

Report to Children and Young People's Strategic Executive

Date of Meeting	13 June 2007	Agenda item number	
Title	Consultation on Annual Review of the Children and Young People's Plan		
Submitted by	Jackie Walters		
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Action required by the Executive	<p>Approve revision of the Plan to include the 6 Recommendations, which were consulted on, taking into account the detail of the consultation responses.</p> <p>Consider and comment on the consultation responses in Appendices 1 and 2</p>		

The Children and Young People's Plan 06 – 09, published April 2006, is subject to an Annual Review. Following the Annual Review, the revised Plan will be submitted to Ofsted on 14 June, as part of Ofsted's Annual Performance Assessment process.

The Annual Review has included:

- Self assessment, looking closely at progress against our priorities
- Further needs analysis of needs across the district and locally in constituencies
- Consideration of recent government legislation and strategy and the responsibilities these place on the Council and partner agencies:
 - Education and Inspections Act 2006
 - Childcare Act 2006
 - Youth Matters
 - Respect
- Consideration of local developments, including the Infant Mortality Commission

It has also taken into account:

- The ongoing review of the Community Strategy, which establishes the long term priorities of the Council and its partners for the well-being of people in the district
- The annual review of the Council's Corporate Plan - Educating and Supporting Children is one of seven corporate priorities
- National analyses of Children and Young People's Plans
- Self assessment against the six dimensions used in the recent UNICEF report:
 - Material well-being
 - Family and peer relationships
 - Health and safety
 - Behaviour and risks
 - Educational well-being and subjective well-being
 - Consultation with key stakeholders

Consultation Process

The CYPSP agreed that whilst the consultation on the Annual Review would not be as extensive as it had been for the three year Plan, as many people as possible would be given the opportunity to comment on the proposed changes. The following were prioritised for consultation at the formative stage of the review process:

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- Children and young people
- Head teachers
- School governors
- Voluntary schools providers
- Lead planners – officers from across agencies who lead on the strategic plans which feed into the Children and Young People's Plan
- The voluntary and community sector
- The Schools Forum
- The Admissions Forum

Children and young people were consulted through open meetings in each of the Constituencies, organised by the Bradford and Keighley Youth Parliament. Young people were asked to identify their three most important issues. These were then reported to meetings in each of the Constituencies where staff from the Council and other agencies attended to listen and respond.

Schools were consulted through meetings of head teachers, local Governor Forums, the Admissions Forum and through the Schools Forum.

Following the formative stage of the Review a number of changes to the Plan were proposed in the form of six Recommendations, which formed the basis of the wider consultation process.

The responses to the consultation are summarised at Appendix 1. Feedback from the head teachers meetings is summarised at Appendix 2.

Recommendations for Change

There was overwhelming endorsement of the Recommendations consulted on, which are listed below.

- Provide and ensure access to a range of positive activities for all young people
- Ensure parents have access to childcare to enable them to work or train and support them to access training and work
- Reduce social exclusion and improve ECM outcomes for all children aged 0-5
- Improve Every Child Matters outcomes for primary school age children which will be reflected in improved school performance
- Add to the Plan, the local authority's strategy for supporting schools and post 16 providers to improve educational achievement and promote community cohesion through delivery of Every Child Matters Outcomes
- Re write the Vision Statement in the Plan to make clear the absolute commitment of partners to safeguarding children and to early intervention and prevention

Some key points from the consultation were:

- Priority on positive activities should make reference to sport and physical activity
- Need transport to improve access for children and young people with disabilities
- Positive activities for under 13 year olds is also a priority
- Childcare should be affordable
- Childcare not always the best solution, some parents prefer to care for young children at home

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- Social inclusion is part of the Cross Cutting Theme supporting vulnerable children and therefore does not need to be a separate priority
- Raise profile of children’s rights in Vision statement
- More investment for front line services available locally
- Need for preventative services locally for schools to access
- Plan should include more about how play can enrich lives of children -in danger of being crowded out in structured Early Years Foundation Stage leading seamlessly into formal stage of education. Consider practice in other countries e.g. Finland, Holland which scored higher in UNICEF well being league
- New priorities should take account of children with disabilities, young parents, and promoting mental health
- Need for continuity of provision especially for children with disabilities – at risk when priority specifies an age group

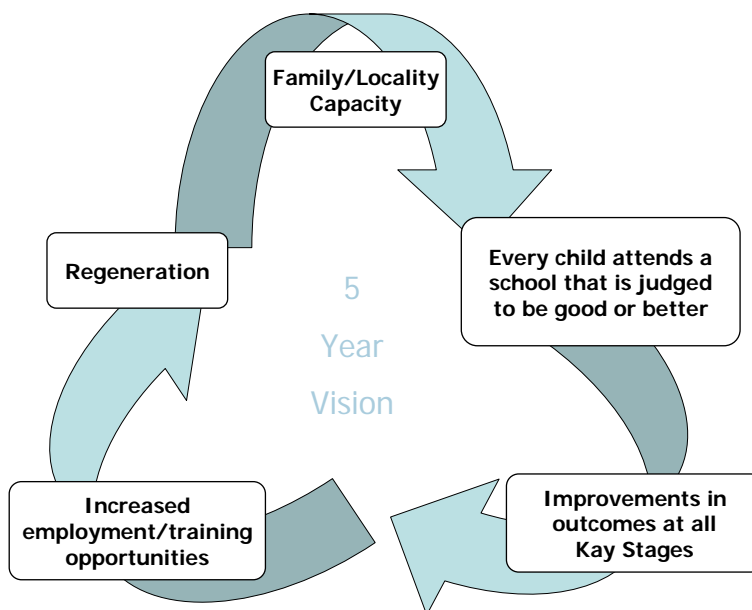
Updating the Plan

Following the Review, the Plan will be revised. In addition to adding new priorities, all of the Sections will be updated, to reflect the changes in context nationally and locally, and progress on developing the Big Idea and Children’s Trust arrangements. A new Section 6 will report on progress and impact of priorities. Action Plans to deliver the priorities will be drawn up and monitored carefully throughout the year.

Section 2, the Vision for Services for children and young people in the district will be changed in line with Recommendation 6. An important new addition is the 5 year vision of the Directorate of Services for Children and Young People

“for every child to have the best possible start in life”

The 5 year Vision is described in the diagram below.



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Appendix 1

Annual Review of Children and Young People's Plan Consultation Responses

Recommendation 1:

Add as a new District Priority: provide and ensure access to a range of positive activities for all young people

Excellent as an aim and very necessary, but unclear how this will be carried out and what resources will be made available.

(CE Diocese)

Fully agree. Young people need a focus.

(Primary School)

Don't disagree but am sceptical about how will work in practice.

(Primary School)

Join this up with extended school co-ordinators.

(Secondary School)

There is most definitely a need for 13-19 year olds to access safe activities.

(Primary School)

I agree with this as a priority. In our locality (Wharfedale) there is very little on offer for this age group

(Primary School)

Under 13's need to be acknowledge as needing positive activities as well. Older children can be harder to engage in new ideas and experiences so having a continuity of service which sees them right through may be a good idea.

(Voluntary Sector Organisation)

We agree.

(Primary & Nursery School)

Fully agree.

(Airedale NHS Trust)

This seems a necessary step to ensure that the Youth Matters agenda is integrated into the plan. From a Healthy Minds perspective there is also a need to ensure that, within this, activities are developed which are able to promote positive mental health and that opportunities are identified for multi agency approaches to support young people's mental health and provide services in accessible, non-stigmatising settings.

(Healthy Minds Strategy Group)

This is something that is in virtually every neighbourhood action plan. It would seem that despite this we don't have enough statutory services which provide activities. Youth work and play work is a way of engaging young people not only in the activities but in building relationships with workers and other young people and providing a means of educating young people informally as well as promoting health through activities and offering support to young people who need it. This is an important recommendation.

(Neighbourhood Partnership)

Yes.

(Nursery School)

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Strongly agree that 13-19 year olds need structured venues. P.A.L.Z. type provision could be a successful model. Effective leadership is essential to the success of this. *(Primary School)*

I agree with this priority but would wish to recognise the inclusive nature of the range of positive activities which will be required (inclusive of all irrespective of age, gender, race, religion, ability or disability). *(Special School)*

We would support this proposal but would ask that it clearly identifies the need to ensure that young people who are also parents are provided with and supported to attend such activities.

The NRF funded group work post, part of Upfront, currently provides group work for pregnant teenagers and teenage parents and does support this recommendation but is looking at ensuring this is sustainable through partner engagement.

In terms of sexual health and reaching the targets it is important that positive activities include access to information and sexual health services and the "Delay" messages. (We are happy to support these developments with partners.) *(YP Sexual Health Strategy)*

Can this be reworded to include a specific reference to physical activity and sport? E.g. 'Provide and ensure access to a range of positive activities for all young people. Those activities should include affordable opportunities to engage in physical activity and sport.' *(Art Heritage & Leisure)*

This would seem to reinforce the wider range of activity inclusion and be a positive monitoring approach. *(Children's Centre)*

From the perspective of the JCPT, there is a need to ensure that, within this, activities are developed which are inclusive and meet the needs of children with disabilities and complex health needs. This includes ensuring appropriate access and support arrangements to all activities in the district to children and young people with disabilities. JCPT note that children with disabilities and their families frequently comment about the problems in transport as a significant barrier to their engaging in activities.

It is important that staff providing activities are appropriately trained to meet the needs of children with disabilities. *(Joint Care Planning Team)*

Any personal and social development would help young people cope better in the world of work. *(Skills for Work/Work based Learning & Providers)*

Suggestion: To ensure the recommendation is inclusive of the 0 – 19 age range, the additional district priority be re-worded to:

"Provide and ensure access to a range of inclusive, positive, recreational opportunities including play and voluntary learning activities for all children and young people 0 – 19".

Therefore replacing the current district priority:

"Promote a range of recreational activities, including play and voluntary learning provision for children and young people".

This will therefore take into account other initiatives which have emerged since the launch of the CYPP including the Disability Discrimination Act and the Disability Equality Duty, The

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Big Lottery Fund Children's Play Programme and the Play Strategy, Extended Schools Agenda, etc. (Play Team)

Agree with recommendation wholeheartedly, but note – the creative sector can do much to provide quality provision against this recommendation. We recommend the Champions for Children Board and outcome groups liaise with the creative sector, via the SAY Group and its members and partners, to ensure that the creative sector is fully engaged in delivery of this recommendation and resources are focussed to maximise the value creative activities can add to this agenda.

Strategic Arts and Young People (SAY) Group

Cannot disagree that these are needed in the district, but seems very broad brush statement and would wish to have partnership discussion emphasised for this, to include issues around healthy lifestyles, what Children and Young People themselves want and to ensure that we do not replicate smaller or more junior versions of what we provide for adults, especially around sport and active leisure activities. Also need to ensure that all age ranges of your people are defined, what is appropriate at 13 is not necessarily so at 18 and vice versa. (PCT Children's Team)

Agree. Semi rural areas are in desperate need of more activities as they are more isolated and cannot easily access activities in neighbouring schools as they are several miles away and without public transport links. (Primary School)

Would support this, especially if it contributes towards community building. There are, for example, a number of provisions which do not encourage participation by "other" groups. (Primary School Governor & CYPSP Rep)

Recommendation 2

Add as a new District Priority: ensure parents have access to childcare to enable them to work or train

Agree. Many parents do require full time nursery places which we are unable to provide. (Primary School)

Don't disagree but am sceptical about how they will work in practice. (Primary School)

Agree. This is part of the core offer for extended schools. (Primary School)

Not an issue locally as far as we are aware. Would childcare be free
As our response to Recommendation 1 – how do you make more childcare available, and what resource is there to increase provision (CE Diocese)

I feel that mothers should be encouraged to stay at home for a child's first year then to return or access work or training. (Voluntary Organisation)

We agree providing it is what the district needs. In some areas parents do not want to work or train. What could happen is the development of an underused resource, or/and surplus places. (Primary & Nursery School)

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Fully agree.

(Airedale NHS Trust)

This needs to be developed in a way which ensures that childcare settings are supported to promote emotional well being and are integrated with the development and implementation of the parenting strategy and the need to support teenage parents. *(Healthy Minds Strategy Group)*

I think the word affordable should be inserted here. Current childcare provision is well beyond the means of low waged adults. *(Neighbourhood Partnership)*

Needs to be, and say, affordable childcare. *(Nursery School)*

Strongly agree. Parents need support and info about facilities they could use for appropriate childcare in convenient locations that suit their needs. Continuity is key and ability to sustain involvement and commitment from parents so children benefit and flourish. *(Primary School)*

Whilst this is relevant for those who wish to need to work or to train for work I feel it fails to recognise that some parents / carers positively choose to care for their children themselves at home. It does not view the childcare afforded by parents / carers as either work or of great value - something I feel the plan lacks at present. *(Special School)*

As above, this must include comprehensive support for teenage parents to ensure they are able to access appropriate education, training or work opportunities.

- We have a Community Childminding Network Coordinator post in the district which is an example of good practice.
- The teenage parents' services should be rolled across the district through the Children's Centres development. *(YP Sexual Health Strategy)*

As a Children's Centre we are anxious to work towards childcare availability to all those possible users. *(Children's Centre)*

Agree. Again this childcare needs to be accessible to parents of children with disabilities and complex health needs. The child care provision needs to be flexible to meet a variety of specialist needs and childcare providers need to have training to help them meet the specific needs of children with disabilities.

(Joint Care Planning Team)

Affordable childcare would be welcomed in the work based learning sector.

(Skills for Work/Work based Learning & Providers)

Agree.

(Play Team)

Agree with this, but why just childcare – why not, where possible, enable children and young people to participate in positive and creative activities at the same time their parents and carers are working or training

(SAY Group)

Also need to be aware that not all parents wish to work or train but would still want access to good quality affordable childcare. Must create support services for those parents remaining at home. *(PCT Children's Team)*

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Agree. Again this is vital and a need that is masked in Denholme by unofficial child minding where friends, neighbours and relatives care for each others children before and after school. *(Primary School)*

Yes, bearing in mind the balance between cost and quality. There are areas (e.g. Knowle Park in Keighley) where childcare is not a problem (because of extended families) but in which people not in paid work form a large percentage. *(Primary School Governor & CYPSP Rep)*

Development of childcare is still very patchy. Not always appropriate to ask parents as a way of establishing need. Many parents do not have self esteem /skills to access training and employment, this issue has to be seen in relation to childcare. *(Nursery School and Family Centre)*

Add affordable high quality childcare. Ambivalent, children also need nurturing by parents with time to nurture and sufficient income – a conundrum. *(Secondary School)*

Recommendation 3

Add as a new Cross Cutting Theme. Reduce social exclusion by improving ECM outcomes for all children aged 0-5

Agree. Educating parents is a priority. *(Primary School)*

Don't disagree but am sceptical about how they will work in practice. *(Primary School)*

Yes, we should be catching and supporting children as early as possible. *(Primary School)*

A good aim if it can be tackled positively but otherwise rather woolly. Query the statement about breast feeding – is it always a protective factor where drugs and alcohol involved? *(CE Diocese)*

For many children, being “cared for” rather than at home with parents would be a backward step. The target group must be carefully defined (based on historical data re: FSP scores perhaps). *Primary School)*

Play should be a focus as well. A more holistic approach should be acknowledged rather than a sole focus on education. *(Voluntary Organisation)*

We agree. Social inclusion means that agencies actually have to work together in reality not in a tokenistic way. Schools need to be used more effectively for family surgeries etc.; this is where the community will meet with others. They still are an underused resource. *(Primary & Nursery School)*

Fully agree. *(Airedale NHS Trust)*

This should already be something which all outcomes groups are focussing on and is already included in the 'Big Idea' and the existing cross cutting theme to support vulnerable children and young. Therefore not sure how meaningful it is as a new cross cutting theme, but wonder if the existing themes could be modified to reflect the desire to reduce social exclusion. *(Healthy Minds Strategy Group)*

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These early years are crucial in a child's mental, physical and social development and childcare would be a way of ensuring that children in homes that are chaotic or disadvantaged have a good diet, learn through play and get appropriate support when needed. Again, the cost of childcare is beyond the means of the groups mentioned. Social exclusion will not be reduced unless some serious steps are taken to provide nurseries, play groups etc. I think this statement needs to be more specific about how it aims to do this.
(Neighbourhood Partnership)

Very much agree. (Nursery School)

Strongly agree. Need to consider how some groups of parents can actually get to the services without their own car. Often, long walks have to be made to get to the centre/service.
(Primary School)

Agree. (Special School)

We would suggest that this is the core work of all professionals working with children and young people – does this need to be a new cross cutting theme?

What does need stressing is the need to ensure that work with parents of 0-5s recognises teenage parents and works with partners to meet their needs.
(YP Sexual Health Strategy)

This new recommendation focuses on children aged 0-5. Opportunities for play and engagement in regular physical activity is particularly important during a child's early years. Reducing social exclusion and improved ECM outcomes can be achieved through a range of innovative programmes around play and physical activity.
(Art Heritage & Leisure)

Our primary customers are the under 5s and we have to prioritise them to support their needs.
(Children's Centre)

Agree. It is known that by focussing on good early years support, good outcomes can follow and this is just as true, if not more so, for children with disabilities. Therefore JCPT would agree with this but would want the Early Years Support Programme for children with Disabilities to be the focus of future work in this area. This approach is being recommended by central government.

However JCPT also wanted to ensure that there are no age gaps – by having a focus on 0-5 years and on 13 – 19, there is a risk that those in-between are not offered much needed services.
(Joint Care Planning Team)

Agree. (Play Team)

Access to arts and creative activities for the very young have been shown to make positive and long term impacts against this theme.
(SAY Group)

This is surely part of the 'day job' of all those staff involved in planning, commissioning or delivery services to Children and Young People. Not sure that it needs to be included as a new recommendation.
(PCT Children's Team)

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Agree. But we have considerable difficulty working with agencies, who are unsupportive and, at times, difficult. A recent multi-agency case conference was cancelled at short notice when members of some services withdrew. *(Primary School)*

Yes. In principle no-one would object to this. The key, as usual, is funding – not only the level of funding but also security of funding. For example, funding for extended schools is only to March 08. *(Primary School Governor & CYPSP Rep)*

Need to share practice nurse how is this being done? Whilst the need for locally based priorities there is a danger of massive discrepancies on what is on offer to parents. *(Nursery School and Family Centre)*

Full agreement *(Secondary School)*

Recommendation 4

Add as a new Cross Cutting Theme. Improve educational and learning achievements for all children and young people through improving ECM outcomes

Agree. We are committed to Gifted and Talented inclusion, personalisation and special educational needs. We need to formulate a plan for creative intervention for children who are not achieving as they should. *(Primary School)*

Agree. *(Secondary School)*

Agreed but school standards part of this must be a broader measure than just test results *(Primary School)*

If schools standards are already rising at a faster rate than the national agenda this needs to be maintained. ECM is part of the on-going agenda in schools. *(Primary School)*

Again looking at a more holistic approach and noting that formal education as it stands does not work for all children. Differing alternative education and opportunities to be outside are beneficial. *(Voluntary Organisation)*

Not a new aim - it has surely been the basis of all policies

(CE Diocese)

Fully agree.

(Airedale NHS Trust)

Which wording is being used for this recommendation? The main text refers primary school children (p6) whilst this refers to all children and young people. Again this seems a statement of the obvious, i.e. that in order to achieve any of the outcomes we need to achieve all of them. How will adding it as a cross cutting theme change what we are doing? *(Healthy Minds Strategy Group)*

Again how do you aim to do this?

(Neighbourhood Partnership)

Yes. Promote feeling of citizenship/self esteem.

(Nursery School)

Strongly agree with this.

(Primary School)

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Agree.

(Special School)

This should include positive support for pregnant girls and teenage parents to access appropriate education, training or work opportunities. This is of primary importance to those teenage parents of statutory school age.

This should also include improve sex and relationships education (SRE) for all children and young people and this impacts on the educational achievement, including attendance of young people, as well as addressing social and health inequality. This work needs to focus on those young people who are most marginalised, including young people attending PRUs and other (non school based) provision and needs to take place in both formal and non formal educational settings in order to reach those who are poor or non-school attenders.

(YP Sexual Health Strategy)

Important that it is recognised that physical activity and sport contributes to ECM outcomes and that there is a direct positive and indeed causal link between increased physical activity and educational attainment.

(Art Heritage & Leisure)

This interlinks with the ECM core and must enable us to report back on good outcomes.

(Children's Centre)

Agree – but to ensure that this includes children with disabilities achieving their full potential at whatever level and not just a focus on academic outcomes. (Joint Care Planning Team)

Need to also support improvement in learning provision post 16, provided in colleges and by work based learning providers, which is mixed in terms of quality.

(LCS)

School performance improvements at primary level will have a positive impact on the work based learning sector as young people will be more ready with the basic skills that the employers are looking for through apprenticeships

(Skills for Work/Work based Learning & Providers)

Evidence through case studies and pilot programmes show impact of using creative methodologies to improve learning outcomes for children and young people. Whether using creative methodologies with 'gifted and talented', creative arts to re-engage regular non-attenders at school, enhancing confidence, and re-energising enthusiasm for learning, or using creativity to refresh and enliven teaching methodologies, empowering children and their teachers/workers. We would recommend these methodologies as an effective tool for addressing this cross cutting theme.

(SAY Group)

Which wording is being used for this recommendation? The main text refers primary school children (p6) whilst this refers to all children and young people. Again this seems a statement of the obvious, i.e. that in order to achieve any of the outcomes we need to achieve all of them. How will adding it as a cross cutting theme change what we are doing? (as per response from Healthy Minds Strategy Group).

(PCT Children's Team)

Agree. But we have considerable difficulty working with agencies, who are unsupportive and, at times, difficult. A recent multi-agency case conference was cancelled at short notice when members of some services withdrew.

(Primary School)

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Yes. Feel that the restricted and restrictive FE funding is not helpful here. Further (and better funded) music, arts and sports activities would contribute much. Again funding issues prevent extended schools, for example, to play a fuller part. (Primary School Governor & CYPSP Rep)

Full agreement (Secondary School)

Recommendation 5

Add to the Plan the local authority's strategy for supporting schools and post 16 providers to improve educational achievement through delivery of Every Child Matters Outcomes.

Support to schools needs to be based on a range of provision not solely on SATs results. (Primary School)

Most welcome. (Secondary School)

Concern for 14+ low achievers must be included as part of the strategy. To leave school at 16 without qualifications, entry to training schemes or a job does not show that ECM. (Primary School)

Community cohesion is an issue in Bradford and should be emphasised more. (Voluntary Organisation)

We agree. (Primary School & Nursery School)

Fully agree. (Airedale NHS Trust)

Every school is committed to ECM agenda and should be challenged by the local authority as a matter of course. Post 16 needs review in the light of changes to the Connexions Service. (CE Diocese)

Given the government focus on improving comprehensive mental health provision for 16 and 17 year olds this welcomed by the Healthy Minds Strategy Group. It provides an opportunity to ensure that post 16 providers are supported to improved the emotional well being of young people with whom they work and to develop stronger links with other services. (Healthy Minds Strategy Group)

Again how do you aim to do this? (Neighbourhood Partnership)

Yes. (Nursery School)

Yes. (Primary School)

Agree. (Special School)

This should include positive support for pregnant girls and teenage parents to access appropriate education, training or work opportunities. Again of primary importance to those teenage parents of statutory school age.

The reasons given (below) include *welfare* and *well being* whereas the proposed addition to the Plan includes only improved educational achievement. Can we not include an

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addition to the Plan 'to support schools and post 16 providers to improve educational achievement and also the welfare and well being of their charges, encouraging a greater emphasis on pastoral and personal social and health education'.

Also needs to include SRE as outlined above. (YP Sexual Health Strategy)

The holistic approach to reporting and outcomes. (Children's Centre)

Transitions are a major area of importance for children with disabilities and it is therefore vital that all agencies work together to support young people at this crucial stage in their lives. There also needs to be strong links to adult services. (Joint Care Planning Team)

Any support to improve educational achievement and community cohesion would be welcomed. Not quite sure how this would work for the post 16 providers, although the Learning Skills Council is going through a commissioning round to take out any poor provision within Work Based Learning. (Skills for Work/Work based Learning & Providers)

Agree. (Play Team)

Would welcome the recognition that healthy lifestyles will contribute to this outcome, improving both physical and mental health. (PCT Children's Team)

Work to enable extended schools managers, for example, to facilitate the incorporation of extended services into school improvement plans would contribute. Note also that the School Governor Service has a role to play here. (Primary School Governor & CYPSP Rep)

Full agreement (Secondary School)

Recommendation 6

Re write the Vision Statement in the Plan to make clear the absolute commitment of partners to safeguarding children and to early intervention and prevention.

Early intervention and prevention are crucial to meeting the needs of children and their carers. (Primary School)

Agree. (Secondary School)

Good idea – let's have "the big picture" not too many separate partners. (Primary School)

New Plan, new vision – it makes sense (Primary School)

Vision statements should be simple, straight forward and easily accessible. (Voluntary Organisation)

Was it not sufficiently clear initially?

(CE Diocese)

Statements are fine as long as at the grass roots the reality occurs, for us in education working together is the real issue to address. (Primary & Nursery School)

Fully agree. (Airedale NHS Trust)

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Supported. *(Healthy Minds Strategy Group)*

Agree with this. *(Neighbourhood Partnership)*

Yes. *(Nursery School)*

Yes. *(Primary School)*

Agree. *(Special School)*

We fully support this outcome, particularly in understanding of prevention and working with young people around risk. *(YP Sexual Health Strategy)*

Clarity is essential for us and the public to read about and report on. *(Children's Centre)*

Fully supported. *(Joint Care Planning Team)*

Shared vision to which all are signed up to and committed to is important to make the Plan work. *(Skills for Work/Work based Learning & Providers)*

Suggestion: Raise the Profile of children's rights within the Vision Statement.

Second Paragraph could be amended to read:

"We will do our best to make Bradford a place where children and young people from all communities and backgrounds are enabled to exercise their rights and are able to enjoy their lives".

If the new Vision Statement addresses the need to build the resilience of children, we believe that the need for children to develop these skills through their play, by allowing children opportunities which allows them to experience risk and challenge should be referred to in the statement. Through play, children develop the necessary life skills to become resilient to "risk factors". *(Play Team)*

Creative methodologies are excellent interventions for prevention – the Youth Offending Team has achieved demonstrable impact, changing the direction of the lives of young people involved with projects Dance United and Arts Awards. Creative projects improve confidence and communication skills, enabling children and young people to tackle issues like bullying themselves, and to make positive choices and contributions to the community. We recommend that creative methods be considered as a vital tool for delivering all the ECM outcomes. *(SAY Group)*

Supported. *(PCT Children's Team)*

Vital but must impact on practice. Having made 5 GP referrals about one family to be told that the school must have done something wrong is not helpful. *(Primary School)*

Yes. Agencies and partners will appoint practical steers on integration. *(Primary School Governor & CYPSP Rep)*

Full agreement *(Secondary School)*

Comments on Progress on Children's Trust arrangements

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Seems to be progressing well.

Key strategic actions need to be the focus.

Identification at early stages would be critical.

Let us have the intended outcomes early.

(Secondary School)

Progress evident – hopefully strides forward and fewer set backs during coming year.

(Airedale NHS Trust)

The development of clearer joint commissioning arrangements is welcomed.

Would question whether outcomes groups are not always as well co-ordinated as possible and whether they continue to represent the best model for delivering progress on the five outcomes.

(Healthy Minds Strategy Group)

Clear that there has been a wide ranging agenda of areas to focus on with plans set for future developments.

(Primary School)

Whilst the structures and organisational features must be fit for purpose it is also true to say that the performance indicators against which these are to be measured must also be fit for purpose. This requires careful and comprehensive dissemination of the Children's Trust arrangements, especially in respect of the information and decisions to be made to facilitate outcomes at a locality based level.

(Special School)

Good progress from my department, Early Years and Childcare Service.

(Children's Centre)

The development of clearer joint commissioning arrangements is welcomed.

(Joint Care Planning Team)

The development of clearer joint commissioning arrangements is welcomed.

Would wish to confirm that the Outcome Groups can demonstrate that they not only work internally through their own membership, but together to ensure that all the Partnership Focus Areas and the ECM Outcomes which add value to one another are shared and implemented in partnership. Would question that discussion about the work of the Outcome Groups is robust enough in any forum to ensure that areas that are actual cross-cutting themes, although not stated as such in the Plan, is robust enough to ensure that the Groups are not working in isolation.

(PCT Children's Team)

The link between early years, primary and secondary education seem tenuous, with each still working (to some extent) in isolation. Each needs to have a greater appreciation of what others have to offer.

(Primary School Governor & CYPSP Rep)

More regular information on this would be appreciated *(Nursery School and Family Centre)*

Comments on Progress on the Big Idea - local joined up services focussed on prevention.

Early intervention and response is the key.

(Primary School)

This is at a very early stage – seems to be in name only so no comment is possible.

(Primary School)

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Greater emphasis on play partnership and groups which work around play.

(Voluntary Organisation)

Progress – but patchy. Excellent partnerships in some areas. Children's Centre Programmes should significantly contribute. Reassurance needed re funding beyond 31.3.08. Don't forget Airedale NHS Acute Trust is also a provider of health services.

(Airedale NHS Trust)

The current commentary makes very little mention of the contribution made by health partners to preventative services. The developing strategy could possibly be mentioned here as this will make a contribution to prevention.

From a Healthy Minds perspective the development of Tier 1 services to promote awareness of mental health issues across all children's workers is something which will contribute to preventative working and appears to be missing from the commentary.

Little mention is made of preventative services in the context of disabilities or other vulnerable children e.g. development of Children's Centres Plus etc.

(Healthy Minds Strategy Group)

It is crucial that services work together to maximise resources, avoid duplication and ensure that there are no gaps in provision. Prevention is always preferable but there also needs to be harm reduction initiatives and crisis intervention services to work alongside prevention initiatives.

(Neighbourhood Partnership)

Sounds ideal. In practice, prevention and early intervention may not always have been possible for some families/children/young people. Maybe the role and designation of the 'lead professional' needs more definition and accountability (who takes responsibility?)

(Primary School)

Multi-agency teams need to know and understand the guidelines within which they work, whilst at the same time being enabled to work creatively to achieve maximum benefits for children and young people and their families. We have some examples of good practice in Bradford, which all too often are not well publicised, shared and developed.

(Special School)

One of the concerns we have is the level of engagement by key senior partners in the Children and Young Peoples' sexual health strategy. This strategy focuses on tackling one aspect of health and social inequality for some of the most vulnerable in the district, who engage in a range of "risky behaviours" (not just sexual health) but does yet have sufficient embedding by the range of partners listed. Poor sexual health will continue to impact on the lives of the more vulnerable in the district if this is not addressed and recognised as underpinning a range of developments across the district.

(YP Sexual Health Strategy)

We are currently working in locality provision in Children's Centres so welcome the locality approach.

(Children's Centre)

The current commentary makes little mention of the contribution made by health partners to preventative services. The developing parenting strategy could possibly be referenced here as this will make a contribution to prevention. It is important the needs of children with disabilities are included within the parenting strategy.

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There is little mention of preventative services in the context of disabilities or other vulnerable children. e.g. development of Children's Centres Plus etc.

(Joint Care Planning Team)

The current commentary makes very little mention of the contribution made by health partners to preventative services. The developing parenting strategy could possibly be mentioned here as this will make a contribution to prevention.

Little mention is made of preventative services in the context of disabilities or other vulnerable children. E.g. development of Children's Centres plus etc. (as per response from Healthy Minds Strategy Group).

(PCT Children's Team)

Yes Please. Schools try so hard to highlight problems and get no feedback. We give lots of information but don't have any idea what is happening, what follow-up there is, who gets involved, who is working with the family. And families come to schools desperate for help and we can't make some direct referrals but need to go through the school nurse. Very frustrating.

(Primary School)

In addition, further work on the practical implications of the CAF, particularly on the identification of the lead worker. While agencies by and large welcome the approach, implications for workloads, as well as skills, are often referred to.

(Primary School Governor & CYPSP Rep)

Think it's a great idea, recognise how complex it might be. Feel focus on communications from Director of Children's Services is a really important strategy (Nursery School and Family Centre)

Joined up, coherent, cohesive with resources services are the key (Secondary School)

OVERVIEW

Are there any additional points that you feel need to be taken into account in reviewing the Plan?

I am interested to know how certain things will be achieved e.g. what 'support' will schools be given to 'improve results'. There is more to children's progress than KS2 and KS4 results. Don't disagree but am sceptical about how they will work in practice.

(Primary School)

I look forward to more staff being employed by all the agencies to give inter-agency working the change to have a real impact. The commitment is there.

(Primary School)

I have worked in Bradford for nearly two years and have not been made aware of this document until I underwent the CVS CAF training. More effort should be made to keep community/voluntary groups informed.

(Voluntary Organisation)

Don't dig up the plant too soon to see how well it is growing. Where do faith groups figure in the present agenda?

(CE Diocese)

Include devising better ways and resources for dealing with children involved with domestic abuse

(Snr care manager)

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All recommendations are commendable and will require identified performance indicators against which to measure progress. Equal access to services must be a priority. Ongoing and vigorous focus needed on partnership working, especially to include health with Social Care and Education. This should be in place, via processes, at strategic and operational levels. Fundamental is the need for joint training e.g. CAF to ensure all agencies are working towards the same outcome. *(Airedale NHS Trust)*

The Healthy Minds Strategy Group welcomes the partnership focus given to improving emotional well being. However children and young people's mental health and emotional well being has an impact across more than one outcome despite being positioned under the Be Healthy Outcome Group. e.g. supporting improvements in behaviour as part of Enjoy and Achieve or the emotional impact of child abuse which is within the remit of the Safeguarding Board as well as links with Making a Positive Contribution and supporting Economic Well Being outcomes.

The current outcomes groups structures don't always support a joined up understanding of these issues and some way of enabling the partnership focus on the cross cutting elements of all partnership focus areas needs to be developed. *(Healthy Minds Strategy Group)*

Despite Children's Centres being placed in areas of deprivation they are not accessible to those who would most benefit from interventions – this will serve to compound and probably increase inequalities and should be looked at closely if the desire to reduce social exclusion is genuine.

There is a need for massive investment in front line youth work and play work – not more people talking, planning and writing. There are already services that address health, crime social care etc, there is no need for new posts to be created within youth services to address these ECM issues as the support is already there. These posts seem to be at the expense of front line workers. *(Neighbourhood Partnership)*

My concerns arise from the work I have done in the last year with referrals and multi agency meetings with a significantly high proportion of pupils for the size of the school. It is easier to share information in a Children's Centre but not so easy when all agencies involved are not all on site and demands workloads and case loads could be very big and time consuming. Also some parents are unwilling or unable to take up opportunities so children do not receive support they need. *(Primary School)*

Leadership and communication are key to ensuring the Children's Trust arrangements work effectively across the District - something we have not always overtly had in the past. Consultation seems to be well covered in this review and in the arrangements, whereas communication and leadership seems to be somehow implicit rather than explicit. It would be helpful to include commentary and action about this more overtly. *(Special School)*

Tackling sexual health of young people supports the plan's aim to support vulnerable children and young people. It includes prevention as well as service provision and support for pregnant teenagers and teenage parents. *(YP Sexual Health Strategy)*

In the first instance the main point I wish to highlight relates to 'cross cutting themes' and all 5 outcomes within Every Child Matters.

I believe that physical activity and sport justifies a higher profile to emphasize the role it plays not only in helping to achieve all ECM outcomes (particularly Being Healthy and

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Enjoy and Achieve) but also to outline the contribution it makes on a number of differing but related agendas e.g. obesity, educational attainment, social inclusion and cohesion, diversion from crime, health improvement etc. I would like to see a clear statement of intent to increase the physical activity levels of our young people. This would dovetail into the Big Idea with the focus on joined up services and prevention. *(Art Heritage & Leisure)*

Welcome the partnership focus given to improving outcomes. It is important that the work of all the Outcome Groups take account of the needs of children with disabilities. This is a growing group within the district and all agencies need to take account of this within their planning.

It is widely acknowledged within the district that the needs of children with disabilities have not always been afforded a sufficiently high priority or a coordinated enough approach. It is hoped that we can now move into a new era, particularly in looking towards joint commissioning, to underpin and strengthen much of the excellent work that it being done at the frontline by workers from a wide variety of agencies . *(Joint Care Planning Team)*

We feel that there is a need to raise the profile of play and leisure activities within the reviewed Children and Young People's Plan. Although play and leisure activities feature within the district priorities, it is felt that given the nature of play service delivery across the different services, that in order to have the greatest impact, that the bullet point under District Priorities: Enjoy and Achieve "Provide interesting and enjoyable activities after school, weekends and holidays, including play and opportunities to learn", should be moved to a Partnership Focus Area.

A gap within the current document in the section "Recent Legislation" - it does not mention the Disability Discrimination Acts and it's Disability Equality Duty.

Also, is this document more of a strategy than a plan? It does talk about developing action plans that will deliver the priorities. *(Play Team)*

A particular concern of governors is the quality of support available for parents of children with special education needs who are going through the 'statementing' process. This relates to some extent to Recommendation 6, to bullet point 1 in Enjoy and Achieve in the Partnership Focus Areas, support parents and carers to help their children to enjoy and achieve and to bullet point 2 in District Priorities, Enjoy and Achieve, support vulnerable children and young people to achieve their best. *(Special School Governing Body)*

Community cohesion is very important and needs to be taken account of in planning. Value of police engagement with primary schools, evidence this service is reducing. *(Admission Forum)*

Plan needs more emphasis on the preventative agenda:
Clear statement of value of preventative services linked to commissioning.
Need to identify impact of activities.
Need for strategy to appoint more black staff in schools.
Increase mentoring opportunities for black children and young people.

(VCS Forum)

ECM schools cannot do it alone, clusters are the way forward.
Concerns re sustainability of extended schools when pump priming funding withdraws.
Importance of community cohesion, schools have a key role to play, supported by partners.

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Transport is an issue for disabled children in accessing out of schools activities.

(Governor Forums)

Endorsement for all the new priorities.

(Schools Forum)

Foster carers need: respite care, crèches for pre school children with disabilities and complex health needs and overnight care for older children with emotional and behavioural problems. Transport needs to be provided. This could prevent the breakdown of placements. Holiday play schemes for children with disabilities.

Keep the same social worker and not change at age 11, which coincides with move to secondary school, already a difficult time.

Long term placements in units with small classes for children who can't cope with main stream school.

Secondary school teachers don't come to reviews.

Lack of support for looked after children in secondary schools. Constant fear that child will be excluded.

Need for parenting classes before children are returned to parents.

(Foster Carers Meeting)

We are an organisation working with children and young people with disabilities and complex needs.

The main reasons why we wish to respond to this consultation are as follows.

- 'Play' is not mentioned or actioned in the Plan.
- Children with disabilities have a very low profile in the plan and disability is used as a common thread, known under the term inclusive.
- Consultation with children and young people with disabilities and complex needs and their parents have not been consulted. The only group mentioned was relating to the specific disability, Downs Syndrome, and although important, is not representative of the wide range of needs within the Bradford District. There needs to be wider consultation.
- Representation of this field of work – The voluntary sector has representatives on the many forums and sub-groups, but just how representative are they? How much do you know about exactly what providers of services there are for children with disabilities and complex needs within the voluntary sector? For example; SNOOP has been providing services for 7 years now and has been highlighted in a report by the DfES as one of a handful for providers in the country to be seen as a model of good practice for working with children with disabilities and their families.
- The Big Idea - Communication and dissemination of information to all areas of the voluntary sector is not as good as it should be. There is no clear pathway to ensure our views are considered or to ensure that we are all aware of the changing face of children's services and what we need to do to ensure we are prepared for the changes, particularly in light of the commissioning process.
- Enjoy & Achieve - There is far too much emphasis on 'achieve' and none on the 'enjoy'. All is targeted at the educational improvement. Extended schools seem to be the only avenue for 'enjoyment' to be seen, but what about the rest of the services providing enjoyable activities for children and young people with the voluntary and community sector. Do you really have a true picture of all the services that are available?

(Voluntary Organisation)

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We do feel that the inclusion of yet more district priorities and cross-cutting themes waters down the impact that they all should have – if everything becomes a priority, nothing is a priority.

We also feel that all the partnership focus areas and the ECM Outcomes are cross-cutting themes and should we therefore emphasise this without adding specific ones.

(PCT Children's Team)

As previously mentioned, the prevalence of short term funding of projects (extended schools, parental involvement amongst others) prohibits both the statutory and the voluntary and community sectors from fully committing to the Plan. *(Primary School Governor & CYPSP Rep)*

Statement from Play Champion.

1. As Play Champion I am both sad and concerned that the current document makes so little reference to play, and seeks to make so little use of the potential of play to enrich the lives of children and young people. The accent of the present document seems mainly to be on preventing, obviating or mitigating potential negatives. (The shadow of Victoria Climbié hangs over the document)

2. The covering document for the consultation makes reference to the UNICEF report where the UK came 21st out of 21 nations in terms of child well-being (with the Netherlands coming top of the table). If we are to improve the quality of life of our children and young people, are there possibly lessons which we might learn from the Netherlands? The Dutch seem to have a much more child-friendly society where children range further afield in their play, are trusted with greater responsibility at an earlier age and can enjoy, for example, home-zones where the traffic is calmed right down.

3. Two quotations and a fact to help us on our way through this note:

The right to play is enshrined in the United Nations Convention on the rights of the child.

“Play is what I do when everyone has stopped telling me what to do” (a child)

“The right to play is a child's first claim on the community” (David Lloyd George, 1925)

4. What are the benefits of play? Primarily there is the intrinsic pleasure for the child – play for play's sake. In ECM terms this hits fair and square the “ENJOY and achieve” button.

Additionally play has huge potential to assist in child development. Through play the child may develop cognitively, emotionally, socially and physically. As a general rule the child who has had access to a good play diet will end up as a well-adjusted member of society. Conversely the child who has suffered play deprivation may well end up maladjusted in some respect or other.

5. If we look at Section 5, page 13 of the current CYPP we can identify six bullet points under “Enjoy and Achieve”. I am absolutely at a loss to identify the “enjoy” element in these six bullet points. They are mind-numbingly prosaic and worthy. There is an excessive emphasis on educational achievement – or at least, avoiding under-achievement. I know that the latter is important, but it should not be the “be all and end all”. This is the area of the CYPP where a sensible balance needs to be restored.

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6. The present CYPP seems to take as given certain implicit assumptions which underpin central government thinking in the social policy area. These assumptions include views that single parents should be in work (hence the emphasis on the availability of good quality, affordable child care) ; that children should be in school or nursery from the age of 3 and that there should be a structured Early Years Foundation Stage curriculum which leads seamlessly into the formal educational world of "standards", monitoring, SATs and OFSTED. In this regimentation play is in danger of being "crowded out".

7. In contrast to para. 7 above, the Dutch, the Finns and other countries high in the UNICEF league table are far more relaxed and less prescriptive. If we want our children to "enjoy and achieve" should we not be looking at what we can learn from these countries? If we want our children to be happier ("enjoy") then in school we should almost certainly test them less. If we test them less (and if teachers feel under no pressure to "teach to the test" – as they so often do these days) this will leave teachers more licence to use their creativity, imagination and pedagogic skills within a looser, less prescriptive framework.. Under these circumstances I believe that children will engage more with learning and not only enjoy their education but also achieve more.

It is probably asking just a little too much of a review of the CYPP for stakeholders in Bradford to challenge the orthodoxies which has been handed down for over a decade from the DfES and various Secretaries of State for Education. However, if we do not question these orthodoxies then we are in danger of tacitly validating them

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Appendix 2

Every Child Matters and School Improvement : Head teacher Meetings

The purpose was to involve head teachers at the formative stage in the Annual Review of the Children and Young People's Plan. The focus was on Every Child Matters and School Improvement. Presentations were followed by 2 Workshops. A number of questions were posed for consideration in discussion groups. Key points were recorded and the groups were asked to feed back one key point to the plenary. A summary of feedback is below.

Primary Head teacher Meeting 26 April

Workshop 1: ECM and Standards: Driving the Agenda forward, building on the good practice identified in recent Ofsted Inspections of Bradford Schools.

Question: What can you do in School?

- Doing as much as we can
- Could do better with more resources and a multi-agency approach which works, not lip service. Need for more dialogue
- Align mission statement, improvement plans etc to 5 Every Child Matters headings
- Parent / pupil surveys under the 5 headings
- Further develop extended schools agenda, developing capacity to make impact judgements through quality assurance mechanisms and better targeting of provision
- Joining up support
- Use remodelling opportunities creatively and flexibly, according to individual school need
- Attendance issues - need to tackle off peak holidays, and longer holidays in Pakistan - speed up fining process, heads able to give fixed penalty notices
- Support children acting as carers
- Health issues, including tooth decay. Some parents do not understand health issues
- Issue of chaotic lifestyles
- Impact of learning mentors on parental involvement / understanding
- Share good practice amongst schools
- Stick at it, be proactive
- Need the Common Assessment Framework (CAF) to work. (Needs a reality check)
- Increase capacity to support families, therefore increase efficiency
- Shared priorities / messages / information – high quality
- Skills sharing
- Develop breadth and balance all areas, all pupils
- Feedback from agencies, e.g. CAMHS & Social Care, about referral results
- Arranging CAF meetings to ensure they don't clash with other school meetings

What can you do with support from partners?

- Children's Centres / Health visitors etc quick response on needs basis, not on allocated time only
- Extended use of school nurses
- Need support for getting children to school on time and greater support from ESW service - capacity issues– often not accessing same support officers and having to retell the story from the beginning
- Improve contact with mosques – need to all understand impact of two hours additional time in learning in Madrassa on pupils. EB Diversity and Cohesion Team could help

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- CAMHS
 - sufficiency of specialist provision and waiting times are key issues
 - one missed appointment and you are out is not working; we are talking about vulnerable groups here
 - support to schools to deliver some of Tier One support themselves
- Speech and Language Therapy – similar issues of sufficiency and access
- Behaviour Support Services:
 - Slow response times
 - Non attendance of staff at key meetings
 - Can a duty system be put in place?
 - Staff not to be on leave during term time
- Understanding Social Care thresholds and what to do, where to go when the need for support still exists for children and families
- Who is accountable for meeting the needs of these young people when they need services? Who do we get to help us when we get no service for these children?
- We would find useful a comprehensive handbook that contains services; referral processes; key contacts (names) – modelling on the child protection/safeguarding arrangements
- How are we going to support all schools – the range of need for pupils and their families is variable. If Every Child Matters then can heads be assured that if they have fewer in need than other schools they will still get a service. Some perception of a responsiveness by services based on postcode
- Educationalist's assessment skills should be valued - time wasted by other services repeating assessments already done in schools
- We want to be involved in the planning for the new arrangements for the constituency structures – how will this work?
- Aspiration bespoke multi-agency approach where provision matches need
- Better able to reach hard to reach parents
- Strategic forward planning from senior managers, e.g. around migration and consideration of funding required to address these issues
- Strong feeling that a significant number of pupils accessing secondary education out of District is as much to do with geographical closeness with neighbouring authorities as much as a lack of faith in Bradford schools

SERVICES	ACTION	ENTITLEMENT AND ACCESS
Education Social work Social services CAMHS Education Psychology Service	Immediate Response Early Intervention Preventative action	Who do we go to What do we get How soon will we get it Will information be shared with schools?

How can good practice networks contribute?

- Networks that are developed out of the needs of members of the network work well
- Need to be well co-ordinated with a clear purpose
- Driving agenda forward, investing innovations funding
- Action research to disseminate across other clusters – share journey then develop to next level (Aire Valley Learning Network – leading practice)
- Some good examples in place e.g. BD5, A8 group but needs funding

What are the implications for management of change?

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- Dissemination of information (and understanding of information)
- Different style of leadership. Use of remodelling and beyond, HR implications
- Locality strategic management / leadership – overview and direction, at a higher level
- Support for Heads – new role
- Heads role to educate pupils
- Timescale for management of change in Local Authority has caused confusion and no decision. Needs now to move forward in robust manner

New priorities in the CYPP – are they the right ones?

- 1) Provide and ensure access to a range of positive activities for all young people
- 2) Ensure parents have access to childcare to enable them to work or train
- 3) Reduce social exclusion by improving ECM outcomes for all children aged 0-5
- 4) Improve ECM outcomes for primary school age children which will be reflected in improved school performance

All new priorities

- General agreement appropriate – but how will they be funded!!

Priority 1

- Needs to take account of lack of play space in certain areas and youth workers for young people
- should include entitlement to sport, creative learning, ICT etc – breadth of opportunity – information via Children's Information Link.
- Develop capacity within schools to evaluate impact

Priority 2

- Some communities do not want or need childcare. Need to also emphasis value of parenting

Each of the discussion groups fed back one key point:

- Attendance
 - Latest DfES guidance has caused confusion
 - Need for consistent message and support from EB for extended leave policy
 - Need to reduce 20 days (10 days authorised, 10 days unauthorised)
 - ESW service - issues of staff sufficiency, consistent quality, sickness absence
- More focus on under 3s – line between parents and schools. Issue of children to be toilet trained before entering nursery not complying with Disability Discrimination Act
- Measures of success not always relevant
- Bespoke multi agency approach – provision matched to need, commitment, consistency
- Getting it right locally, balance between what schools and partners provide - locality = buggy pushing distance
- Good practice networks – clear purpose, well co-ordinated, implementing CAF process

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- Schools need immediate response from key services – e.g. CAMHS but many others, prevention needs to be as robust as Child Protection arrangements
- Local networks of managers plus schools employing cluster basis social care staff
- Entitlement and access irrespective of where living, currently “Post Code Lottery”
- Stability of links of agencies with schools
- Understanding of roles, cultures, priorities
- Local decision making

Workshop 2

The role of schools as community leaders: What should be in place locally to support children and their families? What role can schools play?

The contribution of extended services to raising standards of achievement

- Is this really the role of a head teacher? Many not prepared to do this – job is supporting learning etc.
- Extended services should be strongly coordinated strategically and managed by School Improvement Service – linking the two agendas together in the management of schools
- Extended services should target specific pupils around specific issues such as attendance and behaviour
- Sense that extended schools is primarily about activities and childcare and not linked sufficiently to school standards and school improvement agenda
- Lack of faith by heads in the management and forethought that appears to have been given to extended services
- Extended services has created issues for schools in terms of resources for delivery – wider opening hours; staffing costs – both extra and higher payments for unsociable working hours; from a number of points raised, one school had to support someone delivering circus skills who had not been CRB checked, with a member of their own staff
- A general perception that there is a lack of overall direction that co-joins activity across these key initiatives
- Need to stick to the terminology of extended services and ensure that there is a common understanding of what this means i.e. it is not the same as extended schools.
- How joined up etc. Clear routeway as with child protection. Joint agendas
- Speedy access would lead to individual pupil support – no gaps in learning, therefore, improve achievement. Also would free up adult time to get on with school improvement

Local multi agency working

- Needs to be physically available in the locality for families – face to face – schools need clear direction of who to contact - knowledge of “what is out there”
-
- Useful to access historical information – access to information matrix to feed whole picture of child. Information exchange
- Issues regarding children who move around a lot

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- Dialogue to clarify specific school agendas – shared vocabulary too
- Strategic Manager / leader role not necessarily head teacher
- More flexible allocation of time regarding support services as every child does matter

Implementing common processes – CAF and Information Sharing

- Heads believe that schools will end up leading – with no extra support
- One Pilot CAF got services but not to very many children and young people
- Needs to be linked to school improvement: early intervention and prevention
- Will it create another hierarchy of need – does it really mean it's for children and young people at the early stages of need? Comments that the need for family support was not being met and causing significant problems for families and schools
- CAF should be about good quality early intervention; where there are sufficient services to meet need; where there is full information sharing – especially from Health agencies
- Other agencies can say no because of thresholds but schools have to keep on managing the situation often without extra support
- Are procedures going to be efficient and not cumbersome? Will the CAF trigger a response that prevents issues becoming intractable later?
- Uncertainty about a panel process – request for a quick response team
- Pilot – schools often take the responsibility of the lead professional – need funding for CAF co-ordinators
- Data sharing protocols important
- Lots of initiatives, pilots, projects across city but not joined up / clear / evaluating impact

Each of the discussion groups fed back one key point:

- Be clear about what extended services are there to do, how do you measure impact?
- Lead professional role – school's contribution?
- Capacity regarding CAF, - increased workload, without guaranteed resources, need for CAF coordinators
- More trust of head/school judgement/assessment by all agencies
- Issues of effectiveness in some cases of Extended School Coordinator role, health and safety, use of buildings, caretaking etc
- Clarity of different roles and responsibilities, lot of initiatives not always joined, not always evaluated in terms of impact on school improvement
- Extended schools and school improvement should be managed in same place
- Immediate response / early intervention
- Rationalising meetings schools attend looking at needs of children
- CAF will identify additional need, will lead to need for more resources
- Value for money aspect?

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Secondary Head teachers' Meeting 3 May

Workshop 1

ECM and Standards: Driving the Agenda forward, building on the good practice identified in recent Ofsted Inspections of Bradford Schools.

What can you do in School?

South Confederation

- Behaviour and Attendance collaboratives could have strategic role in commissioning. Strong links with multi-agency working

3 Valleys/North Confederation

- Be bold
- Pupil well-being has impact on whole school agenda
- Better evaluation – evidence what works and what doesn't work, link to school development plan
- Staffing profile – key support staff
- Families and community – transition – special needs
- AEN – support staff
- PSHE curriculum
- Year 7 structure – integration

What can you do with support from partners?

Central Confederation

- Shared understanding with Social Care – respond to 'urgent'
- Don't have strategic or operational links with other services e.g. CAMHS – need growing
- Social Services – strategic planning framework to enable preventative work, fulfil potential of young people
- Health – insufficient provision of school nurses
- CAF identifies need which can't necessarily be met. Head teachers need services to support them
- Too much time spent accessing right person even with looked after children
- Communication should be included in strategy

South Confederation

- Diversity and social cohesion has to be central – issue for secondary schools which are becoming more polarised. Needs strategic direction across agencies

3 Valleys/North Confederation

- CAF – bureaucracy, intervention – too much expectation on schools
- Failure to engage with families – accountability
- Expansion of universal provision e.g. mental health, social care, family support, parental support, behaviour support, Police
- Early intervention - part time staff could be a problem –universal collaboration
- Consistent quality
- Youth work – needs more collaboration – need more attached to schools

How can good practice networks contribute?

Central Confederation

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- Informal networking invaluable
- Education professional (CAF Co-ordinator?) in each locality to support education in the cluster
- Need to work strategically in localities – process of working things out over period of time amongst senior leader, takes time, painful. Needs stable group of professionals

3 Valleys/North Confederation

- Collaboratives – Secondary schools working together
- Common agreements

What are the implications for management of change?

Central Confederation

- What are the localities?
- How will they work?
- What is the timeframe?
- Feel that we're no further on than the consultation one year ago
- How will consultation operate?

New priorities in the CYPP – are they the right ones?

- 1) Provide and ensure access to a range of positive activities for all young people
- 2) Ensure parents have access to childcare to enable them to work or train
- 3) Reduce social exclusion by improving ECM outcomes for all children aged 0-5.
- 4) Improve ECM outcomes for primary school age children which will be reflected in improved school performance

South Confederation

Recommendation 3 is tautologous. You can't write an action plan for this.
More on aim/overall vision.

Central Confederation

Agree in principle but too general to comment on really

Workshop 2

The role of schools as community leaders: What should be in place locally to support children and their families? What role can schools play?

The contribution of extended services to raising standards of achievement

Central Confederation

- Extended school cluster – intake spread too wide, provision too far from secondary school, e.g. parental support. Try to work through the community
- Not established enough to impact on primaries
- If most services provided out of primary – won't break down barriers at transition
- Secondary school need to signpost not necessarily provide
- Bigger than swift and easy referral – want to plan response, build trust with other professionals
- Will localities/clustered services support the school or the child?

South Confederation

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- ECM is pervasive; schools contribute to most of it with support of partners and as contributor to partnerships
- Solution – focused work is central to Social Work thinking and could provide a training model/focus
- Needs strategic overview for extended schools, e.g. BSF not geared to additional services on school sites, bases for additional support, e.g. therapists
- Potential for greater parental involvement through extended services – buildings could be more welcoming' family learning needs to be pulled in
- Schools need to be places which community feels ownership of. Need for engagement of parents as managers of what is on offer as well as customer

3 Valleys/North Confederation

- Funding activities – what activities do children want
- Important role of Youth Services should be developed
- Entitlement – growing leadership, volunteering
- Blurring the edges between school and community
- Positive futures – understanding between different cultures
- Community police in school – no follow up -families taken off books
- Parenting support.
- Behaviour support

Local multi agency working

Central Confederation

- One school reported making a start – informed discussions stage so far. Aiming to increase
- Adequacy of school nurse training to refer to more acute services?
- Provision patchy – focussed on areas of highest need
- Head teachers forced into becoming experts in areas they are not
- Each school has had to make its own links – duplicate effort
- Should there be a minimum offer set up for all schools? – preventative model
- Insufficient resources in new ECM environment
- Need to understand each other's way of working
- Shared directory needed

South Confederation

- Need to build up relationships and trust
- No geographical arrangement will be perfect
- Commissioning has potential to change behaviour
- Need for links between different existing initiatives

3 Valleys/North Confederation

- Knowledge of what is available
- Leaders from different organisations meeting together – one or two strategic leaders from each agency
- BSF – no provision for other agencies
- Co-location , co-location – barriers!

Implementing common process – CAF and Information Sharing

Central Confederation

Who will be the lead professional?

Report to Children and Young People's Strategic Executive

3 Valleys/North Confederation

Panels – same people

Problems with e CAF

Capacity of primary schools

CAF shouldn't become a barrier

Impact on behaviour support

Key points fed back to Plenary

- Need for strategic framework and agreed shared principles
- Structures to promote real collaboration and growth of provision
- Early, incremental move, not big bang
- Minimum offer for each school/ school cluster based on a preventative model
- Real improvement needs real collaboration, growth of provision, early intervention
- How area are carved up – take account of arrangements in place, groupings that exist
- Behaviour and attendance collaborative – how will they fit
- Greater parental involvement - extended schools
- BSF programme put in place without potential for multi agency working being considered – DfES insistence on BB98, but still option of joining up funding streams
- Do we need to go back and be more creative?
- Need to take account of role of GPs as local commissioners