

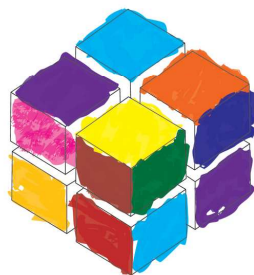
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# BURY CHILDREN AND YOUNG PEOPLE'S PLAN 2007 – 2010

## Refresh – October 2007

Children and young people's



**Team  
Bury**

Working Together For a Better Bury

# CONTENTS

	<b>Page</b>
<b>1. INTRODUCTION</b>	
1.1 Foreword by Cllr Diana Ashworth	4
1.2 Statement by Eleni Ioannides, Executive Director	4
<b>2. BACKGROUND</b>	5 - 7
<b>3. WHAT IS THE CHILDREN'S AND YOUNG PEOPLE'S PLAN?</b>	8
<b>4. SOCIO-ECONOMIC PROFILE OF BURY</b>	9 - 10
4.1 Index of Multiple Deprivation	
<b>5. OUR VISION AND PRIORITIES</b>	11 - 13
5.1 Vision Statement	
5.2 Children's Trust	
5.2.1 Children's Act 2004 Implementation	
<b>6. CHANGE FOR CHILDREN'S DEVELOPMENTS</b>	14 - 18
6.1 Children's Centres	
6.2 Extended Services in and around Schools	
6.3 Integrated Youth Support	
6.4 Participation	
6.5 Prevention	
6.6 Workforce Reform	
6.7 Common Assessment Framework	
6.8 Children's and Young Peoples Network	
<b>7. CROSS-CUTTING THEMES</b>	19
<b>7.1 ENGAGE WITH AND STRENGTHEN COMMUNITIES: INTEGRATING AND DEVELOPING PREVENTATIVE SERVICES</b>	19 - 23
<b>8. NARROWING THE GAP: IMPROVING OUTCOMES FOR LOOKED AFTER CHILDREN AND CARE LEAVERS</b>	24 - 26
<b>8.1 NARROWING THE GAP: IMPROVING OUTCOMES FOR CHILDREN WITH LEARNING DIFFICULTIES AND/OR DISABILITIES</b>	27 - 29
<b>9. THE EVERY CHILD MATTERS OUTCOMES</b>	30
<b>10. BE HEALTHY</b>	30 - 35
10.1 Our Ambition	
10.2 What children and young people think	
10.3 What our data tells us	
10.4 Our priorities for Improvement 2007 – 10	
10.5 Our Targets	
<b>11. STAY SAFE</b>	36 - 40
11.1 Our Ambition	
11.2 What children and young people think	
11.3 What our data tells us	
11.4 Our priorities for Improvement 2007 – 10	
11.5 Our Targets	

12	<b>ENJOY AND ACHIEVE</b>	41 - 49
	12.1 Our Ambition	
	12.2 What children and young people think	
	12.3 What our data tells us	
	12.4 Our priorities for Improvement 2007 – 10	
	12.5 Our Targets	
13	<b>MAKE A POSITIVE CONTRIBUTION</b>	50 - 53
	13.1 Our Ambition	
	13.2 What children and young people think	
	13.3 What our data tells us	
	13.4 Our priorities for Improvement 2007 – 10	
	13.5 Our Targets	
14	<b>ACHIEVING ECONOMIC WELL BEING</b>	54 - 58
	14.1 Our Ambition	
	14.2 What children and young people think	
	14.3 What our data tells us	
	14.4 Our priorities for Improvement 2007 – 10	
	14.5 Our Targets	
15	<b>GLOSSARY</b>	59 - 61
	<b>APPENDIX 1</b> Structure of the Partnership of Partnerships	62

## **1. INTRODUCTION**

### **1.1 A FOREWORD BY COUNCILLOR DIANA ASHWORTH EXECUTIVE MEMBER FOR CHILDREN AND YOUNG PEOPLE**

I am delighted to have been entrusted with the responsibility for the Children and Young People's portfolio in Bury. I look forward to working with all of our partners to enhance outcomes for all children and young people in the Borough through a commitment to continuous improvement. We are very proud of our current achievements across a wide range of our work, but have set ourselves ambitious targets to recognise that we can improve in significant areas of our work.

The strength of our partnerships is crucial in maintaining our high standards and achieving our ambitions for improvement. I know that we are building on really firm foundations and that we have real expectations for success. I am committed to delivering better integration across services through the development of local Trust arrangements, and will do all that is possible to support the Trust in its work.

Diana Ashworth  
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 the Children's and Young People's Strategic Partnership in Bury. We have overseen a number of engaging and well attended network events, where the skills and voices of hundreds of people concerned with children in Bury were 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 colleagues, governors, volunteers, parents and carers who have made this possible, as well as to the young people involved.

This Children and Young People's Plan for 2007 to 2010 summarises our achievements in 2006, and also outlines our priorities and intentions for the coming years. We will be ambitious and rigorous in pursuing the priorities which we have set ourselves and this will help to ensure that we can give the best opportunities possible to all Bury's children and young people. Achieving the outcomes we have set in the plan will only be possible through working in partnership – between agencies in the public, voluntary and community sectors, with nurseries, school and colleges, with employers, and above all, with families and young people themselves. 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

## 2. BACKGROUND

This Children and Young People's Plan 2007 - 2010 has been developed by a partnership of statutory and voluntary agencies, schools, children and young people, and parents and carers, through a wide ranging consultation process. It sets out the framework for partnership working to deliver our shared improvement priorities, and shape future service delivery to improve outcomes for all, and in particular for vulnerable groups and those most in need. These include our looked after children and other groups and individual children and young people as identified through our local needs analysis.

The plan will drive our Every Child Matters Change for Children agenda, embedding our own local improvement priorities for change, alongside a number of key national priorities for children's services articulated through the Every Child Matters; Change for Children agenda; the 2004 Children's Act, the New Relationship With Schools and new school Inspection Framework, the National Service Framework for Children, Young People and Maternity Services (NSF); The Ten Year Strategy for Childcare, Green Paper – Youth Matters and the recently published 'Aiming High for Young People: A 10 Year Strategy for Positive Activities' (July 2007), Choosing Health White Paper (2004) and the Education & Inspections Act (2006).

The Children Act 2004 requires local areas to have Children's Trust arrangements in place for April 2008. This is a multi-agency partnership of organisations concerned with the welfare of children and young people. All organisations with the duty to cooperate will be governed by these arrangements. Bury has had effective partnership working in place since 2002 through its "Children and Young People's Strategic Partnership". These arrangements are being adapted to meet Children's Trust requirements and a Shadow Children's Trust will be in place with effect from November 2007.

The Children and Young People's Trust Board is part of Team Bury – the Local Strategic Partnership. How the Trust Board links into the Local Strategic Partnership (LSP) is attached at **Appendix 1**.

A key document for Team Bury is the Community Strategy which sets out the ambitions for the Borough. The Children and Young People's Plan plays an important role in achieving one of the key ambitions "***a Centre of Excellence for Education in the North West***" and contributes towards and supports other key areas of work, such as local environmental sustainability, health, regeneration, community safety, housing and cultural strategies.

Team Bury formally entered into a Local Area Agreement (LAA) on the 1<sup>st</sup> April 2007. The aim of the LAA is to deliver local priorities in line with our ambitions, and the relevant LAA targets have been incorporated within this plan to improve co-ordination between central government, the local authority and its partners. This will enable 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 and address the central themes of the LAA:-

- Reducing inequalities between both communities of location and communities of interest
- Community engagement and development

The Children's Trust is charged with delivering the requirements of the LAA as far as it relates to children and young people. Each agency within the partnership contributes to this work and incorporates the relevant elements within their own planning processes. Our LAA seeks improvement over a broad range of indicators, recognising the interconnectedness of many facets of people's lives. We know that a good determinant of adult health and wellbeing is having a job, a good determinant of getting a job is a good education, and the way to ensure this is to remove the barriers that impede learning. This means such things as strong health promotion, access to first class schools, family support and good housing.

Bury is involved in a major health reconfiguration, Making It Better, which is changing the way maternity and children's health services are delivered across Greater Manchester. In addition Booth Hall and the Royal Pendlebury Children's Hospitals which have provided services to some children and young people in Bury, are closing in 2009. These changes to the way services are delivered will lead to improvements in the quality of care available to children who are ill. Children who are seriously ill will be treated in purpose built facilities by specialist staff whilst those who can be safely cared for at home will be supported by children's community nursing teams and be able to avoid spending time in hospital. More services for children and pregnant women will be available closer to home in newly built health centres as well as in children's centres and extended schools.

Our work in 2006-07 has contributed to some fundamental changes to improve outcomes for children and young people in the way that we want to provide services for children and young people. These include:

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

We have aligned our plan and our work to the framework set out in the Every Child Matters: Change for Children Programme. The five outcomes which matter most to children and young people are:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well-being

The plan sets out how we have interpreted these outcomes and what they mean for children and young people in Bury. We are working together with all local organisations from hospitals and schools, to police and voluntary groups - creating new partnerships, sharing information within our protocols to protect children and young people from harm, and to help them achieve what they want in life. Children and young people now have far more say about issues that affect them, both as individuals and collectively.

We are continually working with partners through the Children's Trust arrangements, to improve our understanding of what works best for children and young people in Bury and act on it. We are involving children and young people closely in this process.

Our plan sets out a three year vision with stretching performance targets and robust monitoring arrangements. There will be further interim reviews to evaluate and revise our Children & Young People's Plan as appropriate to ensure we are on track to deliver the improvements required. We are using an approach known as outcomes based accountability to agree how we should make changes and to track our progress. This plan does not cover everything we are doing across the Children and Young People's Partnership, but it does include our partnership priorities, those actions that we must put in place in order to improve outcomes for our children and young people.

In January 2008 a *Joint Area Review* (JAR) will be undertaken by Ofsted or other inspectorates. 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, the Youth Service and the Youth Offending Team contribute to the review. The JAR team will look closely at the progress we have made in achieving the better outcomes for children and young people that are set out in this plan, particularly for the most vulnerable.

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

Bury's 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 includes:-

- Early Years
- Education
- Further Education
- Youth Services
- Children's Social Services
- 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.

The Plan sets out:-

- 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;
- details of the targets against which 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 183,500<sup>1</sup>, which is an increase of 1400 on 2004 mid-year estimate. This increase was due not only to births but also inward migration. The number of children and young people in Bury under the age of 19 is approximately 47,600.

Some 6.1%<sup>2</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>3</sup>, and we have specialist schools and voluntary sector providers to ensure appropriate services to this community.

The 2001 Census figures indicate almost a doubling of the size of the Pakistani community within Bury since 1991. We have also been a pilot site for the safe case transfer of unaccompanied asylum seekers, and we work hard to ensure services are culturally sensitive, and celebrate the richness and diversity of our Borough.

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. A neighbourhood renewal strategy has been drawn up to help address these issues of deprivation within the borough.

There are a total of 74,335 households of which 23,997 (32.3%) contain dependent children.\* 5,483 (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. Ensuring adequate child care arrangements within the Borough, particularly in more deprived areas, is therefore essential.

\* A dependent child is a person in a household aged up to 16 (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>1</sup> Source: Office of National Statistics, 2005 mid-year estimate

<sup>2</sup> Source: 2001 Census. Crown copyright material is reproduced with the permission of the Controller of HMSO.

<sup>3</sup> Source: 2001 Census. Crown copyright material is reproduced with the permission of the Controller of HMSO.

## 4.1 Index of Multiple Deprivation

The Index of Multiple Deprivation (IMD) 2004 is a measure of deprivation at a small area level. The model of multiple deprivation which underpins the IMD 2004 is based on the idea of distinct dimensions of deprivation which can be recognised and measured separately. These include domains such as employment, health and education. These are experienced by individuals living in an area.

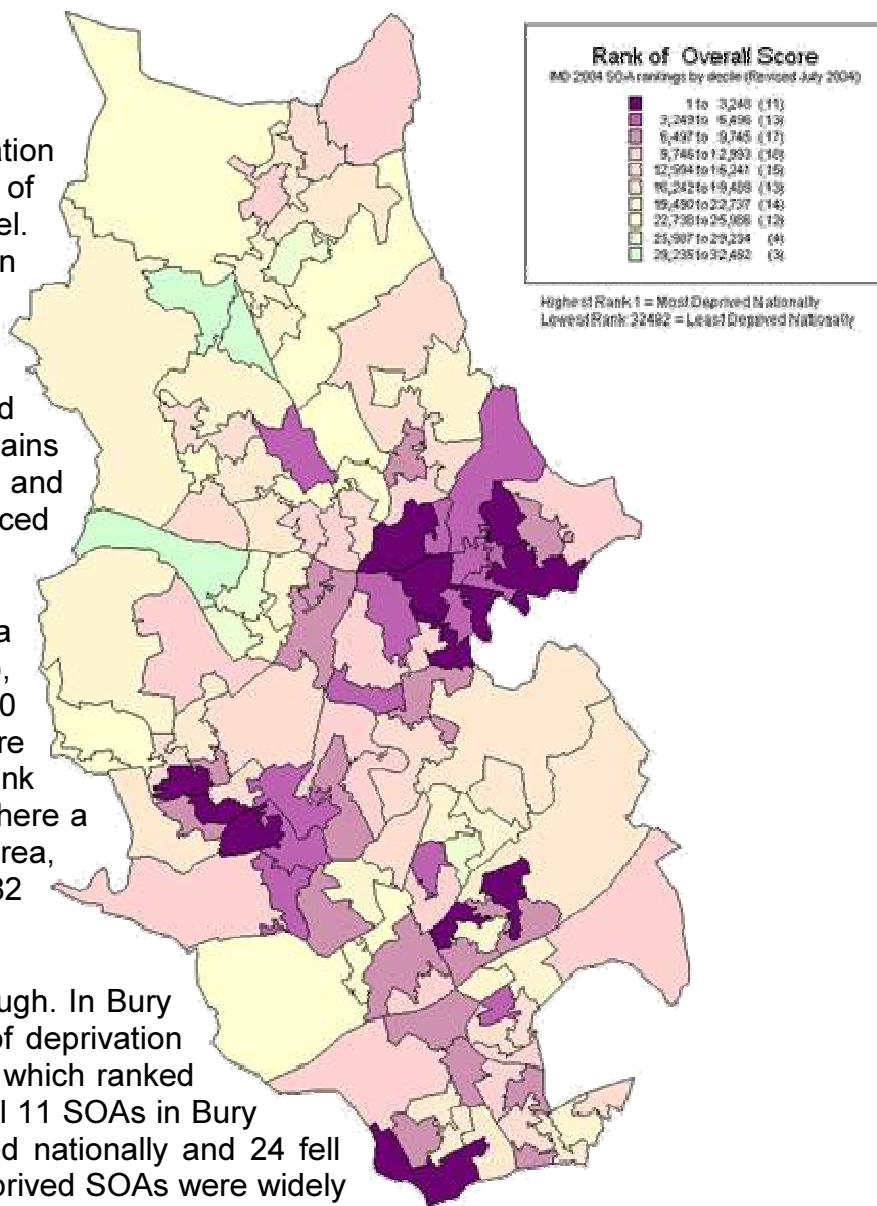
The index reports at a small area called Super Output Areas (SOA), which represent around 1,500 residents. In England there are 32,482 SOAs; each is given a rank on each domain of deprivation where a rank of 1 is the most deprived area, and the area with a rank of 32,482 is the least deprived.

There are 120 SOAs in the Borough. In Bury the SOA with the highest level of deprivation was Chesham Fold in Bury East which ranked 595 on the national scale. Overall 11 SOAs in Bury fell within the 10% most deprived nationally and 24 fell within the top 20%. The most deprived SOAs were widely dispersed across the Borough, the main concentrations being in East Bury, Radcliffe and the former Besses Ward.

At the other end of the scale, the least deprived SOA is based around the Holcombe Road area in Tottington. This SOA was ranked 30,447 out of a total of 32,482 SOAs nationally. Only 3 SOAs in Bury fell within the 10% least deprived nationally, and a total of 7 SOAs fell within the 20% least deprived areas

A feature of the data in Bury is the relative proximity of extreme values, meaning that relative poverty is high, even when absolute poverty may be seen to be low. This is why a major priority is reducing inequalities and narrowing gaps in achievement and attainment. 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. This is partly why the healthy schools initiative is important to us. The diagram above shows the graphical interpretation of this IMD 2004 data for the Overall Score. Localities within the Borough suffer



differentially from different types of deprivation. The Neighbourhood Renewal Strategy lays out the relevant focus of action for each theme.

## 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 consulted, listened to and heard; to be supported as they develop into adulthood and maturity; and to be given every opportunity to achieve their potential.**

The Children's Trust works with all stakeholders to achieve this vision and to ensure that services meet the differing needs of every child from the most vulnerable and disadvantaged, to the most gifted and talented.

The Trust 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 Trust will ensure that its work delivers positive outcomes for children and young people aged 0–19 living in the borough, through the implementation of a shared vision and strategy.

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

## 5.2 Children's Trust

The vehicle through which we will deliver our vision is the Children's Trust, which enables us to be truly child and young-person centred and to integrate the front line delivery of services. The Children's Trust is establishing protocols for governance, funding, information sharing and commissioning which enable partners to work together to direct resources to meet clearly identified need; to implement preventative strategies; to maintain high quality universal services; and to provide targeted specific specialist services.

We have undertaken a comprehensive analysis, mapping current performance against the five Every Child Matters outcomes and listened to the views of local young people. This has shown that there are a number of priority areas we need to focus our attentions in order to ensure that outcomes are improved for children and young people and that we are able to achieve our vision. The local authority and key partners have established the Children's Trust Board to steer the local response to the Every Child Matters agenda. The Children's Trust Board comprises senior representatives from the Local Authority, Schools and Colleges, Health, Police, the Learning & Skills Council and the Voluntary and Community Sector.

The Trust will ensure more seamless services, better geared to the needs of local children and young people through the development of joint plans, the adoption of joint processes, the establishment of joint governance arrangements and increased communication and joint working across agencies.

To align with our Local Area Agreement, our over-arching aims in the Children and Young People's Plan are to:

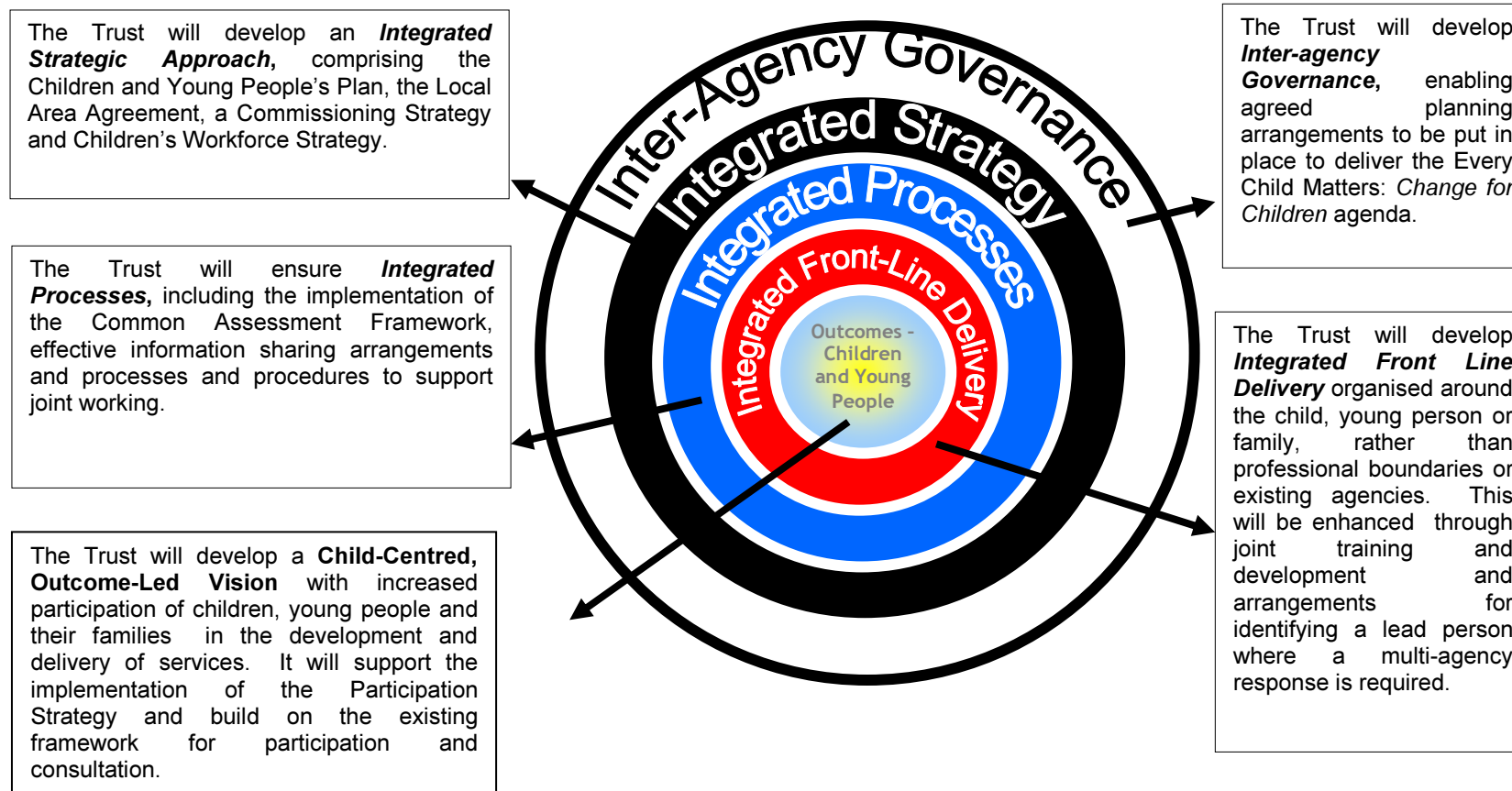
- Engage with and strengthen communities
- Reduce inequalities

Because we are committed to engaging with and strengthening communities, we will focus on a preventative agenda, delivering services which increasingly improve wellbeing. In order to track our progress against this, we have agreed a set of actions under an overarching theme of "improving prevention".

We will work towards our aim of reducing inequalities by focussing on looked after children and children with learning difficulties and/or disabilities as we know that these children have an increased risk of achieving poorer outcomes. We will closely monitor their progress as indicative of our ability to reduce inequality.

## 5.2.1 Children's Act 2004 Implementation.

The Children's Trust will work towards the essential features outlined below:



## **6. CHANGE FOR CHILDREN DEVELOPMENTS**

In order to take forward the integrated working agenda in Bury a number of key programmes are being put in place which are described below. Whilst each is important in its own right there are a large number of interdependencies between them. The Trust Board has therefore established a Change for Children sub group which will act as a programme Board for these projects and bring together the project leads to ensure that they work together in a coherent and cohesive way in order to maximise their overall impact on outcomes for children and young people.

### **6.1 Children's Centres**

Bury's programme for the development of Children's Centres is ambitious, and all children under five years of age should have access to a geographically based children's centre by 2010 through a three phased approach.

There are currently three Phase One children's centres operating in Bury:-

- Redvales Children's Centre, (Redvales Ward)
- Hoyle Early Years Centre; (Moorside Ward)
- Besses Children's Centre (Ribble Drive Primary School) (Besses Ward)

There are plans in place for eight further children's centres in Phase Two, which will be built, in most cases, on schools sites, utilise existing integrated care and early education initiatives, and be located in the areas of greatest disadvantage in Bury. These will be operational by March 2008.

The remaining children's centres to be established in Phase Three will cover all children under five, be developed by 2010 and will link closely with schools and other services. They may be located on the sites of schools, community or health care facilities, or utilise existing services in the community.

### **6.2 Extended Services in and around schools**

The Government has set ambitious targets for all schools to become 'extended schools' by 2010. In Bury, the targets that we are working towards are:

- 23 schools by September 2007
- 42 schools by September 2008
- 65 schools by September 2009
- All schools by September 2010

In order to facilitate this process, we have established localised clusters of schools who are working collaboratively together in delivering the full range of extended services. Supported by Local

Authority Officers (Cluster Coordinators), funding has been allocated to the clusters to identify their priorities in terms of gaps and needs in meeting the core offer.

Stakeholder Events are being rolled out across each of the six township areas to raise awareness of extended services and also to generate stakeholder involvement from the other sectors. These have been effective in mapping the range of provision and gauging interest, and will also contribute to the long term vision of community commissioning.

### **6.3 Integrated Youth Support (IYSS)**

The recently produced Government ten year strategy reinforces the key message in Youth Matters that services for young people need to be better coordinated and integrated. There is a requirement that Local Authorities and their partners have appropriate arrangements in place from March 2008. In Bury the approach will be as follows:

- Produce an overarching IYSS Strategy including information, advice and guidance, targeted youth support, the Youth Offer and Positive Activities;
- Agree core partners and management arrangements;
- Further develop local integrated delivery models based on evaluation of what currently works and the views of young people;
- Map existing area based staff allocations across core and key partner services to identify 'virtual' teams; and
- Brief staff teams and key customers/stakeholders.

This work will be overseen by the Children's Trust.

From April 2008 young people can expect to see an IYSS model in Bury which offers

- A range of support delivered from a broad mix of venues designed to meet identified need;
- Earlier intervention to help young people to overcome any potential barriers to learning;
- Enhanced support for those with additional needs through the role of the Lead Person;
- Access to a wider range of opportunities/services as part of the Bury Youth and 14-19 Offers;
- Greater involvement in decision making around how services are delivered and how identified funding is spent e.g. the Youth Opportunity Fund; and
- Clear, accessible information on the range of opportunities on offer and the support that is available through a range of media e.g. web sites.



## 6.4 Participation

Bury Children's Trust is committed to ensuring that the voices of all children and young people are heard. The Participation Strategy identifies the importance of establishing good practice in this area so that the needs of young people are central to the process and that their responses inform and influence policy and planning.

The partnership use the term participation not simply to mean 'taking part' or 'being present' but as having some influence over decisions and action in both personal and public decisions. This means children and young people having opportunities to have their voice heard but also opportunities to have real influence in decision-making and being empowered to make decision themselves.

Agencies and services will work towards the levels of involvement established in the '**Hear by Right**' national standards for the participation and involvement of young people in service planning. The framework is designed to help secure sustained and beneficial participation of children and young people and to encourage continual improvement in the activities of the partnership. The standards are public and measurable promises to reach a level of activity or service within seven identified standards. The Trust will annually assess its performance against the three levels of emerging, established and advanced.

The Partnership embraces the 'Hear By Right' shared values for the active involvement of children and young people. This states that the active involvement of children and young people works best when:

- Children and young people's involvement is a visible commitment that is properly resourced
- Children and young people's involvement is valued
- Children and young people have equal opportunity to get involved
- Policies and standards for the participation of children and young people are in place, evaluated and improved

A Children & Young People's Network event in June 2006 enabled young people to discuss life in Bury and to put forward their ideas about future activity around the five outcomes. Their comments are included in the relevant sections of the Plan and the activity around the proposals will be monitored through the ECM theme groups using the 'Hear By Right' Toolkit 'What's Changed?'

## 6.5 Prevention

We know that investment in prevention has a significant impact on improving life chances for vulnerable and underachieving individuals and groups. Prevention has been identified as one of our cross-cutting themes and is detailed further in Section 7 of the Plan.

## **6.6 Workforce Reform**

The establishment of a Children's Trust and the improvements that we want to make for children and young people in the Borough means we need to set new priorities in the development of the children's workforce. We are planning for changing roles, organisational structures and working methods and in order to facilitate this, a Workforce Strategy sub-group has been set-up.

A Children's Workforce Strategy showing the direction for change has been agreed by the Trust. Workforce data is now being collected to further inform the Strategy. In response to emerging national frameworks (workforce planning and development) we are continuing to assess the impact on employee groups.

## **6.7 Common Assessment Framework**

The Common Assessment Framework (CAF) is a key element in our preventative strategy and support to children and young people in achieving the five priority outcomes outlined in Every Child Matters. A Co-ordinator is in post to develop the CAF and Lead Professional role, (locally known as the Lead Person role). A multi-agency steering group oversees the implementation and delivery of these.

The CAF is a tool for holistic assessments across all children's services in the statutory, private and voluntary sector. It will be undertaken when there are concerns about a child or young person's progress, their needs are unclear and the support of more than one agency is required. Common assessments will be completed with the consent of and in partnership with children, young people and their families

A phased roll-out of the CAF commenced in June 2007. Training is available for all practitioners who will be undertaking common assessments and taking on the role of the Lead Person.

## **6.7 Children and Young People's Network**

Through the Children and Young People's Network the Children's Trust communicates with and involves a broad based network of statutory, private, community and voluntary agencies. This takes the form of:

- Large events which are held every 4 months in order to inform, involve and consult with a wide range of stakeholders and provide a valuable networking opportunity in order to identify better ways of working together to improve outcomes.
- Information Sharing meetings which are held every 2 months to enable practitioners to look at services in more detail to identify common links and opportunities to work together. These use the results (outcomes) based accountability planning format of moving from talk to action quickly, using plain language, ideas and common sense methods that everyone can participate in.

- A Newsletter which is sent out bi-monthly to statutory, independent and voluntary agencies that provide services for children and young people and is placed on the Council website. The newsletter provides updates about Children's Trust developments, information about inspections, training opportunities and events details, snapshots about services for children and young people and good practice that is taking place across the borough and other information that stakeholders wish to bring to the attention of a wider audience.

## 7.0 CROSS-CUTTING THEMES

As a result of our most recent needs analysis, we have identified our priorities for action. We have also agreed 2 cross-cutting themes aligned to the themes of the Local Area Agreement. These are:

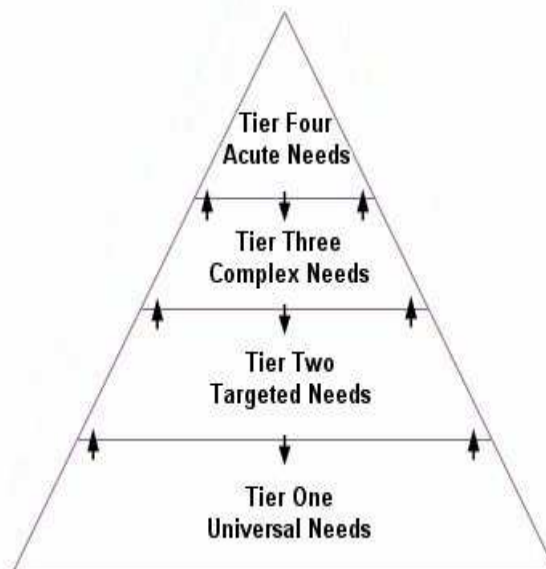
- Engage with and strengthen communities - improved action across all 5 outcomes to strengthen preventive services;
- Reduce inequalities – focussing on looked after children and care leavers, and children with learning difficulties and/or disabilities.

## 7.1 ENGAGE WITH AND STRENGTHEN COMMUNITIES: INTEGRATING AND DEVELOPING PREVENTATIVE SERVICES

### Introduction:

We know that investment in prevention has a significant impact on improving life chances for vulnerable and underachieving individuals and groups. Our experience demonstrates that early identification and accurate assessment of need has to be coupled with swift, flexible, locally commissioned intervention and support; regular monitoring of the impact of the intervention; tapering and de-commissioning when sufficient progress has been made.

In common with other areas, in Bury we use a 4-tier model to identify the individual needs of children and young people.



By developing effective preventative services at Tier 1 and 2, we aim to reduce the number of children and young people who need higher level services (at Tiers 3 and 4).

Good progress has been made in establishing some Tier 1 and 2 services which have released pressure on Tier 3 and above and enabled some redirection of resources. We have built effective multi disciplinary teams to provide services at Tier 2 and developed capacity in front line services to deliver support in schools, children's centres, outreach services and community and voluntary groups. Our priority for 2007 – 10 is to build on existing effective practice and develop further services based on successful models

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<p>Build upon our existing knowledge of what works in preventative approaches using evidenced based practice, our community needs analysis and local research and consultation</p> <p>Further identify local risk factors, partnership opportunities and gaps in provision</p> <p>Year 9 survey shows the most significant gaps in sports and creative activity participation levels and reflects lowest rates of take up of opportunities in areas of highest deprivation</p>	<ul style="list-style-type: none"> <li>• By the use of Outcomes Based Accountability or other tools to evaluate the impact of interventions, including gathering evidence of reach and feedback from families – to inform the commissioning process</li> <li>• Use Community Needs Analysis and local research and consultation to inform the strategic commissioning process of the Children's Trust</li> <li>• Develop the Preventative Strategy</li> <li>• Implement the Parenting Strategy</li> <li>• Develop additional Extended Schools and Children's Centres . These facilities provide locally based access to opportunities and family learning and support</li> <li>• Sporting opportunities are to be increased through the development of sports mentoring programmes. Ensure that children are supported in maintaining physical activity through the improvement of school to club links.</li> <li>• Implement the Teenage Pregnancy Strategy and build upon evidence based approaches</li> <li>• Implement Phase 2 of Social &amp; Emotional Aspects of Learning within 8 primary schools</li> </ul>	<p>Number of service evaluations completed, for the impact of interventions.</p> <p>Development of a Commissioning Strategy for the Children's Trust</p> <p>Achieve outcome targets of Preventative Strategy</p> <p>Achieve outcome targets of Parenting Strategy</p> <p>By 2011 every community in Bury will have access to Children's Centres services</p> <p>Number of Extended Schools</p> <p>By 2010 a minimum of 2hrs high quality PE within the curriculum and the opportunity to access a further 2 or more hours per week beyond the school day</p> <p>Percentage change in the number of conceptions amongst 15-17 year olds from the 1998 baseline</p> <p>Qualitative feed-back and research within target areas and groups.</p>

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<p>Build community resilience and responses to child poverty and disadvantage</p>	<ul style="list-style-type: none"> <li>• Through Children’s Fund commissioning, put additional resources into Third Sector development.</li> <li>• Increase childcare in priority areas</li> <li>• Target vulnerable children who fall through the net: <ul style="list-style-type: none"> <li>Young Carers: increase awareness of all agencies particularly schools, via extended services and the Young Carers project, ensure increased level of contact and support for children and young people</li> <li>Children of substance misusing parents: develop specialist project led by Early Break ‘Hidden Harm’ :- intervening earlier to help minimise impact of lifestyle; ensure voice of children and young people is heard; support parents to ensure parenting is good enough. This innovative approach will support the recruitment and retention of staff as it will develop social work and support work roles</li> </ul> </li> <li>• Develop mentoring scheme for vulnerable children and young people with the aim of raising aspiration and helping them develop resilience (focussing on wards with high levels of deprivation) and particularly on vulnerable groups – those excluded from school, at risk of becoming teenage parents or entering care system.</li> </ul>	<p>Community and voluntary sector projects are able to demonstrate measurable outcomes and involvement of children and young people.</p> <p>The number of childcare places available per 100 pre-school children in Besses, Radcliffe, Holyrood, East, Prestwich</p> <p>Number of child care places available per 100 school age children</p> <p>Raised awareness of needs of young carers. Increased level of referral and young carers accessing services.</p> <p>Number of families benefiting from Hidden Harm project. Long term this will impact on the numbers of children of substance misusing parents who will need a Child Protection Plan</p> <p>Numbers of young people in education, employment or training (including focus on vulnerable young people)</p> <p>School attainment for most vulnerable: improved outcomes from Key Stage 3-4</p> <p>Through evaluation and Participation Strategy we can capture the voice of more vulnerable children.</p>
<p>Raising standards in Early Years settings</p>	<ul style="list-style-type: none"> <li>• Define the support and challenge role by establishing clear structure</li> <li>• Increase staff capacity to support settings</li> <li>• Use data to identify and prioritise</li> </ul>	<p>Reduced number of actions imposed at registration and inspection</p> <p>Improved Foundation Stage Profile results</p>

	support for settings <ul style="list-style-type: none"> <li>• Raise awareness and facilitate training for Early Years Foundation Stages</li> </ul>	
Improve integrated working arrangements	<ul style="list-style-type: none"> <li>• Identifying and tackle barriers to implementing Common Assessment Framework across sectors and agencies</li> <li>• Children's Trust to identify common priorities across Team Bury and develop joint approaches to providing support to children, young people and their families</li> </ul>	Percentage of referrals going to initial assessments  Reduce the number of children and young people 'looked after' in proportion to the overall population  Workforce development strategy and CAF training will reflect capacity building in developing engagement skills with families who have more complex needs

### Our Targets:

Indicator.	Baseline 2006/07	Target 2007/08	Targets 2008/09	Target 2009/10
Number of Extended Schools	6	23	42	65
By 2011 every community in Bury will have access to Children's Centres services	3	11		
% of children and young people (who have 2hrs PE in curriculum and) can access a further 2hrs per week beyond the school day	3hrs – 48%	4hrs: 50%	4hrs: 60%	4hrs: 70%
Percentage change in the number of conceptions amongst 15-17 year olds from the 1998 baseline	-12.1%	-18.3%	-24.7%	-31.1%
Number of childcare places per 100 pre school children <i>(Local Area Agreement 2007/10 Stretch Target)</i>  <i>(Baselines from an Audit of Childcare 2006)</i>  *LAA Stretch Targets	33 Bury (3617 places) 15.6 Besses (104 places) 8.4 Radcliffe North (57 places) 22.9 Holyrood (148 places)	18 Besses* (120 places)	10 Radcliffe* Nth (68 places)	24 Holyrood* (155 places)
Number of childcare places available per 100 school age children <i>(Local Area Agreement 2007/10 Stretch Target)</i>  <i>(Baselines from an Audit of Childcare 2006)</i>  *LAA Stretch Targets	13.8 Bury 11.1 East (475 places) 10.9 Radcliffe (661 places) 13 Prestwich (594 places)	15 East* (709 places)	14 Radcliffe* (849 places)	20 Bury* 15 Prestwich* (650 places)

<b>Indicator.</b>	<b>Baseline 2006/07</b>	<b>Target 2007/08</b>	<b>Targets 2008/09</b>	<b>Target 2009/10</b>
Number of families benefiting from Hidden Harm project	14	20	20	20
Percentage of 16-19 year olds with learning difficulties and/or disabilities in EET	73.3%	79.5%	80.8%	82%
Percentage of teenage mothers aged 16-19 in EET	35.7%	N/A	N/A	60%
Percentage of 19 year olds with qualifications at level 2	72%	74%	75%	75%
Percentage of 19 year olds with qualifications at level 3	45%	48%	49%	49%
Reduce number of actions raised at registration – regarding safety	67.4%	67%	66%	65%
Reduce number of actions raised at registration – regarding child protection	0.8%	0.7%	0.6%	0.5%
The number of children and young people looked after in proportion to the overall population	68%	66%	64%	62%
Foundation Stage - % of children achieving 78+ points, and scoring at least on all Personal, Social & Emotional Development (PSED) and Communication, Language & Literacy (CLL) scales	40% outcome	46% outcome	46%	50% (prelim)
Foundation Stage - % gap between the median and mean scores for 20% lowest performers	36% outcome	34% outcome	30%	28% (prelim)



## 8.0 NARROWING THE GAP : IMPROVING OUTCOMES FOR LOOKED AFTER CHILDREN AND CARE LEAVERS.

### Introduction:

We know that of all our vulnerable groups looked after children and care leavers achieve the worst outcomes and have the largest achievement gap compared to their peers. We are developing a strategy to improve outcomes for them across the work of the partnership called Better Lives, which identifies key improvement priorities for each of the Every Child Matters outcomes. At a strategic level it will also include a commitment to establish a Corporate Parenting Panel and a pledge for children in care, setting out what they can expect us to do for them.

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<p><b>Be Healthy:</b> Ensure all looked after children and care leavers access health promotion information and services</p> <p>Improve the sexual health of looked after children and care leavers</p> <p>Ensure that all looked after children access their health assessment</p>	<ul style="list-style-type: none"> <li>• Continue to audit the health needs of care leavers annually and respond to the findings of the audit.</li> <li>• Promote healthy lifestyle choices for looked after children and care leavers.</li> <li>• Improve sexual health promotion.</li> </ul>	<p>Health Assessments of looked after children up to date</p>
<p><b>Stay Safe:</b> Reduce the number of looked after children</p> <p>Improve placement stability</p> <p>Ensure reviews of all looked after children take place within timescales</p>	<ul style="list-style-type: none"> <li>• Ensure that full use is made of Family Group meetings to assist with prevention and rehabilitation.</li> <li>• Review the current support packages provided by outside agencies and consider the feasibility of providing this service in-house.</li> <li>• Develop robust plans for permanency for all looked after children</li> <li>• Develop outcome focused contracts with independent providers.</li> <li>• Develop clear plans for children who are placed at home on orders with timescales as to how long the orders are expected to be needed.</li> <li>• To continue to promote special guardianship</li> <li>• To ensure communication about looked after children admissions is effective and independent reviewing officers have capacity</li> </ul>	<p>Number of looked after children</p> <p>Stability of placements of children looked after (3+ in a year)</p> <p>Children aged at least 10 and under 16 looked after in foster placements or placed for adoption</p> <p>The distance children newly looked after are placed from home – over 20 miles</p> <p>Long term stability of children looked after (aged under 16 and in care for at least 2.5 years and in same placements for 2 years)</p>

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<p><b>Enjoy and Achieve:</b> Improve the educational attainment of looked after children at all key stages</p>	<ul style="list-style-type: none"> <li>• Change the scheme for financing schools to provide an additional funding allocation to schools for each looked after child on roll to enable them to make any additional provision that may be required.</li> <li>• Review the systems for admissions other than at primary/secondary transfer to ensure that looked after children can access schools of their choice outside of the normal admissions round.</li> <li>• Ensure that all School Improvement partners regularly review and challenge schools on the performance and progress of their looked after children.</li> </ul>	<p>Educational qualifications of looked after children – the percentage who have achieved a level 2 qualification at age 19</p> <p>Children looked after absent from school over 25 days in a year will be reduced</p>
<p><b>Make a Positive Contribution:</b> Increase participation of looked after children in their reviews</p>	<ul style="list-style-type: none"> <li>• Change the process of Reviews using a person centred planning approach to enable young people to feel fully involved.</li> <li>• Involve looked after children in designing opportunities that would interest young people.</li> <li>• Provide support and advice for Mentors as well as liaising with local colleges to provide some accredited training.</li> <li>• Employ a care leaver as a peer consultant through a traineeship.</li> </ul>	<p>Final warnings and reprimands of looked after children (c.f. all Bury)</p> <p>Participation of looked after children in reviews</p>
<p><b>Achieve Economic Well-being:</b> Improve the support to care leavers entering employment and living independently</p>	<ul style="list-style-type: none"> <li>• Work with housing providers to improve the number and range of housing options for care leavers.</li> <li>• Establish a befriending/mentoring project for Care leavers who are living independently.</li> <li>• Work with Job Centre Plus to strengthen areas where they have some local discretion e.g. New Deal.</li> <li>• 3 positive action traineeships to be established for looked after children – 1 public sector, 1 private sector, 1 voluntary sector</li> </ul>	<p>Employment, education and training for care leavers</p>

## Our Targets:

Outcome Area	PAF ref	Indicator	Baseline 2006/07	Target 2007/08	Target 2008/09	Target 2009/10
Be Healthy	C19	Health Assessments of Looked after children up to date	84.1%	86%	90%	95%
Stay Safe		Number of Looked after children	291	276	261	247
Stay Safe	A1	Stability of Placements of Children Looked After (3+ in a year)	7.6%	10%	10%	10%
Stay Safe	B79	Children aged at least 10 and under 16 looked after in foster placements or placed for adoption	82.4%	85%	85%	85%
Stay Safe	C69	Distance children newly looked after are placed from home – over 20 miles	0%	0%	0%	0%
Stay Safe	D78	Long term stability of children looked after (aged under 16 and in care for at least 2.5 years and in same placement for 2 years)	73.6%	80%	80%	80%
Enjoy & Achieve	A2	Educational qualifications of looked after children – the percentage who have achieved a level 2 qualification at age 19	44.4%	64.3%	55%	60%
Enjoy & Achieve	C24	Children Looked After absent from school - over 25 days in a year	11.3%	10%	9%	8%
Make a Positive Contribution	C81	Final warnings and reprimands of looked after children (c.f. all Bury)	2.0	1.6	1.4	1.2
Make a Positive Contribution	C63	Participation of looked after children in reviews	80.5%	90%	95%	100%
Achieve Economic Well Being	A4	Employment, Education and Training for Care leavers	0.99	0.90	0.95	0.95

## 8.1 NARROWING THE GAP : IMPROVING OUTCOMES FOR CHILDREN WITH LEARNING DIFFICULTIES AND/OR DISABILITIES

### Introduction:

Data and information from OfSted Inspections informs us that children and young people with learning difficulties or disabilities (LDD) achieve well in relation to their peers, although we acknowledge that there is still more to be achieved. We will continue to develop and implement a strategy to improve outcomes for children and young people with LDD. In particular, the focus will be on closing the achievement gap and improving inclusive social opportunities.

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<p><b>Be Healthy:</b></p> <p>Establish Early Support (ES) principles across Children's services</p>	<ul style="list-style-type: none"> <li>• Have coordinator in post funded by PCT and Local Authority for training and development purposes.</li> <li>• Set up Early Support Steering Group consisting of multi agency services, volunteer groups and parents</li> <li>• Early Support coordinator to work on multi agency service audit and to engage with families and service users.</li> <li>• Introduce key working across agencies</li> </ul>	<p>Increase in percentage of families who receive effective support from Early Support</p> <p>Feedback/evaluations from parents/service users</p>
<p><b>Stay Safe:</b></p> <p>Increase the range of respite care/social opportunities</p> <p>Improve the transition protocols of children and young people with learning difficulties and/or disabilities (LDD) from Children to Adult services.</p>	<ul style="list-style-type: none"> <li>• Establish a Children's Disability Partnership, including a range of partners, which will be charged with developing high quality respite care/social opportunities for children and young people with LDD and their families</li> <li>• Establish additional home from home care.</li> <li>• Develop a range of inclusive social opportunities.</li> <li>• Establish a working group to deliver on issues relating to transition and person centred planning (PCP) in relation to children and young people with LDD which involves PCT, MBC Adult &amp; Children's services and Connexions.</li> <li>• Establish a virtual team of key workers who will work with children and young people (15 – 21) delivering effective person centred planning and provide effective transition into Adult services.</li> </ul>	<p>Increase the number of home from home respite care opportunities by 50%</p> <p>Mult-agency working group established by January 2008.</p> <p>Person centred plans available from Summer 2008 – with feedback from children and young people.</p> <p>Review and development of Person centred plans through 2009 - 10</p>

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<p><b>Enjoy and Achieve:</b></p> <p>Increase the opportunities for challenging and stimulating inclusive leisure and social opportunities for children and young people with LDD in both their learning and community environments (linking with extended schools agenda)</p> <p>Ensure children and young people with LDD make at least good progress in their learning in relation to nationally expected outcomes</p> <p>Further develop inclusive practice in schools</p>	<ul style="list-style-type: none"> <li>• Ensure that the play and sports strategies develops inclusive opportunities.</li> <li>• Develop an action plan to extend the range of groups and activities which offer opportunities on an inclusive basis</li> <li>• Provide challenge and support to learning environments to further raise the attainment of children and young people with LDD.</li> <li>• Provide settings with an Inclusive Framework audit tool to ensure children and young people with LDD as well as other vulnerable groups access appropriate and effective learning programmes which improve outcomes. Learning environments have opportunity to seek accreditation for effective Inclusive Practice</li> </ul>	<p>Audit of groups and activities which offer opportunities on an inclusive basis</p> <p>Action Plan in place by Summer 2008</p> <p>Improved attainment of children and young people with learning difficulties and/or difficulties</p> <p>Pilot established for September 2008. A framework will be available for all schools by September 2009.</p>
<p><b>Make a Positive Contribution:</b></p> <p>Further develop children and young people's contribution to educational development programmes and aspects of service development and educational programmes</p>	<ul style="list-style-type: none"> <li>• Voice of the Child event arranged for staff working with children with learning difficulties and/or disabilities. Event aimed to develop knowledge of legislation and awareness of ways in which children and young people with LDD communicate, to support action planning and improve local practice.</li> <li>• Providing training to learning environment re capturing the voice of the child 2008/9</li> <li>• Establish service development forums for staff working with children and young people with LDD and including children and young people</li> </ul>	<p>Audit learning environments in respect of children and young people contributions by end of summer 2008</p> <p>Percentage of children and young people with LDD attend and contribute to reviews on progress and are involved in the planning of new targets</p> <p>Participation of pupils with LDD on Youth Forums to identify planning provision by 2010</p>
<p><b>Achieve Economic Well-being:</b></p> <p>Improve transition arrangements to post 16 opportunities.</p>	<ul style="list-style-type: none"> <li>• Schools, Connexions and the Local Authority will work together to implement the new guidance "Transition - Bridging the Gap"</li> </ul>	<p>Key transition worker in schools identified by September 2007.</p> <p>Percentage of transition reviews with an agreed Transition Plan in place</p>
<p>Increase the number of families and children receiving direct payments</p>	<ul style="list-style-type: none"> <li>• Establish a team to manage and promote the process</li> </ul>	<p>Take up of direct payments further improves from 13 in 2007 to 20 in 2010</p>

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<p>Improve the percentage of children and young people with LDD into education, employment and training (EET).</p> <p>Develop further opportunities 14 -19</p>	<ul style="list-style-type: none"> <li>• Work with 14-19 strategy group in improving opportunities for children and young people with LDD</li> <li>• Implement the Learning Skills Council NW Strategic Plan for children/young people with learning difficulties and/or disabilities 2007-2010</li> <li>• Implement Local Area Agreement project to improve the economic well-being of young people with LDD</li> <li>• Continue to develop transition planning pilot as appropriate (ages 13-16)</li> <li>• Continue to develop collaborative work experience programmes for school pupils</li> <li>• Increase the range of employers offering work placements</li> <li>• Improve information for young people and parents on pathways to work</li> </ul>	<p>Audit of current situation and scoping document produced re: 16 -19 opportunities for children and young people LDD. Spring 2008</p> <p>Percentage of 16 – 19 year olds with LDD in education, employment and training</p>

### Our Targets:

Outcome Area	Indicator	Baseline 2006/07	Target 2007/08	Target 2008/09	Target 2009/10
Be Healthy	Families receiving effective support from Early Support	To be established	60%	80%	100%
Stay Safe	Increase number of home from home respite care opportunities	420 nights provided	25% increase	25% increase	25% increase
Enjoy & Achieve	The progress of children and young people with LDD is at least 'good' in school inspections [from a baseline of inspections 2005-7 (Ofsted)]	78% Primaries	80%	82%	84%
		36% High Schools	43%	50%	57%
Make a Positive Contribution	Percentage of children and young people with LDD who attend and contribute to reviews and are involved in the planning of new targets	70%	80%	90%	100%
Achieve Economic Well Being	Percentage of transition reviews with an agreed Transition Plan in place	70%	80%	100%	100%
	Percentage of young people with LDD in education, employment and training	73.3%	76.5%	78.9%	82%
	Number of families and children receiving direct payments	13	16	18	20

## 9. THE EVERY CHILD MATTERS OUTCOMES

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

### 10.0 BE HEALTHY

#### 10.1 Our ambition:

We want to make Bury the healthiest Borough for children and young people in the North West, this means making sure that all children and young people:

- have the healthiest possible start in life;
- are protected from preventable disease;
- are mentally well;
- are self confident and supported in addressing their health needs by parents, carers and all agencies;
- eat healthily and take part in physical activity to improve their health;
- can make positive choices about their health needs particularly when they have disabilities or are chronically ill;
- can make informed, safe choices about their sexual behaviour, substance misuse and risk taking behaviour.

What we said we would do in 2006	What we achieved:
Implement the Teenage Pregnancy strategy and continue to meet the teenage pregnancy reduction targets	<ul style="list-style-type: none"> <li>• 12% decrease in conceptions under 18 and 11% reduction among the under 16 age group. Multi agency prevention and support programme in place.</li> </ul>
Reducing the incidence of STIs in under 19 year olds	<ul style="list-style-type: none"> <li>• Screening for Chlamydia introduced April 2006 and funding secured to develop screening and treatment programme 3470 young people screened in the first year</li> <li>• Young People's Advisory Service providing confidential advice and information for all young people</li> </ul>
Improve the health and well-being of children and young people through the delivery of the Choosing Health Agenda and the National Healthy Schools Agenda	<ul style="list-style-type: none"> <li>• NSF local implementation team established,</li> <li>• 100% of schools involved in the National Healthy Schools Programme and 55% have achieved the standard.</li> <li>• Improved intervention for Primary school pupils through Crucial Crew.</li> <li>• Drop in sessions for all secondary schools and colleges.</li> <li>• 95% of care leavers offered a health assessment.</li> <li>• Immunisation rates are above average</li> </ul>

Implement Bury's Substance Misuse Strategy and Bury's Alcohol Strategy	<ul style="list-style-type: none"> <li>• Effective partnership between Bury DAAT and Early Break provides treatment, early intervention, holistic therapy, support groups and family centred intervention.</li> </ul>
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## 10.2 What children and young people, their parents and carers think:

Children and young people, their parents and carers rate local health services well and believe they would be better if we had

- Healthier food available and better advice on food choice;
- Better information on sexual health;
- Better access to support for children who are overweight;
- More help to reduce teenage pregnancies;
- More opportunities for taking part in physical activity.

## 10.3 What our data tells us

- Bury's breastfeeding rates are below the national average. Teenage mothers are less likely to initiate and sustain breastfeeding;
- Teenage conception rates have reduced - 12% in under 18's, 11% in under 16's and 3.3% in hotspot wards;
- There is universal support for new parents with advice, guidance and referrals to clinics and other screening;
- Dental health is a cause for concern – more children have decayed, missing or filled teeth than the national average, according to NW Dental Observatory. This is reflective of the situation in the North West which has the worst dental health in England.
- 97% of Bury schools are on track to reach the Healthy Schools standard by 2010
- The incidence of sexually transmitted infections amongst 16 – 19 year olds is increasing in line with national average;
- At least 85% of primary aged pupils take part in 2 hours physical activity per week;
- Access to mental health services is improving, especially for targeted groups, but needs to be improved significantly;
- A majority of young people who are substance misusers receive specialist assessment and a higher than average proportion (within the North West) access treatment
- Obesity levels of reception and Year 6 children are in line with the national average

We have reached our priorities by undertaking a comprehensive needs analysis and by listening to the views of young people. Where the views of young people are not clearly reflected in our priorities, activity



around the proposals will be monitored through the ECM theme groups using the “Hear by Right” toolkit “What’s Changed”.

#### 10.4 Our priorities for improvement 2007 – 2010

- Promoting Healthy Lifestyles
- Improving Sexual Health
- Promoting Emotional Wellbeing

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<b>Promoting Healthy Lifestyles</b>		
<p>Fairer access to services for those most at risk of poor life expectancy.</p> <p>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.</p> <p>In 2007 82% of reception age and year 6 children have been weighed as part of the National Child Measurement Programme (NCMP), 12.5% 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.</p>	<ul style="list-style-type: none"> <li>• For the PCT and Children’s Services to establish Children and Young People’s Centres to improve access to health services in particular.</li> <li>• For the PCT and Bury Early Years service to review and integrate the NSF workstreams with Every Child Matters and strengthen multi agency working located in Children’s Centres service the most disadvantaged parts of the Borough.</li> <li>• Implement the Obesity Strategy and Sports &amp; Physical Activity Alliance Delivery Plan across all agencies</li> <li>• For the PCT and Bury MBC to increase the number of young people who are taking part in the Obesity Surveillance Programme.</li> <li>• Ensure that the needs of young people are fully represented in the Bury Obesity strategy - including ante-natal care, surestart, outreach to pre-school groups, food, exercise, targeted healthy schools.</li> <li>• Assess the viability of evolving the Surveillance Programme into a Screening Programme supported by appropriate referral pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• PSA target: To halt the year on year rise of obesity in children by 2010 as part of a broader strategy to tackling obesity.</li> <li>• Number of reception and year 6 pupils participating in obesity surveillance programme.</li> <li>• Percentage of pupils walking to school</li> <li>• Percentage of pupils cycling to school</li> <li>• Number of schools with Travel Plans</li> <li>• PSA 1 Target – To ensure that 75% of Children and young People spend a minimum of 2 hours per week on high quality physical education and school sport within and beyond the curriculum by 2006 and 85% by 2008</li> <li>• The percentage of mothers initiating breast-feeding</li> </ul>
<p>Increase the number of schools achieving the new Healthy Schools standard</p>	<ul style="list-style-type: none"> <li>• Bury Healthy Schools partnership and the PCT to ensure that 50% of schools achieve the new Healthy Schools Standards by 2007,</li> </ul>	<ul style="list-style-type: none"> <li>• The number of schools achieving the (new) National Healthy Schools Status</li> </ul>

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<p>Deter young people from taking up smoking and help those who currently smoke to give up.</p>	<p>increasing to 97% of schools by 2010</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Links to actions in Local Area Agreement Healthier Communities and Older Peoples Block improving the environment for young people through the Smoke Free homes Programme</li> <li>• Provide information, advice and guidance on the impact of new legislation and action to deter young people smoking</li> <li>• Ensure all schools, youth centres and other venues used by young people comply with legislation and are smoke free.</li> <li>• By 2010, reduce the number of 12 – 18 year olds who smoke regularly by 50%.</li> </ul>	<p>Reduce smoking prevalence in Bury from 24% (2005/6) to 19.8% (2009/2010)</p> <p>The percentage of mothers smoking during pregnancy</p>
<b>Improving Sexual Health</b>		
<p>There remain 3 main 'hotspot' wards for teenage conception in Bury, where teenage pregnancy remains higher than the national average. We will focus on preventive activity</p> <p>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. HPV (human papilloma virus) is the cause of the majority of cervical cancer. Clarify the pathway for access to termination of pregnancy</p>	<ul style="list-style-type: none"> <li>• For the PCT and Bury MBC to develop the Delaying Early Sex Programme and expand the Condom Distribution Scheme in order to support the reduction of teenage pregnancies in the borough. The work to include a focus on self-esteem and recognise the link with alcohol</li> <li>• Increase the emphasis on sexual health in Healthy Schools programme – linked to self-esteem theme and develop universal services as well as those targeted at children and young people.</li> <li>• Develop and implement a modernisation programme for young people's sexual health services to work with all front line services.</li> <li>• For the PCT and Bury MBC to increase the number of young people who are screened for Chlamydia and other sexually transmitted infections</li> </ul>	<p>Percentage change in the number of conceptions amongst 15-17 year olds from the 1998 baseline</p> <p>Number of sexually active 15-25 year olds attending chlamydia screening.</p>

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
	<ul style="list-style-type: none"> <li>• Trial offering immunisation against HPV to all children in the first year of secondary school. All looked after girls aged 12-16 will be offered the vaccine.</li> </ul>	
<b>Promoting Emotional well-being</b>		
<p>Whilst significant progress has been made in improving Tier 2 Child &amp; Adolescent Mental Health Services (CAMHS), building on the core CAMHS service, and commissioning a service for those with learning difficulties and/or disabilities and commissioning psychiatry for 16-17 year olds there is further work to do on developing age appropriate in patient facilities and agree a partnership procedure for managing children and young people with continuing mental healthcare needs,.</p> <p>Training for all professionals working with young people to provide initial assessment and intervention where drug and alcohol misuse issues are identified</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Deliver the Increasing Access to Psychological Therapies for children and young people pilot through increased commissioning of 3<sup>rd</sup> sector providers, with a particular focus on supporting children and young people at risk of exclusion from school</li> <li>• Develop a children and young people's well-being drop-in centre in Bury town centre</li> <li>• Work across the Pennine Care footprint to develop age appropriate facilities for children and young people who require an in patient stay</li> <li>• Agree a joint procedure for assessing, funding and managing the placements of children with serious on-going mental health needs</li> <li>• Train those frontline professionals directly working with looked after children and young people to provide such initial screenings and interventions</li> </ul>	<ul style="list-style-type: none"> <li>• The number of teachers and nurses with in a certificate in PSHE</li> <li>• The number of teachers and nurses who have attended Tier 1 Mental Health training, or number capable of delivering mental health intervention in schools and colleges</li> <li>• Progress made towards a comprehensive CAMHS</li> <li>• Reduction in waiting lists for assessment and treatment at Tier 3 and above to below 8 weeks</li> </ul>

## 10.5 Our Targets:

Indicator.	Baseline 2006/07	Target 2007/08	Targets 2008/09	Target 2009/10
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
PSA target: To halt the year on year rise of obesity in children by 2010 as part of a broader strategy to tackle obesity. Proxy measure used – obesity prevalence in reception and year 6 pupils	12.5%	12.5%	12.5%	12.5%
Number of reception and year 6 pupils participating in the National Child Measurement programme. Whilst this target is a given our vision should be further than this and be about reducing the proportion of young people who are obese	76%	85%	90%	95%
Percentage of pupils walking to school	48%	52%	53%	54%
Percentage of pupils cycling to school	0.9%	1.0%	1.1%	1.2%
Number of schools with Travel Plans	34	49	64	79
% of children and young people who have 2hrs PE in curriculum	92%	94%	98%	100%
% of children and young people (who have 2hrs PE in curriculum and) can access a further 2hrs per week beyond the school day	3hrs – 48%	4hrs: 50%	4hrs: 60%	4hrs: 70%
The percentage of mothers initiating breast-feeding	50%	+2%	+2%	+2%
The number of schools achieving the (new) National Healthy Schools Status	25	52	68	81
The percentage of mothers smoking during pregnancy	20.9%	19.9%	18.9%	17.9%
Percentage change in the number of conceptions amongst 15-17 year olds from the 1998 baseline	-12.1%	-18.3%	-24.7%	-31.1%
Number of sexually active 15-25 year olds attending chlamydia screening.	No baseline data	15% (national target)	15% (national target)	15% (national target)
The number of teachers with a certificate in PHSE	16	26	36	46
The number of nurses with a certificate in PHSE	7	12	16	20
The number of teachers and nurses who have attended Tier 1 Mental Health training, or number capable of delivering mental health intervention in school/college.	0	20	50	86
Progress made towards a comprehensive CAMHS out of a possible score of 16 (using Durham University comprehensive CAMHS self assessment tool)	12	13	14	15

## 11.0 STAY SAFE

### 11.1 Our ambition:

We want to make sure that all children and young people:

- Are safe, secure and cared for;
- Are safe from from abuse, neglect, and sexual exploitation
- Have fewer accidents and are protected from accidental injury;
- Are protected from bullying, racism, harassment and crime and their impact.

What we said we would do in 2006	What we achieved:
Further develop and implement the work of Bury's Safeguarding Board	<ul style="list-style-type: none"> <li>• We have established a Bury Safeguarding Children Board and robust subgroups that take responsibility for the broad staying safe agenda. There are strong links between the Bury Safeguarding Children Board and the Children and Young People's Strategic Partnership. Agreement has been reached with partners to provide a budget to take forward development work to 2008</li> </ul>
Develop multi-agency policies regarding all elements of safeguarding and ensure that they are in-line with Greater Manchester policies.	<ul style="list-style-type: none"> <li>• The Safeguarding Board has developed a full range of draft policies and these are now subject to consultation and implementation.</li> </ul>
Investigate the rate of children becoming looked after by the council and analyse the factors leading to children becoming looked after.	<ul style="list-style-type: none"> <li>• We reviewed family support services to ensure maximum impact of preventive work. We developed a plan to discharge care orders for young people placed at home. We developed and implemented policy and provision to support special guardianship.</li> <li>• 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.</li> </ul>
Improve the availability of in-house placement choices and improve the range and quality of support services for Looked after children.	<ul style="list-style-type: none"> <li>• We have good stability of placements for Looked after children and placement choice in our in-house foster care provision for younger children.</li> <li>• 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.</li> </ul>
Increase the number of designated child protection teachers receiving appropriate training through the Safeguarding Board	<ul style="list-style-type: none"> <li>• An intensive programme of single agency training has increased the proportion of recently trained designated teachers by 30%</li> </ul>
Develop and implement Community Road Safety strategy in order to achieve the national target reduction of road accidents	<ul style="list-style-type: none"> <li>• There is a well-established programme for road safety which is delivered through schools and Children's Centres</li> </ul>
Further develop bullying strategies in order to ensure that children and young people are safe from bullying,	<ul style="list-style-type: none"> <li>• In response to concerns from children and young people regarding bullying, an investigation into bullying in schools in the borough has been</li> </ul>

What we said we would do in 2006	What we achieved:
discrimination and harassment	undertaken to understand the level of the problem in Bury and expand provision for children and young people in this respect. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Young people's involvement in developing an Action Plan</li> </ul>
Review our training, information and support around safeguarding, and risk assessment to all childcare providers.	<ul style="list-style-type: none"> <li>• Local Safeguarding Procedures are being re-written</li> <li>• Consultation taken place with childminders in particularly regarding use of procedures</li> <li>• Support Childminder Role established to support new and existing childminders in this area</li> <li>• Quality Assurance Scheme ongoing - first childminder received award for completing all eight modules of scheme</li> <li>• Risk assessment training now offered post registration</li> </ul>

## 11.2 What children and young people think:

Children and young people generally feel safe but want:

- Action to tackle bullying and intimidation in school and out of school
- Better information on ways to stop bullying
- To know who the child protection teacher is in their school
- To feel safe on the streets and have safe places to go
- More things to do after school during the evenings and at weekends, particularly for older children
- Better information on services for young people and improved transport in areas that are not well served

## 11.3 What our data tells us:

- The number of referrals leading to initial assessment is volatile but the proportion of those receiving a core assessment is increasing. Most initial and core assessments take place within specified timescales, well above national average.
- The proportion of children on the child protection register is stable and at an appropriate level for the Borough. The number of children re-registered is low – Bury is a top performing Local Authority. All young people on the register have an allocated qualified social worker.

- The number of young people looked after by the Local Authority is decreasing, almost all are in stable placements which is very high performance.
- 51% of young people report that they have been bullied but 70% say that it stops following the intervention of staff.
- Bullying occurs most when young people are less closely supervised – in playgrounds and on corridors

We have reached our priorities by undertaking a comprehensive needs analysis and by listening to the views of young people. Where the views of young people are not clearly reflected in our priorities, activity around the proposals will be monitored through the ECM theme groups using the “Hear by Right” toolkit “What’s Changed”.

#### 11.4 Our priorities for improvement 2007 – 2010

- **Reduce the number of Looked After Children**
- **Safeguarding in schools and extended services**
- **Ensure referral and assessment processes are robust**

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<b>Reduce the number of looked after children</b>		
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 fully achieved	<ul style="list-style-type: none"> <li>• Reduce the number of looked after children entering the system through the development of a range of preventative services and ensure children for whom it is appropriate return home.</li> <li>• Promote Special Guardianship appropriately increasing options for permanency so that children do not grow up in care</li> </ul>	There will be a reduction in the rate of looked after children per 10,000 of the child population
<b>Safeguarding in schools and extended services</b>		
There are continuing concerns relating to designated Child Protection teachers who have not had multi-agency Child Protection Training and there are still a number of schools who have not received whole school training regarding Child Protection.	<ul style="list-style-type: none"> <li>• Improve the understanding of the safeguarding agenda in Schools ensuring high take up on Child Protection training.</li> <li>• Provide enhanced consultation service to schools helping to embed the Common Assessment Framework and Child in Need procedures.</li> <li>• Develop a full time post to work with schools and extended services on safeguarding.</li> </ul>	<p>The percentage of designated child protection teachers receiving multi agency training will increase</p> <p>The percentage of schools having received whole school training will increase steadily as will the numbers of designated teachers who participate in multi agency training</p>

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
Earlier identification of issues of concern in childcare settings	<ul style="list-style-type: none"> <li>• Targeted support from area childcare teams</li> <li>• Review pre-registration briefings to ensure appropriate level of information</li> <li>• Continue to review QA scheme in line with the Every Child Matters agenda</li> <li>• Establish Policy Toolkit for providers</li> </ul>	<p>Reduce number of actions raised at registration</p> <p>Improve judgements for daycare settings on inspection</p>
<b>Ensure referral and assessment processes are robust</b>		
<p>Ensure that referral rate to Social Care is maintained, increase the numbers of referrals that proceed to initial assessment and core assessment. Embed common assessment framework in multi-agency practice.</p> <p>Implement the recommendations of serious case reviews looking particularly at the impact of bullying in schools.</p>	<ul style="list-style-type: none"> <li>• Ensure guidance on policy and practice is implemented by embedding quality control systems.</li> <li>• Ensure clarity of threshold information.</li> <li>• Implement the strengths and concerns model ensuring good assessment of neglect.</li> <li>• Ensure that recommendations from Serious Case Reviews are implemented, paying particular attention to Children in Need and effective multi-agency working</li> <li>• Implement system which supports improved reporting on bullying and harassment which enables effective, targeted response.</li> <li>• Ensure that strong links are made between the Common Assessment Framework and the Child in Need Procedures</li> </ul>	<p>Continued improvement in the numbers of children receiving an assessment. Improved inter-agency understanding of thresholds and effective use of CAF by all agencies.</p> <p>Multi-agency audit of cases that have a child protection plan will demonstrate good practice.</p> <p>The Bury Safeguarding Children's Board will evaluate Serious Case Review action plans and monitor progress</p> <p>By 2010 we will improve the correlation between children's identification of bullying and schools' reporting of bullying</p> <p>Evaluate the implementation/development and maintenance of the Common Assessment Framework</p>



## 11.5 Our Targets:

<b>Indicator.</b>	<b>Baseline 2006/07</b>	<b>Target 2007/08</b>	<b>Targets 2008/09</b>	<b>Target 2009/10</b>
The number of children and young people looked after in proportion to the overall population	68%	66%	64%	62%
The percentage of designated child protection teachers receiving multi agency training		Baseline to be established		
The percentage of schools having received whole school training	75%	85%	100%	100%
Reduce number of actions raised at registration – regarding safety	67.4%	67%	66%	65%
Reduce number of actions raised at registration – regarding child protection	0.8%	0.7%	0.6%	0.5%
Improve judgements for day care setting on inspection – regarding safety	1.7%	1.6%	1.4%	1.2%
Improve judgements for day care setting on inspection – regarding child protection	1.7%	1.6%	1.4%	1%

## 12.0 ENJOY AND ACHIEVE

### 12.1 Our ambition:

We want to make sure that all children and young people:

- Have access to a wide range of good quality childcare and learning opportunities;
- Attend and enjoy learning and life in school;
- Achieve the highest standards in all aspects of learning;
- Have the opportunity to participate in creative and recreational activities;
- Approach key transitions and changes in life with confidence and resilience.

What we said we would do in 2006	What we achieved:
Raise educational achievement in writing at Key Stage 1	<ul style="list-style-type: none"> <li>• In common with national trends, the proportion of pupils achieving L2+ in writing has fallen by 2.3%. The average points score is just below national average</li> </ul>
Increase the percentage of pupils achieving Level 5 or above at Key Stage 3 in English, maths and science	<ul style="list-style-type: none"> <li>• Average points score shows improvement in mathematics and science but a decline in English.</li> </ul>
Reduce the number of schools below Government Floor Targets	<ul style="list-style-type: none"> <li>• There are seven primary schools below floor targets in English, seven in maths. This number has increased since the previous year.</li> </ul>
Raise educational achievement of underperforming ethnic minority groups	<ul style="list-style-type: none"> <li>• There has been above LA average progress for most English as an Additional Language pupils and pupils from minority ethnic backgrounds at all key stages. The attainment gap between Pakistani heritage and White British pupils has narrowed in all subjects at all Key Stages except in GCSE 5 A*-C (including English and Maths). However, the attainment gap remains in all subjects at all key stages.</li> </ul>
Raise educational achievement of looked after children	<ul style="list-style-type: none"> <li>• Looked after children have made good progress, particularly at Key Stage 3 and 56% achieved 5 or more A* - G grades and 74% 1 or more A* - G grades. This is well above national average</li> </ul>
Develop and implement a Play and Sport Strategy	<ul style="list-style-type: none"> <li>• Participation rates are very high. 865 young people have participated in positive activities, 516 achieve a recorded outcome and 134 achieved and accredited ahead in 2006.</li> </ul>

## **12.2 What children and young people think:**

Children and young people enjoy school when offered different ways of learning and a range of teaching methods. However they want us to:

- Reduce pressure and offer greater fun in learning
- Offer more life and social skills development
- Provide more vocational options
- Develop a more creative and flexible curriculum
- Provide more community/youth centres with places to 'chill out'
- Open youth clubs all week
- Open schools at night to use the gym's
- Offer more incentives for lower achieving pupils e.g. summer schools

## **12.3 What our data tells us:**

### **12.3.1. Early Years**

- There is too much satisfactory and not enough good teaching.
- The gap between the lowest achieving and the median whilst narrowing, still needs further improvement

### **12.3.2 At Key Stage 1**

- 2007 outcomes indicate that the decline in writing has been arrested but still needs further improvement.
- Overall attainment is in line with national expectation.

### **12.3.2 At Key Stage 2**

- Attainment is maintained above national levels in the key indicators
- Conversion rates from KS1 to KS2 continue to improve in English and maths.

### **12.3.4 At Key Stage 3**

- Overall standards of attainment have improved further in English +7%; maths +1%; science +3%.
- All indicators are above the national average.

### **12.3.5 At Key Stage 4**

- 2007 outcomes are strong; 52.5% of pupils achieved 5A\*-C grades (including English and maths) this is an increase of 4.6% on 2006.
- 63.3% achieved five or more A\* - C grades, an increase of 4.3% on 2006.

### **12.3.6 Absence**

- Absence rate figures for 05/06 is very positive Bury is 18<sup>th</sup> LA nationally
- Attendance has improved for the fifth year in a row and the LA has exceeded its PSA targets

### **12.3.7 Looked after children**

- Looked after children have achieved significant improvement in outcomes at KS2 up by 11.2% in English and 4% in mathematics
- At Key Stage 3 performance has been maintained in English but has improved in mathematics by 2% and science by 5%
- At Key Stage 4, the proportion not sitting a GCSE exam has fallen to 27% (from 43.8% last year) and the proportion achieving 5A\* -C has improved to 19%
- However, the proportion of care leavers achieving at least 1 GCSE at 44% is well below target.

### **12.3.8 Ethnic minority achievement**

- Progress at all key stages was greater for Pakistani heritage pupils than for White British pupils and the attainment gap narrowed in all subjects at all key stages except for GCSE 5A\*-C including English and Maths.
- There remains a gap in attainment between Pakistani heritage and White British pupils at all key stages, with the most significant gaps being at Foundation Stage, in science at Key Stage 3 and in GCSE 5A\*-C including English and maths. The gap between English as an Additional Language (EAL) and English first Language learners reduced at Key Stage 1 but increased slightly at Key Stage 2. Pakistani heritage pupils' progress from KS1 – 2 exceeded the target set.
- The performance of minority ethnic pupils at Level 4+ in English at KS2 and at Level 2+ in Reading and Writing at KS1 increased by an average of 16.9% points in schools targeted through the EAL programme in 2006-7.

We have reached our priorities by undertaking a comprehensive needs analysis and by listening to the views of young people. Where the views of young people are not clearly reflected in our priorities, activity around the proposals will be monitored through the ECM theme groups using the “Hear by Right” toolkit “What’s Changed”.

## 12.4 Our priorities for improvement 2007 – 2010

- **Attainment in the Foundation stage and Key Stage 1 and progress from Key Stage 2 to Key Stage 3 (from age 11 - 14)**
- **Narrowing the gap for under-achieving groups and individuals**
- **To provide more places to go and things to do for children and young people**
- **To ensure effective education for all young people**

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<b>Attainment in the Foundation Stage and Key Stage 1 and progress from Key Stage 2 to Key Stage 3 (from ages 11-14)</b>		
<p>The gap in attainment between the lowest achieving pupils and the median at Foundation Stage is narrowing but continues to be a focus of our work.</p> <p>Arrest and reverse the trend at Key Stage 1, particularly in writing and maths.</p>	<ul style="list-style-type: none"> <li>• To develop a strategy across maintained and non-maintained provision for improving standards in Early Years provision</li> <li>• Effective use of data analyses to focus continued targeted support on specific schools, groups and children</li> <li>• Strategies and initiatives developed including the promotion of ‘Quality First’ teaching, Communication, Language and Literacy Development, clusters group meeting to improve phonic assessment</li> <li>• Effective recruitment &amp; deployment of School Improvement Partners, effective implementation of School Improvement Partner programme from April 08</li> <li>• Follow through support in Y3</li> <li>• Develop, through local area partnerships awareness, support and greater engagement in children’s learning including working with families. Local initiatives include ‘Better reading partnership’ and ‘talking partners’</li> </ul>	<p>Foundation Stage – % of children achieving 78+ points, and scoring at least 6 on all Personal, Social &amp; Emotional Development and Communication, Language &amp; Literacy scales</p> <p>Foundation Stage - % gap between the median and mean scores for the 20% lowest performers</p> <p>Outcomes v targets: (Average Points Score) Reading, Writing and Maths</p>

<b>Where we need to make improvements</b>	<b>What we are going to do</b>	<b>How will we know that we are making progress?</b>
<p>We need to improve the rate of progress between KS2 and KS3.</p>	<ul style="list-style-type: none"> <li>• In conjunction with national strategy programmes, target support at schools/groups of pupils who traditionally make poor progress between KS2 and KS3.</li> <li>• Target support to improve rates of progress in English and mathematics</li> <li>• Build on transition programme – ‘Passport to High School’.</li> <li>• Promote the Bury Local Authority Science initiative ‘Aim for 6 and aim for 5’ in 11 High Schools</li> <li>• Continue to develop pastoral support programmes – including Social &amp; Emotion Aspects of Learning (SEAL)</li> <li>• Early data transfer to High Schools for Year 6 coordinated by Local Authority</li> </ul>	<p>Outcomes v targets (level 5+): English, Maths and Science</p> <p>Pupil Progress (KS2 to KS3):</p> <p>The percentage of pupils making two levels of progress will improve across all prior attainment starting points in both English and Maths</p> <p><b>No national comparative data is currently available for these indicators.</b></p>
<b>Narrowing the gap for under-achieving groups and individuals</b>		
<p>Improve the attainment and progress of Pakistani heritage pupils and focus on narrowing the gap between their achievement and that of all pupils.</p>	<ul style="list-style-type: none"> <li>• Further targeted support is to be provided in order to raise the attainment of Pakistani heritage pupils at all key stages</li> <li>• Delivery of the English as an Additional Language (EAL) Programme and Minority Ethnic Achievement Programme (MEAP) in target schools, through professional development sessions and partnership teaching, to develop knowledge, skills and understanding of leadership teams, teachers and teaching assistants in EAL learning and teaching strategies, bilingualism and race equality and diversity.</li> <li>• Improve links with community groups who are active with Pakistani heritage children and agree joint action plan</li> </ul>	<p>Increased attainment of Pakistani heritage learners on foundation stage profile</p> <p>Progress of Pakistani heritage pupils from KS1 – 2 based on average point score</p> <p>Progress of Pakistani heritage pupils from KS2 – 3 across English, Maths and Science based on average point score</p> <p>Increased attainment of Pakistani heritage pupils at KS 4</p>

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<p>To promote the successful language development of children and young people who are early stage learners of EAL.</p>	<ul style="list-style-type: none"> <li>• Ensure that all international new arrival pupils and new intake pupils learning EAL have a language assessment within 8 weeks of entering school.</li> <li>• To provide intervention and support for early stage learners of EAL and their schools to promote effective induction into school, access to the curriculum and language development.</li> <li>• To deliver professional development for school staff through professional development sessions, partnership teaching and advice and through increased understanding of New Arrivals Excellence Programme, to develop their knowledge and skills in supporting early stage learners of EAL, international new arrival pupils and asylum seeker pupils</li> </ul>	<p>Increased attainment of Pakistani heritage and EAL learners on foundation stage profile.</p> <p>Increased attainment of recent international arrival pupils in key stage tests.</p> <p>Positive evaluation of professional development delivered</p>
<p>Improve the educational attainment of looked after children at all key stages</p>	<ul style="list-style-type: none"> <li>• Change the scheme for financing schools to provide an additional funding allocation to schools for each looked after child on roll to enable them to make any additional provision that may be required.</li> <li>• Review the systems for admissions other than at primary/secondary transfer to ensure that looked after children can access schools of their choice outside of the normal admissions round.</li> <li>• Ensure that all School Improvement partners regularly review and challenge schools on the performance and progress of their looked after children.</li> </ul>	<p>Educational qualifications of looked after children – the percentage who have achieved a level 2 qualification at age 19</p> <p>The 25 day+ absence rate for Looked After Children will be reduced by 8% by 2010</p>

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<p>Increase the opportunities for challenging and stimulating inclusive leisure and social opportunities for children and young people with learning difficulties and/or disabilities (LDD) in both their learning and community environments (linking with extended schools agenda)</p>	<ul style="list-style-type: none"> <li>• Ensure that the play and sports strategies develops inclusive opportunities.</li> <li>• Develop an action plan to extend the range of groups and activities which offer opportunities on an inclusive basis</li> </ul>	<p>Audit of groups and activities which offer opportunities on an inclusive basis</p> <p>Action Plan in place by summer 2008</p>
<p>Ensure children and young people with LDD make at least good progress in their learning in relation to nationally expected outcomes</p> <p>Further develop inclusive practice in schools.</p>	<ul style="list-style-type: none"> <li>• Provide challenge and support to learning environments to further raise the attainment of children and young people with LDD.</li> <li>• Provide settings with an Inclusive Framework audit tool to ensure children and young people with LDD as well as other vulnerable groups access appropriate and effective learning programmes which improve outcomes. Learning environments have opportunity to seek accreditation for effective Inclusive Practice</li> </ul>	<p>Children and young people with LDD progress is at least good or better.</p> <p>Pilot established for September 2008. A framework will be available for all schools by September 2009.</p>
<p><b>To provide more places to go and things to do for children and young people</b></p>		
<p>There needs to be increased opportunities for young people to engage in positive activities that lead to recognition of their efforts.</p>	<ul style="list-style-type: none"> <li>• Increase the number of young people participating regularly in youth service activities and achieving recorded and accredited outcomes.</li> <li>• Offer a diverse programme of activities that is challenging yet fun and includes arts drama music and outdoor activities as methods of delivery</li> <li>• Offer a programme that allows for opportunities for young people to engage in multi cultural and intergenerational activities</li> <li>• Offer a programme of positive activities that lead to learning outcomes for individuals in targeted groups</li> </ul>	<p>The number of young people participating regularly in Youth Service activities to be 15% of the 13 – 19 population by 2010.</p> <p>30% of regular participants in Youth Service activities to achieve accredited outcomes.</p> <p>60% of regular participants in Youth Service activities to achieve recorded outcomes</p> <p>3 open access borough wide events to be offered each year</p> <p>Number of ‘vulnerable’ young people participating in Positive Activities programme</p>
<p>Further opportunities for sporting and recreational activities are required for children and young people, and links made outside of</p>	<ul style="list-style-type: none"> <li>• Sporting opportunities are to be increased through the development of sports mentoring programmes. Ensure that children are supported in maintaining physical activity</li> </ul>	<p>By 2010 a minimum of 2hrs high quality PE within the curriculum and the opportunity to access a further 2 or more hours per week beyond the school day</p>



Where we need to make improvements	What we are going to do	How will we know that we are making progress?
school to ensure that such activities carry on after Secondary School.	through the improvement of school to club links.	
We need to ensure that all children and young people have easy access to a range of quality play and recreation opportunities close to their home.	<ul style="list-style-type: none"> <li>Develop Recreation Projects in order to increase the opportunities for challenging and stimulating play. Complete detailed mapping of provision, commission new programmes to achieve match of needs and services. Implement the youth offer.</li> </ul>	To increase the number of Club Mark accredited clubs by 8 per annum for the next 5 years
<b>To ensure effective education for all young people</b>		
Develop a Strategy for Change setting out the long term vision for learning, to inform strategic developments across the early years, primary, secondary, special and post-16 sectors	<ul style="list-style-type: none"> <li>Establish framework for the further development of our vision for learning</li> <li>Link the strategy for change across all sectors, and with key local and national priorities</li> <li>Stengthen arrangements for stakeholder participation in the development and implementation of the Strategy for Change</li> <li>Develop integrated Asset Management Plans with partners to maximise capital investment</li> </ul>	<p>Stakeholder support and commitment to the vision</p> <p>Positive assessment of primary strategy for change by the DCSF</p> <p>Achievement of KPI's as set out in the strategy for change</p> <p>Comprehensive plans in place for use of capital resources</p>
The level of fixed term exclusions in school are high. Continuity of education contributes to improved levels of attainment.	<ul style="list-style-type: none"> <li>Implement the recommendations of the BESD review to improve methods of dealing with pupils with existing behavioural problems to ensure that no high school has 10% or more children who have fixed term exclusion.</li> </ul>	Reduce the number of permanent and fixed exclusions by 20% by 2010
To reduce further the 25 day+ absence rate for Looked after children	<ul style="list-style-type: none"> <li>Commission targeted support for those presenting greatest attendance problems. Improve absence notific</li> </ul>	The 25 day+ absence rate for Looked After Children will be reduced by 8% by 2010
Reduce the number of children and young people who have an attendance rate of 80% or less.	<ul style="list-style-type: none"> <li>Target support to identified schools.</li> <li>Establish a joint networking meeting with schools, EWS and School Improvement.</li> <li>Further develop a reward scheme</li> <li>Work with agencies to reduce holidays taken in term time.</li> <li>Promote attendance through the 'Every Lesson Counts' toolkit.</li> </ul>	From a baseline of 785 children and young people in 2007, reduce the number with 80% attendance or less by 5% until 2010.
Ensure early identification and support for schools causing concern.	<ul style="list-style-type: none"> <li>Review the procedures for identification and support of schools causing concern.</li> </ul>	Revised procedures in place by 2008/09 academic year, if required.

## 12.5 Our Targets:

Indicator.	Baseline 2006/07	Target 2007/08	Targets 2008/09	Target 2009/10
Foundation Stage - % of children achieving 78+ points, and scoring at least on all PSED and CLL scales	40% outcome	46% outcome	46%	50% (prelim)
Foundation Stage - % gap between the median and mean scores for 20% lowest performers	36% outcome	34% outcome	30%	28% (prelim)
Average Point score in maths at KS1	15.8	15.8% outcome	16.2	16.4
Average Point Score in writing at KS1	14.2	14.1 outcome	14.6	14.9
Average Point Score in reading at KS1	15.8	15.8 outcome	16.1	16.3
Percentage of pupils achieving level 5 and above in English at KS3	70%	76% outcome	84%	To be confirmed
Percentage of pupils achieving level 5 and above in maths at KS3	78%	79% outcome	85%	To be confirmed
Percentage of pupils achieving level 5 and above in science at KS3	75%	78% outcome	81%	To be confirmed
Value added KS2 – KS3	99.5	99.7	99.9	100.1
Number of schools below floor target in English plus the number of schools below the floor target in maths at KS2	14	10	8	2
Pakistani heritage pupils Foundation Stage - % of children achieving 78+ points, and scoring at least 6 points on all PSED and CLL scales	19.9% outcome	27.1% outcome	30%	33%
Progress of Pakistani pupils from KS1 to 2 based on Average Point Score	11.5	12.3 outcome	11.8	12
Progress of Pakistani pupils from KS2 to 3 based on Average Point Score	6.8	7.3 outcome	7.4	7.7
Pakistani heritage pupils achieving 5 A*-C at GCSE	50% outcome	60% outcome	60%	
Pakistani heritage pupils achieving 5 A*-C including English and Maths at GCSE	43.1% outcome	44% outcome	49%	
Educational qualifications of looked after children – the percentage who have achieved a level 2 qualification at age 19	44.4%	64.3%	55%	60%
Percentage of 13-19 age group participating regularly in Youth Service activities	13%	15%	15%	15%
% of regular participants in Youth Service activities to achieve accredited outcomes	18%	20%	22%	24%
% of regular participants in Youth Service activities to achieve recorded outcomes	53%	55%	57%	60%
Number of 'vulnerable' young people participating in Positive Activities programme.	150	200	250	300
% of children and young people who have 2hrs PE in curriculum	92%	94%	98%	100%
% of children and young people (who have 2hrs PE in curriculum and) can access a further 2hrs per week beyond the school day	3hrs – 48%	4hrs: 50%	4hrs: 60%	4hrs: 70%
Number of Club Mark accredited clubs	23	24	32	40
Number of pupils receiving fixed term exclusion from school	1,881	1,800	1,650	1,500
Reduce the 25+ day absence rate for looked after children	11.3%	10%	9%	8%
Number of high schools where 10% or more of children have attendance of less than 80%	1	1	0	0

## 13.0 MAKE A POSITIVE CONTRIBUTION

### 13.1 Our ambition:

We want to make sure that all children and young people:

- Have a sense of being part of their community and feel able to participate in making improvements;
- Develop positive relationships, respecting the cultural and faith heritage of others, and choose not to bully or discriminate;
- Are law abiding and behave well in school and in the wider community;
- Are self confident and able to deal successfully with significant life changes and challenges.

What we said we would do in 2006	What we achieved:
A reduction in the number of offences committed by persistent and prolific young offenders	<ul style="list-style-type: none"> <li>• Offending rates have reduced significantly, down 19% in the last year. The reduction is particularly marked in violent incidents. The PPO strategy has been agreed with the LA, police, probation Service and YOT. The agreed number of targeted cases in Bury is 40 of which 4% will be young people. The success of the Youth Inclusion Support Panel (YISP) through early intervention has reduced the risk of crime.</li> </ul>
Development of a borough wide strategy for the reduction of anti-social behaviour and annoyance caused by children and young people.	<ul style="list-style-type: none"> <li>• The PAYP (Positive Activities for Young People) programme offered opportunity for recreational activities, including holiday programmes for socially excluded young people in targeted areas. Over 100 were involved.</li> <li>• Anti-social behaviour strategy has been agreed and implemented by police, YOT and local authority. YISP early intervention programme has successfully engaged over 400 young people</li> </ul>
Further develop opportunities for volunteering for all children and young people in order to support positive behaviour.	<ul style="list-style-type: none"> <li>• The Youth Service has had contact with and registered 5459 people in the 11-25 age groups. 190 young people participated in volunteering activities through the Duke of Edinburgh and V Award schemes.</li> </ul>
Development and improvement of current processes and policies for consultation with children and young people.	<ul style="list-style-type: none"> <li>• A Participation officer has been employed and the strategy implemented.</li> <li>• 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'.</li> <li>• Large scale consultation and involvement exercises with a range of children have now been held in 2002, 2004 and 2006.</li> <li>• A Participation and Involvement Strategy is currently being developed which will consolidate and strengthen the involvement of children and young people.</li> </ul>

<p>Development and improvement of current processes and policies for consultation with children and young people.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Participants in the YISP programme have taken part in the evaluation of its impact. They have identified improved signposting of support services as a priority.</li> </ul>
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### **13.2 What children and young people think:**

- We need to improve the things young people can do and so stop them offending
- Improve information about clubs and activities
- They need to feel safe when out and this may help young people participate more
- They need to communicate better with councillors
- We must find ways to reduce stereotyping of young people
- Young people to be made aware of services
- More understanding from adults and not being judged unfairly
- Better signposting of support services

### **13.3 What our data tells us:**

- In almost all schools young people's contribution to the community and their spiritual, moral, social and cultural development is good or outstanding
- In 2004-05 36 young people were victims of crime and about half of this group accepted reparation through the restorative justice programme
- There are currently 40 young people registered on millennium volunteers and 352 currently registered for the Duke of Edinburgh's Award scheme.
- There were 1458 referrals to the Youth Inclusion Support Panel programme
- 20 Anti Social Behaviour Orders (ASBOs) have been initiated over the last three years – well below the regional average.
- The level of youth offending has decreased by 19%, down from 1243 offences in 2005-06 to 1011 in 2006-07.
- The proportion of supervised juveniles in education, employment and training is 85%, a significant improvement of the previous year and well above average for statistical neighbours.
- The Youth Offending Team is rated in the top 30 nationally. It 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

We have reached our priorities by undertaking a comprehensive needs analysis and by listening to the views of young people. Where the views of young people are not clearly reflected in our priorities, activity around the proposals will be monitored through the ECM theme groups using the “Hear by Right” toolkit “What’s Changed”.

### 13.4 Our priorities for improvement 2007 – 2010

- **Reduce the number of entrants into the criminal justice system**
- **Encourage more young people to volunteer**
- **Ensure the active participation and involvement of children and young people in planning, review and decision making**

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<b>Reduce the number of entrants into the criminal justice system</b>		
Reduce the number of first time entrants into the criminal justice system.	<ul style="list-style-type: none"> <li>• We will 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 re-offending rates by 5% by 2010 based on the 2002 baseline.</li> <li>• By 2010 we will reduce the number of first time entrants into the youth justice system by 4%, this is against a national target of 2%.</li> </ul>	<p>The number of first time entrants into the criminal justice system.</p> <p>5% of baseline reduction in recidivism year on year.</p>
<b>Encourage more young people to volunteer</b>		
We will encourage more young people to volunteer and to become involved in their communities.	Increase the number of young people volunteering through V Awards and Duke of Edinburgh Award.	The number of young people taking part in volunteering activities through V Award and the Duke of Edinburgh Scheme to be increased to 446 by 2010.
<b>Ensure the active participation and involvement of children and young people in service development and decision making</b>		
We will ensure that children and young people participate in decision making about their own lives, and are part of designing and developing services for others	Disemminate and embed the Participation Strategy and action plan amongst all partners.	<p>The achievement of indicators identified in the ‘Hear By Right’ national standards for children and young people’s participation and involvement.</p> <p>The number of young people from a sample of 500 who report knowing that their opinion has influenced service and facilities.</p> <p>The number of young people taking part in Youth Cabinet.</p> <p>The number of young people who achieved an accredited award for their participation activity.</p>

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
Increase participation of looked after children in their reviews	<ul style="list-style-type: none"> <li>• Change the process of Reviews using a person centred planning approach to enable young people to feel fully involved.</li> <li>• Involve looked after children in designing opportunities that would interest young people.</li> <li>• Provide support and advice for Mentors as well as liaising with local colleges to provide some accredited training.</li> <li>• Employ a care leaver through a traineeship.</li> </ul>	<p>Final warnings and reprimands of looked after children (c.f. all Bury)</p> <p>Participation of Looked after children in reviews</p>

### 13.5 Our Targets

Indicator.	Baseline 2006/07	Target 2007/08	Targets 2008/09	Target 2009/10
5% of baseline reduction in recidivism year on year.	23.68%	22.50%	21.38%	20.32%
The number of first time entrants into the criminal justice system.	364	350	336	323
The number of young people accredited in the volunteering element of the Duke of Edinburgh's Award Scheme and The V Award.	190	268	356	446
Increase the percentage of 'Hear By Right' indicators that have been met.	51%	55%	60%	65%
Proportion of young people from a sample of 500 who report knowing that their opinion has influenced services and facilities.	No baseline established	15%	20%	30%
The number of young people taking part in Youth Cabinet	52	55	60	65
The number of young people who achieve an accredited award for their participation activity.	No baseline established	15	20	25
Participation of looked after children in Reviews	80.5%	90%		

## 14.0 ACHIEVE ECONOMIC WELL BEING

### 14.1 Our ambition:

We want to make sure that all children and young people:

- Are supported in fulfilling their educational aspirations;
- Are prepared for adult life and employment;
- Live in homes appropriate to their needs;
- Live in clean and safe communities;
- Share in the economic success locally and are free from child poverty
- Have access to high quality childcare

What we said we would do in 2006	What we achieved:
Further reduce the number of young people not going in to Further Education, Employment of training, paying particular attention to looked after children; LDD; and Teenage Mothers	<ul style="list-style-type: none"> <li>• The 2006 Activity Survey undertaken in November 2006 has shown a continued high post 16 rate of progression at 92.4%.</li> <li>• 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</li> <li>• Outcomes from the Activity Agreement Pilot indicate 81.2% of care leavers have education, employment or training in November 2006. There is a continued low level of 'not knowns' in the 16-18 Group, with the November 2006 - January 2007 average being 3.5%.</li> </ul>
Investigate the development of a Skills Centre in order to ensure that curriculum provision meets the local and regional skills set	<ul style="list-style-type: none"> <li>• A task group has investigated models for Skills Centres focusing on timetabling and curriculum.</li> <li>• Gateway funding for a specialist diploma in engineering has been secured for 2008 and IT in 2009.</li> </ul>
Review Community Regeneration Initiatives in the light of the Every Child Matters Agenda	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Increase the number of direct payments to children	<ul style="list-style-type: none"> <li>• April 2007 saw an increase to 10 children receiving direct payments.</li> <li>• Training for the Business Manager has taken place and this will be cascaded to social workers during 2007/8.</li> <li>• Families encouraged to change to direct payments at their review meetings.</li> </ul>

## 14.2 What children and young people think:

- Its right to have the choice to be a full time mother
- We need more opportunities to gain work experience
- Need more venues for job information
- Children need money but love and respect are as important
- We need a long term view for children who live in poverty

## 14.3 What our data tells us:

- Good use is made of the Children's Information Service with 2,850 childcare information packs being issued in 2005-06. User satisfaction rates are high at 8.83/10.
- At the end of March 2007:
  - 89.7% of 16 to 19 year olds were in education, employment or training (EET) in the borough, this is compared to a 89% in 2006.
  - NEET (young people not in employment, education or training) analysis data is used to determine levels of resource given to ward areas and schools.
  - 8.1% of 16 to 19 year olds were not in education, employment or training , the same as in 2006.
  - 29.4% of teenage mothers were in EET in the borough.
  - 81% of care leavers were in EET in the borough – an improvement on the previous year
  - 80% of young people with learning difficulties and or disabilities (LDD) aged between 16 and 19 were EET, improved on the previous year

**NB: Baselines for the above have changed as those involved in personal development opportunities have been counted as NEET since April 06.**
- High School participation rates across a range of destinations was 92.4% in 2006, this was compared to a 2005 figure of 92.6%
- Achievement rates for 16-18 year olds are well above the national sector benchmarks and have shown a year on year increase.
- The proportion of young people in Bury progressing into further education remains high increasing from 73.1% in 2005 to 75.7% in 2006.
- Retention rates for 16-18 year olds are above the national sector benchmarks and have seen a year on year increase.



- 83% of Council owned housing stock currently meets the Decent Homes Standard.
- The current percentage of Looked after children who are in EET in the borough is 72%; 15-16 yr olds 100%, 16-17 yr olds 82%, 17-19 yr olds 65%.

We have reached our priorities by undertaking a comprehensive needs analysis and by listening to the views of young people. Where the views of young people are not clearly reflected in our priorities, activity around the proposals will be monitored through the ECM theme groups using the “Hear by Right” toolkit “What’s Changed”.

#### 14.4 Our priorities for improvement 2007 – 2010

- **Increasing childcare in priority areas**
- **Narrow the gap for under-achieving groups and individuals**
- **Progress the 14-19 strategy**

Where we need to make improvements	What we are going to do	How will we know that we are making progress?
<b>Increasing childcare in priority areas</b>		
The take up of formal childcare by low income working families - 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.	<ul style="list-style-type: none"> <li>• 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. Create 421 new places particularly in East Bury, Radcliffe, Prestwich and Holyrood.</li> </ul>	<p>The number of childcare places available per 100 pre-school children in Besses, Radcliffe, Holyrood, East, Prestwich</p> <p>Number of child care places available per 100 school age children</p>
<b>Narrow the gap for under-achieving groups and individuals</b>		
Improve progress of young people with learning difficulties and/or disabilities in to education, employment or training (EET)	<ul style="list-style-type: none"> <li>• Implement the Learning Skills council NW Strategic Plan for children/young people with learning difficulties and/or disabilities (LDD) 2007-2010</li> <li>• Implement Local Area Agreement LDD project</li> <li>• Continue to develop the transition planning pilot as appropriate</li> <li>• Continue to develop collaborative work experience programmes for school pupils</li> <li>• Improve information for young people and parents on pathways to work</li> </ul>	Percentage of 16-19 year olds with learning difficulties and/or disabilities in EET increased to 82% by 2010 (baseline EET 73.3% Dec 2006)

<b>Where we need to make improvements</b>	<b>What we are going to do</b>	<b>How will we know that we are making progress?</b>
<p>There is a continued need to improve performance in terms of the number of teenage mothers in education, employment and training</p>	<ul style="list-style-type: none"> <li>• Ensure that ‘Steps to Success’, and/or similar programmes are provided to teenage mothers to encourage this group back into learning and increase the % of teenage mothers in education, employment or training</li> <li>• Continue to promote Care to Learn to increase take up</li> </ul>	<p>Percentage of teenage mothers aged 16-19 in EET (Target 60% 2010, March 2007 EET 29.8%)</p>
<b>Progress the 14-19 Strategy</b>		
<p>Further development work is required to progress the 14-19 strategy locally in order to ensure that 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.</p>	<ul style="list-style-type: none"> <li>• Implement a strategic plan for 14-19 learning</li> <li>• Further development of the 14 - 19 structure and delivery framework to deliver the 14 – 19 strategy; implementation of curriculum and timetabling models to increase choice and flexibility</li> <li>• Implementation of the online 14-19 prospectus</li> <li>• Common application and clearing house systems to be implemented</li> <li>• Implement the “September Guarantee” (ie by the end of September 2007 every young person who has completed Yr 11 this summer should be identified, contacted and offered a suitable place in post-16 learning)</li> <li>• Implement framework of agreed standards for Information, Advice and Guidance (IAG)</li> <li>• Implement first phase specialised diploma via Development Groups etc</li> <li>• Agree and deliver second round gateway applications</li> </ul>	<p>Percentage of 19 year olds with qualifications at level 2</p> <p>Percentage of 19 year olds with qualifications at level 3</p> <p>Percentage in EET in annual Activity Survey</p> <p>% September Guarantee met</p> <p>Percentage of 17 year olds participating in education and work based learning (judged against the 2005/06 national trajectory, and progress made since 2004/2005) monitored through 14-19 Progress Check</p> <p>Percentage of 16-18 year olds not in education, employment and training (NEET)</p>

## 14.5 Our Targets:

Indicator.	Baseline 2006/07	Target 2007/08	Targets 2008/09	Target 2009/10
<p>Number of childcare places per 100 pre school children (<i>Local Area Agreement 2007/10 Stretch Target</i>)</p> <p>(<i>Baselines from an Audit of Childcare 2006</i>)</p> <p>*LAA Stretch Targets</p>	<p>33 Bury (3617 places)</p> <p>15.6 Besses (104 places)</p> <p>8.4 Radcliffe North (57 places)</p> <p>22.9 Holyrood (148 places)</p>	<p>18 Besses* (120 places)</p>	<p>10 Radcliffe* Nth (68 places)</p>	<p>24 Holyrood * (155 places)</p>
<p>Number of childcare places available per 100 school age children (<i>Local Area Agreement 2007/10 Stretch Target</i>)</p> <p>(<i>Baselines from an Audit of Childcare 2006</i>)</p> <p>*LAA Stretch Targets</p>	<p>13.8 Bury</p> <p>11.1 East (475 places)</p> <p>10.9 Radcliffe (661 places)</p> <p>13 Prestwich (594 places)</p>	<p>15 East * (709 places)</p>	<p>14 Radcliffe* (849 places)</p>	<p>20 Bury * (650 places)</p> <p>15 Prestwich *</p>
Percentage of 16-19 year olds with learning difficulties and/or disabilities in EET	73.3%	79.5%	80.8%	82%
Percentage of teenage mothers aged 16-19 in EET	35.7%	N/A	N/A	60%
Percentage of 19 year olds with qualifications at level 2	72%	74%	75%	75%
Percentage of 19 year olds with qualifications at level 3	45%	48%	49%	49%
Percentage of 16-18 year olds NEET	7.7%	7.2%	6.7%	6.3%

## 15.0 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>BESD</b>	Behaviour Emotional and Social Difficulties
<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>Common Assessment Framework (CAF)</b>	The <b>CAF</b> is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met.
<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>CLLD</b>	Communication Language and Literacy Development
<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>Children and Young People Strategic Partnership (CYPSP)</b>	Children and Young People Strategic Partnerships (CYPSPs) are multi-agency partnerships involving the responsible statutory and voluntary agencies that commission and/or provide services to children and young people 0 to 19
<b>Dataset</b>	A dataset is a set of performance information in order to inform the APA.
<b>Every Child Matters (ECM)</b>	Every Child Matters: Change for Children is a new approach to the well-being of children and young people from birth to age 19.
<b>EET</b>	In Education, employment or training
<b>EYDCP</b>	Early years development and childcare partnership
<b>Family Support Unit (FSU)</b>	The FSU is a national charity, 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

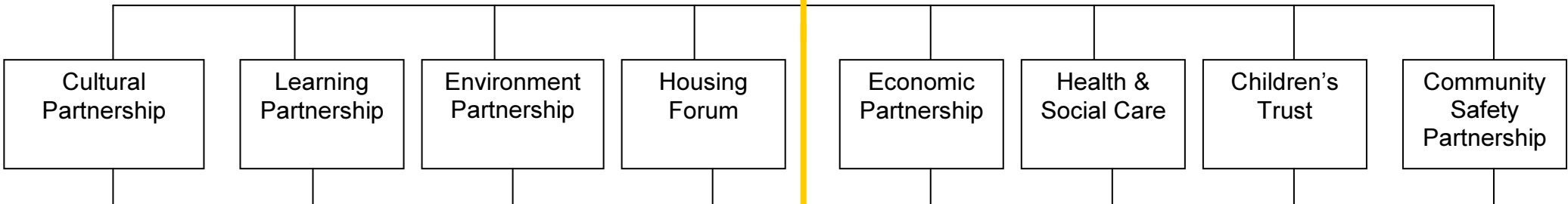
<b>Joint Area Review (JAR)</b>	An inspection which takes place every three years in order to assess the performance of the full range of Children's Trust partners.
<b>Local Area Agreement (LAA)</b>	Local Area Agreements are agreements struck between government, the local authority and its partners in an area (working through the local strategic partnerships) to improve public services.
<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
<b>SOA</b>	Super Output Area
<b>YISP</b>	Youth Inclusion and Support Panel

**Structure of the Partnership of Partnerships**



**SUSTAINABLE COMMUNITY STRATEGY  
9 AMBITIONS**



**LOCAL AREA AGREEMENT  
Community Engagement & Development, Reducing Inequalities**

**Local Area Partnerships X 6**  
Bury East : Bury West: Ramsbottom, Tottington & North Manor :  
Radcliffe : Whitefield & Unsworth : Prestwich

**LOCAL COMMUNITY PLANS**

**Neighbourhood Intelligence**





1