

At an Extraordinary Meeting of the CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE held in the CIVIC CENTRE on FRIDAY, 18TH DECEMBER, 2009 at 9.25 a.m.

Present:-

Councillor Stewart in the Chair

Councillors Francis, G. Hall and T. Martin together with Mrs. P. Burn, Mrs. D. Butler, Mrs. M. Harrop, Professor G. Holmes, Mrs. C. Hutchinson and Mr. S. Laverick.

Also in Attendance:-

Councillor P. Smith - Portfolio Holder for Children and Learning City.

Welcome and Introductions

The Chairman welcomed everyone to the meeting and in particular Helen Lancaster who had been newly appointed as an Assistant Scrutiny Officer.

Apologies for Absence

Apologies for absence were submitted to the meeting on behalf of Councillors Bell, Oliver and D. Snowdon together with those from Mr. Brown, Mr. Snowdon and Mrs. Kelly.

Declarations of Interest

There were no declarations of interest.

16-19 and Post 19 Education and Skills Reforms

The Chief Executive submitted a report (copy circulated) which introduced speakers from ETEC, Springboard, ITEC, Connexions, Key Training and Milltech who were attending the meeting to provide evidence as part of the Committee's Policy Review of the Machinery of Government changes announced in 2008 with the aim of transferring the planning and commissioning of 16-19 provision from central Government to Local Authorities.

In addition the Executive Director of Children's Services submitted a report (copy tabled) with specific reference to the transfer of 16-19 education and training to Local Authorities from the Learning and Skills Council (LSC) and how that change would affect Connexions.

(For copy reports – see original minutes).

(i) ETEC Development Trust

By way of an introduction ETEC Chief Executive Mr. Dick Ellison advised that ETEC were now a development trust and had been a charity since July 2009. The Trust was based in Hendon and the East End Area of Sunderland, providing a wide range of training and support for people and communities.

Projects included PIE (work with Carers and People with Disability), Playwork, Community Development, Children (Toy Libraries), Community Contact Centre and Community ReUse Centre.

ETEC had built up reserves and sought funding to buy 2 new properties and develop them into modern training and office facilities. Both were fully accessible and staff were trained in Equality and Diversity to ensure they were able to understand staff and visitors needs. Both buildings had kitchen facilities and a local resident had set up a café which was open to the public.

As part of its Learndirect provision ETEC had recently opened 2 outreach centres in Sunderland and were hoping to open a further 2 local community organisations. This would enable learners who did not have computers, internet access or disliked attending or taking part in traditional learning to be able to learn in a relaxed and informal environment. One to one or group support was available in the centre or they could access tutors via the telephone, email or the Learndirect messaging system.

With regard to learning this was focused as follows:-

- Personal and Community Development Learning
- First Steps Learning
- NVQ's
- Train to Gain (delivered? across North East)
- Learndirect – Literacy, Numeracy, IT, NVQ's
- Employers direct contracts

The 14 to 19 focus was centred on:-

- Direct contract with schools including Southmoor and St. Aidan's
- Construction Challenge Programme with Gentoo over last 5 years
- E2E Consortium founder member
- Apprenticeships contract with LSC
- Preparing for Foundation Learning from February 2010

As an organisation ETEC welcomed:-

- Local decision making
- Recognition of local knowledge and understanding
- The opportunity to lead through innovation and excellence
- Recognition that quality does not come cheap – ('do cheap, get cheap')
- That priority must be focused on the greatest need

As an example of quality and good practice, Mr. Ellison highlighted the Trust's Community Decorators Project, which was funded via New Deal for Communities. The project was about assisting young people with the least opportunities who experienced huge problems in getting into permanent employment or training. Of the six young people only one was not now in work having become a full time carer. All had achieved their modern apprenticeships and gained their key skills. Of the remaining five had all found employment as decorators, with one young person taking a position in retail. The scheme had done much to promote social cohesion in the East End. It had been a highly intensive, expensive programme, focusing on quality and best practice. It had been an incredibly good investment for the future.

In conclusion and with regard to the transfer of the planning and commissioning of 16-19 provision from Central Government to Local Authorities, Mr. Ellison offered the following questions and concerns:-

- Will Foundation Learning be tendered?
- If so is this competitive or will it be through consortia?
- Will this be open to all including national providers from outside the region?
- How do we fund Community Based Programmes that work?

In response to an enquiry from Professor Holmes as to the scale of the operation, Mr. Ellison advised that there were between 45-50 young people on ETEC's books at any one time. Of this number, 30-40 would be apprentices. In addition there were 200 adult learners.

Professor Holmes asked what percentage of ETEC's working week was spent directly supporting the young people. Mr. Ellison replied that it varied. In respect of the community decorators it was all day, every day. For those in outside employment it amounted to one day per week.

In response to an enquiry from Councillor Hall as to the size of the investment per young person as a 'ball park figure', Mr. Ellison replied that it was approximately £25,000.

Councillor Francis lauded the work undertaken by ETEC and asked what the core skills centred on? Mr. Ellison advised that these involved Level 1 and 2 literacy, numeracy, communications and problem solving skills.

In response to further enquiries from Councillor Francis, Mr. Ellison confirmed that all the young people were volunteers, many of whom were referred by Connexions. A lot were technically homeless living in a YMCA hostel. ETEC spent a great deal of time engaging with the young people's families to gain their support.

With regard to an enquiry from Mr. Laverick regarding safeguarding, Mr. Ellison confirmed that all ETEC staff were CRB checked and learners had nominated staff. The CRB regime was not cascaded to employers but while in placements, learners were supervised at all times, with a named person on site to look after them.

In response to a further enquiry from Mr. Laverick, Mr. Ellison advised that multi agency working was both smooth and beneficial. Mrs. Hutchinson asked whether there was any duplication for example with the Probation Service. Mr. Ellison replied that he had not experienced any difficulty in this regard. ETEC wanted its young people to achieve fully qualified apprenticeships. The quality aspect came from the time and energy invested on both sides. The young people did something because they realised it needed to be done not because they were told to do it.

Mr. Laverick welcomed this but stated that although we could provide a quality supply side there needed to be a realisation that employers had a demand side and that training needed to dovetail with this. Mr. Ellison confirmed that currently, apprenticeship frameworks didn't quite match the needs of employers.

In response to an enquiry from the Chairman, Mr. Ellison advised that ETEC had worked with Gentoo for 6 years providing site based workshops for year 10/11 pupils. The funding for this scheme had ceased in summer 2009 but ETEC was continuing some of the work with St. Aidan's pupils.

Tracking was undertaken for a 12 month period in respect of the community decorator graduates because although they were visible, working in their own community among friends and family it needed to be properly researched, recorded and evidenced.

In response to an enquiry from Councillor Hall as to whether there would be a funding gap for this year, Mr. Ellison confirmed that there would not. It may become an issue in April 2011 as New Deal funding would then cease.

There being no further questions for Mr. Ellison the Chairman thanked him for his attendance.

(ii) Springboard

Denise Wilson, Chief Executive, Springboard advised that Springboard Sunderland Trust started in December 1975 as a joint project between CSV and Sunderland B.C. Social Services Department. The original plan was to provide work experience and training for young people interested in working and gaining skills under the job creation programme.

Since then Springboard had grown into a large and vibrant organisation with excellent facilities across the North East. The organisation currently operated from six sites within Sunderland at Hetton, Hetton Country Park, Pennywell, Pallion, Roker and Southwick.

Springboard provided learning and volunteering opportunities for both adults and young people. As a charity Springboard always reinvested any surpluses made into the infrastructure of the organisation. Its biggest investment had been £2m committed to developing new purpose built facilities at the Rivergreen Industry Centre at Pallion. This included classrooms and IT facilities; motor vehicle, digital print and construction workshops; and a catering training facility called Blue River Bistro, which was open to the public. Springboard also operated a Nursery which served the local community.

The Working Neighbourhoods funded HUB Project run by Springboard, was developed to help 16-18 year old NEETs gain access to supported apprenticeship and intermediate labour market opportunities.

Springboard also sponsored Sunderland RCA, Northern League football club.

In addition Springboard led the Sunderland E2E (Entry to Employment) Delivery Partnership which offered a broad curriculum of learning and development provision to young people aged 16 to 18, who were not in any form of employment, education or training.

E2E was intended mainly for those young people who were most likely to benefit from its provision and progress to a positive destination at the end of their time on the programme.

Members were advised that Springboard's strengths included:-

- Strong history of partnership working across all sectors
- Full involvement in the 14-19 partnership
- Effective management systems
- Excellent modern facilities
- Good qualified staff group
- Effective commitment to equality of opportunity

Ms. Wilson expressed concern that the transfer of responsibility for the planning and commissioning of 16-19 provision to Local Authorities could lead to a reduction in standards and fragmentation. She worried how the work would be procured and believed that national providers would have an advantage in bidding. Concerns were also raised at the potential for increased levels of and unwieldy contract monitoring systems. Sunderland currently had good partnership working, good provider bases, excellent in-house training, a co-operative college and strong third sector providers. She urged the Council to adopt the model already operating in Sunderland.

The Chairman asked Ms. Wilson to explain her comments regarding Sunderland's small employer base being a barrier to youth employment. Ms. Wilson replied that Sunderland had 10,000 employers however at least half were 'one man bands' or were very specialist. This made it very difficult to find placements for young people. She felt that perhaps those responsible for inward investment should encourage potential investors to take on 10 to 15% of its workforce from the 16 to 19 age group.

With regard to the economy, Mr. Laverick agreed that given the traditional boom and bust nature there was a need to work counter-cyclically.

In response to an enquiry from Councillor Hall regarding provision for young offenders, Ms. Wilson advised that Springboard operated the Clear Trap scheme, a Home Office funded project which aimed to keep young offenders between the ages of 18 to 24 out of prison. The scheme involved 60 people over a period of 3 years and an evaluation was soon to be published by Newcastle University. She stated that it was hoped that the Youth Offending Service would provide an Entry to Employment Scheme which would be funded by Springboard.

There being no further questions for Ms. Wilson the Chairman thanked her for her contribution to the meeting.

(iii) ITEC and Riverside Training

Ian Gardner advised that ITEC was one of two Council Training Centres the other being Riverside. The Centres employed 28 Council employees in total delivering training and qualifications to 300 plus young people and adults per year.

The Centres were fully self financed through external funding and had contributed in excess of £500,000 income to the Council over the last three years.

ITEC provided apprenticeships and advanced apprenticeships to 16-19 year olds and adults. The Centre had the highest success rate in the City and the region at 88%.

Riverside provided foundation programmes engaging up to 200 'hard to help' NEETs each year. It also had the highest progression rate among the E2E partners in the City.

Mr. Gardner believed that the Machinery of Government changes presented the following opportunities and threats:-

Opportunities

- To ensure that the Council's own training provision leads the way in tackling the NEET issue.

- Deliver the skills that employers need to local young people.

This can easily be achieved through direct commissioning and planned procurement.

- Fully support the Council's training centres to maintain their quality and develop their provision and capacity.
- Develop and grow the Council's own Apprenticeship programme, through its own training provision, by prioritising the use of its own training centre (ITEC) to deliver learning.
- Maintain and build on the success of Riverside (in engaging and progressing NEETs) through the commissioning process for 14-19 learner responsive provision (Foundation Learning).
- Ensure surplus income is re-invested in public services.
- Help safeguard Council jobs and services.

Threat

- Council failure to ensure that ITECs business is protected through planned procurement, resulting in the Council undermining its own training centre(s).
- Council failure to support the existing E2E delivery consortium, through direct commissioning to deliver Foundation Learning (from August 2010).

Inadequate funding will threaten all existing partners, but especially the Council's own training centre – Riverside.

Mr. Gardner believed that this could result in the following consequences:-

- Undermining, and possible loss of, excellent Council provision/services.
- Loss of potential Council income that could be invested in jobs and services.
- Loss of Council jobs (including 28 across the centres) with significant 'human' and financial cost.
- Failure of Council services to lead the way in tackling key local issues (NEETs, unemployment, skills-levels, apprenticeship targets).

In response to an enquiry from Councillor Martin, Mr. Gardner advised that ITEC worked closely with partner organisations regarding provision and would not like to see them displaced. He believed that existing networks should be supported via consortium arrangements.

Councillor Hall endorsed the concerns previously expressed regarding national providers and believed that provision should remain local. He stated that if he was in Mr. Gardner's shoes he would like to see profits re-invested into the business. He expressed concern that ITEC did not have a financial buffer. Mr. Gardner replied that ITEC did have a financial buffer in that he assumed that he had the support of his own Council.

Councillor Hall stated that as the organisation was Council controlled it could mutate to what was needed he felt that if it was a success story it should be taken forward.

Councillor Francis asked how did Mr. Gardner ensure that what ITEC provided was what people wanted. Mr. Gardner replied that ITEC had to deliver the right support for both learners and employers. ITEC had a framework for excellence. Feedback was 100% positive telling that ITEC delivered both what learners and employers needed.

In response to an enquiry from Councillor Martin, Mr. Gardner stated that although the business was part of the Council it was completely stand alone regarding funding. Although he did not wish Members to see this as a complaint he felt that the procurement system ITEC needed to follow was restrictive.

In response to an enquiry from the Chairman, Mr. Gardner confirmed that the 150-200 students on the foundation programmes at Riverside were the hard core NEETs. Their average progression rate was 60%.

The Chairman asked how many ITEC students arrived via the Council. Mr. Gardner advised that ITEC had 50 apprentices placed within the Council. He stated that if procurement was not carefully planned and the Council's own training centres were not prioritised, ITEC's position could be undermined. Its funding would be secured via the Skills Funding Agency but ITEC would also succeed if the Council could find placements. He believed that the Council needed to prioritise its own scheme. He did not wish to exclude other providers but did not want to see a completely open system.

The Chairman asked how much forward planning ITEC undertook regarding potential changes in the labour market? Mr. Gardner advised that ITEC sat under Janet Snaith, Head of City Business and Investment Team in the Chief Executive's Office and obtained such analysis from that Section.

There being no further questions for Mr. Gardner the Chairman thanked him for his contribution to the meeting.

(iv) Connexions

The Chairman welcomed and introduced, Helen Hunter, Senior Area Co-ordinator for Connexions who advised that the Service was a free confidential advice and support service for all 13-19 year olds (and up to age 25 for people with a learning difficulty or disability). It was set up with the help of young people for young people. Connexions services were funded by the Department for Children, Schools and Families (DCSF) through Local Authorities to offer young people advice and support on a wide range of lifestyle issues including education, training, careers, employment, health and personal development opportunities.

Ms. Hunter then took Members through the main points of her tabled report and endeavoured to answer their questions.

Professor Holmes stated that the role of the Connexions Service was currently very broad and asked if Ms. Hunter felt that under the new arrangements its focus would be sharper. Ms. Hunter confirmed that the Service was required to 'wear many hats', but it needed to ensure that it was fit for purpose. There were so many pathways that young people could take and she believed that the changes would help the Service in that role.

Councillor Hall referred to the training of young people with disabilities. He asked what happened to those young people post training, with regard to beneficial employment and what level of qualifications could they expect to obtain. Ms. Hunter advised that she would provide the Committee with a written answer.

Mrs. Hutchinson commented that she worked with young people with physical disabilities and employment had always been difficult for them to achieve. In a recession it bordered on the dire.

Councillor T. Martin referred to the need to keep young people's minds open and broaden their horizons. Ms. Hunter advised that this was done via advisers in schools who challenged views and raised aspirations. Pupils spent a whole day at University in an attempt to inspire them.

In response to an enquiry from Mr. Laverick, Ms. Hunter confirmed that Connexions dovetailed with the University on the 'Aim Higher Agenda' and had a member of staff with responsibility for this.

The Chairman referred to students who left school at sixteen to attend college only to drop out after 6 months. He asked if Connexions would pick up these young people.

Ms. Hunter replied that Connexions sent personal advisers to college in respect of these pupils to sit on college progression boards. Solutions included transfer to a more suitable course or alternative provision elsewhere. Connexions had personal links with all work based training providers.

There being no further questions, the Chairman thanked Ms. Hunter for her report and attendance at the meeting.

(v) Key Training

Janice Eighteen, Regional Director informed the meeting of the following points regarding Key Training:-

- Established in 1977
- Established in Sunderland since 1985
- 11 centres nationally in England
- Part of the Sunderland Network of Providers
- Local Director asked to lead the Apprenticeship Task Force Project
- Delivery of Apprenticeships is our function within Sunderland
- Matrix accredited
- liP accredited
- Working towards Training Quality Standard (TQS)
- Overall success rate for App in Sunderland – 89%
- Strong management team in north
- Experienced delivery team in north

With regard to participation in 16-19 delivery, Key Training:-

- Offered employer led Apprenticeships
- Found local vacancies
- Matched young people to employers
- Delivered work based learning to achieve full Apprenticeship framework
- Referred young people to appropriate provision within the Network
- Worked with young people in the HUB project

In response to an enquiry from Councillor T. Martin, Ms. Eighteen advised that Key Training in the North hoped to use a model being delivered elsewhere in the country which used internships for an agreed period of time such as 6 to 9 months in organisations, allowing them to gain a qualification. The internships allowed young people to obtain a qualification and have the confidence to move on having gained experience of a working environment. This model was being used where employers could not provide a 'standard' apprenticeship leading to employment, but it was an opportunity for young people to gain a qualification and was an option that suited the current economic downturn in which there is a lower demand for apprenticeships.

Mrs. Hutchinson queried whether 6 to 9 months was sufficient and believed that 1 to 2 years would be more appropriate. Ms. Eighteen replied that funding would not be available for internships of that length.

Councillor Hall asked in respect of those apprentices that gained employment was it sustained and were they followed up. Ms. Eighteen replied that she would provide a written answer however 6 months after qualification, the 'soft data' implied they were still there.

Councillor Hall commented that in contrast to previous speakers Ms. Eighteen did not seem overly concerned about the Machinery of Government changes. Ms. Eighteen replied that she had seen a great many changes over the years while working in the sector and this was just one more to be tackled.

There being no further questions, the Chairman thanked Ms. Eighteen for her contribution to the meeting.

(vi) Milltech

The Chairman welcomed Derek Freeman, Managing Director of Milltech who advised that Milltech were an independent company who had been helping young people achieve nationally recognised qualifications and employment for over twenty years. The company originally was established by Mill Garages.

Milltech developed strong links with companies throughout the Tyne and Wear area. Many ex-Milltech learners were managers or supervisors within these organisations and took an active role in training new apprentices.

Milltech provided high quality work placements where young people gained practical experience within their chosen industry. It always looked to combine new developments with a pioneering approach to learning.

Milltech offered Modern Apprenticeships in the following areas:-

- Business Administration
- Information Technology
- Motor Vehicle Maintenance
- Distribution, Warehousing and Storage Operations
- Customer Service
- Vehicle Selling

Milltech regularly met with employers and carried out satisfaction surveys. The Group currently had 200 learners 105 of which were in the 16 to 18 age group. 40 of these were in motor vehicle apprenticeships and 35 were in business administration. A further 10 people were in the Entry to Employment scheme.

Mr. Freeman believed the Learning and Skills Council had been beneficial for Milltech. The local manager met with Milltech on a regular basis every 6 to 8 weeks. He expressed concern however that under the new arrangements each account manager would have a larger number of training providers to manage. He believed this would result in a less hands on approach.

The Entry to Employment scheme was a 17 week programme in which learners spent 6 weeks with Milltech then a further 11 weeks with an employer.

Councillor Francis welcomed the emphasis that was placed on work based learning as opposed to college based.

Councillor Hall stated that he agreed with Mr. Freeman regarding the need to prepare young people for work. He believed that not enough was being done currently in this regard.

The Chairman then drew debate to a close and thanked Mr. Freeman for his presentation.

1. RESOLVED that the evidence provided by the guest speakers as part of the Committee's policy review study of the transfer from Central Government to Local Authorities of the planning and commissioning of 16 to 19 provision be received and noted.

(Signed) P. STEWART,
Chairman.

At a meeting of the CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE held in the COMMITTEE ROOM 1, CIVIC CENTRE on THURSDAY, 14th JANUARY, 2010 at 5.30 p.m.

Present:-

Councillor Stewart in the Chair

Councillors Bell, Francis, G. Hall, Kelly, T. Martin, Oliver, D. Richardson, I. Richardson, Snowdon and Tye together with Mrs. P. Burn, Mrs. D. Butler, Mrs. M. Harrop, Mrs. C. Hutchinson, Mrs. H. Kelly and Mr. S. Laverick

Apologies for Absence

Apologies for absence were submitted to the meeting on behalf of Mr. H. Brown, Mr. M. Frank and Professor G. Holmes

Minutes of the last meeting of the Children, Young People and Learning Scrutiny Committee held on 10th December, 2009

1. RESOLVED that the minutes of the last meeting of the Children, Young People and Learning Scrutiny Committee held on 10th December, 2009 be confirmed and signed as a correct record.

Declarations of Interest

There were no declarations of interest.

Commissioning of Youth Work

The Executive Director of City Services submitted a report which updated Members with regard to the Commissioning of Youth Work provision from 2010 to 2013 to the value of £2.25m.

(for copy report – see original minutes)

Ms. Kath Butchert, Integrated Youth Officer presented the report advising that there were twenty-four contracts out to tender, one for each ward with the exceptions of the Copt Hill ward and Houghton and Redhill ward and Castle, who would be sharing a contracted provision. In addition there would also be one citywide Black Minority

Ethnic contract awarded. The closing date for tenders to be submitted was early February, with assessments of them taking place on the 11 and 12 February.

Ms. Butchert advised that there was a minimum requirement to provide at least three youth session per week to cover each ward and that once the contracts had been awarded any gaps in provision would be filled with the use of the youth villages. She explained that they were building on the experiences of the last ten years where targets had been exceeded and that they had the same expectations for the new strategy which would be in place for April 2010.

Ms. Judith Hay, Head of Positive Contributions and Economic Well Being, informed the Committee that the Leader of the Council was keen to have Members involved as part of the appointment of contracts, where there were no conflicts of interest and as part of the legal process of tendering Members would need to have completed training before being involved.

Councillor Hall asked if Members would be involved on a ward or city level and was advised that this would be determined once the list of interested Member had been received. If only a few Members showed interest then they would spread out evenly across the city. If, on the other hand, there were a large number of Members wishing to be involved they would look at the best way to allocate Members to their most suitable areas of the city.

With regard to the amount of training involved, Ms. Hay advised that it was anticipated that two to three hours training would be required by Members and that she would speak with the training providers to ensure that there was the option to undertake the training at either a daytime or out of work hour's event.

Councillor Hall asked how the invitation to tender had been sent out and was informed that it had been published in the Sunderland Echo to invite any expressions of interest and then those people had been given access to a suite of documents including the specification of the tender. There had been a massive amount of interest from a wide range of organisations received.

In response to a query from Councillor Hall regarding the Citywide Black Minority Ethnic (BME) Contract, Ms. Butchert advised the citywide contract would ensure that the needs for the BME community were met but that within the specification of all of the neighbourhood youth projects it was indicated that projects must allow for full integration.

Councillor Hall went on to ask if the Council had attracted interest from organisations that had not previously been invited to tender and was advised that expressing an interest to tender was the first step and this had attracted a wide range of organisations, both those that were known to the Council and new organisations. She explained they were running a workshop to offer the opportunity to have questions answered on the tendering process and it would be interesting to see how many organisations following that submitted bids. For Members information the closing date for submitted bids was the 4th February, 2010.

In response to a question in relation to safeguarding from Mr. Laverick, Ms. Butchert advised that any organisation that won a contract had to demonstrate that they had a safeguarding policy which reflects that of the Council's. All staff, volunteers or members on their management committee must fit the same standard as the Council would expect of their own staff in the same position. Ms. Hay advised the Committee that last time around some projects had not been awarded to organisations because they did not have the relevant safeguarding policies in place.

Councillor Francis asked how many of the organisations were from outside the city and was advised that expressions of interest had been received from both regional and national organisations and that she would get a breakdown of the exact numbers forwarded to Members.

Councillor Tye commented that there had been a lot of good work undertaken in the last twelve months and asked how confident the service were in having the new contracts and projects in place for the target of 1st April, 2010. Ms. Hay advised that the only issue that may result in the target being missed would be if current providers did not secure the new contracts as there may be a need to transfer staff but even if this occurred they were still confident of hitting the target.

In response to a concern from Councillor Tye that Members could potentially bring personal views into the decision making process for the contracts, Ms. Butchert advised that following the training Members would receive they would understand that every submission was scored against a matrix of criteria by individuals and then the matrices brought together to ensure the procedure was fair for all.

Councillor D. Richardson referred to paragraph 2.1 of the report and the mobile youth provision and how he wouldn't want to see it go as it worked well. Ms. Butchert advised that the facilities would still be utilised in a different way but there would be more weekend events and mobile provision once the new projects were in place.

Councillor Stewart asked for the rationale behind combining two wards for one contract and if this would have any implications on the service. Ms. Butchert commented that both contracts would have been of value if separately provided in the wards referred to but to have separated the wards would be difficult down to boundary issues in those areas. Having the two wards under one contract would help to give a better level of service to the young people in those areas.

Councillor Stewart referred to the matrix and criteria for scoring received bids and asked if it would be clearly defined as to how to score and was advised that it was. He felt it may be beneficial for the Committee to have sight of the matrix. Ms. Butchert advised that any Members opting to be involved in the contracting process would have full information on this.

Councillor Stewart commented that in the past there had been issues around young people being counted more than once as being 'engaged' with a project therefore making the figures wrong and asked if this was better monitored now. Ms. Butchert advised that she had verified with Andrew Baker, Information Manager, that the

system that was in place now would only count each individual child once regardless of the number of projects they were involved with.

The Chairman thanked the Officers for their report and it was:-

2. RESOLVED that the Committee note and support the commissioning of youth work services within the five regeneration areas for a three year period from 2010 to 2013 and the further information requested be circulated to Members.

Comprehensive Area Assessment (CAA) Performance April – September

The Chief Executive, Executive Director of Children's Services and Executive Director City Services submitted a report (copy circulated) which provided Members with the findings from the inaugural Comprehensive Area Assessment (CAA) and a performance update which included those areas identified by the Audit Commission (AC) as being the focus of improvement during 2010.

(for copy report – see original minutes).

Ms. Sandra Mitchell, Head of Performance Improvement and Policy presented the report advising that the figures in relation to NEET (Not in Education, Employment or Training) from November 2008 to November 2009 showed that the Council were the 5th most improved nationally which showed a strong improvement from last year.

In response to a query from Mr. Laverick, Ms. Mitchell advised that the number of young people falling into the 'not known' category in relation to NEET was very low at around 5%.

Councillor Francis referred to paragraph 5.1 of the report and asked how many young people the statistics actually referred to. Mr. Moore advised that there were currently just under 900 young people in the NEET category. The Chairman asked that the actual figure be sought and circulated to Members in comparison with similar local authorities and also in relation to previous years.

Councillor Richardson referred to the table at 5.2 of the report and asked why there were no figures for 2008. Mr. Andrew Baker, Information Manager, advised him that there was a national delay and other authorities had the same problem. He could inform the Committee the numbers were definitely reducing.

In response to a query from Councillor Kelly regarding the provision of additional training or education for young mothers, he was advised by Officers that the Council in partnership with other organisations such as Connexions offered various opportunities for young mothers like the B2B project to get them back into training and education programmes.

Councillor Hall referred to paragraph 5.1 of the report and noted that the percentage of NEET young people had reduced from 13.2% in 2008 to 9.7% in December 2009 and asked if the service knew where these young people had gone. Mr. Moore advised that they could have gone to a varying number of places such as training

courses within the colleges, or taken up an apprenticeship through targeted support from workplace providers and that the figures being calculated month on month were showing improvements.

In response to a further query from Councillor Hall regarding national initiatives Mr. Moore informed Members that Sunderland had been regarded as a NEET hotspot and received national advice on implementing strategies which had worked well.

Mr. Laverick asked if there were ways of factoring in the expected economic downturn with regard to the public sector and was advised by Mr. Baker that a lot of work had been undertaken collecting data from departments on a more regular basis and reviewing the NEET figure on a weekly basis. A lot of work was being carried out pulling all of the information and data together so that the service could keep up to date on tracking the current situation.

Councillor Oliver referred to paragraph 4.13 of the report and asked for further information on what was working or not with regard to reducing reoffending by young people in Sunderland such as the Phoenix Project. Mr. Moore informed Members that the Phoenix project was one which the Council had been involved with for some time and it was felt that the targeted approach helped young people understand the work of the Tyne and Wear Fire Service and gave them hands on experience of what fire fighters did, whilst the Youth Offending Service helped them understand the impact of their negative behaviour.

Young People who had taken part in the project commented that the taking part and practicing of the skills were what made the difference to them and the interaction with the fire service helped in changing their attitude. Councillor Oliver commented that he had heard it was a well disciplined project and that young people benefited from it greatly.

In response to a further query from Councillor Oliver regarding the NEET and the number of young people dropping out of education and training, Ms. Brown advised that one of the problems young people have is that they often make the wrong choice at the age of 16 so moving courses was an option to encourage less young people to drop out. Providers were supportive in helping young people to find the right choice of training or education for them and Mr. Laverick informed the Committee that the Connexions service were based in the college and worked carefully with young people to help them find the best fit for them.

Councillor Martin referred to the Phoenix project and advised that he had attended various events where the young people demonstrated what they had learned and were awarded with certificates. He had been impressed with their achievements and the team work and leadership skills they had shown and advised Members that the project allowed the young people to return to do a more demanding project up to three times if they had been successful in their first.

With regard to a query from Councillor Francis asking if young people were given a financial incentive to enrol on the project, the Officer agreed to write to him with further details.

Councillor Stewart referred to the number of permanent exclusions increasing from 13 to 22 and commented that it had previously been in single figures and asked if there was a reason behind the number creeping back up. Ms. Brown informed him that the number was still very low and that they worked hard with schools to ensure that permanent exclusions were a last port of call. She advised that all exclusions were carefully tracked and that the 22 exclusions were scattered amongst the Sunderland schools and not from one particular area.

Ms. Mitchell commented that compared to the regional and national figures, Sunderland's figure was extremely low but accepted that it looked like a significant increase in one year.

Councillor Martin commented that there had recently been an article in the Sunderland Echo where girls had been sent home from school for having the incorrect footwear on even though they had their school shoes in their bag to change into. Ms. Brown advised that Head Teachers could not exclude children on the grounds of uniform which the 2009 guidelines were very strict and clear around. Ms. Dorothy Butler informed Members that she was Governor of the school the article referred to and that she would check the details with the school.

In response to a question from Councillor Hall regarding the youngest child to be excluded in the city, Ms. Brown advised that a fixed term exclusion had been given to a 5 year old but that there were a number of strategies in place such as using nurture units for younger children so as not to affect them detrimentally.

Councillor Oliver asked if further information could be given to the Members around the numbers of fixed term exclusions being given by schools and on the number of exclusions pupils receive to see if there was a pattern of repeat offenders. Ms. Mitchell advised that a record was kept of every incident by schools so they would have that information to circulate. Ms. Brown advised that you were more likely to see a pattern emerging from the fixed term exclusion data whereas permanent exclusions tended to be for a one off extreme event.

Councillor Stewart referred to work the Committee had undertaken in 2002 on exclusions and asked the Assistant Scrutiny Officer to gather the statistics from then and break them down into primary and secondary schools and also geographical area to circulate to Members for information.

It was agreed that due to the number of requests for further information on both NEETs and excluded pupils that each topic would require a report to be included in the work programme at an appropriate time.

Councillor D Richardson advised that the fire service had a short 10 minute video about the Phoenix Project which the Committee may wish to see and the Chairman asked that it be fit into the work programme where appropriate.

The Chairman having thanked the Officers for their report, it was:-

3. RESOLVED that the continued good progress made by the council and the Sunderland Partnership, as described in the CAA reports be noted and those areas requiring further development performances be actively managed.

Termly Summary Report from Concerns, Shared Intelligence and Ofsted Inspections

The Executive Director of Children's Services submitted a report (copy circulated) after it was agreed that Members would receive a termly summary report from the Head of Standards, following the presentation to the Committee in October 2009 on the Framework for the Inspection of Maintained schools in England from September 2009.

(for copy report – see original minutes).

Ms. Lynda Brown, Head of Standards and Mr. Chris Campbell, School Improvement Officer presented the report advising that more detailed information could not be included in the report so as not to single out or identify any of the schools.

Councillor Oliver commented that it was a useful report and asked if the Officer could further pinpoint any common issues suffered by the schools in question. Mr. Campbell advised that information was collated through the Shared Intelligence meetings and the most common issues raised were around attainment standards and progress, the quality of teaching and occasionally safeguarding. He also commented that the section tended to have internal intelligence around any financial implications the school may be facing.

Councillor Stewart asked how often the information was updated and was advised that the Shared Intelligence was monthly and that Human Resources fed information into this, with the decision then being made if there is a concern who is best to deal with it and follow it up to offer the best support.

Councillor Stewart asked if the report could include what the concerns were for each of the schools and asked if this could be done retrospectively for this report and in future reports.

4. RESOLVED that the report and the comments made by Members on the content of the future termly reports be received and noted.

Strategic Planning Process 2010/2011

The Chief Executive submitted a report (copy circulated) apprising the Committee of the proposals for the strategic Planning Process 2010/2011 and the role of the Committee in the process.

(for copy report – see original minutes).

Mr. Jon Beaney, Policy Manager presented the report identifying key points for Members to note and explaining that the first stage of the process had been undertaken by all Heads of Service completing self-assessments, which had identified any issues that would be of relevance to the Scrutiny Committee and would form part of the basis of the service improvement planning.

Councillor Hall was pleased to see that it was cross-directory working had been referred to as an important issue and felt that it was an area that had needed addressing. Mr. Beaney advised that it was a simple approach whereby a service was asked what they felt were cross-cutting issues for them so that they could be checked.

Councillor Hall commented that he would hope that further developing partnership working to deliver on behalf of the Council would offer value for money but not at the cost of a reduction in the quality of delivery as he knew of experiences where this had happened before. Mr. Beaney reassured Members that the quality of a service would be a priority to ensure that it remained the same, if not better and would be a key driver for any partnerships formed.

Mr. Laverick asked how best practice from other areas was included in the process and was advised that CIP template was made up of two sections, the first being information gathering and the second section being around actions on that information. He explained that they had requested examples of Government policies and a benchmark so that a service could provide evidence towards their information provided. Best practice had been shared with other local authorities and there was a facility set up by the Audit Commission whereby you could get in touch with other authorities as they were to ensure experiences were being shared.

5. RESOLVED that the report and the key issues identified by the self-assessments undertaken in respect of services of relevance to the Committee be received and noted.

Review of Councillor Call for Action Mechanism and Introduction of a Selection Criteria for Dealing with Issues of Local Concern – Further Revisions to Initial Proposals

The Chief Executive submitted a report (copy circulated) seeking the views of the Committee on the proposed revision of the current Councillor call for Action mechanism and proposed introduction of a selection criteria for dealing with non-mandatory referrals for use by the Sunderland Partnership, Scrutiny Committees and Area Committees to address issues of local concern.

(for copy report – see original minutes).

In response to a query from Councillor Martin, Ms. Karen Brown, Scrutiny Officer advised that any request would not go to the relevant Area Committee as the legislation specifically stated that it would go to the relevant Scrutiny Committee who could then invite an Area Committee or Cabinet Member to investigate the issue

further. She advised that a form would be provided in the Scrutiny Handbook for Members to complete to make it easier to provide all of the relevant information.

Councillor Hall raised concerns over the length of time a Councillor Call for Action could take to be resolved if it went from one committee to another and then to a Directorate or Service for input also. He asked that Officers try to circumnavigate genuine calls for action from those issues that could be looked at and acted upon in a short space of time.

6. RESOLVED that the Committee considered and received the draft proposals as set out in the report.

Forward Plan – Key Decisions for the Period 1 January 2010 – 30 April 2010

The Chief Executive submitted a report (copy circulated) providing Members with an opportunity to consider the relevant items of the Executive's Forward Plan for the period 1 January 2010 – 30 April 2010.

(for copy report – see original minutes).

7. RESOLVED that the Executive's Forward Plan for the current period be received and noted.

Work Programme 2009/2010

The Chief Executive submitted a report (copy circulated) attaching the current work programme for the year 2009-2010.

(for copy report – see original minutes)

8. RESOLVED that the information contained in the work programme be received and noted and items as discussed previously in the meeting be added where appropriate.

The Chairman then drew the meeting to a close having thanked Members and Officers for their attendance and their contribution to the meeting.

(Signed) P. STEWART,
Chairman.

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

11 FEBRUARY 2010

CITY SERVICES - CULTURE AND TOURISM REVIEW OF FEES AND CHARGES 2009/2010

REPORT OF THE DIRECTOR OF CITY SERVICES

Link to Strategic Priorities

Learning City

C101 Delivering customer focused services

C103 Efficient and effective Council

1.0 WHY HAS THIS REPORT COME TO THE COMMITTEE?

- 1.1 The purpose of this report is to update members on the review of the Culture and Tourism Fees and Charges Policy and to seek further comments from members.

2.0 BACKGROUND

- 2.1 In February 2009 a review was undertaken of all fees and charges across the former Community and Cultural Services Directorate. Following the review revised fees and charges were agreed for a range of services.
- 2.2 In May 2009, the revised fees and charges were implemented across Culture and Tourism.
- 2.3 In September 2009, at a meeting of the Children, Young People and Learning Scrutiny Committee concerns were raised in respect of the new charges and it was agreed that a review would be undertaken six months after the introduction of the revised charges.
- 2.4 It was also agreed that the review would examine the following areas:-
- The current level of fees and charges across Culture and Tourism.
 - Concerns raised by Members and customer complaints
 - The impact of increased fees and charges on customer satisfaction
 - The impact of increased fees and charges on performance outturns
 - The impact of increased fees and charges on income
 - The level of income generated through fees and charges
 - Current concessionary rates and entitlements to them
 - Consultation with members of the Nifty Fifties including a review of the group membership, programme and admission charges
 - Work with colleagues to ensure alignment with other council services in respect of concessionary entitlements to services
 - Work with colleagues to ensure alignment with other council services in respect of meeting / room hire charging policy
 - A review of the marketing of fees and charges

3.0 CURRENT FEES AND CHARGES

3.1 The table below details the fees and charges applied prior to May 2009 and the revised charges introduced from May 2009.

Service	Fees / Charges prior to May 2009	Fees / Charges applied from May 2009
Reservations	£0.55	£0.70
*Inter-library Loans	£1.60	£4.00
Overdue Charges	£0.12 (Adult) £0.06 (Concessions) Free - Children	£0.20 (Adult) £0.10 (Concessions) Free - Children
Photocopies	£0.10 to £1.05	£0.20 to £1.50
Computer Printouts	£0.25	£0.50
Admission Charges to Nifty Fifty Meetings	£1.00 (including refreshments and programme)	£2.50 (including refreshments and programme)
Laminating Services	£0.50 to £1.00	£0.55 to £1.10
Audio Loans / DVD Rental	£0.85 to £2.65	£1.00 to £3.00
Fax Services	£0.55 to 2.00	£1.00 to £2.00
Meeting/Conference Room, Equipment Hire and provision of refreshments	Range £15 to £35 per hour	Range £15 to £50 per hour

- The increased charge for an inter-library loan reflects the cost of obtaining items from the British Library which is now in excess of £8.00.
- Room hire agreements are subject to a Room Hire Policy. Actual charges reflect the nature of the booking organisation with reduced rates being applied to voluntary and community groups as appropriate.

4.0 CUSTOMER / MEMBER FEEDBACK

4.1 Since the implementation of the revised charges in May 2009 Culture and Tourism have received a total of sixteen customer complaints.

4.2 Twelve of the complaints have been in respect of the increased charges for printing. The remaining complaints relate to Meeting Room hire and the cost of admission charges to Nifty Fifty Meetings.

4.3 Following the concerns raised by Members and customers a number of actions were taken to address immediate issues including:-

4.3.1. Community and voluntary groups were contacted to draw up formal agreements supporting the continuation of free or concessionary room hire charges for community organisations.

4.3.2. The existing policy of supporting children and young people through the provision of 10 free printouts or photocopies for homework purposes was extended to job seekers and also to unlimited printouts for all users accessing Sunderland.gov.uk

5.0 IMPACT ON BUSINESS/PERFORMANCE

- 5.1 Library performance returns show that revised charges have not impacted upon core service areas with issues, reservations, active membership and ICT usage showing an increase on 2008/09.

	April - November 08	April - November 09
Total Issues	873,040	881,555
Total Reservations	28,573	31,026
Active Members	48,858 (08/09)	50,378
ICT Usage	90,209 hours (Apr-Oct 08)	92,502 hours (Apr-Oct 09)

6.0 INCOME

- 6.1 The impact of the increased fees and charges on income is shown in the table below. As can be seen all areas of income have shown an increase on the same period in 2008 with the exception of Nifty Fifty Meetings.

Income	April - November 08	April - November 09
Overdue charges	£24,583.37	£31,352.28
Reservations	£2,144.59	£2,759.55
Computer Printouts	£8,433.97	£9,741.77
Room Bookings	£9,313.46	£14,486.30
Nifty Fifties	£531.91	£418.25
Income	£45,007.30	£58,758.15

7.0 COMPARATIVE SERVICES

- 7.1 Meeting/Conference Room Hire - a comparative exercise of current charges for facility hire across the city has shown that charges for meeting room hire on first impression appear high. It must be noted however that many groups and organisations are subject to reduced charges as part of the pricing policy and these are applied across the board. Differences in accommodation facilities and location must also be taken into consideration when comparing charges.

Room Hire Charges - Range	
Culture and Tourism	£15 - £50 per hour
Bunny Hill Centre	£5 - £17.50 per hour
Civic Centre	£20 - £50 per half day
Crowtree Leisure Centre	£17.85 – £26.25 per hour
Houghton Sports Centre	£8 - £23 per hour
Northumbria Centre	£17.85 - £23.10 per hour
Sunderland Aquatic Centre	£10 - £30 per hour
Sunderland Tennis Centre	From £17 per hour or £85 per day
Washington Leisure Centre	From £17.85 per hour

- 7.2 Printout Charges - a comparative exercise for printout charges has shown that Sunderland is high in comparison to neighbouring library authorities.

Printout Charges - Range	
Sunderland	50p per printout
Durham	10p - 40p
Gateshead	10p - 50p
Newcastle	10p - 20p
North Tyneside	10p - 30p
South Tyneside	10p - 50p

8.0 CONCLUSION

- 8.1 This report has been produced in response to concerns raised regarding current levels of fees and charges. Following the review it is recommended that:-
- 8.1.1 Further consultation be undertaken with the Nifty Fifties group. This could not be carried out within the timescale of this report as it is considered that a wider consultation examining not just fees is needed to inform the future of the Nifty Fifties group. The consultation will look at group membership, programme and admission charges.
- 8.1.2 In response to Customer and Member concerns and the findings of the review in respect of print charges, the Library Service will implement a reduced charge in respect of this area. It is recommended that a reduced charge of 35p per print be applied from 1 April 2010. This will be carried out in consultation and agreement with the Portfolio Holder for Attractive and Inclusive City.
- 8.1.3 Room/Conference hire will continue to be monitored closely and colleagues will undertake a review of the pricing policy to ensure it meets the needs of the community and is consistent with other policies implemented across the City Services Directorate.

9.0 RECOMMENDATION

- 9.1 Members of the Children, Young People and Learning Scrutiny Committee are asked to consider and comment on the contents of this report.

Children, Young People & Learning Scrutiny Committee

Local Area Agreement Delivery Plans

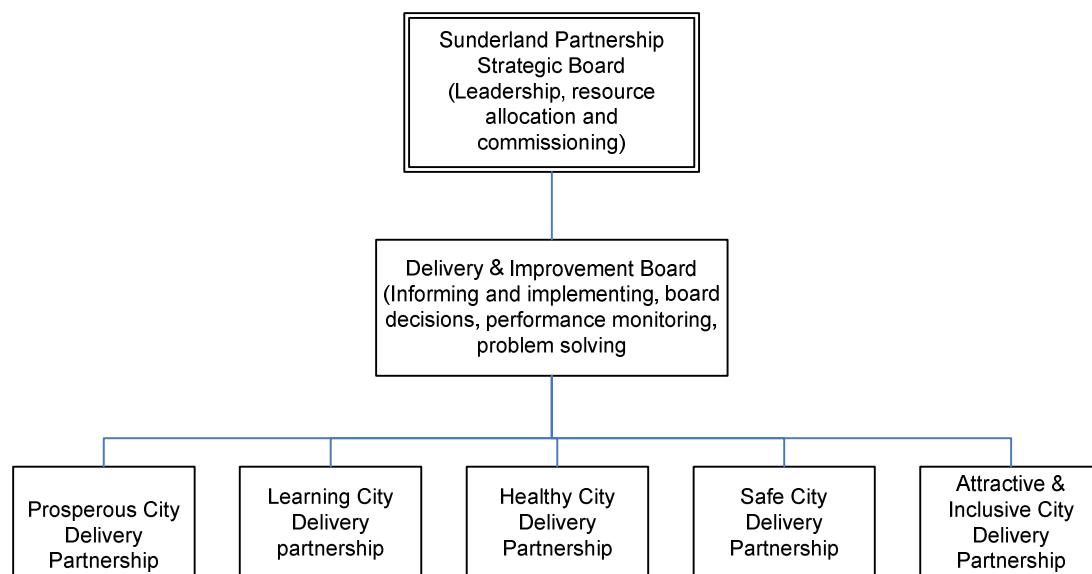
Report of the Learning City and Health City Delivery Partnership

1. Purpose of the Report

- 1.1 The purpose of the report is to provide Children, Young People & Learning Scrutiny Committee with the Local Area Agreement Delivery Plan for those services delivered by partners who are members of the Learning City Delivery Partnership and the Children's elements of the Healthy City Delivery Partnership.

2. Background

- 2.1 The regeneration and development of the City is taken forward by the Council and its partners through the Sunderland Partnership, a body that was established in 1994. The Partnership in general operates at three levels: strategic, operational and delivery. The diagram below provides a brief summary of the key groups that make up the Partnership.



- 2.2 The five main delivery partnerships reflect the city's strategic priorities which underpin the long term vision for the future of Sunderland that is set out in the Sunderland Strategy (2008-2025). This document sets the context for the local area agreement (LAA) which sets out short term 3 year targets to deliver identified priorities. A key role of these Delivery Partnerships is the development and implementation of objectives, targets and actions and associated monitoring as part of the Sunderland Partnership's performance management framework.

- 2.3 Members will recall that a new national performance framework was implemented during 2008/2009. This includes 198 new National Indicators which replaces previous national performance frameworks. As part of this new framework 49 national indicators have been identified as key priorities to be included in the Local Area Agreement (LAA). Performance against the priorities identified in the LAA and associated improvement targets have been reported to Scrutiny committee throughout 2009 as part of the quarterly performance monitoring arrangements. They are also a key consideration in the Comprehensive Area Assessment (CAA), which was introduced in April 2009, to provide an independent assessment of how local public services are working in partnership to deliver outcomes for an area. The first results were reported to scrutiny committees in January 2010.

3. Progress to date

- 3.1 Significant work has been undertaken during recent months to develop links between the Councils scrutiny arrangements and its external partners who comprise the Sunderland Partnership and its associated delivery groups. This has included;

- Development and agreement of a protocol between the Sunderland Partnership and the Councils Scrutiny Committees to establish roles and responsibilities to ensure a shared understanding of aims of scrutiny in Sunderland
- A meet and greet event between Scrutiny Chairs and Vice Chairs and members of the Sunderland Partnership to develop relationships and understanding of accountability in relation to the delivery of different aspects of the local Area Agreement
- Development of scrutiny committees links with the Sunderland Partnership and area arrangements including signposting and escalation of local issues for resolution where appropriate
- Provision of performance management training for members to enhance knowledge and expertise in terms of the principles of effective performance management to ensure members are better placed to maximise their role in terms of using performance information to inform decisions and drive improvement in service provision.

This work will further enhance the role of members in scrutinising progress towards delivery of targets and achievement of outcomes across the Sunderland Partnership in addition to council services.

- 3.2 The Sunderland Partnership's Delivery and Improvement Board have considered the CAA area assessment report, and in particular those areas identified as being in need of improvement, as part of a wider

discussion on improvement priorities for the next year. As a consequence Delivery Plans have been refreshed to ensure that the work programme is targeting the right issues, and outcomes can be demonstrated, maximising the value of improvement activity during 2010/11 which is the final year of the LAA.

- 3.3 As a consequence of these developments and the increasing importance of the local area agreement in terms of external assessment the LAA Delivery plans are being presented to relevant Scrutiny Committees by the Lead Officer for each Delivery Partnership, accompanied with key partners. The aim is to ensure transparency in relation to accountability for delivery of targets and also enable members to maximise developmental work undertaken with the Sunderland Partnership to date to scrutinise those areas where we aren't doing as well to ensure that improvement activity will deliver the necessary outcomes and meet local need.
- 3.4 The Learning City and relevant elements of the Health City Delivery Partnership's Plans are attached as **appendix 1**. A PowerPoint presentation will also be delivered outlining:
- What the key aims of the Delivery Partnership are
 - Which council services and key partners are involved
 - Key achievements to date
 - Key challenges
 - Key improvement activity during 2010/11

This is attached as **appendix 2**

4. Performance Monitoring and Reporting

- 4.1 Progress in relation to the delivery of the Learning City and Healthy City Delivery Partnerships plans will be reported on a quarterly basis as part of the performance monitoring arrangements in the committees work programme

5. Recommendation

- 5.1 That the committee considers the content of the Delivery Plan and where appropriate focussed its attention on those areas requiring further development to ensure that performance is actively managed



**Learning City Delivery Partnership
Healthy City Delivery Partnership**

Local Area Agreement Delivery Plan 2009/2011

Key Outcome: Everyone will have the knowledge and skills needed to play their part in the city's economic growth and achieve individual prosperity

Performance Measures: NI 161 Learners achieving a level 1 qualification in literacy
NI 162 Learners achieving an entry level 3 qualification in numeracy
NI 163 Working age population qualified to at least level 2 or higher

LAA Performance Measure	2008-09 outturn	2009/10 progress	LAA Target		Key actions	Completion date	Responsible Partner
			09/10	10/11			
NI 161: Learners achieving a level 1 qualification in literacy	1,661	Not available	+2% (992)	+2% (1012)	All SLP Partners and sub groups to develop strategies to increase the number of learners participating in and achieving level 1 qualification in literacy. <ul style="list-style-type: none"> Adult Learning Strategy developed. Family Learning Group Action Plan developed 	Apr 2010	Family And Community Learning Manager, Sunderland City Council and Chair of SLP Adult Board
NI 162: Learners achieving an entry level 3 qualification in numeracy	204 (2008)	Not available	+5% (120)	+5% (126)	Improve access and participation in family learning to <ul style="list-style-type: none"> Build Skills and knowledge across families. Provide positive and productive family learning experiences. Help give children the best start in life (family learning) By ensuring that <ul style="list-style-type: none"> 3 key cultural venues offer family Learning Opportunities Male participation is increased Family learning is accessible in each ward 	July 2010	Family And Community Learning Manager, Sunderland City Council and Chair of SLP Adult Board
NI 163: Working age population qualified to at least level 2 or higher (WNF Indicator)	65.4% (2008)	65.4% (2008)	+3% (66%)	+3% (69%)	All SLP Partners and sub groups to develop strategies to increase the number of learners participating in and achieving a Level 2 qualification (Improvement interventions to be determined on completion of the Learning Skills Strategy).	Apr 2010	FACL Manager, Sunderland City Council and Chair of SLP Adult Board
					Skills Strategy to be developed in response to the Economic Masterplan for the city.	t.b.c.	Head of Standards
					Support the up-skilling of the voluntary and community sector organisations to deliver quality learning programmes. <ul style="list-style-type: none"> 10 Community/Voluntary sector staff to be trained to level 3/4. 10 Community/Voluntary sector staff to be trained to level 3/4. Annual Best Practice Lifelong Learning Event to be held. 	Jan 2009 Sep 2009. Mar 2010	Chair of SLP Adult Board. Chair of SLP Adult Board. FACL Manager, Sunderland City Council

Key Outcome: Provide all children and young people in the city with the best preparation and foundation for adult life (Early Years and Primary)

Performance Measures:	NI 72	Achievement of at least 78 points across the EYFS
	NI 92	Narrow the gap between the lowest achieving 20% in the EYFS profile and the rest
	NI 76	Level 4 or above in both English and Maths at Key Stage 2
	NI 93	progression by 2 levels in English, between Key Stage 1 and Key Stage 2
	NI 94	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2
	NI 99	Children in care reaching level 4 in English at Key Stage 2
	NI 100	Children in care reaching level 4 in Maths at Key Stage 2

LAA Performance Measure	2008-09 outturn	2009/10 progress	LAA Target		Key actions	Completion date	Responsible Partner
			09/10	10/11			
NI 72: Achievement of at least 78 points across the EYFS with at least 6 in each of the scales in PSED and CLL.	44%	53.4%	48.4%	T.B.C	Early Years <ul style="list-style-type: none"> Develop and implement a communication strategy. Develop and implement the Early Years Quality Improvement Support Programme (EYQISP). EYFS Team roles and responsibilities reviewed. Develop a quality assurance system for EYFS and Childcare Teams. Improve the level of parental engagement in their children's learning. Improve leadership and management. 	t.b.c. From Sep 2009 Sep 2009 July 2010 Sep 2009 Sep 2009	Early Years Foundation Stage School Improvement Officer
NI 92: Narrow the gap between the lowest achieving 20% in the EYFS profile and the rest.	42%	37.2%	36.7%	T.B.C			
NI 76: Level 4 or above in both English and Maths at Key Stage 2 (floor)	6 Schools	13 schools	7 schools	T.B.C	Primary Attainment. Refer to Primary National Strategy Action Plan 09/10 <ul style="list-style-type: none"> Improve standards in literacy - Team develops effective support systems and approaches for use during the academic year. 	Feb 2010	Specialist Support Teacher Learning
NI 93: Progression by 2 levels in English, between Key Stage 1 and Key Stage 2	83%	83.1%	87%	T.B.C	<ul style="list-style-type: none"> Identify and target schools which have not yet fully implemented APP. 	Dec 2009	
NI 94: Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	80%	82.3%	80%	T.B.C	<ul style="list-style-type: none"> Target intervention to tack underachievement in reading. Embed and promote the SfW materials, Support for Spelling and the use of the Primary Framework. 	termly Sep 2009	
NI 99: Children in care reaching level 4 in English at Key Stage 2	80%	42%	50%	T.B.C	<ul style="list-style-type: none"> Promote the TfW materials to help teachers exploit the benefits of carefully engineering pupil talk as a key vehicle to accelerate progress in the tougher strands of writing. 	July 2010	
NI 100: Children in care reaching level 4 in Maths at Key Stage 2	93%	47.4%	55%	T.B.C	<ul style="list-style-type: none"> Use improving schools (IPS), core elements in schools. To improve primary teachers' understanding and use of progression and assessment in mathematics. 	July 2010 July 2010	
					Narrowing the gap & vulnerable groups <ul style="list-style-type: none"> To work with schools on a programme of self evaluation on intervention to ensure that intervention planning responds to new National targets particularly levels of progress and narrowing gaps Effective systems are in place to track the performance of pupils from vulnerable groups Establish an action research model to raise the attainment of those BME pupils who are identified as Gifted and Talented 	July 2010 July 2010 July 2010	

Key Outcome: Provide all children and young people in the city with the best preparation and foundation for adult life (Secondary & Higher education)

Performance Measures: NI 75 Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths
 NI 78 Five or more A*-C Grades at GCSE and equivalent including GCSEs in English and Maths (floor)
 NI 84 Achievement of 2 or more A*-C grades in Science GCSE's or equivalent
 NI 106 Young people from low-income backgrounds progressing to higher education
 NI 117 16-18 year olds not in employment, education or training

LAA Performance Measure	2008-09 outturn	2009/10 progress	LAA Target		Key actions	Completion date	Responsible Partner
			09/10	10/11			
NI 75: Achievement of 5 or more A* - C grades at GCSE or equivalent including English and Maths	43	44.8%	51%	T.B.C.	Secondary Attainment <ul style="list-style-type: none"> Implement all actions identified in the National Challenge LA Plan. Increase the impact of APP by supporting Depts. In using diagnostic assessments to plan appropriately for 2 level of progress. Improve schools' capacity to ensure the progression of all pupils towards independent learning in Functional Skills English. Offer intensive support to National Challenge and Gaining Ground schools in order to raise standards. Develop Science, Technology, Engineering and Mathematics Strategy Develop teachers' skills in teaching how science works. Increase the number of pupils progressing to L6+ in science. 	From July 2010	Senior School Improvement Officer
NI 78: 5 or more A*-C Grades at GCSE and equivalent including GCSEs in English and Maths (floor)	3	3 school	2 schools	T.B.C.			
NI 84: Achievement of 2 or more A* - C grades in Science GCSEs or equivalent	43	47.7%	52%	T.B.C.			
NI 106: Young people from low-income backgrounds progressing to higher education.	Not available	22%	TBC with Govt Office	TBC with Govt Office	Establishment of baseline participation figures in line with FSM data and programmes for targeted young people in place.	Spring term 2009.	Head of Standards
NI 90: Take up of 14-19 learning diplomas	Not available new PI academic year 08/09 reporting 09/10	129	148 pupils	398 pupils	Information, Advice and Guidance: Promotion campaign introduced in secondary Schools Parents/Options evening events established in secondary schools. Potential learners' interviews held. 14-19 Website maintenance schedule implemented. Information Leaflets produced and distributed to all year 9 pupils. DCFS 14-19 Themed Learning (IAG) Visit Final Submission to Gateway 5 for all diploma lines: Approval sought from DCFS for Science and Humanities	July 2010 Jan 2010 Nov 2010	Head of Standards

LAA Performance Measure	2008-09 outturn	2009/10 progress	LAA Target		Key actions	Completion date	Responsible Partner
			09/10	10/11			
NI 117: 16-18 year olds not in employment, education or training (WNF Indicator)	13.2% - 1281 (Nov 08-Jan 09)	10.7% - 1027 (Nov 09)	9.5%	8.8%	Review all resources across the 14-19 Partnership to ensure they are used efficiently and effectively.	From Sep 2010	Chair of 14-19 NEET sub-group
					Prevent NEET by putting in place appropriate early interventions including work related experiences and a pre 16 curriculum offer.	Sep 2010	14-19 Partnership Chair
					Improve the quality and quantity of Information, Advice and Guidance given to young people and their parents so that it is timely and of high quality.	Sep 2010	Local Manager Connexions.
					Improve transition from compulsory education to post 16 education and training.	Jul 2010	Head Teachers representative on 14-19 Partnership and Youth Development Group Manager
					Establish area based targets for NEET and incorporate into Area Committee performance monitoring arrangements	From Jan 2010	Head of Positive Contribution and Economic wellbeing
					Ensure post-16 provision is appropriate to meet the needs of young people.	Jul 2010	Chair 14 – 19 Partnership
					Ensure employers are engaged with the NEET Agenda <ul style="list-style-type: none"> Agree and set targets for public services to employ young people. Procurement guidelines agreed to increase opportunities for young people. Entrepreneurs to deliver sessions to young people. Increase the availability of work experience and taster sessions and process for referrals is robust 	Sep 2010 Sep 2010 Jan 2010 Jul 2010	LA / Health / Gentoo? LSP Head Teacher Thornhill 14 – 19 Partnership
					Ensure processes are in place and implemented to support young people having a personal mentor / lead professional available to support them from year 7 onwards until they are settled in an appropriate post 16 destination and on target to achieve their outcome and remain in EET.	In place from September 2010	14-19 Partnership Chair
					Work with schools to support them in offering employment and training opportunities for 100 young people who are NEET for 4 months minimum wage or allowance.	February 2010	The Hub / Springboard
					Partner organisations involved in a panel review of NEET cases to identify actions that can be taken to move clients on.	December 2009	Chair 14-19 NEET sub-group

Key aim: Improve the emotional health and wellbeing of children

Performance Measures: NI 50 Emotional Health of Children

NI 63 Stability of placements of looked after children: length of placement

NI 112 Under 18 conception rate

NI 116 Proportion of children in poverty

LAA Performance Measure	2008-09 outturn	2009/10 progress	LAA Target		Key actions	Completion date	Responsible Partner
			09/10	10/11			
NI 50: Emotional Health of children	66.9%	Available March	69.5%	72%	Establish a task and finish group to develop a revised action plan to update and address any issues arising from the Joint Strategic Needs Assessment.	March 2010	Teaching Primary Care trust

LAA Performance Measure	2008-09 outturn	2009/10 progress	LAA Target		Key actions	Completion date	Responsible Partner
			09/10	10/11			
NI 63: Stability of placements of looked after children: length of placement	67.3%	67.1%	74%	75%	<ul style="list-style-type: none"> Risk assessment process for missing children has been strengthened, resulting in more accurate reporting of actual missing episodes. Budget has been committed to providing respite support for foster carers, and a gate keeping process for its use has been established – impact has been to provide speedy support to fragile placements and prevent breakdown Stability Action Planning Meetings have been established to identify issues in good time in order to support the existing placement. 	t.b.c.	Head of Safeguarding

Key outcome: Improve the emotional health and wellbeing of children

Performance Measures: NI 112 Under 18 conception rate

LAA Performance Measure	2008-09 outturn	2009/10 progress	LAA Target		Key actions	Completion date	Responsible Partner
			09/10	10/11			
NI 112: Under 18 conception rate	58.3 per 1000 females aged 15-17	54.5 per 1000 females (June 2008)	34.9 per 1000 females aged 15-17 (2009, 46.4% reduction from 1998 baseline)	33.89 per 1000 females aged 15-17 (2010, 55% reduction from 1998 baseline)	A lead within both the TPCT and LA has been identified to focus on teenage pregnancy to ensure both statutory organisation prioritise teenage pregnancy within strategic plans.	Dec 2009	Teaching Primary Care trust
					Completion of the annual teenage pregnancy self assessment toolkit to identify any gaps and issues not being addressed	Dec 2009	Teaching Primary Care trust
					Establish a thematic group for teenage pregnancy to drive the vision, monitor the action plan and progress against the target	Jan 2010	Young People's Services Strategic Manager
					Local dataset for teenage pregnancy to be established to be used locally when planning interventions with target groups	Mar 2009	Young People's Services Strategic Manager
					A review of existing contraception and sexual health services (CASH) for young people to build a programme of delivery and a communication strategy	March 2010	Teaching Primary Care trust
					Development of a revised web based pregnancy testing and options protocol to ensure all young women receive the same support and referral options	Protocol designed Dec 09 Organisations signed up and training provided Mar 2010	Teaching Primary Care trust Re-Integration Officer for Teenage Pregnancies
					Evaluate existing packages of Sex Relationship Education and develop a package for schools on a trial basis	From Mar 2010	Teaching Primary Care trust and Sunderland Healthy Schools Co-ordinator
					The current condom card scheme is being reviewed to include an opt out approach for Chlamydia screening All outlets to be given training and Chlamydia test kits and all condom card registration to include a Chlamydia test Update and relaunch the condom card	Dec 2009 Mar 2010	Teaching Primary Care trust and Provider Directorate, Sexual health promotion team
					Development of a young person's sexual health website to establish one point of call for young people to access information about sexual health and local services	From Mar 2010	Teaching Primary Care trust and Special Initiatives Manager - Health Improvement

Key outcome: Improve the emotional health and wellbeing of children

Performance Measures: NI 116 Proportion of children in poverty

LAA Performance Measure	2008-09 outturn	2009/10 progress	LAA Target		Key actions	Completion date	Responsible Partner
			09/10	10/11			
NI 116: Proportion of children in poverty	<p>In relation to child poverty 51% of children live in low income families compared to 44% in the North East and 42% nationally. Out of a total of 25,074 households with children:</p> <p>36% live in relative poverty (below 60% of median income before housing costs) and of these 60% are lone parent families, 19% live in absolute poverty (income less than £867 per month) and of these 70% are lone parent families</p>		22.9%	21.4%	<p>Develop action plans to deliver the four objectives in the Child Poverty Strategy to improve outcomes to reduce child poverty</p> <ul style="list-style-type: none"> Targeting education, health and family support services Removing the barriers to employment and increasing the numbers in work Improving financial inclusion in the city and maximise family income Raising aspirations and tackling poverty of place in order to break the cycle of poverty 	From Jan 2010	Sunderland City Council
					<p>JobCentre Plus, part of the Department for Work and Pensions, aims to:</p> <ul style="list-style-type: none"> Help more people into paid work Help employers fill their vacancies, and give people of working age help and support they are entitled to if they cannot work 	ongoing	JobCentre Plus
					<p>Provide a comprehensive Job Linkage network</p> <ul style="list-style-type: none"> Implementation of the WNF programme commences April 2009. 	The programme covers 2009/2010 and 2010/2011.	Employment and Training Manager, SCC
					<p>Provide an advice and support service for all young people (13-19) on a range of lifestyle issues including education, careers, employment and training.</p>	ongoing	Connexions Manager Sunderland, Employment and Training Manager, SCC and JobCentre Plus

Key outcome: Reduce the incidence of lifestyle choices that have a clear link with poor health, particularly lack of exercise, obesity, smoking and alcohol misuse

Performance Measures

NI 56 Obesity among primary school age children in year 6

LAA Performance Measure	2008-09 outturn	2009/10 progress	LAA Target		Key actions	Completion date	Responsible Partner
			09/10	10/11			
NI 56: Obesity among primary school age children in year 6	21% (08/09)	21% (08/09)	22.4% (674 children)	21.4% (647 children)	Develop SOTW Weight Management and Obesity Strategy and Sunderland Locality Action Plan	Strategy signed off Jan 2010	Teaching Primary Care trust
					Workforce development programme established to support implementation of programme	Jul 2009	Teaching Primary Care trust
					Comprehensive Weight Management Pathway of Care established with evidence based and cost effective services commissioned to deliver interventions <ul style="list-style-type: none"> Business Case developed which includes NST recommendations and approved by CMT/Board Funding identified Programme Delivered 	Sep 2009 Oct 2009 Mar 2010	Teaching Primary Care trust
					Promotional Campaign to target specific groups based on Change 4 Life Programme	Mar 2010	Teaching Primary Care trust
					Increase the coverage of the NCMP	Dec 2009	Teaching Primary Care trust
					Commission and Implement comprehensive and effective Tier 1 Services to strengthen promotion of physical activity by establishing clear governance in relation to 2 and 3 PE Offer	From Mar 2010	Teaching Primary Care trust
					Commission and implement comprehensive and effective Tier 2 Services to strengthen breastfeeding, weaning and children and young people healthy eating programmes	From Mar 2010	Teaching Primary Care trust
					Commission and implement comprehensive and effective Tier 3 Services based on the NCMP data <ul style="list-style-type: none"> Implementation of the Weaning Programme Implementation of the HENRY Programme Commission Services Delivery of the multi-agency model programme Increased referral rate and uptake rate of children and young people completing programmes 	From Mar 2010	Teaching Primary Care trust

Learning City Delivery Partnership

'To create a city with a thriving learning culture where everyone can be involved in learning in a cohesive, inclusive city that is committed to social injustice, equality and prosperity where creativity flourishes and where individuals can have all they need to thrive in the global economy.'

Local Area Agreement Delivery Plan

Draft presentation

Context

- What the key aims of the Delivery Partnership are
- Which council services and key partners are involved
- Key achievements to date
- Key challenges
- Key improvement activity during 2010/11

Purpose / Key aims

LAA focus:

Everyone will have the knowledge and skills needed to play their part in the city's economic growth and achieve individual prosperity

- Increasing the working age population qualified to at least level 2 or higher
- Increasing the number of learners achieving a level 1 qualification in literacy
- Increasing the number of learners achieving an entry level 3 qualification in numeracy

Provide all children and young people in the city with the best preparation and foundation for adult life

- Improving attainment across a range of national indicators at early years, primary and secondary school
- Increasing the number of young people from low income backgrounds progressing to higher education
- Reducing the number of 16-18 year olds not in employment, education or training

Purpose / Key aims (includes Children's elements of the Healthy City Delivery Partnership)

Improve the emotional health and wellbeing of children

- Reducing the proportion of children in poverty
- Reducing the under 18 conception rate
- Improving the emotional health of children
- Improving the stability of placements of looked after children

Reducing the incidence of lifestyle choices that have a clear link with health

- Reducing obesity among primary school age children in year 6

Who we are



- Sunderland City Council
- Schools
- Voluntary Community Sector
- City of Sunderland College

- Sunderland City Council
- Schools
- Sunderland Community Network
- City of Sunderland College
- Sunderland City Provider Network
- Learning & Skills Council
- Job Centre Plus

- Sunderland City Council
- Sunderland Community Network
- City of Sunderland College
- Sunderland City Provider Network
- Learning & Skills Network
- Job Centre Plus

Key achievements

- Early years attainment increasing
- 5+ A*-C GCSEs including English & Maths improving
- 14 Diploma lines from Sept 2010
- Increase in the % of Year 11 leavers receiving an offer of learning.
- Reductions in NEET – Turning the Curve
- Skills for Life action plan & Family Learning Strategy – increase in male participation in programmes in July 2009

Key challenges

- Child Poverty - embedding the agenda across all delivery partnerships
- Sustaining progress in reducing NEET
- Achieving challenging attainment targets
- Addressing 'new' targets, strategies and programmes (14-19)

Key Improvement Activity 2010/11

Everyone will have the knowledge and skills needed to play their part in the city's economic growth and achieve individual prosperity

- Adult learning Strategy
- Improving access and participation in family learning
- Skills Strategy (linked to economic masterplan)
- Up-skilling of voluntary and community sector

Provide all children and young people in the city with the best preparation and foundation for adult life

- Early Years quality improvement support programme
- Primary national strategy action plan
- Intervention planning – tracking performance of pupils from vulnerable groups
- National Challenge LA Plan
- Ensure post 16 provision meets the needs of young people
- Employer Engagement in Raising the Participation Age (RPA)
- Partner organisations panel review of NEET cases

Improve the emotional health and wellbeing of children

- Provision of emotionally healthy environments and settings
- Multi agency arrangements and responses to bullying and racism
- Review of existing contraception and sexual health services
- Web based pregnancy testing protocol
- Evaluation and pilot of Sex Relationship Education
- Condom card scheme
- Young persons sexual health website
- Child Poverty Strategy – partnership action planning

Reducing the incidence of lifestyle choices that have a clear link with health

- Weight management & obesity strategy
- Focus on prevention and risk taking behaviour – healthy environments
- Commissioning and implementation of a range of services across 3 Tiers of provision
- Change 4 Life programme

**REFERENCE FROM CABINET – 3RD FEBRUARY, 2010
CHILDREN AND YOUNG PEOPLE’S PLAN 2010-25**

Report of the Chief Solicitor

1. Why has this report come to the Committee?

- 1.1 To seek the advice and consideration of this Committee on a report considered by Cabinet on 3rd February, 2010. The report presented a consultation draft of the Children and Young people’s Plan (CYPP) 2010-25 and Delivery Plan 2010-13.
- 1.2 Members’ views will contribute to the consultation process.

2. Background and Current Position

- 2.1 The Cabinet, at its meeting held on 3rd February, 2010, gave consideration to a report of the Executive Director of Children’s Services. The report sought approval to the Consultation Draft of the CYPP 2010-25 and to canvass the views of the Members prior to presentation of the final CYPP to be presented to Council for ratification in March 2010.
- 2.2 Copies of the 3rd February, 2010 Cabinet agenda were circulated to all Members of the Council. Recommendations from the meeting will be reported orally to the meeting.

3. Conclusion

- 3.1 The report is referred to this Committee for advice and consideration. Comments from the Committees will be reported back to Cabinet on 10th March, 2010.

4. Recommendation

- 4.1 The Scrutiny Committee is invited to give advice and consideration to Cabinet on the attached report of the Executive Director of Children’s Services.

5. Background Papers

- 5.1 Cabinet Agenda, 3rd February, 2010.
- 5.2 A copy of the Agenda is available for inspection from Chief Solicitor’s or can be viewed on-line at:-

<http://www.sunderland.gov.uk/committees/CmisWebPublic/Meeting.aspx?meetingID=1603>

6. Glossary

CYPP – Children and Young People's Plan

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CABINET MEETING – February 2010 EXECUTIVE SUMMARY SHEET – PART I	
Title of Report: Children and Young People's Plan (CYPP) 2010-25	
Author(s): Executive Director of Children's Services	
Purpose of Report: To present Cabinet Members with a Consultation Draft of the Children and Young People's Plan (CYPP) 2010-25 Strategy and 3 year Delivery Plan 2010-13 as set down in Article 4 of the Council's Constitution.	
Description of Decision: To seek approval to the Consultation Draft of the CYPP 2010-2025 Strategy CYPP three year delivery plan 2010-13 and to canvas the views of members prior to presentation of the final CYPP to be presented to Council for ratification in March 2010.	
Is the decision consistent with the Budget/Policy Framework? Yes	
If not, Council approval is required to change the Budget/Policy Framework	
Suggested reason(s) for Decision: The CYPP is an Article 4 plan under the Constitution of the Council and is the primary document for the Children's Trust partnership to set out how it will deliver priorities to deliver better outcomes for children, young people and their families.	
Alternative options to be considered and recommended to be rejected: The alternative option is not to produce a CYPP. This would result in a breach of the Council's Constitution and have a negative impact on outcomes for children, young people and their families.	
Is this a "Key Decision" as defined in the Constitution? Yes Is it included in the Forward Plan? Yes	Relevant Scrutiny Committee: Children, Young People and Learning

CHILDREN AND YOUNG PEOPLE'S PLAN 2010-25**Report of Director of Children's Services****1. Purpose of the Report**

- 1.1 To present Cabinet Members with a Consultation Draft of the Children and Young People's Plan (CYPP) 2010/2025 Strategy and 3 year Delivery Plan 2010-2013.

2. Description of Decision

- 2.1 To seek approval to the Consultation Draft of the CYPP 2010-25 and to canvass the views of members prior to presentation of the final CYPP to be presented to Council for ratification in March 2010.

3. Introduction/Background

- 3.1 The Children and Young People's Plan continues to be the key document that covers, in one place, all services for young people and families within a single strategic and overarching vision for the local area.
- 3.2 Children's Trust partners are closely involved in its development and should ensure their own plans are fully aligned with it. The Children's Trust signs off the CYPP, ensures that it is published, refreshed, evaluated and reviewed. The CYPP both drives the operating plans which underpin it and reflects and informs the overarching plan – the Sunderland Strategy - of which it should be a part.
- 3.3 The Apprenticeships, Skills, Children and Learning Act 2009 quickly followed statutory guidance issued in November 2008 and January 2009 setting out the Government's direction for strengthening Children's Trusts' governance and CYPP arrangements.

The Act facilitates greater partnership ownership of the CYPP by legislating to place the duty from April 2011 on the Children's Trust Board to produce, publish and monitor the CYPP. The jointly-owned CYPP will reflect shared priorities in, for example, PCT commissioning plans and Local Area Agreements to address the needs of children and young people, including the most vulnerable and those with additional needs, and seek to ensure that services are designed around those needs.

It is important that the Children's Trust is accountable for its actions to the local community, including children and families and front line providers.

The local authority must set out in the CYPP what the Children's Trust intends to do to improve outcomes for local children and families.

4. Current Position

- 4.1 The CYPP 2010-25 is the Children's Trust's 15 year strategy, setting out the vision and strategy of the Children's Trust to show what success will look like in 2025 in improving outcomes for all children and narrowing the gap in outcomes for our more vulnerable groups.
- 4.2 The CYPP:
- Provides an overview of Sunderland Children's Trust and its priorities for the city
 - Sets out the national context of the CYPP and how we, in Sunderland will monitor and evaluate our local CYPP
 - Demonstrates how all partners in the city will work towards the Children's Trust's priorities
 - Strengthens the alignment between the CYPP, Sunderland Strategy and Local Area Agreement, setting out the lines of accountability held by the Sunderland Partnership with those by the Children's Trust
- 4.3 As a strategy for the future, it recognizes both the strengths and the areas for improvement in the capacity, skills and competence within Children's Trust's arrangements to deliver better outcomes.
- 4.4 This CYPP 2010-25 sets out the strategic direction for the Children's Trust and how it is going to work to achieve improvements. The strategy is underpinned by a series of 3 year plans which will be delivered through partnerships aligned to the Children's Trust and the Sunderland Partnership, which will set out clear plans for commissioning each priority outcome.
- 4.5 The Children's Trust has applied its commissioning process in developing this strategy. In November 2008, the Children's Trust conference engaged partners and stakeholders in the planning for the CYPP 2025 Strategy.
- 4.6 A number of documents have been prepared that contribute towards this process and the development of the CYPP 2010-25.
- **Annual Report 2009** – reports on the achievements and progress that has been made against each of the priorities and actions within the CYPP 2007-09 and identifies any outstanding areas of work.
 - **The CYPP 2009/10** – is an extension of the CYPP 2007-09. It was prepared as part of the process of publishing the Annual Report 2009 and preparing for the Children's Trust's assessment of need.
 - **The Needs Assessment 2009** sets out the details of a comprehensive analysis of need and was prepared during January to September 2009. The needs assessment was drawn up looking at a range of qualitative and quantitative information
- 4.7 Once the needs assessment was prepared the commissioning process allowed the Children's Trust to:

- **Set priority outcome areas**
- **Develop the CYPP 2010-25**
- **Develop the three year delivery plan 2010-13** – this document sets out specific actions that demonstrate how partnerships are working towards improving each priority outcome areas. During October and November 2009 commissioning leads and key contacts were engaged in preparing the information that feeds into the three year delivery plan.

4.8 The CYPP 2010-25 Strategy sets out the vision, values and principles of the Children's Trust, the key aims and milestones, how the Children's Trust will be accountable for delivering the strategy, monitoring and evaluation arrangements as well as information around resources and finance.

4.9 The CYPP three year delivery plan 2010-13 provides information about each of the priority outcomes, identifying the lead partnership, what is currently happening and what plans are in place to improve outcomes, as well as information on performance and resources. The identified priority outcomes relate to:

- Improving outcomes for those living in poverty and reducing child poverty
- Safeguarding children and young people in Sunderland
- Reducing levels of childhood obesity
- Reducing levels of teenage pregnancy
- Improving children and young people's emotional and mental health
- The impact of domestic violence on children and young people
- Reducing levels of bullying
- Reducing levels of crime committed by children and young people and reducing children and young people's fear of crime
- Improving attainment at school and narrowing the gap for those groups of children who do not do as well as their peers
- Having locally accessible and affordable fun play and physical activities
- Reducing levels of offending
- Reducing levels of anti-social behaviour
- Improving the public perception of young people
- Increasing the proportion of young people in education, employment and training
- Improving transport
- Improving the environment
- Improving outcomes for vulnerable groups, including those with learning difficulties and/or disabilities, children in care, children in need and in need of protection, those from black and minority ethnic groups.

5. Timescales

January 2010 – March 2010	Formal consultation period for the article 4 plan. This includes Cabinet, Scrutiny Committee and Council
03.02.10	Cabinet consideration of the draft CYPP
11.02.10	Children, Young People & Learning Scrutiny Committee consideration
10.03.10	Cabinet approval of final draft
31.03.10	Council approval
01.04.10	Launch of CYPP 2010-25

6. Reasons for the Decision

The CYPP is an Article 4 Plan under the Constitution of the Council and is the primary document for the Children's Trust partnership to set out how they will deliver priorities to ensure better outcomes for children, young people and their families.

6. Alternative Options

An alternative option would be not to produce the CYPP. This would result in a breach of the Council's Constitution and have a negative impact on outcomes for children, young people and their families.

7. Relevant Considerations/Consultations

Throughout the process the Children's Trust has informed and engaged some key stakeholder groups.

- Partners - workshops to reassess Children's Trust arrangements and to consider priorities emerging from the Needs Assessment.
- Members – two drop-in events have been held (in June and November 2009) for all Members.
- Schools – regular letters have been sent to schools to inform them of the work of the Children's Trust in developing the CYPP 2010-25.
- Consultation with the Children, Young People and the Learning Scrutiny Committee Consultation Group

Links have been made with the Sunderland Strategy and its related strategies and thematic partnerships, as well as the Local Area Agreement and National Indicator Set.

8. List of Appendices

Children and Young People's Plan 2010-25 Strategy and 3 year Delivery Plan

9. Background Papers

Children and Young People's Plan 2009-10

Statutory Guidance on Inter Agency Cooperation November 2008

Children and Young People's Plan Guidance 2009

Report to Cabinet May 2009

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

11 FEBRUARY 2010

NATIONAL CURRICULUM FINAL RESULTS 2009

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

Strategic Priorities: Learning City

1. Why has this report come to the Committee?

- 1.1 To update members on final, validated 2009 national curriculum results, including individual school and college results.

2. Background

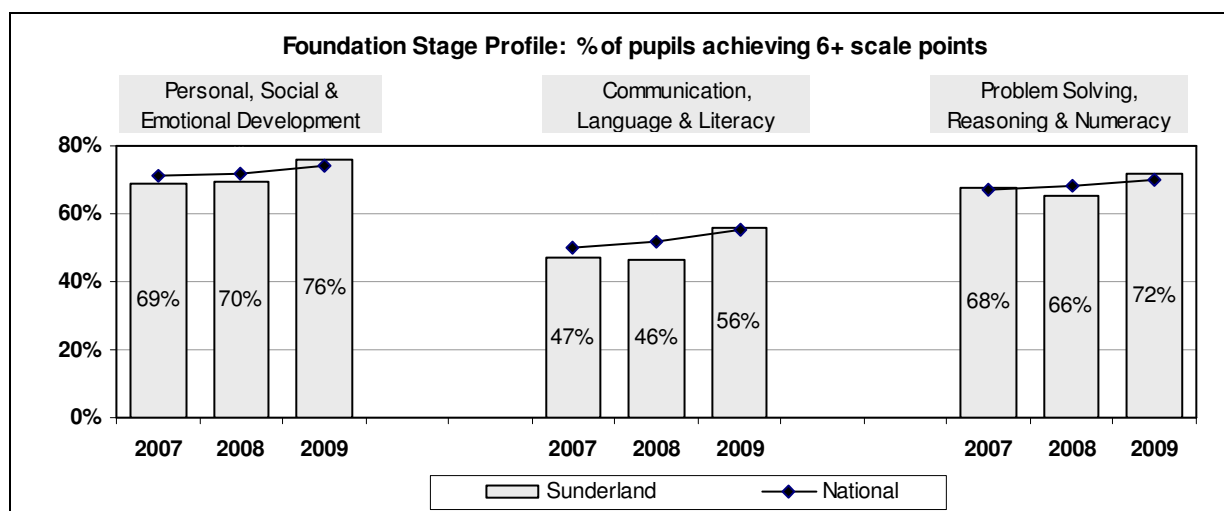
- 2.1 Members received an early indication of provisional Sunderland results in September 2009; this report provides an update with final outcomes, national and statistical neighbour comparisons. Individual school level results at end of primary and secondary school are included, along with school and college level results for eighteen year olds.

3. Current Position

- Early Years Foundation Stage Profile results have improved substantially this year and Sunderland results are now above national
- Key Stage 1 results have remained stable over the last three years.
- Key Stage 2 results have declined in English this year and remained the same in maths
- Key Stage 4 (GCSE) performance continues to improve, and Sunderland is celebrating its best ever results in 2009 but performance of girls has remained static.
- Key Stage 5 (A Level and equivalent) results per student continue to be above national results and results per entry continue to improve year on year.

4. Attainment at age 5: Early Years Foundation Stage Profile results

- 4.1 The Early Years Foundation Stage Profile (EYFSP) assesses five year olds across thirteen different elements which can be grouped into the three main strands below. Children are assessed on a scale of 0 to 9 for each element, and those children who achieve at least six scale points are working securely within the early learning goals.



4.2 The proportion of children working securely within early learning goals (level 6+) for each area of learning has shown strong improvement this year and Sunderland now performs above national standards in each area.

4.3 There are two main National Indicator measures at Early Years Foundation Stage:

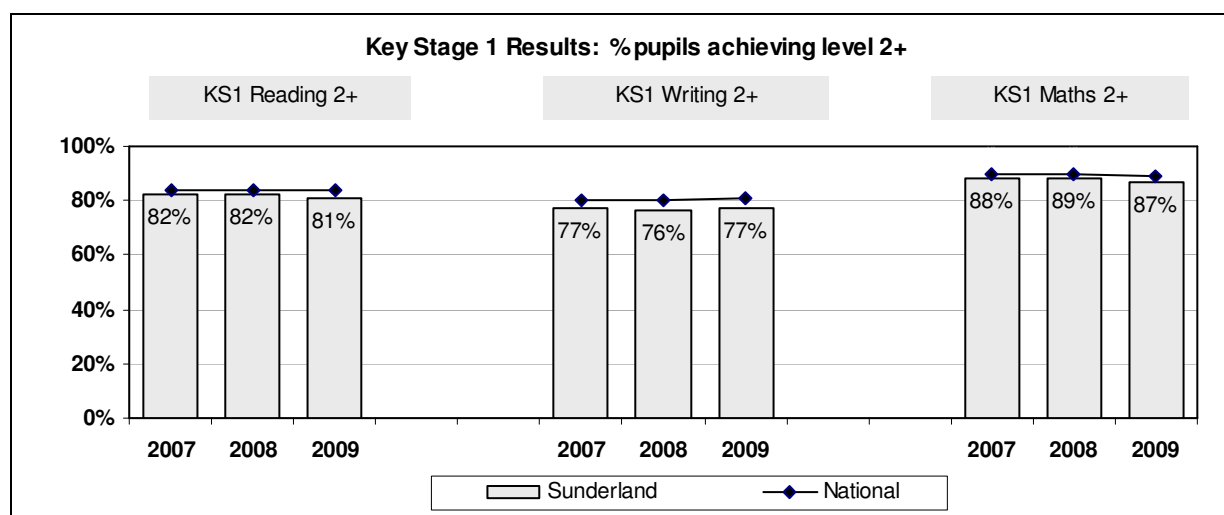
- *NI72: Percentage of children who achieve at least 78 points and also 6 scale points in each assessment of Communication, Language & Literacy and Personal, Social & Emotional Development.* Sunderland has made good improvement this year. In 2007 and 2008 results were static at 44%, but in 2009 results have improved to 53% of children achieving this measure, compared to 52% nationally. Boys have improved from 36% to 44% and girls from 54% to 63%, 2008 – 2009. Sunderland is one of the top ten most improved local authorities at this measure.
- *NI92: Narrowing the gap between the lowest achieving 20% of pupils and the rest.* This indicator measures the gap between the average score of the lowest 20% of children and the score of the median (middle) child. The smaller the gap the better. Sunderland has made good progress at narrowing the gap this year, from 42% to 37%, which although wider than the national gap (34%), Sunderland is the eighth most improved local authority at closing the gap this year.

4.4 Early Years Foundation Stage Improvement Activity:

- Improve the quality of the Local Authority support to settings by implementing the Early Years Quality Improvement Support Programme (EYQISP) and quality assuring the support to settings
- Improve the quality of settings and practitioners by providing training and guidance on monitoring progress and learning, welfare requirements, inclusive practice, training, strong partnerships with parents and professionals and the learning environment
- Improve the ability of settings to identify and narrow the gap for the lower achieving or disadvantaged children
- Develop specific projects to focus on areas that need significant improvement, for example boys, English as a second language, SEN, speaking and listening skills.

5. Attainment at age 7: Key Stage 1 results

5.1 Children are teacher assessed at Key Stage 1 in reading, writing and maths at age seven. The nationally expected level of achievement at this age is level 2, and the highest assessment is level 3.



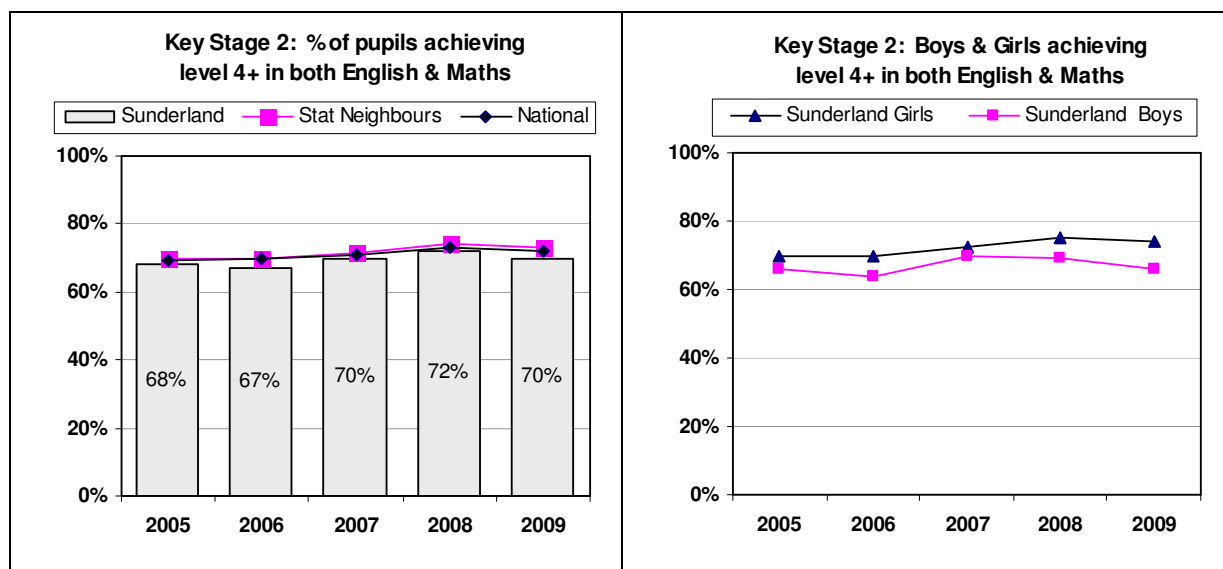
5.2 Key Stage 1 results have improved slightly in writing but declined slightly in reading and maths; results in all three subjects are just below national averages, and nationally results have followed a similar pattern with slight improvement in writing and decline in maths. Girls continue to perform better than boys at Key Stage 1, particularly at reading and writing. Results are unchanged from those reported at September 2009 scrutiny.

5.3 Key Stage 1 Improvement Activity:

- Develop and embed the use of the Primary Framework to improve understanding of progression and strengthen subject knowledge
- Fully implement and embed APP and ensure accurate teacher assessment judgements through moderation and standardisation
- Promote and develop the use of Support for Writing and Talk for Writing materials
- Target underperforming schools at Key Stage 1 and implement the Every Child a Reader (ECaR) programme in 10 schools and Every Child Counts (ECC), now in its second year, in 5 schools
- Maximise opportunities for spreading good practice in Communication Language and Literacy Development (CLLD) by further developing the role of Leading Teachers within the four area networks
- Engage targeted schools, where attainment in writing is low, in relevant development activity
- Provide CPD and support to develop guided group work and talk-for-learning in mathematics

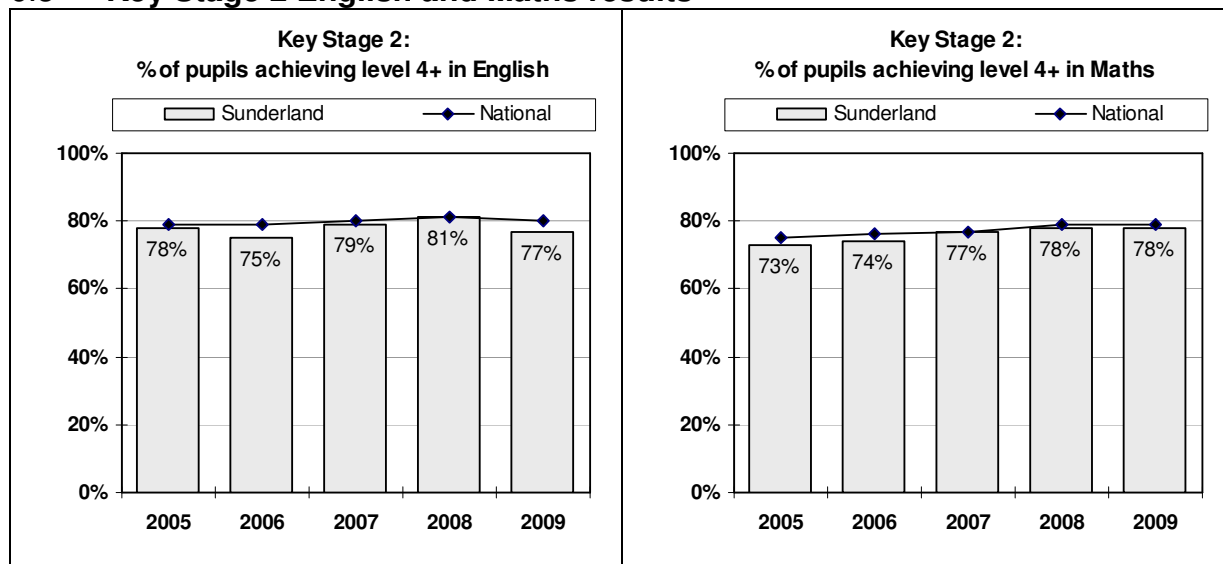
6. Attainment at age 11: Key Stage 2 results

- 6.1 Children sit Key Stage 2 tests at the end of primary school in English, maths and science. The nationally expected level of achievement at this age is level 4, and the highest is level 5. The key national indicator at Key Stage 2 is percentage of children who achieve level 4 or higher in both English and maths. Key Stage 2 Sunderland and national results are unchanged from those reported at September 2009 scrutiny.



- 6.2 Percentage of pupils achieving level 4 or higher in both Key Stage 2 English and maths has declined from 72% to 70% 2008 – 09, but with improvement over the last five years. Sunderland results are 2% lower than national results and 3% points below statistical neighbours, although results for both comparator groups have also declined slightly this year. Sunderland girls' performance has declined slightly from 75% to 74% this year while boys have declined from 69% to 66%, widening the gender gap to 8 percentage points. Sunderland is in the third quartile nationally for this measure.

6.3 Key Stage 2 English and Maths results



6.3.1 Key Stage 2 English results at level 4+ have declined from 81% to 77%, 2008 – 09. Nationally, results have also declined from 81% to 80%. The percentage of children achieving the higher level 5 in English has declined slightly from 29% to 28%.

6.3.2 2009 Key Stage 2 maths results in Sunderland have remained at 78% over the last two years and are just below the national average of 79%. Percentage of pupils achieving the higher level 5 in maths has improved this year, from 31% to 33%, 2008 – 09

6.4 Key Stage 2 school level performance

6.4.1 The national indicator floor target is to ensure that at least 55% of pupils at each school achieve level 4 or higher in both English and maths. The number of schools with less than 55% level 4+ has increased from 8 in 2008 to 13 in 2009. The LA has targeted ISP support for all schools below the floor target and will make good use of this programme to bring about a level of improvement that will bring those schools above the floor target in 2010.

6.4.2 Key Stage 2 Improvement Activity:

- Target the Improving Schools Programme (ISP) towards schools below the floor target and where the role of middle leaders needs to be strengthened
- Develop a programme to use in schools needing to maximise the progress that pupils make, within the Priority Learning Local Authority (PLLA) initiative
- Develop and embed the use of the Primary Framework to develop understanding of progression and strengthen subject knowledge
- Fully implement and embed APP and ensure accurate teacher assessment judgements through moderation and standardisation
- Promote and develop the use of Support for Writing and Talk for Writing materials
- Target underperforming schools at Key Stage 2 and implement the Every Child a Writer (ECaW) programme in 30 schools
- Engage targeted schools, where attainment in writing is low, in relevant development activity
- Provide CPD and support to develop guided group work and talk-for-learning in mathematics
- Engage with the Specialist Mathematics Teacher programme
- Develop the use of Classroom Quality Standards

Key Stage 2 school level performance

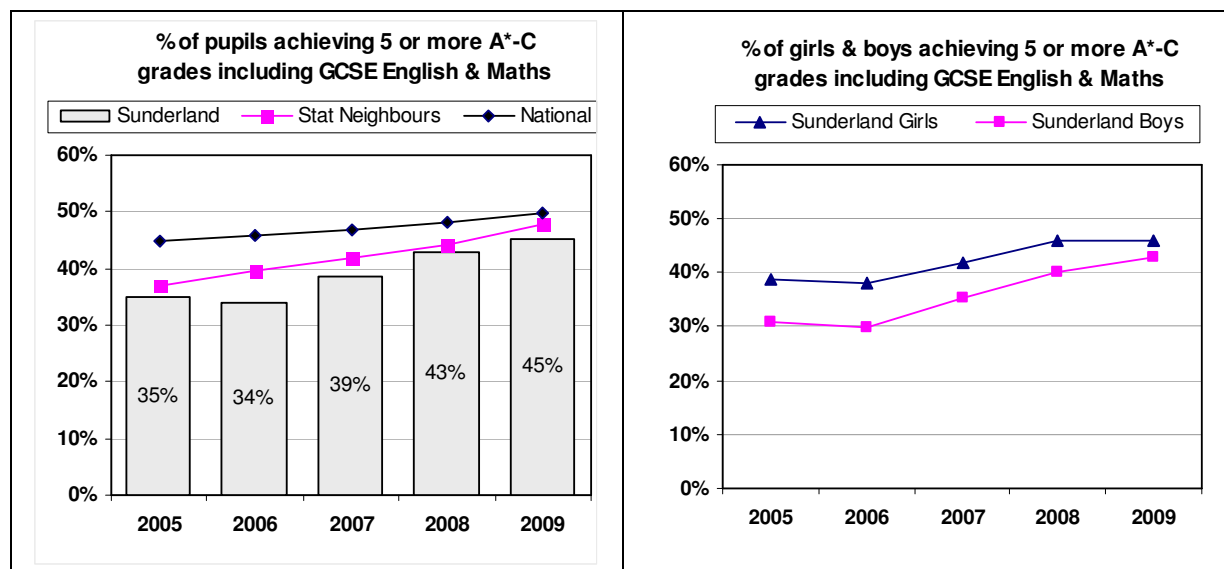
Key Stage 2 2007 - 09	Percentage achieving level 4+ In English & Maths		
School:	2007	2008	2009
Academy 360	-	-	45%
Albany Village Primary	56%	67%	46%
Barmston Village Primary	51%	61%	49%
Barnes Junior	78%	74%	65%
Barnwell Primary	75%	76%	70%
Benedict Biscop Primary	83%	97%	93%
Bernard Gilpin Primary	70%	57%	67%
Bexhill Primary	64%	79%	78%
Biddick Primary	86%	82%	72%
Bishop Harland Primary	48%	55%	54%
Blackfell Primary	65%	82%	83%
Broadway Junior	75%	81%	78%
Burnside Primary	75%	79%	58%
Castletown Primary	77%	76%	77%
Dame Dorothy Primary	84%	75%	70%
Diamond Hall Junior	63%	69%	61%
Dubmire Primary	76%	72%	66%
Easington Lane Primary	71%	69%	69%
East Herrington Primary	91%	93%	90%
East Rainton Primary	92%	73%	45%
English Martyrs' Primary	62%	32%	63%
Eppleton Primary	63%	93%	62%
Farringdon Primary	60%	61%	58%
Fatfield Primary	61%	75%	71%
Fulwell Junior	94%	91%	89%
George Washington Prim.	72%	72%	64%
Gillas Lane Primary	88%	54%	71%
Grange Park Primary	76%	52%	83%
Grangetown Primary	73%	62%	53%
Hasting Hill Primary	45%	69%	73%
Hetton Lyons Primary	78%	79%	85%
Hetton Primary	56%	60%	53%
Highfield Primary	65%	65%	63%
Hill View Junior	72%	79%	87%
Holley Park Primary	80%	74%	82%
Hudson Road Primary	34%	47%	44%
Hylton Castle Primary	56%	51%	62%
Hylton Red House Primary	52%	58%	48%
John F Kennedy Primary	73%	83%	89%
Lambton Primary	87%	91%	89%

Key Stage 2 2007 - 09	Percentage achieving level 4+ In English & Maths		
School:	2007	2008	2009
Mill Hill Primary	65%	75%	78%
New Penshaw Primary	54%	79%	47%
New Silksworth Junior	71%	67%	77%
Newbottle Primary	60%	65%	59%
Our Lady Queen Peace Primary	84%	83%	84%
Oxclose Village Primary	67%	45%	60%
Plains Farm Primary	74%	64%	73%
Redby Primary	66%	66%	75%
Richard Avenue Primary	63%	79%	69%
Rickleton Primary	87%	83%	76%
Ryhope Junior	70%	90%	72%
Seaburn Dene Primary	78%	96%	93%
Shiney Row Primary	75%	73%	55%
South Hylton Primary	80%	83%	61%
Southwick Primary	53%	58%	30%
Springwell Village Primary	91%	77%	83%
St Anne's Primary	77%	83%	75%
St Bede's Primary	87%	78%	75%
St Benet's Primary	82%	89%	98%
St Cuthbert's Primary	63%	66%	68%
St John Bosco Primary	85%	79%	71%
St John Boste Primary	80%	92%	90%
St Joseph's Primary Sunderland	85%	90%	93%
St Joseph's Primary Washington	79%	79%	74%
St Leonard's Primary	77%	78%	83%
St Mary's Primary	81%	85%	86%
St Michael's Primary	94%	85%	96%
St Patrick's Primary	86%	93%	70%
St Paul's Primary	62%	85%	48%
Thorney Close Primary	55%	57%	69%
Town End Primary	79%	76%	67%
Usworth Colliery Primary	84%	71%	85%
Usworth Grange Primary	67%	46%	33%
Valley Road Primary	62%	62%	63%
Wessington Primary	62%	69%	59%
Willow Fields Primary	69%	48%	59%
Sunderland	70%	72%	70%
Statistical Neighbours	72%	74%	73%
National	71%	73%	72%

7. Attainment at age 16: Key Stage 4 results

7.1 Key Stage 4 results (GCSE and equivalent) for pupils at the end of statutory school age continue to improve year on year and are the highest achieved in Sunderland.

7.2 Pupils achieving 5 or more A*-C grades including GCSE English and Maths



7.2.1 The government's gold standard measure requires sixteen year olds to achieve at least five GCSEs or equivalent at grade A*-C and they must achieve at least a grade C in both GCSE English and maths. Sunderland remains 4.7% points below the national average (49.8%), but the gap has narrowed slightly this year. Sunderland has not improved as strongly as statistical neighbours and remains 2.6% points below. Boys continue to improve, but the gender gap has narrowed as girls' results have remained static this year.

7.3 Key Stage 4 Improvement Activity:

- All schools are consistently challenged on their performance through: the revised SIP programme cycle of visits; National Challenge monitoring; implementation of the Gaining Ground initiative; good quality risk analysis; the effective use of data; setting challenging targets
- The accuracy and consistency of assessment is strengthened by embedding APP and the renewed frameworks for English and mathematics, science and ICT.
- Intervention strategies at KS3 and KS4 are further developed and more appropriately targeted, including Study Plus, guided group work, improving subject knowledge, developing functional skills, improving planning, well-articulated consultant-school agreements.
- Strategies to reduce significantly the gap between vulnerable pupils (including SEN and G&T) and all other groups are developed and implemented in schools.

- Schools have in place effective teaching and learning policies with a focus on assessment for learning.
- To support and monitor the national one-to-one tutoring initiative
- Working with schools to come to terms with the new Ofsted framework and the challenges posed by 21st Century schools white paper.

7.4 Key Stage 4 school level performance

Sunderland Secondary Schools:	% Key Stage 4 pupils achieving:			Key Stage 2 to 4 Progress Measures:		
	5+A*-C Grades:		2 A*-C grades In Science	% pupils making expected level of progress in:		Contextual Value Added Score
School	2008	2009		English	Maths	
Academy 360	-	17%	31%	23%	17%	922
Biddick	46%	46%	51%	62%	48%	985
Castle View School	24%	26%	37%	45%	27%	1002
Farringdon	32%	47%	73%	42%	44%	1009
Hetton	47%	51%	46%	57%	57%	988
Houghton Kepier	37%	45%	51%	65%	42%	983
Hylton Red House	9%	18%	8%	24%	17%	975
Monkwearmouth	48%	58%	49%	71%	58%	997
Oxclose	62%	58%	47%	72%	66%	1007
Sandhill View	46%	45%	64%	72%	40%	1045
Southmoor	45%	57%	29%	67%	66%	1032
St Aidan's	49%	49%	58%	57%	55%	1001
St Anthony's	71%	57%	69%	74%	61%	1014
St Robert	67%	63%	62%	71%	66%	993
Thornhill	41%	43%	50%	69%	44%	1027
Venerable Bede	48%	37%	42%	57%	27%	955
Washington	40%	37%	62%	52%	45%	990
Sunderland	43.0%	45.1%	49.2%	n/a	n/a	n/a
National	47.6%	49.8%	53.7%	n/a	n/a	n/a

n/a: data not available.

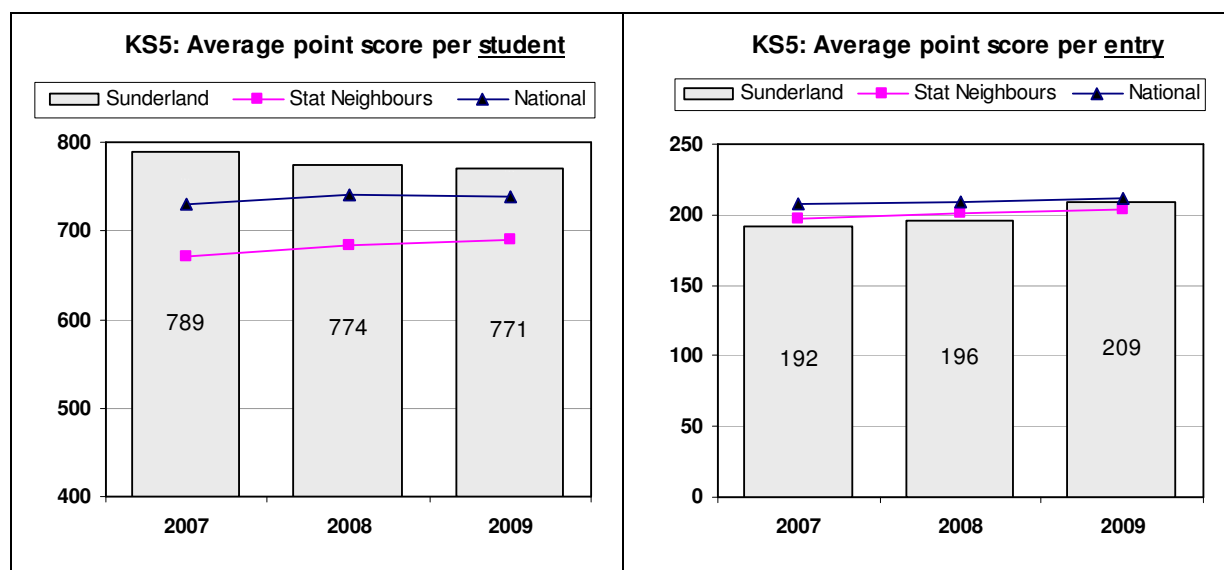
See Appendix A for value added explanation.

7.4.1 The national indicator floor target is to ensure that at least 30% of pupils at each school achieve 5+A*-C grades at Key Stage 4. In 2009 there were two Sunderland schools with less than 30% in 2009.

8. Attainment at age 18: Key Stage 5 results

8.1 Key Stage 5 results show the qualifications of 16 – 18 year olds who were at the end of study towards A/AS level or equivalent level 3 qualifications in 2009. There are three measures published for schools and colleges: average point score per entry, average point score per student and contextual value added score, showing progress of students from Key Stage 4 to 5. Brief explanations are attached as Appendix A.

8.2 Sunderland Key Stage 5 results with north east and national comparison



Note: Sunderland average includes three secondary school sixth forms and City of Sunderland College.

8.1.1 Sunderland's Key Stage 5 average points per student is substantially higher than both national and statistical neighbour averages, despite a slight decrease in 2009.

8.1.2 Sunderland's Key Stage 5 average points per entry continues to improve, narrowing the gap with national performance and now above statistical neighbours.

8.2 Key Stage 5 Improvement Activity

- Continued growth in average point score and CVA by ensuring the right student is on the right course. Informed information advice and guidance that is realistic and aspirational.
- Continued curriculum, teaching, learning and assessment developments within the partnership that draws on best practice from both the School and College sectors. eg) extension of the TEEP links.
- Further development of the tutorial and enrichment model that develops the individual students self-concept and interpersonal skills.
- Enhancements in the I.T.C. infrastructure and leverage. Empathy with how young people are using technologies to support learning.
- Evolution of the supervised study initiative that develops and demands that learners engage with independent study.
- The promotion of Higher Order Thinking Skills(HOTS) to help students to create the 'deeper' response needed to achieve higher grades and to drive up the CVA score.
- Refinement of the target setting protocols to ensure ownership and clarity of actions required to drive further improvement.
- Schools with 6th Forms are supported and challenged by their respective SIPs as part of the National Strategy School Improvement Programme.

- Two secondary schools with 6th Forms are being supported by the School Improvement Service to improve the quality of leadership and management of Heads of Sixth Form, as part of a Middle Leaders CPD programme.
- The LA is presently working with the National Strategies Regional Adviser to plan for provide a tailored package of support for schools with sixth forms in the spring and autumn term 2010.

8.3 Key Stage 5 school and college performance

	Average point score per student			Average point score per entry			Key Stage 4 to 5: value added score 2009
	2007	2008	2009	2007	2008	2009	
Sunderland Local Average	789	774	771	192	196	209	not available
Stat. Neighbour Average	671	683	691	197	201	203	not available
National Average	731	740	739	208	209	212	not available
City of Sunderland College	775	750	746	191	196	215	1005
St Aidan's RC	801	713	714	183	181	188	964
St Anthony's RC	779	830	772	191	200	201	964
St Robert's RC	853	879	891	201	201	205	989

9. Recommendation

- 9.1 Members are asked to note the performance of Sunderland national curriculum results.

10. Further Information

- 10.1 School and local authority results are now available through the DCSF website at: <http://www.dcsf.gov.uk/performance/tables>. Explanation of value added and Key Stage 5 point scores per qualification are attached.

Appendix A: Key Stage performance measures

i) Contextual Value Added

Performance at Key Stage 4 is measured according to the progress that individual pupils have made between Key Stage 2 at the end of primary school to Key Stage 4. Key Stage 4 to 5 value added was introduced for the first time in 2008. Value added measures are intended to allow fairer comparisons between schools with different pupil intakes.

The Department for Children Schools and Families (DCSF) calculates Contextual Value Added for each pupil which measures a pupil's progress compared to the average rate of progress made by similar pupils across England. In addition to a pupil's prior key stage results, value added also takes into account a number of other factors which are outside a school's control, such as gender, mobility, ethnicity and levels of deprivation.

School Key Stage 2 – 4 and Key Stage 4 – 5 value added scores are based around a score of 1,000. If the school score is significantly above 1,000 then those pupils at that school have, on average, made significantly more progress during secondary school compared to similar pupils in England.

ii) Key Stage 5: average point score per student: measures the average number of A levels or equivalents studied and the grades achieved. The more qualifications a student takes and the higher the grades achieved, the higher the average point score per student. Point scores are shown below. For example:

- Student A takes 3 A levels:
and achieves a grade B in each: $240 \text{ points} + 240 + 240 = 720 \text{ points per student}$
- Student B takes 4 A levels:
and achieves two grade C's and two grade D's: $210 + 210 + 180 + 180 = 780 \text{ pts per student}$

iii) Key Stage 5: average point score per examination entry: gives an indication of the average A level grade achieved by students at an institution. The higher the grade, the higher the points score per examination entry.

- Student A takes 3 A levels:
and achieves a grade B in each: $240 + 240 + 240 / 3 = 240 \text{ points per entry}$
- Student B takes 4 A levels:
and achieves two grade C's and two grade D's: $210 + 210 + 180 + 180 / 4 = 195 \text{ pts per entry}$

Student A has a better point score per entry due to better grades, but Student B achieves more points per student due to taking and passing more subjects.

iv) Points per Level 3 qualification and grade

Grade	Size	Points	Grade	Size	Points	Grade	Size	Points
A levels:			AS levels:			Double Award:		
A	1	270	A	0.5	135	AA	2	540
B	1	240	B	0.5	120	BB	2	480
C	1	210	C	0.5	105	CC	2	420
D	1	180	D	0.5	90	DD	2	360
E	1	150	E	0.5	75	EE	2	300
BTEC National Award:			BTEC National Certificate:			BTEC National Diploma:		
D	1	270	DD	2	540	DDD	3	810
M	1	225	MM	2	420	MMM	3	652.5
P	1	165	PP	2	300	PPP	3	495
<i>D = Distinction; M = Merit; P = Pass</i>								

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

11 FEBRUARY 2010

CORPORATE PARENTING ANNUAL REPORT 2000-2010

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

Strategic Priorities: Safe City, Learning City

1 WHY HAS THIS REPORT COME TO THE COMMITTEE?

- 1.1 To inform Members of the current position of the Council as a 'Corporate Parent', and to ensure that as Corporate Parents Members are aware Members are aware of the current performance of the Council in meeting this responsibility. The report also updates Members about services and initiatives in place and under development to further improve outcomes for those children and young people for whom the council has parenting responsibility.

2. BACKGROUND

- 2.1 The concept of Corporate Parenting was introduced in 1998 by the Secretary of State for Health, Frank Dobson, who outlined the duties of Members as follows:

"For children who are looked after, your council has a legal and moral duty to try to provide the kind of loyal support that any good parents would give to their children...you should do your utmost to make sure that those children in public care get a good start in life..."

- 2.2 In 2007, in response to continuing concern about the persistent gap in outcomes between children in care and their peers, the Government published the paper, 'Care Matters: Time for Change', requiring each local authority to re-examine and re-invigorate the way it meets the needs of children in care. The key elements of the paper have found expression in the Children and Young Persons' Act 2008.

2.3 Corporate Parenting

For most children, parents hold together the many strands of their lives, and maintain the knowledge of the child's history, circumstances and development. Access to professional services (for example, GP and other health services and education) and leisure, recreation and cultural activity is managed by the parent. Good parents keep abreast of their child's progress and tailor their support and advocacy according to their own aspirations for the child and their understanding of his or her needs. As their children grow and develop, good parents listen to their views and encourage their aspirations. It is the good parent who manages the services the child receives, not the agency or professional providing that service, and the securely attached child is not disadvantaged by changes in personnel in the agencies providing services.

- 2.4 When a child becomes looked after, he or she enters a system in which their care and upbringing is managed by professionals and paid carers. This has two major consequences for the child. Firstly, in addition to the problems of needing to re-form attachments, he/she moves into a world of paid, and sometimes changing, carers, where life is managed through formal and legal processes. Secondly, in addition to learning to cope with this world, they have lost the continuity of parental management of their access to services and opportunities.
- 2.5 For 'Corporate Parenting' to replicate the quality of care afforded by a 'good parent', each agency and professional involved needs to consider how they can be proactive, within their own remit, on behalf of looked after children, and for all agencies to strive for ever stronger collaborative working so that the whole of the 'corporate parent' can be greater than the sum of its parts.
- 2.6 The Corporate Parenting responsibility is shared by the Council as a whole. All Members, not just those with an interest in Children's Services, are 'Corporate Parents'.

3. THE CORPORATE PARENTING BOARD

- 3.1 The Council Constitution was revised in July 2005 and included provision in its 'Responsibility for Functions' for a Corporate Parenting Board to be established. Part 3 of the constitution states the terms of reference of the Board to be an advisory role to the Council, and that ".it shall:
- Oversee the exercise of the Council's responsibilities as Corporate Parent and ensure that the interests of Looked After Children are appropriately reflected in all Council policies and the work of the Children's Trust
 - Inspect Children's Homes and make and consider reports on such visits."
- 3.2 The Corporate Parenting Board first met in September 2006 and has met quarterly since that date. At the first meeting the terms of reference were confirmed as set out in the Council Constitution and it was further agreed that the Board would report to the Children's Trust
- 3.3 A report was submitted to the Review Committee in February 2009 describing the role of the Board and its work since it was established up to December 2008.
- 3.4. The Corporate Parenting Board continues to meet quarterly and in the past year has received reports concerning:
- Children's Services quarterly performance.
 - Children who go missing from Care
 - Independent Advocacy for children and young people
 - Housing and accommodation issues for Care Leavers
 - Report from the Change Council regarding the work looked after young people are undertaking to help improve services and represent young people in care
 - Safeguarding Inspection Arrangements.
 - Health needs of Looked After Children
 - Security Arrangements in Children's Homes

- 3.5 Some Members of the Corporate Parenting Board have identified themselves as available to undertake 'Regulation 33' monitoring visits to our Children's Homes.
- 3.6 Whilst all portfolio holders are represented on the Board, officer involvement is predominantly from Children's Services.

4. MEMBER TRAINING

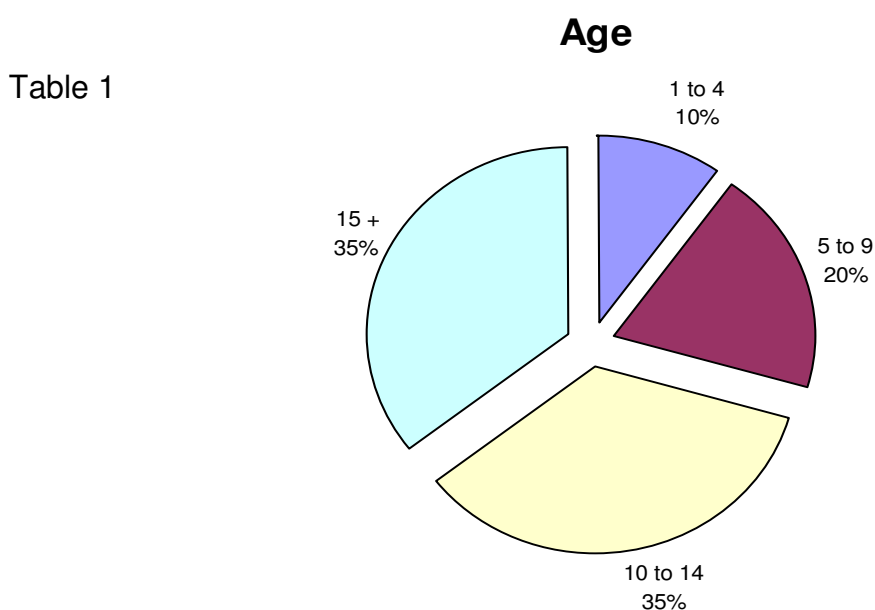
- 4.1 In 2009 Training was introduced for Members in relation to Corporate Parenting. This has now been incorporated into the Members' Training programme and covers two main areas:
- Awareness raising for Members about Corporate Parenting. This is partly presented by young people alongside officers involved in Services for Looked after Children. Education and Health. The course has been well received, with one member describing it as 'The best seminar I have attended in over 20 years on the Council'
 - Specialist training for those Members who have opted to participate in 'Regulation 33' visits to monitor standards in Children's Homes
- 4.2 All Members have been issued with a handbook, "Putting Corporate Parenting Into Practice: Understanding the Councillor's Role", produced on behalf of the DCSF by the National Children's Bureau.

5. LOOKED AFTER CHILDREN

- 5.1 Within Sunderland the number of Looked After Children has been stable. At the end of December 2009 there were 386 Looked After Children and Young People, representing 66.4 per 10,000 of children under the age of 18 years.
- 5.2 Profile of the Looked After Population - While the numbers of Looked after Children remains stable, it is important to recognize that this is an ever-changing population. Most children who come into the system return to their own families, or leave the system by being adopted or made subject to Special Guardianship Orders. (see Section 14.2 below)
- 5.3 In the 12 months to the end of December 2009, 149 children and young people came into care and 151 left, 7 more boys leaving than girls. Annually a number of young people over the age of 16 years require the support of the 'Leaving Care Service'. This varies year on year between approximately 20 and 40 but averages around 30 young people.
- 5.4 It is important to recognise that this turnover means that a much higher number of children are affected by being in the care system than the population at any one time may suggest. Far from affecting only the 386 children under 18 currently in the system, the turnover indicates that of all children under the age of 18 in Sunderland today, around 2,500 will at some time in their lives experience

periods in care, or have already been in care, or are currently in care.

- 5.5 Measurement of the Council's performance in relation to looked after children and young people is primarily based upon outcomes for those who have been looked after for at least 12 months as at the end of each September, known as the 'OC2 Cohort'. The number at the end of September 2009 was 282. This represents a steady reduction over the years, from 315 in 2008 and 329 in 2007
- 5.6 Of the 282 young people in this year's cohort, 78.7% were of school age. The largest growth in population of the OC2 cohort over the last few years has been amongst the 10 to 14 and 15+ age groups. which make up 70% of the September 2009 OC2 cohort



Age Distribution of LAC Cohort for OC2 2009
68.7% are boys and 38.5% are girls.

6. CARE ARRANGEMENTS

6.1 Family Placements

- 6.1.1 All children under the age of 10 years are in Family Placements. Of 157 Children aged 10 to 15 years, 128 are in family placements. This level of family placements is stable and is just one percentage point below the target of 83%
- 6.1.2 There are 291 children in Foster Care. This includes a number of children who are placed with friends or relatives who have been assessed as carers
- 6.1.3 26 Children are currently placed for adoption
- 6.1.4 13 Children subject to Care Orders are placed with a parent under the 'Placement With Parents etc'. Regulations 1991

6.2 Residential Care

- 6.2.1 There are 48 children and young people, all over the age of 10 years, in residential care. This does not include young people with disabilities who receive short break residential care
- 6.2.2 There are six Children's Homes in Sunderland, five of which provide full-time care for up to seven children per home. A small number of children are placed outside Sunderland in specialist residential placements.
- 6.2.3 In addition, Sunderland provides a short-break care facility for children with additional needs which is consistently graded as outstanding.

7. PLACEMENT STABILITY

- 7.1 Stability is associated with better outcomes. Placement breakdown has a significant impact on children's well being and their friendships and continuity of access to other key services.
- 7.2 In the period until the end of December 2010, 32 children experienced three or more placement moves. Where instances of young people going 'missing' are included in the data, this figure rises to 36 but is still below the target of no more than 10.5% of children in care experiencing such changes. Note that the third 'move' for some children is the move to a permanent family and represents a positive step towards permanence and stability.
- 7.3 Of 155 children under 16 and looked after for at least 2.5 years, 104 have been in the same placement for at least two years. (67.1%, below the target of 74%) and remains an area for improvement. Whilst this group will include some of the most settled children it will also include a number of the most challenging.
- 7.4 In order to improve placement stability, placement choice and flexibility, as well as to reduce expenditure on external placements, the Foster Carer Recruitment and Retention Strategy was implemented in June 2009. This involved a significant increase in resources (£475k per annum in 2009/10 with an additional £140k per annum thereafter) which has enabled Sunderland to increase foster carer allowances to nationally recommended levels and provide sufficient budget for 8 additional foster care workers (fee paid carers) in 2009/10 and a further 7 in 2010/11

8. HEALTH PERFORMANCE OUTCOMES

- 8.1 The Health of Looked After Children is measured as an average of the percentage receiving an annual health check, and the percentage having a dental check in the preceding 12 months.
- 8.2 At the end of September 2009, 87.2% of our children had an annual health check, a slight reduction on previous years possibly related to the older profile of the

population (older children and young people can be less inclined to accept routine 'medical's') and 92.1% had their teeth checked by a dentist, a rise of 3% on the previous year.

- 8.3 The average of these figures (91%) is consistent with our trend over the past eight years has placed Sunderland on a par with it's statistical neighbours and slightly ahead of the national average.

8.4 Immunisations

- 8.4.1 From the information provided, 92.9% of children looked after had their immunisations up-to-date at 30 September 2009; this had increased by 4% in comparison with last year. This includes immunisations due before admittance into care and during time spent in care. Where children did not receive immunisations for health reasons or because parents refused consent, these were counted as children whose immunisations were not up-to-date.
- 8.4.2 All 33 (100%) children looked after aged under 5 had their development assessments up-to date at 30 September 2009. This was higher than last years figure of 94.4%.

9. EDUCATION PERFORMANCE OUTCOMES

- 9.1 Education outcomes performance is measured in relation to children who have been in care for at least 12 months as at the end of September. In 2009 this covered 282 children of whom 226 were of school age.
- 9.2 Attainment for key Stage 1 has improved in reading however Key stage 2 shows a slight decline compared to the previous year. Educational attainments at GCSE/GNVQ stage have also improved in all categories since last year.
- 9.3 **Key Stage 1**

The attainment of looked after children at Key Stage 1 has steadily increased from 2001 to 2005 in reading, writing and mathematics. However from 2006 to 2008 performance had declined in all three areas, this year shows the first signs of improvement since 2005 in reading, showing a 31.3 percentage point increase in comparison to 2008. There were 14 children in this group. The Letterbox Scheme (see 18.2.5. below) has had a positive impact here.

Table 2

	2008	2009
	% achieving Level 4 or above	% achieving Level 4 or above
English	78.5%	42.1%
Maths	98.8%	47.4%
Science	85.7%	68.4%

- 9.4 There were 19 looked after children eligible to sit Key Stage 2, of whom 13 (68.4%) sat all Key Stage 2 tests.
The attainment of looked after children in Sunderland at Key Stage 2 has declined in all 3 areas (English, Maths and Science). The below table shows the percentage of looked after children in Sunderland achieving level 4 or above in English, Maths and Science.

Table 3

	2008	2009
	% achieving Level 4 or above	% achieving Level 4 or above
English	78.5%	42.1%
Maths	98.8%	47.4%
Science	85.7%	68.4%

- 9.5 **Key Stage 4: GCSEs and GNVQs**
- 9.5.1 There were 39 looked after children eligible to sit GCSE / GNVQs in 2009, and 31 (79.4%) of these children sat at least one GCSE / GNVQ examination.
- 9.5.2 The number of children obtaining 1 to 5 A*-G remains the same as 2008 however the percentage shows a slight decline from 53.1% in 2008 to 43.5% in 2009.
- 9.5.3 There were 7 children obtaining 1 to 5 A*-C this year in comparison to 6 children in 2008, however; again the percentages show a slight decline as this years GCSE cohort was higher than 2008.
- 9.5.4 However, this apparent decline is offset by changes in the way attainment at Key Stage 4 is measured, and an additional set of indicators has been introduced to include other GCSE-equivalent qualifications, including entry-level examinations
- 9.5.5 The figures below indicate that all our children passed at least one examination, 68% passed at least 5 GCSEs, with 28.5% achieving at least 5 GCSEs at A*-C grades. This places Sunderland consistently above the national average for Looked After Children. Where English and Mathematics are included in the A*-C grades, our performance drops to 11.4%. However this cannot be compared to previous years' performance which did not include this measure, and Members are reminded that there has been a steady improvement in GCSE attainment for looked after children since 2001, when only 8% of the cohort attained 5 A*-C grades without the inclusion of Maths and English

Table 4

Attainment Level	Number of children
Number in year 11 at school attempting any qualification at GCSE or equivalent (including entry level qualifications)	35 (100%)
Of these:	
- the number who obtained any qualification at GCSE	35 (100%)

- or equivalent (including entry level qualifications)
- the number who obtained at least 5 A* to G grades at GCSE or equivalent 24 (68.5%)
- the number who obtained at least 5 A* to C grades at GCSE or equivalent 10 (28.5%)
- the number who obtained at least 5 A* to C grades including English and mathematics at GCSE or equivalent 4 (11.75%)

9.6 School Attendance

- 9.6.1 Attendance of looked after children has been of concern. Unlike attendance data for other children this is measured as the proportion of looked after children who miss 25 or more days of school for any reason.
- 9.6.2 This can include time off for medical or psychological appointments, meetings, family contact, holiday, periods of missed education due to school changes as well as illness, absenteeism, truancy or exclusion.
- 9.6.3 The number of children missing 25 or more days of school decreased significantly in 2008-9 to 24 (10.6%) in comparison to 38 children (16%) in 2007-8.
- 9.6.4 This is particularly noteworthy against the background that the 10-14 and 15+ age groups which in the wider population show greater disengagement, are the largest age group in the current looked after population, and it has long been recognised that particularly for older children coming into care, patterns of non-attendance can already be established before the child enters care.
- 9.6.5 The majority of our looked after children attend school regularly, and more have 100% attendance than miss 25 or more days.
- 9.6.6 As well as Placement Stability, we have recognized the importance of stability in school. In the year ending December 31st, 2009 only two children moved school as a result of a placement move.
- 9.6.7 None of the cohort were subject to permanent exclusions from school
- 9.6.8 There has also been a continued reduction of the percentage of children in care being subject to the Code of Practice for Special Educational Needs, (SEN) falling from 23.6% in 2007 to 15.6% in 2009. It is not possible to determine whether this is a change in the demography or is as a result of changes in practice for SEN.

10. LEISURE AND RECREATION

Sunderland continues to participate in the regional MAX Card scheme which enables many families and young people to participate in more frequent outings to cultural venues at a reduced or no charge. Over the last year 1100 MAX Cards have been distributed to looked after children and young people and their carers. At a very successful event held at Beamish in October 09 the use of the card was

evaluated with MAX card users indicating which locations they preferred to visit, the overwhelming leader was Alnwick Gardens, 82% of people enjoyed their visit with 80% saying they wouldn't have visited venues without the MAX card.

Each Childrens Home has an activity coordinator responsible for ensuring that all the young people are offered a varied programme of activities. Each home has a least one staff member who is 'Evolve' trained to approve external visits.

11. MAKING A POSITIVE CONTRIBUTION

11.1 The performance of the authority in ensuring that young people are supported to make a positive contribution is measured by the proportion who offend

11.2 Offending

11.2.1 In the offending section of the OC2 return performance is measured as the percentage of children aged 10 or over who had been looked after continuously for at least 12 months, who were given a final warning/reprimand or convicted during the year for an offence committed whilst they were looked after, expressed as a ratio of the percentage of all children aged 10 or over given a final warning/reprimand or convicted for an offence in the police force area. This year's ratio has gone down from 3.1 to 1.9 exceeding the PAF C18 target of 2.4.

11.2.2 Performance has improved from 21.3% of looked after children offending in 2007-8 reducing to 14.6% in 2008-9.

12. LOOKED AFTER REVIEWS PERFORMANCE.

12.1 The Local Authority is required to regularly review the care of Looked After Children. These reviews must take place at minimum statutory intervals: The first review must be no more than 28 days after a child enters the system, the second after no more than three months from the first, and thereafter at minimum intervals not exceeding six months. The timeliness of their reviews is a Performance Indicator for the council.

12.2 In the rolling year to the end of December 96.5% (338/354) of looked after children had all of their reviews in timescale. This is in the top banding for National Indicators.

12.3 The reviews are undertaken by a team of Independent Reviewing Officers working within the Safeguarding and Quality Assurance Unit. In 2009 the team was increased from five to six officers. These Independent Reviewing Officers also currently undertake the function of Independent Chairperson for Child Protection Conferences and Reviews, and whilst there has not been an increase in the number of looked after children as some authorities have experienced following the Haringey Inquiry, there has been a substantial increase in the number of children subject to protection plans in Sunderland

- 12.3 Local Authority Performance is also measured in relation to fulfilling the statutory duty to consider the wishes and feelings of each child and taking these into account when making decisions. This is measured as a percentage of children aged 5 or over who 'participate' in their Looked After Reviews. Around 50% of the children are actually present at their own reviews, with others contributing in writing, or indirectly by having their views represented by a third party.
- 12.4 The DCSF 'participation' definition is wide enough to enable us to record our current performance in this area at 100%. However we are concerned to improve the level and quality of direct participation, and in January 2010 appointed two part-time staff dedicated to visiting children in foster care to assist the children prepare contributions to their reviews. (see New Developments: Viewpoint at section 18.1 below)

13. STANDARDS MONITORING (REGULATION 33 AND OFSTED INSPECTIONS)

- 13.1 Unannounced visits to children's homes under Regulation 33 of the Children's Homes Regulations 2001 are carried out monthly by officers from the Safeguarding and Quality Assurance Unit. They consistently report high quality of care in all the homes
- 13.2 Ofsted inspects children's homes twice per year, one full inspection and one partial (both unannounced). Currently, two of the homes are judged "good" and four "satisfactory". The short break unit for disabled children is judged "outstanding"
- 13.3 Members have the opportunity to participate in the Regulation 33 Monitoring Visits. The rota list for monitoring visits has 11 identified members of whom five have taken part in visits over the past year. A further recruitment and training programme is commencing in February 2010 to identify Members to add to this rota and to replace those Members who may not be in a position to maintain their current involvement.

14. PLACEMENT OUTCOMES:

14.1 Return to Family

Most children who come into the Care system return to their families of origin. Some do so within a very short period, but most within approximately 2 years, depending on the time taken to work with the families to address issues of risk and parenting

14.2 Adoption and Special Guardianship

- 14.2.1 The percentage of children adopted who were placed for adoption within 12 months of the decision to place improved from 68 at the end of March to 76 % (19/25) in the period since the beginning of the financial year. This is in context of 25 children adopted since the beginning of the year. In the 12 month period the figure is 79.6%

- 14.2.2 In the period since April –October 2010 there were 25 children adopted and 8 children had a Special Guardianship Order, This represents 10.2% of those in care over the 6 month period against a target of 8.7% for the year.
- 14.2.3 In the preceding twelve months there were 39 children adopted and 8 children had a Special Guardianship Order, in total representing 14.6% of those in care over 6 months.
- 14.2.4 Currently 26 children, 24 of whom are under 10 are placed for adoption and awaiting the decision of the court.

15. LEAVING CARE:

- 15.1 Within England at the end of March 2009 there is an increase in the number of children whom local authorities are in contact with after they leave care. The number with whom they are not in contact has fallen from 11 per cent to 6 per cent over the past five years. One third of care leavers are not in education, employment or training by the age of 19. Just over ten per cent of care leavers are still being housed in unsuitable accommodation after leaving care, according to Government definitions of what is suitable.
- 15.2 In Sunderland a relative minority of children in the Care System remain until they are over 16 years and move on with support from the Leaving Care Service. On average around 30 young people annually require dedicated support to make the transition to adulthood and independence

The Service works with young people from the start of Year 11 until their 21st birthday (24 if they are in full time higher education). The Service holds statutory responsibility for these young people and ensures they have clear pathways in place to address their needs in relation to accommodation, education, training and employment and personal support. The Service works with approximately 180 young people at anyone time and is staffed by social workers and support staff who are experienced in meeting the needs of young people.

- 15.3 Each year a small number of severely disabled young people in care reach their 18th birthday and require support from Health Housing and Adult Services into adulthood. In July 2009 the Futures Team was established in HHAS and jointly funded by Children's Services to undertake person centred planning with all severely disabled young people likely to need ongoing support.

Priority is given to young people for whom the Council is a corporate parent and this is already resulting in more individually tailored and community based arrangements for young people as they enter adulthood.

In 2009, 14 out of 15 young people who left care were still in contact with the Leaving Care Service around their 19th birthday

The Leaving Care Service supports young people until the age of 21 years in line with the Children (Leaving Care) Act 2000. For those young people who are accessing higher education the Service remains involved until the young person reaches 24 years or until they complete their course.

15.3 Appropriate Accommodation for Care Leavers

In 2009 93% (14 out of 15) of care leavers were in suitable accommodation, against a target of 86%. Accommodation for Care leavers has been subject of a recent presentation to the Corporate Parenting Board, and Sunderland has access to a range of provision

Services for Young People manage a six bed semi independent unit which is staffed 24 hours a day. This supports young people to prepare for independence in a safe and supported manner. The Service also runs a trainer flat scheme which manages 14 properties. The young people living in the flats have access to a floating support scheme including emergency support on evening and weekends.

Services for Young People also currently works with five supported lodgings hosts who offer a room in their home along with support to young people to help them prepare for the transition to independence

Sunderland has a range of accommodation provides that care leavers access. These include Holmewood, the Gentoo supported scheme for young people as well as the YMCA, TZ and Centrepont, although not all of these are dedicated provision for Care Leavers

15.4 Employment of Care Leavers

Within Sunderland at the end of November those in employment, education or training has risen to 80 % (12/15), against a target of 62%. There remains a need to develop more options for training and employment (See Section 19.2 below)

15.5 Higher/Further education

The Leaving Care Service currently supports 6 young people at University. The Service provides financial support of £6640 a year which ensures that the young person's fees and accommodation are paid for. Feedback from those of our young people who have succeed in gaining university places indicates they feel well supported, at a level comparable to their peers who receive parental support.

15.6 Education Training and Employment

The Unlocking Potential Scheme works with care leavers in relation to the Education, Training and Employment. The team comprises of a four workers who specialise in different age groups. One worker works with young people from Year 10 and 11 and supports their transition from school, ensuring that an appropriate career pathway is in place. A worker undertakes this role with those

young people who are engaged with the Behaviour Partnership Schools and specialises in supporting young people with learning difficulties. The team also has a worker that supports young people aged 17-19 and the fourth member of the team focuses on those young people 19+.

16. PARTICIPATION AND CONSULTATION WITH YOUNG PEOPLE

16.1 Change Council: 'Young People in Care Changing Lives

16.2 The white paper 'Care Matters' which led to the Children and Young Persons Act 2008, directed every Local Authority to establish a 'Children in Care Council' with direct links to the Lead Member and Director of Children's Services

16.3 Sunderland has had a consultation forum for children and young people in care since 1999. In 2008 this was redeveloped, expanded and strengthened as our Children in Care Council under its new chosen title of "Change:-young people in care changing lives". Generally known as the 'Change Council' it meets monthly, has representatives on the Corporate Parenting Board, communicates with the wider looked after population via its own new magazine 'Change News' and an annual consultation day.

16.4 In addition Change Members make positive contributions to service development and delivery in a variety of ways including delivery of training courses to staff, Members, other professionals and carers both within Sunderland and regionally, participation in staff recruitment and selection, and contributions to policy and procedure development

16.5 Members of the Change Council have also been involved in working to establish regional links with other 'Children in Care Councils', and three of the older Members have been involved in national meetings in London with Leaving Care Team staff to help develop government policy re employment for care leavers.

17. SERVICES

17.1 Health Team.

A dedicated health team, 'OK2', oversees the management of health assessments for looked after children and is also available to provide advice and support. This team has community paediatric specialists and a Specialist Nurse for Looked After Children.

Significant personnel changes have taken place in the past year in this team, and we look forward to the work continuing with the new personnel.

17.2 Virtual Head Teacher and LACE Team.

17.2.1 In 2008 the Authority appointed a 'Virtual Head Teacher' with responsibility for the education of children in the care of Sunderland. This includes those of our children who are in care placements away from Sunderland

- 17.2.2 Every school in Sunderland has had a 'Designated Teacher for Looked After Children' since 2000. In 2008 it became a statutory requirement for all schools
- 17.2.3 The Looked After Children (Education) Team (LACE) comprises three part-time teachers and an Inclusion Officer who advise and support schools and Designated Teachers, carers, social workers and others working to promote educational attainment of looked after children.
- 17.2.4 Personal Education Allowances are available to personalise the educational experience for our young people, including the provision of a range of equipment and services to support individual children.
- 17.2.5 LACE team has co-ordinated a range of initiatives to raise attainment:, all of which highlight the importance of targeted support to small groups of young people:
- Individual Tuition. In the past year 918 hours of one to one tuition has been provided.
 - Letterbox Club: targets looked after children in Primary school years 3 and 5. Each child receives a brightly coloured parcel containing two books, fiction and non-fiction, a maths game, stationary items and a letter, usually from an author, every month for six months (May to October). The time period is selected to include the six week summer holiday period during which time attainment tends to dip. The reading ability of the nineteen children in the cohort was assessed before and after the programme, and eighteen showed significant progress. One child who failed to score on the initial reading test achieved a reading age of 7.0 on the second test and eight increased their reading ages by at least two years in the six month period.
 - Supercamp: Eight Key Stage 4 pupils attended a residential Maths Supercamp at Allenheads in November 2009; leading up to the early entry GCSE, to help borderline students achieved higher grades. Of the five students who entered the maths exam in November, four achieved A*-C grades and one achieved a "D" grade. The remaining three will take the exam at the normal summer sitting this year
 - Laptop scheme: All looked after children in years 4-7 have received an ultra portable laptop with broadband connectivity. 54 families were invited and 49 attended an initial training and set up session at the City Learning Centre in Washington, in December. Follow up sessions on effective use will begin in February 2010. Looked after children who are placed out of area are currently being contacted for the laptop roll out.
 - All looked after children in Y11 have a progression plan and all LAC in Y9 have enhanced support for their option choices

17.3 **Community Support Team**

- 17.4.1 The Community Support Team has five main target areas of work:
- To provide help and specialist support to families and young people who are in crisis and identified as being at immediate risk of becoming looked after.

- To provide support to foster carers and children in foster care.
- To provide an 'on call' rota outside of office hours to include weekends and holiday periods in order to respond to situations that will result in the prevention of accommodation.
- Where young people have been accommodated on an emergency basis, to work with children, their families or extended family Members to facilitate a return as soon as is possible.
- To work with young people who may have been looked after for some time, however with additional support may be able to return to their families sooner than may have been anticipated.

17.3.2 Feedback from users of the service, both young people and parents/carers, consistently reports high levels of satisfaction.

17.4 **Independent Visitors**

17.4.1 The Children Act 1989 requires the Local Authority to provide an independent visitor for any young person who does not have regular contact with Members of their family. Currently the Authority has a contract with Action for Children to provide up to 10 Independent Visitors, with provision to purchase additional Independent Visitors as required.

17.4.2 Independent visitors are volunteers from many walks of life who can support children young people in a variety of ways by befriending and assisting them

17.5 **Independent Advocacy Service**

17.5.1 Since 2007 we have had arrangements in place to provide independent advocates for any child or young person wishing to make a complaint or representation about the service they receive from the Children's Services. This is provided under the Advocacy Services and Representations Procedure (Children) (Amendment) Regulations 2004, and is available to any child or young person receiving or entitled to services. (not to parents or professionals)

17.5.2 This independent service is provided under a contract with Action for Children North-East Children's Rights Service. Independent Advocates are experienced professionals with backgrounds in social care, health or education, and a sound knowledge of the care system and related services

17.5.3 The service was originally targeted to looked after children and care leavers. In 2008-9 twenty young people (mostly in residential care or Care Leavers) accessed this service. In 2009-10 to date the referral rate has been lower (9 young people) with most requests being from children in foster care

18. NEW DEVELOPMENTS :

18.1 Viewpoint:

- 18.1.1 We are introducing a computerised interactive consultation system for children in care. This will be targeted on children aged 5 to 15 years in permanent Foster Care, and will be operated by two new part-time staff dedicated to visiting the children to support them to prepare for their reviews.
- 18.1.2 The 'Viewpoint' system provides young children with an attractive medium to record and express their views and wishes in preparation for their Looked After Reviews. A version of this is already in use within the Children's Trust within the Youth Offending Service and within Connexions
- 18.1.3 In addition to facilitating individual children's contributions to decisions about their care plans, the system will also enable us over time to aggregate data about issues raised by young people to inform service development

18.2 Care2Work

Sunderland Leaving Care Service are actively involved in the National Care Advisory's project From Care2Work. The project is funded by DCSF and has three main aims:

- To support Local Authorities to develop support packages of work experience, training and employment and career pathways for care leavers.
- To establish a central core of national employers from the private, public and voluntary sectors - including central government departments – who would make a clear commitment to opening up opportunities in their organisations to care leavers.
- To develop a national 'quality mark' for employers who demonstrate commitment to supporting young people in and leaving care.

Currently the Leaving Care Service are working with Sunderland's apprenticeship scheme to ensure care leavers are offered appropriate opportunities in terms of work experience and apprenticeships within the Council

18.3 Independent Reviewing Officers

- 18.3.1 The Government has issued new draft regulations for Care Planning and Reviewing. The consultation period for these ends in February 2010, and it is anticipated that this will result in significant changes in the role and responsibilities of the Independent Reviewing Officer for Looked After Children and may require restructuring of this service.
The Independent Reviewing Officer's role will extend to allow more rigorous scrutiny of the establishment and implementation of Care Plans for individual children

18.4 Looked After Children Education Team

Children's Services are in the process of recruiting an Assistant Virtual Head Teacher to support the management and development of the LACE Team and support for looked after children in schools

19. PLEDGE

Under Care Matters all local authorities are required to develop a 'Pledge' to its looked after children and young people. The Local Authority Pledge to Looked after Children is attached at Appendix 1. Currently the text of the pledge is being produced as a leaflet and will be sent to all out looked after children

20. RECOMMENDATION

That the contents of this report be noted and received by the Children, Young People and Learning Scrutiny Committee.

Background Reports and Documents:

- 'Putting Corporate Parenting into Practice: Understanding the Councillors Role' (National Children's Bureau)
- Children's Services Performance Update (September 2009 OC2 Analysis report) January 2010
- Report to Review Committee re Corporate Parenting Board, February 2008
- 'Care Matters, Time for Change' 2007

LOCAL AUTHORITY PLEDGE TO LOOKED AFTER CHILDREN

Our Pledge to Children and Young People

- 1 We will support you to live with your own family or with relatives wherever possible.**
- 2 If you need to come into care, we will make sure that you are safe and properly cared for:**
 - We will ensure that being in care is a positive experience for you, that your needs are met and your hopes for the future are supported and encouraged
 - You will have a qualified social worker and we will not change the social worker unless it is for a good reason and it is discussed with you
 - You will be consulted about your care, and will have an up to date care plan which covers the things which are important for you and for your future
 - You will get the right support to help to do things you need to do because of your culture, religion or ethnic background
 - You will have a place to live with carers who will meet your needs
 - You will be helped to keep in touch with members of your family. If regular visits are not possible we will help you keep in touch by telephone calls or letters, and if you do not see your family for a long time we will make sure that important information about your family is kept for you
- 3 We will ensure that you are listened to:**
 - Your views and wishes will be taken into account when we work with you to make your Care Plan and you will be involved in any decisions about your life or changes in the services you need
 - We will explain things to you in a way that you will understand
 - You will have an Independent Reviewing Officer, to co-ordinate your looked after review, and whom you can contact in between reviews if you are concerned about anything.
 - You may have an Independent Visitor to support you if you need it
 - If you want to say anything about the service you receive you can have an Independent Advocate to help you to make a complaint, suggestion or compliment

4 We will help you to get a good education and enjoy your leisure time:

- You will go to the best school for you and have a designated teacher to make sure you get the help you need. We will not make you change school without good reason
- You will have a Personal Education Plan which sets out what you need to achieve in school and what support you need to fully enjoy school life, including going to after school clubs and activities, trips and educational visits, and extra help if you fall behind
- We will support you to enjoy leisure activities, including sport, music, the arts, hobbies, clubs and young people's organisations.

5 We will ensure you are supported to keep fit and healthy:

- You will get the best health advice possible from the health assessment team
- You will be offered a full health assessment and an annual health review which will be done in a way which suits you best
- We will make sure that you get the right services to deal with any health problems properly,
- We will help you to learn to look after your own health.

6 We will work with you to make sure you do not leave care before you are ready:

- If you cannot return to live with your own family we will help you to move into good quality accommodation,
- You will have a Pathway Plan which sets out the help and support you will need for your own situation
- We will support you to get further education, employment or training.
- We will give you practical and financial support if you wish to go to college or university.

**We will Listen to you
We will Respect you
We will be Proud of you**

FORWARD PLAN – KEY DECISIONS FOR THE PERIOD 1 FEBRUARY 2010 – 31 MAY 2010

REPORT OF THE CHIEF EXECUTIVE

1. Purpose of the Report

- 1.1 To provide members with an opportunity to consider the Executive's Forward Plan for the period 1 February – 31 May 2010.

2. Background Information

- 2.1 The Council's Forward Plan contains matters which are likely to be the subject of a key decision to be taken by the Executive. The Plan covers a four month period and is prepared and updated on a monthly basis.
- 2.2 Holding the Executive to account is one of the main functions of scrutiny. One of the ways that this can be achieved is by considering the forthcoming decisions of the Executive (as outlined in the Forward Plan) and deciding whether scrutiny can add value in advance of the decision being made. This does not negate Non-Executive Members ability to call-in a decision after it has been made.
- 2.3 In considering the Forward Plan, members are asked to consider only those issues which are under the remit of the Scrutiny Committee. These are as follows:-

General Scope: To consider issues relating to children and young people, and learning for all ages.

Remit: Children & Young People's Plan Outcomes: Be Healthy; Stay Safe; Enjoy and Achieve; Positive Contribution; Achieve Economic Well-Being and Adult Learning, Libraries, Youth Justice.

3. Current Position

- 3.1 The relevant extract from the Forward Plan is attached.
- 3.2 In the event of members having any queries that cannot be dealt with directly in the meeting, a response will be sought from the relevant Directorate.

4. Recommendations

- 4.1 To consider the Executive's Forward Plan for the current period.

5. Background Papers

Forward Plan 1 February – 31 May 2010

Contact Officer : Karen Brown, Scrutiny Officer
0191 561 1004 karen.brown@sunderland.gov.uk

Forward Plan: Key Decisions from - 01/Feb/2010 to 31/May/2010
Items which fall within the remit of the Children Young People and Learning Scrutiny Committee

No.	Description of Decision	Decision Taker	Anticipated Date of Decision	Principal Consultees	Means of Consultation	When and how to make representations and appropriate Scrutiny Committee	Documents to be considered	Contact Officer	Tel No
01359	To agree to vary the contract with Balfour Beatty to include the design and construction of the proposed ASD centre and remodelling of music provision.	Cabinet	03/Feb/2010	Biddick School Governing Body, Children's Services SEN Team, Director of Financial Resources, City Solicitor	Meetings with schools, distribution of draft document for comment	To the contact officer by 20 January 2010 - Children, Young People and Learning	PfS Guidance, BSF Outline Business Case, SEN Review documentation	Beverley Scanlon	5611965
01357	To agree the procurement of childcare places for disadvantaged 2 year olds under the Pathfinder Project, and free childcare for 0-5 year olds under Children's Centres family support childcare service	Cabinet	03/Feb/2010	Procurement, Legal Services, Finance	Meetings to discuss requirements and circulation of report for comment	To the contact officer by 21 January 2010 - Children, Young People and Learning	Government guidance	Rachel Putz	5615640
01360	To agree the transfer of responsibility for 16-19 funding from the Learning Skills Council to the Local Authority in April 2010	Cabinet	03/Feb/2010	LA in sub regional group, 14-19 Partnership	Meetings and distribution of draft reports for comment	To the contact officer by 20 January 2010 - Children, Young People and Learning	ASCL Act, November 2009, REACT Briefing notes	Lynda Brown	5611410

No.	Description of Decision	Decision Taker	Anticipated Date of Decision	Principal Consultees	Means of Consultation	When and how to make representations and appropriate Scrutiny Committee	Documents to be considered	Contact Officer	Tel No
01358	To approve procurement of training for the Early Childhood Services & Childcare Workforce; to establish a framework of training providers for practitioners working in Early Childhood Services and Childcare	Cabinet	03/Feb/2010	Corporate Procurement, Legal and Finance Services	Meetings and circulation of report for comment	To the contact officer by 21 January 2010 - Children, Young People and Learning	Childcare Pathfinder Framework	Rachel Putz	5615640
01352	To approve the BSF Strategy for Change Submission to Partnerships for Schools (PfS) for Sunderland's Wave 2 Programme	Cabinet	10/Mar/2010	Schools in Wave 2 Programme	Meetings with schools, distribution of draft documents	To the contact officer by 22 February 2010 - Children, Young People and Learning Scrutiny Committee	PfS Guidance, Sunderland's Readiness to Deliver Submission	Beverley Scanlon	5611965

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

WORK PROGRAMME 2009/10

REPORT OF THE CHIEF EXECUTIVE

11 February 2010

1. Purpose of Report

- 1.1 For the Committee to receive the updated work programme for 2009-10.
- 1.2 The Committee in delivering its work programme will support the Council in achieving its Strategic Priority of a Learning City.

2. Background

- 2.1 The work programme allows Members and Officers to maintain an overview of work planned and undertaken during the Council year.

3. Current position

- 3.1 In addition to the items taken at the scheduled meetings the following activities have taken place since the last meeting:

Membership of Committee

- 3.2 A new Parent Governor Representative, Rose Elliott, a governor at Monkwearmouth School, had her membership of the Committee endorsed by Council at the meeting on 27 January 2010.

16-19 Changes

- 3.3 Committee Members were invited to a stakeholder event held on Monday 18th January to meet the Chief Executives of the Young People's Learning Agency and the National Apprenticeships Service.
- 3.4 A visit for the Committee to the City of Sunderland College will be held on Friday 12 February. The visit will include discussion of the sixth form, vocational offer, apprenticeships, NEETs and will include a tour of the campus.

4. Recommendation

- 4.1 That Members note the information contained in the updated work programme.

Contact Officer: Karen Brown, Scrutiny Officer 0191 561 1004
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CHILDREN, YOUNG PEOPLE & LEARNING SCRUTINY COMMITTEE WORK PROGRAMME 2009-10

	JUNE 18.6.09	JULY 9.7.09	SEPTEMBER 17.9.09	OCTOBER 15.10.09	NOVEMBER 12.11.09	DECEMBER 10.12.09	DECEMBER 18.12.09	JANUARY 14.1.10	FEBRUARY 11.2.10	MARCH 11.3.10	APRIL 22.4.10
Policy Review	Proposals for policy reviews (KB)	Scope of review – Commissioning 16-19 learning Looked After Children – Progress on recommendations			16-19 Learning – Setting the Scene (LB)	Achieving Educational Inclusion (MF)	Evidence Gathering Meeting – 16-19 Changes	Youth Work Commissioning (AN)	YOS Improvement Plan (JH)	Apprenticeships (SS)	Final Report
Scrutiny	Workforce Innovation & Reform Strategy consultation (PC/PT) Health Notice : Measles Outbreak (KM)	Laming Report Action Plan (KM) Health Notice : Swine Flu / Measles Outbreak (NC)	Library Plan (JH) HRH Primary – Improvement Plan (SM/MF)	Ofsted Inspection Framework / Schools Performance 2008/09 (LB)	Young Persons Supported Housing Project (PB)	Library Services Pricing Review (JH) Behaviour & Attendance Strategy (PH)		Schools Concerns Policy (LB)	Corporate Parenting Annual Report (MB) Library Services Pricing Review (JH) HRH Monitoring Visit	Social Worker Roles & Responsibilities (MB) BSF Wave 2 (BS)	Annual Report (KB) Schools Performance (LB) Phoenix Project
Scrutiny (Performance)	HRH Primary – Improvement Plan (SM/MF) Ofsted 12 months progress Plains Farm Primary	Castle View Monitoring Visit (MF)	Provisional KS Results (MF/AB) Performance & VfM Annual Report (SM)	Complaints Annual Report 08/09 (SM) LDD Strategy (SF)	Audit Commission School Survey 2009 (SM)	HRH Primary Improvement Plan (MF/SM)		Performance Q2 April – Sept 09	Attainment of C&YP inc Gender (LB)	Tellus4survey (SM)	Performance Framework Q3 Final Behaviour & Attendance Strategy (PH)
Cabinet	Article 4: Youth Justice Plan 09/10 (JH/GK)							Strategic Planning Process	Article 4: CYPP 2009-11 LSP Delivery Report		
Committee Business	Work Programme 2009/10 (KB) Children's Homes Inspections Parenting Strategy	Libraries Conference	Ofsted Safeguarding Inspections Final Draft Work Programme	Co-opted Review (KB)	Libraries Conference Feedback (GH/TM)			CCfA revisions			
CCfA/Members items/Petitions											

To be scheduled: Academy Schools Vision & Future
Children's Trust
Teaching & Take up of MFL
Children's Centres / Sure Start
Sandhill Scores

At every meeting: Forward Plan items within the remit of this committee
Work Programme update

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

11 FEBRUARY 2010

PROGRESS REPORT ON HYLTON RED HOUSE PRIMARY SCHOOL

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

Strategic Priorities: Learning City

1. Why has this report come to the Committee?

- 1.1 To update the Review Committee on activity and progress at Hylton Red House Primary School that is subject to Special Measures through an Ofsted judgement, following the fourth monitoring visit, the report of which is attached (Appendix 1).

2. Background

- 2.1 Hylton Red House Primary School has been in Special Measures since September 2008. With intensive support from the Local Authority through the School Improvement Service the quality of the curriculum provision offered to the pupils is now improving significantly.

3. Current position

Inspectors carried out the fourth monitoring inspection of the school on 3rd and 4th December 2009 and found progress in the school to be satisfactory since the previous monitoring visit and the declaration of Special Measures. The monitoring inspection report is attached.

4. Conclusion

- 4.1 The Local Authority continues to use all the means at its disposal to address issues in the school and lead the school out of the category of Special Measures

5 Background Papers

Appendix 1: Ofsted report

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7 December 2009

Mr Steve Williamson
Headteacher
Hylton Red House Primary School
Rotherham Road
Sunderland
Tyne and Wear
SR5 5QL

Dear Mr Williamson

Special measures: monitoring inspection of Hylton Red House Primary School

Following my visit with Clive Petts, additional inspector, to your school on 3 – 4 December 2009, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the fourth monitoring inspection since the school became subject to special measures in June 2008. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – **satisfactory**

Progress since previous monitoring inspection – **satisfactory**

Newly Qualified Teachers – **may not be appointed**

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for Sunderland local authority.

Yours sincerely

Moira Fitzpatrick
Additional inspector



INVESTOR IN PEOPLE

Special measures: monitoring of Hylton Red House Primary School

Report from the fourth monitoring inspection on 3-4 December 2009

Evidence

Inspectors observed the school's work, including 12 lessons and two assemblies. They examined pupils' work in books, scrutinised documents and met with the headteacher, senior leaders, groups of pupils in Year 4 and Year 6, members of the Interim Executive Board (IEB) and a representative from the local authority.

Context

Since the previous monitoring inspection there have been significant staffing changes. A permanent headteacher took up post at the beginning of November. Five permanent teaching staff and three temporary teachers left in July. In September, a permanent teacher was appointed to the speech and language unit. An Interim Executive Board was appointed from 1 September, replacing the governing body. There is currently one temporary teacher covering a vacant post.

Pupils' achievement and the extent to which they enjoy their learning

The 2009 national test results for Year 6 pupils were on target for English, but results in mathematics were lower than the school expected. Overall, standards, as measured by the national tests were well below average, at both the expected level and the higher level. Teacher assessments at the end of Year 2 showed a similar picture of low attainment with too few pupils reaching the expected level for their age in reading, writing and mathematics.

While pupils' work in the current term shows that there is some increase in the proportion making satisfactory progress, there remains a significant minority who are not. There are two main reasons for this. One is that teachers in some classes are still not making accurate assessments of pupils' learning, so that pupils are not provided with the correct starting points for new learning or given enough time to consolidate what they have learned. The other is that interventions to support pupils' specific weaknesses, which were put in place in September, have not yet been evaluated to discover where they are and are not being effective in helping pupils to overcome weaknesses in basic skills.

The new headteacher has moved quickly to establish a more rigorous and regular pattern of monitoring and evaluation. Overall, the best improvement in progress is being made in writing, because the literacy leader has regularly monitored teachers' skill development and its impact on the outcomes for pupils during the last year. Improvements in planning, teacher evaluations of writing and the application of



reading and writing skills in the wider curriculum are all supporting pupils to increase their rate of progress in developing literacy skills. Pupils' progress in mathematics has not improved as much because there are still weaknesses in subject knowledge, which prevent some teachers from spotting quickly where there is misunderstanding or when pupils are finding the work too easy. The use of mathematical skills remains less well developed across the wider curriculum, so a crucial opportunity for pupils to apply what they know and thereby consolidate their learning, is missed. Nevertheless, the improved curriculum is providing a potentially good vehicle for accelerating learning.

The quality of provision in the Early Years Foundation Stage has taken a significant step forward from the same time last year and reflects how well staff have developed their practice. As a result, children are now making good gains in their personal, social and emotional development which is providing a strong base for further learning. They are confident and able to access activities independently, and are beginning to talk to each other about what they do. They feel secure within the setting and know who their key worker is, so they know where to turn for help or support. The letter and sounds programme has been adapted so that it targets children's needs more precisely. This is ensuring that they now have the right level of challenge and all are making similar progress from their different starting points.

Judgement

Progress since the last visit on the areas for improvement:

- Raise the attainment and achievement of pupils – **satisfactory**

Other relevant pupil outcomes

The arrival of the new headteacher has signalled a number of significant changes for pupils. Their opinions have been sought on several issues. For example, Year 6 pupils have visited the local academy to see what good ideas might be used in their own school and a head boy and head girl have been elected. The introduction of a new uniform for Year 6 now includes a blazer and older pupils proudly tell you the new school motto is, 'Look smart, Think smart'. Pupils' behaviour and attitudes to learning are good. Attendance continues to be average and pupils are punctual to school and to lessons.

The effectiveness of provision

Some teachers have made steady improvement to their practice, either because their subject knowledge or their planning for teaching basic skills has improved. However, the impact of considerable targeted and sustained support from the local authority has been variable and has not resulted in secure improvement for some staff. The improvement of teachers' knowledge of National Curriculum levels has not



been successful in all cases so there is still some inconsistency in the use of assessment across the school. This means that learning tasks still do not always match pupils' needs closely enough. Work in books shows some pupils steadily losing ground since the beginning of term because some teachers' expectations are not based on regular, accurate and secure assessment of learning.

Where teachers' have improved their understanding of pupils' needs, they are able to plan tasks that allow them to work independently. Where this is becoming most effective, teachers are now giving pupils a tight timescale for each task. Pupils thrive in lessons such as these because they are well challenged and the teacher has high expectations of the pace at which they should work and of what they can accomplish during the lesson. Where weaknesses remain, or have occasionally increased, teachers are still not alert enough to the different responses of pupils, they do not adjust their questions to provide the correct challenge for pupils of differing abilities and sometimes do not take decisive action when they realise that pupils are confused.

The curriculum continues to develop new themes, such as Nelson's Navy and the Solar System, that inspire and engage pupils. It is evolving at a steady pace so that improvements are secure. Teachers are gaining confidence in planning for the use of basic skills, as well as subject specific skills, and pupils are able to explain which skills they have learned or used in their various projects this term. Pupils and teachers alike are enthusiastic about the topics, so that independent learning, with pupils pursuing the aspects of the topic that interest them most, is becoming more common outside of literacy and numeracy lessons. Several pupils in different classes remarked on how they had done research at home either on the internet or in books, to find out more about the subject they were studying. Colourful and informative displays are now a feature of corridors, so that pupils of all ages can share in each other's learning. Since the last monitoring inspection, the school has used data from more regular assessments to identify pupils who are underachieving and to provide additional support to overcome weaknesses. It has devised a wide range of interventions to meet specific needs this term. However, there has been no evaluation of the impact of these measures this term, so the school has no clear overview of their effectiveness. Evaluations are scheduled for next week which senior leaders are confident will give them a clear picture of what has worked and which pupils have made the expected progress as a result. A good range of visits is organised to support new themes and topics in the curriculum. These, together with extra-curricular clubs, are increasing opportunities for pupils to extend their understanding of the wider world and to develop new skills and talents.

The school site is a safe and secure place for pupils. Safeguarding and child protection procedures are in place and meet requirements. The school has good procedures for risk assessment and health and safety procedures.



Judgement

Progress since the last visit on the areas for improvement:

- Improve the overall quality of teaching so that it accelerates learning – **satisfactory**
- Increase the accuracy of assessment – **satisfactory**
- Adapt the curriculum so that it better meets the needs of pupils – **satisfactory**

The effectiveness of leadership and management

The recently appointed headteacher has brought valuable expertise and a sense of urgency to the work of the school. Within a few weeks he has made thorough, detailed and accurate evaluations of teaching, learning and pupils' attainment and progress. He has moved quickly to review policies and strengthen teachers' understanding of their role. Performance management targets have been reviewed and adjusted, so that teachers are now accountable for the progress of pupils in their class. Staff are aware of the headteacher's high expectations and their support for new measures is evident in their development of classroom display which is providing targeted support for pupils' learning. The headteacher has won the confidence of staff in a very short time. After many changes of headteacher in the last two years, staff at all levels express strong confidence in the new leadership to set a clear, sustained direction for the school's work. Frequent shifts in emphasis in the past have left many staff uncertain about the main priorities, resulting in uneven progress on the key issues from the last inspection. This is no longer the case. Staff are now very clear about what is expected of them and of their role in improving the school.

The headteacher has reviewed the roles and deployment of senior staff to give better support to raising standards. For example, the deputy headteacher is now timetabled to teach groups in classes where there is a high level of underachievement. Senior leaders now make regular reports to the headteacher and Interim Executive Board (IEB) on progress in the core subjects and the Early Years Foundation Stage, and against the school's priorities, so that action planning is based on up-to-date information. While roles and responsibilities are generally effective, the most senior leadership roles are not defined as sharply as they could be and do not always carry with them the accountability that they should. The headteacher has rightly identified a need to separate out middle leadership roles from senior leadership and to provide training and professional development for staff to fulfil their roles more effectively.

Members of the recently formed IEB regularly visit the school to monitor progress against the issues and against actions agreed with the headteacher. The headteacher has quickly established more regular monitoring of lessons, assisted by



members of the Interim Executive Board. This has resulted in an accurate picture of teaching across the school and in a robust action plan for rapid improvement. This careful scrutiny of the school's work has improved the leadership's knowledge of what is working well and what still requires significant improvement. The impetus for improvement is now much stronger than formerly, because IEB members have brought necessary expertise and robust challenge to their role in helping the school improve quickly. Weekly meetings with the headteacher, linked to challenging performance management targets, keep a careful check on the rate of improvement. The headteacher and the IEB share an ambition to raise standards and the quality of provision quickly. They are determined to eradicate the long-standing underachievement which has beset pupils' attainment.

Links with parents and carers have been further strengthened since the previous visit. This was reflected in the good attendance at a meeting held by the headteacher to set out how parents and carers could help to improve their children's learning. Parents have been fully supportive of new initiatives, such as the change of uniform for Year 6 pupils. Some have already volunteered for in-school support, such as organising the change of reading books, which is done more frequently since the arrival of the new headteacher. Inclusion practices have been much improved. Pupils in the speech and language unit are now represented on the school council and have planned links with other classes.

Judgement

Progress since the last visit on the areas for improvement:

- Increase the effectiveness of leadership and management, including developing the skills of leaders and managers – **satisfactory**

External support

The local authority has continued to support the school well on a number of issues. Tailored support for individual teachers has been ongoing since the previous visit, with local authority consultants working alongside staff in the school. Further support for the Early Years Foundation Stage is helping staff become more accurate in their assessments of children's learning so that they are able to plan the next steps in learning more accurately. Improvements to the speech and language unit have embedded through good support from a specialist consultant, brokered by the local authority. The quality of provision in the unit is such that it is now attracting new pupils.

Priorities for further improvement

These remain the areas for improvement identified by the previous section 5 inspection.



INSPECTION OF SUNDERLAND YOUTH OFFENDING SERVICE

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

1. Purpose of Report

- 1.1 This report informs the Children, Young People and Learning Scrutiny Committee of the outcome of the Inspection of Sunderland Youth Offending Service which took place in October 2009.

2. Background

- 2.1 This current programme of Inspections of Youth Offending Teams is being led by HMI Probation and focuses on the quality of youth offending work being delivered to children and young people who have offended, as well as their victims.
- 2.2 The official report on this inspection process was published on 6th January 2010.

3. Current Position

- 3.1 The Inspection of Sunderland Youth Offending Service, which took place in October 2009, is a revised Inspection process and assesses the quality of work with children and young people who offend, with a particular focus on risk of harm to others and the safeguarding of children.
- 3.2 The outcome of the inspection was overall very positive and the report concludes that the YOS has good capacity to improve. The published report confirms that Sunderland YOS has achieved an average of 68%. This means that Sunderland have achieved a "MODERATE" result, indicating the service has only moderate improvement to make to improve its practices. In making a comparison with the 11 YOTs within the Region, Sunderland YOS has achieved average or above average scores in each of the 3 sections assessed.
- 3.3 The Inspection Team visit took place in the week beginning 5th October 2009, during which examination of a random sample of cases (62) and interviews with case managers took place.
- 3.4 The overall percentage score achieved for each of the 3 sections assessed by Sunderland YOS of 68% is calculated by taking the average of the scores achieved in each section.

Scoring is:

75 or over	MINIMUM improvement required
60-75	MODERATE improvement required
40-60	SUBSTANTIAL improvement required
Less than 40	DRASTIC improvement required

3.5 As a result of the Inspection, the following recommendations were made:

Changes are necessary to ensure that, in a higher proportion of cases:

- a good quality assessment, using Asset, is completed when the case starts.
- a good quality assessment of the individual's *Risk of Harm to others* is completed at the start.
- risk management plans and vulnerability management plans are completed on time and are good quality.
- the plan of work with the case is regularly reviewed and correctly recorded in Asset with a frequency consistent with national standards for youth offending services, and the interventions undertaken with each individual are sequenced appropriately to their needs.
- there is evidence in the file of regular quality assurance by management.

4 Conclusion

- 4.1 Following the publication of the report on the 6th January 2010, the YOS was required to develop an Improvement Action Plan, agreed by the YOS Partnership Board, to address the areas for improvement within the report. This is to be submitted to the Youth Justice Board Regional Office within 4 weeks of the publication date. The YJB will lead on the monitoring of progress against the Action Plan.
- 4.2 The findings from this Inspection will feed into the wider annual Comprehensive Area Assessment (CAA) process of the council.

5 Recommendation

Scrutiny Committee is asked to note the content of the report and advise on any further information that it wants to receive.

6 Background Papers

Sunderland Youth Offending Service Core Case Inspection Report – HMI Probation.

Glossary

Asset	A structured assessment tool based on research and developed by the Youth Justice Board looking at the young person's offence, personal circumstances, attitudes and beliefs which have contributed to their offending behaviour
YOS/T	Youth Offending Service/Team
YJB	Youth Justice Board for England and Wales

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