

# **BURY CHILDREN AND YOUNG**

## **PEOPLE'S PLAN 2007 - 2010**

DRAFT – Subject to change to reflect revised guidance

**Children and Young People's Strategic Partnership**

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**1. INTRODUCTION**

**1.1 A FOREWORD BY COUNCILLOR MAGGIE GIBB, EXECUTIVE MEMBER FOR CHILDREN AND YOUNG PEOPLE**

**1.2 A STATEMENT BY ELENI IOANNIDES, EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES**

2006 has been a year of development, improvement and success for children's services in Bury. The Children and Young People's Strategic Partnership has overseen a number of engaging and well attended network events, where the skills and voices of hundreds of people concerned with children in Bury could be used to inform and improve services. Great progress has been made by all partner agencies against the priorities identified last year, and I want to pay tribute to the thousands of staff, governors, volunteers, parents and carers who have made this possible, as well as to the young people involved. This culminated in the service receiving an overall top score of four from Ofsted in their Annual Performance Assessment, which is an outstanding achievement matched by only nine others in the country, and even more significant in an authority which receives such low levels of funding.

We are still very conscious, however, of aspects of services which we want to improve and develop further. This Children and Young People's Plan for 2007 to 2010 summarises our achievements, but also outlines our priorities and intentions for the coming years. With the continuing commitment and goodwill of all involved, we look forward to further success so that more children and young people in Bury are able to fulfil their potential in every way.

Eleni Ioannides

Executive Director, Children's Services

Chair of the Children and Young People's Strategic Partnership

## 2. EVERY CHILD MATTERS AND THE CHILDREN'S ACT 2004

The Children's Act 2004, brought with it many changes in the way in which those providing services for children and young people are required to work. These changes can be summarised as follows:

- Improving outcomes for children and young people.
- A shift in focus to prevention, early identification and intervention.
- A focus on creating opportunities for all children and young people and narrowing gaps in achievement between groups.
- Developing integrated and personalised services which reflect the specific needs of children and young people.
- Better safeguards for children and young people.

In order to deliver these changes, an agenda for change was published by the government: *Every Child Matters: Change for Children*. This is a new approach to the well-being of children and young people from birth to age 19.

Through national consultation with children, young people, their parents and carers, the government found out what outcomes mattered most to children and young people. The outcomes of this consultation now form the basis of the Every Child Matters: Change for Children Programme, these five outcomes were as follows:

Be Healthy

Stay Safe

Enjoy and Achieve

Make a Positive Contribution

Achieve Economic Well-being

These outcomes and what they mean for children and young people will be explained in more detail later in this document.

The reforms mean that the organisations involved with providing services to children - from hospitals and schools, to police and voluntary groups - will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. Children and young people will have far more say about issues that affect them, both as individuals and collectively.

Over the next few years, every local authority will be working with its partners, through Children's Trusts, to find out what works best for children and young people in its area and act on it. They will need to involve children, young people and their families in this process, and when inspectors assess how local areas are doing, they will listen especially to the views of children and young people themselves.

## 2. EVERY CHILD MATTERS AND THE CHILDREN'S ACT 2004

The Every Child Matters Agenda is underpinned by a number of other national agendas and strategies in order to drive forward improved outcomes for children and young people. It is with these strategies and agendas in mind that we have drawn up our Children and Young People's Plan. These are as follows<sup>1</sup>:

*The Five Year Strategy for Children and Learners (DfES)*

*The Ten Year Strategy for Childcare (DfES)*

*The Green Paper, Youth Matters*

*The National Service Frameworks (NSF) for Children, Young people and Maternity Services*

*Choosing Health (Public Health)*

*Care Matters: Transforming the lives of children and young people in care*

*Education and Inspection Act 2006*

The agenda also brings lots of changes in the ways in which inspections are carried out and two major new inspection processes have been developed for the assessment of Children's Services and the Children's Trust partners.

The *Annual Performance Assessment (APA)* began in 2005 and is undertaken every year in Children's Services Authorities by the [Commission for Social Care Inspectorate \(CSCI\)](#) and the [Office for Standards in Education \(Ofsted\)](#). It replaces the performance assessment of children's social care undertaken previously by the Social Services Inspectorate (SSI) and latterly by CSCI. It also replaces the educational and social services ratings used in the overall Council assessment, the Comprehensive Performance Assessment (CPA.) In the 2006 APA Children's Services was awarded a top [4 Star](#) Rating, which equates to ***"a service that delivers well above minimum requirements for users, is innovative and cost-effective and fully contributes to raising expectations and the achievement of wider outcomes for the community. a service that consistently delivers above the minimum requirements for users."*** Further information regarding the APA is detailed in this plan and is also contained in appendix 2.

The *Joint Area Review (JAR)* is a further new approach to inspection, reflecting the national agenda of bringing together all services for children and young people. The services being reviewed will include council services, health services, police and probation services and publicly funded services provided through voluntary bodies. Evidence from other inspections, such as schools, further educational colleges and residential settings contribute to the view. Information will also be gathered from the views of children and young people regarding service provision in Bury. In advance of the JAR, some 600 children and young people will be asked to participate in a survey in order to gather their views around the five outcomes<sup>2</sup>. The JAR is due to take place in Bury in early 2008.

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<sup>1</sup> Further details of each of these strategies in Appendix 1.

<sup>2</sup> Please see Appendix 2 Key Inspection, including performance in Bury.

### **3. ABOUT THIS PLAN**

#### **3.1 WHAT IS THE CHILDREN AND YOUNG PEOPLE'S PLAN?**

The Children and Young People's Plan is an important element of the reforms underpinned by the Children's Act 2004, and is a statutory requirement, " Each Authority in England shall, in accordance with statutory instruments, prepare and publish a plan setting out the authorities' strategy for discharging their functions in relation to children and relevant young people". This Children and Young People's Plan has been prepared by the Local Authority and its partners in the Children and Young People's Strategic Partnership.

The Children and Young People's Plan is a single overarching plan covering all services provided to children and young people in the Metropolitan Borough of Bury. It covers the following services:

Early Years  
Education  
Lifelong Learning  
Youth Services  
Social Care  
Planning and Regeneration  
Housing

Play and Leisure Services  
Transport  
Advice and guidance for 14-19 year olds ([Connexions](#))  
Health and public health services for children and young people, including child and adolescent mental health  
Services to tackle the misuse of drugs and alcohol abuse.  
Services provided by relevant youth justice agencies.

#### **3.2 WHAT IS CONTAINED IN THE CHILDREN AND YOUNG PEOPLE'S PLAN?**

The Children and Young People's Plan is not intended to cover everything that we are doing for children and young people. It is meant to provide information regarding the key improvements that the partners have made in order to improve the five Every Child Matters outcomes.

Bury's Children and Young People's Plan sets out:

- A review of progress since the last plan;
- an agreed, local vision for all children and young people living in Bury;
- a comprehensive assessment of local needs, showing where we are doing well and where we need to make further improvements and focus our resources in the future;
- key improvements we intend to make for each of the five Every Child Matters outcomes;
- an explanation of how local partners will work together to achieve the agreed outcomes of the Plan;
- a summary of how partners' budgets will support and contribute towards the delivery of the Plan;
- details of how we will measure our performance and progress towards achieving the Plan over the next 3 years.

#### 4. SOCIO-ECONOMIC PROFILE OF BURY

Bury is the fourth smallest metropolitan borough nationally, with an area of 9,919 hectares (24,511 acres.) It has a population of around 181,300<sup>3</sup>, which is a rise of 1.3% between 1991 and 2001. Bury is one of only two districts in the Greater Manchester conurbation that has shown a population increase over this period. There are approximately 11,100 children under 5 and approximately 36,200 children and young people aged 5-19 in full time education<sup>4</sup>, out of a 5-19 population of approximately 47,600. There are 63 primary schools, 14 high schools, 1 nursery school and 4 special schools in the borough<sup>5</sup>.

Some 6.1%<sup>6</sup> of the population are from ethnic minorities, which is below the average for both Greater Manchester and England. The seventh largest Jewish community in the country, and the largest in the North West, resides within the Borough, estimated at just under 9,000<sup>7</sup>. The 2001 [Census](#) figures indicate almost a doubling of the size of the Pakistani community within Bury since 1991.

There has been an increase in the proportion of residents with a limiting long-term illness between the data from the 1991 and 2001 Censuses from 14% to 19%. However, this reflects the national upward trend as a result of increased life expectancy amongst the general population.

In terms of population, Bury is the smallest district in the Greater Manchester area, and this provides some challenges in terms of service provision when dealing with economies of scale. Broadly speaking, the socio-economic profile of Bury is close to the national picture. However, it should be noted that there are pockets of deprivation within the borough, as highlighted by the latest Index of Multiple Deprivation data, published in 2004.

There are a total of 74335 households of which 23997 (32.3%) contain dependent children.\*

5483 (7.4%) of households are lone parent households with dependent children. Of these 513 (9.4%) are male lone parent households. 54.7% of all lone parents work. 67.6% of male lone parents work and 53.3% of female lone parents work.

\* A dependent child is a person in a household aged 0-15 (whether or not in a family) or a person aged 16-18 who is a full time student and in a family.

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<sup>3</sup> Source: Office of National Statistics, 2002 mid-year estimate

<sup>4</sup> Based upon the 2001 Census information. Crown copyright material is reproduced with the permission of the Controller of HMSO.

<sup>5</sup> As at 01 April 2005.

<sup>6</sup> Source: 2001 Census. Crown copyright material is reproduced with the permission of the Controller of HMSO.

<sup>7</sup> Source: 2001 Census. Crown copyright material is reproduced with the permission of the Controller of HMSO.



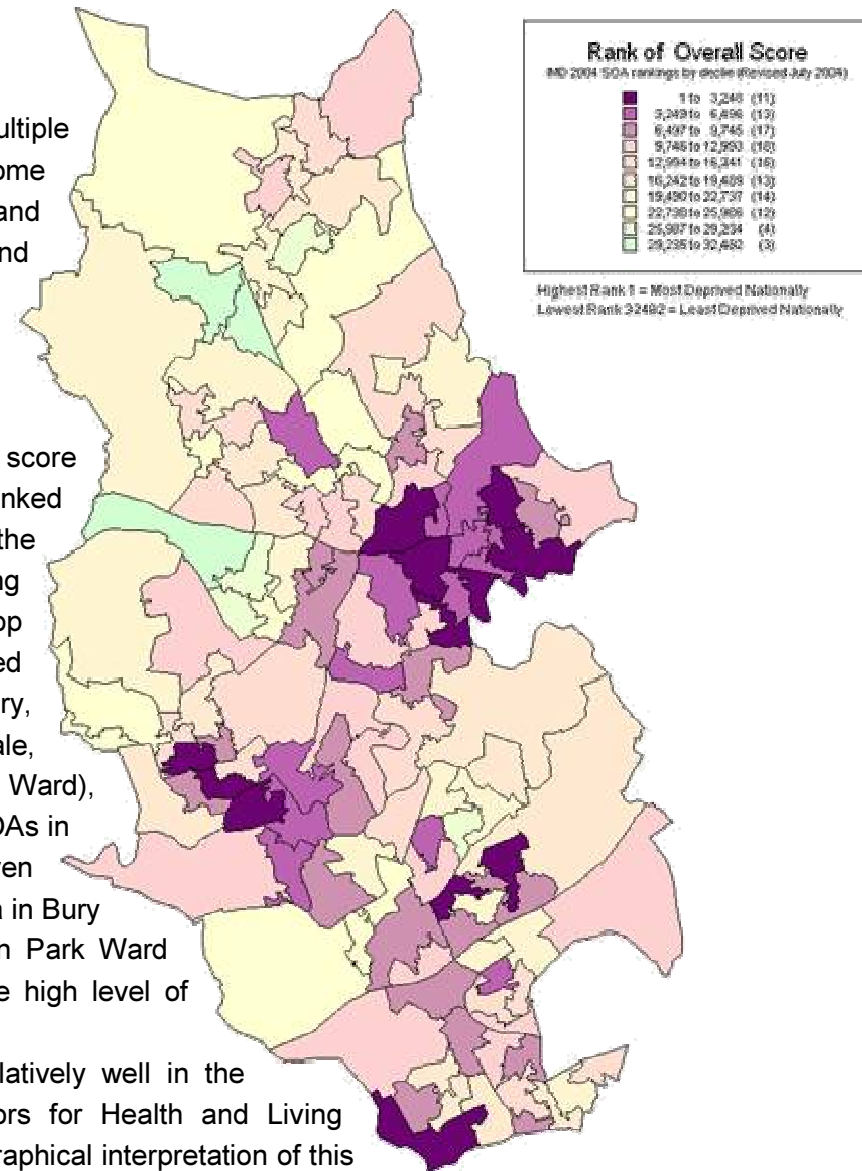
## 4. SOCIO-ECONOMIC PROFILE OF BURY

### 4.1 Index of Multiple Deprivation

The [Index of Multiple Deprivation 2004](#) is a measure of multiple deprivation based on seven Domain Indices measuring Income Deprivation; Employment Deprivation; Health, Deprivation and Disability; Education, Skills and Training; Barriers to Housing and Services; Living Environment; and Crime. Data is presented at Super Output Area (SOA) Lower Level and gives relatively detailed information.

In Bury, the highest overall Index of Multiple Deprivation (IMD) 2004 score was 64.20 for a Super Output Area (SOA) in East Ward, which ranked 595 out of 32,482 on the national scale. Overall, Bury Borough is the 97<sup>th</sup> most deprived district in England, with 11 SOAs in Bury falling within the 10% most deprived nationally and 24 falling within the top 20% most deprived. In the top 10%, the SOAs were widely dispersed across the Borough. However, there were concentrations in East Bury, Radcliffe and the former<sup>8</sup> Besses Ward. At the other end of the scale, the lowest overall IMD value in Bury was 4.64 (an SOA in Tottington Ward), which was ranked 30,447 out of 32,482 SOAs nationally. Only 3 SOAs in Bury fell within the 10% least deprived nationally, and a total of seven SOAs fell within the 20% least deprived areas. A feature of the data in Bury is the relative proximity of extreme values. The former Pilkington Park Ward contained SOAs with a wide range of values from 44.86 (relative high level of deprivation) down to 9.13 (relative low level of deprivation).

Data on each of the domains indicated that Bury performed relatively well in the Education and Housing domains, but less well on the indicators for Health and Living Environment compared to the national picture. To the right is the graphical interpretation of this IMD 2004 data for the Overall Score



<sup>8</sup> A number of ward boundaries within the Borough changed during 2004

## 5. OUR VISION AND PRIORITIES

### 5.1 VISION STATEMENT

**Every child and young person in Bury deserves the best possible start in life; to be brought up in a safe, happy, healthy and secure environment, to be listened to and heard, to be supported as they develop into adulthood and maturity, and to be given every opportunity to achieve their full potential.**

The Local Authority will work in partnership with stakeholders to ensure that all children and young people in Bury achieve their full potential in life, and that services meet the differing needs of every child from the most vulnerable and disadvantaged, to the most gifted and talented.

The Partnership is committed to embracing and fulfilling the **Every Child Matters: *Change for Children*** agenda, providing a lead to all agencies working with children and young people, harnessing the energy of partners to enable all children to fulfil their potential to learn, be healthy and be happy, in a safe and secure environment.

The Bury Children and Young Peoples Strategic Partnership will ensure that its work delivers positive outcomes for children and young people aged 0–19 living in the borough, through shared vision and action.

A Charter of Rights has been written and agreed by children and young people in Bury and has been widely publicised amongst all agencies working with children and young people across the borough. This charter states that:

#### **Every child and young person in Bury has the right to:**

live in a peaceful world

be happy and loved

be safe and protected from harm

have fun

a good environment

advice and information

confidentiality

justice and access to the law

a good education

have access to good services and facilities

be different and unique

an identity

respect from all adults

voice their own opinion

be listened to and taken seriously

be free from discrimination

equality of opportunity

## 5. OUR VISION AND PRIORITIES

### 5.2 OUR AIMS - WHAT DO WE WANT TO ACHIEVE FOR CHILDREN AND YOUNG PEOPLE?

We have undertaken a comprehensive analysis, mapping current performance against the five Every Child Matters outcomes. This has shown that there are a number of priority areas we need to focus our attentions on in order to ensure that outcomes are improved for children and young people and that we are able to achieve our vision and the vision of children and young people. We want to achieve the following:

- **Healthy children and young people with healthy lifestyles**

We aim to work jointly with partner agencies in order to ensure that children and young people are healthy and have healthy lifestyles.

- **Children who are safe from harm and neglect**

We aim to ensure effective collaborative working between all agencies to ensure that children and young people are safe from harm, neglect and that they are provided with a safe environment.

- **Educational achievement for all**

We aim to raise educational attainment at school, particularly for those who underperform and to ensure that all schools have high educational standards.

- **All children and young people have opportunities for enjoyment and recreation.**

We aim to ensure that all children and young people have opportunities to enjoy activities both in and out of school and that any barriers to involvement in such activities are removed.

- **All children and young people engage in positive behaviour and support their community**

We aim to provide support to children and young people to ensure that they engage in positive and law-abiding behaviour and have the opportunity to engage in decision making in order to support the community.

- **Children and young people are supported to achieve economic well-being**

We aim to ensure that all children and young people are supported to prepare for working life and achieve economic well-being and are given the right opportunities for their future development.

Information about how we plan to achieve the above priorities is contained in the main body of this plan under each of the five outcome areas.

## **5. OUR VISION AND PRIORITIES**

### **5.3 STRATEGIC VISION FOR BURY**

#### **5.3.1 Children's Trust**

Key to delivering this vision is the establishment of a Children's Trust that is able to represent the interests of, and determine the shared priorities of all partners responsible for planning and delivering services to children and young people. The Trust should allocate resources to enable services to be commissioned to meet those priorities.

The local authority, with key partners, has established a strategic partnership to guide the local response to the Every Child Matters agenda. The Children and Young People's Strategic Partnership comprises senior representatives from the local authority Children's Services Department, Bury Primary Care Trust, Pennine Acute Trust, Pennine Care, Greater Manchester Police, Colleges, the Learning & Skills Council, and the Voluntary and Community Sector. It is this strategic partnership that will form the basis of the Children's Trust as it increasingly meets the key tests of a trust, these being the ability to jointly plan, prioritise and commission services that are then delivered in an integrated way with appropriate governance arrangements.

The local authority, with the Children's Services department as lead, will ensure that partners work together, in the best interests of all children and young people. They will engage with them, their parents and carers, to plan and deliver services, taking into account their needs, and tailoring approaches to meet those needs.

The Children's Trust will establish protocols for governance, funding, information sharing and commissioning. By working together, the Children's Trust will enable resources to be directed to meet clearly identified need; to implement preventative strategies; to maintain high quality universal services; and to provide targeted specific specialist services.

Underpinned by a comprehensive and robust analysis of need, and extensive consultation with, and participation of children, young people and their families, the Children's Trust will implement with its partners, a joint commissioning strategy to deliver integrated, increasingly seamless multi-agency services within localities.

The Trust's role will be multi-faceted. It will strive to further improve the existing high standards of provision seen across universal services to all children and young people, whilst also supporting the further development of targeted provision to meet the needs of those children and young people who, for a variety of reasons do not achieve their full potential.

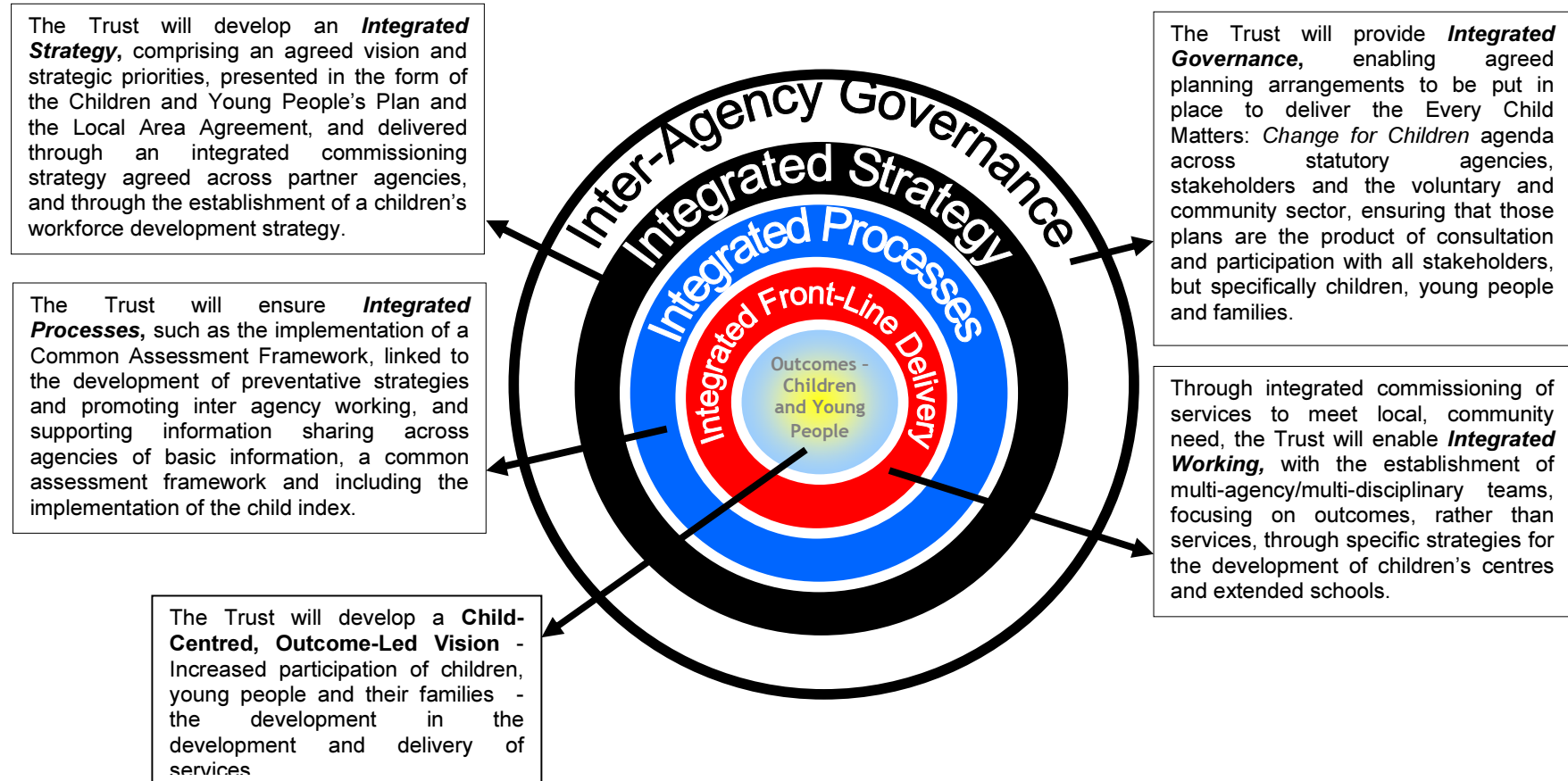
The key features of the Trust will be its ability to implement a truly child centred, outcome led vision, comprising integrated front line delivery of services organized around the child, young person or family, and not around the organizational needs or professional boundaries of the partner agencies. This will be underpinned by integrated strategic planning and commissioning, and integrated processes, to include information sharing and common assessment.

## 5. OUR VISION AND PRIORITIES

### 5.3 STRATEGIC VISION FOR BURY

#### 5.3.2 Children's Act 2004 Implementation.

In order for the CYPSP to move towards becoming a Children's Trust in 2007, it needs to continue to work towards the essential features outlined below:



## 5. OUR VISION AND PRIORITIES

### 5.3 STRATEGIC VISION FOR BURY

#### 5.3.2 Implementation of the Children's Act 2004.

##### **Child-Centred, Outcome-Led Vision**

**Increased participation** of children, young people and their families - the development of a Participation Strategy in order to ensure that agencies are clear about the need to involve children, young people, parents and carers in the development and delivery of services has been an important step towards meaningful participation. Consultation with children, young people, their parents and carers is essential in ensuring the services are outcome focused and meet their needs. Supporting the implementation of the strategy and building on the existing framework for participation and consultation continues to be a priority development area.

##### **Integrated Front Line Delivery**

Continued support for the **Children & Young People's Network** in order to ensure that all those who work with children and young people fully understand and are committed to changes that need to take place. **Closer working with schools and voluntary sector.** Schools and voluntary services are crucial to the planning and delivery of services, for example through the development of children's centres and extended schools. The Partnership is committed to the delivery of services tailored to the needs of each community, enabling improved access and greater participation by children and young people and their families in the design and delivery of those services. Just as no two children are the same, no two communities are the same and therefore, this tailored approach will allow a multi-agency approach which is differentiated according to the needs within a locality, or different communities of interest.

##### **Integrated Processes and Integrated Strategy**

The appointment of a **Common Assessment Framework** co-ordinator is supporting the CYPSP in developing a culture of trust, openness, reduced bureaucracy and early intervention through training and implementing common systems and developing a common language and understanding. The CYPSP needs to take a lead by ensuring that all partner agencies are supportive of this and work together to overcome any barriers to the development of the common assessment framework and good information sharing. The development of a **joint commissioning strategy** through the Local Area Agreement will support outcome focused, integrated front-line delivery which addresses local needs

##### **Inter-Agency Governance**

The CYPSP have identified robust **governance arrangements** as being crucial to a Children's Trust in order for there to be effective decision-making and accountability. Partners need to work together to move from an environment where decision-making is hampered by the necessary processes of the different agencies, to one where joint decisions can be made in a timely and effective way.

## 5. OUR VISION AND PRIORITIES

### 5.3 STRATEGIC VISION FOR BURY

#### 5.3.2 Implementaton of the Children's Act 2004

##### Integrated Commissioning

Commissioning is the process by which the Trust will determine how to allocate the resources at its disposal, to ensure the best possible services for children and young people. Commissioning keeps the primary focus on the needs of service users and their carers, unclouded by the considerations of service providers. It encourages constructive dialogue between different stakeholders through a transparent process and helps to identify appropriate partner agencies with shared objectives.

It is a process of specifying, securing and monitoring services at a strategic level and is based on:

- **a common set of values** that respect and encompass the full diversity of individuals' differences
- **an understanding of the needs** and preferences of present and potential future service users and their carers
- **a comprehensive mapping** of existing services
- **a vision** of how local needs may be better met
- **a strategic framework** for procuring all services within politically determined guidelines
- **a bringing together** of all relevant data on finance, activity and outcomes
- **an ongoing dialogue** with service users and carers and service providers in all sectors
- **effective systems** for implementing service changes, whether of in-house or of independent sector services
- **an evidence-based** approach which continuously evaluates services with a view to achieving measurably better outcomes for service users and their carers
- **an improving alignment** with the way that other services are commissioned

## 5. OUR VISION AND PRIORITIES

### 5.3 STRATEGIC VISION FOR BURY

#### 5.3.4 Local Area Agreement

Partners across Bury are to formally enter into a Local Area Agreement (LAA) on the 1<sup>st</sup> April 2007. The aim of the LAA is to improve the co-ordination between central government, local authorities and their partners, enabling the delivery of improved outcomes for all citizens by the removal of barriers so that a more flexible locally determined approach to service delivery can be developed. **The Children and Young People's Strategic Partnership will use the framework that the Local Area Agreement provides to implement the vision for Bury.**

A key factor in determining what future services will look like is the analysis of need which is a comprehensive assessment of what is currently happening across the borough. This will facilitate integrated commissioning by providing a comprehensive information on services and needs, providing an opportunity to develop preventative service provision and planning, and helping to achieve better utilisation of limited resources from across partner organisations and facilitate more joined up service provision. It will also enable local community input into the design and delivery of local services, linking to the development of comprehensive participation and consultation strategy

The LAA will enable the development of an outcome based **integrated commissioning strategy**, building on the analysis of need to support new and innovative ways of working with services commensurate with local community needs. It will do this by removing some of the barriers that have previously hampered integrated commissioning, such as separate funding streams, or competing and conflicting priorities and separate governance arrangements. The LAA will allow budgets to be pooled or aligned, and common priorities and targets to be established.

The LAA will support the development of a stronger, more sustainable voluntary and community sector through joint planning and development activity; more effective communication; mapping of community and voluntary sector activity, and development and introduction of quality assessment and assurance measures of community and voluntary sector organisations



## 6. STRATEGIC CROSS-CUTTING DEVELOPMENTS

### 6.1 CHILDREN'S CENTRES

[Children's Centres](#) form a crucial part of the implementation of the Every Child Matters agenda and the underpinning legislation, such as the [NHS National Service Framework](#) and the Ten Year Strategy for Childcare. Children's Centres are 'one stop shops' for children and families in disadvantaged areas to provide combined pre-school education, childcare, health services, with a range of services to support parents and carers. They are a key part of the Government's strategy to provide the best possible start for every child; better opportunities for parents; affordable, good quality, childcare; stronger and safer communities. They strive to reduce the gap in life chances between the most deprived and other sections of society. This integrated approach by children's centres will provide holistic support for children's development, support to families with young children, earlier intervention to prevent future difficulties. Children's centres are concerned with early years and primary school provision and although it is not necessary for a Children's Centre to be located within a school, there are some benefits to them being on or close to a primary school site and within 'pram pushing' distance of families who will use them.

There are currently three children's centres operating in Bury and a further eight planned as part of phase two by April 2008. These children's centres will be located in the areas of greatest disadvantage in Bury, in most cases on primary school sites and utilise existing integrated care and early education initiatives.

#### Phase One Centres

Redvales Children's Centre, Redvales  
Hoyle Early Years Centre; Moorside

Besses Children Centre(Ribble Drive  
Primary School) Besses.

The Department for Education & Skills has now announced that all children under five years of age should have access to a geographically based children's centre by 2010. The second phase of Children's Centres (2006-2008) have to be developed in the 30% most disadvantaged areas of Bury. Each centre will cover approximately up to 800 children.

The remaining children's centres covering all children under five will be developed by 2010. Children's centres will link closely with primary schools and may be located on the sites of schools, community or health care facilities. Each children's centre will ensure that all children and parent/carers have access to:

- Child care and early years provision, open 5 days a week, 48 weeks of the year, 10 hours a day;
- Family support and outreach, including visits to all children within 2 months of the child's birth, information about services, support and advice on parenting and activities to support the child's development;
- Child and family health services with ante natal advice and support, breastfeeding, speech and language support, support for healthy lifestyles and support to stop smoking;
- Parental involvement so that parents are involved in the development and review of services;
- Links with Job Centre Plus

## 6. STRATEGIC CROSS-CUTTING DEVELOPMENTS

### 6.2 EXTENDED SCHOOLS

[Extended Schools](#) are also central to the government's Change for Children agenda. Extended Schools are intended to deliver a range of services to pupils, their families and the local community, with the intention of improving outcomes for all and narrowing the gap between outcomes of those in the most and least disadvantaged areas. It is intended that the programme will be delivered through and around schools, in conjunction with other partners. The development of extended schools is also intended to promote social cohesion, economic development and to enable schools and other partner agencies to deliver their own agendas, as set out for them in recent government policy and guidance. There is considerable evidence that integrated working significantly improves outcomes for children and young people, whilst the closer integration of the schools with communities has shown to improve the standing of the school within that community and the levels of achievement and integration of pupils within that school.

#### Benefits for pupils and schools

- Higher levels of pupil achievement
- Increased pupil motivation and self-esteem
- Specialist support to meet pupils' wider needs
- Additional facilities and equipment
- Greater opportunities for staff for flexible working and career development
- Enhanced partnership working with the community and better school security
- Easier access to essential services for staff, helping staff recruitment and retention

#### Benefits for families;

- Improvements in child behaviour and social skills
- Greater parental involvement in children's learning
- More opportunities for local adult education and family learning
- Greater availability of specialist support for families

#### Benefits for communities

- Better access to essential services
- Improved availability of sports, arts and other facilities
- Local career development opportunities
- Better supervision of children outside of school hours
- Close relationship with the school

## 6. STRATEGIC CROSS-CUTTING DEVELOPMENTS

### 6.2 EXTENDED SCHOOLS

An Extended School is one that provides a range of activities and services, often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Across the country, many schools are already providing some extended services including adult education, study support, ICT facilities and community sports programmes. Schools and their partners can build on existing provision and consider what additional service or activities they might offer. There is no blueprint for the types of activities that schools might provide, or how they might be organised. Working with local partners, schools can develop as little or as much provision as they think suitable for their own community. Local consultation with children and young people, parents and carers will help schools agree, with their partners, what types of services they would like to offer in their locality. Initially the government emphasis was on developing a limited number of 'full service' extended schools offering a specified full range of extended services. This emphasis has now shifted to ensure that the range of services offered by a school is based on the needs of the pupils, families and the local community it serves and there is recognition that the needs of communities differ.

The Government's most recent guidance, *Extended Schools: Access to Opportunities and Services for all – A Prospectus*. (DfES: 2005), emphasises the requirement to develop services based on the local needs but also proposes a 'Core Offer' of extended services that all children should be able to access through schools by 2010.

This 'Core Offer' is as follows:

- High quality childcare provided on the school site or through other local providers available 8am -6pm, all year round
- Activities such as homework clubs, study support, sport (at least two hours a week beyond the school day for those who want it), music tuition, dance and drama, arts and crafts, special interest clubs, such as chess and first aid courses, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise activities
- Parenting Support, including parenting programmes and family learning sessions to allow children to learn with their parents
- Referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support and, for young people, sexual health services
- Providing wider community access to ICT, sports and arts facilities and adult learning opportunities.

## 6. STRATEGIC CROSS-CUTTING DEVELOPMENTS

### 6.3 WORKFORCE REFORM

Addressing the priorities set out within this plan and the move towards the establishment of a Children's Trust will demand new skills within the workforce and new approaches to workforce planning. We need to ensure that employees are equipped with the appropriate skills, knowledge and attitudes in order for them to work effectively. The establishment of a Children's Trust will inevitably result in changing roles, organisational structures and working methods and in order to facilitate this a Workforce Strategy sub-group has been developed. Its aim is to develop a Workforce Strategy to ensure the:

- Development of a competent and confident workforce with new roles and ways of working and who are trusted by our community;
- Development of a workforce that people want to be a part of and that offers them the opportunities to develop their skills and build satisfying and rewarding careers, with coherent pathways and allowing progression within and across different sectors;
- Development of multi-disciplinary teams delivering preventative and integrated services that strengthen protection for vulnerable children and young people, and who share common language and understanding;
- Development of a set of common values for practitioners that promote equality, respect diversity and challenge stereotypes;
- Establishment of an integrated training approach for both induction and ongoing professional development that reflects the Common Core of Skills and Knowledge, the Common Assessment Framework and multi-agency working and that it is transferable across all sector and/or organisational boundaries;
- Establishment a learning culture where individuals take personal responsibility for their own learning against clearly defined standards and frameworks of learning.

Clearly it will take time to realise this vision and we need to prioritise activities requiring us to draw together many areas of work through a wide range of service areas. Our first priority is to make our vision tangible, and we are proposing to achieve this initially through a workforce audit which will "map" the variety of roles carried out by the Children's Services workforce, focus on the implementation of a Common Core of Skills and Knowledge (including a common induction) and audit workforce development activity across the sector. This will enable us to understand and determine our baseline position against a set of common values and principles and help us to recognise our strengths and areas of emerging good practice. We will then be able to determine the workforce planning and development challenges and further develop integrated and effective children's services.

In response to emerging national frameworks (workforce planning and development) we propose to assess the impact on employee groups. We will develop a strong communication element within our strategy that will demonstrate why change is happening and how we will support our workforce through this change.

## 6 STRATEGIC CROSS-CUTTING DEVELOPMENTS

### 6.4 COMMON ASSESSMENT FRAMEWORK

The Common Assessment Framework (CAF) is one of the contributing elements to the delivery of integrated frontline services as outlined in the Children Act 2004. It supports section 10 (interagency co-operation) and section 11 (safeguarding and promoting the welfare of children). It is central to the strategy outlined in Every Child Matters and Youth Matters to move away from dealing with the consequences of difficulties in children and young people's lives to preventing things from going wrong in the first place. CAF will also help in achieving many of the standards set out in the NSF for Children, Young People and Maternity Services.

The CAF is a national standard approach to conducting a holistic assessment of the strengths and needs of children, young people and their families and deciding how these needs should be met. It has been developed for use by practitioners in all agencies both statutory and voluntary. The CAF consists of:

- a pre-assessment checklist to help practitioners decide if a child would benefit from a common assessment and
- a standard form to help practitioners record, and, where appropriate share with others assessment findings in terms that are helpful in working with the child, young person and their families to find a response to unmet needs.

The CAF has been developed from combining the underlying model of the Framework for the Assessment of Children in Need with the main elements used in other assessment frameworks. It covers all aspects of a child or young person's development including health, education, social development, housing and family relationships.

The aim of the CAF is to:

- support early intervention by providing methods to help practitioners who come into day to day contact with children, young people and their families to identify and assess needs and decide how these should be met at an earlier stage
- improve multi-agency working by enabling a lead professional to maintain a single overview record of the needs and progress of a child or young person who is in contact with several agencies, embed a common language of assessment, need and response and also improve trust, communication and information sharing between practitioners
- reduce bureaucracy by providing practitioners with a fuller overview of a child or young person's needs hence reducing the number of inter-agency referrals, separate assessments and different agencies working with a child or young person
- enable information from the assessment to be shared effectively between services thereby improving targeted and tailored service delivery

The longer term objective is to reduce the number of children and young people on the Child Protection Register and those Looked After.

The cultural shift that is required from practitioners engaging with the CAF will have benefits for the future development of the Children's Trust and provide a more integrated approach to delivering services across Bury. The CAF is to be implemented nationally between April 2006 and the end of 2008. A CAF Co-ordinator has been in post since October 2006 to facilitate the development of the CAF and Lead Professional role. A multi-agency steering group has been established to oversee the implementation and delivery of these. Further information can be obtained from [www.ecm.gov.uk/caf](http://www.ecm.gov.uk/caf)

## 6 STRATEGIC CROSS-CUTTING DEVELOPMENTS

### 6.4 COMMON ASSESSMENT FRAMEWORK

#### 6.4.1 The Role of the Lead Professional

If completion of an assessment suggests that a child requires a multi-agency support plan, then a [lead professional](#) should be designated. Children, parents and young people should be involved in the decision as to who undertakes this role, which is described in the DfES guidance by the skills and knowledge required rather than by job role. No assumptions should be made about who undertakes this role, either due to initiating the CAF process, or by job role / agency.

The key tasks within the lead professional role are to:

- Provide a single point of contact, whom children, young people and families can trust, and who is able to support them in making choices and in navigating their way through the system
- Ensure that children and families get appropriate interventions when needed, which are well planned, regularly reviewed and effectively delivered
- Reduce overlap and inconsistency from other practitioners

Further information on the role of the lead professional is available on the [every child matters](#) website.

Lead professionals need the competence and confidence to:

- develop a successful and productive relationship with the child and family, and communicate without jargon;
- support the child and / or family in implementing a range of strategies to enable them to achieve their potential;
- convene meetings and discussions with different practitioners;
- use the Common Assessment Framework and develop support plans based on the outcomes;
- co-ordinate the delivery of effective early intervention work and ongoing support;
- work in partnership with other practitioners to deliver the support plan; and communicate effectively to ensure that all support is fully co-ordinated;
- know when to refer a child onto other services

## **7. THE EVERY CHILD MATTERS OUTCOMES**

The following sections of the plan provide information regarding performance against the five Every Child Matters outcomes. They highlight strengths in the work of all partner agencies and also provide details of where we need to make improvements and how we plan to deliver these improvements.

### **7.1 BE HEALTHY**

#### **7.1.1 What Is Meant By Being Healthy?**

The Every Child Matters framework defines the 'being healthy' outcome as: *Children & young people are physically healthy; mentally and emotionally healthy; sexually healthy; have healthy lifestyles and choose not to take illegal drugs.*

#### **7.1.2 What do Children and Young People Think about Being Healthy?**

Children and young people have said that there should be more emphasis on healthy food in schools, they wanted more counselling services for young people and access to information around sexual health; there were also concerns about the numbers of obese children and teenage pregnancies.

#### **7.1.3 What are we doing well?**

- Children's Services provides a coordinated approach to promoting the health and well-being of children and young people through joint working between the Local Authority and the PCT. There are also multi-agency teams in place, such as the Child and Adolescent Mental Health Service (CAMHS) and the Food in Schools group.
- A Local Implementation Team has been established to give strategic direction to the implementation of the Children's National Service Frameworks. All key stakeholders are represented and 'leads' appointed for each of the 11 standards.
- Promotion of vaccination within Bury remains high with the rate of two year olds having received the MMR by their second birthday being 88% (rate for Greater Manchester 86%) overall immunisation rates for Bury are around 96% for primary vaccinations.
- Breast-feeding has been promoted through the development of a breast-feeding peer support programme and appointment of a breast-feeding coordinator. Breast-feeding rates for 2005 to 2006 have increased on the previous year and are in line with the national picture.
- Healthy Schools status provides clear outcomes regarding the health and well-being of children and young people. At present, 54% of schools have the National Healthy Schools standard and 95% of schools are engaged in the programme.
- Bury has achieved a 12% decrease in under 18 conceptions 1998-2004, and a 23% decrease in under 16 conceptions 1998-2004. The Teenage Pregnancy Strategy in Bury is robust and high profile, and has a team representing the most relevant agencies.
- Screening for chlamydia was introduced at the Young Person's Advisory Service (YPAS) in April 2006 and funding has been secured to enable a PCT Chlamydia Coordinator to continue to develop this screening & treatment programme.
- The Bury Drug and Alcohol Action Team (DAAT) work in conjunction with Early Break, who provide early intervention, holistic therapy, support groups and family centred intervention, and other partner agencies to provide support for young people.

## **7. THE EVERY CHILD MATTERS OUTCOMES**

### **7.1 BE HEALTHY**

#### **7.1.4 Where do we need to make improvements?**

- Health Needs Assessment conducted by the Primary Care Trust in 2006 concluded that children and young people within the borough 'have a poor lifestyle', particularly in relation to levels of childhood obesity and inequalities relating to life expectancy.
- Whilst performance is currently very good with regard to the Healthy Schools Agenda, the standards have now changed and 15% of schools in the borough are at this new level.
- Sexual health has been raised as an important issue locally by children and young people. Nationally, sexual health of the under 19s is a key concern, with an estimated one in ten sexually active young people carrying a sexually transmitted infection.
- Whilst overall performance regarding teenage pregnancy is good, there remain 3 main 'hotspot' wards for teenage conception in Bury, where teenage pregnancy remains higher than the national average.
- 76% of reception age and year 6 children have been weighed as part of the obesity surveillance programme, 13% of these were deemed as obese. Whilst this figure is roughly in line with the national average, partners in the borough are working proactively to reduce this figure.
- Whilst significant progress has been made in improving Tier 2 CAMHS, building on the core CAMHS service, and commissioning a service for those with learning difficulties and/or disabilities, there are still improvements required for services for 16/ 17 year olds.
- The workforce for DAAT requires assessment and evaluation in terms of training and qualifications in order to ensure that training is of high quality and that all partners are trained and qualified to the correct standards.

#### **7.1.5 What are we going to do?**

- Ensure that 50% of schools achieve the new Healthy Schools Standards by 2007, increasing to 97% of schools by 2009.
- Ensure the Personal and Social Health Education (PSHE) element of the National Healthy Schools Standard is met and the children and young people receive support for their personal and emotional development by increasing the number of teachers and community nurses who achieve the certificate in teaching of Personal and Social Health Education (PSHE).
- Increase the number of young people who are screened for chlamydia through YPAS in order to establish an accurate baseline.
- Develop the Delaying Early Sex Programme and expand the Condom Distribution Scheme in order to support the reduction of teenage pregnancies in the borough.
- Increase the number of young people who are taking part in the Obesity Surveillance Programme.
- The Primary Care Trust, in partnership with the Local Authority are considering a number of options to improve capacity and identify additional resources for mental health services for young people aged 16 and 17.
- Undertake a workforce evaluation in order to ensure that all professionals working with children and young people are trained in alcohol and drug misuse and that they are adequately qualified.
- Ensure that at least 350 vulnerable young people a year are offered a service by Early Break and 800 vulnerable young people are seen by Tier 2 services.



## 7. THE EVERY CHILD MATTERS OUTCOMES

### 7.1 BE HEALTHY

#### 7.1.6 What are our Measures for Success?

Outcome	Indicator.	Baseline 2006/07	Target 2007/08	Targets 2008/09	Target 2009/10	Key Agency
BE HEALTHY	The percentage of schools with Healthy Schools Status.	54%	65%	80%	97%	LA/PCT/schools
	The number of teachers with a certificate in PHSE.	16	26	36		LA/PCT/schools
	The number of nurses with a certificate in PHSE.	0	5	10		LA/PCT
	Percentage change in the number of conceptions amongst 15-17 year olds from the 1998 baseline	-12.1%	-18.3%	-24.7%	-31.1%	LA/PCT
	Number of reception and year 6 pupils participating in obesity surveillance programme	76%	85%	90%	95%	LA/PCT/schools
	Number of sexually active 15-25 year olds attending chlamydia screening.	Baseline unavailable (06/07 target - 10% of target population)	25% increase	50% increase		LA/PCT
	Number of children at Key Stage 1 and Key Stage 2 who take part in physical activity for at least 2 hours per week in and out of the curriculum.	11'712	11'946	12'185	12'429	LA/schools
	The percentage of mothers initiating breast-feeding	53%	+2%	+2%	+2%	LA/PCT
	The percentage of mothers smoking during pregnancy	24.6%	23.6%	22.6%	21.6%	Bury PCT
	Progress made towards a comprehensive CAMHS					Pennine Acute Trust/LA
	Percentage of pupils walking to school	48%	52%	53%	54%	LA/schools
	Percentage of pupils cycling to school	0.9%	1.0%	1.1%	1.2%	LA/schools
	Number of schools with Travel Plans	34	49	64	79	LA/schools

## **7. THE EVERY CHILD MATTERS OUTCOMES**

### **7.2 STAY SAFE**

#### **7.2.1 What Is Meant By Staying Safe?**

The Every Child Matters framework defines the 'staying safe' outcome as: *Children and young people are: safe from maltreatment, neglect, violence and sexual exploitation; safe from accidental injury and death; safe from bullying and discrimination; safe from crime and anti-social behaviour in and out of school; have security and stability and are cared for.*

#### **7.2.2 What do Children and Young People Think about Staying Safe?**

Children and young people would like more information about the Child Protection Teacher and their role. Bullying is also deemed as a serious issue and more information and support is required. Priorities for children and young people included the provision of a publicised safe place for children and young people who are being abused. They would also like to have a local 24 hour protection helpline. They wanted to know where they could go to for help. This should include the provision of posters and videos to publicise services and schemes, such as the peer mentoring projects that exist in some schools.

#### **7.2.3 What are we doing well?**

- We have established a Bury Safeguarding Children Board and robust subgroups that take responsibility for the staying safe agenda. There are strong links between the Bury Safeguarding Children Board and the Children and Young People's Strategic Partnership
- 100% of Child Protection Reviews take place within required timescales and timescales for completion of initial and core assessments are very good.
- Agencies refer using the initial assessment format. The Common Assessment Framework will enhance this
- We have good stability of placements for looked after children and placement choice in our in-house foster care provision for younger children.
- The rate of adoption is very good and feedback from Adoption Inspection is positive about overall practice; adoption support has been highlighted as an area of good practice.
- We have managed commissioning very effectively for looked after children promoting an outcome focused approach highlighting cost and quality. This has resulted in reduced costs for externally commissioned placements.
- In response to concerns from children and young people regarding bullying, an investigation into bullying in schools in the borough has been undertaken to understand the level of the problem in Bury and expand provision for children and young people in this respect.
- An anti-bullying coordinator has been appointed and works in partnership with the Education Welfare Service to provide support to children and young people as well as monitor the bullying strategy.
- There is a well-established programme for road safety which is delivered through schools and Children's Centres

## **7. THE EVERY CHILD MATTERS OUTCOMES**

### **7.2 STAY SAFE**

#### **7.2.4 Where do we need to make improvements?**

- There has been a falling number of referrals of Children in Need and this may mean that fewer children and families are receiving a service and this requires further investigation.
- When compared to the national picture, there is an above average level of looked after children in the borough and the planned reduction on the previous year has not been achieved.
- There are continuing issues relating to designated Child Protection teachers who have not had appropriate Child Protection Training and there are still a small number of schools who have not received whole school training regarding Child Protection. .
- Performance regarding timeliness of reviews of looked-after children need improvement.
- According to a survey undertaken in 2006, 50% of school pupils involved had been bullied in the past year.
- The Government Strategy, *Tomorrow's Roads: Safer for Everyone* includes a target for reducing deaths and serious injuries to children of 50% by 2010 compared with the average for 1994 -1998.

#### **7.2.5 What are we going to do?**

- Further investigate the fall in referrals of Children in Need Ensure and take action if necessary to ensure children who meet the threshold for social work services receive an assessed timely intervention.
- Improve the understanding of the safeguarding agenda in Schools ensuring high take up on Child Protection training and providing enhanced consultation service to schools helping to embed the Common Assessment Framework and Child in Need procedures.
- Implement an action plan ensuring all reviews of looked after children are held within timescales and children and young people are able to participate effectively.
- Reduce the number of looked after children entering the system through the development of a range of preventative services and ensuring children for whom it is appropriate to return to home are discharged from the system and Discharge Care Orders are appropriately used.
- Ensure that recommendations from Serious Case Reviews are implemented, paying particular attention to Children in Need and effective multi-agency working.
- Promote Special Guardianship appropriately increasing options for permanency.
- Establish a robust method of recording, monitoring and evaluating the number of children who have been affected by bullying in order to reduce the number of incidents.
- Ensure that strong links are made between the Common Assessment Framework and the Child in Need Procedures.
- Ensure a year on year reduction in road deaths is achieved through the further development of the local multi-agency Road Safety team.

• 7. **THE EVERY CHILD MATTERS OUTCOMES**

**7.2 STAY SAFE**

**7.2.6 What are our Measures for Success?**

<b>Outcome</b>	<b>Indicator.</b>	<b>Baseline 2006/07</b>	<b>Target 2007/08</b>	<b>Targets 2008/09</b>	<b>Target 2009/10</b>	<b>Key Agency</b>
<b>STAY SAFE</b>	The number of Looked after Children per 10'000 population aged under 18	68	66	64	62	LA
	The percentage of designated child protection teachers receiving whole school training		100%	100%	100%	LA/schools
	The percentage of schools having received whole school training		100%	100%	100%	LA/schools
	The number of referrals of children in need per 10'000 population under 18					LA
	The percentage of schools with a robust mechanism to record and monitor incidents	0	25%	60%	100%	LA/schools
	Timeliness of Review of children looked after.					LA
	Participation of children looked after in reviews					LA
	The percentage of children killed or seriously injured on the road compared to the 1994-1998 average		-20%	-35%	-50%	LA

## **7. THE EVERY CHILD MATTERS OUTCOMES**

### **7.3. ENJOY AND ACHIEVE**

#### **7.3.1 What is Meant by Enjoying and Achieving?**

The Every Child Matters framework defines Enjoying and Achieving as children and young people are: ready for school; attend and enjoy school; achieve stretching national standards at primary school; achieve personal and social development; enjoy recreation and achieve stretching national standards at secondary school.

#### **7.3.2 What do Children and Young People think about Enjoying and Achieving**

Children and young people wanted more opportunities to take part in sports and physical activities and for existing activities to be more accessible and affordable; they also wanted to be taught in different ways and a range of teaching methods. They thought that there should be greater opportunities for vulnerable children to do well. They felt that it was important for them to have greater involvement in curriculum decisions at school.

#### **7.3.3. What are we doing well?**

- A quality training programme is delivered to providers at Foundation Stage which is focused on identified issues.
- 57.8% of young people achieved 5 or more GCSE's A\* - C in 2006 compared to 53.9% in 2005.
- 67% of young people looked after for a year or more achieved 5+ GCSE A\* - G in 2006 which is an increase from 35% in 2004 and 13% of young people looked after for more than one year achieved 5+ GCSE A\* -C in 2006.
- Support from Primary National Strategy consultants is effective in raising attainment in targeted schools at Key stage 1 and the average improvement in 2006 was 6.5% at level 2.
- There is a very small number of schools below the floor targets in core subjects at key stage three and there are no schools below the floor target at key stage one.
- The performance of Pakistani heritage girls has increased at GCSE for 5 A\*-C
- The gap between the attainment of Pakistani heritage pupils and White British pupils at 5+ A\*-C (including English and maths) has narrowed very slightly, as has the gap at 5+ A\*-G (including English & Maths).
- There has been an increase in the amount of children taking part in physical activity both in and out of school.
- Attainment at Key stage 2 has remained high.
- Over 100 children said they enjoyed the taking part in Children's Fund activities.
- School attendance remained good with the percentage of half days missed at 7% in secondary schools and 5% in primary school.
- A Play Strategy and Policy has been established and endorsed by all key partners, there is also a Play Working Group established which works collaboratively across sectors to develop opportunities for play across the borough.

## **7. THE EVERY CHILD MATTERS OUTCOMES**

### **7.3.4 Where do we need to make improvements**

- There is a large gap in attainment between the lowest achieving pupils and the median at Foundation Stage.
- Further opportunities for sporting and recreational activities are required for children and young people, and links made outside of school to ensure that such activities carry on after Secondary School.
- There has been a general falling trend at Key Stage 1, particularly in writing and maths.
- There has been a decline in performance of Pakistani heritage pupils, particularly at Key Stage 1 and Key Stage 2 and as they move between stages.
- There still remains a gap between the performance of Pakistani heritage pupils, particularly boys and white British pupils at GCSE.
- Whilst performance is good against the national figure for children in care, it is recognised that these children perform significantly less well than other children in the borough.
- We need to ensure that all children and young people have easy access to a range of quality play opportunities close to their home.
- The absence rate of looked after children is high at 15% despite the successful placement of many looked-after children within 20 miles of their last home address.
- The level of fixed term exclusions in school are high. Continuity of education contributes to improved levels of attainment.

### **7.3.5 What are we going to do?**

- To develop a strategy across maintained and non-maintained provision for improving standards in Early Years provision
- Sporting opportunities are to be increased through the development of sports mentoring programmes and the promotion of high profile events such as the Greater Manchester Youth Games.
- Ensure that children are supported in maintaining physical activity through the improvement of school to club links.
- A Club Directory of opportunities for under sixteens to participate in sports is to be produced and disseminated through schools to provide information and promote uptake of sports and recreational activities to children.
- Provide further targeted support to schools to improve standards at Key Stage 1 and Key Stage 3 and improve value-added scores for all pupils.
- Further targeted support is to be provided in order to raise the attainment of pakistani heritage pupils at Key Stage 1 and Key Stage 2 and narrow the gap in attainment between pakistani heritage pupils and white British pupils at GCSE.
- Improve the attainment of Looked after Children through targeted support, learning mentors, improved data to schools, and improved home/school links.
- Develop Play Projects in order to increase the opportunities for challenging and stimulating play.
- Improve schools strategies to improve methods of dealing with pupils with existing behavioural problems to ensure that no high schools have 10% or more children
- Reduce the number of looked after children with absence of more than 25 days a year.

### 7.3.6 How are we going to measure our success?

Outcome	Indicator.	Baseline 2006/07	Target 2007/08	Targets 2008/09	Target 2009/10	Key Agency
<b>ENJOY AND ACHIEVE</b>	Foundation Stage – reduce the gap between the lowest achieving 20% and the median.	35.8%	32.9%	30.2%	27.6%	LA/schools
	Average Point score in maths at KS1	15.8	16	16.2	16.4	LA/schools
	Average Point Score in writing at KS1	14.2				LA/schools
	Average Point Score in reading at KS1	15.8	15.9	16.1	16.3	LA/schools
	Percentage of pupils achieving level 5 and above in English at KS3	73	82	84	N/A	LA/schools
	Percentage of pupils achieving level 5 and above in maths at KS3	78	84	84	N/A	LA/schools
	Percentage of pupils achieving level 5 and above in science at KS3	75	80	81	N/A	LA/schools
	The number of clubs delivering after school sessions in various settings.					LA/schools
	The number of clubs and schools signing formal agreements.					LA/schools
	Progress of Pakistani heritage pupils from KS2 to KS3 across English, maths and science based on Average Point Score	6.8	7.1	7.4	7.7	LA/schools
	The % of LAC aged 16 or over with 5 or more GCSE passes grades A*-C	13%	12%	15%	17%	LA/schools
	The % of LAC aged 16 or over with 1 or more GCSE passes grades A*-C	56.5%	60%	65%	80%	LA/schools/colleges
	The % of LAC aged 16 or over with 1 or more GCSE passes grades A*-G	73.9%	75%	75%	75%	LA/schools/colleges
	The number of high schools where 10% of more of children have attendance of less than 80%	1	1	0	0	LA/schools/colleges
	The number of looked after children with absence of more than 25 days in one year.					LA/schools

	Development and implementation of a Parenting Strategy	Parenting Strategy working document drafted	Identification of strategic lead(s) and draft strategy out to consultation.	Implementation of strategy and agree plans for joint commission	Implement joint commission of and review of strategy	LA
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## **7. THE EVERY CHILD MATTERS OUTCOMES**

### **7.4 *MAKE A POSITIVE CONTRIBUTION***

#### **7.4.1 What Is Meant By Make a Positive Contribution?**

The Every Child Matters framework defines making a positive contribution as: Children and young people 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 and discriminate; develop self-confidence and successfully deal with significant life changes and challenges; develop enterprising behaviour.

#### **7.4.2 What do Children and Young People Think about Making a Positive Contribution?**

Young people felt that the regeneration of run down areas was the priority and that this should include reducing litter and graffiti. Crime amongst young people was also viewed as a problem, whilst, inversely, stereotyping of young people was deemed as an issue. Of almost equal importance was the provision of facilities for teenagers in parks and public spaces.

#### **7.4.3 What are we doing well?**

- The Youth Service has had contact with and registered 4755 people in the 11-25 age groups.
- Bury's Youth Cabinet has clear links with the Council Executive and the scrutiny panel bringing together young people, elected members and officers and there is a strong commitment to Youth Councils by partners.
- Offending rates for looked after children are very low at 5% compared with a national rate of 9%. YOT and Social Care staff are working with residential providers and foster carers to ensure Looked After Children do not enter the criminal justice system inappropriately.
- The Youth Offending Team has been assessed as a level 3 performance (out of a possible 3) for its service provision in the areas of mental health and substance misuse.
- Children and young people were effectively engaged in the consultation on the options proposed for changes to existing health services known as 'Making it better' and 'Healthy Futures'.
- Large scale consultation and involvement exercises with a range of children have now been held in 2002, 2004 and 2006.
- A Participation and Involvement Strategy is currently being developed which will consolidate and strengthen the involvement of children and young people.
- The PAYP (Positive Activities for Young People) programme offers opportunity for recreational activities, including holiday programmes for socially excluded young people in targeted areas.
- Participation of children and young people is integral to the development of Children's Fund activities. The Children's Fund has provided training and support to providers around participatory evaluation, enabling evidence to be gathered about the value of services and pathways to change or improvement.

## **7. THE EVERY CHILD MATTERS OUTCOMES**

### **7.4 MAKE A POSITIVE CONTRIBUTION**

#### **7.4.4 Where do we need to make improvements?**

- Support to parents was praised during inspection, however it was noted that there was a lack of strategic perspective and co-ordination with regards to parenting programmes across the partnership.
- Whilst performance with regard to rates of offending and anti-social behaviour is good, it is essential to maintain a focus in this area to further reduce incidents of anti-social behaviour. There is to be a particular focus on reducing first time entrants into the criminal justice system.
- The Green Paper, [Youth Matters](#) looks to encourage more young people to volunteer and to become more involved in their communities. More opportunities and further promotion of activities leading to accredited and recorded outcomes, such as the Youth Achievement Awards, the Duke of Edinburgh Award and the Positive Activities for Young People programme.
- We need to ensure that children and young people have a voice across all agencies and all services through the development of a more robust consultation, participation and involvement process.

#### **7.4.5 What are we going to do?**

- Identify key strategic lead and key strategic partners to support the development of a borough-wide parenting strategy by March 2008, the strategy is to be commissioned and implemented during 2008-2009.
- Introduce risk led approach to the supervision of young offenders by June 2007 therefore targeting those young people most in need in order to reduce reoffending rates by 5% by 2010 based on the 2002 baseline.
- We intend to employ a Parenting Support Worker to reduce the number of first time entrants into the youth justice system and reduce the number of first time entrants into the Youth Justice System by 4%, this is against a national target of 2%.
- We are going to further develop and promote opportunities for volunteering for all children and young people in order to support positive behaviour through increasing the number of young people who take part in programmes leading to accredited awards or recorded outcomes and ensuring that 150 young people take part in the PAYP programme.
- Disseminate and embed the Participation and Consultation Strategy amongst all partners.
- Ensure that all staff and wider population understand the value of involving children and young people in decision making through the dissemination of information, guidance and best practice.

**7. THE EVERY CHILD MATTERS OUTCOMES**

**7.4 MAKE A POSITIVE CONTRIBUTION**

**7.4.6 What are our Measures for Success?**

Outcome	Indicator.	Baseline 2006/07	Target 2007/08	Targets 2008/09	Target 2009/10	Key Agency
MAKE A POSITIVE CONTRIBUTION	5% of baseline reduction in recidivism year on year.	23.68%	22.50%	21.38%	20.32%	LA/Police
	The number of first time entrants into the criminal justice system.	111	101	88	75	LA/Police
	The number of participants in the Youth Service obtaining accredited awards	14%	20%	25%	30%	LA
	The number of participants in the Youth Service obtaining recorded outcomes	40%	45%	50%	60%	LA
	The number of young people participating regularly in the Youth Service activities	8% (1427)	9% (1606) of	10% (1784)	12% (2141)	LA
	The number of 'vulnerable' young people taking part in PAYP		150	150	150	LA
	The number of young people taking part in volunteering activities	153 (0.9%)	268 (1.5%)	356 (2%)	446 (2.5%)	LA
	The number of Secondary Schools with a School Council					LA/Schools
	The number of Primary Schools with a School Council					LA/Schools
	Indicators for consultation to be defined.					LA

## **7. THE EVERY CHILD MATTERS OUTCOMES**

### **7.5 *ACHIEVE ECONOMIC WELL-BEING***

#### **7.5.1 What Is Meant By Achieve Economic Well-Being.**

The Every Child Matters framework views achieving economic well-being as: Children and young people: engage in further education; employment or training on leaving school; are ready for employment; live in decent homes and sustainable communities; have access to transport and material goods; live in households free from low-income.

#### **7.5.2 What do Children and Young People Think about Achieving Economic Well-Being?**

Young people felt that there needed to more information about what job opportunities are available and more opportunities to have work experience. They also wanted a wider choice of curriculum. They thought there should be longer opening hours for YPAS and more advice centres available. More publicity in schools of advice and information services would be good. They said that it was important to improve people's lives and their environment as this impacted on their well-being and future aspirations.

#### **7.5.3 What are we doing well?**

- The 2006 Activity Survey undertake in November 2006 has shown a continued high post 16 rate of progression at 92.4%.
- The proportion of looked after children in education, employment and training at the time of the 2006 Activity Survey based on Connexions data was 94.7% compared to 82.3% in 2005
- Outcomes from the Activity Agreement Pilot indicate 81.2% of leavers have education, employment or training in November 2006.
- The On line Greater Manchester vacancy service 'cnx2jobs' has increased access to a wider range of opportunities
- There is a continued low level of 'not knows' in the 16-18 Group, this was 4.2% in November 2006.
- There is a good level of partnership working for those young people not in education, employment or training through the Achieving Economic Well Being Sub Group. Key partners include Bury Learning Partnership, 14-19 Groups, work with Job Centre Plus, the Looked after Children Team, the Extra Mile, Youth Offending Team and the Youth Service.
- The range of schools with Specialist School Status within the borough contributes to raising achievement, widening participation and enhances collaborative delivery. Specialist School Status provides a good platform from which to develop further curriculum opportunities at key stage 4.
- Employer links are strong. The Bolton and Bury Education Business Partnership (EBP) currently works with schools to provide work experience opportunities and are able to draw from an EBP database of approximately 1,670 employers.

## **7. THE EVERY CHILD MATTERS OUTCOMES**

### **7.5 ACHIEVE ECONOMIC WELL-BEING**

#### **7.5.4 Where do we need to make improvements?**

- Whilst Bury performs well in relation to childcare provision overall a recent audit of provision identifies gaps in certain deprived wards and also with provision for the over fourteens.
- There is a continued need to improve performance in terms of the number of teenage mothers in education, employment and training and for those with learning difficulties and/or disabilities.
- Further development work is required to progress the 14-19 strategy locally in order to ensure that the national measures of success are met and provision for 14 to 19 year olds is suitable and effective.
- Whilst performance is similar to the national average and improvements have been made on the previous year, further focus is required on supporting Direct Payments.
- In response to the needs of children and young people and the *Youth Matters* Green Paper, we need to improve the provision of information, advice, guidance and support (IAG).

#### **7.5.5 What are we going to do?**

- Increase childcare provision through sustaining existing childcare stock in some areas whilst developing new ones in others and developing appropriate childcare for older children aged fourteen or above.
- Further joint activity between the Youth Service, Connexions and the Learning Skills Council, in order to engage with those not in education, employment or training to reduce the number of young people in this group.
- Deliver the Local Area Agreement in relation to young people with learning difficulties and disabilities in education, employment or training in order to improve the outcomes of this group.
- Establish an integrated Youth Support service as envisaged in the *Youth Matters* Green Paper.
- A joint project, 'Steps to Success', is to be provided to teenage mothers to encourage this group back into learning and reduce the rates of teenage mothers not in education, employment or training.
- Further develop the 14-19 strategy to ensure that the partnership and facilities are effective in giving a broad range of options both in work and study for those aged 14-19 across the borough.,
- Further develop the role of the Direct Payments officer in order to increase the percentage of those young people with learning difficulties and/or disabilities who use the Direct Payment system.

## 7. THE EVERY CHILD MATTERS OUTCOMES

### 7.5 ACHIEVE ECONOMIC WELL-BEING

#### 7.5.6 What are our Measures for Success?

Outcome	Indicator.	Baseline 2006/07	Target 2007/08	Targets 2008/09	Target 2009/10	Key Agency
<b>ACHIEVE ECONOMIC WELL-BEING</b>	Percentage of 19 year olds with qualifications at level 2	70% - 2005 Target 2006 - 73%	74%	75%	75%	GMLSC/Colleges
	Percentage of 19 year olds with qualifications at level 3	45% - 2005 Target 2006 – 46%	48%	49%	49%	GMLSC/Colleges
	The percentage of those with learning difficulties and/or disabilities in receipt of Direct Payments					LA
	14- 19 Progress Check Indicators (Aggregate)					LA
	Percentage of 16-18 year olds NEET	7.7%	7.3%	6.8%	6.3%	Connexions
	Percentage of 16-19 year olds with learning difficulties and/or disabilities in EET	78.2%	79.5%	80.8%	82%	Connexions
	Percentage of teenage mothers aged 16-19 in EET	38%	N/A	N/A	60%	Connexions
	Percentage of care leavers aged 16-18 in EET	75%	N/A	N/A	N/A	Connexions

## APPENDIX 1      NATIONAL STRATEGIES

The Every Child Matters Agenda is also underpinned by a number of other national agendas and strategies in order to drive forward improved outcomes for children and young people. It is with these strategies and agendas in mind that we have drawn up our Children and Young People's Plan. However, this plan must be based on sound judgements, backed up by data, and taking account of the local context.

### THE TEN YEAR CHILDCARE STRATEGY (DfES)

The [Ten Year Childcare Strategy](#) is the government's vision to ensure that every child gets the best start in life and to give parents more choice about how to balance work and family life and is summarised as '*Choice for Parents, the Best Start for Children*'. The main themes of this strategy are as follows:

**Choice and Flexibility:** for parents in order to ensure that they have greater choice about balancing work and family life.

- Increased paid maternity leave
- The right to transfer a proportion of leave to fathers
- Access to integrated services through Children's Centres offering, health, family support, childcare and other services

**Availability:** for all families with children aged up to 14 who need it, affordable, flexible, high quality childcare places that meets their circumstances

- Local authorities to secure sufficient supply to meet need by 2008
- 15 hours of free high quality care for 38 weeks a year for all 3 and 4 year olds by 2010
- Out of School childcare places for all children aged 3-14 between 8am and 6pm each week by 2010

**Quality:** high quality provision with a highly skilled childcare and early years workforce, among the best in the world

- Professionally led daycare services
- High quality, sustainable, affordable provision
- Reform of the workforce through the Workforce Reform Strategy
- Reform of the regulation and inspection regime to improve standards and provide better information to parents

**Affordability:** Families to be able to afford flexible, high quality childcare that is appropriate to their needs

- An increase in the limits of the childcare element of the Working Tax Credit.

THE FIVE YEAR STRATEGY FOR CHILDREN AND LEARNERS (DFES)

The *Five Year Strategy for Children and Learners* document states that there are still 'major challenges' at each key stage of life and lists these as:

**Under 5s** – disadvantage starts early in life and children who get a poor start tend to fall further behind as they go through the education system. Despite improvements being made, we are still not providing enough childcare places in a flexible way that meets parents' needs;

**School age years** – there are still too few excellent secondary schools for parents and pupils. While standards have risen, they are not yet high enough for all. Parents and teachers worry about truancy and bad behaviour;

**14-19 year olds** – too many pupils drift, become disenchanted with school or get into trouble and drop out at 16. Vocational learning is still seen as second best. Pupils leave school insufficiently prepared for the world of work; and

**The world of work** – the UK lags behind other countries in terms of output and skills. A large number of adults lack vital skills in literacy and numeracy. Too often the training system does not give employers the sort of courses and qualifications that suit their business.

YOUTH MATTERS

The Youth Matters Green Paper was published in July 2005. It describes a vision for Integrated Youth Support Services, which address four key areas:

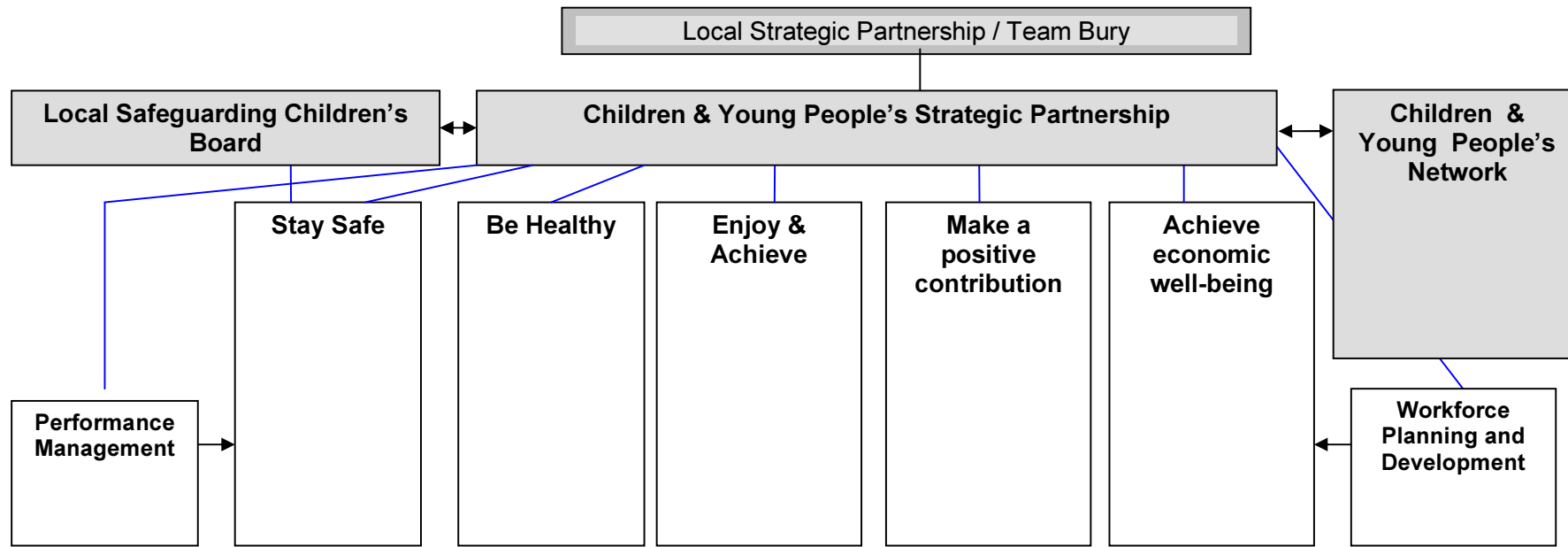
- Positive activities for young people
- Enabling young people to make a positive contribution
- Providing comprehensive and impartial advice and guidance to young people
- Targeted support for those young people who need it most



**THE NATIONAL SERVICE FRAMEWORK FOR CHILDREN, YOUNG PEOPLE AND MATERNITY SERVICES**

This is a ten year programme to stimulate long term and sustainable improvement in children's health and well-being, which commenced in 2004. It is expected that by 2014, health, social and educational services will have met 11 standards for the health and well-being of children. It advocates a shift with services being designed and delivered around the needs of the child. Services will be child centred and will look at the whole child, not just the illness or problem, but rather the best ways to identify any problems early, take preventative action and ensure children have the best possible chance to realise their full potential. It is intended to raise standards in hospitals, GP surgeries, schools and nurseries, maternity units and in Sure Start Children's Centres. The 11 standards are:

- Promotion and delivery of a co-ordinated programme of action with clear links to the ECM agenda, including prevention and early intervention for the health and well-being of children and young people, led by the NHS in partnership with local authorities.
- Information, services and support provided to parents and carers to help them care for their children and ensure they have optimum life chances and are safe and healthy.
- Children, young people and families receive coordinated high quality services targeted at specific needs.
- All young people have access to age-appropriate services which are responsive to their specific needs.
- Timely access to appropriate advice and effective services to address health, social, educational and emotional needs of ill or injured children and young people.
- Provision of high quality, evidence based hospital care delivered in appropriate settings to children and young people.
- Disabled children and young people, or those with complex health needs receive co-ordinated, high quality, child & family centred, targeted services in order to enable them and their families to live ordinary lives.
- Children and young people, 0-18, with mental health problems and disorders have access to timely, integrated, high quality, multidisciplinary mental health services
- Children and young people, parents or carers have access to safe and effective medicines prescribed on the basis of best available evidence
- Provision of accessible and appropriate Maternity Services for all women.



The Bury CYPSP includes key partners whose work impacts on children and young people. They will work together as a team to deliver better outcomes for children and young people in the borough.

The principal functions of the Children and Young People's Partnership are to:

- Develop a shared understanding across partnerships and agencies of the needs of children and young people in Bury.
- Ensure the active involvement of children, young people, their families and communities and the voluntary sector in the planning, design, delivery and evaluation of services.
- Develop an agreed multi-agency strategic plan for children and young people in Bury.
- Identify opportunities for better co-ordination and integration of services, joint commissioning and pooled budgets, as appropriate.
- To commission services to meet identified needs.
- Manage the overall strategic planning and performance management framework for children and young people.
- Monitor and evaluate progress against targets within the Children & Young People's Strategic Plan.

## APPENDIX 3      KEY INSPECTIONS

### Annual Performance Assessment.

The Annual Performance Assessment (APA) is a process by which performance of children’s services authorities and service provision is externally assessed against the five outcomes for children and young people. The APA relates only to services delivered or commissioned by the Council, predominantly in undertaking its social care role and education services for all children and young people. Judgements are, however, still made regarding how well the council delivers integrated services and develops positive partnerships. The first APA took place in Bury in 2005 and Children’s Services was awarded a 3 *Star* Rating, which equates to a service that consistently delivers above the minimum requirements for users. The Annual Performance Assessment 2005 praised many areas of work in Children’s Services and the areas shown below are those deemed as ‘strengths.’

#### BE HEALTHY

- High immunisation rates
- Involvement and early progress in the healthy schools initiative
- Reducing teenage conceptions
- Strategy, investment and improving coverage of CAMHS.
- Levels of participation in school sports
- Improving health outcomes for looked after children.

#### STAY SAFE

- Allocation of child protection cases and reviews completed to time
- Increasing referrals of children and families
- Significant increase in placement choice.
- Strong focus on putting in place Safeguarding Board and arrangements
- Improved performance in response time for initial and core assessments

#### ENJOY AND ACHIEVE

- Attainment and school attendance
- Reintegration of excluded pupils
- Almost complete lack of schools causing concern
- Service collaboration
- School admissions
- Leadership and management of authority’s educational work
- Value provided to schools by the council’s traded services.
- Impact of consultant support
- Provision of primary school places
- Involvement of children and young people in their own plans and in wider service development

#### MAKE A POSITIVE CONTRIBUTION

- Youth Service strategy
- Support for particular vulnerable groups such as teenage parents,
- Children with disabilities and those looked after
- Involvement of children and young people in higher level service planning
- Joint work on Youth Justice matters
- Reduction in re-offending rates; proportions of young offenders in EET
- Involvement of children and young people looked after in their own reviews and in higher level service planning.
- Schools’ work on spiritual, moral, social and cultural development.

#### ACHIEVE ECONOMIC WELL-BEING

- Education, employment or training
- Post-16, particularly the significant improvements in rates for care leavers.
- Youth Service and collaborative support for pupils at risk
- GCSE attainment

## Joint Area Review

The Joint Area Review (JAR) is another mechanism by which progress made by Children's Services is assessed. This is a larger inspection and covers all services for children and young people. It takes place on a three yearly cycle and is due to take place in Bury in 2007.

The APA also, together with the Healthcare Commission's annual assessment of healthcare bodies and HMI Constabulary's baseline assessment of strategic police authorities, contributes to the scoping and assessment for the Joint Area Review (JAR).

The JAR will focus upon those areas which the APA has deemed as having some weaknesses. Those for the 2005 assessment are shown below.

BE HEALTHY		
<ul style="list-style-type: none"> <li>No Areas for further invest</li> </ul>		
STAY SAFE		
<ul style="list-style-type: none"> <li>The rate of referrals and initial child protection conferences have further increased and the overall rate of children on the CPR is the highest in the comparator group and this gap is widening</li> </ul>	<ul style="list-style-type: none"> <li>There continue to be some issues about the number of designated child protection teachers who have not had appropriate training through the ACPC the council have now influenced Governing Bodies who have passed a resolution to meet the relevant training targets.</li> </ul>	<ul style="list-style-type: none"> <li>There is also an increase in the rate of children becoming looked after by the council</li> </ul>
<ul style="list-style-type: none"> <li>ENJOY AND ACHIEVE</li> </ul>		
<ul style="list-style-type: none"> <li>The number of early years providers failing to meet the standard at registration</li> </ul>	<ul style="list-style-type: none"> <li>Improvement rates at key stages 1 and 3</li> </ul>	<ul style="list-style-type: none"> <li>Fixed term exclusions.</li> </ul>
<ul style="list-style-type: none"> <li>MAKE A POSITIVE CONTRIBUTION</li> </ul>		
<ul style="list-style-type: none"> <li>Young people's involvement in planning Youth Service activities</li> <li>Youth Service's work on race relations</li> </ul>	<ul style="list-style-type: none"> <li>Young people's involvement in planning Youth Service activities</li> </ul>	<ul style="list-style-type: none"> <li>Quality and supply of appropriate placements for children with complex needs or disabilities.</li> </ul>
<ul style="list-style-type: none"> <li>ACHIEVE ECONOMIC WELL-BEING</li> </ul>		
<ul style="list-style-type: none"> <li>There is further scope to extend the use of direct payments for young people with disabilities and carers of children with disabilities; however, it is recognised that current performance for this group is in line with other councils</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## Glossary

<b>Annual Performance Assessment (APA)</b>	An annual inspection carried out by Ofsted and CSCI to determine the performance of services provided by the council for children and young people.
<b>Audit Commission</b>	The Government's spending watchdog over local authorities. The Commission is also responsible for many of the inspections of local services and the Comprehensive Performance Assessment (CPA.)
<b>Bury Plan</b>	Bury's Corporate Plan and Performance Plan rolled into one. The plan sets out what we are trying to achieve, how well we are doing and what we are doing to improve.
<b>Child and Adolescent Mental Health Service (CAMHS)</b>	Child and Adolescent Mental Health Services (CAMHS) are a comprehensive range of services available within local communities, towns or cities, which provide help and treatment to children and young people who are experiencing emotional or behavioural difficulties, or mental health problems, disorders and illnesses
<b>Commission for Social Care Inspection (CSCI)</b>	This is the Government Agency responsible for inspecting Council Social Care Services.
<b>Community Ambitions</b>	The long term aspirations for Bury, owned by the Local Strategic Partnership and set out in the Community Strategy.
<b>Community Strategy</b>	A plan that identifies the key issues for the Borough and provides an overall framework for service development for the public sector and other agencies. In Bury the Community Strategy is supported by Local Community Plans at Area Board level which identify the key issues for each township.
<b>Comprehensive Performance Assessment (CPA)</b>	The Government's way of rating the performance of council services. This is updated annually (December) and is built up from individual service scores and Corporate Assessment. Further details are available on the Audit Commission's web site <a href="http://www.audit-commission.gov.uk">www.audit-commission.gov.uk</a>
<b>Corporate Assessment</b>	An inspection carried out by the Audit Commission to determine how well a council is run. It tests corporate capacity – the ability of the council as a whole to deliver improvement for the benefit of local people.
<b>Corporate Priorities</b>	The Council's annual priorities, as agreed by Executive each year. Delivery of the Corporate Priorities is outlined in the Bury Plan.
<b>Dataset</b>	A dataset is a set of performance information in order to inform the APA.
<b>EYDCP</b>	Early years development and childcare partnership
<b>Family Support Unit (FSU)</b>	The FSU is a national charity, fsu investing in families, providing holistic family help and support to, amongst other needs, families affected by crime, disorder, drug or alcohol misuse, domestic violence.
<b>Government Floor Targets</b>	Deprivation will be tackled through the bending of main Departmental programmes such as the police and health services, to focus more specifically on the most deprived areas. Departments now have minimum targets to meet, which means that, for the first time, they will be judged on the areas where they are doing worst, and not just on averages

<b>Helicopter view</b>	This is a diagram to show how our plans fit together to deliver the council's priorities.
<b>Joint Area Review (JAR)</b>	An inspection which takes place every three years in order to assess the performance of the full range of Children's Trust partners.
<b>Local Implementation Team (LIT)</b>	The Local Implementation Team is the group responsible for the delivery of the National Service Frameworks
<b>Local Strategic Partnership (LSP)</b>	A 'virtual' organisation made up of public sector agencies, business leaders and voluntary organisations which has responsibility for delivering the Community Strategy and the overarching ambitions for the Borough.
<b>Metropolitan councils</b>	All purpose councils sometimes known as 'Mets' based around the major population areas of Greater Manchester, Merseyside, West Midlands, Tyne and Wear, West Yorkshire and South Yorkshire. These are similar councils to Bury and their results provide useful comparisons to position our own performance.
<b>NEET</b>	Not in education, employment or training
<b>Office for Standards in Education (Ofsted)</b>	Ofsted is the inspectorate for children and learners in England and covers childcare, schools, colleges, children's services, teaching training and youth work.
<b>PAYP</b>	Positive Activities for Young People, providing a broad range of constructive activities for 8 to 19-year-olds at risk of social exclusion.
<b>Performance indicator (BVPI)</b>	A measure used to judge how well we provide a service or an important part of a service. BVPIs are Best Value Performance Indicators, used to monitor services across local authorities and provide standard performance data.
<b>Performance targets</b>	Targets we set aimed at improving service performance and measured by performance indicators. For a number of services, the Government has indicated the level of performance it expects to see. This guidance is taken into account when the council agrees the annual targets for services.
<b>Personal Education Plan (PEP)</b>	A Personal Education Plan is a tool to enable key partners to work together to support a child with their learning and education.
<b>Primary Care Trust (PCT)</b>	Primary Care Trust is the NHS Organisation responsible for primary care services, such as GPs and Nurses
<b>Pupil Learning Centre (PLC)</b>	The Pupil Learning Centre provides education and learning provision to pupils in the Borough, with social, emotional and behavioural difficulties.
<b>Quality and Advisory Service (QAS)</b>	A council service providing targeted support and intervention to schools
<b>Schools Forum</b>	The Schools Forum is an independent commission with a consultative and advisory role in school funding and financial matters.
<b>SOC</b>	The Schools Organisation Committee considers individual statutory proposals for changes to schools