

School Place Planning for the Future /Primary Strategy for Change

Report of the Director of Children's Services

Strategic Priorities: Learning City Corporate Improvement Objective CIO1, CIO3, CIO4

1. Why has this report come to the Committee?

- 1.1 At their meeting in February Members asked that further reports on School Place Planning for the Future and Primary Capital Strategy be scheduled to ensure the appropriate involvement of the Committee throughout the rest of the review.

2. Background

- 2.1 Local authorities have a statutory duty to ensure that there are sufficient school places in their area, to promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential, as well as ensuring that there are sufficient schools in their area and promoting diversity and increasing parental choice.
- 2.2 Local authorities have a duty to take action where an individual school's surplus place position is 25% or more. There is also an expectation that there will be no more than 10% surplus places across the city. Reports to Cabinet have outlined the position of surplus places within primary schools in the City and Cabinet has agreed that the position be addressed.
- 2.3 Following Cabinet approval on 13 February, SPP has been progressed to the next stage and the development of the PSfC has been the subject of wider consultation with governors, school based staff, parents and carers, diocesan authorities, unions and the wider community. The purpose of the consultation meetings was to introduce and raise awareness of the School Place Planning review and the Primary Strategy for Change.

3. Current position

School Place Planning for the Future

- 3.1 At their 13 February meeting, Cabinet approved the following core SPP considerations to be addressed within Stage 2 of the consultation process, with the intention that they be used to develop clear criteria for future recommendations and actions:

- Consider present and future capacity in each area
- Refer to the DCSF trigger of 25% of surplus places in an individual school
- Consider alternative use for spare capacity in individual schools by other agencies to support joined-up working
- Consider all aspects of cross cluster and cross sector provision
- Consider the siting and proximity of complementary services e.g. Children's Centres
- Consider alternative approaches to school organisation and governance, for example federations
- Consider amalgamation of schools (in accordance with relevant legislation and guidance)
- Consider school closure (in accordance with relevant legislation and guidance)

3.2 A set of principles based on these considerations has been developed and were the subject of consultation:

- Data is updated throughout the process to ensure it is accurate, timely and transparent and is informed by information impacting on school place planning e.g. demographics and housing development plans.
- Surplus capacity - target highest surpluses i.e. those above 25%, reduce individual schools to 10% or below where possible and reduce total surplus across the City to a maximum of 10%.
- The extent to which a school's accommodation is used by the local community, the sustainability of the community use, and the proximity of similar, accessible, facilities.
- The implications of existing children's services delivered on the school site, particularly SEN resourced provision and Children's Centres.
- Alternative use for spare capacity in individual schools to meet the needs of children, young people, families and communities.
- The physical and financial limitations or opportunities for reduction or development of accommodation imposed by the layout, design and condition of existing school buildings and sites.
- All aspects of cross cluster and cross sector provision.
- Alternative approaches to school organisation and governance, for example federations.
- Organise school capacity to maximise effective use of available resources to deliver high quality learning and raise attainment.
- The Primary Strategy for Change criteria.

3.3 Consultation meetings were held on a cluster basis between 15 and 22 May, with the deadline for responses being 13 June. Appendix 1 sets out the attendance at each of the cluster meetings and the responses to the consultation. Responses show strong support for all areas consulted upon, and in particular for the principles to be applied for the next stage of the process and the proposed method of taking the review forward

- 3.4 The citywide data shared at the meetings shows that the number of surplus places overall is due to reduce over the next few years. However, most of the reductions can be attributed to the outcomes of previous actions feeding through into the future. Examples are the reductions in Published Admission Numbers (PANs) and the redesignation of teaching space to better align capacity in individual schools to the amount of teaching space needed for reduced pupil numbers. The effect of large class numbers moving through schools e.g. Hetton Lyons and Easington Lane also impacts on the surplus place position, without compromising the demand for places.
- 3.5 Appendix 2 sets out the surplus place position for each cluster of schools, arranged in the following groupings:
- Group A - clusters where there will be little or no change
 - Group B - clusters with very high numbers of surplus places and where individual schools may require more significant attention and intervention
 - Group C - clusters where there will be little or no change in the short term but where discussions may need to be held with schools to explore longer term options
- 3.6 Cabinet agreed that the following action be taken for the differing groups:
- Group A - where appropriate, officers discuss and agree with schools a reduction in Published Admission Number (PAN) and/or realignment of capacity to match the capacity indicated by the PAN. Agreed reductions in PANs will be subject to the required consultation process and reported to Cabinet accordingly.
 - Group B - Some schools within these clusters have surplus places significantly above the target 10% threshold, with several having, or predicted to have, surpluses in excess of 25%. These schools present a particular challenge as in some cases steps have been taken in previous reviews to reduce the surplus places but have not proved to be effective. Officers will work with headteachers and governors to discuss options for a long term solution. Options will be reported to Cabinet at their 10 September meeting for consideration and approval for wider consultation
 - Group C - As for Group A but officers will begin dialogue with schools to explore longer term options.
- 3.7 Officers will actively seek alternative use for spare capacity in individual schools across all of these groups. This will be part of the work of the Council's Capital Management Group which is currently undertaking an audit of all Council owned and used property and all directorates are being asked to consider potential joint opportunities for property sharing with multi-agency partners.

Primary Strategy for Change (PSfC)

- 3.8 Members will note that one of the principles set out in paragraph 3.2 is the

criteria for the PSfC, to take account of its influence on the SPP process. The criteria for the strategy, used to carry out a baseline analysis of school-level data are:

- educational performance
- deprivation
- places
- building condition and suitability
- links with early years providers, extended services and co-location of primary schools, Sure Start Children's Centres and wider children's services

The strategy is a key document which, once approved by Department for Children, Schools and Families (DCSF) will guarantee capital funding of £4,092,393, in 2009-10 and £6,470,393 in 2010-11, with further funding beyond that yet to be announced.

- 3.9 Based on an index of deprivation, the DCSF has set an output assumption for Sunderland of 15% of schools in the worst physical condition and/or in the most deprived areas will be rebuilt or taken out of use (as opposed to the general 5% nationally) and 35% will be improved (as opposed to the general 45% nationally).
- 3.11 The Authority's programme of significant investment over the last 10 years to replace and refurbish its primary, nursery and special school stock has been based on condition, suitability and demand for places, as well as the drive to reduce surplus places. Of the 10 highest ranking schools in the Index of Multiple Deprivation (IMD), five have been, or are in the process of being, replaced and one has been totally refurbished, to meet the standard for 21st century schools. The current school place planning for the future review will inform the longer term strategy to replace schools in the worst physical condition and/or in the most deprived areas as the programme progresses.
- 3.12 In compiling the draft strategy, the requirements laid down by Ministers have been incorporated but with a strong local focus to capture the long term aims of how the landscape of our schools may look in 2020 and beyond. A three stage process for achieving the '2020 Vision' will be:
- Stage 1 - initial investment priorities, as identified in Part 5 of the strategy
 - Stage 2 - medium term priorities which will be informed by the SPP review
 - Stage 3 - longer term focus on the profile and location of schools in 2020 and beyond.
- 3.13 Part 5 of the strategy requires the identification of initial priorities for the first two years of the programme. To help in identifying those priorities, the following criteria have been developed.

- Schools previously identified as priorities by the Local Authority but for which a bid for funding was unsuccessful
- PSfC criteria (as set out at paragraph 3.7)
- Site issues
- Matched funding
- Additionality
- Deliverable within timescales

As part of the School Place planning consultation views were sought on the use of this approach in identifying the priority schools and strong support was shown for it

3.14 The draft strategy was forwarded to DCSF to meet the 16 June deadline. The following caveats were also attached to the draft to the effect that:

- the strategy is to be considered as a draft and will be revised if necessary once the responses to the recent consultation are received
- the draft strategy will become the subject of wide consultation
- following consultation Cabinet will consider the final version in September and, if formally endorsed by Cabinet, the relevant diocesan authorities and the majority of primary schools, will be submitted as the final version for consideration for approval

3.15 Cabinet approved the draft strategy and it has been posted on the Council's website and all key stakeholders informed and invited to offer views by 31 July. Cabinet will receive a report at their 10 September meeting, setting out responses to that consultation and how those responses have informed the final document. At that meeting endorsement of the final Strategy would be sought and it would be subsequently submitted to DCSF for approval.

3.16 An executive summary of the draft PSfC is attached as Appendix 3. The full document can be accessed at:

<http://www.sunderland.gov.uk/showFeature.asp?Feature=57>.

4. Recommendation

4.1 Members are recommended to offer views on the School Place Planning for the future process so far and the draft PSfC.

5. Background Papers

5.1 Cabinet Agenda 14 March 2007
 Cabinet Agenda 25 July 2007
 Cabinet briefing 8 November 2008
 DCSF letter of 25 October to Local Authorities
 Primary Strategy for Change - guidance from DCSF 7 December 2007
 Cabinet report 13 February 2008

5.2 Background papers are available from the contact officer below.

6. Glossary

SPP - School Place Planning

PSfC - Primary Strategy for Change

DCSF - Department for Children, Schools and Families

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**SCHOOL PLACE PLANNING FOR THE
FUTURE/PRIMARY STRATEGY FOR CHANGE
MAY CONSULTATION MEETINGS**

SUMMARY OF ATTENDANCE

CLUSTER	Headteachers & Governors	Staff	Parents
CASTLE VIEW	9	4	0
HYLTON RED HOUSE	6	9	3
MONKWEARMOUTH	9	5	11
HETTON	13	4	1
HOUGHTON KEPIER	14	14	4
BIDDICK	14	32	13
OXCLOSE	15	16	4
WASHINGTON	12	38	12
FARRINGDON	18	27	29
VENERABLE BEDE	11	32	5
ST. ROBERT'S	7	1	8
ST. AIDAN'S / ST. ANTHONY'S	16	3	9
PENNYWELL	6	3	2
SANDHILL VIEW	10	18	5
SOUTHMOOR	14	0	5
THORNHILL	3	5	3
TOTAL	177	211	114

RESPONSES TO CONSULTATION

A total of 77 consultation response forms were received. Additionally 16 emails were received.

Q1 Response forms received from:

Parent/carer	= 17	16%
School staff	= 32	30%
Resident	= 0	0%
Headteacher	= 26	25%
Other	= 2	2%
Governor	= 28	27%
Total	= 105	

(please note that some respondents to Q1 had ticked more than one category).

Q2 Has the information on surplus places given you a clear idea of the position in the city and your area?

Yes	= 71	76%
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No	= 19	20%
Don't know	= 4	4%
Total	= 94	

Q3 Do you agree with the principles that will be used to inform the options to reduce surplus places?

Yes	= 67	72%
No	= 15	16%
Don't Know	= 11	12%
Total	= 93	

Q4 Do you agree with the proposed method of further consultation

Yes	= 69	74%
No	= 8	9%
Don't know	= 16	17%
Total	= 93	

Q5 Do you agree with the approach the Local Authority has taken to the identification of the priority schools for the first two years of the Primary Strategy for Change? (not all respondents answered this question)

Yes	= 58	65%
No	= 12	13%
Don't know	= 20	22%
Total	= 90	

Appendix 2

GROUP A CLUSTERS	Actual % surplus 2008	Projected % Surplus 2013/14
PENNYWELL CLUSTER		
HIGHFIELD PRIMARY	17%	11%
QUARRY VIEW PRIMARY	9%	38%
SOUTH HYLTON PRIMARY	21%	15%
Pennywell Cluster No. of schools with 10% surplus	2	3
Pennywell Cluster No. of schools with 25% surplus	0	1
SANDHILL VIEW CLUSTER		
BROADWAY JUNIOR	27%	27%
GRINDON INFANT	12%	-2%
HASTING HILL PRIMARY	12%	-3%
PLAINS FARM PRIMARY	10%	2%
THORNEY CLOSE PRIMARY	28%	18%
Sandhill View Cluster No. of schools with 10% surplus	5	2
Sandhill View Cluster No. of schools with 25% surplus	2	1
SOUTHMOOR CLUSTER		
GRANGETOWN PRIMARY	37%	32%
HILL VIEW INFANT	2%	-22%
HILL VIEW JUNIOR	2%	-11%
VALLEY ROAD PRIMARY	17%	24%
Southmoor Cluster No. of schools with 10% surplus	2	2
Southmoor Cluster No. of schools with 25% surplus	1	1
ST. AIDAN'S/ST. ANTHONY'S RC CLUSTER		
ENGLISH MARTYR'S RC PRIMARY	18%	24%
ST ANNE'S RC PRIMARY	1%	2%
ST BENET'S RC PRIMARY	2%	10%
ST CUTHBERT'S RC PRIMARY	9%	18%
ST JOHN BOSCO RC PRIMARY	12%	7%
ST JOSEPH'S RC PRIMARY, SUNDERLAND	5%	-7%
ST LEONARD'S RC PRIMARY	9%	16%
ST MARY'S RC PRIMARY	1%	-16%
ST PATRICK'S RC PRIMARY	36%	42%
St Aidan's/St Anthony's Cluster No. of schools with 10% surplus	3	4
St Aidan's/St Anthony's Cluster No. of schools with 25% surplus	1	1
THORNHILL CLUSTER		
BARNES INFANT	9%	4%
BARNES JUNIOR	7%	14%
DIAMOND HALL INFANT	7%	-19%
DIAMOND HALL JUNIOR	5%	-11%
HUDSON ROAD PRIMARY	14%	12%
RICHARD AVENUE PRIMARY	11%	24%
Thornhill Cluster No. of schools with 10% surplus	2	3
Thornhill Cluster No. of schools with 25% surplus	0	0

GROUP A CLUSTERS (Continued)	Actual % surplus 2008	Projected % Surplus 2013/14
BIDDICK CLUSTER		
BARNWELL PRIMARY	-9%	-10%
BIDDICK PRIMARY	-1%	11%
FATFIELD PRIMARY	4%	13%
JOHN F. KENNEDY PRIMARY	10%	4%
NEW PENSHAW PRIMARY	11%	31%
RICKLETON PRIMARY	15%	22%
Biddick Cluster No. of schools with 10% surplus	3	4
Biddick Cluster No. of schools with 25% surplus	0	1
OXCLOSE CLUSTER		
BLACKFELL PRIMARY	27%	21%
GEORGE WASHINGTON PRIMARY	7%	5%
HOLLEY PARK PRIMARY	0%	9%
LAMBTON PRIMARY	-10%	10%
OXCLOSE VILL PRIMARY	17%	31%
SPRINGWELL VILL PRIMARY	13%	9%
Oxclose Cluster No. of schools with 10% surplus	3	2
Oxclose Cluster No. of schools with 25% surplus	1	1
ST. ROBERT OF NEWMINSTER RC CLUSTER		
OUR LADY QUEEN of PEACE PRIMARY	-1%	-7%
ST BEDE'S RC PRIMARY	8%	2%
ST JOHN BOSTE RC PRIMARY	-19%	-3%
ST JOSEPH'S RC PRIMARY, WASHINGTON	13%	21%
ST MICHAEL'S RC PRIMARY	6%	0%
St Robert of Newminster RC Cluster No. of schools with 10% surplus	1	1
St Robert of Newminster RC Cluster No. of schools with 25% surplus	0	0
WASHINGTON CLUSTER		
ALBANY PRIMARY	5%	29%
BARMSTON VILL PRIMARY	3%	5%
USWORTH COLL PRIMARY	9%	-2%
USWORTH GRANGE PRIMARY	6%	21%
WESSINGTON PRIMARY	41%	41%
Washington Cluster No. of schools with 10% surplus	1	3
Washington Cluster No. of schools with 25% surplus	1	2

GROUP B CLUSTERS	Actual % surplus 2008	Projected % Surplus 2013/14
HETTON CLUSTER		
EASINGTON LANE PRIMARY	-6%	0%
EPPLETON PRIMARY	16%	40%
HETTON LYONS PRIMARY	-11%	0%
HETTON PRIMARY	43%	36%
Hetton Cluster No. of schools with 10% surplus	2	2
Hetton Cluster No. of schools with 25% surplus	1	2
HOUGHTON CLUSTER		
BERNARD GILPIN PRIMARY	16%	25%
BURNSIDE PRIMARY	20%	28%
DUBMIRE PRIMARY	24%	9%
EAST RANTON PRIMARY	29%	18%
GILLAS LANE PRIMARY	33%	30%
NEWBOTTLE PRIMARY	16%	7%
SHINEY ROW PRIMARY	10%	7%
Houghton Cluster No. of schools with 10% surplus	6	4
Houghton Cluster No. of schools with 25% surplus	2	3
CASTLE VIEW CLUSTER		
BEXHILL PRIMARY	20%	32%
CASTLETOWN PRIMARY	25%	31%
HYLTON CASTLE PRIMARY	30%	40%
TOWN END FARM PRIMARY	12%	12%
Castle View Cluster No. of schools with 10% surplus	4	4
Castle View Cluster No. of schools with 25% surplus	2	3
HYLTON RED HOUSE CLUSTER		
BISHOP HARLAND C of E PRIMARY	14%	9%
HYLTON RED HOUSE PRIMARY	12%	9%
SOUTHWICK PRIMARY	11%	10%
WITHERWACK PRIMARY	30%	47%
Hylton Red House Cluster No. of schools with 10% surplus	4	2
Hylton Red House Cluster No. of schools with 25% surplus	1	1
MONKWEARMOUTH CLUSTER		
DAME DOROTHY PRIMARY	32%	25%
FULWELL INFANT	14%	21%
FULWELL JUNIOR	8%	15%
GRANGE PARK PRIMARY	27%	39%
REDBY PRIMARY	13%	29%
SEABURN DENE PRIMARY	26%	51%
Monkwearmouth Cluster No. of schools with 10% surplus	5	6
Monkwearmouth Cluster No. of schools with 25% surplus	3	4

GROUP C CLUSTERS	Actual % surplus 2008	Projected % Surplus 2013/14
FARRINGDON CLUSTER		
EAST HERRINGTON PRIMARY	1%	-9%
FARRINGDON PRIMARY	14%	29%
MILL HILL PRIMARY	31%	41%
Farringdon Cluster No. of schools with 10% surplus	2	2
Farringdon Cluster No. of schools with 25% surplus	1	2

VENERABLE BEDE CLUSTER		
BENEDICT BISCOP C of E	-1%	-1%
NEW SILKSWORTH INFANT	23%	19%
NEW SILKSWORTH JUNIOR	8%	-1%
RYHOPE INFANT	15%	4%
RYHOPE JUNIOR	26%	15%
ST PAULS CE PRIMARY	7%	14%
Venerable Bede Cluster No. of schools with 10% surplus	3	3
Venerable Bede Cluster No. of schools with 25% surplus	1	0

PRIMARY STRATEGY FOR CHANGE (PSfC) - EXECUTIVE SUMMARY

What is the PSfC?

- A national initiative to improve primary school buildings with a planned programme of replacement and refurbishment to meet 21st Century standards
- A long term, 14 year, plan for 0-11 provision
- It includes primary age special schools, voluntary controlled, voluntary aided, foundation and pupil referral units

What does it mean for Sunderland?

- It sets out the Council's '2020 Vision' for what the landscape of our primary schools will look like in 2020 and beyond
- The strategy is a key document which, once approved by Department for Children, Schools and Families (DCSF) will guarantee capital funding of £4,092,393, in 2009-10 and £6,470,393 in 2010-11, with further funding beyond that yet to be announced
- Over the lifetime of the strategy, 15% of schools in the worst physical condition and/or in the most deprived areas will be rebuilt or taken out of use and 35% will be improved
- Funding will allow for at least one school to be rebuilt or refurbished for each of the next 14 years

How is the strategy made up?

There five core sections to the strategy:

1. The local perspective
2. Baseline analysis - outlining what is good about primary education now and what needs to improve
3. Long-term aims - showing the Council's investment priorities for the next 14 years to transform education
4. Approach to change - shows how the authority will run the Primary Capital Programme to achieve the long-term aims.
5. Initial investment priorities - specifies the school projects to be delivered in 2009-10 and 2010-11.

How has Sunderland's strategy been compiled?

In compiling the strategy, the requirements laid down by Ministers have been incorporated but with a strong local focus to capture the long term aims of how the landscape of our schools may look in 2020 and beyond. A three

stage process for achieving the '2020 Vision' will be:

- Stage 1 - initial investment priorities - the two schools to be rebuilt in the first two years of the strategy - 2009/10 and 2010/11
- Stage 2 - medium term priorities which will be informed by the SPP review
- Stage 3 - longer term focus on the profile and location of schools in 2020 and beyond.

What criteria were used to carry out the baseline analysis of each school and what conclusions were reached?

The criteria used for the baseline analysis are:

- educational performance
- deprivation
- surplus places
- building condition and suitability
- links with early years providers, extended services and co-location of primary schools, Sure Start Children's Centres and wider children's services

The conclusions reached are:

1. **Standards** - making steady incremental progress across the city but not quickly enough and impact not significant enough in all deprived areas
2. **Surplus places** - in excess of 14% across primary schools
3. **Health** - significant health issues in terms of childhood obesity
4. **Behavioural issues** - increasing challenge in terms of numbers and complexity
5. **Buildings** - issues around suitability, age and condition of many school buildings
6. **Community** - need to maximise community involvement and participation in the excellent facilities available in extended schools
7. **Inclusion** - strong solid base on which to build

What are the long term aims?

The long term aims in Part 3 of the PSfC, referenced to Children's Plan goals, can be summarised as:

1. All of our pupils ready for success in primary and secondary school (Reference CP goals 1, 4 & 5)
2. To engender a culture that expects and fosters positive behaviours (Reference CP goal 7)
3. To reduce surplus places and increase choice and diversity of provision (Reference CP goal 3)
4. To have community facing schools that maximise community usage (Reference CP goal 1, 7 & 9)

5. Healthy schools in participating communities (Reference CP goals 1, 2 & 9)
6. To accelerate transformation by ensuring that as many schools as possible have embedded ICT facilities and meet the demands of the 21st century (Reference CP goal 1, 7 & 9)

What impact is the strategy expected to make?

The intended impact of our '2020 Vision' for primary schools and learning is to:

- increase attainment for all children and young people in each Key Stage by meeting or exceeding targets
- reduce the gender gap at KS2 incrementally each year
- meet or exceed national averages and statistical neighbours for Looked After Children and other vulnerable groups at L4 Key Stage 2
- match or exceed national averages and statistical neighbours' attainment and achievement at each Key Stage for BME pupils
- increase inclusion in mainstream primary education by providing appropriate access to the whole curriculum according to learning needs and/or disability
- ensure that as a minimum, all new schools to be of 2* provision for visual, audio, physical and/or medical impairment, language and communication difficulties
- provide appropriate and effective education for SEN pupils and young people
- increase the number and range of extended schools and expand community facilities and activities on school sites to generate increased participation by children and young people
- widen the range of schools to increase diversity and choice for parents and pupils
- achieve Healthy School status for all schools
- achieve Sportsmark award for all schools
- eradicate the deficiencies in condition, suitability and access in the city's primary schools by transforming the primary estate through provision of buildings designed for learning and fit for purpose
- reflect demography and falling rolls in Sunderland by removing a further 2000+ places from the primary sector

How have the initial priorities been identified?

To help in identifying the initial priorities in Section 5 of the strategy the following criteria was applied:

- Schools previously identified as priorities by the Local Authority but for which a bid for funding was unsuccessful
- PSfC criteria
- Site issues
- Matched funding
- Additionality
- Deliverable within timescales

What are the initial priorities?

The two schools that met the criteria and have been named as the priorities are:

St. Joseph's RC Primary School, Sunderland 2009/10
Maplewood special school - 2010/11

What about future years?

The current School Place Planning for the Future project will help to inform priorities beyond 2010/2011

What happens next?

The deadline for responses to the consultation is 31 July 2008. Responses to the consultation will inform the final document and Cabinet will receive a report, including the final proposed PSfC, at their 10 September 2008 meeting. If the strategy is endorsed by Cabinet it will be submitted to DCSF for approval.

Children's Plan 2020 Goals

1. Enhance children and young people's wellbeing, particularly at key transition points in their lives
2. Child health improved with the proportion of obese and overweight children reduced to 2000 levels
3. Parents satisfied with the information and support they receive
4. Every child ready for success in school with at least 90% developing well across all areas of the Early Years Foundation Stage Profile by age 5
5. Every child ready for secondary school, with at least 90% achieving at or above the expected level in both English and mathematics by age 11
6. Every young person with the skills for adult life and further study with at least 90% achieving the equivalent of five higher level GCSEs by age 19; and at least 70% achieving the equivalent of two A levels by age 19
7. All young people participating in positive activities to develop personal and social skills, promote well-being and reduce behaviour that puts them at risk
8. Significantly reduce by 2029 the number of young offenders receiving a conviction, reprimand, or final warning for a recordable offence for the first time, with a goal to be set in the Youth Crime Action Plan
9. Child poverty halved by 2010 and eradicated by 2020
10. Employers satisfied with young people's readiness for work