

At a meeting of the CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE held in the CIVIC CENTRE on THURSDAY, 9TH JULY, 2009 at 5.30 p.m.

Present:-

Councillor Stewart in the Chair

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

Apologies for Absence

Apologies for absence were submitted on behalf of Councillors Kelly, I. Richardson, Snowden and Tye and on behalf of Mr. Frank, Prof. Holmes and Mr. Snowden.

Minutes of the last meeting of the Children, Young People and Learning Scrutiny Committee held on 18th June, 2009

Keith Moore, Deputy Executive Director of Children's Services drew members' attention to page 5 of the minutes and the enquiry made by Councillor Francis as to the rate of non co-operation among young people required to undergo the restorative justice programme. He advised that for the period 1st April 2007 to 31st March 2008 728 young people were assigned to do reparation. Of this figure, 588 had attended (81%) while 140 had failed to attend (19%)

1. RESOLVED that the minutes of the last meeting of the Children, Young People and Learning Scrutiny Committee held on 18th June, 2009 be confirmed and signed as a correct record.

Declarations of Interest

Item no. 7 – Joint Commissioning Strategy – Scoping Report for Policy Review.

Mr. Laverick declared a Personal Interest in the item as an employee of the City of Sunderland College.

Item no. 10 – Ofsted Inspections.

Councillor Bell declared a Personal Interest in the Item as a Governor of Castle View School.

Report on Swine Flu and Measles – NHS South of Tyne and Wear

The Chief Executive submitted a report (copy circulated) which introduced a presentation from Nonnie Crawford, Director of Public Health on the major issues surrounding swine flu and measles within Sunderland.

(For copy report and presentation – see original minutes).

Councillor Hall asked how successful had the MMR campaign been? Ms. Crawford replied that take up was too slow. It was still nowhere near the hoped for 90%.

Councillor T. Martin stated that all the latest literature indicated that the MMR was perfectly safe and the previous scare had been based on discredited evidence.

Councillor Francis stated that the MMR scare had related to worries over autism, mainly concerning an American based product, and asked whether given the sensitivities separate injections could be offered. Ms. Crawford replied that the currently operated standard procedures represented best practice. The alternative would require the recipient to undergo 6 separate injections. It was currently proving difficult to get people to accept 2 injections. The larger the number of injections the larger the number of potential application errors.

The Chairman asked how many parents had declined the invitation to have their child vaccinated during the recent campaign. Ms. Crawford advised that the campaign was still ongoing and therefore she did not have that information to hand, however, she would happily provide the figures at a later date.

With regard to swine flu issue, Councillor T. Martin and Mrs. Goulden highlighted the importance of the 'good neighbour' or 'flu friend'.

In response to an enquiry from Councillor Hall, Ms. Crawford advised that the majority of fatalities had been among younger people. Although all had been diagnosed with swine flu not all had died from it.

Councillor Oliver stated that a lot of the deaths were referred to as having been the result of 'underlying causes' and asked if it was possible to highlight what these causes were. Ms. Crawford replied that it was dangerous to speculate but many would be the result of lung disease, kidney or liver problems. The messages in relation to swine flu were subtle and difficult and the situation was not being helped by the way stories were often portrayed in the media. She stated that the Sunderland Echo had produced an excellent editorial some weeks previously, however, this had been negated by the recent sensationalist stories in the newspaper. Reporting needed to be balanced. The main message was that the overwhelming majority of those affected would get better whether or not they received anti virals.

Keith Moore, Deputy Executive Director of Children's Services, stated that he would like to assure the Committee that the Local Authority had undertaken detailed

planning with regard to business continuity and would support schools in their efforts to stay open.

The Chairman referred to the expected arrival of a swine flu vaccine in August and asked if it would be targeted at specific groups. Ms. Crawford replied that discussions were ongoing and that the decisions that needed to be taken would be done so based on the best possible evidence.

Councillor Bell stated that there would always be a threat over the horizon and that the Spanish flu outbreak of 1919 had taught that there was no room for complacency.

The Chairman having thanked Ms. Crawford for her presentation it was:-

2. RESOLVED that the report and presentation be received and noted.

The Protection of Children in England: A Progress Report by Lord Laming and the Government's Response to those Recommendations

The Executive Director of Children's Services submitted a report (copy circulated) which informed the Committee of progress made in relation to Lord Laming's review, the Government's response to its recommendations and the actions taken by Sunderland Children's Trust Laming Task and Finish Group in taking forward the recommendations.

(For copy report – see original minutes).

Mr. Hutchinson referred to the report and the comment that three social workers had been supported through their degree courses by the Authority. She asked if in return they would be required to remain with the Authority for a certain time period. Mr. Moore, Deputy Executive Director, replied that it was difficult legally to bind employees in that way. The three staff members had previously worked for the Authority and wanted to continue to do so after their studies. The chances were good that they would stay with the Council.

Councillor T. Martin commented that that staff moral was an extremely important factor.

In response to an enquiry from Councillor T. Martin, Mr. Moore advised that the Contact Point System had been piloted in the North West of England and was due to be introduced in Sunderland during the autumn of 2009.

Mr. Laverick stated that when you examined the Baby P case it was obvious that everyone had to work together and that multi disciplinary work needed to be joined up.

Mr. Moore advised that it was an extremely difficult area of work and no commitments or guarantees could be given. The Authority worked with rigour and dedication with partners to ensure lessons were learned and that an environment

was created where people were not afraid to make mistakes. It required a professional environment where people were comfortable with their responsibilities and where there was a 'talking culture'.

Mrs. Hutchinson stated that social workers should never have to take decisions in isolation and asked Mr. Moore if he was confident that the social work service received appropriate support from the other organisations involved.

Mr. Moore replied that systems were formalised through the Sunderland Safeguarding Board. The organisations needed to be able to debate issues without being critical or locked into conflict.

It needed to be a forum where the organisations could listen, understand and review. Children's Services had an excellent working relationship with the other organisations involved and new ways of working had been developed in the City as a result of the review.

In response to an enquiry from Councillor Oliver regarding workloads, Mr. Moore advised that the Manager needed to understand the totality of cases when allocating work. Social Workers faced a tough job and Children's Services did not want to burn its staff out. It wanted to be in a position where Sunderland became a quality choice for its staff.

In response to an enquiry from the Chairman in respect of recommendation 10 of Lord Laming' report, Mr. Moore advised that Heads were briefed on the guidance in respect of the new school inspection framework and what lay behind it. The School Improvement Officer and Education Safeguarding Team Manager were working together to provide support and challenge to schools in order that they could comply with the new regimes.

There being no further questions the Chairman thanked Mr. Moore and Mr. McCracken for their report and it was:-

3. RESOLVED that the report and associated action plan be received and noted.

Policy Review Recommendations Update: Services for Children in Care 2007

The Executive Director of Children's Services submitted a report (copy circulated) which updated the Committee on progress made in implementing the recommendations contained within the 2007 Policy Review on Services for Children in Care.

(For copy report – see original minutes).

Mick McCracken, Head of Safeguarding, presented the report and drew Members' attention to paragraph 3.3 which highlighted the three key questions considered in the review and Appendix 1 which outlined progress to date in meeting the 12 recommendations arising from the review.

Councillor T. Martin welcomed the measures implemented in respect of recommendation 11 to minimise, wherever possible, the disruption at all transition points, particularly those of significant change.

The Chairman referred to recommendation No. 1 regarding Area Committee nominations to the Corporate Parenting Board. He stated that it was an extremely important role and asked for attendance details in respect of the Area Committee representatives.

In response to an enquiry from the Chairman regarding recommendation No. 8, Mr. McCracken advised that all children looked after were required to have a review at six monthly intervals and that these were scrutinised by an Independent Review Officer and included the child's personal education plan.

With regard to recommendation 12 the Chairman asked whether bed and breakfast accommodation was still being utilised or whether it had been "consigned to history". He reiterated the view of the Committee that the use of bed and breakfast accommodation was totally unacceptable. Mr. Moore advised that he would provide the Committee with the exact figures.

4. RESOLVED that the report be received and noted.

Change in the Order of Business

At the instance of the Chairman it was agreed that item 10 on the agenda (Ofsted Inspections) should be considered at this juncture.

Ofsted Inspections

The Chief Solicitor submitted a report (copy circulated) inviting Members to consider the following recently published Ofsted Inspection Reports for educational establishments in Sunderland:-

- Millfield Community Nursery;
- Castle View School.

(For copy report – see original minutes).

The Chair clarified that in relation to the new Castle View Enterprise Academy, and other Academies in Sunderland, the relationship with the Scrutiny Committee was different to that of other schools with no direct accountability through the Committee. It was nevertheless hoped to establish a good relationship with the new Academies once they were up and running and this process had already begun some time ago when the Committee met with the three sponsors.

Mike Foster having addressed issues raised by Councillor Oliver in respect of the existing Castle View School with regard to the quality of teaching, the Chairman referred to page 5 of the Ofsted letter in respect of 'External Support'. The letter stated that "the School has been very effectively supported by the local authority and

by the National Challenge Advisor". "The good quantity and quality of the support available has helped staff at all levels make progress and focus on bringing about improvement." The Chairman stated that it was unusual for a local authority to be credited in this way and it demonstrated that it had 'gone the extra mile' to support the school.

5. RESOLVED that the Ofsted Inspection Reports be received and noted.

Joint Commissioning Strategy – Scoping Report for Policy Review

The Chief Executive submitted a report (copy circulated) which made proposals for Members with regard to their forthcoming review of commissioning arrangements within the Children and Young People's Plan.

(For copy report – see original minutes).

Karen Brown, Review Co-ordinator, presented the report and drew Members' attention to the table detailed in paragraph 61 which highlighted New/Recent Commissioning in Column A and Mature Commissioning in Column B. Members were recommended to choose one of the following service areas from Column A and one from Column B.

A New/Recent Commissioning

- i) 16-19 and Post 19 Education and Skills;
- ii) Employability of Young People;
- iii) Preventative Services;
- iv) Family and Parenting Support Services.

B Mature Commissioning

- i) Youth Services;
- ii) Childcare;
- iii) Family, Adult and Community Learning.

The Chairman moved that the Committee should opt for item i) (16-19 and Post 19 Education and Skills) from Column A together with item i) (Youth Services) from Column B and it was agreed accordingly.

Discussion ensued and Mrs. Brown suggested that the employability of young people should also be linked to the chosen options as part of the review. Councillor Hall agreed and suggested that representatives of industry be invited to attend the Committee so they could share exactly what it was they were looking for when employing young people.

6. RESOLVED that:-

- i) 16-19 and Post 19 Education and Skills be chosen for detailed investigation together with Youth Services Commissioning; and
- ii) the conduct of the review be undertaken as detailed in the report.

Request to Attend Conference

The Chief Executive submitted a report (copy circulated) on a proposal to nominate delegates from the Committee to attend the Chartered Institute of Library and Information Professionals Annual Conference 'Impact, Inclusion, Information: The Value of Libraries – the Lives of Communities', to be held in Bristol between 7th and 9th October, 2009.

(For copy report – see original minutes).

The Chairman having moved that the Vice Chairman and one other Member be nominated to attend the Conference, it was:-

7. RESOLVED that approval be given to the attendance of the Vice Chairman, Councillor G. Hall together with Councillor T. Martin at the Chartered Institute of Library and Information Professionals Annual Conference to be held in Bristol between 7th and 9th October, 2009, such attendance to be funded from the Scrutiny Committee budget.

Forward Plan – Key Decisions for the Period 1st July to 31st October, 2009

The Chief Executive submitted a report (copy circulated) in respect of the above matter.

(For copy report – see original minutes).

Members were advised that the Forward Plan was being submitted to each of the Council's Scrutiny Committees as a pilot exercise to determine the value of it being submitted on a regular basis. The views of each of the Committees would be reported to the Management Scrutiny Committee for further consideration.

Consideration was given to the report and whilst recognising that the Forward Plan was a useful tool, Members felt that the majority of its contents were of little relevance to the Committee. Accordingly Members requested that if it was to be submitted to future meetings as an information item it should be done so in a format that contained only items that were relevant to the remit of the Committee.

8. RESOLVED that the report be received and noted and that Members' comments be reported to the Management Scrutiny Committee for consideration.

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

17 SEPTEMBER 2009

SUNDERLAND PUBLIC LIBRARIES

REPORT OF THE INTERIM DIRECTOR OF COMMUNITY AND CULTURAL SERVICES

1.0 WHY HAS THIS REPORT COME TO THE COMMITTEE?

- 1.1. The purpose of this report is to provide Members with a review of key achievements and performance for 2008/09 and highlight priorities for 2009/10 for the Library Service.

2.0 BACKGROUND

- 2.1. Sunderland Public Libraries serve the residential population of 280,300 through a network of 20 community libraries, 2 mobile libraries, a mobile ICT Learning / Customer Service Centre Vehicle (Libraries Information Access Zone), a Local Studies Centre and a Books on Wheels service. It also serves Sunderland Schools (via the Schools Libraries Service) and Sunderland Royal Hospital via a Hospital Service.
- 2.2. In 2008/09 the service received over 1.5 million visitors, issued 1.2 million items, delivered over 18,000 learning hours and answered over 154,000 enquiries. Further Sunderland Public Libraries - Fact and Figures for 2008/09 can be found in Appendix 1.
- 2.3. Libraries deliver and support key outcomes for local communities and individuals with all service planning aligned to match Sunderland Partnership and City Aims.

3.0 VISION AND STRATEGIC OBJECTIVES

- 3.1. The vision for Libraries is to
enjoy, explore and discover
- 3.2. In order to ensure the continuous development and improvement of all service areas and to ensure communication across the service, nine key service groups meet regularly to plan, deliver and evaluate. The groups cover the following areas: Access and Inclusion, Digital Citizenship, Books and Reading, Services to Young People, Health and Well Being, Learning Development, Communication and Staff Development, Performance Improvement and Library Marketing.
- 3.3. The key objectives and action plans for the service are developed by these groups thus ensuring the involvement and participation of a wide range of staff from all areas of the service.

4.0 KEY ACHIEVEMENTS FOR 2008/09

- 4.1. During 2008/09 Sunderland Public Libraries delivered a full programme of activities and events in support of the city's strategic priorities. Examples of these include:-

4.2. Prosperous City

- A new Customer Service Centre and Library opened at Ryhope in May 2008 providing access to a wider range of city council and library services. The service immediately proved popular with over 195 new members joining in the first month. Issues and PC usage also increased and regular councillor ward surgeries and learning courses have brought new customers to the centre.
- In October 2008 Hendon Library celebrated its 100th birthday, signalling the start of a year long celebration of the city's three Carnegie Libraries. The celebration was opened by the then Deputy Mayor, Councillor Dennis Richardson and included a photographic display of the Hendon area over the past 100 years, an Edwardian sweet shop and visits by pupils in costume from Valley Road School.
- The National Year of Reading ran throughout 2008. Aimed to encourage reading both for pleasure and as a means of improving learning and achievement a busy programme included author visits, poetry workshops, traditional tales, Sunderland's first Reading Festival and the establishment of two new reading groups at the Blue Bell Pub, Fulwell and at Starbucks in the City Centre. There are now 13 adult and 7 children's reading groups in Sunderland hosted or supported by libraries.

4.3. Healthy City

- In 2008 1,300 children took part in the national summer reading challenge 'Team Read' across all libraries. In partnership with the Sunderland Empire 'Sportacus', star of CBBC's 'Lazy Town' challenged young readers to get active and compete against him on the library Wii console.
- Ten families from Easington Lane, Ryhope, Southwick and the City Centre took part in the Premier League Reading Stars project, which uses footballers as positive role models to get children hooked on reading. 40 children and their parents had the opportunity to meet with Sunderland goalkeeper Craig Gordon, the SAFC reading champion and children's author Tom Palmer.
- Houghton Library Visually Impaired Person's Reading Group celebrated the 90th birthday of its oldest member. Brenda Thompson who has been a member of the group which meets regularly to discuss audio books said *'I have been coming to the reading club for years and I really love it - everyone is so kind and friendly and the library staff really look after us'*.

4.4. Safe City

- The family and children's activities at the 2008 International Friendship Festival included for the first time a poetry and storytelling Tipi. Many families took refuge in the warmth and dryness of the Tipi and were entertained by performance poet Craig Bradley and local storyteller Tony Wilson. In total over 300 visitors to the festival took part in poetry and storytelling activities over the two days.

- In 2008 115 clients were supported with Information, Advice and Guidance by trained library advisors. Guidance included course availability and progression, developing CV's, completing job applications and interview skills. To meet increasing demand further staff were trained to NVQ level 3 in Advice and Guidance extending services to further libraries and increasing staff skills.

4.5. Learning City

- Adult and Family Learning courses developed following consultation have flourished in 2008/09. During the year almost 1,000 adults have taken part in a learning course hosted by the library service. Courses have included basic IT, family and local history, English for speakers of other languages and forensics.
- Boys into Books (5 – 11 years) - In 2008/09 Sunderland Public Libraries took part in a government scheme to promote reading for pleasure to boys in primary school. As part of the scheme schools and libraries received special collections of books and were enthralled by visits from top children's authors. Highlights included author John Dougherty who visited Year 5 and Year 6 at St Paul's in Ryhope whilst teenage author Philip Caveney spoke to over 100 Year 7's and 8's at Southmoor Secondary School.
- Their Past Your Future - During 2008 a partnership project funded by the Big Lottery Fund through the Museums, Libraries and Archives Council was developed with Infinite Arts. The project was designed to bring the local aspects of World War 2 to school children. Using the resources held by the Local Studies Centre and the expertise of the partners a learning pack was created through a series of interactive intergenerational workshops. To make the collection of images more accessible they were placed upon Flickr, a popular images sharing site.
- Funding awards were gained from UKOnline to support the delivery of the UKOnline User Journey to digitally and socially excluded learners in the city. The projects on the Libraries Information Access Zone and at Houghton Library exceeded their targets and the additional resources purchased continue to support ICT based learning activities.

4.6. Attractive and Inclusive City

- Sunderland City Library and Arts Centre was chosen by the Society of Chief Librarians North East to host two regional conference days in June 2008. A total of 300 library staff from across the twelve regional authorities attended the conference which explored and discussed the principles of Embervision, a programme designed to ensure the delivery of consistent quality customer services. Regional targets were set and standards agreed. The training has since been cascaded to over 95% of library staff and the agreed standards applied in all service points.
- Heritage Open Days 2008 took place in September, within Sunderland there were over 9,000 visits to participating properties and events. These included a photographic and mining artefacts display at Washington Millennium Centre Library and class visits to 4 libraries where young people took part in learning sessions with local historian and folk singer Keith Gregson.

5.0 LIBRARY PERFORMANCE 2008/09

- 5.1. With the replacement of the Public Library Service Standards in 2008/2009 by the Library Benchmark (Museums, Libraries and Archives Council) Sunderland continues to use national tools to benchmark services and ensure optimum service evaluation and delivery.
- 5.2. Appendix 2 shows comparative outturns for 2007/08 and 2008/09.
- 5.3. Whilst some indicators including enquiries, total bookstock and total acquisitions show an improvement in performance in 2008/09, several others including visitors and issues show a decline. However performance returns have been affected by the closures and temporary relocations of Washington Town Centre Library and Silksworth Library for redevelopment during 2008/09. Whilst some regular borrowers have transferred to alternative locations including Washington Green, Washington Millennium, Doxford Park and Ryhope libraries these closures can be proven to have impacted upon a number of performance outturns. With these temporary arrangements coming to an end in May and June 2009 Washington and Silksworth outturns have already shown improvement with increases in issues and visitors.

6.0 PRIORITIES FOR 2009/10

- 6.1. All service planning objectives and actions are mapped to the strategic aims of the Sunderland Partnership, Sunderland City Council Corporate Improvement Objectives and the new Performance Frameworks for Local Authorities.
- 6.2. The library service strategic objectives for 2009 - 2011 are:-
 - 6.2.1. To ensure accessible library services which meet the needs of all citizens via advice, development and promotion and to encourage cultural participation by all individuals, especially those from under represented groups.
 - 6.2.2. To utilise new and existing technologies to enhance and develop current and future library services through the effective use of ICT.
 - 6.2.3. To open up reader choices, increase participation and enjoyment in reading and offer opportunities for people to share their reading experiences.
 - 6.2.4. To develop library services for children and young people that are welcoming and responsive, and provide a programme of reader development activity that is relevant, interactive and participatory.
 - 6.2.5. To develop and promote access to health information and resources in order to support healthy lifestyle choices.
 - 6.2.6. To develop a learning offer which gives all citizens equality of access to informal and formal learning opportunities within libraries, which offers routes to progression and links to the broader programme of activities citywide.
 - 6.2.7. To work continuously to develop local heritage provision and networks throughout the city.

- 6.2.8. To work continuously to improve communications for citizens and staff - in order to increase participation, to develop and promote library services and to support staff development.
- 6.2.9. To increase awareness and membership of the diverse library offer, through effective and consistent marketing.
- 6.2.10. To monitor the performance of the library service in relation to the corporate priorities and libraries performance framework, to assist in setting targets, interpreting data and developing new ideas.

7.0 CONCLUSION

- 7.1. Sunderland Public Libraries are committed to delivering a first class service to the citizens of Sunderland. Service planning and developments are subject to regular reviews and evaluation.
- 7.2. In 2009/10 a full service review is to be considered, examining service delivery in relation to opening hours, library programme and staffing requirements. Any review will ensure full consultation with members, library users and citizens.
- 7.3. A Reading Strategy is currently being developed by the Library Service. Working in partnership with a consultant who has undertaken consultation and research, the strategy is due to be completed in autumn 2009. The aim of the strategy is to put reading at the heart of communities in the city, to promote an inclusive service and to develop and embed partnerships taking forward the vision of Sunderland as a Reading City building on the achievements of the National Year of Reading.
- 7.4. The service is to continue with an ongoing marketing campaign to promote the service to both existing and new users. To date this has included a Bag for Life campaign, promotional materials on buses and increased marketing in non-traditional library venues, including shopping centres, parks and at events and festivals.

8.0 RECOMMENDATIONS

- 8.1. Members are requested to note the above for information and comment as appropriate.

9.0 BACKGROUND PAPERS

Appendix 1 - Sunderland Public Libraries - Facts and Figures 2008/2009
Appendix 2 - Library Performance Framework

APPENDIX 1 - SUNDERLAND PUBLIC LIBRARIES - FACTS AND FIGURES 2008/2009

	2007/08	2008/09
Number of static service points	20	20
Number of Mobile Libraries	2 + 1 Mobile ICT vehicle	2 + 1 Mobile ICT vehicle
Number of Visitors	1,606,621	1,538,537 *
Number of enquiries	150,566	154,489
Total Stock	463,431 (@ 31.3.08)	466,956 (@ 31.3.09)
Number of Items Issued	1,307,712	1,269,810 *
Number of new items added to stock	66,359	66,685
Number of Active Borrowers	49,339 (@ 31.3.08)	48,858 (@ 31.3.09) *
Number of new members	14,234	13,951 *
Number of Requests Taken	33,843	42,695
Number of ICT hours accessed	151,384	169,460.5
Number of Learning Sessions attendee hours	22,955	18,166 *
User Satisfaction with the service		
% of library users aged 16 or over who view their library service as very good/good	93%	93%
% of library users aged under 16 who view their library service as good	86%	86%
% of library users aged 16 or over who rate staff helpfulness as very good or good	97%	97%

% of library users aged under 16 who view the library as a friendly place	98%	98%
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*** Performance figures impacted by temporary relocations at Washington and Silksworth.**

APPENDIX 2 - LIBRARY PERFORMANCE FRAMEWORK

Indicator Definition	07/08 Final Outturn	08/09 Final Outturn	Comments
Total who have used a public library at least once in the last 12 months (NI 9)	N/A	41.1	New national performance indicator for 08/09
Number of physical visits per 1,000 population	5,726	5,489	Below 07/08 but impacted by temporary relocations at Washington and Silksworth
Total number of requests	33,843	42,695	
Number of electronic, telephone or mail enquiries	45,669	49,628	
Total number of enquiries	150,566	154,489	
Number of Book Issues	1,250,188	1,220,319	Below 07/08 but impacted by temporary relocations at Washington and Silksworth
Number of AV Issues	57,524	49,491	Below 07/08 but impacted by temporary relocations at Washington and Silksworth / also current trends and market conditions re CD's / downloads
Number of Active borrowers per 1,000 population	176	174	Below 07/08 but impacted by temporary relocations at Washington and Silksworth
No of 4-11 year old girls who are library members as a percentage of the 4-11 year old girl residents	N/A	66%	New library benchmark indicator for 08/09
No of 4-11 year old boys who are library members as a percentage of the 4-11 year old boy residents	N/A	58%	New library benchmark indicator for 08/09
Total book stock per 1,000 population	1,579	1,595	

Total AV stock per 1,000 population	72	71	Reduction in AV stock reflecting current trends and market conditions re CD supply / downloads
Total Acquisitions	236	238	
Total book acquisitions per 1,000 population	220.6	228	
Total AV acquisitions per 1,000 population	15.8	10	Reduction in AV acquisitions reflecting current trends and market conditions re CD supply / downloads
% take up of available ICT time in libraries	34%	35%	

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

17SEPTEMBER 2009

PROGRESS REPORT ON HYLTON RED HOUSE PRIMARY SCHOOL

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

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 third 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 and the third HMI report regarded progress in the school to be satisfactory since the previous monitoring visit and the declaration of Special Measures.

3. Current position

- 3.1 The HMI Monitoring visit on 30th June and 1st July 2009 judged progress since being put into special measures satisfactory and progress since the previous monitoring visit on all the areas for improvement satisfactory. As a result of the improvements in the quality of provision, children in the Foundation Stage have made good progress and in Key Stages 1 and 2 pupils' progress has continued to accelerate. Improvements in leadership and management continue to be satisfactory with inspectors noting the clear direction that the Acting Headteacher has provided for the staff and the good teamwork that now exists at all levels in the school. Ofsted noted good improvements in the Foundation Stage and the school's specialist language provision and judged the quality of provision in both these areas to be good. Levels of sickness and absence amongst staff continue to be high.
- 3.2 On 16th July 2009 The Local Authority was given consent from the Secretary of State to create an Interim Executive Board (IEB) in order to secure, so far as it is practicable to do so, the provision of a sound basis for future improvement in the conduct of the school through the use of a specially-appointed governing body for a temporary period. A Notice of Establishment (Appendix 2) was issued to the school's Governing Body, IEB Members and the Secretary of State on 24th July

2009 stating that on 1st September 2009 the existing governors of Hylton Red House Primary School Sunderland would vacate office and the IEB would act in its agreed role from that date until 31st August 2010 when a new permanently constituted governing body will be in place. Parents and carers were informed of these arrangements by letter during the week beginning 27th July 2009

- 3.3 The role of each IEB member has been stated in Schedule 1 of the Agreement drawn up between each member and the Council of the City of Sunderland (Appendix 3)

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 Letter

Appendix 2: Notice of Establishment of the Interim Executive Board (IEB)

Appendix 3: Schedule 1 from each IEB Members' Agreement

Contact Officer: Margaret Ferrie
Chief Inspector of Schools
0191 561 5613
margaret.ferrie@sunderland.gov.uk

2 July 2009

Mr Mike Wooler
Acting headteacher
Hylton Red House Primary School
Rotherham Road
Sunderland
Tyne and Wear
SR5 5QL

Dear Mr Wooler

Special measures: monitoring inspection of Hylton Red House Primary School

Following my visit with Jackie Barnes Additional Inspector, to your school on 30 June-1 July 2009, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the third 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.**

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Education for Sunderland LA.

Yours sincerely

Moirá Fitzpatrick

Additional Inspector

Special measures: monitoring of Hylton Red House Primary School

Report from the third monitoring inspection on 30 June-1 July 2009

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, deputy headteacher, core subject leaders, members of the post-Ofsted committee of governors and the local authority representative. Meetings were also held with a local consultant headteacher and a visiting language consultant. Twelve lessons or parts of lessons were observed. School data and pupils' work were scrutinised in lessons and a separate sample was seen for writing and mathematics.

Context

Since the last monitoring visit in March 2009, there have been further changes to staffing. At the time of this visit, five staff were away from school on long term absence, two of whom were replaced by supply staff. One Year 1 class has had three different teachers in the current school year. A Year 4 teacher has returned to school and Year 6 are being taught in two instead of three classes, so that a teacher is released to give additional support in Year 4. Pupils in the Language Unit have been taught by a supply teacher for much of this term.

The school has worked closely with the local authority to reduce staffing for next year and has secured an appropriate number of teachers and teaching assistants for the next school year. The local authority is awaiting permission to appoint an interim executive board (IEB) to replace the governing body and has begun the process of appointing a substantive headteacher.

Achievement and standards

Standards in the Early Years Foundation Stage (Reception class) have risen sharply in all areas of learning since the last visit. They are broadly average and all children have made good progress. In Years 1 and 2 pupils' progress is more consistent as a result of improvements to the assessment of their learning. The majority of Year 2 pupils have reached the expected level for their age in reading, writing and mathematics. Several pupils reached the higher level in mathematics, though none did in reading and writing. There is a similar picture of overall improvement in pupils' progress in Key Stage 2 classes. Inconsistencies are less marked within year groups so that pupils of the same age are making similar progress. Progress is still strongest in Years 3 and 6 where pupils' progress is secure because of effective use of assessment for planning their learning. Unvalidated results in this year's national tests show that Year 6 pupils have met the most challenging targets set for them in reading, writing and science. Results in writing match those in reading and have risen by 20 percentage points over last year's results. The school attributes this improvement to its focus on more effective strategies for teaching writing and more effective use of assessment throughout this year. Inspectors agree with the school's

view. Science results are close to average at the expected level, though only a few pupils reached the higher level. School data indicate that pupils are on course to reach their challenging targets in mathematics, though results have not yet been received to confirm this. While there has been a number of positive improvements, not all pupils achieve as well as they should. This is because of some remaining inconsistencies in teaching the basic skills, and because some pupils are still on catch up, filling gaps from previous inadequate learning.

While progress continues to accelerate, there is still a need for pupils to have more opportunities to consolidate their basic skills by applying them in all areas of their learning to increase their rate of progress even further, and ensure that new learning is retained. Planned revisions to the curriculum are designed to ensure that, in the next school year, pupils will have more opportunities to use and apply their literacy and numeracy skills. Pupils in the Language Unit are making good progress in the acquisition of communication and social skills. An external review and expert support from a language consultant have pinpointed where and how provision should be improved. These recommendations have been adopted fully so that pupils are rapidly gaining confidence and showing high levels of enjoyment in their learning.

Personal development and well-being

Pupils continue to behave well and enjoy very good relationships with each other and with staff. They are always keen to work hard and show great pride in their achievements. Changes to the curriculum and better use of assessment by teachers have led to an increase in their enjoyment of learning this term. Pupils from different year groups agree that learning is 'fun' and that there are more opportunities to work with a friend or 'find out for yourself'. There are no exclusions and pupils' enthusiasm for school is seen in their regular attendance and good punctuality. Pupils are better prepared for their future than formerly, and older pupils show good citizenship skills through their roles in supporting younger children and in helping as playground pals.

Quality of provision

The quality of teaching is improving and is more consistent across the school. This is because there has been a sustained focus on improving teachers' assessment skills and their use of assessment information to plan lessons. In all classes pupils benefit from being told what they are going to learn and how they can tell if they have been successful. This is leading to a sharper focus on the work of different ability groups, and in all classes there is a range of tasks which broadly match pupils' needs. Pupils are involved regularly in tracking their progress towards individual targets and they say this helps them improve on their own. However, while better assessment information is showing that there is often a much wider range of attainment within classes than is usually seen, the school has not yet had time to devise strategies to manage the learning of all pupils equally well. In most classes, teaching is most effective for average attaining pupils because the direct teaching and the tasks set

are well matched to their needs. For the highest and lowest attaining pupils, opportunities are missed to provide precision teaching which would enable them to work at a good pace and independently. Higher attaining pupils sometimes spend too much time listening to explanations of things they already know, while lower attaining pupils are grappling with explanations that are too difficult for them. While teachers' assessment skills have shown a marked improvement since the last visit there is still some way to go in improving the accuracy of assessment so it captures secure learning and can identify where further consolidation of skills is needed. Nevertheless, the quality of teaching and learning, and the provision for different ability groups, are improving as a result of teachers' willingness to take on new initiatives and develop as reflective professionals. No unsatisfactory teaching was seen during the visit, there was an increase in the proportion of good teaching and many satisfactory lessons contained good features.

A school-wide review of the curriculum, supported by a consultant headteacher has taken place since the last visit. This has given staff and pupils the opportunity to have a voice in shaping the direction of change. There has been a good focus on providing more regular opportunities to consolidate and develop basic skills in other subjects. Initial changes this term have been successful in giving pupils a fresh context for their communication and numeracy skills. Their enthusiasm has been fired by the environmental theme which has led them down many new paths of learning, including the preparation of the end of year show around the same theme. Good quality displays of pupils' work are testimony to the enthusiasm of staff and pupils for the new curriculum. There are plans to develop the curriculum further in the next school year, with senior managers rightly keen to ensure small steps of change so that staff are not overwhelmed by innovation and that tracking and recording progress in basic skills are manageable.

Intensive support and training for Early Years Foundation Stage staff have led to good improvements in provision. All areas of learning are well planned so that children are excited about their learning. Outdoor provision is good, with an excellent range of resources for learning and well targeted interventions by adults. Investigative and observational activities are good, with children thoroughly enjoying their learning around a central theme. Lovely pictures and lively writing were produced about ladybirds, while outdoors other children explored the grounds looking for tiny creatures. There is a real buzz of excitement about learning which is shared by staff and children. Leadership and management are good and the staff's positive response to support and development has led to a strong and effective team who work very well together for the benefit of the children.

Progress since the last visit on the areas for improvement:

- Improving the overall quality of the teaching so that it accelerates learning – **satisfactory**
- Increasing the accuracy of assessment – **satisfactory**
- Adapting the curriculum so that it better meets the learning needs of the pupils – **satisfactory**

Leadership and management

The acting headteacher has led much well-targeted improvement since the last visit. He has a clear vision for what the school can achieve and has won the trust and support of staff to move the school forward. Together with the acting deputy headteacher and core subject leaders, the headteacher has implemented improvements to teaching and learning which have ensured a satisfactory level of progress across both key stages. His enlistment of support and advice from the local authority and other agencies has resulted in significant improvement to provision in the Early Years Foundation Stage and the Language Unit. Working closely with the governors and the local authority, the acting headteacher has successfully reduced surplus staffing for the next school year. The role of core subject leaders has developed well. They are skilled at monitoring and evaluating provision in their subjects and have a clear picture of strengths and weaknesses in provision. Together with the deputy headteacher, core subject leaders have developed comprehensive data on standards and progress in the school. They have provided challenge to staff to improve the rigour and accuracy of their assessment and while this still has some way to go, current data provide a broadly accurate picture of attainment across the school and within classes. Core subject leaders are well prepared to take on an extended role in identifying and implementing change to promote the school's vision for improvement. For example, they are well placed to lead curriculum developments to extend the use of basic skills in subjects. This is a necessary step in the school's development of internal leadership and management skills.

A much clearer sense of direction and coherence are evident in the school than was seen at the last visit. The school is developing a positive 'can do' ethos because of the sensitive and assured leadership of the headteacher. Clear expectations of change and well-targeted support have resulted in good teamwork at all levels. Staff have become more confident and aware of how improvements are affecting standards and progress.

Governors have continued to give good support to the school and have been involved in the appointment process for a substantive headteacher. They have taken the initiative to make stronger links with parents and have had a very positive response to a recent questionnaire about where parents would like to see improvements. This, and the recent open day for parents, is reviving their connection with and support for the school. Parents were very pleased to have the opportunity to visit the school and see their children at work. Their comments, including: 'I was very proud of my child's progress' and 'impressed with the teachers' ability to capture children's attention', reflect growing support for the school and a willingness to be involved in their children's education.

Progress since the last visit on the areas for improvement:

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

External support

The local authority's well targeted and expert support for the Early Years Foundation Stage has brought about rapid and secure improvement to provision. This has been effective in raising standards to broadly average for the youngest children. It also marks a significant step forward in raising standards in the main school, because children now have a good foundation for the next phase of their learning. A rigorous and far reaching review of provision in the Language Unit, arranged by the local authority, has helped to transform provision. Expert and sustained support from an external language consultant has rapidly developed this provision so that it is good. Pupils from the unit are making good progress in basic skills and life skills, and are well prepared for transition to mainstream settings. Well-targeted support for teaching in the main school has continued and this has had positive impact on teachers' subject knowledge, which is helping to improve learning. The local authority has made arrangements for an IEB and the appointment process for a substantive headteacher has been implemented.

Priorities for further improvement

- Extend the use of information on the range of attainment in each class to organise and plan teaching for different groups of pupils.
- Further improve the accuracy and range of teachers' assessments so that senior managers have clear picture of secure learning and progress based on a wider range of evidence than at present.
- Review and develop policies for teaching and learning, and assessment and marking so that they reflect the changing needs of the school and make use of the good practice that is developing.

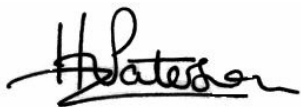
THE COUNCIL OF THE CITY OF SUNDERLAND

**NOTICE OF ESTABLISHMENT OF INTERIM EXECUTIVE BOARD
HYLTON RED HOUSE PRIMARY SCHOOL SUNDERLAND**

To the Governing Body

TAKE NOTICE that on 16th July 2009 the Secretary of State has approved the proposal of the Council of the City of Sunderland ("the Council") acting as Local Education Authority in accordance with the provisions of Section 65(1) and Schedule 6 of the Education and Inspections Act 2006 ("the Act") that on 1st September 2009 the existing governors of Hylton Red House Primary School Sunderland ("the School") shall vacate office.

Further from the 1st September 2009 until 31st August 2010 ("the Interim Period") the governing body of the School shall consist of three Interim Executive Members appointed by the Council who shall be known as the Interim Executive Board. The Council may at its discretion appoint further members to the Interim Executive Board and/or remove members for incapacity or misbehaviour during the Interim Period.



Executive Director of Children's Services

24th July 2009

SCHEDULE 1

THE SERVICE

The IEB Member, Ann Hodgson, will be a strategic leader of the school by working within the IEB to;

Set targets for school improvement and monitor progress towards those targets

Conduct the performance management of the Headteacher and monitor progress towards agreed targets

Agree a complaints policy and monitor its implementation

Set and oversee the management of the school's delegated budget including setting a policy of spending decisions and limits to decisions that can be made by the Headteacher alone, and those decisions that must be referred to the IEB for approval

Set the curriculum offered

Set staffing structures and arrangements

Agree pay and performance management arrangements

Agree policies and plans drafted by the Headteacher and set an appropriate policy framework within which the school must operate

Appoint senior managers and other key staff as determined by the IEB subject to relevant advice

The IEB Member, Ann Hodgson, will be a critical friend of the school and hold the Headteacher and senior leadership team to account and be accountable to any interested party for the school's performance by:

Ensuring good communication with parents and carers, and ensuring that they are able to influence decisions about the future of the school

Interpreting information relating to the school's improvement, and presenting this information back to parents in a suitable format

Facilitating meetings with parents, with or without attendees from the school or local authority, in order to give information to parents or seek their views.

Collating parents' and carers' views and presenting them back to the local authority or school leadership

Organising groups to involve parents on particular issues which the school needs to address; for example, a group of parents, staff, governors and an education officer meeting together to work on improving pupil attendance

Attending LA Core Group meetings and meeting regularly with a representative from the LA to monitor progress at the school.

IEB Code of conduct

The IEB should be considered to be the governing body of the school for the time it is in office. It will take on all the responsibilities of a governing body, including the management of the budget, the curriculum, staffing, pay and performance management, and the appointment of the Head teacher and Deputy Head teacher.

The IEB will conduct its business in an open and transparent way and in accordance with the principles of standards in public life as determined by the Nolan committee, and with reference to 'The Good Governance, Standards for Public Services' document produced by the Independent Commission for Good Governance in Public Services.

The IEB is a corporate body and consequently no individual has the power to act alone, unless delegated to do so by the IEB. Where functions have been delegated to an individual, or a group, they must report back to the full IEB on actions taken under delegation at the earliest possible opportunity. The IEB remains responsible for any action undertaken on its behalf under delegation.

Individual members of the IEB must respect confidentiality.

It is for the IEB to determine which parts of meetings(and the associated minutes)-, should remain confidential. Serious breaches of confidentiality may result in the LA removing an individual member from the IEB.

The Headteacher will be responsible for the internal organisation, management and control of the school, and for advising on the implementation of the IEB's strategic framework. It is expected that the head and SLT will fully co-operate with the IEB and work in partnership to secure effective governance of the school.

The Headteacher must provide the IEB with regular information on the performance of all aspects of the school and must comply with any reasonable request from the IEB for information.

It is for the IEB to determine the range, content and regularity of the Headteacher's reports.

The IEB may request any member of the SLT to attend its meetings to provide information on the performance of any aspect of the school for which they are responsible.

Where the IEB delegates any function to the Headteacher, the IEB has the power to give the head reasonable directions in relation to that function, and oblige the head to comply with those directions.

OVERALL TIME ALLOCATION/SALARY

The IEB Member is contracted to work for the Council for one day each week during term time during the period of this agreement. The IEB Member will be paid the agreed fee directly into their bank account. The IEB Member is expected to invoice the Council once a term, itemising days worked against fees charged. The agreed rate per day is to include all travelling and subsistence expenses.

SCHEDULE 1

THE SERVICE

The IEB Member, John McKnight, will be a strategic leader of the school by working within the IEB to;

Set targets for school improvement and monitor progress towards those targets

Conduct the performance management of the Headteacher and monitor progress towards agreed targets

Agree a complaints policy and monitor its implementation

Set and oversee the management of the school's delegated budget including setting a policy of spending decisions and limits to decisions that can be made by the Headteacher alone, and those decisions that must be referred to the IEB for approval

Set the curriculum offered

Set staffing structures and arrangements

Agree pay and performance management arrangements

Agree policies and plans drafted by the Headteacher and set an appropriate policy framework within which the school must operate

Appoint senior managers and other key staff as determined by the IEB subject to relevant advice

The IEB Member, John McKnight, will be a critical friend of the school and hold the Headteacher and senior leadership team to account and be accountable to any interested party for the school's performance by:

Acting as Chair of the IEB

Monitoring the implementation of the school's performance management system and staff performance against targets, taking appropriate and timely action where there is underperformance

Following an initial decision by the Headteacher hearing appeals relating to attendance management, discipline, staff grievance, capability, complaints

Following an initial decision by the Headteacher hearing appeals on flexible working or any other such matters

Following an initial decision by the Headteacher hearing appeals on pupil exclusions

Scrutinising the school's evidence base relating to post-inspection action points and additional areas of the school's self-evaluation and advising on any additional and/or new evidence needed

Monitoring progress towards post-inspection action points relating to leadership and management

Monitoring the implementation of school policies

Monitoring the performance of vulnerable groups of pupils and/or individuals pupils including those within the language provision

Signing off the school's Self Evaluation Form (SEF) and ensuring it is regularly updated

Lead the IEB's involvement in its work with the Governing Body of Hylton Red House Nursery School and Willow Fields Primary School in planning for the creation of a new school on a single site according to the proposal made by Sunderland City Council

Attending LA Core Group meetings and meeting regularly with a representative from the LA to monitor progress at the school.

IEB Code of conduct

The IEB should be considered to be the governing body of the school for the time it is in office. It will take on all the responsibilities of a governing body, including the management of the budget, the curriculum, staffing, pay and performance management, and the appointment of the Head teacher and Deputy Head teacher.

The IEB will conduct its business in an open and transparent way and in accordance with the principles of standards in public life as determined by the Nolan committee, and with reference to 'The Good Governance, Standards for Public Services' document produced by the Independent Commission for Good Governance in Public Services.

The IEB is a corporate body and consequently no individual has the power to act alone, unless delegated to do so by the IEB. Where functions have been delegated to an individual, or a group, they must report back to the full IEB on actions taken under delegation at the earliest possible opportunity. The IEB remains responsible for any action undertaken on its behalf under delegation.

Individual members of the IEB must respect confidentiality.

It is for the IEB to determine which parts of meetings(and the associated minutes)-, should remain confidential. Serious breaches of confidentiality may result in the LA removing an individual member from the IEB.

The Headteacher will be responsible for the internal organisation, management and control of the school, and for advising on the implementation of the IEB's strategic framework. It is expected that the head and SLT will fully co-operate with the IEB and work in partnership to secure effective governance of the school.

The Headteacher must provide the IEB with regular information on the performance of all aspects of the school and must comply with any reasonable request from the IEB for information.

It is for the IEB to determine the range, content and regularity of the Headteacher's reports.

The IEB may request any member of the SLT to attend its meetings to provide information on the performance of any aspect of the school for which they are responsible.

Where the IEB delegates any function to the Headteacher, the IEB has the power to give the head reasonable directions in relation to that function, and oblige the head to comply with those directions.

OVERALL TIME ALLOCATION/SALARY

The IEB Member is contracted to work for the Council for one day each week during term time during the period of this agreement. The IEB Member will be paid the agreed fee directly into their bank account. The IEB Member is expected to invoice the Council once a term, itemising days worked against fees charged. The agreed rate per day is to include all travelling and subsistence expenses.

SCHEDULE 1

THE SERVICE

The IEB Member, Robert Hennessey, will be a strategic leader of the school by working within the IEB to :

Set targets for school improvement and monitor progress towards those targets

Conduct the performance management of the Headteacher and monitor progress towards agreed targets

Agree a complaints policy and monitor its implementation

Set and oversee the management of the school's delegated budget including setting a policy of spending decisions and limits to decisions that can be made by the Headteacher alone, and those decisions that must be referred to the IEB for approval

Set the curriculum offered

Set staffing structures and arrangements

Agree pay and performance management arrangements

Agree policies and plans drafted by the Headteacher and set an appropriate policy framework within which the school must operate

Appoint senior managers and other key staff as determined by the IEB subject to relevant advice

The IEB Member, Robert Hennessey, will be a critical friend of the school and hold the Headteacher and senior leadership team to account and be accountable to any interested party for the school's performance by:

Following an initial decision by the Headteacher hearing appeals relating to attendance management, discipline, staff grievance, capability, complaints

Following an initial decision by the Headteacher hearing appeals on flexible working or any other such matters

Following an initial decision by the Headteacher hearing appeals on pupil exclusions

Monitoring progress towards post-inspection action points relating to teaching and learning, assessment and the quality of the curriculum

Monitoring the implementation of school's learning and teaching policy

Quality assuring teachers' planning

Arranging partnership working with services / outside providers to enrich and develop the school's curriculum

Making arrangements for one to one tuition so that opportunities for pupils to be involved are maximized

Facilitate transition arrangements between Hylton Red House Nursery School and Hylton Red House Academy

Ensuring that the annual school prospectus meets statutory requirements

Ensure that the School Profile is updated annually

Attending LA Core Group meetings and meeting regularly with a representative from the LA to monitor progress at the school.

IEB Code of conduct

The IEB should be considered to be the governing body of the school for the time it is in office. It will take on all the responsibilities of a governing body, including the management of the budget, the curriculum, staffing, pay and performance management, and the appointment of the Head teacher and Deputy Head teacher.

The IEB will conduct its business in an open and transparent way and in accordance with the principles of standards in public life as determined by the Nolan committee, and with reference to 'The Good Governance, Standards for Public Services' document produced by the Independent Commission for Good Governance in Public Services.

The IEB is a corporate body and consequently no individual has the power to act alone, unless delegated to do so by the IEB. Where functions have been delegated to an individual, or a group, they must report back to the full IEB on actions taken under delegation at the earliest possible opportunity. The IEB remains responsible for any action undertaken on its behalf under delegation.

Individual members of the IEB must respect confidentiality.

It is for the IEB to determine which parts of meetings(and the associated minutes)-, should remain confidential. Serious breaches of confidentiality may result in the LA removing an individual member from the IEB.

The Headteacher will be responsible for the internal organisation, management and control of the school, and for advising on the implementation of the IEB's strategic framework. It is expected that the head and SLT will fully co-operate with the IEB and work in partnership to secure effective governance of the school.

The Headteacher must provide the IEB with regular information on the performance of all aspects of the school and must comply with any reasonable request from the IEB for information.

It is for the IEB to determine the range, content and regularity of the Headteacher's reports.

The IEB may request any member of the SLT to attend its meetings to provide information on the performance of any aspect of the school for which they are responsible.

Where the IEB delegates any function to the Headteacher, the IEB has the power to give the head reasonable directions in relation to that function, and oblige the head to comply with those directions.

OVERALL TIME ALLOCATION/SALARY

The IEB Member is contracted to work for the Council for one day each week during term time during the period of this agreement. The IEB Member will be paid the agreed fee directly into their bank account. The IEB Member is expected to invoice the Council once a term, itemising days worked against fees charged. The agreed rate per day is to include all travelling and subsistence expenses.

**PROVISIONAL SUNDERLAND NATIONAL CURRICULUM
RESULTS FOR 2009**

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

1. Why has this report come to Committee?

1. To provide Children's Services Review Committee with an early update on the performance of pupils in statutory Key Stage assessments and Foundation Stage Profile in 2009.

2. Background

- 2.1 The local authority collects and validates pupil assessments for Foundation Stage Profile and Key Stage 1 in July. Provisional Key Stage 2 results are supplied to local authorities by the Department for Children, Schools and Families during August. Key Stage 4 and 5 results are supplied by each school to the local authority on results day in August. Final results, which take into account individual pupil papers appealed by schools and remarked, will be available later this autumn term. Provisional national comparison results are currently only available for Key Stages 1 and 2. National Curriculum tests at Key Stage 3 (age 14) were discontinued in 2008.

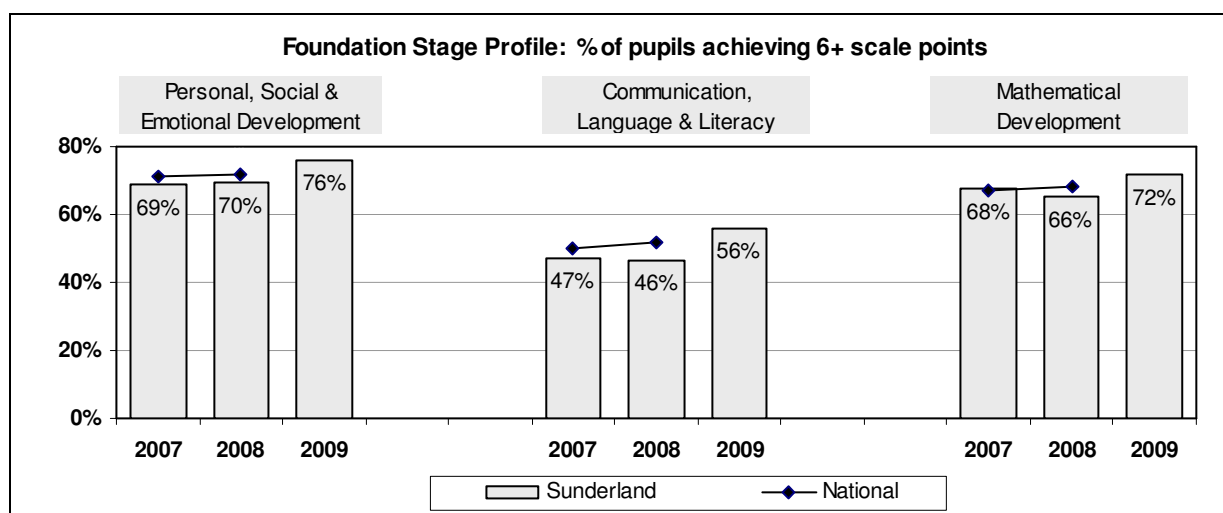
All Key Stage results are therefore currently provisional and subject to change.

3. Key Points

- Early Years Foundation Stage Profile results have improved substantially this year.
- 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
- Key Stage 5 (A Level and equivalent) results show strong improvement at the higher A – C grades.

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

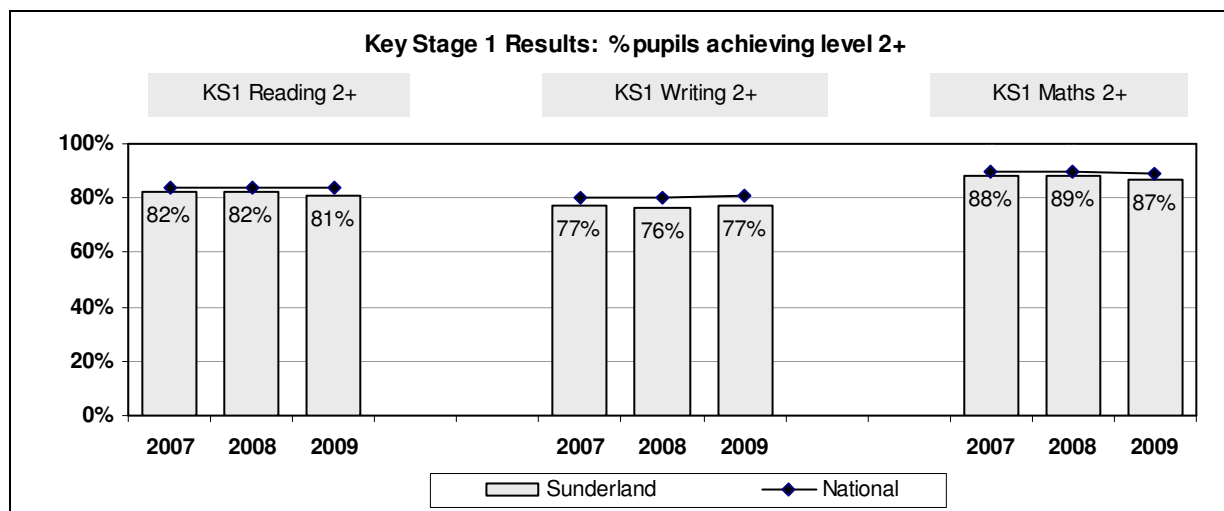
- 4.1 The Early Years Foundation Stage Profile (EYFSP) assesses five year olds across thirteen different elements which can be grouped into the three main strands below. Children are assessed on a scale of 0 to 9 for each element, and those children who achieve at least six scale points are working securely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



- 4.2 The proportion of children working securely within early learning goals (level 6+) for Personal, Social and Emotional Development continues to improve year on year, increasing from 70% to 76% 2008 – 09.
- 4.3 Communication, Language and Literacy includes assessments for Language for Communication and Thinking, Linking Sounds and Letters, Reading and Writing. Results this year improved by ten percentage points, from 46% to 56%.
- 4.4 Results in Mathematical Development improved this year, from 66% to 72%, 2008 – 2009.
- 4.5 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. Boys have improved from 36% to 44% and girls from 54% to 63%, 2008 – 2009.
 - *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%.

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.

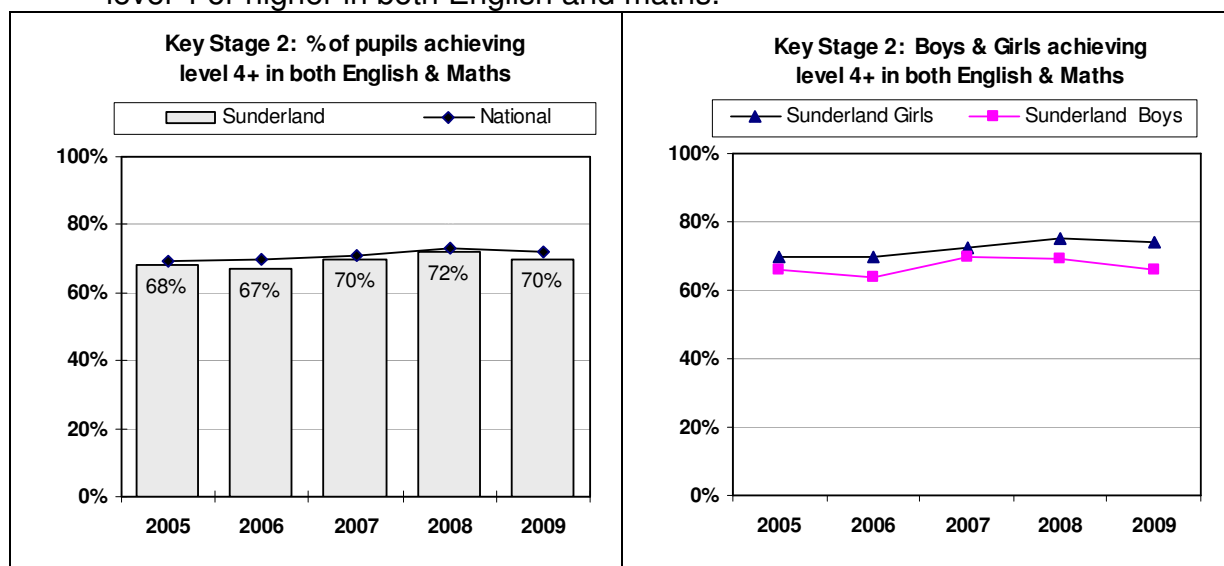
5.3 There has been an increase in the proportion of seven year olds achieving the highest level 3 in writing, from 9% to 10% whilst remaining static nationally at 12%. Similarly, maths results at level 3 have improved from 17% to 18% despite remaining static at 21% nationally. At reading, percentage of Sunderland pupils achieving level 3 has dropped slightly from 22% to 21% whilst showing slight improvement nationally from 25% to 26%.

5.4 Girls continue to perform better than boys at Key Stage 1, particularly at reading and writing.

6. Attainment at age 11: Key Stage 2 results

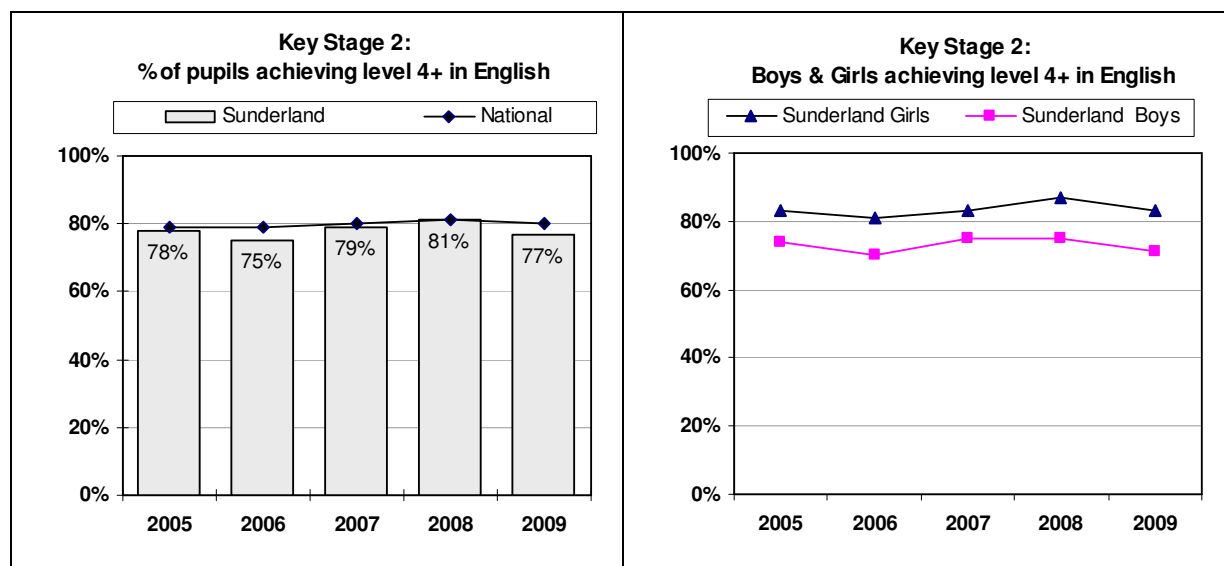
6.1 Children sit Key Stage 2 tests at the end of primary school in English, maths and science. The nationally expected level of achievement at this age is level 4, and the highest is level 5.

6.2 The key national indicator at Key Stage 2 is percentage of children who achieve level 4 or higher in both English and maths.



- 6.2.1 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. Nationally, results have also declined slightly from 73% to 72%, so Sunderland pupils are within 2% points of national results. 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.

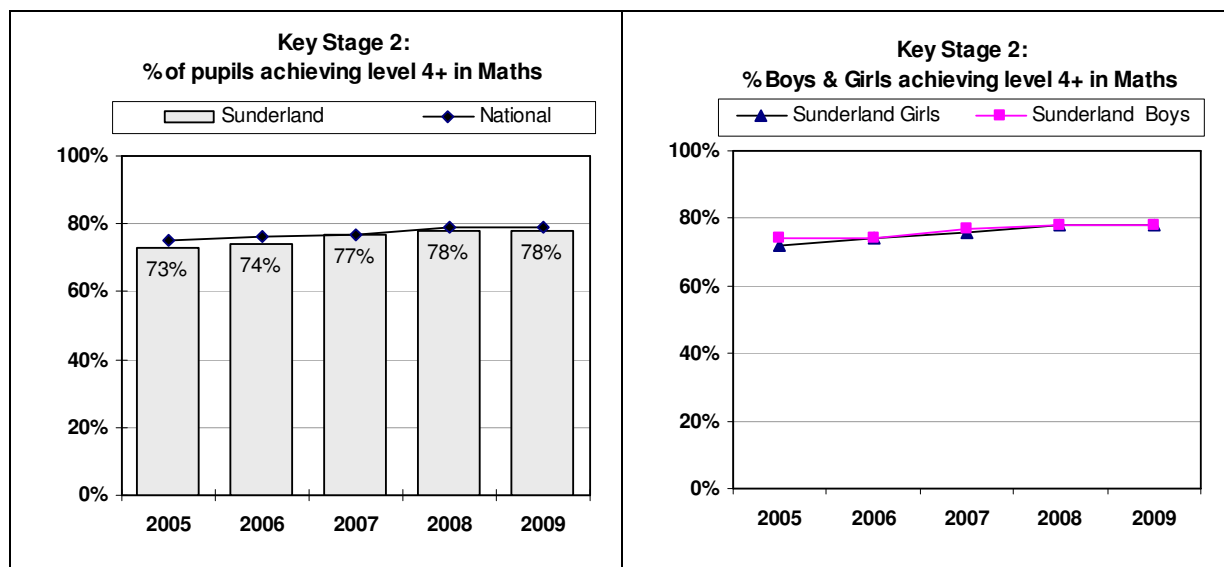
6.3 Key Stage 2 English results



- 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 There has been a similar decrease in Key Stage 2 English for both boys and girls this year. Girls have declined from 87% to 83% at level 4+ between 2008 – 09; boys have declined from 75% to 71%.

Additional National Indicators have been introduced which measure the progress children make between Key stage 1 and 2, to show the percentage of children who make two or more levels progress between the two key stages (for example, progressing from Key Stage 1 level 2 to Key Stage 2 level 4). 83% of children have made at least two levels of progress in English compared to 75% four years ago. National data for this measure has not yet been released.

6.4 Key Stage 2 Maths results



6.4.1 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.

6.4.2 Percentage of children making two levels of progress in maths continues to improve year on year, from 80% in 2008 to 82% this year.

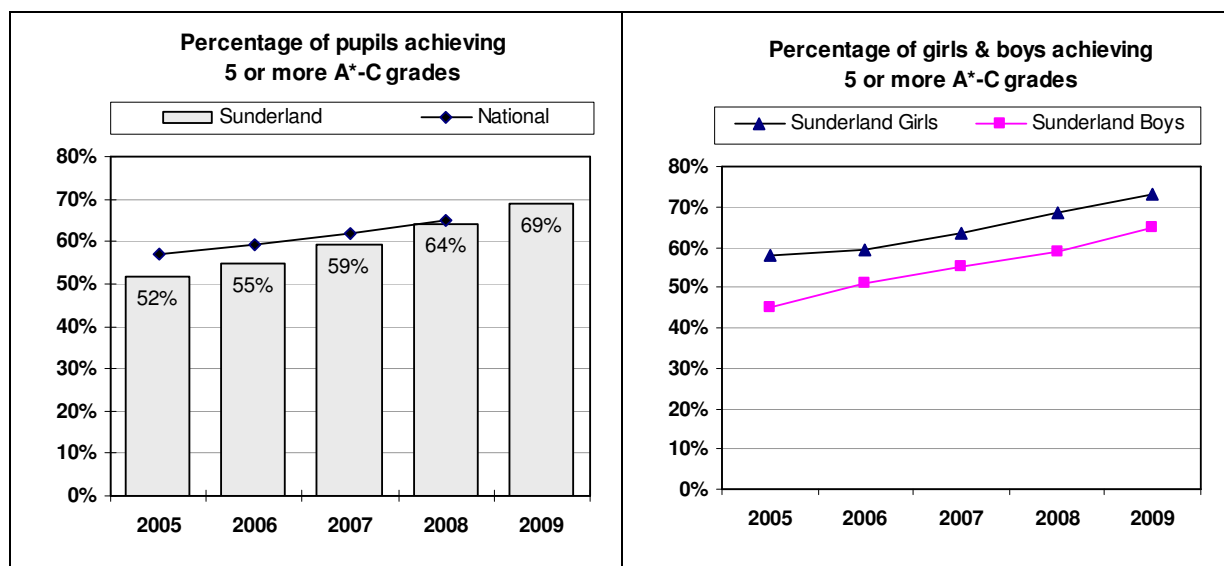
6.5 Key Stage 2 Science results

6.5.1 The percentage of pupils achieving Key Stage 2 level 4+ in science has declined slightly from 88% in 2008 to 87% in 2009. 40% of Sunderland children have achieved the higher level 5 in science this year.

7. Attainment at age 16: Key Stage 4 results

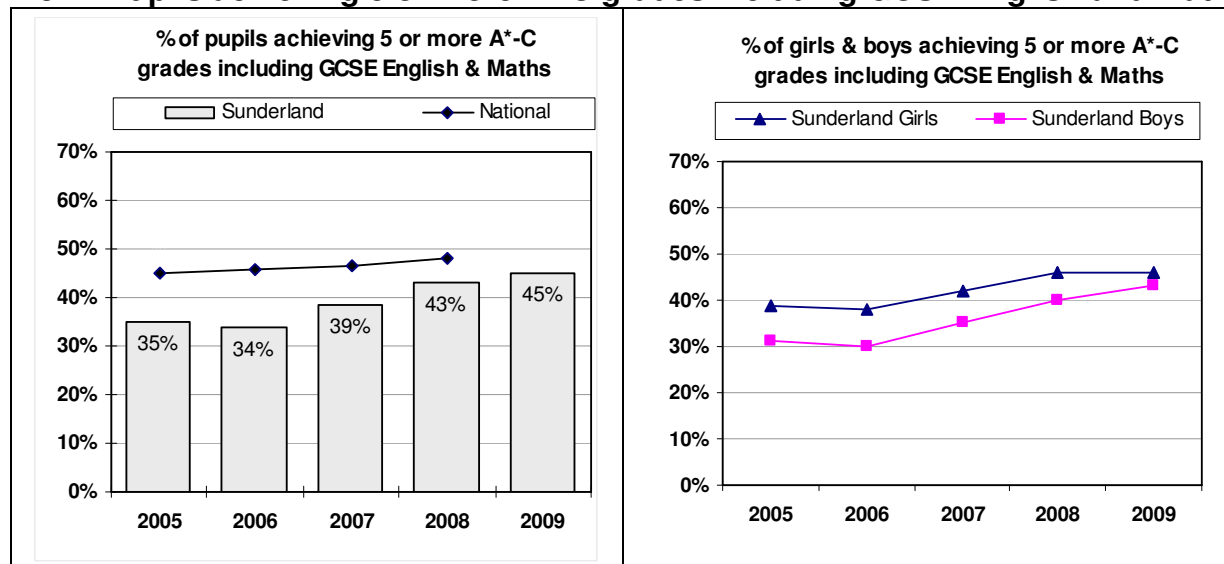
7.1 Provisional Key Stage 4 results (GCSE and equivalent) for pupils at the end of statutory school age are the highest achieved in Sunderland, continuing a strong upward trend over the last four years.

7.2 Percentage of pupils achieving 5 or more GCSE A*-C grades or equivalent



- 7.2.1 The percentage of pupils achieving 5+ A*-C grades has increased from 64% to 69% 2008 – 09 and represents the highest results achieved in Sunderland. Results continue to improve year on year, representing a 17% point improvement over the last five years. Both boys and girls show strong improvement over the period. Please note that 5+ A*-C national comparative results have not yet been published.

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



- 7.3.1 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. While Sunderland has not performed as well as national averages in previous years, there has been a strong and sustained improvement over the last four years. Boys continue to improve, although this year the gender gap has narrowed as girls' results have remained the same this summer. 2009 is again the best year's results for this measure in Sunderland.
- 7.3.2 The percentage of GCSE English entries achieving an A*-C grade has improved from 54% to 57%, 2008 – 2009. Maths entries at A*-C grade has also improved slightly, from 51% to 52%. More pupils are also gaining two or more A*-C grades in science, improving from 45% to 48%, 2008 – 2009. Percentage of pupils gaining at least one Modern Foreign Language at grade A*-C has improved from 18% to 21%.

8. Attainment at age 18: Key Stage 5 results

- 8.1 The local authority collects from schools and City of Sunderland College headline summary A level and equivalent qualification performance on results day to give a broad indication of pass rates.
- 8.2 Performance in 2009 shows that the overall pass rate (A – E grades) for A level and equivalent subjects improved from 94% to 96%, 2008 – 2009. Early indications are that the percentage of subjects achieving the higher A – C grade has improved from 52% to 63% 2008 – 09.

9. Further Information

- 9.1 The local authority will receive pupil level Key Stage 4 and 5 results in October, which will enable a more detailed analysis of results at school and subject level, along with national comparative information in November. School performance tables at Key Stage 2 will be published in December 2009 and at Key Stage 4 and 5 in January 2010.

Contact Officer: Andrew Baker
Information Manager
0191 561 1402
Andrew.baker@sunderland.gov.uk

Children Young People and Learning Committee

Performance Report and Value for Money Self-Assessment 2008/2009

Report of the Chief Executive, Interim Director Community and Cultural Services and Executive Director Children's Services

1. Why has this report come to committee?

- 1.1 To provide members with a value for money assessment in relation to Children, Young People and Learning for the period April 2008 to March 2009 as part of the committee's work programme. It includes findings from a range of performance information including spend, investment, improvements, residents perception and both national and local indicators including those within the Local Area Agreement.

2. Background

- 2.1 On an annual basis the Audit Commission's 'Use of Resources Assessment' considers how well organisations are managing and using their resources to deliver value for money and better and sustainable outcomes for local people. The Audit Commission provides a score and judgement on value for money in the use of resources which in turn contributes to an overall score for the council's Comprehensive Area Assessment (CAA) Organisational Assessment.
- 2.2 Although it is no longer a statutory requirement to produce a Value for Money Self Assessment to inform this judgement the council has chosen to do so to demonstrate how well we manage and use our financial resources to achieve value for money. The Audit Commission has continued to publish 'Value for Money Cost Profiles' which inform our assessment and are referred to within the report. The cost profiles are used to compare Sunderland's position relative to other Metropolitan Authorities and it's 'Nearest Neighbourhoods' (a group of other authorities which are assessed by the Chartered Institute of Public Finance and Accountancy (CIPFA) as having comparable demographics to Sunderland).
- 2.3 Members will recall that a new national performance framework has been implemented during 2008/2009. This includes 198 new National Indicators which replaces the Best Value Performance Indicators and Performance Assessment Framework Performance Indicators. As a consequence 2008/2009 has been a transition year as we develop baselines for the new indicators and ensure any corrective action will be effective in the new framework.
- 2.4 Two residents surveys were undertaken during 2008/2009, the council's annual residents survey which finds out residents views on council services and the Place survey which is a statutory government survey which finds out residents views on all public services in the area. The Place Survey is a statutory survey which takes place every two years. The results from the

Place Survey are used as the basis to calculate a number of new national perception indicators some of which are included in the LAA. This report contains results for those performance indicators.

- 2.5 As part of this new framework 49 national indicators have been identified as key priorities to be included in the Local Area Agreement. Targets have been agreed for these indicators through a process of negotiation with partners and government. These improvement targets will also be a key consideration in the Comprehensive Area Assessment (CAA) in terms of the extent to which the partnership is improving outcomes for local people.

3. Current position

- 3.1 In preparing the report Directorates have reviewed the Audit Commission's Value for Money cost profiles in addition to a whole range of other performance information including satisfaction levels, and benchmarking information in order to formulate a balanced assessment of the position of each service area.
- 3.2 During the first year of the implementation of the new national performance framework we are only required by government to set targets for those performance indicators we have chosen to form part of the Local Area Agreement. However to ensure we maintain a robust commitment to service improvement across the partnership in Sunderland both directorates and partners have, where possible, set targets for the other national and local performance indicators for 2008/2009. This cannot be done for all indicators as this is the first year of collection for a number of the new national indicator set and 2008/2009 needs to be used as a base lining year against which we can target future improvement. It is also important to note that in relation to many of the new National Indicator set data is available at different points of the year and will not always readily follow the quarterly monitoring cycle.
- 3.3 **Appendix 1** provides a value for money assessment of each service area within the committees remit. The information is structured in the following way:

Section 1	Financial information – how our spend compares with other authorities and efficiency gains
Section 2	Key improvements delivered – how we have spent the money including investment and progress in relation to those actions we identified in last years value for money assessment
Section 3	What residents think of the services – results of the consultation exercises
Section 4	Performance – how the service is performing including progress in relation to LAA targets including any areas of risk
Section 5	Next steps – Plans to achieve greater value for money in 2009/2010

- 3.4 **Appendix 2** provides an overview of the position for relevant national indicators and also any local performance indicators that have been retained to supplement areas in the performance framework that are not well covered by the new national indicator set.

4. Recommendation

- 4.1 The Committee is asked to consider the content of the report and provide comment where relevant to be included in the 2008/2009 value for money assessment that will be presented to Cabinet in October 2009.

5. Background Papers

1. Value for Money Cost Profiles
2. Annual Report 2008/2009
3. Value for Money Self Assessment Summary
4. Value for Money detailed Directorate Self Assessment Children's Services
5. Value for Money detailed Directorate Self Assessment Community & Cultural Services
6. Corporate Improvement Plan Summary 2008/2009

Children's Services

Section 1 Finance (comparative spend and efficiency)

Service Area	Spend per pupil		Benchmarking Group	Latest Benchmark Position			
	2007/08	2008/09		Lower Quartile (less cost)	Lower Median Quartile	Upper Median Quartile	Upper Quartile (higher cost)
Total Education	£808.65	£844.63*	Metropolitan authorities				
			Nearest Neighbours				
School Improvement		£125	Metropolitan authorities				
			Nearest Neighbours				
Special Educational Needs (SEN)		£58	Metropolitan authorities				
			Nearest Neighbours				
Asset Management		£22	Metropolitan authorities				
			Nearest Neighbours				
Home to School Transport		£50	Metropolitan authorities				
			Nearest Neighbours				
Behaviour Support Services		£15	Metropolitan authorities				
			Nearest Neighbours				
Education Welfare		£15	Metropolitan authorities				
			Nearest Neighbours				
Education of Children under 5 in Private/ Voluntary/ Independent settings		£20	Metropolitan authorities				
			Nearest Neighbours				
Central Expenditure on Education of Children under 5s		£45	Metropolitan authorities				
			Nearest Neighbours				
Youth Service		£58	Metropolitan authorities				
			Nearest Neighbours				

* Spend per head of population

- 1.1 Overall Education spending per pupil is average reflecting the demography of the population, and the priority given to Education by the council in the light of community and partner consultation. The recent JAR assessment resulted in a score of 3. The level of main school surplus balances decreased in 2008/2009 from £9.996m to £8.623m.
- 1.2 Spending per pupil on school improvement is in the upper quartile compared to both Metropolitan Districts and Nearest Neighbours, the authority has moved from the upper median quartile the previous year. This high level of spend, along with significant partnership working with schools has resulted in higher performance at all Key Stages in 2008. The annual attainment national league tables show Sunderland schools are improving faster than the national average.
- 1.3 Sunderland's cost per pupil for Special Educational Needs (SEN) funded from the Dedicated Schools Grant (DSG) is in the lower quartile compared to Metropolitan Authorities and Nearest Neighbours. The low levels of expenditure reflect high delegation of resources to schools for 'statemented' pupil support. In addition, the low SEN expenditure reflects investment in SEN services within mainstream schools and specialist units rather than external placements within independent special schools. This approach provides significant value for money as well as improved outcomes for children who do not need to go out of the area to meet their special needs.
- 1.4 Sunderland's cost per pupil for asset management is in the upper median quartile compared to Metropolitan Authorities and Nearest Neighbours (upper quartile 2007/2008). The cost per pupil for the supply of school places is in the lower quartile compared to Metropolitan Authorities and Nearest Neighbours. The comparison of cost reflects the BSF programme and the advanced stage of delivery.
- 1.5 Home to School Transport expenditure is low compared to both Metropolitan Authorities and Nearest Neighbours. This is influenced by the population density of the city and also the value for money approach to contracting, whereby all routes are mapped, transport is matched to need and usage of each vehicle maximised.
- 1.6 Expenditure per pupil on Behaviour Support is average compared to both Metropolitan Authorities and Nearest Neighbours. 81.2% of secondary schools are judged as having good or outstanding standards of behaviour (NI 86).
- 1.7 Expenditure per pupil on Education Welfare is in the lower quartile compared to both Metropolitan Authorities and Nearest Neighbours. Pupil absence from Sunderland primary schools is 5.21% in 2008/2009, which is below the national average (5.26%). Unauthorised absence remained the same between 2007/2008 and 2008/2009 at 0.28% which is half of the national rate (0.57% in 2008/2009). The percentage of Sunderland primary pupils classed as Persistent Absentees (1.5% in 2008/2009) decreased slightly (1.6% in 2007/2008) and is lower than the national rate (1.7%) for the second year

running.

- 1.8 Expenditure on education of children under 5 in private/voluntary/independent settings is in the lower quartile compared to Metropolitan Authorities and Nearest Neighbours. Central expenditure on education of children under 5 is in the upper quartile compared to Metropolitan Authorities and Nearest Neighbours. 17 Children's Centres have now been established with plans to provide a Citywide coverage with no increase in infrastructure costs.
- 1.9 During the financial year 2008/2009 there have been 17 inspections of private and voluntary providers. 7 were rated as good, 9 as satisfactory and 1 as inadequate. During that year there were five inspections of nursery schools with 3 rated as good and 2 as outstanding. There were also 24 inspections of infant/primary schools, which were measured on the 'effectiveness of the Foundation Stage'. For this measure 1 was rated as outstanding, 16 as good and 7 as satisfactory.

Service Area	2007/08	2008/09	Benchmarking Group	Latest Benchmark Position			
				Lower Quartile (less cost)	Lower Median Quartile	Upper Median Quartile	Upper Quartile (higher cost)
Children's and Families Services (inc Youth Justice)	£110.49	£114.79	Metropolitan authorities				
			Nearest Neighbours				

- 1.10 Spend on children looked after and families' services is slightly above average when compared to other Metropolitan Districts and Nearest Neighbours. This is consistent with the comparative position in previous years but performance continues to improve. The Council continues to address the demands through a range of modernisation programmes which are preventative in nature and seek to reduce the number of children who enter the looked after system, and provide services which improve outcomes for children.
- 1.11 Efficiencies achieved as part of the NI179 submission for 2008/2009 include:
- A review of the Education Improvement Partner Programme including implementing revised training arrangements and sharing of best practice which enabled the streamlining of business processes while maintaining service delivery without impacting on outcomes;
 - Reconfiguration of services as part of the Looked-After Children Strategy to provide a more community-based delivery in order to provide better outcomes for children;
 - A review of the Educational Improvement Programme to accommodate ongoing funding of the Virtual Headteacher and BSF manager posts with no adverse impact on outcomes.

Section 2 Investment and Key Improvements made during 2008/2009

The following section is structured around the five outcomes for children in the Every Child Matters Framework.

2.1 Being Healthy

- 2.1.1 The Healthy Schools programme has been expanded to cover schools, colleges and community settings. It includes the development of a coherent personal and social health education programme covering sexual health and drug education, teen life check, establishment of school and college drop ins and also strengthening support to parents. Services have been redesigned to establish young peoples health advisors (sexual health, contraception, substance misuse and smoking) as part of local teams aligned to targeted youth support.
- 2.1.2 The council is actively engaged in a national programme to encourage more children and young people to play outside. The provision of high quality play is an important part of a child's life as it helps them prepare for the future. Above all play is fun but it also helps children and young people to learn to value themselves, respect others and to address the national and local issues relating to child obesity, physical activity and overall health and well-being. The first significant step to help address these issues was to secure the appropriate level of funding. Following the successful completion of six Big Lottery Funded sites in 2007, in April 2008 Sunderland was one of just 30 local authorities to secure funding under the government's Play Pathfinder scheme and were awarded £2.6m by the Department for Children, Schools and Families (DCSF) to invest in the future of play. The Play Pathfinder award is also combined with a further £2million citywide from developer contributions and city funds. The award was made to the city on the basis that DCFS recognised the citywide progress made regarding our consultation process which is led by children and young people and this process will accelerate the delivery of high quality play still further.
- 2.1.3 So far 11 playgrounds have been upgraded and the community consultation for the City Adventure Centre is in progress. All 28 projects and Adventure Centre should be finished by March 2010. When they are, it is estimated that over 60% of children and young people in Sunderland will have access to high quality play facilities within 1km of their front door. Before the revised Young People's Play and Urban Games Strategy was adopted in 2007 the figure was just 19% access to high quality play.
- 2.1.4 The City Adventure Centre will be located at the site of the Sunderland tennis centre at Silksworth. The centre will include indoor and outdoor play facilities including a sensory room, enhanced soft play area, family social area and extensive outdoor provision. The Adventure Centre will sit alongside the new 25m swimming pool, which is also currently being constructed at the tennis centre and together will provide an active family hub. Pathfinder will also enable some educational projects to be delivered. Building upon feedback from young people, current discussions are underway around connecting environmental initiatives with some of the current new play provisions.

2.2 Staying Safe

- 2.2.1 In the recent Annual Performance Assessment (APA), Inspectors judged that there had been a significant improvement in the safeguarding of children compared to the Joint Area Review (JAR) carried out last year. The 'Staying Safe' judgement area increased from 'adequate' to 'good'.

2.3 Enjoying and Achieving

- 2.3.1 Work began on six secondary schools under the first phase of the Building Schools for the Future programme. The brand new school at Washington and the three new academies, Castle View Enterprise Academy, Red House Academy and Academy 360 at Pennywell are all on schedule to open by September 2009. While the major refurbishments at Biddick School Sports College and St Roberts of Newminster RC School are due to be complete by 2010. State of the art technology will be customary for every school involved in the scheme through a managed ICT service, which also benefits Oxclose and Sandhill View Schools.
- 2.3.2 In order to meet a rise in public demand and to help benefit more Sunderland families the council has extended the opening times of its Children's Centres. The extended opening hours are allowing many more working parents and pregnant women to benefit from the wide range of services offered by the city's 17 Children's Centres.

2.4 Making a Positive Contribution

- 2.4.1 Additional resources of £300,000 have been allocated to support the development of the youth service. This follows the successful pilot of a mobile youth village scheme over the summer. This provided facilities for youth work sessions and positive activities on Friday and Saturday night in areas where there was little or no other provision. The pilot was successful in reducing youth disorder by 34.3% in the areas that it covered, compared with the same period in the previous year. Each mobile Youth village will provide an additional 60 sessions on Friday and Saturday evenings with each event attracting up to 220 young people.
- 2.4.2 In March 2008 Sunderland city council and its partners were announced as a Beacon Authority for Reducing Re-offending, one of the highest accolade of award schemes. This remains a priority for 2009-2010. A challenging target has been set to reduce the rate of proven re-offending by young offenders by 10% by 2010/2011 To date the service has made a 19.4% reduction in the number of offences per 100 offenders when compared to the 2005 baseline.
- 2.4.3 Sunderland Youth Offending Service continue to deliver a range of interventions aimed at preventing young people getting involved in crime as well as dealing with those already in the criminal justice system to prevent re-offending. The Youth Offending Service continues to be one of the most high-performing in the country. The types of initiatives which engage with those at risk of offending and those already offending include: Wear kids, On Track, Phoenix, ISSP, Tackle It, Positive Futures, Challenge and Support, Parenting support and Be Safe Weapons.

2.4.4 Positive Futures is funded primarily by Home Office via Catch 22 and has been externally funded and well received for over 7 years. The programme offers a sports activity programme focusing primarily on 10 -19 year olds, who show signs of disengagement. The programme is unique to the Southwick area of the city and is currently operated from Southwick sports hall. Positive Futures primarily receives referrals from the police and a range of agencies, to use sport to support young people who often have challenging backgrounds. The scheme has supported over 900 young people since its inception and has recently been used as a national research project commissioned to investigate the value of sport in tackling anti-social behaviour. The funding allocation is reviewed annually, which can restrict development. The main two-year review will take place in 2009/2010.

2.5 Achieving Economic Wellbeing

2.5.1 From September 2008 the two Sunderland Futures applied learning centres (in Pallion and Harraton) began to offer a wider range of applied learning and vocational qualifications primarily at Level 2 but with some Level 1 provision. The Sunderland Futures centres currently have over 300 year 11 students and over 600 year 10 students. Students are currently studying for BTEC, National Vocational Qualifications and three lines of the Diploma at Level 2. Sunderland is one of only five authorities to offer all ten Diploma options in September 2009. An Ofsted inspection of the implementation of 14-19 reforms in December 2008 was judged as being 'good' with outstanding features.

2.5.2 In addition to the original £1.429 million capital allocation a further £1 million capital allocation was secured to enable development of provision within Sunderland Futures for Diploma delivery in September 2009.

Section 3 Customer Focus

3.1 The Ipsos Mori residents survey 2008 asked respondents about satisfaction with a number of areas relating to Children's Services. The results are detailed below:

	Satisfaction		Dissatisfaction	
	2007	2008	2007	2008
Primary schools	88	91	7	1
Secondary schools	86	84	5	6
School meals	75	73	12	16
Services that help families with under 5's	78	72	6	12
Facilities for young people	31	47	45	36
Children's playgrounds	43	50	45	36

3.2 91% of respondents are satisfied with primary schools an improvement on the previous year when 88% were satisfied. Those dissatisfied with primary schools has significantly decreased from 7% in 2007 to only 1% in 2008.




- 3.3 Satisfaction with facilities for young people improved from 31% in 2007 to 47% in 2008. Dissatisfaction also improved from 45% in 2007 to 36% in 2008. While satisfaction with children's playgrounds improved from 43% in 2007 to 50% in 2008.

Section 4 Performance Information (outcomes delivered)

The indicators for the Children's Services section are broken down into the elements within the Children and Young People's Plan as shown below.

4.1 Being Healthy

In relation to the Being Healthy outcome one national indicator is a priority identified in the LAA. An overview of performance can be found in the following table.

NI	Performance Indicator	Performance 2008/09	Target 2008/09	Target achieved	Target 2009/10
NI 50	Emotional Health of children	66.9%	73%		69.5%
NI 56	Obesity among primary school age children in year 6	21.2%	22%		22%
NI 112	Under 18 conception rate (per 1000 females)	57.5	38.81 per 1000 females aged 15-17 (2008, 37.9% reduction from 1998 baseline)		34.9 per 1000 females aged 15-17 (2009, 46.4% reduction from 1998 baseline)

4.1.1 Key Risks

In relation to the reporting period April to March 2009, one indicator is declining in performance and has not achieved the target set in relation to 2008/2009 as follows.

NI112 Under 18 Conception rate

The teenage conception rate is 57.5 per 1000 females aged 15-17 compared to a previous years figure of 55.1. The target of 38.81 per 1000 females aged 15-17 has not been achieved.

Improvement Activity - In addition to a minimum core offer available to all children, young people and families in the strategy delivered within each locality area there will be specific targeted support in relation to both geographic communities and specific groups of children young people and their families including:

- Those from marginalised and disadvantaged communities including some black and minority ethnic groups
- Those who have ever been looked after by the local authority, fostered or homeless or have moved frequently (LAC and care leavers)
- Those with low educational achievement
- Those who disengage with education

- Those not in education employment or training
- Those from disadvantaged areas
- Those with emotional and mental health needs
- Targeting of teenage pregnancy “hotspot” wards


4.1.2 Positive Performance

The Tellus survey highlights that 66.9% of children report good emotional health in Sunderland. Targets have been set and agreed for the remaining two years of the LAA. Sunderland's results are higher than both the North East (64.6%) and England (63.3%) average.

21.2% of primary school children (year 6) are obese, this has reduced marginally from 21.9% in 2007/2008. There has been a slight decline in the take up of school meals in primary schools from 51.4% in 2007/2008 to 49.8% in 2008/2009. However, there has been an increase in take up of school meals in secondary schools from 31.6% in 2007/2008 to 33.9% in 2008/2009.

4.2 Staying Safe

In relation to the Staying Safe outcome one national indicator is a priority identified in the LAA. An overview of performance can be found in the following table.

NI	Performance Indicator	Performance 2008/09	Target 2008/09	Target achieved	Target 2009/10
NI 63	Stability of placements of looked after children: length of placement	67.3%	73%		74%

4.1.1 Risks

NI 63 The stability of placements of children

67.3% of children have been looked after in a stable placement i.e. looked after continuously for over 2.5 years in the same placement. The target of 73% has not been achieved. This indicator measures the ‘long-term’ stability of looked after children and has declined from 71.9% in 2007/2008. The total number of long term looked after children has been reduced from 185 (46%) in 2007/2008 to 171 (43%) in 2008/2009. Of these, 56 had not been in the same placement for 2 years or more compared to 55 in 2007/2008.

There has been a significant increase in the number of adoptions this year, from 32 (9%) in 2007/8 to 47 (14%) in 2008/9, which removes these children from this performance indicator and reduces performance; however, on balance the outcome for children has been positive. Sunderland performance was well above average compared to both national and local peer groups in 2007/08 and Sunderland is projected to continue to be above average when 2008/09 peer group information is published this autumn. The associated outcome for those children with three placement moves or more in a year has remained stable and in the top performance band.

Improvement activity

Recent development of an improved risk assessment tool which enables placements to better meet children's needs, identifying risk of children moving and improved matching of carer to child.

Foster Carer Recruitment and Retention Strategy 2009 – 2012 describes the four year strategy which will ensure that Sunderland has the right number of foster carers with the right skills to meet the needs of looked after children. The strategy involves:

- The raising of foster care allowances to a national benchmark level
- Increasing the numbers of fee paid carers
- Investing more heavily in recruitment activity

A framework agreement for commissioned independent foster placements is now in place with requirements on providers to evidence good Every Child Matters outcomes for children in placement.

An evaluation is taking place of a pilot project for the outcomes from the Independent Fostering Agency placements and whether we could transfer that to our own fee paid carers

Permanence planning is under review with the creation of one fostering panel, to identify the most appropriate path for each child based on their individual circumstances. There is also a proposal to change the way carers currently caring for children in a temporary capacity are assessed when they ask to keep the child in placement through a new permanency planning panel.

4.1.2 Positive Performance

There has been a reduction in the proportion of children subject of a Child Protection Plan lasting more than two years, 7.5% in 2007/2008 to 3.8% in 2008/2009. National benchmarks categories this indicator as good in 2008/2009 which is the highest banding. The target of 10% has been achieved. While there has been an increase in the overall number of children ceasing to be the subject of a Child Protection Plan, from 226 to 234, there has been a reduction in those who had a plan for over two years from 17 to 9.


4.3 Enjoying and Achieving

The annual attainment national league tables show Sunderland schools are improving faster than the national average with the percentage of young people leaving school in the city with five or more GCSE's grade A*-C increasing by 4.5% to 63.9%. The number of students in Sunderland achieving the Government's gold standard measure of five or more grade A*-C GCSE's including English and Maths is also improving faster than the national average, with achievement levels in Sunderland rising from 38.5% in 2007 to 43% in 2008.

94% pass rate for A-level students in Sunderland, this is up 1% from last year. 52% of these A-level students achieved grades A-C, also up 1% from last year's figures.

4.4 Making a Positive Contribution

In relation to the Making a Positive Contribution outcome one national indicator is a priority identified in the LAA. An overview of performance can be found in the following table.

NI	Performance Indicator	Performance 2008/09	Target 2008/09	Target achieved	Target 2009/10
NI 19	Rate of proven reoffending by young people	96 offences per 100 offenders	113 offences per 100 offenders (4% reduction)		110 offences per 10,000 offenders (3.1% reduction)


The rate of proven reoffending by young people has improved from 118 offences per 100 offenders in 2007/2008 to 96 offences per 100 offenders in 2008/2009. The 2008/2009 target of 113 offences has been achieved.

The number of young people being sentenced to custody has reduced from 3.6% in 2007/2008 to 2.4% in 2008/2009. The service wherever appropriate has offered alternatives to custodial sentences, such as intensive community sentences with the ISSP.

The number of first time entrants to the youth justice system has also reduced from 921 in 2007/2008 to 766 in 2008/2009.

4.5 Achieving Economic Wellbeing

In relation to the Achieving Economic Wellbeing outcome one national indicators is a priority identified in the LAA. An overview of performance can be found in the following table.

NI	Performance Indicator	Performance 2008/09	Target 2008/09	Target achieved	Target 2009/10
NI 117	16-18 year olds not in employment, education or training	13.2%	10.8%		9.5%

4.5.1 Key Risks

In relation to the reporting period April to March 2009, one indicator is declining in performance and have not achieved the target set in relation to 2008/2009 as follows.

NI117 16-18 year olds not in employment, education or training

13.2% of 16 to 18 year olds are not in education, training or employment, compared to 11.9% in 2007/2008. The 2008/2009 target of 10.8% has not been achieved

Improvement activity includes the following –

- Ensuring young people have access to the fullest range of learning and support. The Youth Offending Service the Resettlement and Aftercare Programme will engage young people into substance misuse services, the New Direction Scheme will engage long-term unemployed in training and work with custodial settings ensures employment and training programmes are in place
- Concentrating on NEET programmes with high drop out rates/low rates of progression
- Implement multi agency packages to support 'at risk' young people
- Improve transition from pre to post 16 provision
- Implement full data sharing/tracking system for all partners
- Develop Intermediate Labour Market Programme
- Identify skill shortages/gaps in provision

4.5.2 Positive performance

During 2008/2009 90.5% of young offenders were engaged in suitable education, employment or training improving from 88.4% in 2007/2008.

Section 5 Next Steps

- 5.1 An additional £300,000 will be provided to fund the staffing and associated costs for mobile youth facilities This was piloted in the West of the city last summer and was well received by the young people and led to significant reductions in anti-social behaviour during the times of the events. The funding will be used to help to develop and spread this initiative across the city from 2009/2010 and beyond leading to anticipated reductions of anti social behaviour in local communities.
- 5.2 The Youth Opportunity Fund (YOF) and Youth Capital Fund (YCF) were introduced by the Government in April 2006 as a means of developing young people's involvement in decision-making. Since then groups of young people have been supported to access a total of £1,116, 201 funding. Nearly 11,000 young people have benefited from improved provision and activities, more than 500 young people have actively been involved as project leaders and young volunteers, and 54 youth projects in Sunderland have been funded.
- 5.3 There are two-years left of this Government initiative. In 2009/2010 and 2010/2011 young people will be deciding on how a total of £375,300 (YOF) and £173,800 (YCF) is spent each year on youth-led projects in the areas of most need, with the aim of funding 8 projects of up to £100,000 each over the two years and other projects of between £1,000 and £35,000.
- 5.4 Sunderland was one of just 30 local authorities to be awarded Play Pathfinder status in April 2009 to secure in excess of £2.2 million. This has been supplemented by developer contributions and £300,000 from the council to provide a £3.9 million investment programme to improve high quality play and urban games facilities. A revenue grant of £500,000 has also been secured to support community play and engagement work and volunteering.

5.5 During 2008/09 the following sites were completed (funded by the Big Lottery and Year 1 Play Pathfinder):

- New play areas at Newbottle, Hudson Road, Barmston, 'The Blackie' in Ford/Pallion and at Thorndale
- Full refurbishment of Thompson Park, Roker Park, Community North play area and Herrington Park
- Improved provision at Kier Hardie play area, Rectory Park play area, Ryhope Recreation Park, Mowbray Park play area, the Multi use games area at Silksworth Recreation Park, Rickleton and Albany Park

5.6 As part of Pathfinder grant a further 17 new or substantially improved play areas will be developed in 2009/2010 and one city adventure centre, increasing high quality access to children and young people citywide:

- New play areas at Barnwell Primary School / Barnwell Field, Grangewood, Southwick extended school site, Farringdon, South Hylton Playing Field and Holly Park.
- Full refurbishment of play provision in Glebe Park, St Matthews Field and King George V
- Improved provision at the Flatts Site and Rothley Court, development of a 'chillout' zone in or near Millfield Pocket Park, a teenage multi-use games area in Sulgrave and wheeled sports provision in Washington
- The regeneration of Barnes Park will include high quality play provision with specialist support for children and young people with disabilities and a facility for young people to include a multi-use games area and chill out zone etc.

Adult Learning

Section 1 Finance (comparative spend and efficiency)

Cost	2007/08 £/pupil	2008/09 £/pupil		Latest Benchmark Position			
				Best (lower)	2 nd (lower median)	3 rd (upper median)	4 th (upper)
Adult and Community Learning	£23.00*	£37.00*	Mets				
			NN				

- 1.1 Expenditure per pupil on the Adult and Community Learning is in the upper quartile compared to Metropolitan Authorities (same as previous year) and Nearest Neighbours (same as previous year). During the academic year 2008/2009 a learner target of 3,483 was agreed for all strands of provision. Unvalidated data indicates that the service has been successful in engaging 3,797, an increase of 314 learners on the target agreed.

Section 2 Investment and Key Improvements made during 2008/2009

- 2.1 During the academic year 2007/2008 the service delivered provision to 3,638 learners against a target of 3,921. The slight shortfall against the target is as a result of provision being re-aligned in year to be more responsive to the needs of learners and providers. This process was agreed with and signed off by the LSC who are the main funders of the provision being delivered.

Section 3 Customer Focus

- 3.1 89% of learners are happy or very happy with the learning programme this compares to 81% from the previous economic year.

Section 4 Performance Information (outcomes delivered)

- 4.1 In relation to Adult Learning three national indicators are priorities identified in the LAA. An overview of performance can be found in the following table.

NI	Performance Indicator	Performance 2008/09	Target 2008/09	Target achieved	Target 2009/10
NI 152	Working age population qualified to at least level 2 or higher	68.6%	63%	▲	66%
NI 162	Learners achieving an Entry Level 3 qualification in Numeracy	204	114	▲	114 pupils
NI 161	Learners achieving a Level 1 qualification in Literacy	1661	973	▲	973 pupils

- 4.2 There are no key risks in relation to the Local Area Agreement at this stage. There are a number of areas of positive performance as follows:

- 4.3 Family, Adult and Community Learning is fully grant funded from the Learning and Skills Council. There has been no increase in the grant that the service has received over the last three years. The use of the grant is measured against a learner number target. During the academic year 2008/2009 a learner target of 3,483 was agreed for all strands of provision. Unvalidated data indicates that the service has been successful in engaging 3,797, an increase of 314 learners on the target agreed.
- 4.4 204 learners have achieved an Entry Level 3 qualification in Numeracy the target of 114 has been exceeded, 1661 learners have achieved a Level 1 qualification in Literacy again the target of 973 has been exceeded.
- 4.5 The percentage of Working age population qualified to at least level 2 or higher has improved from 61% to 68.6% achieving the 2008/2009 target of 63%.

Section 5 Next Steps

- 5.1 Family Adult and Community Learning are currently working with partner organisations to develop a range of new learning programmes. The programmes that are currently being developed will support the achievement of full level 2 qualifications, basic skills qualifications from entry level to entry level 3 and the new progression pathways.

Libraries

Section 1 Finance (comparative spend and efficiency)

Service Area	2007/08	2008/09	Benchmarking Group	Latest Benchmark Position			
				Lower Quartile (less cost)	Lower Median Quartile	Upper Median Quartile	Upper Quartile (higher cost)
Library Service	£19.65	£20.98	Metropolitan authorities				
			Nearest Neighbours				

- 1.1 Library expenditure remains in the upper median quartile when compared to Metropolitan Districts and has moved to the upper median quartile from the upper quartile when compared to Nearest Neighbours.

Section 2 Investment and Key Improvements made during 2008/2009

- 2.1 A major refurbishment of Washington Town Centre library was completed and the library reopened in June 2009. The Library / Customer Service Centre now provides access to a wider range of council and partner services and links directly to the Health Centre. The redevelopment of Silksworth library was completed and opened in May 2009. This development is a partnership with Health, Housing and Adults Services and Housing 21.
- 2.2 The National Year of Reading ran throughout 2008. The national campaign aimed to encourage reading both for pleasure and as a means of improving learning and achievement. A busy programme included author visits, poetry workshops, Sunderland's first Reading Festival and the establishment of 2 new reading groups at the Blue Bell Pub, Fulwell and at Starbucks in the city centre. There are now 13 adult and 7 children's reading groups in Sunderland hosted or supported by libraries.
- 2.3 In 2008 115 clients were supported with Information, Advice and Guidance by trained library advisors. Guidance included course availability and progression, developing CV's, completing job applications and interview skills. To meet increasing demand further staff were trained to NVQ level 3 in Advice and Guidance extending services to further libraries and increasing staff skills.
- 2.4 Funding awards were gained from UKOnline to support the delivery of the UKOnline User Journey to digitally and socially excluded learners in the City. The projects on the Libraries Information Access Zone and at Houghton Library exceeded their targets and the additional resources purchased continue to support ICT based learning activities.

Section 3 Customer Focus

- 3.1 The Place Survey tells us that satisfaction with Libraries is 68.8% which compares to a North east average of 67.4% and an England average of 69%.

Section 4 Performance Information (outcomes delivered)

4.1 Key Risk

NI 9 Use of Public Libraries

NI9 is measured by the Active People Survey. During 2008/09 41.1% of residents use public libraries this compares to a 47.08% Tyne / Wear average. There were 5,489 visits to libraries per 1,000 population during 2008/2009, this is a slight decline on the previous year when there were 5,726 visits per 1,000 population. However, with the exception of Washington Town Centre and Silksworth libraries (which were relocated to temporary locations during refurbishment) the number of visitors to libraries has increased by 8% in the other community libraries across the city.

Improvement activity – includes the following:

- Monitor and review the delivery and operation of services
- Promotion and marketing of library core and extended services
- Delivery of a varied programme and activities targeting both existing and new users
- Development of existing and new partnerships to enhance service delivery.

4.2 Positive Performance

- 4.2.1 There are 48,858 active borrowers in the City and 1,220,319 books were issued, while 49,491 audio, visual electronic and other items issued.
- 4.2.2 66% of girls and 58% of boys aged between 4 and 11 years old are library members.
- 4.2.3 42,695 requests were made during 2008/2009. An additional 64,053 items were added to the library stock during 2008/2009 improving the choice available to residents. 154,489 enquiries were made in 2008/2009, 49,628 electronic, telephone or mail enquiries were handled. There are a total of 446,945 books and 20,011 audio, visual and other items in stock. 64,024 books and 2,661 audio, visual, electronic and other items were bought during 2008/2009.
- 4.2.4 Ryhope library has recently undergone a successful redevelopment in partnership with the Library Service, Customer Services and the Teaching Primary Care Trust (TPCT), it opened to the public in May 2008. The library has seen an increase in enquiries of 137% and membership by 421% in the first six months of opening when compared to the same period of the previous year.

Section 5 Next Steps

- 5.1 The reopening of Washington and Silksworth Libraries during 2009/10 will enhance provision and support improvements in performance.
- 5.2 In 2009/10 a full service review is to be considered, examining service delivery in relation to opening hours, library programme and staffing requirements. Any review will ensure full consultation with members, library users and citizens.
- 5.3 A Reading Strategy is currently being developed by the Library Service. Working in partnership with a consultant who has undertaken consultation and research, the strategy is due to be completed in autumn 2009. The aim of the strategy is to put reading at the heart of communities in the city, to promote an inclusive service and to develop and embed partnerships taking forward the vision of Sunderland as a Reading City building on the achievements of the National Year of Reading.
- 5.4 The service is to continue with an ongoing marketing campaign to promote the service to both existing and new users. To date this has included a bag for life campaign, promotional materials on buses and increased marketing in non-traditional library venues, including shopping centres, parks and at events and festivals.

Reference	Description	2007/08 Out turn	2008/09 Outturn	Trend	2008/09 Target	On Target	2009/10 Target
Outcome: By 2025 the gap in mental health outcomes between those who do well and those who do not will have been narrowed 90% of children will report good emotional health and well being and those who do not will have early and excellent support systems							

Local Area Agreement Indicators

NI 50 (LAA)	Emotional health of children	New in 200809	66.90%	N/A	73%	✗	69.50%
NI 63 (LAA)	Stability of placements of looked after children: length of placement	New in 200809	66.90%	N/A	73%	✗	74%
NI 112 (LAA)	Under 18 conception rate	55.1	57.5	↓	38.81	✗	-46.40%

National Indicators

NI 51	Effectiveness of child and adolescent mental health (CAMHs) services	New in 200809	16	N/A	16	✓	16
NI 53a	% of infants being breastfed at 6-8 weeks (breast feeding prevalence)	New in 200809	17.30%	N/A	22.30%	✗	Not set
NI 53b	% of infants for whom breastfeeding status is recorded (breastfeeding coverage)	New in 200809	N/A	N/A	baseline year	N/A	N/A
NI 54	Services for disabled children	New in 200910	New in 200910	New in 200910	New in 200910	New in 200910	113
NI 58	Emotional and behavioural health of children in care	New in 200809	12.3	N/A	baseline year	N/A	Not set
NI 59	Initial assessments for children's social care carried out within 7 working days of referral	65.80%	66.0%	↑	75%	✗	76%
NI 60	Core assessments for children's social care that were carried out within 35 working days of their commencement	73.80%	74.90%	↑	80%	✗	85%
NI 61	Stability of looked after children adopted following an agency decision that the child should be placed for adoption	New in 200809	67.6%	N/A	82%	✗	82%
NI 62	Stability of placements of looked after children: number of moves	10.50%	10.20%	↑	10%	✗	12%
NI 64	Child protection plans lasting 2 years or more	9%	3.8%	↑	10%	✓	4%
NI 65	Children becoming the subject of a Child Protection Plan for a second or subsequent time	7%	14.90%	↓	10%	✗	12.50%
NI 66	Looked after children cases which were reviewed within required timescales	96%	96.8%	↑	100%	✗	100%
NI 67	Child protection cases which were reviewed within required timescales	100%	100%	↔	100%	✓	100%
NI 68	Referrals to children's social care going on to initial assessment	86.20%	78.2%	↓	87%	✗	88%
NI 69	Children who have experienced bullying	New in 200809	48%	N/A	baseline year	N/A	Not set
NI 70	Hospital admissions caused by unintentional and deliberate injuries to children and young people	New in 200809	2.21	N/A	baseline year	N/A	Not set
NI 71	Children who have run away from home/care overnight	New in 200910	7	N/A	7	✓	15
NI 110	Young people's participation in positive activities	New in 200809	69.40%	N/A	baseline year	N/A	Not set
NI 113a	% Chlamydia screens/tests for 15 to 24 year olds	New in 200809	6.60%	N/A	Not Set	N/A	Not Set
NI 113b	% of new diagnosis of chlamydia in 15 to 24 year olds	New in 200809	17.70%	N/A	17%	✓	25%

Outcome: By 2025 we will have significantly increased the numbers of adults and children participating in sport

Local Area Agreement Indicators

NI 57	Children and young people's participation in high-quality PE and sport	New in 200910	New in 200910	New in 200910	New in 200910	New in 200910	New in 200910
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Local Indicators

C18	% of population volunteering in sport and active recreation for at least one hour per week.	5.46%	4.30%	↔	6.46%	✗	4.56
CULTURE 11	% of young people with maximum 1km access to high quality local free play provision	16%	49%	↑	20%	✓	60

CULTURE 15	Number of playgrounds and play areas provided by the council per 1000 children (under 12s)	1.44	1.44	↔	1.5	✓	1.5
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Outcome: By 2025 we will see a reduction in the percentage of year six children identified as overweight or obese to below 15% and there will be a wide range of family based interventions across the city Levels of initiating smoking in young people particularly young women will have reduced to under 10%

Local Area Agreement Indicators

NI 56a (LAA)	Total number of primary school age children in year 6 recorded as obese for their age in the past school year	New in 200809	N/A	N/A	670	✓	674
NI 56b (LAA)	Total number of primary school age children in year 6 with height and weight recorded in the past school year	New in 200809	N/A	N/A	2976	✓	Not set
NI 56c (LAA)	Total number of primary school age children in year 6	New in 200809	3051	N/A	3307	✓	Not set
NI 56d (LAA)	% of children in year 6 with height and weight recorded who are obese	New in 200809	21.2%	N/A	22%	✓	22%
NI 56e (LAA)	% of children in year 6 with height and weight recorded	New in 200809	92%	N/A	90%	✓	Not set

National Indicators

NI 52a	Take up of school lunches - Primary Schools	31.60%	49.80%	↓	51.90%	✗	50%
NI 52b	Take up of school lunches - Secondary Schools	51.40%	33.90%	↑	30.50%	✓	36%
NI 52	Take up of school lunches	41.20%	42.80%	↑	43.50%	✗	45%
NI 55a	Total number of primary school age children in reception recorded as obese for their age in the past school year	320	N/A	N/A	334	N/A	674
NI 55b	Total number of primary school age children in reception with height and weight recorded in the past school year	2465	N/A	N/A	2465	N/A	Not set
NI 55c	Total number of primary school age children in reception	2739	2854	N/A	2739	N/A	Not set
NI 55d	% of children in reception with height and weight recorded who are obese	13%	10%	↑	14%	✓	Not set
NI 55e	% of children in reception with height and weight recorded	90%	98%	↑	90%	✓	Not set
NI 115	Substance misuse by young people	New in 200809	15.90%	N/A	baseline year	N/A	Not set

Local Indicators

CHILDREN 11	Number of schools with whole school food policies	Not Collected	87	N/A	95	✗	100
CHILDREN 76a(7)	All Schools: Working Towards NHSS 'National Healthy School Status	86%	98%	↑	100%	✗	Not set
CHILDREN 76a(8)	All Schools: Achieved NHSS National Healthy School Status:	33%	68%	↑	75%	✗	Not set

Outcome Ensure that people of all ages and backgrounds have access to cultural activities and are engaged in the design and development of them

National Indicators

NI 9	Use of public libraries	New in 200809	41.10%	N/A	baseline year	N/A	42%
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Local Indicators

BVPI 117	The number of physical visits per 1,000 population to public library premises	5726	5489	↓	5726	✗	5600
CCS 1	Total number of library requests	33843	42,695	↑	33843	✓	42,700
CCS 2	Number of electronic telephone or mail enquiries handled (libraries)	45669	49,628	↑	45669	✓	50,000
CCS 3	Total number of enquiries (libraries)	150566	154,489	↑	150566	✓	154,500
CCS 4	Number of books issued (libraries)	1250188	1,220,319	↑	1250188	✗	1,221,000
CCS 5	Number of issues of audio, visual, electronic and other items (libraries)	57524	49,491	↓	57524	✗	50,000
CCS 6	Number of active borrowers per 1,000 population	176	174	↓	176	✗	175
CCS 7	Number of 4-11 year old girls who are library members as a % of the total number of 4-11 year old girls resident in the authority	Not Collected	66%	N/A	Not Set	N/A	67%

CCS 8	Number of 4-11 year old boys who are library members as a % of the total number of 4-11 year old boys resident in the authority	Not Collected	58%	N/A	Not Set	N/A	59%
CCS 9	Total materials stock - books	1579	1,595	↑	1579	✓	1,590
CCS 10	Total materials stock - audio, visual, electronic and other items	72	71	↓	72	✗	70
C11b	Annual items added through purchase per 1,000 population	236	238	↑	236	✓	180
CCS 11	Total material acquisitions per 1000 population - Books	220.6	228	↑	220.6	✓	170
CCS 12	Total material acquisitions per 1000 population - Audio, visual, electronic and other items	15.8	10	↓	15.8	✗	9
CCS 13	% take up of available ICT time in libraries	34%	35.00%	↑	34%	✓	36

Outcome: Adults will be offered learning opportunities that meet their individual needs and the needs of employers with the same focus upon appropriate curriculum, sufficient support and accessible places to learn.

National Indicators

NI 13	Migrants English language skills and knowledge	New in 2009/10	New in 2009/10	N/A	Not Set	N/A	New in 2009/10
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Outcome: All children and young people will be offered the very best preparation and foundation for adult life. They will be offered appropriate personalised learning programmes, high quality advice and guidance and the opportunity to learn in creative environments

Local Area Agreement Indicators

NI 72 (LAA)	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	44%	44%	↔	48.40%	✗	49%
NI 73 (LAA)	Achievement at level 4 or above in both English and Maths at Key Stage 2 (threshold)	70.5%	72%	↑	73%	✗	73%
NI 74 (LAA)	Achievement at level 5 or above in both English and Maths at Key Stage 3 (threshold)	65.5%	64%	↓	72%	✗	Deleted in 2009/10
NI 75 (LAA)	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (threshold)	38.5%	43%	↑	51%	✗	51%
NI 83 (LAA)	Achievement at level 5 or above in Science at Key Stage 3	69%	69%	↔	77%	✗	Deleted in 2009/10
NI 87 (LAA)	Secondary school persistent absence rate	7.10%	5.20%	↑	6.50%	✓	6.40%
NI 92 (LAA)	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	40.60%	42%	↑	34.80%	✗	36.70%
NI 93 (LAA)	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	82.9%	83%	↑	baseline year	N/A	87%
NI 94 (LAA)	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	77.2%	80%	↑	80%	✓	80%
NI 95 (LAA)	Progression by 2 levels in English between Key Stage 2 and Key Stage 3	20.1%	no outturn	N/A	33%	N/A	Deleted in 2009/10
NI 96 (LAA)	Progression by 2 levels in Maths between Key Stage 2 and Key Stage 3	51.6%	no outturn	N/A	63%	N/A	Deleted in 2009/10
NI 97 (LAA)	Progression by 2 levels in English between Key Stage 3 and Key Stage 4	48.4%	no outturn	N/A	64%	N/A	Deleted in 2009/10
NI 98 (LAA)	Progression by 2 levels in Maths between Key Stage 3 and Key Stage 4	19.5%	no outturn	N/A	31%	N/A	Deleted in 2009/10
NI 99 (LAA)	Children in care reaching level 4 in English at Key Stage 2	41.38%	79%	↑	50%	✓	50%
NI 100 (LAA)	Children in care reaching level 4 in Maths at Key Stage 2	31.03%	93%	↑	56%	✓	55%
NI 101 (LAA)	Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	New in 2008/09	6%	↑	6%	✓	20%

National Indicators

NI 76	Achievement at level 4 or above in both English and Maths at KS2 (floor)	7 schools	8 schools	↓	Not Set	N/A	7 schools
NI 77	Achievement at level 5 or above in both English and Maths at KS3 (floor)	2 schools	2 schools	↔	Not Set	N/A	Deleted 2009/10

NI 78	Achievement of 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and Maths (floor)	6 schools	2 schools	↑	Not Set	N/A	2 schools
NI 84	Achievement of 2 or more A*-C grades in Science GCSEs or equivalent	44.10%	45%	↑	Not Set	N/A	Not set
NI 86	Secondary schools judged as having good or outstanding standards of behaviour	New in 200809	88.2%	N/A	baseline year	N/A	Not set
NI 88	Number of Extended Schools	New in 200809	100%	N/A	baseline year	N/A	100%
NI 89a	Count of Primary, Secondary and Pupil Referral Units in special measures	New in 200809	1 school	N/A	baseline year	N/A	0
NI 89b	Average time schools are in special measures	New in 200809	5 months	N/A	baseline year	N/A	Not set
NI 102a	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2	25%	23%	↑	not set	N/A	20%
NI 102b	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 4	26.2%	28%	↓	not set	N/A	23%
NI 103a	% of final statements of special education need issued within 26 weeks excluding exception cases as a proportion of all such statements issued in the year	New in 200809	100%	N/A	baseline year	N/A	100%
NI 103b	% of final statements of special education need issued within 26 weeks as a proportion of all such statements issued in the year	New in 200809	79.8%	N/A	baseline year	N/A	75%
NI 104	The Special Educational Needs (SEN)/non-SEN gap - achieving Key Stage 2 English and Maths threshold	24.12%	57%	↓	baseline year	N/A	50%
NI 105	The Special Educational Needs (SEN)/non-SEN gap - achieving 5A*-C GCSE inc. English and Maths	41.8%	48%	↓	baseline year	N/A	46%
NI 107	Key Stage 2 attainment for Black and minority ethnic groups	New in 200809	52%	N/A	baseline year	N/A	58%
NI 108	Key Stage 4 attainment for Black and minority ethnic groups	New in 200809	23%	N/A	30%	*	28%
NI 114	Rate of permanent exclusions from school	New in 200809	0.03%	N/A	baseline year	N/A	Not set

Outcome: By 2025 we will increase the numbers of young people going on to higher education

Local Area Agreement Indicators

NI 106 (LAA)	Young people from low income backgrounds progressing to higher education	New in 200809	not available	N/A	baseline year	N/A	n/a
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National Indicators

NI 79	Achievement of a Level 2 qualification by the age of 19	66.54%	71%	N/A	baseline year	N/A	74%
NI 80	Achievement of a Level 3 qualification by the age of 19	37.13%	37.10%	N/A	baseline year	N/A	39%
NI 81	Inequality gap in the achievement of a Level 3 qualification by the age of 19	21.84%	21.60%	N/A	baseline year	N/A	21%
NI 82	Inequality gap in the achievement of a Level 2 qualification by the age of 19	50.43%	53.90%	N/A	baseline year	N/A	52%
NI 85a	Post-16 participation in physical science - A-level Physics	New in 200809	67 pupils	N/A	baseline year	N/A	Not set
NI 85b	Post-16 participation in physical science - A-level Chemistry	New in 200809	84 pupils	N/A	baseline year	N/A	Not set
NI 85c	Post-16 participation in physical science - A-level Mathematics	New in 200809	106 pupils	N/A	baseline year	N/A	Not set
NI 90	Take up of 14-19 learning diplomas	New in 200809	148 pupils	N/A	baseline year	N/A	Not set
NI 91	Participation of 17 year-olds in education or training	New in 200809	76.9%	N/A	baseline year	N/A	Not set

Outcome By 2021 we aim to provide 15000 new homes in the right place at the right price that people can afford through an affordable housing policy enabling everyone to access the housing market

National Indicators

NI 46	Young offenders access to suitable accommodation	New in 200809	99.4%	N/A	Not Set	N/A	99.5%
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NI 143	Offenders under probation supervision living in settled and suitable accommodation at the end of their order or licence	New in 200809	89.3%	N/A	baseline year	N/A	83%
NI 147	Care leavers in suitable accommodation	91.70%	88.5%	↓	84%	✓	86%

Outcome By 2025 75% of the working age population will be economically active and the city will be contributing to the national target of ensuring the 89% of adults are qualified to at least level 1 in literacy, 81% to at least entry level 3 in numeracy and 79% to at least a full level 2

Local Area Agreement Indicators

NI 116 (LAA)	Proportion of children in poverty	25.10%	25.1% (12,915 children)	↔	24.1% (12,403 children)	N/A	22.9% (11,763 children)
NI 117 (LAA)	16 to 18 year olds who are not in education, training or employment (NEET)	12.80%	13.2%	↓	10.8%	✗	9.6%

National Indicators

NI 45	Young offenders engagement in suitable education, employment or training	88.40%	90.5%	↑	Not Set	N/A	90.60%
NI 109	Number of Sure Start Children Centres	New in 200809	100%	N/A	Not Set	N/A	100%
NI 118	Take up of formal childcare by low-income working families	14	N/A	N/A	baseline year	N/A	17%
NI 148	Care leavers in employment, education or training	New in 200809	73.10%	↓	76.0%	✓	62%

Outcome: By 2025 more people than ever will perceive that parents take responsibility for the behaviour of their children

National Indicators

NI 43	Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody	New in 200809	2.3%	N/A	baseline year	N/A	2.3%
NI 111	First time entrants to the Youth Justice System aged 10-17	921	766	↑	not set	N/A	751

Outcome: By 2025 no one will perceive attacks or harassment because of race, colour, religion or sexual orientation as a very serious problem in Sunderland. Feelings of safety amongst vulnerable groups will more closely reflect those of other residents across the city

National Indicators

NI 44	Ethnic composition of offenders on Youth Justice System Disposals	New in 200809	4.7%	N/A	baseline year	N/A	N/A
NI 44a	Ethnic composition of offenders on Youth Justice System Disposals - White	New in 200809	1.0%	N/A	baseline year	N/A	1.0%
NI 44b	Ethnic composition of offenders on Youth Justice System Disposals - Mixed origin	New in 200809	-0.5%	N/A	baseline year	N/A	-0.5%
NI 44c	Ethnic composition of offenders on Youth Justice System Disposals - Black or Black British	New in 200809	0.3%	N/A	baseline year	N/A	0.20%
NI 44d	Ethnic composition of offenders on Youth Justice System Disposals - Asian or Asian British	New in 200809	-0.4%	N/A	baseline year	N/A	0%
NI 44e	Ethnic composition of offenders on Youth Justice System Disposals - Chinese or Chinese Other	New in 200809	-0.5%	N/A	baseline year	N/A	0%

Outcome: By 2025 there will be the lowest ever levels of drug related (Class A) offending and proven reoffending by adult and young offenders

National Indicators

NI 44	Ethnic composition of offenders on Youth Justice System disposals	New in 200809	4.7%	N/A	baseline year	N/A	N/A
NI 144	Offenders under probation supervision in employment at the end of their order or licence	New in 200809	40%	N/A	baseline year	N/A	40%

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

17 SEPTEMBER 2009

NEW ARRANGEMENTS FOR SAFEGUARDING INSPECTIONS

1. PURPOSE OF THE REPORT

- 1.1 The purpose of the report is to update the Children, Young People and Learning Scrutiny Committee on the new arrangements for safeguarding inspections from April 2009 and the Sunderland arrangements in relation to this.

2. BACKGROUND

- 2.1 Following the death of Baby Peter and the subsequent Laming Report of March 2009, recommendations were made for the urgent review of inspections of safeguarding services.
- 2.2 As a result, from April 2009, Joint Area Review (JAR) inspections of children's services ceased, and were replaced by a new programme of inspection. Outcomes for all children and young people will now be fed through the new Comprehensive Area Assessment, including inspections of regulated services, i.e. children's homes, fostering and adoption, and also of private fostering.
- 2.3 However, two new inspections will take place relating to safeguarding children and young people. They are:
- Unannounced inspections of contact, referral and assessment of children in need and children who may be in need of protection
 - Announced inspections of safeguarding and looked after children services.
- 2.4 These two inspections also feed into the Comprehensive Area Assessments, which assess how well councils are working together with other public bodies to meet the needs of the people they serve.

3. UNANNOUNCED INSPECTIONS OF CONTACT, REFERRAL AND ASSESSMENT

- 3.1 These are annual inspections of front-line practice in relation to contact, referral and assessment processes for children in need and children who may be in need of protection. The authority will have no prior warning that the inspections will take place. Inspectors will literally present themselves at 8.00am on the morning of their visit, and stay for two days.
- 3.2 During their visit, inspectors will scrutinise case files, performance information and speak with managers and practitioners to inform themselves of the activity and effectiveness of the work of the teams.

- 3.3 These short inspections will focus on the local authority as the lead agency for child protection. However, the contribution of partners will also be evaluated, particularly around the quality of multi-agency prevention and support for safeguarding children and young people. The impact of the Sunderland Safeguarding Children Board and Children's Trust Board will be considered.
- 3.4 No grade is awarded for these inspections, however a letter will be sent to the Executive Director of Children's Services setting out the strengths of the service and any areas for development in observed practice. It will always identify if there are any areas for priority action identified during the inspection. If serious weaknesses are identified, this could bring forward the timing of a full inspection (details below).

4. INSPECTIONS OF SAFEGUARDING AND LOOKED AFTER CHILDREN SERVICES

- 4.1 These inspections will take place once every three years. The authority will receive ten working days notice of the inspections, after which time two to three inspectors will be on site, also for ten working days.
- 4.2 For each element (i.e. safeguarding and looked after children) inspectors will evaluate:
- Capacity to improve
 - Leadership and management
 - Quality of provision
 - Outcomes
- 4.3 Before and during inspection, the following activities will take place:
- Analysis of performance information
 - Ofsted holds information on all local authorities and inspectors will be fully briefed about Sunderland's performance before they arrive
 - Documentation analysis
 - Ofsted has set out a list of documents they want to examine before they come on site
 - Interviews with officers, partners and stakeholders
 - Ofsted has set a list of those professionals and stakeholders inspectors are likely to want to hold focus groups with. This includes the "Lead Member for Children's Services (and where appropriate support members)", which may include Scrutiny Committee
 - Case file analysis
 - Ofsted will inform us which case files they will review when on site
 - Survey of children and young people.

- Ofsted will contact all looked after children and those young people who have left care in the last twelve months, and invite them to complete a survey, to gather their views on the services they receive.
- 4.4 The inspection will specifically evaluate the effectiveness of the work of the Local Safeguarding Children Board and the Children's Trust Board, including the impact they have on improving outcomes for children and young people. Any important weaknesses identified by inspectors during the inspection will be reflected in the judgements.
- 4.5 The authority will receive a report following this inspection and will receive a 'grade', based on Ofsted's four-point scale: Outstanding, Good, Adequate, Inadequate.

5. SUNDERLAND ARRANGEMENTS

- 5.1 As part of the preparation for the impending inspections, a Project Board and two task groups, one for the Unannounced Inspection and one for the Announced Inspection have been established. These task groups have formed several focussed sub-groups to gather evidence and identify gaps. Project plans have been developed to manage each process. Furthermore, a Project Team has been appointed on a temporary basis within the Performance Improvement and Policy Service to support the streams of work. As a result of the Ofsted preparation we have improved the following:
- External auditors were commissioned to undertake an audit of all case files within five priority areas (Appendix 1). An audit was then undertaken of all cases within priorities 1 – 4 and a 10% random selection of case files within priority 5. Case files and electronic records were audited using a comprehensive audit tool developed internally for this purpose. A total of 556 cases were audited. A number of lower level actions were identified from the audit, these have been or are being dealt with by team managers and social workers.
 - In the Initial Response Team there are now two Permanent Team Managers.
 - The Initial Response Team will be working closely with Northumbria Police to consider the domestic violence referrals on a daily basis from October 2009.
 - Arrangements have been made with Newcastle City Council to conduct a reciprocal mock inspection with Sunderland City Council.
 - An exercise was carried out on Wednesday, 12 August to test that the response of the service, on notification of the unannounced inspection, was adequate. There were a number of lessons learned through this process and actions to improve these areas have been implemented.
 - The Chief Executive has requested that a staff survey within the Safeguarding Service and a multi-agency partner survey is conducted to feed into the inspection process. These are in addition to the surveys that Ofsted will conduct, namely the survey of social workers that will take place from September 2009, and the survey of all children in care

and those who have left care in that last 12 months, which will take place upon notification of the announced inspection.

- Six briefing sessions were delivered by the Deputy Executive Director of Children's Services during July and August. These were aimed predominantly at social workers, and were designed to disseminate information regarding the inspections and help staff within the service understand their role before and during the event. The briefings also provided an opportunity for staff to feed their views and concerns into the process.

Work with partners

- 5.2 The Project Team will begin to work with partners in the coming weeks, particularly around the dissemination of information and identifying appropriate stakeholders who could potentially be involved in focus groups with inspectors.

6. RECOMMENDATIONS / IMPACT ON CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

- 6.1 Members are asked to note the contents of this report.
- 6.2 Members are asked to agree to be involved in focus groups with inspectors, should that be a requirement.
- 6.3 Members are asked to agree to receive feedback information regarding the inspections when they occur, and monitor implementation of any actions that may arise.

Appendix 1

Priority Definition	No of Cases in the Priority Group	No Files Audited	Audit Target (%)
Priority 1: All unborn babies subject to a child protection plan and all children with child protection plans currently transferring in or out of Sunderland	7	7	100%
Priority 2: All children subject to a child protection plan, aged 0-4 years	107	107	100%
Priority 3: All children subject to a child in need plan, unborn - 4 years	226	226	100%
Priority 4: All children subject to a child protection plan, aged 4-18 years (148)	148	148	100%
Priority 5: All children subject to a child in need plan, aged 4-18 years (682)	682	68	10%
Total Case files Audited		556	

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

WORK PROGRAMMES 2009/10

REPORT OF THE CHIEF EXECUTIVE

17 September 2009

1. Purpose of Report

- 1.1 The report attaches, for Members' information, the current work programme for the Committee's work during the 2009-10 Council year.
- 1.2 The work of 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. It can be developed throughout the year.

3. Current position

- 3.1 The work programme reflects discussions that have taken place at the Scrutiny Conference and the Scrutiny Committee meetings in June and July. A number of items are still to be scheduled and these are listed at the end of the work programme. The work programme will include:

Total Place

- 3.2 The work programme will include evaluation of the Total Place pilot. Total Place is designed to map the total public expenditure in the programme to identify significant efficiencies and savings and answer the simple question, "Can we do better for less?"
- 3.3 Sunderland is jointly one of 13 volunteer pilot areas which have each chosen a theme. The pilot will examine the totality of public spending in the service area with a view to cutting duplication, saving money and improving service delivery.

Partners: South Tyneside, Gateshead and Sunderland:
Theme: To deliver safer, stronger and healthier neighbourhoods
Aspiration: Services for children and young people, to target resources where there is greatest need, eliminate duplication and generate efficiency savings.

- 3.4 This is a very new pilot with the launch taking place over the summer. Work is just getting underway to refine the scope, implement project management

arrangements and allocate resources. When further detail is available about the project plan this will be listed in the Committees work programme.

Policy Review

- 3.4 The work programme includes the policy review agreed at the earlier meetings. The Machinery of Government changes: Review of managing the transfer, with particular focus on the Authority's regional / sub regional commissioning arrangements for 16-19 general further education provision from April 2010.
- 3.5 This will involve gathering evidence from Elected Members and Officers, Learners, Provider Network, 14-19 partnerships, Young People's Learning Agency, ONE, GONE, Skills Funding Agency, City Region Employment and Skills Board, Voluntary and Community Sector, Connexions hub, Schools and School Governors.
- 3.6 It is planned to have an additional Scrutiny Committee meeting towards the end of December to carry out a large part of this evidence gathering. Further information about the additional meeting will be circulated to the Committee in the next few weeks.

Article 4 Plans Working Group

- 3.7 At the Scrutiny Committee meeting held on 18 June it was agreed that an "Article Four Plan Working Group be established to assist in the development of the Article Four Plans within the Committee's remit"
- 3.8 Membership of the group will be Chairman, Vice-Chairman, Cllr Bell, Cllr Francis and Mrs Butler.
- 3.9 A schedule of discussion topics for the Children and Young People's Plan has been set out by Children's Services and it is expected that the group will have its first meeting later this month.

4. Recommendation

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

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

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 TBC	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		Gender & Attainment – Progress on recommendations	16-19 learning - setting the scene (LB)		Evidence Gathering Meeting	Youth Work Commissioning (JH/KBu)			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)	Lets Go Card – outcomes of project (JH)			Workforce Strategy Q Monitoring Schools Performance (LB)	Corporate Parenting Annual Report (MM)	Foster Carer Strategy – progress Initial Response Team Annual Report (MB)	Annual Report (KB) Workforce Strategy Q Monitoring Schools Performance (LB)
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 & ViM Annual Report (SM)	Audit Commission School Survey 2009 (SM) Complaints Annual Report 08/09 (SM)	Tellus3 survey (SM)			Performance Q2 April – Sept 09	Attainment of C&YP (LB)		Performance Framework Q3
Cabinet	Article 4: Youth Justice Plan 09/10 (JH/GK)									Article 4: CYPP 2009-11	
Committee Business	Work Programme 2009/10 (KB) Children's Homes Inspections Parenting Strategy	Libraries Conference	Ofsted Safeguarding Inspections Final Draft Work Programme		Libraries Conference Feedback (GH/TM)						
CCFA/Members items/Petitions											

To be scheduled: Academy Schools Vision & Future
Children's Trust Annual Report
Teaching & Take up of MFL
Sure Start
Children in Transit
Total Place

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

FORWARD PLAN – KEY DECISIONS FOR THE PERIOD 1 SEPTEMBER – 31 DECEMBER 2009

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 September – 31 December 2009.

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 At the July meeting, as a pilot exercise, the most recent version of the full Forward Plan was included on the agenda. Members asked that they continue to receive the Forward Plan but that they have circulated only the items relevant to the remit of this Committee. The relevant extract from the Forward Plan is therefore attached.

3. Current Position

- 3.1 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.

- 3.2 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 period 1 September – 31 December 2009;

5. Background Papers

None

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

Forward Plan: Key Decisions from - 01/Sep/2009 to 31/Dec/2009

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
01227	To approve a Young Persons Supported Housing Project.	Cabinet	09/Sep/2009	Cabinet Portfolio Holders, Health, Housing & Adult Services Staff, Children's Services, Partner Agencies	Briefings and/or meetings with interested parties.	Via the Contact Officer by the 20th of August 2009 - Sustainable Communities & Children, Young People and Learning Scrutiny Committees	Report	Alan Caddick	5662690
01304	To approve and support the continued implementation of XL Youth Villages across the City	Cabinet	09/Sep/2009	Elected Members, young people, key partners	Area Committee Workshops and consultation events held with young people in all five regeneration areas	Via contact officer by 20th August 2009 - Children, Young People and Learning Scrutiny Committee	Outcomes from consultation events	Kath Butchert, Youth Development Group Manager	5617413