

Skills Be healthy Services Schools Education  
Achievement **Play** Every child matters Prevention Local Participate Learn  
**Tackling inequality, creating opportunity** Enjoy and achieve Stay safe  
Caring Happy Protect Children's centres  
Trust **Children and Young People's Plan**  
Quindrat Youth **2009-2013**  
Positive contribution Opportunity Improving Engage  
Health Parents Economic wellbeing Families



Richmond upon Thames  
Children and Young People's Trust

## Key to indicators

NI: from the government's National Indicator set

CSC: Children's Services and Culture local performance indicator

The plan is arranged under three themes related to the Every Child Matters outcomes and a Management and Capacity theme, with 15 commitments to children, young people and families

	Every Child Matters outcomes			Management and Capacity
Borough themes	Ensuring all children and young people are <i>safe and healthy</i>	Ensuring all children and young people are able to <i>participate, enjoy and achieve</i>	Addressing inequality to enable every family to access the <i>economic wellbeing</i> of the borough	Localising services and building capacity to deliver <i>service improvements</i> for all families and young people
Our commitment is to work to...	1.1 Ensure all children and young people are <b>safe</b> from harm, and do not suffer maltreatment or neglect	2.1 Ensure all children and young people enjoy <b>high quality and personalised learning at all stages</b> to fulfil their potential	3.1 Support all children, young people and families to <b>prosper, and reduce the impact of poverty</b>	4.1 Enhance <b>partnership working and commissioning</b> to support integrated high quality working
	1.2 Ensure children and young people enjoy good <b>physical health</b> , and those with additional needs and disabilities get the support they need	2.2 Reduce <b>achievement gaps</b> at all key stages to enable all pupils to make good progress throughout their time in education	3.2 Ensure all young people <b>post-16</b> are supported to access education, employment or training	4.2 Create high quality <b>localised services</b> as part of a wider protective and preventative service
	1.3 Ensure all children and young people enjoy good <b>emotional health</b> , and get the support they need to address emotional and behavioural challenges	2.3 Improve outcomes for those with <b>special and additional educational needs</b>		4.3 Ensure <b>children, young people and their families are engaged</b> in improving services to meet their needs
		2.4 Ensure all children and young people are able to enjoy a range of <b>play, sports and cultural opportunities</b>		4.4 Ensure effective continuing professional development for the <b>children's workforce</b>
		2.5 Ensure all children and young people are able to participate in a range of activities to <b>make a positive contribution</b>		4.5 Ensure the most <b>efficient use of resources</b> to achieve best value and service improvement

## Theme 1: Ensuring all children and young people are *safe and healthy*

Our commitment is to work to...	The benefits to children, young people and their families will be that...		We will monitor our progress on outcomes by measuring the...	Delivery Board
<p>1.1 Ensure all children and young people are <b>safe</b> from harm, and do not suffer maltreatment or neglect</p>	1.1.1	Fewer children and young people experience <b>risks in the home</b> , including from domestic abuse, parental substance abuse or mental ill health – and those who do, are identified quickly and supported	<p><b>NI 32</b> Repeat incidents of domestic violence</p> <p><b>CSC 001</b> Children in families referred to the Multi-Agency Risk Assessment Conference</p> <p><b>CSC 002</b> Children in need (s.17) where parental substance misuse is identified</p>	Stay Safe
	1.1.2	All children and young people <b>at possible risk of significant harm</b> are identified, referred to social care and assessed promptly	<p><b>NI 59</b> Initial assessments for children’s social care carried out within seven working days of referral</p> <p><b>NI 60</b> Core assessments for children’s social care that were carried out within 35 working days of their commencement</p> <p><b>NI 68</b> Referrals to children’s social care going on to initial assessment</p> <p><b>CSC 003</b> Referrals to social care where ‘no further action’ is the recorded outcome</p>	Stay Safe
	1.1.3	All children and young people <b>requiring protection</b> are safeguarded effectively	<p><b>NI 64</b> Child protection plans lasting two years or more</p> <p><b>NI 65</b> Percentage of children becoming the subject of a child protection plan for a second or subsequent time</p> <p><b>NI 67</b> Child protection cases which are reviewed within required timescales</p>	Stay Safe

Our commitment is to work to...	The benefits to children, young people and their families will be that...	We will monitor our progress on outcomes by measuring the...	Delivery Board
	1.1.4 All <b>looked-after children</b> are in safe, stable and supportive placements	<b>NI 61 (LAA)</b> Timeliness of placements of looked-after children for adoption following an agency decision that the child should be placed for adoption  <b>NI 62</b> Stability of placements of looked-after children: number of placements  <b>NI 63</b> Stability of placements of looked-after children: length of placement  <b>NI 66 (LAA)</b> Looked-after children cases which were reviewed within timescales	Stay Safe
	1.1.5 Children and young people do not suffer from <b>bullying</b>	<b>NI 69</b> Children who have experienced bullying  <b>CSC 004</b> Children and Young People’s Trust’s support for combating bullying (school survey)	Families and Wellbeing
	1.1.6 Children and young people are not the <b>victims of crime</b> – and fear of crime amongst young people is lower	<b>CSC 005</b> Children and young people (aged 0 to 18) who have been a victim of crime (as reported to the police)  <b>CSC 006</b> Young people who feel safe from being hurt by other people around the local area on public transport, going to and from school, and in school  <b>CSC 007</b> The number of parents who have attended e-safety workshops	Stay Safe
	1.1.7 Children and young people do not suffer from <b>injury</b> either in the home or in their local area	<b>NI 48</b> Children killed or seriously injured in road traffic accidents  <b>NI 70</b> Emergency hospital admissions caused by unintentional and deliberate injuries to children and young people	Stay Safe
	1.1.8 Fewer children <b>run away</b> from home	<b>NI 71</b> Children missing from home or care	Stay Safe

Our commitment is to work to...	The benefits to children, young people and their families will be that...		We will monitor our progress on outcomes by measuring the...	Delivery Board
<p>1.2 Ensure children and young people enjoy good physical health, and those with additional needs and disabilities get the support they need</p>	1.2.1	<p>Every family is supported to keep children <b>healthy during the early years</b> and protected against avoidable disease and infection</p>	<p><b>NI 126</b> Early access for women to maternity services</p> <p><b>NI 53</b> Prevalence of breastfeeding at 6 to 8 weeks from birth</p> <p><b>CSC 008</b> Uptake of the first dose of the mumps, measles and rubella immunisation (MMR) by the second birthday</p> <p><b>CSC 009</b> Uptake of the second dose of the mumps, measles and rubella immunisation (MMR) by the fifth birthday</p> <p><b>CSC 010</b> First time parents who are contacted and offered preventative and family support service from health visiting team within 14 days of their baby's birth</p> <p><b>CSC 011</b> Second or subsequent time parents who are contacted and offered preventative and family support service from health visiting team within 21 days of their new baby's birth</p>	Be Healthy
	1.2.2	<p>All children and young people are supported to lead healthy lifestyles leading to a reduction in <b>obesity</b> rates and eating disorders</p>	<p><i>(See also 2.4.1 on sport and play)</i></p> <p><b>NI 55</b> Obesity in primary school age children in Reception year</p> <p><b>NI 56</b> Obesity in primary school age children in Year 6</p> <p><b>NI 52</b> Take up of school lunches in primary and secondary schools</p>	Be Healthy
	1.2.3	<p><b>Teenage conceptions and sexually transmitted infections</b> are reduced</p>	<p><b>NI 112</b> Under 18 conception rate</p> <p><b>CSC 012</b> Local services' support for promoting sexual health and reducing teenage pregnancies (school survey)</p> <p><b>NI 113</b> Prevalence of Chlamydia in under 24 year olds</p> <p><b>CSC 013</b> Screening for Chlamydia of 15 to 24 year old population</p>	Be Healthy

Our commitment is to work to...	The benefits to children, young people and their families will be that...	We will monitor our progress on outcomes by measuring the...	Delivery Board	
	1.2.4	Children and young people are free from the risks associated with <b>substance misuse</b> , leading to reductions in the number of young people who smoke, drink alcohol or take illegal drugs	<p><b>NI 115</b> Substance misuse by young people</p> <p><b>CSC 014</b> Young people requiring specialist substance misuse treatment catered for in a young people's service</p> <p><b>CSC 015</b> Under 18 year olds in need of treatment for substance misuse or alcohol misuse</p> <p><b>CSC 016</b> Number of young smoking quitters who attend NHS stop smoking sessions</p> <p><b>CSC 017</b> Young offenders who are screened and identified as requiring a substance misuse intervention</p> <p><b>CSC 018</b> Young people's views on information and advice about alcohol, smoking and drugs</p>	Stay Safe
	1.2.5	All children and young people with <b>additional health needs, disabilities and learning difficulties</b> get the support they need including increased and equitable access to short breaks	<p><b>NI 54</b> Services for disabled children</p> <p><b>CSC 019</b> Short breaks for children with complex needs</p> <p><b>CSC 020</b> Short breaks for children with Autistic Spectrum Disorders, including Aspergers and higher functioning autism, and their families</p>	Stay Safe

Our commitment is to work to...	The benefits to children, young people and their families will be that...		We will monitor our progress on outcomes by measuring the...	Delivery Board
<p>1.3 Ensure all children and young people enjoy good emotional health and get the support they need to address emotional and behavioural challenges</p>	1.3.1	<p>Children and young people enjoy good <b>emotional and mental health</b> and get the support they need to address mental health issues quickly and effectively when they arise</p>	<p><b>NI 50</b> Emotional health of children</p> <p><b>NI 51 (LAA)</b> Effectiveness of Child and Adolescent Mental Health Services (CAMHS)</p> <p><b>CSC 021</b> Effectiveness of local services in meeting the mental health needs of children and young people (school survey)</p> <p><b>CSC 022</b> Referrals to CAMHS with a wait of less than four weeks</p>	Be Healthy
	1.3.2	<p><b>Parents and carers</b> provide high quality support to their children to support their wellbeing</p>	<p><b>NI 22</b> Perceptions of parents taking responsibility for the behaviour of their children in the area</p> <p><b>CSC 023</b> Reported effectiveness of parenting programmes</p>	Families and Wellbeing
	1.3.3	<p><b>Young carers</b> are supported to achieve good outcomes</p>	<p><b>CSC 024</b> Young carers known to the Trust who feel well supported by local services</p>	Families and Wellbeing
	1.3.4	<p>All children and young people who need it can access <b>targeted support</b> regarding self-esteem, anger and challenging behaviour, leading to enhanced wellbeing</p>	<p><b>NI 58</b> Emotional and behavioural health of looked-after children</p> <p><b>NI 114</b> Rate of permanent exclusions from school</p> <p><b>CSC 025</b> Children with access to behaviour support programmes</p> <p><b>CSC 026</b> Statements of special educational need for emotional and behavioural difficulties</p> <p><b>CSC 027</b> Out-of-borough placements for challenging behaviour</p> <p><b>CSC 028</b> Number of fixed-term exclusions</p>	Families and Wellbeing

## Theme 2: Ensuring all children and young people are able to *participate, enjoy and achieve*

Our commitment is to work to...	The benefits to children, young people and their families will be that...	We will monitor our progress on outcomes by measuring the...	Delivery Board
2.1 Ensure all children and young people enjoy high quality and personalised learning at all stages to fulfil their potential	2.1.1 All parents and carers are supported to help their children develop and learn through the <b>early years</b>	<p><b>NI 72 (LAA)</b> Achievement of at least 78 points across the Early Years Foundation Stage with at least six in each of the scales in personal, social and emotional development and communication, language and literacy</p> <p><b>NI 92 (LAA)</b> Gap between the lowest achieving 20% in the Early Years Foundation Stage profile and the rest</p>	Families and Wellbeing
	2.1.2 All children enjoy high quality and personalised learning throughout the <b>primary phase</b>	<p><i>(see also 2.2.1 below on primary schools)</i></p> <p><b>NI 73 (LAA)</b> Achievement at Level 4 or above of both English and maths at Key Stage 2</p> <p><b>NI 93 (LAA)</b> Progression by two levels in English between Key Stage 1 and Key Stage 2</p> <p><b>NI 94 (LAA)</b> Progression by two levels in maths between Key Stage 1 and Key Stage 2</p> <p><b>CSC 029</b> Pupils achieving Level 2+ at Key Stage 1 in reading</p> <p><b>CSC 030</b> Pupils achieving Level 2+ at Key Stage 1 in writing</p> <p><b>CSC 031</b> Pupils achieving Level 2+ at Key Stage 1 in maths</p>	Learning and Attainment
	2.1.3 All children and young people enjoy high quality and personalised learning throughout the <b>secondary phase</b>	<p><i>(see also 2.2.2 below on secondary schools)</i></p> <p><b>NI 75 (LAA)</b> Achievement of 5 or more A*-C grades at GCSE or equivalent including English and maths</p> <p><b>NI 84</b> Achievement of 2 or more A*-C grades in science GCSEs or equivalent</p>	Learning and Attainment
	2.1.4 Children and young people who have <b>elective home education</b> receive an efficient, full time and suitable education	<b>CSC 032</b> Children known to the Trust as being in receipt of elective home education who have been confirmed as receiving an efficient, full time and suitable education	Families and Wellbeing

Our commitment is to work to...	The benefits to children, young people and their families will be that...		We will monitor our progress on outcomes by measuring the...	Delivery Board
<p>2.2 Reduce achievement gaps at all key stages to enable all pupils to make good progress throughout their time in education</p>	2.2.1	<p>All <b>primary schools</b> improve pupil attainment and achievement, with children in all areas of the borough able to access high quality places throughout the primary stage</p>	<p><i>(see also 2.1.2 above on personalised learning in the primary phase)</i></p> <p><b>CSC 033</b> In-borough families who are able to send their children to one of their preferred primary schools</p> <p><b>CSC 034</b> Gap in attainment between the lowest achieving and highest achieving primary schools</p> <p><b>NI 76</b> Number of schools where less than 55% of pupils achieve Level 4 or above in both English and maths at Key Stage 2</p> <p><b>CSC 035</b> Ofsted inspections validating teaching and learning as 'good' or 'outstanding' in primary schools</p>	Learning and Attainment
	2.2.2	<p>All <b>secondary schools</b> improve pupil attainment and achievement, so that all are in line with, or above, the national average</p>	<p><i>(see also 2.1.3 above on personalised learning in the secondary phase)</i></p> <p><b>NI 78</b> Number of schools where less than 30% of pupils achieve 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and maths</p> <p><b>NI 89</b> Number of schools judged as requiring special measures and the improvement in time taken to come out of the category</p> <p><b>CSC 036</b> Ofsted inspections validating teaching and learning as 'good' or 'outstanding' in secondary schools</p> <p><b>CSC 037</b> Schools in line with or above the national median levels of contextual value added (CVA) scores</p>	Learning and Attainment

Our commitment is to work to...	The benefits to children, young people and their families will be that...	We will monitor our progress on outcomes by measuring the...	Delivery Board
	<p>2.2.3 There is improved <b>attendance</b> and reduced variation between schools and other educational settings</p>	<p><b>NI 87 (LAA)</b> Number of persistent absentee secondary pupils</p> <p><b>CSC 038</b> Number of persistent absentee primary pupils</p> <p><b>CSC 039</b> Attendance rates at secondary school</p> <p><b>CSC 040</b> Attendance rates at primary school</p> <p><b>CSC 041</b> Gap between the lowest and highest rates of attendance at secondary schools</p> <p><b>CSC 042</b> Gap between the lowest and highest rates of attendance at primary schools</p> <p><b>CSC 043</b> Gap between the average rate of attendance at secondary schools and the Pupil Referral Unit</p>	Families and Wellbeing
	<p>2.2.4 There is improved <b>behaviour</b> and reduced variation between schools and other educational settings</p>	<p><b>NI 86</b> Secondary schools judged as having 'good' or 'outstanding' standards of behaviour in Ofsted inspections</p> <p><b>CSC 044</b> Primary schools judged as having 'good' or 'outstanding' standards of behaviour in Ofsted inspections</p> <p><b>CSC 045</b> Special schools judged as having 'good' or 'outstanding' standards of behaviour in Ofsted inspections</p> <p><b>CSC 046</b> Number of managed moves</p> <p><b>CSC 047</b> Number of managed transfers within the borough</p>	Learning and Attainment

Our commitment is to work to...	The benefits to children, young people and their families will be that...	We will monitor our progress on outcomes by measuring the...	Delivery Board
	<p>2.2.5 The gap in attainment between those eligible for <b>free school meals</b> and those not eligible is reduced at all key stages</p>	<p><b>NI 102a</b> Pupils eligible for free school meals achieving level 4 or above at Key Stage 2</p> <p><b>NI 102b</b> Pupils ineligible for free school meals achieving Level 4 or above at Key Stage 2</p> <p><b>NI 102c</b> Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 2</p> <p><b>NI 102d</b> Pupils eligible for free school meals achieving 5 or more A*-C grades at GCSE (and equivalent) including GCSE English and Maths Key Stage 4</p> <p><b>NI 102e</b> Pupils ineligible for free school meals achieving 5 or more A*-C grades at GCSE (and equivalent) including GCSE English and Maths Key Stage 4</p> <p><b>NI 102f</b> Achievement gap between pupils eligible for free school meals and their peers achieving the expected Level at Key Stage 4</p>	Learning and Attainment
	<p>2.2.6 The gap in attainment between <b>boys and girls</b> is reduced at all key stages</p>	<p><b>CSC 048</b> Gap in Key Stage 1 reading attainment at Level 3+ between girls and boys</p> <p><b>CSC 049</b> Gap in Key Stage 1 writing attainment at Level 3+ between girls and boys</p> <p><b>CSC 050</b> Gap in Key Stage 1 maths attainment at Level 3+ between boys and girls</p> <p><b>CSC 051</b> Gap in Key Stage 2 English attainment at Level 5+ between girls and boys</p> <p><b>CSC 052</b> Gap in Key Stage 2 maths attainment at Level 5+ between boys and girls</p> <p><b>CSC 053</b> Gap at GCSE between girls and boys achieving 5 or more A*-C grades</p> <p><b>CSC 054</b> Percentage of boys achieving A*-C in English at GCSE</p>	Learning and Attainment

Our commitment is to work to...	The benefits to children, young people and their families will be that...	We will monitor our progress on outcomes by measuring the...	Delivery Board
	<p>2.2.7 The gap in attainment between all pupils and under-performing <b>minority ethnic groups</b> is reduced at all key stages</p>	<p><b>NI 107a</b> Key Stage 2 attainment for Black and minority ethnic groups (mixed White and Black Caribbean)</p> <p><b>NI 107b</b> Key Stage 2 attainment for Black and minority ethnic groups (Asian or Asian British Indian)</p> <p><b>NI 108a</b> Key Stage 4 attainment for Black and minority ethnic groups (mixed White and Black African)</p> <p><b>NI 108b</b> Key Stage 4 attainment for Black and minority ethnic groups (Black and Black British Caribbean)</p> <p><b>CSC 055</b> Gap in Key Stage 2 attainment for Black Caribbean pupils (English and maths combined at Level 4) and their peers</p> <p><b>CSC 056</b> Gap in Key Stage 2 attainment for mixed White and Black Caribbean pupils (English and maths combined at Level 4) and their peers</p> <p><b>CSC 057</b> Gap in Key Stage 4 attainment for Black Caribbean pupils and their peers</p> <p><b>CSC 058</b> Gap in Key Stage 4 attainment for mixed white and Black Caribbean pupils and their peers</p> <p><b>CSC 059</b> Key Stage 4 attainment for white boys in receipt of free school meals (5 or more A*-C GCSEs including English and Maths)</p>	Learning and Attainment
	<p>2.2.8 The gap in attainment between all pupils and <b>looked-after children</b> is reduced</p>	<p><b>NI 99 (LAA)</b> Looked-after children reaching Level 4 in English at Key Stage 2</p> <p><b>NI 100 (LAA)</b> Looked-after children reaching Level 4 in maths at Key Stage 2</p> <p><b>NI 101 (LAA)</b> Looked-after children achieving 5 or more A*-C GCSEs (or equivalent) at Key Stage 4 including English and maths</p>	Learning and Attainment

Our commitment is to work to...	The benefits to children, young people and their families will be that...		We will monitor our progress on outcomes by measuring the...	Delivery Board
<p><b>2.3 Improve outcomes for those with special and additional educational needs</b></p>	2.3.1	<p>Pupils with <b>special and additional educational needs</b> (including those with School Action and School Action Plus support) make good progress at school to fulfil their potential</p>	<p><b>NI 103</b> Special educational needs (SEN) statements issued within 26 weeks</p> <p><b>NI 104</b> SEN/non-SEN pupils achieving the Key Stage 2 English and maths threshold</p> <p><b>NI 105</b> SEN/non-SEN pupils achieving 5 A*-C GCSEs including English and maths</p> <p><b>CSC 060</b> Ofsted inspections validating teaching and learning as 'outstanding' in special schools</p> <p><b>CSC 061</b> SEN pupils who make at least two levels of progress at primary and three levels or more at secondary school</p> <p><b>CSC 062</b> SEN pupils' progress in all schools and meeting of key thresholds as shown by local audits</p>	Learning and Attainment
	2.3.2	<p>Children and young people educated by the <b>Pupil Referral Service</b> have access to an appropriate curriculum and make good progress</p>	<p><b>CSC 063</b> Students leaving the Pupil Referral Service who achieve functional literacy and numeracy (reading, spelling, numeracy age equal to 9 years)</p> <p><b>CSC 064</b> 16 to 18 year olds from the PRS who are in education, employment and training</p>	Families and Wellbeing
	2.3.3	<p>Children and young people who are <b>unable to attend school because of medical needs</b> have access to a relevant and effective curriculum and make good progress</p>	<p><b>CSC 065</b> Young people who need it who are provided with high quality individual learning programmes</p>	Families and Wellbeing

Our commitment is to work to...	The benefits to children, young people and their families will be that...		The benefits to children, young people and their families will be that...	Delivery Board
<p><b>2.4 Ensure all children and young people are able to enjoy a range of play, sports and cultural opportunities</b></p>	2.4.1	<p>All children and young people can access a range of <b>enjoyable things to do and places to go</b></p>	<p><b>NI 57</b> Children and young people’s participation in sporting opportunities</p> <p><b>NI199</b> Children and young people’s satisfaction with parks and play areas</p> <p><b>CSC 066</b> Children and young people aged 8 to 14 reporting they can access good local play opportunities (Play Rangers scheme) free of charge</p> <p><b>CSC 067</b> Children and young people aged 8 to 14 reporting they have choice and control in play opportunities (Play Rangers scheme) in local areas of social deprivation</p> <p><b>CSC 068</b> Local services’ provision of appropriate formal and informal play areas (school survey)</p> <p><b>CSC 069</b> Participation in cultural activities by looked-after children</p> <p><b>CSC 070</b> Improving activities for young people (Place Survey)</p>	Participate and Enjoy
	2.4.2	<p>All <b>children with disabilities and learning difficulties</b> enjoy a range of play facilities in specialist and mainstream settings</p>	<p><b>CSC 071</b> Children and young people aged 8 to 14 with disabilities reporting they can access good local play opportunities free of charge</p> <p><b>CSC 072</b> Children and young people aged 8 to 14 with disabilities, reporting they have choice and control in play opportunities (Play Rangers scheme) in local areas of social deprivation</p> <p><b>CSC 073</b> Participation in cultural activities by young people with disabilities and learning difficulties.</p>	Participate and Enjoy

Our commitment is to work to...	The benefits to children, young people and their families will be that...		We will monitor our progress on outcomes by measuring the...	Delivery Board
2.5 Ensure all children and young people are able to participate in a range of activities to make a positive contribution	2.5.1	All young people are able to access a range of <b>positive activities</b> , and the image of young people in the borough is positive	NI 110 Young people's participation in positive activities CSC 074 Perceptions of teenagers hanging around on streets (Place Survey)	Participate and Enjoy
	2.5.2	All young people are supported to stay out of <b>crime and anti-social behaviour</b>	NI 43 Young people within the youth justice system receiving a conviction in court who are sentenced to custody NI 44 Ethnic composition of offenders on youth justice system disposals NI 111 First time entrants to the youth justice system aged 10 to 17 CSC 075 Young people presented to the Anti-social Behaviour Panel	Stay Safe

### Theme 3: Addressing inequality to enable every family to access the *economic wellbeing* of the borough

Our commitment is to work to...	The benefits to children, young people and their families will be that...	We will monitor our progress on outcomes by measuring the...	Delivery Board
<p>3.1 Support all children, young people and their families to prosper, and reduce the impact of poverty</p>	<p>3.1.1 Parents can access <b>high quality childcare</b> to allow them to work or undertake training or education</p>	<p>NI 118 Take up of formal childcare by low income working families</p> <p>CSC 076 Childcare places which are extended to 15 hours from 12 hours</p> <p>CSC 077 Childcare places offered on a flexible basis</p>	<p>Families and Wellbeing</p>
	<p>3.1.2 Every family is able to <b>access support to help get back into employment, education or training</b> so they prosper and reduce the impact of poverty</p>	<p>NI 116 Proportion of children in poverty</p> <p>CSC 078 Parents or carers using Jobcentre Plus in children's centres to move into work</p>	<p>Families and Wellbeing</p>
	<p>3.1.3 Homelessness amongst young people is reduced and <b>young people experiencing homelessness</b> are provided with a suitable range of housing and support</p>	<p>NI 46 Young offenders access to suitable accommodation</p> <p>NI 147 Care leavers in suitable accommodation</p> <p>NI 156 Number of households living in temporary accommodation</p> <p>CSC 079 16 to 17 year olds placed in bed and breakfast accommodation</p>	<p>Stay Safe</p>
<p>3.2 Ensure all young people post-16 are supported to access education, employment or training</p>	<p>3.2.2 All young people are provided with high quality information, advice and guidance and supported to find learning pathways which successfully engage them in <b>post-16 education and training</b></p>	<p>NI 79 (LAA) Achievement of a Level 2 qualification by the age of 19</p> <p>NI 80 (LAA) Achievement of a Level 3 qualification by the age of 19</p> <p>NI 85 Post-16 participation in physical sciences (A level physics, chemistry and maths)</p> <p>NI 90 Take up of 14 to 19 learning diplomas</p> <p>NI 91 Participation of 17 year olds in education or training</p> <p>CSC 080 Lines of diploma learning for 14 to 19 year olds</p> <p>CSC 081 Young people who take up an apprenticeship</p> <p>CSC 082 Young people who have completed an apprenticeship and achieved an NVQ qualification</p>	<p>Learning and Attainment</p>

Our commitment is to work to...	The benefits to children, young people and their families will be that...		We will monitor our progress on outcomes by measuring the...	Delivery Board
	3.2.3	<b>Reduced inequality</b> in achievement post-16 between higher and lower income groups	<p><b>NI 81 (LAA)</b> Inequality gap in the achievement of a Level 3 qualification by the age of 19</p> <p><b>NI 82</b> Inequality gap in the achievement of a Level 2 qualification by the age of 19</p> <p><b>NI 106</b> Young people from low income backgrounds progressing to higher education</p>	Learning and Attainment
	3.2.4	<b>Harder to reach</b> young people receive advice and support to succeed in education and training post-16	<p><b>NI 148</b> Care leavers in education, employment or training</p> <p><b>NI 45</b> Young offenders' engagement in suitable education, training or employment</p> <p><b>NI 117</b> 16 to 18 year olds who are not in education employment or training (NEET)</p> <p><b>CSC 083</b> 16 to 18 year olds whose current activity is not known</p>	Learning and Attainment

## Theme 4: Localising services and building capacity to deliver *service improvements* for all families and young people

Our commitment is to work to...	We will improve our services to support children, young people and their families by...		We will do this by...	Delivery Board
<p><b>4.1 Enhance partnership working and commissioning to support integrated high quality working</b></p>	4.1.1	<p>Establishing robust local <b>safeguarding arrangements</b> fully aligned to best practice and new guidance</p>	<p>Implementing new governance arrangements for the Children and Young People’s Trust and Local Safeguarding Children Board (LSCB) in line with legislation and any new statutory guidance</p> <p>Implementing new quality assurance and performance management arrangements to support the LSCB in its work across all agencies</p> <p>Ensuring the LSCB challenges all agencies on the quality of their safeguarding work to ensuring an outstanding level of service</p> <p>Monitoring and improving local services’ approach to safeguarding of children and young people and protecting them from harm and neglect (school survey)</p> <p>The LSCB providing training, advice and support on child protection for designated members of staff and governors (school survey)</p> <p>Ensuring effective communication between the LSCB and schools (school survey)</p> <p>Ensuring effective guidance on when to make a child protection referral to the relevant service (school survey)</p>	Capacity and Service Improvement
	4.1.2	<p>Ensuring <b>local partners work together</b> through the Children and Young People’s Trust</p>	<p>Implementing revised governance arrangements for the Children and Young People’s Trust Board (CYPTB) in line with national best practice, including new Delivery Boards to ensure implementation of the Children and Young People’s Plan (CYPP) and Quindrat Commissioning Boards</p> <p>Strengthening partnership working with neighbouring boroughs</p> <p>Making sure appropriate, safe and secure information sharing arrangements are in place across children’s services</p>	Capacity and Service Improvement

Our commitment is to work to...	We will improve our services to support children, young people and their families by...	We will do this by...	Delivery Board
	<p>4.1.3 <b>Commissioning</b> in line with need</p>	<p>Improving the availability, timeliness and quality of data to inform needs assessments at borough and quindrat level</p> <p>Developing a commissioning framework for the Children and Young People's Trust, and plans based on meeting identified need – commissioning and decommissioning services in line with this</p> <p>Increasing joint commissioning with partners, including between the Council and health services to improve value for money</p> <p>Ensuring the Council commissions the school places required to meet the needs of children and young people in the borough, with effective school place planning</p> <p>Ensuring the borough successfully takes over the commissioning of 14 to 19 services from the Learning and Skills Council in 2010 and uses this commissioning role to meet the varied and changing needs of our young people</p>	Capacity and Service Improvement
	<p>4.1.4 Applying rigorous <b>performance management</b> and quality assurance across all services</p>	<p>Improving the availability, timeliness and quality of data to inform performance management at borough and quindrat level</p> <p>Ensuring regular reporting of performance against CYPP measures to the CYPTB, Delivery Boards and Quindrat Commissioning Boards, identifying areas of poor performance or risk and ensuring action plans are in place to address these</p>	Capacity and Service Improvement
	<p>4.1.5 Providing high quality and secure <b>information systems</b></p>	<p>Implementing an electronic Common Assessment Framework (CAF) system</p> <p>Ensuring all data and information is stored and protected in line with legislation and best practice – implementing any required national programmes</p> <p>Ensuring safe and secure storage and data transmission across children's services</p> <p>Ensuring effective integrated IT systems are in place to support multi-agency working</p>	Capacity and Service Improvement

Our commitment is to work to...	We will improve our services to support children, young people and their families by...		We will do this by...	Delivery Board
<p><b>4.2 Create high quality localised services as part of a wider protective and preventative service</b></p>	4.2.1	<p>Enabling access to a range of high quality and joined up <b>protective and preventative services</b> in their local area</p>	<p>Implementing effective quindrat commissioning boards and commissioning processes</p> <p>Carrying out quindrat-level needs analysis to support commissioning</p> <p>Implementing quindrat performance measures as appropriate, to support the work of multi-agency teams</p> <p>Establishing a multi-agency co-ordinated early years service to support families with children with additional needs – and locating other services as possible in quindrat areas.</p> <p>Increasing multi-agency working through the CAF process</p> <p>Ensuring and monitoring multi-agency early intervention for children in need (school survey)</p> <p><b>NI 108</b> Delivering Sure Start Children’s Centres</p> <p><b>NI 88</b> Schools providing access to extended services</p>	Families and Wellbeing
	4.2.2	<p>Providing <b>early and effective identification of need</b> by universal services and access to targeted services</p>	<p>Embedding the CAF process into the quindrat model as part of a ‘step-up-step-down’ procedure between universal, targeted and specialist services</p> <p>Training staff to use the CAF to identify children’s needs and facilitate integrated, multi-agency support</p> <p>Establishing quality assurance processes and procedures relating to the CAF, including effective multi-agency working and a team around the child</p>	Families and Wellbeing

Our commitment is to work to...	We will improve our services to support children, young people and their families by...		We will do this by...	Delivery Board
<p><b>4.3 Ensure children, young people and families are engaged in improving services to meet their needs</b></p>	<p>4.3.1</p>	<p>Providing the opportunity for children, young people and families to <b>participate and engage</b> in shaping their community and planning the services that affect their lives</p>	<p>Testing needs assessments at borough and quindrat level against the views of young people and families about local priorities for change</p> <p>Testing the CYPTB's view of performance against the views of children and families locally</p> <p>Providing feedback from the CYPTB to young people and their families about the actions taken in response to their input on priorities and performance</p> <p>Ensuring young people are involved in key local authority appointments</p> <p>Increasing the number of young people voting in the Youth Parliament and school councils</p> <p>Ensuring the Comprehensive Area Assessment recognises strong performance from the CYPTB in involving young people and their families in its work</p>	<p>Capacity and Service Improvement</p>
<p><b>4.4 Ensure effective continuing professional development for the children's workforce</b></p>	<p>4.4.1</p>	<p>Employing <b>highly trained and motivated professionals who are able to work together</b> to provide a seamless high quality service</p>	<p>Putting in place a new Children's Workforce Strategy for the borough, with actions across the whole workforce (including early years, schools, social care, youth services, health services and other settings) to build capacity to deliver the CYPP, and integrate the workforce</p> <p>Ensuring skilled practitioners are attracted to work and remain working in the borough</p> <p>Ensuring the children's workforce have the 'common core' as their basic skill set for working with children and young people</p> <p>Implementing tailor-made continual professional development for teachers and other school staff</p> <p>Ensuring the borough has strong continuing professional development support for schools, including an offer from our collaboration in the South West London School Effectiveness Partnership</p>	<p>Capacity and Service Improvement</p>

Our commitment is to work to...	We will improve our services to support children, young people and their families by...		We will do this by...	Delivery Board
<b>4.5 Ensure the most efficient use of resources to achieve best value and service improvement</b>	4.5.1	Ensuring <b>resources are effectively and flexibly deployed</b> so they can have the biggest impact on services	<i>(See also actions on improved commissioning in 4.1.3)</i>  Increasing the number of aligned or pooled budget arrangements to support commissioning processes at borough and quindrat level	Capacity and Service Improvement
	4.5.2	Ensuring services are delivered in <b>suitable buildings</b> and community space	Implementing the Primary Expansion Strategy and other required expansions  Implementing the academies programme in the borough  Ensuring each quindrat has a suitable children’s centre and youth service provision	Capacity and Service Improvement
	4.5.3	Ensuring <b>efficient, effective and timely budget monitoring</b>	Ensuring regular, validated reporting on budget monitoring	Capacity and Service Improvement
	4.5.4	Ensuring <b>excellent customer service</b> across services provided by the Children and Young People’s Trust	<b>NI 14</b> Reducing avoidable contact: minimise the proportion of contact that is of low or no value to the customer in youth services, school admissions and school meals	Capacity and Service Improvement

# **Tackling inequality, creating opportunity**

## **Children and Young People's Plan 2009-2013**

Please contact us if you need this leaflet in Braille,  
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