

# APPENDIX 1

## THE ISLE OF WIGHT JOINT AREA REVIEW ACTION PLAN

*Last updated 16:00 26th October 2006: Draft Version 2.0*

**Final copy to be submitted by 20<sup>th</sup> November 2006** (with finance spreadsheet, workforce analysis, Gantt Chart and Risk Assessment)

<b>ISSUE 1</b>	<b>AGREE AND IMPLEMENT A SCHOOL IMPROVEMENT STRATEGY WITH SCHOOLS</b>
<b>Outcomes</b>	<b>To significantly improved performance of all the Island's schools</b>
<b>Measures of Success</b>	<p><b>To achieve the following Key Stage (KS) targets established in the Local Area Agreement</b></p> <ul style="list-style-type: none"> <li>• <b>July 2007 :</b>  <b>KS2 - 78% Eng; 74% Maths</b>  <b>KS3 - 69% Eng; 74% Maths</b>  <b>KS4 - 49% 5A*-C</b></li> <li>• <b>July 2008 :</b>  <b>KS2 – 80% Eng; 78% Maths</b>  <b>KS3 – 72% Eng; 76% Maths</b>  <b>KS4 – 53% 5A*-C</b></li> <li>• <b>July 2009 :</b>  <b>KS2 – 82% Eng; 80% Maths</b>  <b>KS3 – 74% Eng; 78% Maths</b>  <b>KS4 – 56.5% 5A*-C (57.5% is the Local Public Service Agreement (LPSA) ‘stretch’ target)</b></li> <li>• <b>Reduce number of schools identified as Cause for Concern – from 19 (27%) at February 2006 to target of 10 (14%) at October 2006; 6 (8%) at July 2007; 3 (4%) at October 2007; and 0 at July 2008</b></li> </ul>

Actions	Date	Who	Outputs	Resources
<b>1. Monitor, support, challenge and intervention for a) all schools and b) schools causing concern</b>	From September 2006  (Detailed actions and timeframes are set out in the School Improvement Strategy)	Rose Ward, pending arrival of new Head of School Improvement and Learning Effectiveness	<ul style="list-style-type: none"> <li>All schools will have clear plans for improvement to raise standards and quality of provision</li> <li>The local authority will co-ordinate support and challenge in inverse proportion to success, and will intervene where schools under-perform or fail to respond to challenge</li> <li>Officers and inspectors will continue to know how well their schools are doing, with the confidence and competence to challenge underperformance and provide the right advice for school and cluster improvement consistently across the Island</li> </ul>	(Detailed action plans have been developed that set out the sources of funding for the various activities and how different grants will be applied)  Link Inspector team Primary Strategy Team Secondary Strategy Team Council and Children and Young People's Trust members Special Educational Needs teams
<b>2. Strengthen and improve self-evaluation</b>	From September 2006		<ul style="list-style-type: none"> <li>Accurate, evidence-based self-evaluations, analysis and judgements in every school; schools are held to account for the 5 outcomes and local priorities within the Children and Young People's Plan</li> </ul>	Through the Roof project:
<b>3. Use data to monitor and manage progress, and track the achievement of the 5 outcomes and local priorities within the Children and Young People's Plan</b>	From September 2006		<ul style="list-style-type: none"> <li>All schools use data intelligently to monitor and manage progress, maximizing pupil achievement and minimizing learning loss at transitions</li> <li>Targets for individual pupils for classes, for cohorts and key stages are based on careful analyses of prior attainment and potential, and recognise expectations and aspirations</li> <li>Intervention is early and targeted diagnostically where progress is less than expected</li> <li>School share information effectively with partners to ensure vulnerable pupils are well supported</li> </ul>	Partner schools Partner authorities National strategy teams National College for School Leadership (NCSL) Specialist Schools Trust

Actions	Date	Who	Outputs	Resources
<b>4. Strengthen and improve the quality of Teaching and Learning</b>	From September 2006		<ul style="list-style-type: none"> <li>• School and central staff have a shared and common understanding of quality in learning, as judged by the 4 Ofsted grades</li> <li>• Teachers know how their pupils learn best and provide the right learning experiences to maximize pupil's progress</li> <li>• Teachers know the progression pathways within their subject matter</li> <li>• Teachers involve pupils in understanding their learning and their learning targets</li> </ul>	
<b>5. Strengthen and improve the quality of Leadership and Management</b>	From September 2006		<ul style="list-style-type: none"> <li>• School leaders meet their responsibilities for the standards the pupils achieve and the progress they make</li> <li>• School leaders challenge pupils, parents and teachers to raise their aspirations and expectations</li> <li>• School leaders manage every link in the delivery chain that leads from the intended curriculum through good teaching to successful learning</li> <li>• School leaders know how to manage performance and ensure their school does well by each and every pupil on its roll</li> </ul>	
<b>6. Strengthen and improve the quality of Governance</b>	From September 2006		<ul style="list-style-type: none"> <li>• Governors who know how well their schools are doing, who have the confidence and competence to challenge underperformance, who hold their staff to account for the standards achieved, and who provide the strategic leadership necessary to successful schools</li> </ul>	

ISSUE 2	DEVELOP AND IMPLEMENT AN ACCESS AND INCLUSION STRATEGY			
<b>Outcomes</b>	Every young person successfully accessing his/her full entitlement across the 5 outcomes			
<b>Measures of Success</b>	<ol style="list-style-type: none"> <li>1. Reduce authorised &amp; unauthorised half days missed as a % of total half days attended in:  <b>Middle Schools 9-13 yrs by a target of 6.3% by April 2007, 6.2% by April 2008 and 6.03% (5.73% LPSA) by April 2009</b>  <b>High Schools 14 – 19 yrs (LPSA) by a target of 10.2% by April 2007, 9.6% by April 2008 and 8.92% (8.62% LPSA) by April 2009</b></li> <li>2. To align with Statutory Neighbours at 4.77% on authorised absence in primary schools by 2008</li> <li>3. To reduce by 5% the number of Looked After Children (LAC) / Special Educational Needs (SEN) pupils on fixed term exclusion form 2006 baseline</li> <li>4. Provision of full time education for pupils with 5 or more days exclusion; in line with government policy, from September 2007</li> </ol>			
<b>Actions</b>	<b>Date</b>	<b>Who</b>	<b>Outputs</b>	<b>Resources</b>
<b>1. Clearly define and agree the roles and responsibilities of Schools and the Isle of Wight Council</b>	December 2006	Isle of Wight Council  Keith Simmonds, Head of Policy, Planning and Commissioning, Head of Learning Effectiveness, /	<ul style="list-style-type: none"> <li>• Access and inclusion protocols in place and understood which set out the local authority and school responsibilities to individual pupils</li> <li>• Head teachers and governing bodies are aware of their accountabilities and fully meet them for individual pupils</li> <li>• Support structures and the case conferencing to provide solutions for individuals are clear and operated</li> </ul>	Link Inspector team Primary Strategy Team Secondary Strategy Team Access and Inclusion Service Youth Service Council Children and Young People's Trust Special Educational Needs teams
<b>2. Improve the relationship of attendance and a child or young persons achievement, providing coherent family support to improve children and young peoples access to and inclusion in school</b>	Start November 2006	Prue Grimshaw, Head of Children and Families Doug Wright, Access and Inclusion Officer	<ul style="list-style-type: none"> <li>• School leadership teams effectively link attendance to achievement outcomes</li> <li>• The data infrastructure enables effective tracking of individual attendance and intervention</li> <li>• Area parenting support is effectively used as a preventative strategy with families</li> </ul>	Through the Roof project:  Partner schools Partner authorities National strategy teams

<b>3. Improve the support and management of pupil behaviour to reduce exclusion and enhance the attainment of individuals</b>	Start October 2006		<ul style="list-style-type: none"> <li>• School leadership takes the lead responsibility for tier 1 and 2 actions</li> <li>• Lead professional role with individuals</li> <li>• Teacher classroom management skills are improved to enable good teaching</li> <li>• Cluster support centres and area behaviour teams are established for tier 3 and 4 actions – linked to whole Island Pupil Referral Unit (PRU) provision</li> </ul>	National College for School Leadership (NCSL)  Specialist Schools Trust
<b>4. Ensure the statutory duty for provision is met and that all flexible provision is appropriately approved and monitored</b>	Start January 2007		<ul style="list-style-type: none"> <li>• All pupils receive 20 hours tuition (primary) and 25 hours tuition (secondary)</li> <li>• All pupils on flexible timetables are known and the impact of their provision evaluated – all have a lead professional</li> <li>• All pupils on flexible timetables with have targets for progressive re-integration</li> </ul>	Establishment of cluster support centres - £350,000 over three years
<b>5. Ensure all children and young people particularly those in vulnerable groups are supported to avoid exclusion and if excluded are provided with a specific package of support to enable re-integration</b>	Start December 2006		<ul style="list-style-type: none"> <li>• Thresholds for exclusion consistent in all institutions</li> <li>• Lead Inspectors focus challenge to re-integration and incidence of re-exclusion</li> <li>• Re-integration is effective for pupils and families – incidence of re-exclusion reduced</li> <li>• Area cluster units provide 'half-way house' support to fixed period excluded pupils and permanently excluded pupils on re-integration –provision linked to wider youth opportunities development (JAR Issue 10 action 6)</li> </ul>	
<b>6. Improve the management of exclusion so that it is consistent for all children and young people</b>	Start January 2007		<ul style="list-style-type: none"> <li>• The data infrastructure enables effective tracking of vulnerable individuals</li> <li>• Key needs of individuals are shared across agencies</li> <li>• School leadership engages with the known lead professional and family to match the education environment to need</li> </ul>	

<b>ISSUE 3</b>	<b>DEVELOP A MONITORING AND EVALUATION PROCEDURE FOR THE KEY STAGE 3 INITIATIVE</b>			
<b>Outcomes</b>	<b>Good added value for all young people across Key Stage 3</b>			
<b>Measures of Success</b>	<p><b>Meet Local Area Agreement (LAA) / Best Value Performance Indicator (BVPI) targets for KS3 achievement :</b></p> <ul style="list-style-type: none"> <li>• <b>July 2007</b> 69% Eng 74% Maths 70% Science 74% ICT</li> <li>• <b>July 2008</b> 72% Eng 76% Maths 72% Science 76% ICT</li> <li>• <b>July 2009</b> 74% Eng 78% Maths 74% Science 78% ICT</li> </ul>			
<b>Actions</b>	<b>Date</b>	<b>Who</b>	<b>Outputs</b>	<b>Resources</b>
1. Establish recording system to track and monitor pupil progress at Key Stage (KS) 3 both within and across transition between schools	Start September 2006	Peter Newill, Secondary Strategy Manager / Rose Ward, Senior Inspector	<ul style="list-style-type: none"> <li>• All Middle &amp; High schools have access to and use key data platforms; School Information Management System (SIMS)– Assessment Manager, Fischer Family Trust (FFT), Cognitive Ability Tests (CATS).</li> <li>• Middle and High schools have and use to plan learning. Key prior attainment indicators (KS1, KS2/KS3 core subject levels, FFT predictions and CATs pupil profiles)</li> <li>• Banker and Target students identified and known for each school.</li> <li>• Link Inspectors (LI's) and Secondary Strategy Team use 3 “benchmark” dates to track pupil progress and challenge schools. Data reported to Members</li> </ul>	<p>(Detailed action plans have been developed that set out the sources of funding for the various activities and how different grants will be applied)</p> <p>Members of School Improvement Team as necessary to include Primary and Secondary Strategy Consultants</p>

<p><b>2. Embed KS3 programme in School and Secondary Strategy action plans</b></p>	<p>Start October 2006</p>		<ul style="list-style-type: none"> <li>• Subject Consultants, support and embed the programmes of work for the accelerated KS3 in all schools</li> <li>• Subject Consultants support agreed yr 8-9 activities e.g. English enabling progression and continuity into yr 9</li> <li>• Six weekly Core Subject Leader meetings review pupils' progress and the learning plans for those who are accelerated</li> <li>• Schools identify accelerated pupils and amend their learning plans</li> </ul>	<p>Contributions from Regional National Strategy Advisers</p> <p>Core activity – in base budget and Strategy Grants; time allocation for meetings and reporting</p>
<p><b>3. Evaluate progress at regular measure points (through the Secondary Strategy Steering Group, with reports to the Directors, Lead Member and Chair of Policy Commission) to be agreed with schools</b></p>	<p>Start December 2006 then at least quarterly</p>		<ul style="list-style-type: none"> <li>• Link Inspector's with Secondary Strategy Manager to evaluate progress at key benchmark dates (end Sept, 2<sup>nd</sup> week Jan, April before tests)</li> <li>• School Improvement Partners (SIP's) fully involved in the consistent challenge to school outcomes for the accelerated pupil group</li> </ul>	
<p><b>4. Improve the schools application of assessment for learning to support the identification of pupils accelerated in KS3 and their learning programme</b></p>	<p>Start October 2006</p>		<ul style="list-style-type: none"> <li>• All Middle Schools use banker and target data to plan pupils learning. All banker students to be entered for tests. All target students to be entered for tests by Nov 31<sup>st</sup>. Common agreement on the target students.</li> <li>• Subject Consultants lead moderation of pupils' work to achieve an agreed view of level 5 and level 6 expected outcomes.</li> <li>• LI's agree the target early entry group in each school</li> </ul>	
<p><b>5. Ensure pupils receive an appropriately matched curriculum to their learning need in Yr 9</b></p>	<p>Start December 2006</p>		<ul style="list-style-type: none"> <li>• Curriculum transition and continuity plans are in place and used by all schools in the core subjects of En, Ma, Sc and ICT.</li> <li>• Matched learning plans are evident and used by all schools for those pupils who have been accelerated in KS3 and those who have not.</li> <li>• Learning plans to maintain progress from pupils Yr8 test attainment are established and used in all High schools for En, Ma, Sc and ICT for those who are accelerated.</li> <li>• Transition and continuity plans. To ensure the pace of learning progression, are in place and used in all High schools for pupils transfer from Y9 to the 14-19 curriculum.</li> </ul>	

<b>ISSUE 4</b>	<b>IMPROVE THE QUALITY OF PERFORMANCE MANAGEMENT BY FURTHER STRENGTHENING SERVICE PLANNING AND INDIVIDUAL APPRAISAL PROCESSES</b>			
<b>Outcomes</b>	<b>Consistently strong individual, team and service performance to achieve high quality added value for children and young people across the 5 outcomes</b>			
<b>Measures of Success</b>	<ol style="list-style-type: none"> <li><b>1. All services and activities are costed, are able to measure the outcomes for children and young people they deliver and are reviewed in terms of Best Value</b></li> <li><b>2. The progress of delivering the Children and Young People's Plan (C&amp;YPP) including the Joint Area Review Action Plan is performance managed through the CORVU system</b></li> <li><b>3. Use of data set enables outcomes based Quarterly Performance Management Reporting (QPMR) on a quarterly basis</b></li> <li><b>4. Professional Developmental Review (PDR) appraisal and review measure the progress of each member of staff. This progress measured against the contribution to relevant QPMR indicators</b></li> </ol>			
<b>Actions</b>	<b>Date</b>	<b>Who</b>	<b>Outputs</b>	<b>Resources</b>
<b>1. Collate delivery plans for Children and Young People's Plan (C&amp;YPP)</b>	Start January 2007	Isle of Wight Council	<ul style="list-style-type: none"> <li>All actions within the C&amp;YPP can be tracked to individual timed and costed project plans for delivery</li> <li>Focus to JAR action plan for October 2006 – whole C&amp;YPP from January 2007</li> </ul>	Workforce re-modelling team
<b>2. Set up data management system to collect and analyse full Children's Services dataset and balance scorecard</b>	Start October 2006	Keith Simmonds, Head of Policy, Planning and Commissioning and John Lawson, Deputy Chief Executive, Policy, Planning and Partnerships	<ul style="list-style-type: none"> <li>Local authority CORVU dataset is operational and known to all team managers</li> <li>All team managers trained in use and analysis</li> <li>Headlight indicators established for the Directorate and teams</li> <li>Tracking frequency of headlight indicators operational</li> </ul>	Corporate support team and CORVU performance management team
<b>3. Map service and team plan outcomes to C&amp;YPP</b>	Start November 2006		<ul style="list-style-type: none"> <li>Relationship of service and team plans to C&amp;YPP and JAR action plan articulated</li> <li>Service and team plans prioritized to achieve JAR action plan outcomes</li> </ul>	Performance management training for all £5,000 SMT use of Service Board methodology Contributions from CSA Adviser
				External assessment Annual Performance Assessment (APA) – Audit Commission



<b>4. Participate fully in corporate performance management arrangements, e.g. Service Boards</b>	Complete January 2007		<ul style="list-style-type: none"> <li>• Service Board methodology established across the Directorate</li> <li>• Directorate action informs corporate and vice versa</li> <li>• Actions can be tracked – audit trail of changes can be evidenced</li> </ul>	Member monitoring and challenge
<b>5. Provide quarterly progress reports on C&amp;YPP outcomes to Children and Young People’s Trust (C&amp;YPT) Executive and Governance Boards</b>	Start February 2007		<ul style="list-style-type: none"> <li>• Quarterly performance report methodology effectively used by C&amp;YPT to evaluate and challenge performance</li> <li>• Success is known weakness addressed</li> </ul>	
<b>6. Establish individual work programmes which map to service and team plans</b>	Start November 2006		<ul style="list-style-type: none"> <li>• All individuals in the Directorate know their work programme and its impact on performance</li> <li>• Individual programmes evaluated for match to key priorities</li> <li>• Concept of regular one to one with managers operational for all</li> </ul>	

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<b>ISSUE 5</b>	<b>ANALYSE REPORTED INCIDENTS OF RACISM AND PROVIDE FEEDBACK TO SCHOOLS ON THE NATURE OF INCIDENTS AND RESULTING ACTION TO ASSIST THEM WITH PREVENTION</b>			
<b>Outcomes</b>	<b>A significant reduction in reported incidents of racism in and out of school</b>			
<b>Measures of Success</b>	<ol style="list-style-type: none"> <li><b>1. Register of all reported incidents and action taken enables analysis</b></li> <li><b>2. Analysis of incidents reported as part of QPMR - quarterly to Council and Directorate Senior Management Teams</b></li> <li><b>3. Analysis of repeated incidents against preventative action reported on a six monthly basis - 5% reduction of incidents in 2007 - 8% in 2008 from 2006 base line</b></li> </ol>			
<b>Actions</b>	<b>Date</b>	<b>Who</b>	<b>Outputs</b>	<b>Resources</b>
<b>1. Mechanism in place to ensure that all schools report incidents with correct procedure</b>	Complete September 2006	Isle of Wight Council	<ul style="list-style-type: none"> <li>Schools provide monthly returns</li> <li>LI's follow up where returns are not made</li> <li>School leadership awareness is raised through impact assessment</li> </ul>	Corporate Diversity Team
<b>2. Analysis of incidents undertaken on termly basis and fed back to schools</b>	Complete January 2007	Keith Simmonds, Head of Policy, Planning and Commissioning	<ul style="list-style-type: none"> <li>Termly analysis report shared with schools and corporate diversity team</li> <li>Key actions identified and shared with schools</li> <li>Equality/Diversity monitoring group provide cross agency forum to support action</li> </ul>	Children's Services Equality monitoring group
<b>3. Monitoring in schools by link inspectors to ensure that analysis is acted on</b>	Start January 2007		<ul style="list-style-type: none"> <li>LI's follow up all incidents and report school action on Notes of Visit</li> <li>This evidence evaluated to determine good and weak practice</li> </ul>	Partner schools Partner authorities Partner agencies - Police
<b>4. Monitoring, support and challenge to schools to bring numbers of reported incidents down</b>	Complete July 2007		<ul style="list-style-type: none"> <li>Impact assessments completed annually to evidence actions to raise awareness and reduce incidents</li> <li>Incident trend and actions annually reported to Members</li> </ul>	

ISSUE 6	STRENGTHEN PROJECT AND PROGRAMME MANAGEMENT			
Outcomes	Consistently strong project and programme management whereby projects and programmes are delivered on time, within budget, to a high quality to achieve high quality added value for children and young people across the 5 outcomes			
Measures of Success	<ol style="list-style-type: none"> <li>1. Initiation of projects can evidence a sign off process with costed business plan - reduction in number of projects - outcomes measurable in relevance to key Council/Directorate objectives</li> <li>2. 90% of team leaders have PRINCE2 capability by March 2007</li> <li>3. Quarterly QPMR monitoring enables business/cost opportunity decisions and adjustments to be made</li> <li>4. Audit on all project completion enables evaluation of impact, lessons learned - improved business cost analysis - 3% reduction in project costs for higher outcomes by 2008</li> </ol>			
Actions	Date	Who	Outputs	Resources
1. Establish clear project and programme management methodology, based on PRINCE2, differentiated to match the scale of the project / programme	Start January 2007	Isle of Wight Council  Keith Simmonds, Head of Policy, Planning and Commissioning and John Lawson, Deputy Chief Executive, Policy, Planning and Partnerships	<ul style="list-style-type: none"> <li>• Directorate project management is matched with that of the corporate centre</li> <li>• All projects signed off by SMT and/or Star Chamber process of the centre.</li> <li>• Costed business plan evident for all projects</li> <li>• PRINCE 2 methodology used for all major project planning</li> </ul>	Corporate Audit/Project Team.  Directorate SMT and all service team leaders.  Financial support team.
2. Train key staff in project and programme management	Complete June 2007	Lawson, Deputy Chief Executive, Policy, Planning and Partnerships	<ul style="list-style-type: none"> <li>• All tier 2 and 3 Directorate staff receive PRINCE2 methodology training</li> </ul>	Partner Agencies.
3. Establish process for prioritisation and approval of projects and build into the Children and Young People's Planning process	Start February 2007	Lawson, Deputy Chief Executive, Policy, Planning and Partnerships	<ul style="list-style-type: none"> <li>• Projects approved by Directorate and corporate Star Chamber process</li> <li>• All projects relate to the key objectives and priorities of the C&amp;YPP</li> <li>• Where appropriate projects, as with school organisation, are supported corporately and seen as whole Council</li> </ul>	Commissioning aspect of the Children's Trust.  CORVU performance management system.
4. Build the monitoring of project and programme management into the Council's performance management arrangements	Start February 2007		<ul style="list-style-type: none"> <li>• All project timelines built into COR management for monitoring</li> <li>• Measurable output indicators built into CORVU performance management</li> <li>• Output indicators quarterly reviewed in Directorate service boards</li> </ul>	Workforce re-modelling – PRINCE2 methodology training - £8,000

			<ul style="list-style-type: none"> <li>Where projects are corporate performance reviewed at quarterly service board</li> </ul>	
<b>5. Provide impact evaluation on project and programme completion</b>	Start February 2007		<ul style="list-style-type: none"> <li>All projects are evaluated on completion against cost, to time, outcomes met.</li> <li>Audit reports go to Directorate service board and Senior to establish good practice reference</li> <li>Costs analysed to demonstrate savings and cost benefit analysis of process</li> </ul>	

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<b>ISSUE 7</b>	<b>BUILD THE CAPACITY OF THE CHILDREN AND FAMILIES DIVISION TO ENSURE THAT CHILD PROTECTION CASES ALWAYS HAVE AN ALLOCATED SOCIAL WORKER</b>			
<b>Outcomes</b>	<b>All child protection cases have an allocated social worker</b>			
<b>Measures of Success</b>	<ol style="list-style-type: none"> <li><b>1. Decrease in % of children in need re-referred to social care in the last 12 months. Target 28% by April 2007, 24% by April 2008 and 21% by April 2009</b></li> <li><b>2. Decrease in % of child protection re-registrations during the year. Target – 16% by April 2007, 14% by April 2008 and 12% by April 2009</b></li> <li><b>3. Increase in % of parents 3-19 year olds taking up parental support initiatives (75% by April 2007, 80% by April 2008 and 90% by April 2009)</b></li> </ol> <p><b>Weekly monitoring of case load no unallocated cases identified by end August 2006</b></p>			
<b>Actions</b>	<b>Date</b>	<b>Who</b>	<b>Outputs</b>	<b>Resources</b>
<b>1. Review all team remits and case load capacity</b> <b>Review eligibility criteria in line with Every Child Matters.</b> <b>*Ensure and monitor all Children In Need in need of safeguarding have an allocated Social Worker.</b> <b>Securing timely assessments/plans to inform safe and appropriate closure of cases after meeting identified need in line with development of Common Assessment Framework and Lead Professional</b>	From 1 <sup>st</sup> January 2007  Completed April 2007  In place from September 2006  In place by January 2006. From January 2007 CAF/LP Co-ordinator	Isle of Wight Council  Prue Grimshaw, Head of Children and Families; Liz Harkin, Safeguarding Manager  Team Managers Children and Families Community Team, Referral and Assessment Team, Family Resource Centre and the Training Centre	<ul style="list-style-type: none"> <li>Review eligibility criteria in line with Every Child Matters and Youth Matters</li> <li>Ensure all Children in Need (CIN) of safeguarding have an allocated social worker including children with a disability</li> <li>Securing timely assessment to inform safe and appropriate closure after meeting need in line with the development of Lead Professional and CAF and Pathway Planning</li> <li>Team's ability to absorb allocation of cases with no pending list excepting those families requiring on-going financial support which is reviewed 3-6 month basis.</li> <li>Tier 2 diverted from targeted services to available community base resource, rise in numbers using Children's Centres and Ext ended Schools.</li> <li>*Improved data management system for statistical analysis – weekly monitoring.</li> <li>Well developed Integrated Pathway Planning (PWP) working across all tiers and all agencies.</li> </ul>	Multi-agency /interdisciplinary training across specialist, targeted, universal services inc voluntary sector supported by Workforce re-modeling team  Children and Young People's Trust management teams. Community/Schools pilot project team  Members, Council, Children and Young People's Trust management teams/Local Preventative Strategy  Service Managers Joint Commissioner & Looked After Children/ Family Services/QA
	<b>2. Review service area structure and thresholds</b>	Complete December 2006		<ul style="list-style-type: none"> <li>Identify most appropriate structure aligned to service need incorporating</li> </ul>

<p><b>*Identify most appropriate structure aligned to service need including CAF/LP &amp; PWP</b>  <b>To reduce need for targeted services by ensuring robust universal services in place</b></p>	<p>From April 2007</p> <p>From January 2007</p>		<p>the development of Lead Professional/CAF &amp; Pathway Planning in order to support all identified vulnerable children especially those with a Learning Disability / Difficulty (LDD) or complex need</p> <ul style="list-style-type: none"> <li>• To reduce need for targeted service provision by ensuring robust universal services in place</li> <li>• Service provision is inline with an established mapped service need.</li> <li>• *CAF/LP Co-ordinator in place with community/schools pilot in place to divert services</li> <li>• Earlier services in place commencing with unborn baby strategy delivered jointly by Midwifery Service, Social Care and Early Years services.</li> </ul>	
<p><b>3. Implement a recruitment and retention drive*</b></p>	<p>Complete October 2006</p>		<ul style="list-style-type: none"> <li>• Recruit appropriately experienced qualified staff with a view to the development of frontline integrated/multi-agency teams</li> <li>• Review re-institution of recruitment and retention forum</li> <li>• No agency staff in place and teams fully staffed</li> <li>• *All casework allocated to appropriately qualified social worker.</li> </ul>	
<p><b>4. Improve timescales of core assessments /care plans &amp; planning by weekly monitoring of data reports</b>  <b>Review current processes to reduce levels of bureaucracy.</b>  <b>Ensure all professionals involved with assessments/planning ensure ownership to improve outcomes for children and young people</b></p>	<p>Complete March 2007</p> <p>Complete January 2007</p> <p>Complete March 2007</p>		<ul style="list-style-type: none"> <li>• Review of current process to reduce bureaucracy and that all professionals involved with Core Assessments/care plans ensure ownership to improve outcomes for children and young people</li> <li>• Reduction in re-referral rates and more families accessing family/parenting support services.</li> <li>• Ensure pilot for Initial Assessment, section 47, Initial Child Protection Conference Report and Core Assessment has been rolled out and used by all staff.</li> <li>• Training available and accessible to all staff from all agencies.</li> </ul>	

ISSUE 8	ENSURE THAT CHILDHOOD IMMUNIZATION RATES ARE IMPROVED			
<b>Outcomes</b>	<b>Increase in children who have first Measles, Mumps and Rubella (MMR) by 2<sup>nd</sup> birthday in line with government criteria</b>			
<b>Measures of Success</b>	<ol style="list-style-type: none"> <li>1. 80% by April 2007</li> <li>2. 85% by April 2008</li> <li>3. 90% by April 2009</li> </ol>			
<b>Actions</b>	<b>Date</b>	<b>Who</b>	<b>Outputs</b>	<b>Resources</b>
1. Ongoing campaign including school nurses, health visitors and GPs	From September 2006	Director of Public Health	<ul style="list-style-type: none"> <li>• Raise general awareness</li> </ul>	Funding required to support local campaigns.
2. Uptake league table returned to GP practices 6-monthly	From September 2006	Director of Public Health	<ul style="list-style-type: none"> <li>• Raise awareness of practices that have lower than the Island average uptake</li> </ul>	Public health department collating of information gathered from practices. Current child health system will require updating
3. Proforma returned by Health Visitors to GP and Child Health on the outcome of their follow-up of immunised children	From October 2006	Director of Public Health	<ul style="list-style-type: none"> <li>• Analysis of the returns will give more detail on why individual children are not being vaccinated</li> </ul>	Public health department. Collating of information gathered from health visitors.
4. Selected Health Visitors able to vaccinate 'hard to reach' children in their own home	From March 2007	Director of Public Health	<ul style="list-style-type: none"> <li>• Increased uptake among 'hard to reach' children</li> </ul>	Funding required to support health visitors to be able to target community vaccinations.





<p><b>3. Recruit and deploy primary care mental health workers based on the successful pilot completed recently</b></p> <p><b>4. Implement Early Interventions in Psychosis Service to support 30 young people per year once at full capacity</b></p> <p><b>5. Develop day provision, outreach services and training for sevenacre staff, the Adult Mental Health Team and staff working with children and young people with learning difficulties/disabilities in child and adolescent acute mental health</b></p>	<p>Start April 2007</p> <p>Start January 2007</p>	<p>Early Years and Child Care Children's Centres</p> <p>NHS PCT Commissioner for Children and Head of Children and Families</p> <p>NHS PCT Commissioner for Children and Head of Children and Families</p> <p>NHS PCT Commissioner for Children, Head of Children and Families and Adult Services</p>	<p>programme Wave 2 training (21 schools =30%. In total +78% trained) and Wave 3 training (15 schools =22%. In total 100% trained)</p> <ul style="list-style-type: none"> <li>• Training on child development delivered to all clusters</li> <li>• Promotion of Communicating Matters</li> <li>• Development of the Early Identification Projects (Multi agency)</li> <li>• Developing relationships between parents/carers and young children (evidenced in reduced referral to Behaviour support and/or CAMHS)</li> <li>• Improvement in Foundation Stage Profile (FSP))</li> <li>• Developing communication skills and interaction (links with relationships) measured with Sure Start language measure and reduced referrals to Speech and Language Therapy</li> <li>• Lead professional arrangements in place for children and young people with a Common Assessment Framework undertaken and support provided. Swift and easy referral to specialist CAMHS where appropriate from extended schools and GPs</li> <li>• Development of mentoring within the Voluntary Sector and Connexions and provision of counseling</li> <li>• Step down provision in place with integrated care pathways / continuing provision for young people to leave Tier 4 and Tier 3 services as part of a recovery model. Successful reintegration of young people back into school (or education, employment or training) and the local community.</li> <li>• Transition planning in place and in operation for young people moving to adult services</li> </ul>	<p>pathfinder (Comp CAMHS focus) established</p> <p>Funding required from 2007/08 NHS Local Delivery Plan</p> <p>Contract with Isle of Wight Youth Trust for independent counseling South Central Strategic Health Authority exploring most effective use of step down provision across Hampshire and the Isle of Wight</p>
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ISSUE 10	DEVELOP AND IMPLEMENT A COMPREHENSIVE PREVENTATIVE STRATEGY			
<b>Outcomes</b>	<b>Children, young people and families experience earlier, more responsive and co-ordinated support from services</b>			
<b>Measures of Success</b>	<ol style="list-style-type: none"> <li>1. Reduction in referrals to each Tier 3 and Tier 4 service and a concomitant increase in access to and support from Tier 1 preventative services and Tier 2 early intervention services</li> <li>2. Prevention performance indicators agreed through the Local Area Agreement and performance management of the preventative strategy in operation through CorVu and reported regularly through the Children and Young People's Trust</li> </ol>			
<b>Actions</b>	<b>Date</b>	<b>Who</b>	<b>Outputs</b>	<b>Resources</b>
1. Audit of existing services across the Tiers 1 to 4	Complete January 2007	Children and Young People's Trust	<ul style="list-style-type: none"> <li>• Production of comprehensive directory of services providing information that enables effective signposting and appropriate access to services for staff, volunteers, children, young people and families</li> <li>• Each service makes explicit their responsibility and accountability in delivery preventative services</li> <li>• Cost/benefit analysis in place quantifies returns (both financial and quality of life added) in investment in prevention</li> </ul>	<p>All services, staff, budgets and resources within the remit of the Children and Young People's Trust</p> <p>Develop further the capacity building support within the Voluntary and Community Sector through the service level agreement with the Rural Community Council.</p>
2. Implement the Lead Professional role and the Common Assessment Framework	Start January 2007		<ul style="list-style-type: none"> <li>• Multi-agency support packages in place for unborn babies, children and families that provide effective early support through the CAF and Lead Professional.</li> </ul>	
3. Increase the number of families supported through parenting education and support programmes. Increase the number of families with young people at risk of offending, substance misuse, antisocial behaviour and/or absence from school that are supported through early intervention programmes	Start January 2007		<ul style="list-style-type: none"> <li>• Co-ordinated packages of care in place including preventative family services from children's social care that provide early intervention for families with substance misuse, alcohol and domestic abuse issues, including before conception and with young people at risk of offending and/or being absence from school</li> <li>• Anger management programmes for adults, children and young people</li> <li>• Parenting and healthy relationships included in PHSE in all schools</li> </ul>	<p>Workforce development requirement to increase accredited parent and family support workers to national occupational standards. Big Lottery Fund awarded to West Wight to provide outreach to families</p> <p>Enhance the capacity of the VCS to deliver</p>

<p><b>4. Deliver the actions within the Local Area Agreement</b>  <b>A1 - Reduce teenage pregnancy rates under 18</b>  <b>A2 - Improve the health and quality of life for children with learning difficulties and disabilities</b>  <b>A3 - Improved mental health &amp; well-being of Children and Young People</b></p> <p><b>B1 - Ensuring children in need are protected</b>  <b>B2 - Reduce the incidence and the fear of bullying</b></p> <p><b>B3 - Ensuring the welfare of looked after children and care leavers</b></p> <p><b>C1 - For Island children to attain achievements equal or above the national average at GCSE (reward target)</b></p> <p><b>C2 - To ensure that Island children attain achievements equal to or above the national average at Key Stage 2 (reward target)</b></p> <p><b>Additional LAA indicators</b>  <b>NB. Attendance rates for Middle and High Schools indicator is placed within the Safer Stronger block as part of reward element</b></p>			<p>Deliver the targets within the Local Area Agreement</p> <ul style="list-style-type: none"> <li>• Decrease in conception rates &lt; 18 @ 1,000 (25% by 2007, 35% by 2008 and 50% of 1998 baseline by 2009)</li> <li>• Increase in number of C&amp;YP receiving respite care /short breaks through outreach services (Beaulieu and Family Link)</li> <li>• Decrease in number of referrals to Sp. CAMHS of &lt; 18s</li> <li>• Increase in number of GP referrals of &lt; 18s for Tier 1 and Tier 2 mental health support</li> <li>• MMR Immunisation rate at age 2</li> <li>• Decrease in % of children in need re-referred to social care in the last 12 months</li> <li>• Increase in number of children assessed using Common Assessment Framework</li> <li>• Decrease in % of child protection re-registrations during the year</li> <li>• Increase in % of parents of 3-19 year olds aware of/accessing parental support initiatives</li> <li>• Decrease in % of children reporting bullying through consultations</li> <li>• Decrease in % of LAC who have had 3 or more placement moves during the year</li> <li>• Increase in % learners achieving 5 or more A*-C grades in GCSE or equivalent (reward target)</li> <li>• Increase in % learners achieving 5 or more A*-C grades in GCSE or equivalent including English and Maths. (reward target)</li> <li>• Increase in % care leavers with 5 or more GCSE A*-C</li> <li>• Increase in % of young people leaving care at 16+ with 1 GCSE</li> <li>• Increase in % eleven year old learners achieving Level 4 or above in English and Maths (reward target)</li> </ul>	<p>quality services through the development of the Children, Young People and Families VCS Network as part of the Council for Voluntary Services</p> <p>Establish link to academic institution to provide information advice and guidance on research and evidence base in prevention</p> <p>Seek mentoring support from the Public Health Observatory</p> <p>Establish buddying support with a Beacon Council on prevention</p> <p>Join a LGA IDEA network to provide a critical friend role</p> <p>Support increase in staff achieving Masters qualifications in relevant public health and public service management</p>
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<p><b>D1 – Increase children and young people’s satisfaction with services to them</b></p> <p><b>E1 – To improve the employment prospects of 14-19 year olds (reward target)</b></p>			<ul style="list-style-type: none"> <li>• Increase in % eleven year old learners achieving Level 5 or above in English, Maths and Science</li> <li>• Increase in % fourteen year old learners achieving L5 or above in English, Maths, Science and ICT</li> <li>• Increase in % children and young people consulted who think services to them are good or better</li> <li>• Decrease in % 16-18 year olds not in education, employment or training (NEET) (reward target)</li> </ul>	
<p><b>5. Provide training in prevention as part of common core skills for workforce development</b></p>	<p>Start March 2007</p>	<p>Children and Young People’s Trust</p>	<ul style="list-style-type: none"> <li>• Every induction for new staff includes the preventative strategy and the role they and their service plays in prevention is understood</li> <li>• Every PDR states the training needs that will be met for each individual to work with a preventative approach.</li> </ul>	
<p><b>6. Implement the full Youth Matters: Next Steps offer</b></p>	<p>Start September 2006</p>	<p>Children and Young People’s Trust</p>	<p><b>Theme 1: Empowering Young People: Things to do, Places to go</b></p> <ul style="list-style-type: none"> <li>• Young People will have access to safe and enjoyable places to spend time</li> <li>• Young People will have access to a wide range of positive activities.</li> <li>• Young People will have access to Youth Opportunities Funds</li> <li>• Young People will have access to Youth Capital Funds</li> </ul> <p><b>Theme 2: Young People as Citizens: Making a Contribution</b></p> <ul style="list-style-type: none"> <li>• Young people as citizens will have an increasing involvement in volunteering peer mentoring</li> <li>• There will be an increase in opportunities to volunteer</li> <li>• Young people will be supported as youth offending is addressed</li> </ul> <p><b>Theme 3: All Young People Achieving: Reformed Targeted Support</b></p> <ul style="list-style-type: none"> <li>• Young people will experience Integrated targeted support services</li> <li>• Young people who are NEET will benefit from a focus on the reduction in NEET</li> </ul>	

			<p><b>Theme 4: Supporting Choices: Information, Advice and Guidance (IAG)</b></p> <ul style="list-style-type: none"> <li>• Young people will have healthy lifestyles promoted</li> <li>• Young people will have access to adolescent mental health services (JAR issue 9)</li> <li>• Young people will have access to IAG (JAR Issue 12 and 14)</li> <li>• Young people will have wider access to IAG (school, community, internet)</li> <li>• Young people will have the Connexions brand for front line services IAG and (support) and ICT</li> <li>• Families will have access to IAG to support their children and young people</li> </ul> <p><b>Theme 5: Making it Happen</b></p> <p>There will be the following for services for young people</p> <ul style="list-style-type: none"> <li>• Accountability at local level</li> <li>• Joint planning and delivery</li> <li>• Needs analysis</li> <li>• Involvement of young people and families analysis, monitoring, inspection and redesign of service provision</li> <li>• Commissioning of services</li> <li>• Tracking progress</li> <li>• Pooling of budgets</li> <li>• Transfer of Connexions grant to the local authority</li> <li>• Management and development of Client Caseload Information System</li> <li>• Measure of progress to age 19</li> <li>• Local workforce strategies</li> <li>• Qualifications Framework</li> <li>• National standards for IAG will be provided locally</li> </ul>	
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<b>ISSUE 11 (SUB-SET OF ISSUE 2)</b>	<b>REVIEW PROCEDURES FOR THE REINTEGRATION OF PUPILS OUT OF SCHOOLS TO ENSURE EARLIER REINTEGRATION AND EFFECTIVE SUPPORT ON ENTRY TO HIGH SCHOOLS</b>			
<b>Outcomes</b>	<b>The successful reintegration of previously excluded young people into mainstream schooling</b>			
<b>Measures of Success</b>	<ol style="list-style-type: none"> <li><b>1. No pupil out of school for more than one year by April 2007</b></li> <li><b>2. Average time before re-integration to school down to a maximum of 3 months by September 2007</b></li> <li><b>3. Pupils re-excluded reduced by 3% in 2007 and by 10% in 2008 from 2006 baseline</b></li> </ol>			
<b>Actions</b>	<b>Date</b>	<b>Who</b>	<b>Outputs</b>	<b>Resources</b>
<b>1. Set out school and Isle of Wight Council responsibilities</b>	Start December 2006	Isle of Wight Council	<ul style="list-style-type: none"> <li>• Re-integration Protocol and Managed Move Protocol in place for all phases.</li> <li>• Schools know their responsibility and the process is operational</li> <li>• Development of collaborations (as required by DfES)</li> </ul>	Ref. issue 2 for resource needs.
<b>2. Establish a multi-agency agreement and revise procedures for schools take their share of excluded pupils</b>	Start January 2007	Keith Simmonds, Head of Policy, Planning and Commissioning, Head of School Improvement and Doug Wright, Access and Inclusion Officer	<ul style="list-style-type: none"> <li>• No pupil out of school for more than three months</li> <li>• Placement panel for re-integration of excluded pupils in place</li> <li>• LA directs where necessary.</li> <li>• All pupils supported by a re-integration plan.</li> </ul>	
<b>3. All pupils and parents provided with a three month support plan on re-integration</b>	Start January 2007		<ul style="list-style-type: none"> <li>• Cross agency plans in place for each individual. Will link input from the school, access and inclusion service, social care, parent service, youth service, police and health as appropriate</li> <li>• Individualised timetable on re-integration</li> <li>• Lead professional in place for each pupil</li> </ul>	

<b>ISSUE 12</b>	<b>COMPLETE THE IMPLEMENTATION OF THE 14-19 STRATEGY AND LEARNER ENTITLEMENT IN CONJUNCTION WITH STAKEHOLDERS</b>			
<b>Outcomes</b>	<p>Raise standards at KS4 and post 16.  Young people are prepared for working life  14-19 education and training is planned and delivered in a coordinated way and is of high quality</p>			
<b>Measures of Success</b>	<ol style="list-style-type: none"> <li>1. Targets for participation, retention and achievement, within 14-19 action plan and LAA are met</li> <li>2. GCSE performance indicators in line with LAA targets by 2009 (56% (or 57.5% LPSA) 5 or more A* to C GCSE or equivalent and 40% (or 42%) A* to C GCSE or equivalent including Maths and English)</li> <li>3. Post 16 points score in line with national position by 2010</li> <li>4. Young People report that information, advice and guidance is clear, impartial and of good quality</li> <li>5. Reduction in the numbers of young people Not in Education, Employment or Training (NEET) to meet 2009 LAA target of 4.4% (4.1% LPSA target)</li> <li>6. Learners report that they have access to secure provision that is well matched to their needs and aspirations</li> <li>7. Value added indicators from KS3 to 4 and from KS4 to KS5 are satisfactory or better.</li> <li>8. 90%+ of 14-19 learners and parents understand that they can study in various locations, know how to access information and advice and know the process for making a complaint if not receiving their entitlement</li> <li>9. The effective targeting means that young people from vulnerable groups report that there are effective programmes and additional support in place</li> <li>10. Learners needs are accurately assessed and report that they are well supported</li> </ol>			
<b>Actions</b>	<b>Date</b>	<b>Who</b>	<b>Outputs</b>	<b>Resources</b>
<b>1. Disseminate and implement the learner benefits of the 14-19 Strategy and Learner Entitlement</b>	Start November 2006	14-19 Inspector & Isle of Wight Council and the Learning and Skills Council	<ul style="list-style-type: none"> <li>• Clear understanding and application of benefits for the learner in the 14-19 Strategy and Learner Entitlement by all providers and contributing agencies</li> <li>• Learners and their parents recognise the active signposting to learning opportunities by all providers</li> <li>• Reduced learner drop-out from courses, as a result of better matched provision to individual need</li> </ul>	Schools, college and WBL leaders plus 14-19 consultants & Inspector. Pathfinder authorities

<b>2. Complete the audit of collaboration with providers</b>	Complete November 2006	Head of School Improvement Isle of Wight Council and the Learning and Skills Council Providers	<ul style="list-style-type: none"> <li>Provider roles and accountabilities are clear, understood and applied</li> <li>Curriculum provision is jointly planned across providers to meet the identified learning and employment/training needs of the Island</li> <li>Learning pathways are consistent and signposted by all providers</li> </ul>	14-19 Inspector and consultants and external adviser.
	Start December 2006  Start March 2007	Providers  Providers	<ul style="list-style-type: none"> <li>Providers have accurately self-assessed quality and need, individually and collectively (across hub/consortia), against the Learner Entitlement</li> <li>Strengths and known weaknesses are addressed through rigorous challenge to quality outcomes and identification of development</li> <li>LLSC/LA approved hub curriculum plans are implemented in September 2008</li> </ul>	14-19 Consultants and external adviser. Quality Forum  14-19 Consultants Curriculum Consortium
	Start December 2006	Schools	<ul style="list-style-type: none"> <li>All High schools implement more flexible Y10/Y11 provision, particularly for key skills (Ly, Nu) and alternative applied /vocational level 2 courses from Sept 2006</li> <li>Improved attainment outcomes at 5*A-G indicator. Above the national in July 2008</li> </ul>	14-19 Consultants Link Inspectors.
<b>3. Implement the 14-19 quality assurance framework</b>	Start January 2007	14-19 Inspector/ Providers  Post 16 Providers  14-19 Inspector/ Isle of Wight	<ul style="list-style-type: none"> <li>Effective self-evaluation, including student voice evidence, enables good practice celebration and sharing and challenge/improvement of weak practice</li> <li>The A Level Performance Systems (ALPS) project increases the proportion of post 16 lessons rated as good using, OFSTED criteria, to 60% by 2008, across all providers</li> <li>Quarterly quality assurance monitoring reports to the Executive and provider groups</li> </ul>	14-19 Consultants Quality Forum Pathfinder visits.  External consultants Through the Roof project. 14-19 Consultants Quality Forum



		Council and the Learning and Skills Council Connexions	<ul style="list-style-type: none"> <li>Implementation of a thematic review cycle with reports to the Executive and provider groups</li> </ul>	Learner Entitlement Group
<b>4. Develop and implement the on-line area prospectus and common progression system.</b>	<p>December 2006</p> <p>September 2008</p> <p>January 2007</p> <p>September 2007</p> <p>September 2007</p>	<p>14-19 Consultant Isle of Wight Council and the Learning and Skills Council</p> <p>Providers</p>	<ul style="list-style-type: none"> <li>On-line area prospectus process trialed with a cross section of provider details</li> <li>System ready to be fully implemented by April 2007</li> <li>Awareness raising campaign completed regarding enabling all post 16 applications are on-line from 2008</li> <li>Common Progression model piloted across at least one curriculum hub. Supported by parallel paper based system</li> <li>Full implementation across all providers</li> <li>Plan-It is introduced into all schools enabling learners to have an individual learning plan</li> </ul>	14-19 Consultants. Common Progression Group.
<b>5. Establish additional learner advisory support in each school to ensure learners, particularly those from vulnerable groups, are on appropriate courses and receiving the support to achieve.</b>	Start May 2007	14-19 Inspector	<ul style="list-style-type: none"> <li>Curriculum choices are scrutinised against prior attainment and learner preferences. Feedback is given to curriculum managers and student/family counseling offered</li> <li>All vulnerable students receive counseling</li> <li>Counseling sessions are provided to vulnerable learners and their parents/guardians about course opportunity and selection</li> </ul>	14-19 Consultants Link Inspectors Connexions Personal Advisors

ISSUE 13	INTEGRATE MANAGEMENT INFORMATION SYSTEMS OF ALL PARTNERS			
<b>Outcomes</b>	<b>The entire Children and Young People's Trust partners' management information supports integrated services to support the needs of individual children and young people.</b>			
<b>Measures of Success</b>	<ol style="list-style-type: none"> <li>1. 90%-95% data accuracy levels established in key data sets by January 2007</li> <li>2. 5% reduction in systems down time by July 2007 from 2006 baseline</li> <li>3. Integrated child identifier allows 90% accuracy match by January 2007</li> <li>4. 90% of operational staff with refreshed training by July 2007</li> </ol>			
<b>Actions</b>	<b>Date</b>	<b>Who</b>	<b>Outputs</b>	<b>Resources</b>
<b>1. Audit and establish an action plan to achieve DfES phase 2 requirements by January 2007</b>	Start October 2006	Isle of Wight Children and Young People's Trust	<ul style="list-style-type: none"> <li>• Health check undertaken to assess readiness and capability to implement Integrated Children's System, Information Sharing Index and Electronic CAF</li> </ul>	Corporate IT Team.
<b>2. Review School Information Management System (SIMS) and Education Management System (EMS) and Anite data input and accuracy levels</b>	Complete end November 2006	Keith Simmonds, Head of Policy, Planning and Commissioning,	<ul style="list-style-type: none"> <li>• 15 days of Anite to stabilize data in SWIFT by November 2006</li> <li>• EMS System review by November 2006</li> </ul>	Children and Young People's Trust and partner agencies.  Lead Directorate staff – information sharing officer, inspector with data responsibility.
<b>3. Establish effective systems support infrastructure</b>	Start December 2006	Mark Paine Information Sharing and Assessment Manager	<ul style="list-style-type: none"> <li>• Identify two data performance co-ordinators.</li> <li>• Update technical infrastructure sequenced alongside corporate IT and management developments</li> <li>• Update staff access to ICT</li> <li>• Roll out staff training as part of the workforce development</li> <li>• Determine final interrelationship of data with Corvu to link Local Area Agreement, Annual Performance Assessment and monthly reporting of the top 10 indicators of progress.</li> </ul>	External providers to contract – Capita/Anite.  Additional infrastructure costs - £275,000 over three years – currently £130,000 in grant funding - £145,000 as growth bid.
<b>4. Establish integrated child identifier/flagging fields across all partners</b>	Start January 2007		<ul style="list-style-type: none"> <li>• Implement SWIFT Adaptor package to link data systems</li> </ul>	

<b>ISSUE 14</b>	<b>REVIEW THE CURRICULUM OFFER TO ENSURE AN APPROPRIATE BALANCE OF ACADEMIC AND VOCATIONAL PROVISION POST-16</b>			
<b>Outcomes</b>	<p>14-19 education and training is planned and delivered in a coordinated way and is of high quality</p> <p>Effective collaborative working between providers ensures learners have access to a broad and flexible curriculum including academic and vocational courses with clear learning pathways through 14-19</p>			
<b>Measures of Success</b>	<ol style="list-style-type: none"> <li>1. Increased mixed L2/3 vocational /academic courses from 2006.</li> <li>2. 10% reduction in small post 16 groups (below 10 students) from 2006 baseline by Sept 2007</li> <li>3. 16-19 capacity position resolved in principle by December 2006</li> <li>4. GCSE performance indicators in line with LAA targets by 2009</li> <li>5. A Level/Advanced Certificate in Vocational Education (AVCE) points score in line with national position by 2010</li> </ol>			
<b>Actions</b>	<b>Date</b>	<b>Who</b>	<b>Outputs</b>	<b>Resources</b>
<p>1. Ensure effective collaborative working between schools, college and work based providers in the planning, coordination and implementation of the curriculum and specialised diplomas</p>	Nov06- April 07	Schools, College, Work Based Providers	<ul style="list-style-type: none"> <li>• Common timetabling is used effectively across providers and take up of mixed academic and vocational provision increase from 5% from 2006 baseline</li> <li>• The range of academic and vocational courses is increased by 5% from the 2006 baseline</li> <li>• Progression and transition 14-16 and 16-19 across providers is improved.</li> <li>• The 14-19 directory is contributed to by all providers, annually published and effectively used</li> <li>• Post 16 curriculum provision for each hub is of high quality, provides good value for money, and maintains the breadth of offer without duplication.</li> <li>• The key &amp; basic skills, enterprise and work related learning opportunities are increased by 15% from the 2006</li> </ul>	14-19 Consultants and external adviser Curriculum Consortium Quality Forum

	September 07		<p>baseline and improved in quality.</p> <ul style="list-style-type: none"> <li>• Requirements of the 'September Guarantee' are met</li> </ul>	
<b>2. Consult on Learning and Skills Council (LSC) proposals for 16-19 provision</b>	Start September 2006	Isle of Wight Council	<ul style="list-style-type: none"> <li>• Collation of feedback from stakeholders discussed and recommendations made</li> <li>• Council decision on LSC proposal</li> <li>• Location and rationalization of provision for 2008 onwards determined</li> <li>• Improved opportunity, range and quality of provision for all learners</li> </ul>	Policy Commission
<b>3. Consult on Building Schools for the Future and one pathfinder school</b>	Start September 2006	Isle of Wight Council	<ul style="list-style-type: none"> <li>• Providers consulted on Pathfinder implications for provision</li> <li>• Impact on secondary/Post 16 from Sept 2009 determined</li> <li>• Transformational impact on all school provision and impact on Post 16 provision from BSF determined and planned</li> </ul>	

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<b>ISSUE 15</b>	<b>INCREASE THE RANGE OF SUITABLE ACCOMMODATION FOR FAMILIES, YOUNG PEOPLE AND THOSE WHO MAY REQUIRE SEMI INDEPENDENT OR SUPPORTED HOUSING</b>			
<b>Outcomes</b>	<b>All young people are properly housed, including those who need semi-independent or supported housing</b>			
<b>Measures of Success</b>	<ol style="list-style-type: none"> <li>1. Households in temporary accommodation Target – 320 by April 2007, 284 by April 2008 and 235 by April 2009 (175 LPSA)</li> <li>2. Average time spent in temporary accommodation Target 48 weeks by April 2007, 45 by April 2008 and 40 by April 2009 (32 LPSA)</li> <li>3. Homelessness Target – 240 by April 2007, 230 by April 2008 and 220 by April 2009</li> <li>4. Number of units of affordable housing per year Target – 220 by April 2007, 276 by April 2008 and 308 by April 2009</li> <li>5. Reduction in % of children in need re-referred to social care in the last 12 months. Target 28% by April 2007, 24% by April 2008 and 21% by April 2009</li> <li>6. Reduction in eviction rates by cross-service effective application of benefits - 5% by July 2007 from 2006 baseline</li> </ol>			
<b>Actions</b>	<b>Date</b>	<b>Who</b>	<b>Outputs</b>	<b>Resources</b>
<p><b>1. Monitor the eviction rates and patterns of eviction for vulnerable young people and families</b></p> <p><b>Develop early identification of families vulnerable to eviction and strengthen multi agency support services to provide advice and services</b></p>	Start April 2007	Mary Brimson, LAC manager / Phil Taylor, Housing Manager	<ul style="list-style-type: none"> <li>• Analysis and quarterly reporting on eviction patterns to ensure services are targeted to meet priority needs</li> <li>• Adult Services understand and are engaged in this preventative service</li> <li>• Children's Services staff realigned and trained jointly with housing services to help promote change</li> </ul>	Staff capacity freed up by additional funding of administrative post (part time)
<p><b>2. Develop a 4 bed dispersed housing scheme for vulnerable young people in partnership with South Wight Housing, Housing Services, Youth Offending Team and Safer Communities</b></p> <p><b>Explore further supported move on accommodation options for care-leavers and other vulnerable young people through</b></p>	Start November 2006		<ul style="list-style-type: none"> <li>• Secured appropriate housing properties</li> <li>• Visits to other local authorities to enhance local knowledge base around best practice initiatives</li> </ul>	Provision of a full time equivalent joint housing and children's services outreach worker (FTE)

<p><b>bench-marking with other local authorities and identify best practice initiatives</b></p> <p><b>Establish a panel to oversee strategic development</b></p>			<ul style="list-style-type: none"> <li>Panel driving forward housing strategy and action plan for vulnerable young people</li> </ul>	
<p><b>3. Raise awareness with other housing associations of their role in the children's agenda</b></p> <p><b>More joint working/development opportunities and disseminating learning from pilot schemes</b></p>	Complete March 2007		<ul style="list-style-type: none"> <li>Joint meetings/training between housing associations and children's services staff and service users, on an ongoing basis, to increase awareness and commitment</li> </ul>	
<p><b>4. Develop a prioritization system that will ensure issues of equity and transparency are reflected in housing allocations</b></p>	Start January 2007		<ul style="list-style-type: none"> <li>Raise partners understanding of housing allocations system through publicity and delivery of transparent processes</li> </ul>	
<p><b>5.To reestablish benefits forum to ensure more effective joint working arrangements are in place</b></p>	Start January 2007		<ul style="list-style-type: none"> <li>Benefits forum operational</li> <li>Benefits agency aware of their role in preventative agenda</li> </ul>	

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<b>ISSUE 16</b>	<b>ENSURE THAT SEXUALLY TRANSMITTED INFECTION (STI) RATES FOR UNDER 16S AND 16-19 YEARS ARE MONITORED AND THE DELIVERY OF SEXUAL HEALTH PROGRAMMES EVALUATED IN RESPONSE</b>			
<b>Outcomes</b>	<b>To halt the rise in sexually transmitted infections amongst those under 19</b>			
<b>Measures of Success</b>	<b>1. Promotion of Chlamydia testing April 2007</b> <b>2. 1<sup>st</sup> year 30% of 16-25 year olds tested 2007-2008</b> <b>3. 2<sup>nd</sup> year 50% of 16-25 year olds tested 2008-2009</b>			
<b>Actions</b>	<b>Date</b>	<b>Who</b>	<b>Outputs</b>	<b>Resources</b>
<b>1. Implement annual monitoring reports of infections rates to the Children and Young People's Trust</b>	Start March 2007	Director of Public Health	<ul style="list-style-type: none"> <li>Accurate knowledge and understanding of the current situation for the young people of the Isle of Wight</li> </ul>	Employment of Co coordinator for Chlamydia screening
<b>2. Review teenage pregnancy strategy in line with government NICE guidelines that will include STIs</b>	Start June 2007	Rachel Hayes PCT/ Children's Trust Commissioner	<ul style="list-style-type: none"> <li>Knowledge of the teenage pregnancy strategy across all agencies and in schools</li> </ul>	Choosing Health money Resources required to follow Teenage Pregnancy Strategy
<b>3. Review existing initiatives to reduce STIs among young people</b>	Start June 2007		<ul style="list-style-type: none"> <li>Promotion of most cost-effective measures, to enable prevention and early treatment</li> </ul>	
<b>4. Review access to integrated sexual health services</b>	Start June 2007		<ul style="list-style-type: none"> <li>Understanding of needs in the community for access to the service</li> </ul>	Support from all primary care workers and schools in getting the message across to young people  Increase of school nurses to take forward raising of awareness

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