people in the delivery of services and have been cited in the recent National Youth Agency Hear by Right guidance as an example of best practice. Work this year builds on the excellent 2006 APA judgement for Making a Positive Contribution.

The Youth Forum has been consulted on how young people can engage with the CYPSP and a number of mechanisms have been established to enable their views to be heard. The CYPSP, LSCB and all sub groups consulted with young people, parents and carers when they developed their terms of reference. The Director for Children's Services meets with the Youth Forum quarterly to share information, listen to their views, feedback on progress and commission pieces of work. Young people have presented to the council's Children and Education Services Overview and Scrutiny Committee and shared their views on services with elected members.

The Youth Parliament member and his two deputies were consulted on the mechanism for presenting the views of young people within the current governance arrangements. They developed the current framework within the Youth Forum where members act as portfolio holders on each of the 5 Every Child Matters outcomes. They have agreed to meet with the Chairs or present to the sub groups of the CYPSP and LSCB on particular issues, linking directly to the Executive Group. This will maximise their contribution to the agenda and be expanded to provide 'The Pupil Voice' for task groups to Overview and Scrutiny committees. They have also established a SLA with the Summer University steering group to ensure they are actively involved in service development. This replaces the plan to establish a young people and parents' sub group as identified in Priority 9 of the CYPSP as this was deemed to be replicating the Youth Forum. The process will be reviewed and monitored to assess the impact in the 2007/08 plan.

A range of presentations by children and young people over 2006/07 includes speeches at the launch of Children's Services, welcoming the Minister of Culture, presentations to Overview and Scrutiny and the Annual Governors' Conference. Young people have engaged in a series of political speed dating events as part of Local Democracy Week with local Members. Feedback was extremely positive on both sides and one event was televised nationally. In general, elected members and Members of Parliament seize every opportunity to meet with young people at events, on planned visits and through the municipal committees.

There has been a huge increase in the number of young people getting involved in the third youth parliament local elections, with voter turn out in 2007 up 300% on last year and twice as many candidates standing. The declaration event was also very well attended with the local MP and leader of the Council taking an active role. The election was broadcast live on the internet, a first for Richmond. Particular efforts have been made to involve children from a range of backgrounds and last year's deputy leader was a child looked after, who is still involved in the work of the Youth Forum.

The young people have developed a constitution and draft manifesto for the Youth Forum. The draft manifesto places a key focus on fear of gun and knife crime. This concurs with the analysis of survey data and informal discussions with young people.

Priority 9: Increasing the involvement of parents, carers, children and young people

Action has been taken to extend the work of the ART team with key vulnerable groups to a more comprehensive strategy across schools. The Youth Parliament materials have been purchased to take this forward through the Stay Safe sub group and at the head teacher forum meetings.

Young people were again involved in a major consultation at the annual youth crime conference to support the development of priorities in 2007-08 to reduce youth crime. We have conducted a 'Tell Us' questionnaire in schools and youth clubs in the priority areas to inform the council of the views of young people in the borough. The findings show that 51% of children and young people think it is very easy or quite easy to have a say in the way things are run in their local area.

Young people have completed a range of projects including a mystery shopping scheme in sexual health services and this has led to clear changes in the way these services are delivered, including access, staff attitudes and reception design. A DVD made from the scheme was shown at a local cinema to a wide audience of key stakeholders, and young people attended an Overview and Scrutiny meeting in March to brief members on their findings.

An exciting range of opportunities enabled children from targeted and vulnerable groups to become actively involved in service developments. Examples include:

- The Hear By Rights action plan was signed off by young people demonstrating the impact on service redesign or improvement.
- Pupils of Strathmore School designed their own playground.
- The Art's Service has developed an innovative programme engaging vulnerable groups in; Every Drawing Matters, the children's communication of the CYPSP and an animated film interpreting the 5 Outcomes of ECM, making it accessible to all.
- An annual consultation event for CLA and children and young people on the Child Protection Register.

CLA now have a dedicated participation worker and all are offered the opportunity to use Viewpoint (software designed for collecting the views of children and young people) and be involved in their statutory review. Engagement with Viewpoint has increased by over 100% in the last year, CLA have had five consultations on the ECM themes and we are now introducing a RESPECT group programme to promote participation.

25 young people have been involved in recruiting staff for CLA, YOT, Youth Service and CWDLD services, as well as the post of Assistant Director for School Standards. In partnership with Hear By Right, 10 young people have been trained in training professionals in engaging with young people and involving them in service delivery. In November 2006, 2 CLA provided training to 10 managers and practitioners from CLA, Leaving Care and Adolescent Resource teams.

The well established Secondary School Council forum is convened by a teacher from Waldegrave School. This year's election of the Student Mayor and Deputy Mayor involved all secondary schools and one special school. The student council has

Priority 9: Increasing the involvement of parents, carers, children and young people

made recycling a top priority and this work will be incorporated into the final manifesto document.

In the 'Tell Us' survey sample, 63% of young people responding said it was very easy or quite easy to influence decisions at school. The student mayor and his deputy join the representative group meeting regularly with the Director of Education and Children's Services.

Parents are involved in developing and contributing to a range of services, building on a major consultation which involved over 600 questionnaire returns and six dedicated workshops held in December 2005 and January 2006. This led to the relocation of a number of services to improve access and guided the Extended School and Children Centre strategy of neighbourhood working. Parents are actively involved in service developments for CWDLD and were also consulted on safeguarding and CLA services.

A multi-agency approach to positive and responsible parenting has been developed through the partnership. The strategy for involving parents has developed in response to consultation. Many parents and carers prefer to be involved more locally to influence projects and service development. The following serve as examples:

- The involvement of parents and carers at individual school level is prolific, supporting service delivery, designing buildings and services and contributing to major developments including school meal contracts and major capital projects.
- Two elected parent governor representatives work at a strategic level, leading on service development as members of Overview and Scrutiny and on senior appointment panels with elected members.
- Individual projects shaped by the full involvement of parent governors include the redesign of Richmond House Unit and the new ASD Unit.
- Neighbourhood Boards are being established, in the spirit of double devolution, to manage the development of children's centres and the commissioning of appropriate flexible services for the local community

Richmond has a long history of volunteering in the borough with the number of young people volunteering through the Duke of Edinburgh programme remaining at a high level (686 participants in 2005/6, 685 in 2006/7 to date). We are working with the Community and Voluntary Sector to raise the profile of people with disabilities volunteering in the borough. The V+ scheme currently has two young disabled people engaged on the project run by Richmond Volunteer Centre.

Consultation and engagement strategies in the borough are excellent but we want to develop those processes more broadly, particularly to demonstrate to children and young people and parents and carers what has changed as a result of their participation. In 2007-08 we will be looking to implement a parent and carer strategy across all services, develop closer strategic and operational alliances between the Schools Councils and the Youth Forum and establish a partnership strategy to encourage community and voluntary engagement. We are looking to promote further

Priority 9: Increasing the involvement of parents, carers, children and young people

opportunities for young people to volunteer and to become engaged in positive activities in the community.

Priority 10: Prevention of offending and re-offending

The council has had a positive year in terms of preventing offending and re-offending. On-going success and high performance continue to characterise the Youth Offending Team YOT and the smooth introduction of the Youth Inclusion Support Panel (YISP) and Prevent and Deter Programme (P&D) confirm the strength of the infrastructure.

A YISP was established in July 2006 to help young people access support services in the Council there are now three YISP workers in place. By January 2007, 38 young people had been referred, which has met the Youth Justice Board's (YJB) target of 45 referrals by 1 April 2007. Young people in the YISP receive a range of services including, 1-1 support, holiday activities, mentoring, substance misuse work, mental health intervention, family work and educational support, which has had a significant impact on improving outcomes for young people participating in the programme.

The YISP received praise from the YJB in December 2006, for the impact it has had on helping to turn the lives of young people around¹⁰. In February 2007 the Youth Justice Board prevention monitor raised the YOT's own assessment of 86% to 91% in achieving compliance with YJB objectives. The YOT inspection also commented on the passion and commitment of staff. 100% of young people accepted by the panel have refrained from further offending since YISP involvement.

Currently three out of eight secondary schools are supported to deliver peer mediation. Three schools have mentors who work with vulnerable young people. Mediation conferencing between offenders and victims in relation to bullying and intimidation operates in three schools and undertakes 100 mediation conferences per team; this has had a significant impact on reducing secondary exclusion figures from 22 to 17 and 877 to 794.

The P&D panel was established in September 06. In association with the YJB, 25 young people have been identified within the P&D strand and monitored monthly. 66% of these young people are receiving additional 1:1 support and 50% are due to start a group work programme in April 2007. Currently 86.65 of P&D young people are engaged in Education, Training of Employment (ETE) supported by a Connexions Personal Adviser based at the YOT, this is a 20% increase since the P&D panel began in September 2006. As of March 31, only two of the 25 young people have re-offended.

102 young offenders have entered the criminal justice system since 1 April 06, this indicates a projected reduction on last year which was 135. This is clearly a result of the prevention and parent support activities that the council has been taking forward, (see also Priority 2).

Many of the young people identified by the P&D panel are most at risk of offending and require a range of specialist support. The YOT has developed a number of programmes that target the needs of this group. A commitment has been made to double the support for the intensive supervision and surveillance programme (ISSP) in April, this will build on promoting community sentencing alternatives for high risk offenders, This year six ISSPs have been imposed, with only one person entering custody, all young people on the programme are engaged in ETE.

¹⁰ Press Release 29, December 2006, LB RuT

Priority 10: Prevention of offending and re-offending

The Substance Misuse Team is creating a range of interventions such as group work and alternative therapies to work with young people who have been identified as requiring Tier 3 support. 100% of young offenders are screened for substance misuse and mental health issues within five days of sentence. There is now an alcohol group for girls based on YOT analysis of the rise of female, alcohol related violent crime.

A questionnaire is being developed for all young people in the YOT to establish a baseline to promote the take up of sport and cultural activities. The YOT will be providing an eight-week sport programme to young offenders to promote self-esteem and healthy lifestyles.

The YOT management board has been subsumed into the Children and Young People's Strategic Partnership arrangements, which ensure the links between Children's Services and youth offending, are explicit. The YOT management board has representation from the highest level and is chaired by the Chief Executive of the Council. It is also represented by the Chief Executive of the PCT, Borough Commander and has the lead member and lead member for children.

It has been a successful year in terms of reducing offending and the YOT is well placed to ensure that this continues, but more work is required to develop the YISP into the main mechanism for achieving the targeted youth support requirements outlined in Youth Matters. The prevention of re-offending has been a core challenge for the YOT and data suggests we need further improvement in order to meet national targets

Our priorities for 2007-08 will see a refocusing of resources to target young people at high risk of re-offending, this will mean developing a range of available to this target group. The Common Assessment Framework and Lead Professional processes need to be embedded to support the YISP process and achieve future targets in addressing the Youth Matters agenda and further integration of the YOT with other young people's services is required to deliver effective wrap round services for young people.

Priority 11: Continuing the development of the 14-19 programmes in partnership with schools and colleges and work based learning providers

By increasing collaboration and partnership working, significant progress has been made in developing a varied and creative 14-19 offer for young people in the borough. Better intelligence and pooling of resources have helped to extend the choice of vocational opportunities in a number of settings including work based learning placements, college and in youth centres. Whilst vulnerable young people are tracked through effective targeting of Connexions support. This has all contributed to the impressive NEET figures in Richmond and improvements in achievement levels at 16.

The 14-19 strategy¹¹ was launched on 17 November 2006 and set a clear vision for learners, providers and parents in the borough, it also was publicised through range of local events, including the Children's Services Launch Days. The strategy was developed by the 14-19 forum which is made up of a range of local partners, including work based learning providers, it focuses on improving three key areas: collective leadership; the curriculum and improve information, advice, guidance and support. The council has strengthened the leadership and governance arrangements of the 14-19 forum. Terms of reference and a work plan have been agreed.

The 14-19 forum has established comprehensive governance arrangements for addressing the three strands of the 14-19 strategy; a number of sub groups sit under the forum to take forward specific aspects of the 14-19 strategy, for example the curriculum task group, which includes secondary head teachers, deputy head/assistant head teachers and representatives of Richmond upon Thames College and St Mary's University College, has enabled the development of diplomas and the personalising of curriculum pathways.

Expanding the local curriculum 14-19 offer in Richmond to reflect the needs of young people and expectations of parents is an exciting but challenging process. However, significant progress has been made in developing learning opportunities. A directory of course listings for 16 –19 year olds has been¹² developed by the 14-19 partnership has and distributed to parents, young people, including 100% of year 11 students, and partners in the borough. It provides simple and coherent information on the range of courses available for young people to study.

Oldfield Skills Centre has been very successful in securing achievement for young people at risk. 40 places have been provided for pre 16 students at level 1 on hair and beauty and construction courses. These courses support vulnerable young people, many of who have learning difficulties and a history of poor attendance at school to re-engage in learning. The courses also offer additional literacy training, which helps students qualify for level 1 courses. The courses have been very successful and in 2006, 33 young people completed skills centre programmes with 90% progressing to Education Employment or Training (EET).

The Self Esteem through Sports (SETS), a referral programme for young people with no ETE arranged, provides a unique learner offer for rowing, football, rugby, dance and boxercise. SETS is a popular choice among pupils and acts as a route to learning. It has contributed to 180 young people across the borough accessing level 1 and level 2, 14 –16 learner opportunities in sport. We will also see the establishment of post 16 progression routes into employment, with training for

¹¹ LB RuT 14- 19 strategy

¹² 16-19 Course Listings

Priority 11: Continuing the development of the 14-19 programmes in partnership with schools and colleges and work based learning providers

students wishing to coach sport via a new partnership with Brentford and Fulham FC in 2007. See also priority 2.

The Economic Well Being Sub Group are looking to expand our post 16 provision by utilising a range of alternative education sites. In the summer of 2006 the LB RuT and Connexions ran a live FM community radio production pilot with 22 young people from the Ham Estate at Grey Court school. The radio was broadcast every day for three weeks and investigated issues such as local history, community developments and EET.¹³ The pilot was a big success and as a result will develop into a level 1 course in 2007 as part of the LBRuT summer university¹⁴. We have also commissioned 'BANG Edutainment Ltd' a voluntary sector organisation to run a digital and radio production course at level 1 at the Powerstation youth club in the summer of 2007.

Following the publication of the LSC Competition for 430 new post-16 places in Richmond from 2008-09, the borough's secondary schools, Richmond College and a training provider have collaborated to submit a bid¹⁵ to the LSC for two consortia to deliver a range of provision. The bid has been successful and the LSC is working with the partnership and local authority to ensure the provision meets 14-19 strategic priorities. The partnership has also been successful in securing two diploma pathways for 2009 in IT and Engineering.

Post 16, AS level courses at Shene and Richmond College were trialled this year; but problems were experienced by both the school and the college in establishing the courses. Minimal take up has meant that the course has transferred to Richmond College for the second year. Despite this the school and the college has developed an excellent partnership, which can be illustrated by the consortium bid to run 14-19 provision.

Five main providers, Capital, Hawk Training, Way to Work, Richmond College, Richmond Adult and Community College, offer a range of work based learning for young people. The council operates 'Way to Work' and provides support and employment to unemployed young people aged 16-18. In 2005 there were 202 people employed in a variety of placements within the council. 'BeWise' and 'Into Work' are specific programmes funded by the LSC for groups of young people NEET.

The Richmond Learning Partnership has initiated action to strengthen employer engagement. A forum has been established for Work Based Learning providers to co-ordinate the range and quality of apprenticeships available across the skills sectors. New skills development programmes have been introduced with work based learning providers supporting skills development in priority communities and the partnership bid under the LSC competition for post 16 provision has strengthened the planning and co-ordination of 16 to 19 provision with work based learning providers.

Work based learners at Richmond College achieve better completion rates than nationally although advanced apprenticeship programmes are not as successful. Across the other providers overall effectiveness is satisfactory to good with achievement rates satisfactory or better with the exception of one skills sector where

¹³ Change FM, LBRuT Press Release, 14 July 2006

¹⁴ Summer University Bidding Form

¹⁵ The Richmond 14-19 Partnership Bid. February 2007

Priority 11: Continuing the development of the 14-19 programmes in partnership with schools and colleges and work based learning providers

progress and completion rates have been low. Although a local work based learning provider forum has been established to develop a framework for coordinating provision and supporting quality improvement, this has yet to impact on provision and achievement rates.

Establishing a clear strategy for employer engagement and coordination of work-based learning remains a priority.

Council Services are encouraged to offer work experience and youth employment opportunity opportunities to children looked after by the local authority, see Priority 3.

The development of the 14-19 curriculum offer and extension of learning opportunities have contributed towards the borough meeting its Not in Education Employment and Training (NEET) target of 3.6% placing it third in London with 90% of 16 –18 year olds in Education, Employment or Training (EET). We have made considerable efforts to assist specific NEET groups to achieve this target; for example our Connexions PAs specialise in supporting different NEETs groups; we offer advice and guidance to teenage mothers via forums allowing young mums to discuss their concerns with each other about work and education¹⁶, and have improved transition planning between Connexions and the CWDLD service for children with DLD.

12 students who were referred by schools or Pupil Referral Service followed the Vocational Integrated Programme (VIP) in 2005-06, with 100% achieving at least two qualifications, five pupils gained 5 or more A*-G grades. 80% progressed to EET. The VIP service has now been integrated into schools, with the council providing a signposting and quality assurance service. The authority is carrying out an audit of the provision currently on offer, with a view to extending the range of options available to schools.

The council has extended the learning opportunities on offer for the most able students in the borough by briefing schools on the provision available for able groups and advertising programmes in the 14-19 learning prospectus. In 2006-07, 50 students are currently studying AS critical thinking at Richmond College and eight are studying AS Mathematics in secondary schools. Last year 88.5% of the 26 students who sat the AS Critical Thinking course achieved a grade A*-C, the one student who sat the AS Mathematics course achieved an A grade. Figures show that enrolment on AS courses is higher for 2006-07 in years 10 and 11 than in previous years, reflecting the efforts made to improve opportunities for able students.

A local prospectus¹⁷ highlighting the information, options and pathways for 14-19 learning was published in Autumn 2006 and sets out the range of opportunities on offer for young people in the borough. The prospectus also dovetails with opportunities now being offered by Positive Activities, a scheme that brings together the things to do and places to go for young people in the borough¹⁸. The September Guarantee Programme¹⁹, which last year targeted 66 year 11 leavers who were identified by Connexions advisers with no clear post 16 destination, has seen some

¹⁶ <http://www.richmondandtewkesham.nhs.uk/templates/newsroom/releaseDetail.cfm/527>

¹⁷ Local Prospectus for 14-19 pathways

¹⁸ Positive Activities Brochure

¹⁹ September Guarantee Programme Poster

Priority 11: Continuing the development of the 14-19 programmes in partnership with schools and colleges and work based learning providers

good results, with 80% of the cohort in education or training by November 06. We have worked well with the voluntary and community sector, for example 'BANG Edutainment Ltd' as illustrated previously.

Richmond is well on course to establishing an entitlement framework for 14-19. A consultant has been commissioned by the Local Authority to develop this with all Key Stage 4 curriculum leaders in schools. The framework will be an advisory document for schools, which sets out the entitlement for every young person in the borough. The entitlement is to be agreed and implemented by September 2007.

A recent review of range of new learning opportunities, conducted by an independent consultant, found that, all secondary schools were making use of a good range of vocational educational opportunities available in-house and via other providers, to meet learner needs (with student numbers and range of courses comparable with statistical neighbours), progression rates on to further education for young people on these Richmond courses are good, there were very high levels of satisfaction amongst young people about the teaching they were receiving on these courses. The constraints identified in developing provision further were the costs of purchasing courses and the need for common timetabling between schools and between the schools and Richmond College.²⁰

The LBRuT are helping young people to make choices about their learning with effective information, advice and guidance (IAG). The council has led on supporting schools in the borough achieve the Investors in Careers Award, a National Kite mark scheme that recognises excellence in IAG support. 50% of secondary schools in the borough have already received the award and the 14-19 group is working with another four, Shene, Greycourt Orleans Park, Teddington, towards achieving the kitemark by July 2007. This is an excellent achievement, since across the country 'most commonly the proportion of schools having achieved the award is somewhere between 20% and 30%' ²¹. The borough has also implemented the 'widening access' IAG programme, which extends Connexions Personal Advisers careers support within priority youth club settings; these include Hampton, Castelnau and Ham.

The local authority is ensuring that services remain consistently high when the Connexion service transfers to the local authority in April 2008. A transition plan has been produced ²² which sets out the procedure for managing the transfer. Cabinet approval has been given for the transfer of the Connexions Manager into authority and the establishment of a team to manage new commissioning and contracting arrangements.

The council is implementing the Aim Higher strategy²³, with four targeted secondary schools, Whitton, HCC, Christ's and Shene that have lower GCSE examination results. Richmond College leads on the partnership to translate actions into improved standards. ²⁴ A pilot has been put in place at Whitton School for monitoring the impact of the Aim Higher strategy on progression rates from school to college.

²⁰ Richmond Upon Thames 14-19 Evaluation, JMM Consulting

²¹ Quality Awards for CEG in England: A Survey of Current Availability and Uptake; David Andrews OBE CEG Consultant and Trainer, NICEC Fellow, June 2005

²² Connexions Transition Plan

²³ Aim Higher Strategy

²⁴ Aim High Strategy Activity Plans

Priority 11: Continuing the development of the 14-19 programmes in partnership with schools and colleges and work based learning providers

Monitoring processes will be rolled out to all schools once analysis of the pilot is completed.

For 2007-8, in order to improve achievement and progression rates amongst all Richmond learners even further, we will continue to address the three key priorities of enhancing leadership on 14-19, extending curriculum provision and ensuring effective information, advice and guidance available to young people.

Good progress has been made with each of the key objectives under priority 11. This provides a foundation for the implementation of the diploma programmes and through the local partnership of schools and colleges the expansion of post 16 education and training. The

The development of 14-19 education, transfer of Connexions Services and new quality standards for information, advice and support make these continuing areas for action.

Priority 12: Promoting Healthy Lifestyles

Richmond upon Thames is the healthiest borough in mainland England²⁵ and has set itself high standards for promoting healthy lifestyles to all its children and young people. The health agenda is robustly supported by all partners, including governors, school councils and the voluntary and community sector.

The development of the Healthy Schools Programme has been and continues to be a key priority in the London Borough of Richmond upon Thames, with strong commitment from partners across the borough. The Council has been working with neighbouring councils Kingston and Merton which has ensured efficiency savings for the council and promoted shared learning, both of which have strengthened the healthy schools programme. Our revised local scheme meets rigorous new standards that are in line with the Every Child Matter's Outcomes, the new OFSTED framework and school self-assessment. 76.9% of schools in the borough have reached a standard for Healthy School Status, which far exceeds the government's target of 50% by December 2006. 62.5% of those schools have been accredited under the more rigorous standards of the new scheme and 100% of schools will be accredited by December 2009. 92.4% of schools are engaged in the scheme overall. This year LBRuT submitted the Healthy Schools Programme for Beacon Status²⁶, the assessment rated the scheme as very good, with excellence in leadership, vision and strategy.

The London Borough of Richmond has one the lowest rates of teenage pregnancy in the country and we have continued to improve on this already low rate by reducing it by 12.5% in 2005, our lowest rate since 1999. Our range of initiatives²⁷ in place to offer support and guidance to young men and women has helped to contribute to this impressive figure.

We have undertaken a series of training programmes which help both parents and professionals discuss sexual and relationship issues with children, for example 'Speak Easy Training', 'Let's Talk about Sex', 'Sex and Relationship Education' (SRE), 'Condom Distribution' and 'Delay Training',²⁸ as a result 75% of professionals from a range of services such as Connexions, school nurses and Youth Offending Team (YOT) workers have received some form of SRE training in the last year. In addition all members of the young peoples' sexual health training subgroup, made up of committed professionals from a number of settings, have completed the Family Planning Association 'Train the Trainers' course, this has enabled them to develop local joint training packages across the borough.

A number of publicity initiatives have successfully been developed in the borough to raise young people's awareness of sexual health. The CYPSP commissioned a Christmas campaign²⁹ that focused on looking after yourself and others, this demonstrated real partnership working between the drugs and alcohol and teenage pregnancy teams and the voluntary sector. Young people contributed towards a 'Your Choice' card promoted by the Voluntary services Youth Café Bus³⁰, and additionally money was received from the borough's Community Safety Partnership for a text scheme, which enabled young people to text questions on drug, alcohol and sexual health.

²⁵ Sport England National Survey, Sport England, 2006

²⁶ Beacon Scheme Application Form 2006 and Assessment Form

²⁷ Teenage Pregnancy Action Plan 2006/07, LBRuT

²⁸ Young Peoples Sexual Health Activity Report 2006, RTPCT

²⁹ Christmas Campaign, December 2006 CYPSP

³⁰ http://www2.richmond.gov.uk/csf/service_detail.asp?service_id=351

Priority 12: Promoting healthy lifestyles

The mystery shopper³¹ provided a means for young people to actively be involved in the development and evaluation of local sexual health services. Young people were trained to evaluate their experience of services, 22 evaluations were completed with recommendations made to the Teenage Pregnancy Partnership Board, these include; clear confidentiality statements and training in work with young men and gay young people. Young people presented the recommendations to Education and Children's Services Overview and Scrutiny members and a commitment has been made to roll out further mystery shopping evaluation style projects. Finance has been secured from the Youth Service will which will fund activities to deliver on the recommendations in 2007.

Reducing Chlamydia is one of the key ambitions for the partnership in halting the increase in sexually transmitted infections. Recent surveys by South West London HIV and Genitourinary Medicine (GUM) Clinical Services Network (SWAGNET) have identified that on average, 10% of teenagers in South West London have Chlamydia. Between 2002 and 2006, the rate of Chlamydia diagnoses in South West London GUM clinics for the whole population have remained constant at around 900 cases³².

Kingston, West Middlesex and Queen Mary's hospital GUM clinics have set up specific sessions for young people to increase access to testing and the treatment for STIs. This has increased provision and created greater opportunities for raising awareness of STI's and screening and testing³³.

The PCT has continued to raise awareness of chlamydia to health practitioners over the last three years by offering a range of seminars and training. Attendance at a recent event organised with SWAGNET³⁴ showed attendance from a wide range of nursing services, including from GP practices, schools, family planning centres and colleges. Training has also been organised for GPs and practice nurses on opportunist chlamydia screening; 51% of GP practices have already been trained and every practice was sent a copy of the Chlamydia Testing Guidelines³⁵.

Nationally, chlamydia has been identified as a key priority and the PCT is part of a South West London initiative to map and scope the work required to roll out chlamydia screening by 2008. A project manager has been recruited and an action plan is being developed. This is on target against our April 2008 deadline.

The borough runs two successful young people's sexual walk in services, the Keep it Safe and Sexy (KISS) services operate at Heatham House Youth Centre and at the 'Off the Record' (ORT) sexual health centre. Both Heatham House and the OTR service thrive with high attendance figures; the services have also steadily increased the percentage of clients it sees from target groups. The KISS Services statistics³⁶ demonstrate the growing number of younger people under 15 years (8%), young males (12%) and young people from Black Minority Ethnic groups (18.1%) accessing the service. Arrangements are in place to open a third KISS service in Petersham and Ham, and although this development has been unable to progress because of

³¹ The Mystery Shopper, Young People's Evaluation of local Sexual Health Services, 2006

³² <http://www.swagnet.org/07%20%20SHEAG%20sexual%20health%20data%20report.pdf>

³³ Public Health Report, RTPCT, 2006

³⁴ <http://www.networks.nhs.uk/networks.php?pid=401>

³⁵ Chlamydia Testing Guidelines, RTPCT

³⁶ Richmond KISS activity update report, April 2006

Priority 12: Promoting healthy lifestyles

recruitment issues, the other two KISS services have increased provision to support the demand for services across the borough.

The borough has ensured that SRE policies are in place in its youth settings and schools. The youth service has recently re-launched its SRE guidelines and guidelines consultation document³⁷. 90% of all schools have SRE policies³⁸ in place as part of the Healthy Schools initiative. Governors have all been offered bespoke training on SRE, and further briefings have been provided via the Director's Report.

The partnership is working hard to ensure that obesity levels in the borough continue to remain at low levels. A multi agency obesity strategy group was established in June 2006 and has developed an action plan to prevent childhood obesity and support children who have been identified as overweight and obese. Measures indicate that Richmond has lower levels of obesity than the national average, in Year R it is 6.25% against a national average of 12.8% and in Year 6, 13.15% against a national average of 17.1%. A variety of initiatives such as the Healthy Schools Programme, Young People's Culinary Courses;³⁹ and the range of physical activities on offer have helped to contribute to this positive figure. We have made significant progress in identifying and recording those children who are overweight and obese and the PCT's school nursing team exceeded their target to measure the height and weight of children in reception and year 6 by 10%. 90% of school children were recorded compared to a national average of only 48%. The records have been used to set a baseline for recording measures to reduce the increase in childhood obesity.

A health visitor champion was recruited to support the further reduction of childhood obesity; she has established training needs for staff, mapping processes of childhood obesity and clear pathways into specialist services. A pilot weight management clinic has been established for children, young people and families that need greater support and intervention. The service offers Tier 3 paediatric support for those who require further medical assessment or have additional complex needs.

The PCT are keen to promote healthy snacks within early years settings and in 2007 will further develop their Healthy Snacks Scheme⁴⁰ an accreditation scheme for nurseries and after school clubs. A survey was carried out by St George's Medical School in Wandsworth in 2005/06, which established a baseline of standards. 83% of nurseries responded, with 46% of maintained nurseries and 23% of independent settings complying with the rigorous Caroline Walker Trust nutritional standards. Good practice in this sector, see also Standards in Early Years Settings under Priority 8, is helping to contribute to Richmond's low obesity levels in reception year and above.

The LBRuT leads the way through the Richmond School Sports Partnership⁴¹ in the amount of physical activity on offer to children and young people and the high level of participation rates. 86% of the students are now receiving two hours of high quality PE and school sport both within and outside the curriculum, exceeding the 75% target and above the national average of 80%. Our six monthly data analysis for this year shows further improvement to 93%, making Richmond top in the country.

³⁷ SRE policy guidelines and consultation, October 2006

³⁸ Kingston and Richmond upon Thames Healthy Schools' sex and relationship guidance for schools

³⁹ Press Release, LBRuT, 10 March 2006

⁴⁰ <http://www.wandsworth-pct.nhs.uk/about/teachingPCT/funding.asp>

⁴¹ <http://www.whitton.richmond.sch.uk/Sports/sportspartnership.asp>

Priority 12: Promoting healthy lifestyles

We have also developed an extensive extended schools network⁴², which is providing a diverse range of activities for children and young people, for example fitness classes, basketball and street dance. There are excellent links with a number of sports organisations in the borough, including Twickenham Rugby Football Club, Harlequins Rugby Club and Brentford Football Club in neighbouring Hounslow. Harlequins Rugby Club recently supported a rugby league festival for 300 children and young people as part of the council's Competitive Edge⁴³ initiative⁴⁴

Processes for identifying and providing support to gifted and talented pupils have been developed through the Competitive Edge 2012 programme. 7% of all pupils are registered as gifted and talented in sport above the national average of 6%. Delivery of the borough wide Junior Athlete Education programme at St. Mary's University College has commenced, with 32 students who are competing at national level in their sporting activities are receiving termly workshops and a trained mentor in their own school to support their education. This is linked to the school sports partnership gifted and talented programme.

The Sports Leaders UK Leadership Level 1 Junior Sports Leaders Award is being delivered in every secondary school, whilst students in every school have access to the Duke of Edinburgh Award. Primary Sports Leaders Awards are being piloted for introduction in September 2007. 10% of students at Key Stage 4 are involved in sports leadership, up from 4% in 2006 and 2% above the national average.

The partnership has worked together to ensure that reducing smoking; alcohol and drug use among young people in the borough remains a high priority.

Smoking in the borough of 15 year olds is in line with national figures at 20.5%⁴⁵ compared to 21% nationally⁴⁶. The borough is tackling this figure by rolling out a range of stop smoking support and prevention programmes. Initially the partnership was to roll out a stop smoking and health promotion programme in youth settings, but recent evidence and evaluations nationally⁴⁷ show that it is better to train school nurses to deliver the stop smoking message in schools. Efforts have therefore focused on training school nurses to become 'stop smoking' advisors. Six school nurses have been trained as one-to-one advisors to work with children and young people in schools as well as a health visitor who works with children looked after and an advisor from the youth offending team.

We have also pushed for non smoking policies in our schools; 100% of schools in the borough have implemented non-smoking policies in their buildings and grounds; with only one school allocating a designated smoking area for staff.

Misuse of drugs and alcohol is low in the borough and even amongst the drug using population there is little evidence of high-risk behaviour⁴⁸. We have 69 young people

⁴² Providing extended Services in and around schools, LBRuT

⁴³ Information sheet on Competitive Edge

⁴⁴ Press Release, LBRuT, 6 February 2007

⁴⁵ Public Health Report 2006, RTPCT

⁴⁶ Smoking, drinking and drug use among young people in England in 2004, edited by E. Fuller (2005), Health and social care information centre

⁴⁷ Evidence of smoking cessation in schools settings, Health Development Agency

⁴⁸ Community Safety Strategy 2005-08, Community Safety Partnership

Priority 12: Promoting healthy lifestyles

currently in tier 3 treatment which reflects well against national comparisons⁴⁹ and between 18 and 20, only four young people are transferring directly to adult treatment, demonstrating that our preventative activities are having an impact⁵⁰.

The creation of the new integrated drug and alcohol team has been a real success. The team which has formed under the youth and community directorate, incorporates a drug worker in the Youth Offending Team, addiction support worker and two detached outreach workers, and provides a range of community-based drug treatments at tier 3. This includes psychotherapeutic interventions and structured counselling, motivational interventions, methadone maintenance programmes, community detoxification, harm reduction and community-based aftercare programmes for drug and alcohol mis-users leaving residential rehabilitation or prison. The team also has excellent links with the primary care liaison nurse who manages tier 4 services. Richmond has recently shared their good practice experience of pathway planning at Tier 4, at a Drug and Alcohol Seminar a Community Safety Partnership event.⁵¹

The new lead practitioner and coordinator came into post on 29 January 2007 and acts as the single point of contact for young people. Some of the key benefits have been better communications; team meetings and panel reviews are held on a regular basis, quicker referrals to services; for example between the YOT and drug and alcohol service and clearer and shared objectives, the coordinator is currently developing robust Service Level Agreements between each of the partners to ensure consistency across the team.

Although national funding for the service has been reduced by £19,396 in 2007/08, we have minimised the effect of this by negotiating access to adult drug and alcohol training programmes, for example dual diagnosis training, for people working with children and young people. We have however; been unable to progress the recruitment of a Tier 2 and CAMHS coordinator see priority 3 for further information.

As part of the Healthy Schools initiative we have ensured that schools have developed robust drug and alcohol policies, 100% of schools have policies in place, which are reviewed every three years whilst, 62% of all schools have met level 3 of the Healthy School target.

The programme for screening all vulnerable children and young people who are excluded is being taken forward by the Common Assessment Framework pilot, which is being developed, see Priority 2 for further information. 100% of young people deemed to have issues with substance or alcohol misuse received an intervention within timescales, compared to a national average of 86.7%. 100% of young offenders have been screened for substance misuse; priority 10 gives information in more detail.

Training for all people working with young people is vital to ensure that drug and alcohol concerns are identified at an early stage. A training programme for partners has been developed⁵² and is being delivered across the services, including in schools and the Child and Family Consultation Centre. Basic drug awareness

⁴⁹ <http://www.ndtms.net/DATPerformanceReport.aspx?AllAgesOrYP=YP>

⁵⁰ Green Reports NTA (restricted reports to commissioning)

⁵¹ Community Safety Conference programme

⁵² Training Programme for Drug and Alcohol workers

Priority 12: Promoting healthy lifestyles

training has been delivered to all school drug representatives or is due to be delivered by June 2007.

We have been promoting a range of approaches to drugs education; 'The Drugs Box',⁵³ an interactive touch screen drugs education system, has been purchased by the Youth Service, although this has been later than planned, to deliver educational programmes in a number of settings including the drop in centre at the Garage at Heatham House, whilst the 'Sorted 4 Information website' is currently being redeveloped, to provide a shared information site for children and young people in Richmond and Kingston, the new site will be launched in June 2007.

This year we have achieved really positive outcomes for the health of children and young people in the borough and the partnership is keen to build on and further our current successes. There are a number of specific areas, which we will be developing next year, in particular, establishing chlamydia screening across the borough; implementing the healthy snacks scheme in early years settings, running our school sports multi skill academy and conducting further needs assessment of young drug and alcohol users in borough.

⁵³ The Drugs Box brochure

Priority 13 Effective transitions for young people into adulthood

Managing the transition for young people into adulthood is a key priority for the partnership. We recognise that young people may need additional support at this time in order to make good decisions and choices about their education, health, housing and employment. We have demonstrated our commitment by building staff capacity to support children and young people through a range of transitions services.

We have recently employed (February 2007) a Transition Coordinator to manage provision between children and adult services. In addition a successful European Social Fund bid has secured funding to employ a specialist PA for CWDL and a dedicated transitions Connexions PA has been recruited to provide specialist information, advice and guidance. Much of our transitions work is integrated through each of the priorities in the CYPP and this is reflected in this update on progress.

Good transition arrangements from primary to secondary school can ensure that vulnerable groups feel supported in their new environment and reduce exclusions from school. The Children's Fund has continued to fund a Transition Project in the Hampton area, for eight Year7 pupils. This group, who have been identified at of risk of exclusion, have received regular one-to-one support to ensure that barriers to learning are tackled see section on Enjoy and Achieve.

We have a range of initiatives to support CWDL in transitions, for example making year 9 reviews in two special schools more person centred, see Priority 1; and proving information on benefit entitlements, and availability of direct payments to disabled CWDL and their families, see section on CWDL. Specific focus on BME families is provided through the young carers and BME worker who are based at the Carers Centre. Links have been made with them and the Three Wings Trust through the review of the Carers Strategy and will be monitored as part of this process.

A range of supported accommodation is available for care leavers to support their transition to independent living. Specialist housing projects are run for young people in care, in partnership with Centre Point, St Christopher's Fellowship and the Richmond Housing Partnership. An annual quota of self contained permanent properties are provided by the Housing Partnership which has been sufficient to provide all care leavers with suitable and affordable permanent accommodation. All care leavers were suitably housed in 2005/6, well above national and IPF comparators. Currently however one person is in unsuitable accommodation.

Strong relationships with the LBRuT housing team have meant that clear protocols are in place to secure decent housing provision for vulnerable young people. The borough's resettlement team and resident participation teams within Richmond Housing Partnership provide support for families seeking to transfer and enter the social housing market. Over 20 teenage mothers have been successfully housed in social housing this year. The borough works with 45 young people (single clients and young parents) in the Resettlement Team. All 16-17 year olds single and 16-19 year olds pregnant or with child have a Resettlement Officer for support through there housing process (until placed in permanent housing).

Partnership arrangements are in place between the YOT and Young Persons Homelessness Adviser. Connexions signpost young people supported by the YOT with housing issues to the homelessness adviser and were necessary a Personal Adviser takes on the referral working with the young person to secure suitable

Priority 13: Effective transitions for young people into adulthood

accommodation. Care leavers are also provided with suitable and affordable accommodation, including residential, semi residential or sheltered provision.

Much work progressed this year and young people in Richmond are supported well in terms of their transition arrangements. However, to embed this further next year we will focus on developing links into college provision for more dependent young people, consistent support mechanisms for young people returning from out of borough placements and establishing local quality assurance targets for transitions we. To ensure we have a range of accessible information on offer, an information pack for carers and young people about transition will be developed as a collaborative venture between one of the local special schools and the statutory and voluntary sectors and a dedicated transitions website will be established by the partnership.

Review of performance against ECM Outcomes

(Review of key outcomes not addressed within the CYPP priorities)

Be Healthy

As detailed in Priority 12, partnership working is enabling us to achieve a range of excellent outcomes for children and young people. This includes reducing teenage pregnancy and sexual health, promoting health eating, physical activity and competitive sports, drug and alcohol issues and obesity. This is supported by an equally high standard of provision to support parents and carers to keep their children healthy, and a range of other activities and services to support children and young people's physical and emotional health. This is reflected in the findings of our recent Tellus Survey which showed that 91% of children and young people surveyed considered themselves to be quite or very healthy.

We offer a high level of support for expectant and new parents through health visitors, community nurses and midwives, and a range of support and advice available through clinics and outreach services. This is reflected in strong performance including a low rate of expectant mothers smoking (5.4%, compared to a national average of 10.7% in 2005/6), and low rate of babies with low birth weight (6.1% under 2.5kg, compared with a national average of 7.9% in 2004). Rates of breast feeding initiation in Richmond are significantly higher than the national average (90.5% in 2005/6, compared to national average of 69.0%) and are promoted through midwives in ante-natal clinics, ante-natal contacts with health visitors and ante-natal classes and provision of access to a safe environment with the breast feeding café (working with the National Child Birth Trust). We have Mother and Toddler groups providing support and advice on parenting offered in seven clinics and two outreach (each class has 20 places), and one to one support is provided to young mothers at the Queens Road Hostel. Nursery nurses have been taught to do baby massage and teach these skills to parents in mother and baby classes. Outreach support is provided through a health education and advice clinic at Mothercare in Kew Retail Park.

We fully implement Hall 4 (the national standard for child health promotion and surveillance) universal service and the national screening programme for all families in Richmond and Twickenham PCT, providing a comprehensive programme of support. All GP's provide child health surveillance and we have 100% take up of birth visits and of 6-8 week child health surveillance. For all children age 5+ the screening of height, weight and vision is undertaken and we have a high rate of uptake - this year we had 90% for reception children and year 6 for measures of obesity, well above the national average. Selective screening of additional health needs is offered on referral from parents, teachers, and other professionals. We have a universal tool of assessment for school nursing and health visitors which (in conjunction with the CAF) facilitates identification of those families that need initial or additional support for example mothers with post natal depression, those who have experienced domestic violence, lone and unsupported parents and parents with disabilities or learning disabilities.

Immunisation rates in Richmond are in line with national averages and have been improving steadily since 2002 (age 5 immunisation rates for diphtheria, tetanus and polio primary and booster are up from 65% in 2002/3 to 72% in 2005/6, and for Measles, Mumps and Rubella first and second dose are up from 53% in 2002/3 to 61% in 2005/6). The continued improvement in immunisation rates is being achieved

Be Healthy**(Review of key outcomes not addressed within the CYPP priorities)**

by promotion through health visitors, community nurses, GPs, and schools nurses, in addition to targeted services such as drop in clinics being held every third Saturday at Teddington Memorial Hospital which ensure access for parents who are unable to attend GP's during working hours. In addition to regular provision through GP's, school nurses offer school leavers' booster to all year 10 pupils (both in maintained and independent schools) with an estimated average of 42% take-up across schools. Successful outreach work on the Travellers site means that all but two children have now had all immunisations.

In 2005 we changed our BCG (tuberculosis) programme from a school based programme to a neo-natal service to promote improved access for vulnerable groups. In Oct 2006 we implemented the first community baby BCG clinic with 2 health visitors delivering this service. Babies are referred to this clinic by their health visitor, with clinics held on a weekly basis. Successful identification and referral mean we now have approximately 250 babies waiting to receive BCG. A Saturday clinic was recently held with 47 parents and babies attending.

Implementing this new programme identified the need to screen children aged 6-16 in the schools to identify if they needed the BCG. We have sent out documentation to all children in private schools and maintained schools (approx 24,000 letters) for them to complete a monitoring form, which we will then screen. It is anticipated that the BCG catch-up programme will commence in the summer term 2007 and be completed in the autumn term 2007. We are seen as a pathfinder in implementation of this programme, and a number of other boroughs have contacted us for advice on this.

We have a nurse-led Enuresis (bed wetting) clinic which provides support, advice and management to children age 6½ years over and their parents and carers. The service adheres to the standards set out by the Enuresis Resource Improvement Continence Service. We've also seconded a health visitor to become a paediatric continence specialist working as part of a continence service to ensure best practice, for example in promotion of early continence in CWDLD.

We provide low cost safety equipment to help reduce avoidable accidents a needs assessment is carried out by a health visitor and assistance is provided by LBRuT housing to fit equipment (smoke alarms, stair gates, kettle leads) if needed.

In 2006, therapy services including physiotherapy, speech and language, and occupational therapy have been brought back in house from a contracted provider. Having recruited a new team to provide these services in summer 2006 and undertaken NHS modernisation exercises to introduce and improve capacity and demand management, waiting lists have been reduced, access improved, and demand is now increasing. We have also established joint funding between the PCT and Local Authority for specialist, bespoke equipment for children with therapy needs in the home and at school and there is currently no waiting list. Arrangements for therapy services supporting secondary age children in mainstream settings are now in place, funded by the Local Authority.

Since April 2006 we now have a specialist nurse for ventilation leading a respite and continuing care team for children and young people, enabling children who have serious spinal injury on ventilators to live at home, rather than in a hospital setting, and are providing advice and support to other PCTs in this area. More generally,

Be Healthy**(Review of key outcomes not addressed within the CYPP priorities)**

children's community nurses provide support, specialist advice and management for children with life threatening illnesses or complex medical needs who are able to be treated within their own home (previously these children would have remained in hospital). They work in partnership with primary care teams, hospital specialists and therapists to support safe discharge from hospital to the community setting, by ensuring equipment is in place, medicines are available, care support is provided and provide support and advice to parents.

Where children have complex health needs and are of school age, the local authority and PCT undertake joint planning to ensure funding is available to support children in nursery or school settings. Therapists work closely with health and education, often in schools, such as speech therapists linked to special units and special schools so that children are supported in their speech and language development, physical and emotional development, and to access the curriculum.

All secondary schools have weekly open door clinics offering a confidential service for young people to see the school nurse to discuss personal concerns including bullying, friendships, personal health, sexual health, general well-being and emotional problems. This complements the range of provision provided by other services within the partnership including the Youth Service, Connexions, Youth Offending Team and Specialist Children's Services detailed in Priorities 1, 3 and 10.

Progress has been made in towards a comprehensive CAMHS with an improvement on performance for PAF A70 from 12 in 2005/6 to 14 in 2006/7. Performance on waiting times from referral for CAMHS services for non specialist cases has steadily improved in Richmond between 2003 and 2005, improving from 30% to 47.7% of non-specialist cases and 79.5% to 93.5% of specialist cases with a length of wait under four weeks, and high level performance on cases with a length of wait of under 26 weeks (99.1% for non specialist and 100% for specialist cases).

We offer behaviour and parenting classes to support Tier 1 and 2 CAMHS (on referral from health visitors, school nurses or GP's) for issues around managing children's behaviour for ages 0-12 (but offered up to 16). In addition, school nurses manage Tier 1 CAMHS cases and have access to advice and support from specialist CAMHS staff in managing these cases and prior to making a referral where Tier 2 or higher level support is required.

We have 24 hour access to CAMHS for any young person admitted to Accident and Emergency, including for self harm. We have also commissioned an 'assertive outreach' service with in patient facilities for children which enables us to provide rapid intervention for Tier 3 and 4 CAMHS referrals.

Richmond YOT have an excellent history of joint working with CAMHS to ensure that the mental health needs of all young offenders are addressed. Although there were no acute referrals, 100% of all non acute referrals were seen within timescales between April and December 2006, well above the comparator group average of 77.7% and national average of 91%. The YOT now have a weekly crisis open access session offered by the Family Therapist. CAMHS workers sit on the YISP and offer services to young people who are referred. The ART has a full time CAMHS post offering Tier 2 and 3 services to young people with family relationship and breakdown issues and to undertake joint assessments. The ART offers specialist bereavement

Be Healthy

(Review of key outcomes not addressed within the CYPP priorities)

counselling to young people who have experienced loss and where this has impacted significantly on their behaviour.

In 2006 we have undertaken a comprehensive assessment of the needs of children and young people in the borough for mental health services and this is informing a re-configuration of services across the partnership for CAMHS. Key issues for action identified included: mental health prevention and early intervention; developing a well informed, coherent, coordinated whole system for CAMHS; developing capacity within CAMHS across all Tiers and specific services for teenagers and older young people. Following successful service re-design in Adult Mental Health services, CAMHS service re-design is now in progress and expected to come into effect by September 2007.

Stay Safe

Our performance in relation to Staying Safe is strong, supported by well established and effective preventative work, highly effective specialist children's services teams, and the LSCB. We have a much lower than average proportion of children and young people being referred (203 per 10,000 in 2005/6, as compared to national average of 566) or having to be placed on the child protection register (13.0 per 10,000 in 2005/6 compared to national average of 25.3), and have successfully been reducing year on year the number of children and young people who are in care (down from 117 in March 2003 to 85 in March 2007). When children and young people do require specialist support services we ensure that their needs are assessed and appropriate support is provided in a timely manner (as demonstrated by our top band performance on timing of assessments, reviews and placement stability as detailed in Key Performance Indicators 2006/7).

Children and their parents/carers are informed about key risks to their safety and how to deal with them. For example, health visitors offer specific advice and support for example sun safety and a comprehensive programme of training and support is provided to all foster carers including issues such as safe caring, health and safety. Schools provide a range of ongoing support and advice on issues including road safety (reflected in a 64% drop compared to the 1994-8 average in the number of children and young people killed or seriously injured in road traffic accidents in Richmond – significantly better than the national drop of 41%), the dangers posed by some adults and safety when using the internet for example all pupil email is now scanned for inappropriate content (including attachments) and intercepted email is passed to the nominated school contact for examination).

We have a range of measures in place to ensure children and young people are provided with safe environments at home, school, and in out of school activities. A comprehensive programme of training on safeguarding and child protection is provided for all council and school staff. There are regular health and safety inspections of all council-run facilities (for example our contact and assessment centre and the Crofts Centre, and foster carers homes are subject to an annual inspection. Carers are provided with a range of training and support (including from the Nurse Adviser in the CLA Multi-Agency team) on ensuring the health and safety of children in their care, which includes appropriate storage and use of medicines. School Nurses work in compliance with 'Managing Medicines in Schools and Early Years Settings' guidance, advising schools on the safe storage and administration of medicines. Richmond's emergency and disaster plan includes specific consideration of welfare issues, including the needs of children and young people. In order to fulfil safeguarding responsibilities for Children in Employment and Entertainment, the Education Welfare Service issues and monitors all licenses and permits.

Particular attention is given to addressing issues around domestic violence, bullying, and harassment and discrimination. Richmond's Domestic Violence Forum has a dedicated Children's sub-group, and we are in the process of recruiting to a dedicated Domestic Violence support worker post. All schools operate the boroughs anti-bullying policy and a range of borough-wide initiatives have been or are being undertaken to combat bullying, see Priority 2. Our highly performing YOT and ART host a range of preventative services including Restorative Justice, Mentoring, Positive Activities for Young People, targeted youth provision and the YISP which contribute to challenging and reducing discrimination and harassment by children and young people and provide support for children and young people who are the victims of bullying, discrimination, harassment or crime.

Stay Safe**(Review of key outcomes not addressed within the CYPP priorities)**

We have effective multi-agency practice in place to ensure that the incidence of child abuse and neglect is minimised. This is supported by clear procedures and protocols using the Pan-London Child Protection Procedures (supplemented by additional Richmond-specific protocols with Adults Mental Health and Housing), a comprehensive programme of multi-agency training, and targeted work as required with specific agencies to ensure consistent application and understanding of thresholds. More specifically, we have recently launched a six weekly multi-agency Case Discussion Forum to discuss care plans for hard to resolve cases. These forums are open to any agency to present a case, with an emphasis on discussion re action needed. There have been two so far and we are in the midst of a series of visits to head teachers forums, health visitor meetings, school nurse meetings to raise awareness of the forum and about the recently revised thresholds. Going forward, we are also looking at developing an additional supplementary protocol with the Adult Drug and Alcohol Service, and are undertaking research into multi-agency understanding of thresholds.

When children and young people are identified as being at risk of harm or where there are concerns about their welfare, our robust assessment and monitoring processes combined with effective multi-agency working ensure that coordinated support is provided to them in a timely manner. This is facilitated through inter-agency working arrangements such as having named nurses for child protection based for three days per week in the Specialist Children's Services offices, police officers who do the same for a half a day each week, our child protection team manager attending 'Think Space' meetings with CAMHS, and a range of regular multi-agency network meetings.

100% of young people known to the YOT are assessed for vulnerability – risk to self either from self harm, suicidal thoughts or desires or through placing themselves at risk through their behaviour. All young people assessed as vulnerable are subject to a Vulnerability Management Plan, (VMP), which has management oversight and regular monitoring. The Assistant Director Specialist Children's Services and Chair of Stay Safe sub group, is notified by a self designed ALERT form of all young people subject to a VMP. This ensures that young people are being safeguarded appropriately.

Procedures are in place to identify, monitor and support private foster carers and a publicity drive has been launched by the LSCB to raise awareness of private fostering.

All social care staff and foster carers are Criminal Records Bureau (CRB) checked (and/or other relevant vetting checks) and guidance has been provided to schools on the requirements for vetting of school staff. School and early years OFSTED inspections confirm that CRB procedures are being followed. Going forward we will be identifying which additional posts across ECS should be subject to CRB checks and ensuring these are in place. Any complaints made regarding staff, are handled through our social services complaints procedure and regular reports are provided to service heads on outcomes and recommendations. In all cases where there are allegations against staff with child protection implications these are handled by the lead officer for child protection in accordance with Pan London Child Protection Procedures, and are monitored via reports to the Stay Safe sub-group.

Stay Safe**(Review of key outcomes not addressed within the CYPP priorities)**

There is a joint agency approach to the management of sex offenders in the community, including the maintenance of a risk register, multi-agency public protection arrangements (MAPPA) and registration with the police. There are effective links between the MAPPA meetings and the LSCB and established joint working arrangements between the police and specialist children's services teams. In particular, there is effective monitoring in place for bail hostels in the borough and schools neighbouring the one approved hostel currently in place.

To ensure we continue to provide the most appropriate and effective services for children and young people, we work to a comprehensive set of inter-agency policies and procedures that reflect regulatory requirements. This includes the Pan London Child Protection procedures which have recently been updated, and we will be providing a programme of refresher training for all relevant staff and carers in 2007/8 to ensure everyone understands and works in accordance with the new procedures. At a local level, a revised protocol with Adult Mental Health was launched in 2006 in response to the findings of two serious case reviews, and we will undertake a review of the effectiveness of this new protocol in 2007/8.

Guidance and training is provided to staff, carers and volunteers working with children and young people on how to recognise and raise welfare and safeguarding concerns through our multi-agency training programme. A training sub-group of the LSCB has been established and will be reviewing training needs across agencies, with a priority on expanding from the current focus on social care and linking in with recruitment and vetting of staff. A range of information is also available for members of the public including on our website, hard-copy leaflets available at various locations across the Borough, and recent promotional activities for example at the Education and Children's Services launch events held throughout 2006.

To support this, all services and settings providing for children and young people have designated members of staff with responsibility for safeguarding, including designated teachers in all schools, and these staff have access to the LSCB's comprehensive multi-agency training programme. Staff within specialist children services receive appropriate support and supervision to fulfil their safeguarding role in line with the council's supervision policy and appraisal and development programme. Non-council staff are supported through a range of multi-agency forums including the Case Discussion Forum and 'Think Space' for CAMHS staff. Additional support for non-council staff with safeguarding responsibilities will be considered by the LSCB in 2007/8.

All children and young people on the child protection register are allocated to a qualified social worker. These workers ensure children's needs are met with support from clear, comprehensive and reliable case records held on our Integrated Children's System (RICS). In regular supervision cases are discussed with senior staff and records are audited to help ensure social workers can continue to provide the most appropriate support to meet the child's needs. To support this process and help ensure effective coordination across agencies, we are continuing to improve our information sharing arrangements including working towards roll-out of the Common Assessment Framework (CAF) across the partnership and implementation of ContactPoint (formerly known by the working title of 'Information Sharing Index').

Children and young people and their parents and carers are encouraged and supported to participate in and contribute to safeguarding processes. In addition to

Stay Safe**(Review of key outcomes not addressed within the CYPP priorities)**

routine involvement through assessment and review processes, specific opportunities for involvement in 2006 have included an event for children and carers at Orleans Gallery with a play therapist and drawing therapist and a Christmas party for children on the child protection register where children and carers had the opportunity to informally discuss their views with staff. There are also clear procedures for children and young people and their parents and carers to make complaints and support is provided when needed for example by the social worker is appropriate, or through commissioned advocacy services.

We have a number of mechanisms for ensuring services know the identity and whereabouts of children and young people. This includes a Children Missing Education Protocol which covers all children in maintained schools, and we are in the process of extending this to private schools in the borough. Specialist Children's Services have a protocol with the Education Welfare team for dealing with cases where children they support are not attending school, and schools use the DfES Secure Data Transfer System (S2S) to share information when pupils move between areas. At present there is no over-arching framework for this, however this will be addressed as part of our implementation of ContactPoint.

We have a range of effective preventative support services available to minimise the number of children who need to be taken into care, the effectiveness of which is demonstrated by our steady drop in the number of children looked after in recent years (down from 117 in March 2003 to 85 in March 2007). For example the ART provides dedicated wrap round and crisis support to families where there is risk of family breakdown see Priority 2. Effective family support is well established for younger children and we have good practice in directing families to voluntary sector service providers (eg Wellcare). The decision to look after a child is taken only when there are no appropriate alternatives and with clear accountability - this decision can only be taken by a Principal Manager, or an Assistant Director for out-of-borough placements.

Enjoy and Achieve

Enabling all children and young people in Richmond upon Thames to enjoy and achieve is a key theme throughout all of the priorities in our CYPP. This is reflected in the findings of our recent Tellus survey of children and young people in Richmond schools in which 94% said their life overall was quite or very enjoyable, 73% quite or very often get involved in activities at school or in their local community, and 89% felt they were doing quite or very well at school.

The provision of support for parents and carers in promoting their children's achievement is a thread that runs through the CYPP, with parents and carers rightly involved as partners in their children's development at every stage. Priority 9 focuses on increasing the involvement of parents and carers and Priority 13 describes support and information given to parents and carers. Priority 1 outlines the provision of parenting courses in targeted areas and Priority 2 describes actions such as the appointment of a parenting coordinator. Priority 3 focuses on support for carers for CLA.

The excellent, integrated provision for under 5s is described in Priority 7. Aspects of the provision and the standards achieved by all children are covered in Priority 8.

The provision for pupils in the Foundation Stage, Key Stage 1 and 2 is reviewed in Priority 8 and for pupils in Key Stage 3 and 4 in Priority 4. Both these priorities describe the challenge, support and monitoring provided for schools, ensuring a commitment to continuous improvement. Both also illustrate the rigorous approach taken with schools causing the LA concern. Actions taken to ensure that groups of pupils at risk of underperforming are identified and receive appropriate provision are outlined in Priority 5. Priority 1 is concerned with actions taken to monitor and promote inclusive practice.

Admission arrangements are outlined in Priority 7, where the actions taken to secure appropriate provision for the most vulnerable groups are described. The successful approaches to improving attendance and reducing exclusions are reported under Priority 6. Specialist support for parents and carers with pupils who are difficult to manage is described in Priority 1. Priority 2 covers activities designed to promote good behaviour and raise self-esteem. Priorities 4 and 8 describe academic monitoring for pupils from 5-16, including realistic but ambitious targets for improvement. These priorities also cover improvements to school buildings and facilities. The promotion of high self esteem and high aspirations in young people is a theme that runs through many priorities in the CYPP, including Priority 1 which describes activities to develop life skills and Priority 9 which focuses on developing the engagement of young people in service delivery and decision-making.

Priority 6 describes the provision and developments for children and young people excluded from school and Priority 2 covers the multi-agency approach to the most vulnerable groups. Priority 10 focuses on actions to prevent young people offending and re-offending. A full and accurate database is maintained for the 35 children and young people registered as being educated at home, including four who have a statement for special educational need. The authority carries out an annual inspection for all children who are educated at home and produces a report on each inspection, which is sent to parents and carers for their records and for comment. In addition, the pupils with a statement of special needs have an annual review meeting. All visits and meetings are accompanied by the Education Welfare Officer responsible for home education.

Enjoy and Achieve**(Review of key outcomes not addressed within the CYPP priorities)**

Priority 1 describes the school and holiday resources and activities for CWDLD to play and socialise.

In addition to the wide range of excellent outcomes achieved through specific actions identified through our CYPP priorities, we also have some noteworthy examples of further achievements in this area. These relate in particular to ensuring children and young people have access to a diversity of cultural experiences and play opportunities.

In music, a significant number of pupils are learning an instrument and, in the autumn term 2006, 600 children performed at the Albert Hall as part of a performance with an orchestra, dramatic tableau and mass choir. The performing arts have a high profile across the borough through the Dramatic Edge initiative. 800 children took part in school productions held under the initiative during the spring term 2006. In June and July 2006, 250 pupils from 18 schools participated in three school cluster events while 90 pupils from 7 schools took part in drama workshops run by professionals and 'A' level students. 200 pupils from 13 schools took part in the Primary and Secondary November 2006 Festivals. 70 teachers have attended workshops and theatre performances as part of their continuing professional development. Drama is completely inclusive and both the borough's maintained special schools have been able to participate in all of the school events.

Through these varied activities and initiatives the local authority ensures young children have access to a variety of rich and varied experiences that compliments their academic achievement. Richmond ensures that these complimentary activities are of the highest standard possible. Working with professionals and experienced teachers and students, pupils are provided with a range of opportunities in which they are able to experience success and achieve their potential.

The Cultural Pathfinder programme has been expanded in consultation with young people and carers. The range of leisure opportunities available has been increased through maintained, voluntary and private providers. The Culture 4 Keeps card provides a passport to leisure involving 63% in the 2006 summer activity programmes. 15 CLA accessed the Urban Academy football programme with Brentford football Club, while others enjoyed a music-engineering workshop at The British Academy for Film and Television and activities such as street dance. Cultural services offer supported work experience for those showing a career interest in leisure, which has led to one young person embarking on an NVQ in sports coaching this year.

We have ensured that children and young people have a wide choice of safe and accessible places to play and socialise. Since 2003, the Parks and Open Spaces team have been implementing a £500,000 per year play area refurbishment programme with the aim of providing new, innovative and safe play facilities to all parts of the borough⁵⁴ The end of March 2007 will see the conclusion of the refurbishment programme with the Councils target of at least 77% of play areas in the borough meeting the Local Equipped Area for Play standards. In addition to nine

54

http://www.richmond.gov.uk/home/leisure_and_culture/parks_and_open_spaces/children_s_facilities/play_area_refurbishment_programme/completed_and_proposed_play_area_projects.htm

Enjoy and Achieve**(Review of key outcomes not addressed within the CYPP priorities)**

sites being completely refurbished, six completely new play areas have been or will be built.

Playgrounds are visually inspected on a daily basis by our maintenance team to ensure they are clean and tidy. They are also operationally inspected to ensure they are safe and secure on a monthly basis by our contracted play area. Finally they are annually inspected to provide a complete safety check and ensure compliance with international safety standards by an independent third party.

A variety of rewarding recreational activities are on offer for children and young people in the borough in our libraries, sports centres, youth clubs, playgrounds and art centres. For example, each year we run Larks in the Parks, a festival of outdoor theatre for families which takes place in local parks across the whole borough. We have developed a range of positive activities for 13-19 year olds such as American basketball and trampolining. Our libraries offer a range of specific services for children and young people, including Tiny Teddies for pre school children which include songs, rhymes and stories. Chatterbox reading groups for years 4 and 5 involve reading, talking about books and playing games. We have developed 'The Current' a directory of 50 top reads for young people age 15 and over.

Make a Positive Contribution

Building on our already excellent performance for ensuring children and young people are supported to make a positive contribution (as assessed by the 2006 APA) we have continued to expand our provision and deliver a range of excellent outcomes in this area. In addition to the high quality partnership working and outcomes detailed through the CYPP priorities, particularly in Priority 11, we have also provided a further range of opportunities and support to children and young people to make a positive contribution as detailed below.

All young people in the YISP and PAYP are offered a key worker to build positive relationship – this is reviewed on a 3 monthly basis. There are currently 60 mentors allocated to at risk young people in schools or referred through YISP, ART, YOT or CLA team. The YOT and ART offer family support in terms of family therapy, parent group and individual work. Referrals are also made to CAMHS tier 3 services. Restorative approaches in Schools also undertake 300 mediation conferences a year which improve relationship between peers and pupils and teaching staff.

The Mentoring Scheme targets young people in transition from primary to secondary school. There is also a transitions project which operates in the Hampton Ward, involving 8 year 7 pupils receiving regular 1:1 support. Peer mediation and mentoring services are now available in 3 secondary schools and all school will be trained during the next year.

The Mystery Shopping initiative (see Priority 12) into sexual health services by young people was shown at Richmond Film House to key stakeholders - a plan to mystery shop other key services is in place. It is clear that services have responded positively to the exercise and adapted services accordingly.

A parent strategy group is in place with a well developed parenting strategy and action plan which has partnership ownership. This outlines a clear plan for getting parents actively involved in service delivery which will start with a Parents conference. Parents are already involved in significant ways including being part of decisions regarding children's centres, the development of services for children with disabilities and learning difficulties and are represented on the CYPSP. The strategy will bring this level of involvement into a coherent whole.

Since September 2006, 85 young people have been referred to YISP, although 45 have been eligible and received an ONSET assessment. Support includes one to one key working, access to mental health and substance misuse services, a place on PAYP, residentials, group work programmes and a term time youth club with accredited courses.

A working group with YOT, Youth service, police and voluntary sector has been established to look at diversionary strategies to offer young people alternative activities and venues which will attract them away from anti social hot spot areas. This is looking at opening up Youth centres and Church facilities, as well as safe spaces for young people at hotspot times in hotspot areas. The Council's investment of £250,000 revenue will support this improvement.

The YISP team have developed a joint group work programme with EMTAS is delivered on the Traveller site to support this minority group, as well as address issues of crime and anti social behaviour. The YOT and ART are delivering a 12 week group work programme to all pupils at the Richmond House Unit, the local EBD provision. Targeted holiday activity in all hotspot wards highlighted a decrease in 7

Make a Positive Contribution**(Review of key outcomes not addressed within the CYPP priorities)**

out of 8 areas on the previous quarter on the previous quarter. This year there will be a pooled budget of £60,000 which will be used by the CYPSP to commission holiday activity to address anti social behaviour and crime in targeted areas.

An extensive mapping exercise was carried out by the community safety team to assess the impact of summer programmes in Richmond. Overall crime allegation numbers were relatively low. For alleged crimes at venues compared with last summer, 5 venues saw an increase in crimes, 19 stayed the same and 2 saw a decrease - overall there was an increase of 8 crimes. When compared with the previous quarter, 1 venue saw an increase in crime, 12 stayed the same and 13 saw a decrease - overall there was a decrease of 43 crimes. Other areas of note are Marble Hill Park, which has seen a steady increase of crimes over the past year, and the area surrounding Hampton Youth Club which has seen the greatest increase in crimes over the past year, mainly attributable to an increase in shoplifting and non-residential burglary. As part of the overall youth crime reduction strategy the borough has focused holiday activities in the following priority wards: Barnes, Ham and Petersham and Richmond Riverside, Hampton North, Heathfield, Mortlake and Barnes Common. Analysis of youth type crime figures below evidence improvement on same period last year.

- Barnes down 29%
- Ham/Petersham and Richmond Riverside down 20.31%
- Hampton North down 9.52%
- Heathfield up 8%
- Mortlake and Barnes Common down 8%

The two wards now emerging with consistently the highest youth type crime levels are South Richmond and Twickenham Riverside. In response to this concern Richmond Youth Service are currently leading on outreach strategies to attain information on youth behaviour patterns and are feeding back to the community safety team on a regular basis.

YISP have purchased TeenTalk which is a nationally accredited programme for addressing offending behaviour. The YISP is now also working with a girls' group and separate boys' group and offering Yoga, anger management, dance and movement.

Re-offending (recidivism) data shows that of the Oct – Dec 2005 cohort 25% have re-offended. This is an 18% reduction on the 2004 cohort although it still highlights challenges in addressing high risk offenders. This improvement is supported by the evidence that only 2 of 25 young people on our 'prevent and deter' strand have re-offended since the panel began in September 2006 and both of these offences were less serious.

Prevent and deter now have a dedicated worker addressing additional needs including education, accommodation, benefits, social and life skills and communication skills. A group work offending behaviour programme has also been developed, alongside a sport and offending programme. A new presentation is also available delivered by a Police project "Trident" and this addresses guns and knife crime.

Richmond YOT, against a national trend, have one of the lowest custody rates in the country at 2.5% of all sentences, compared to a family figure of 6.3%. The YOT have

Make a Positive Contribution**(Review of key outcomes not addressed within the CYPP priorities)**

a resettlement strategy outlining the key aim of providing a seamless service to young people entering custody and returning to the community. 100% of DTO planning meetings, visits and reviews and community reviews are undertaken with timescales. In terms of outcomes of the last 9 young people to leave custody since April 2005, all 9 have transferred into suitable accommodation and 8 have accessed ETE options. Mental health and substance misuse provision is available on assessment and sentences and 100% and 91.5% of assessments are undertaken with timescales respectively. All education plans are coordinated in custody and we have clear examples of GCSE work being transferred into custody and then back into the community.

Achieve Economic Well-being

Young people in Richmond upon Thames are supported and helped to achieve economic well being, contributing to sustained top band performance in key indicators, which is reflected by the high participation in EET 16-19 and the percentage of young people entering college and university, which is amongst the highest in the country. This is set in the borough context where a significant proportion of residents choose to educate their children in the thriving local independent sector. These aspirations have contributed in part to the high expectations on primary schools to deliver outstanding education across a broad curriculum, which in turn accounts for the high profile of borough residents with a higher educational qualifications and professional occupations. The independent state sector relationship presents opportunities and challenges, which have been met through effective partnership in and beyond the school day contributing to improved outcomes for all young people.

The evidence and impact of our work summarised below, compliments the progress and performance set out under priority 11, continuing the development of 14-19 programmes in partnership with schools, colleges and work based learning providers.

Action is taken to support families so that children can benefit from the education and services available to them. The Children's Information Service (CIS), signposts families to information on benefits and tax credit. Job Centre Plus is a member of the Early Years Development and Childcare Partnership and works with the CIS to promote childcare as a career, holding regular job seekers open days.

Services have been extended to provide information by phone, Internet, text messaging service and email with further enhancements planned during 2007 to increase the type and quality of information from the CIS database being available to search for online. Child minding recruitment enquiries increased by 83% compared to last year. A targeted marketing campaign has distributed promotional material to families throughout the borough on all aspects of the service with particular focus on entitlement to free nursery education and advice for all families especially those in deprived areas on how to obtain assistance for funding for childcare. Family learning programmes support a wide range of parenting skills including 'family finance'. Take up of the childcare element of the Working Tax credits used as an indicator of take up of formal childcare by lower income working families shows a take up 17%, exceeding the DfES's 'need for action' figure of 14%.

A targeted outreach programme has been introduced following analysis of enquiries showing low levels of contact from areas with higher indices of deprivation. Outreach sessions have increased by 155% during 2006-07 and are now consistently carried out in priority communities and with hard to reach groups. This has led to 14.3% of the calls to the CIS now coming from callers living in the target areas of Whitton/Heathfield and Ham.

A wide range of programmes have been developed with partners to support the participation of children and young people in learning and leisure opportunities in and beyond school. A partnership agreement is in place with local charities for the Local Authority to administer grants to help meet the cost of school trips for needy families with £17,500 distributed in 2006/7. Cultural services offer concessionary rates for children and families and remit fees on a wide range of initiatives to target families in deprived neighbourhoods. 300 families have accessed sports facilities through the scheme. Through partnership working in priority neighbourhoods a co-ordinated programme of positive activities for young people has been established. 50

**Achieve Economic Well-being
(Review of key outcomes not addressed within the CYPP priorities)**

subsidised activity programmes have taken place with fees remitted for targeted vulnerable young people. 2819 young people benefited from holiday programmes in 2006/07. The Authority has Cultural Pathfinder status for its innovative work with children looked after, providing free access to sports, arts and other cultural and leisure activities with 63% of CLA engaged in the 2006 summer programme. A bursary scheme is in place as part of the authorities Competitive Edge initiative to support the cost of training and coaching to help children with a sporting talent.

Young people 11-19 years are helped to prepare for working life, with secondary schools inspected since November 2006 judged good or outstanding on how well learners develop workplace and other skills that contribute to their future economic well being. The inspection of Richmond upon Thames College judged learner's work in relation to learning goals to be very good and learner progress relative to their prior attainment to be very good.

Schools are supported in developing work related learning programmes and all schools have an identified work related learning co-ordinator. The Education Business Partnership provides schools with a broad range of work related activities and projects, under service agreement. All schools have work related learning policies and participate in careers education and guidance programs of education. Way to Work provides schools with links in the business community and staff have visited all secondary schools to give talks on the world of work. All young people are provided with at least a one-week work experience during key Stage 4. Guidance materials, and monitoring visits made to all providers assure the quality and health and safety arrangements. Under the priorities of the CYPP work related learning opportunities for 14 to 19 year olds have been increased, with over 1000 young people taking up extended work experience and work related learning activities.

The Connexions service deploys a full time Personal Adviser within the local tertiary college to support 'at risk' students to continue in education, employment or training. Core connexions data is used to target resources and the development of initiatives to help young people develop their skills and confidence to overcome barriers to participation in education, employment and training (EET). Partnership agreements and support and early identification and tracking of those at risk contribute to sustained performance in young people moving to EET. With one of the best NEET performances in London, efforts have been focused on reducing the numbers without a known destination. Despite the targeted tracking and follow-up activity introduced by connexions the figure has increased slightly to 6.3%, so this remains a priority.

Publicising Care to Learn and the development of community based young mothers courses in partnership with the teenage pregnancy board and extended schools has supported the identification of young mothers. Strategies are in place to improve on the 35% of young mothers in ETE through resourcing of level 1 and 2 provision in priority wards.

A register of young people NEET is maintained and through this those awaiting level 2 provision are monitored by the guidance and support sub-group of the 14-19 partnership. New provision commissioned to meet identified need has provided 17 young people with places on a new 'Into Work' programme, providing level 1 to level 2 progression.

**Achieve Economic Well-being
(Review of key outcomes not addressed within the CYPP priorities)**

Careers advice and guidance is contracted through South London Connexions. A consortium agreement is in place to maintain the provision of Connexions services thorough 2007/8 providing Richmond's schools, college and young people with continuity of service. A transition plan is in place for integrating the provision of advice and guidance within the newly formed Integrated Youth Support Service, balancing local commissioning with efficiencies of scale from consortium membership for procurement.

The 14-19 partnership has agreed a programme of development with the LSC to secure the Pan London Learner Offer and in consultation with young people a range of improvements have been made widening access to IAG services in and beyond school.

- Local prospectus on 14 to 19 pathways has been published and distributed to all young people in Richmond schools and the local college.
- The authority is a member of the regional consortium and on track to go live with an e-prospectus.
- The Youth Café bus operated by the Richmond Youth Partnership extends access to IAG to harder to reach young people operating in priority neighbourhoods.
- IAG access points have been established in youth clubs and extended school priority neighbourhoods with an additional 900 hours of guidance delivered.

Increasing numbers are taking up opportunities to study vocational courses 14 to 16 (see 5.3). Establishing a wider range of E2E and other pre-entry vocational training opportunities for vulnerable young people continues to be a priority.

The Authority promotes youth employment opportunities, particularly through Way to Work, the in-house work-based learning provider.

- 17 apprentices in the Council work force.
- 52 Young people were recruited into new jobs with apprenticeship training in 2006 with a further 56 employed young people tacking up training.
- Structured childcare/playwork recruitment days are organised within secondary schools to allow students to gain advice and guidance on a career in this field.
- Young people 16 to 19 are offered the opportunity to try out childcare as a career through the CIS matching young people with day care settings able to offer mentoring. To date 6 students have taken up voluntary posts within organisations.

Destination routes of school learners at age 16 are tracked by Connexions. Pupils continue in education at 16+ in 61 different schools and colleges. 59% progressed on to programmes at Richmond upon Thames College and 20% to Esher College. Local agreements are in place with these two institutions with significant volumes to exchange data for monitoring progression 16 to 19 (see 5.3).

Young people's participation in higher education is good with all areas of Richmond identified by the Higher Education Funding council 2005 study as being in the first or second quintiles. The majority of wards are in the first quintile with 43% or more young people participating in higher education. The four areas falling in the second

**Achieve Economic Well-being
(Review of key outcomes not addressed within the CYPP priorities)**

quintile, with 32% to 43% participation are identified as children's centre neighbourhoods with secondary schools involved in the Aim Higher initiative.

The authority subscribes to CCIS through the south London consortium, supporting the monitoring of connexions targets to assist with the identification of groups underrepresented in EET.

Supporting the borough's BME achievement strategy Connexions has an identified BME Champion role and two Connexions specialist PAs attached to the sixth form college. The service provides support to BME young people at risk of dropping out of the college. Performance in this area has been exceptional with over 90% of BME young people 16-18 now remaining in EET up 8.3% on same period last year. The progress of BME young people to EET is tracked and programmes continue to promote and celebrate their achievement. Over 4,000 young people took part in 2007 the local Youth Member of Parliament elections, with the successful candidate being a BME male student

Student support services and Connexions have maintained their campaign to promote the Education Maintenance Allowance to improve uptake by young people continuing in education, contributing to a further 15% increase in take up in 2006/7.

Action taken under priority 11 has strengthened the collective leadership of 14-19 education and training. Collaborative working ensures that education and training is planned and delivered in a coordinated way. This along with the quality of education and training for 16-19 which is good, is outlined under priority 11.

Involving the voice of the learner has been critical to the development of the borough's 14 -19 Strategy and learner offer. Young people from the college and schools were part of the consultation and launch of the 14 -19s Strategy. At the college there are 2 student governors as members of the corporation, Student Union executive are democratically elected and represent student views on college and 14 -19s committees, there are student ambassadors as well as on going customer feedback via student questionnaires.

Provision is planned to be sensitive to the race and faiths of students, A wide range of festivals and commemorative days are respected by schools and colleges, responding flexibly to the needs of learners and staff, for example the borough's Pupil Referral Service has established a prayer room for Muslim students and staff.

Race equality schemes are in place in all schools with racial incident monitoring undertaken by the Local Authority. Richmond Upon Thames College has in place an Inclusive Learning Policy and Personal Harassment Policy. 50% of the college intake is from BME backgrounds. To respond to the needs of the cohort the college positively recruited a senior African Caribbean Youth Worker to promote equality and diversity. Collaboration between the youth work staff at the college, Connexions PAs and Richmond Education Business Partnership has contributed towards Black History Month initiatives and community cohesion activities.

White students 16 -18 participating in EET is currently 86%, 5.5% up on same period last year. Mixed race is 87% no movement on same as period last year. Asian 92% up 5% on same period last year, Black 93% up 8.3% on same period last year.

**Achieve Economic Well-being
(Review of key outcomes not addressed within the CYP priorities)**

The wide variety of curriculum programmes developed in and beyond schools are detailed under priority 11, the Tutors appointed to teach increased flexibility and skills programmes are supervised by the college and subject to their quality assurance and peer observation. Student evaluation rate the teaching on skills programmes as 100% good or better, 58% excellent, with advice and guidance 83% good or better and 25% excellent.

On inspection the contribution of the Richmond upon Thames College to 14 to 16 programmes is praised and learners work, and progress 16 to 19 judged very good. Similarly the extent to which the curriculum meets local needs is rated as very good.

Learner's work in relation to their learning goals is judged by inspectors as very good as is progress relative to prior attainment. Success rates are consistently above national comparisons at Level 3 and Level 2 with the percentage of those aged 15 reaching the threshold of level 2 by age 19, 78% in line with statistical neighbours. Similarly for the Level 3 threshold at 59%.

Success rates for learners age 16 to 18 at Richmond upon Thames College are above national averages: Level 1 rose 6 points to 72%, 8 points above national; Level 2 rose 3 points to 69%, 6 points above national; Level 3 rose 3 points to 80%, 5 points above national. Retention rates are also above national averages.

The 'A' level pass rate for students progressing from local schools is 93% with a high grade (A and B) pass rate of 48%. Learners make good progress and achieve high standards on all 16 to 18 courses.

Success rates of learners at Esher College are significantly above national averages with headline success rate for all courses 87% and 94% for 'A' levels. Tracking data shows no significant variation in the success of learners from Richmond schools with that of the wider student body. Retention is high on 'A' and 'AS' level courses at 95% and 92% compared to 90% nationally, more variable but good on vocational courses. Pass rates for students on major academic qualifications is 93%, with the higher grade rate of learners from Richmond schools 46%. Overall 'A' Level value added shows students progress at or above that predicted from previous attainment.

The Extended School Strategy and Children's Centre developments have been integrated focusing key development programmes on the 5 priority communities identified through the Community Plan. Key partner agencies have been involved in the identification of priorities and needs for the creation of children's centres, with initial proposals drafted used for stakeholder consultation within each community. The Authority is on track to meet the Phase 2 Children's Centre requirements by 2008 with development plans agreed for 9 centres to achieve the required reach.

Overseen by the CYPSP local partnership boards have been established for each children's centres with all key stakeholders represented. Resources are devolved for local management, to support local identification of needs and service planning.

Overseen by the Richmond Learning Partnership, family learning and adult learning for personal and community development have been commissioned to widen participation in learning in deprived neighbourhoods. Programmes are planned and delivered in each of the authority's five priority neighbourhoods through Richmond Adult Community College, a beacon college, working in partnership with the

**Achieve Economic Well-being
(Review of key outcomes not addressed within the CYPP priorities)**

community association and Community Development Worker in each area. 4623 learners participated in a range of basic skills, parenting and wider family learning programmes in 2005/6. ESOL, literacy and numeracy courses are delivered in priority estates and through the Ethnic Minority Advocacy Group. Courses are also run on the borough's traveller site in Hampton. The targeting of programmes has resulted in a 5% increase of minority groups from priority areas engaging in family learning.

Neighbourhood Learning in Deprived Communities projects have been established in three areas combining premises investment with adult and family learning programmes. Training and support has also been targeted to build the capacity of the voluntary sector and community leaders in these areas to support community development. An Extended School coordinator has been appointed by each of the school clusters serving priority neighbourhoods. Working in partnership, Connexions, the maintained and voluntary youth sector, police, and Housing Partnership have established a coordinated programme of positive activities for young people in target communities during school holidays. Over 1000 8 to 18 year olds participated this year. Cultural services also target the identified priority communities through sports and arts development initiatives.

Action is taken to ensure that young people have decent housing, our social landlord monitors social housing against the decent homes standard. Properties in the rented sector have been incrementally improved with 95% of properties meeting the standard, an improvement of 10.9% this year.

The borough's resettlement team and resident participation teams within Richmond Housing Partnership provide support for families seeking to transfer and enter the social housing market. Over 20 teenage mothers have been successfully housed in social housing this year. The borough works with 45 young people (single clients and young parents) in the Resettlement Team. All 16-17 year olds single and 16-19 year olds pregnant or with child have a Resettlement Officer for support through their housing process (until placed in permanent housing).

No families were in shared bed and breakfast for more than 6 weeks and no teenage parents were in unsupported accommodation.

To ensure sufficient suitable housing remains available agreement is in place the Housing Department to offer a quota of private landlord places to young offenders. Youth Justice Board data confirms 97.3% of young offenders were in suitable housing during the year achieving the local target. (A number of young offenders have been deemed intentionally homeless and as a result not had their accommodation needs met)

Partnership arrangements are in place between the YOT and Young Persons Homelessness Adviser. Connexions signpost young people supported by the YOT with housing issues to the homelessness adviser and where necessary a Personal Adviser takes on the referral working with the young person to secure suitable accommodation.

Children Looked After (CLA)

In addition to the range of excellent work with CLA discussed under Priority 3, specialist children's services and partners continue to deliver excellent outcomes for CLA in a broader range of areas. As discussed in previous sections, increasingly effective preventative work means that we have steadily been reducing the numbers of CLA in the borough over the last few years, meaning that those children who are looked after are those with the most complex needs.

We provide a high level of support to CLA and their families to ensure their health needs are met, in particular through the services provide by our dedicated CLA nurse. This is reflected for example in our continued top band performance for ensuring CLA have annual health and dental checks (92.9% in year ending September 2006). The CLA nurse ensures that health assessments for all CLA are carried out and health plans are agreed, implemented and reviewed regularly, and liaises with health providers as needed to ensure they are aware of particular children's needs and circumstances, to ensure the most appropriate support is being provided. She also provides CLA and their families with guidance and support as appropriate to access local health services and to promote healthy living. CLA also benefit from enhanced opportunities to participate in sport and other leisure programmes through Culture for Keeps, promoting health and well-being. In addition, we have a designated GP for CLA, however recent re-structuring within the PCT means that we will need to review this arrangement in 2007 to ensure sufficient capacity to meet the needs of our CLA is maintained.

Particular attention is given to ensuring CLA are provided with safe and stable home environments. Our highly performing fostering and adoption services have a range of measures in place to ensure all foster carers and prospective adopters receive appropriate training and support to enable them to provide a safe and caring home for our CLA, and the fostering service has recently launched a new recruitment strategy to help increase the availability of local foster placements. Where CLA are placed in residential care we use placements sourced through Pan-London contract arrangements, complete a safeguarding placement checklist, and conduct at least annual un-announced checks on each placement. All placements, regardless of location are monitored on a regular basis, and we are about to implement 6-monthly safeguarding checks by supervising social workers.

Effective matching when children are initially placed, coupled with effective care planning, review, and placement monitoring processes mean that we are able to maintain high levels of placement stability for our CLA (eg top band performance on number of CLA with 3 or more placements in a year). Placements with any level of concern are brought to the attention of service managers for review and to identify any additional action or support required. Where placement changes do become necessary they are clearly managed and appropriate support is provided for the children and young people involved. To support this, a new Placement Panel will be commencing in March 2007 which will meet quarterly to monitor permanence planning and review cases where there are significant concerns.

CLA and their carers are encouraged and supported to participate in all appropriate planning, placement and review meetings where key decisions are made, as evidenced for example through our high levels of CLA participating in statutory reviews (95.5% as at December 2006). CLA have a range of opportunities available to express their views in addition to individual planning and review meetings including meeting with their social worker or independent reviewing officer, use of Viewpoint, and specific consultations on particular issues. Some recent examples have

**Children Looked After (CLA)
(Review of key outcomes not addressed within the CYPP priorities)**

included: consultation with all year 11s informed development of a study skills course; there was extensive consultation with CLA as part of the Culture for Keeps programme and the process of feeding back on outcomes from this in taking place now; our Clinical Psychologist and CLA Nurse have been running a 6 week course for girls with relationship issues, concluding with an evaluation and feedback session in March 2007 that will inform future provision; consultation with CLA re proposed changes for 2007 to how allowances are paid, resulting in greater clarity and transparency regarding what young people can expect to receive and how allowances are broken down.

CLA and their carers are provided with clear information on how to make complaints, including through the Children's Guides to Fostering and Adoption. Where needed, we commission independent advocacy services on a case by case basis. In 2007 we will be looking into making arrangements with 'Voice for the Child in Care' to provide an ongoing advocacy service.

We provide an appropriate range of foster placements to enable children and young people's cultural, religious and linguistic heritage needs to be met. The fostering service works to ensure children and young people are matched with carers who are able to meet their specific needs, supported by a clear recruitment strategy which aims to increase placement choice. Referral forms for fostering placements include a detail assessment of a child's needs to assist with the matching process. Where a child is placed trans-racially there are clear support arrangements, which include Individual Equality plans and access to a support group. In addition we have clear arrangements to ensure and encourage maintenance of contact with families of CLA. Foster carers are provided with training on contact and supporting contact. Contact arrangements are discussed and reviewed as part of children's statutory reviews and annual foster home reviews. Foster carers are supported financially with regard to contact costs where they are incurred and carers have access to sessional workers who are able to help support and facilitate contact meetings.

Roles and responsibilities in terms of corporate parenting are clear and understood by all concerned. We have an established Corporate Parenting group that meets every second month, with three meetings a year focused on child protection and three on CLA. Training on corporate parenting responsibilities has been provided to all members, and a comprehensive Corporate Parenting Handbook has been rolled out to support this. Briefings and guidance have also been provided to governors' forums, teachers' forums, etc and a 'Guide to being a Corporate Parent' has been sent to all teachers and schools.

A comprehensive range of support is provided to older CLA and care leavers to ensure successful transition from being in care to living independently (where appropriate). All CLA over 15 years of age have pathway plans and/or transition plans which they have been involved in drawing up and which are regularly reviewed by the Leaving Care Team. In addition to support from the Leaving Care Team, there is dedicated Connexions PA support for care leavers to engage in education, training or employment, reflected in the high rate of our care leavers who are in education, training or employment at age 19 (continued top band performance on PAF A4). We also provide support for care leavers in dealing with the social and emotional aspects of leaving care including through peer mentoring arrangements and training courses (Care Connections) that focus on dealing with social issues, isolation, safety concerns, etc, and are currently developing a protocol with Adult Mental Health

Children Looked After (CLA)**(Review of key outcomes not addressed within the CYPP priorities)**

Services (to be completed in June 2007) to ensure that care leavers have access to age-appropriate services to support their mental health and well-being. We provide a good package of financial support for young people and ensure that wherever possible care leavers live in suitable and affordable accommodation. This is facilitated by our strong working relationship with the Housing department and a range of supported accommodation schemes (eg Centrepoint), a supported lodging scheme (whereby CLA can remain in foster placements beyond the age of 18), and the St Christopher's semi-independent unit that young people can stay in up to age 21.

Children with disabilities and/or learning difficulties (CWDLD)

In addition to the range of work with CWDLD detailed in Priority 1, the following arrangements are also contributing to very good overall outcomes for CWDLD in Richmond.

To ensure that CWDLD continue to have access to coordinated and inclusive clinical provision, the Richmond and Twickenham PCT is developing a Continuing Care Team in 2007/8 to take over in providing the services for CWDLD that we currently contract from Kingston PCT. This will link with joint assessment work that is undertaken by the multi-agency Child Development Team at Crofters for children under 5 years of age. A number of new posts within the CWDLD Team this year (including a Family Therapist who started in February, a Clinical Psychologist appointed in March, and a dedicated Personal Adviser funded through the European Social Fund starting in April) will enhance our capacity to ensure CWDLD have access to appropriate CAMHS and effective support for the transition from Paediatric care to adult health services.

We work in partnership to ensure that CWDLD live in safe and stable environments and are protected from abuse and exploitation. Implementation of a shared client management system across the SEN, Educational Psychology and Education Welfare Services in 2007 will facilitate more effective information sharing between services, building on the progress that has been made in integrating services for CWDLD as detailed in Priority 1. The CWDLD Forum is reviewing the sufficiency of respite care and other placements to meet local needs and will draw on research currently in progress and feedback from a parents focus group that will be starting in April to identify required actions. A dedicated short break team provide appropriate training and support for carers. More generally, all staff who work with CWDLD have access to Richmond's comprehensive multi-agency safeguarding and child protection training programme.

To give CWDLD the best chance to fulfil their potential, early identification to ensure their needs are met from an early age is facilitated through the work of the multi-agency Child Development Team and early years SENCO's. A consistently high level of provision is ensured through use of clear protocols across relevant agencies for assessing the needs of individual children, based on national requirements and supplementary Richmond-specific guidance. Parents are provided with support to contribute to the assessment process by the social worker, parent partnership worker and targeted outreach services for CWDLD. Assessments are completed in a timely manner (100% SEN assessments completed within timescale, not including exceptions), ensuring CWDLD are provided with the services and support they need as soon as possible. Richmond has a policy of inclusion for children with SEN and has 11 specialist units attached to mainstream schools. Of the 712 children and young people who currently have statements 131 (18.4%) are in special provision outside the borough, 147 (20.6%) are in special provision within the borough, and the remaining 434 (61%) are in mainstream schools of the 10 units within mainstream schools.

To ensure CWDLD have the opportunity to contribute to the range of consultation and participation activities detailed in Priority 9, support is provided by social workers and the participation worker for CLA. Crofters also undertake regular surveys with CWDLD and children and young people are encouraged and supported to participate in SEN reviews, use Viewpoint, and to report and concerns about their care of treatment.

**Children with Disabilities and/or Learning Difficulties (CWDL)
(Review of key outcomes not addressed within the CYPP priorities)**

In addition to the range of transition support for CWDL discussed in Priority 1, additional support is provided to CWDL to achieve economic well-being in the form of information and support on benefit entitlements and availability of direct payments. In particular, support and advice is provided by a range of local community and voluntary services, for example RAID (Richmond Advice and Information on Disability), a local Richmond charity who offer a one-stop-shop service providing advice and support for children and adults with disabilities and their families. While direct payments are available and promoted for families with disabled children and/or disabled 16- and 17-year olds, so far there has been no take-up from young people. Discussions with families of under 19's indicate that they prefer to be provided with services rather being given money to arrange services themselves. Person-centred approaches are embedded in transition planning for disabled children. Social care staff have attended Person-Centred Planning Awareness training. The Service Manager sits on the LD Partnership Board sub-group for Person-Centred Planning. The borough's Person Centred Approaches Co-ordinator provides resource materials for work with young people. The initiative for person-centred Year Nine SEN Reviews is being piloted in the borough.

CWDL are able to access mainstream day care services. A partnership agreement is in place with the Windham Early Years Centre of Excellence for Children for supporting the inclusive education of children with learning difficulties and disabilities. A multi agency approach supports children in pre and out of school settings through provision of specialist information on special needs, intensive training for staff in early identification and inclusive practice. All the child care workforce receive targeted training as a local condition of the Nursery Education Grant 2006 –2008. 50% of staff are trained over all sectors, with 100% of staff caring for children aged 3 and 4 years having attended three days of training in inclusive practice. Local charitable funding is administered through the Early Years and Childcare service co-ordinated with the General Sure Start Grant to support early education and day care providers to meet additional needs. In 05/06 103 children received support with a further 20 pre school children supported in 15 settings in the year 04/06 to 03/07 with 43 children in out of school services benefiting in the same period. Ofsted Early Years Profile for the period May 2005 to March 2006 and local monitoring indicates all of the settings inspected in the period June 2005 to March 2007 fully met Standard 10 (Special Needs).

Section 5 inspections show the extent to which the curriculum meets the needs and interests of 16 to 19 learners with special educational needs to be outstanding, with development of work place and other skills also outstanding. The Richmond upon Thames College careers guidance is judged highly effective under inspection, with skills for future life well developed in provision for learners with learning difficulties and disabilities. Full time learners with learning disabilities and/or difficulties achieve well with provision judged good. Inspectors also report that learners with severe and moderate learning needs make particularly good progress with high acquisition of skills. Learners at the college gain in confidence through work with others and develop skills for independent living.

A disabled facilities grant scheme is in place for young people with LDD. Three property adaptations were carried out in the past year with capacity to support further applications.

**Children with Disabilities and/or Learning Difficulties (CWDLD)
(Review of key outcomes not addressed within the CYPP priorities)**

Positive activities programmes for young people have been enhanced in partnership with the voluntary sector to improve access and participation of CWDLD in out of school programmes. 22 young people have become regular participants in the Crofters Youth Club at Heatham House. 15 young people with mental health issues have been supported through the Youth Opportunity Fund to take part in weekend activities organised by Mencap and a further 30 CWDLD have benefited in development of independence and social skills through weekend residential activity programmes. Viewpoint will shortly be available in an accessible format for disabled children and young people to use as part of their contribution to short break care reviews. Social care staff in Services for CWDLD have access to Picture Symbols and Widgit software to help them communicate effectively with children and young people who have limited or alternative communication skills. Staff are encouraged to attend Makaton workshops to improve their skills and abilities in this area. With support, a number of Crofters' members attend the Youth Forum and Youth Service events. They also attend other community events such as the Twickenham carnival and the Thames Festival.

The Hampton Fuel Allotment Charity provides grants to families of CWDLD in the borough to mitigate against the additional costs incurred by those families due to their child's disability (eg very expensive specially adapted tricycles). Representatives of the LA and PCT sit on the committee that makes these awards.