

CHILDREN'S SERVICES DIRECTORATE : ACTION PLAN SUMMARY MATRIX

STRATEGIC POLICIES - PLANS

- IWC Corporate Plan
- Children's Services Local Preventative Strategy
- *Children's Service Plan - 2007* – Education Development Plan 2002-07 – Early Years and Childcare Development Plan - Behaviour Support Plan - SEN Strategy - Asset Management Plan - School Organisation Plan - Workforce Re-modelling Plan
- Diversity Plan - Racial Equality Scheme and Strategy - Equal Opportunities Policy - Healthy Workforce Policy
- In order to improve measures to combat racism, ensure that: - there are efficient systems in place for - monitoring the effectiveness of schools' race equality policies - the collection and analysis of reports on racist incidents - all staff and governors to receive relevant and up to date - training on their duties in relation to race equality.(LEAOF-5a/b)
- In order to improve measures to combat racism, ensure that: - elected members receive regular, detailed reports on the effectiveness of the implementation of the council's anti-racist policy.(LEAOF)
- The LEA will improve its guidance and support to schools on equal opportunities including race equality plans. (LEA/LLSCOF-1.7)
- Health and Safety Policy/Strategy
- Performance Management Policy – Continuing Professional Development Plan - Workforce Development Plan
- Commissioning and Procurement
- In order to improve the quality of leadership provided by elected members, ensure that: - elected members are more thorough in challenging educational under-performance and low aspirations - elected members hold the department and schools more rigorously to account for their performance and the value for money they provide (LEAOF-1a/1b)
- In order to develop schools as effective purchasers, the LEA should:- identify a range of options within service level agreements which can be separately purchased, and directly relate charges to cost provision - provide regular performance information to schools, measured against costs and targets - provide training for headteachers and governing bodies in procurement - identify ways of growing the market to provide real choice to schools. (LEAOF-14)
- LEA and LSC to conduct a value for money analysis of sixth forms and the college.(LEA/LLSCOF-1.8)
- In order to improve the quality of advice to elected members, officers should: - ensure reports provide a summary of the detailed analysis and trends in performance across the range of services that is produced by and available to officers - provide details of what improvements are intended to secure in terms of pupils' attainment and quality of teaching. (LEAOF-8a/b)
- In order to accelerate progress on implementing the LEA's strategy for school improvement: - set clear measures of attainment for the new clusters, and report on progress against these performance indicators to elected members on a regular basis. (LEAOF-9)
- In order to improve the quality of planning ensure that: - all plans incorporate success criteria that identify clear outcomes for service users. (LEAOF-2)
- In order to improve support for looked after children ensure that: elected members - are better informed about the attainment, attendance and exclusion of looked after children - are more consistent in fulfilling their duties as corporate parents - have a better understanding of the issues faced by looked after children and their carers. (LEAOF-6a)
- In order to better exercise SEN functions to meet requirements of value for money: - identify quantifiable performance targets, use these to review the effectiveness of investment and to identify specific areas for improvement, and report the outcomes of such monitoring to elected members. (LEAOF-16)
- Develop an explicit strategy based on learner entitlement, with clear criteria for success (LEA/LLSCOF-1.1)
- The council and its partners should develop a joint strategy for the development of children's services based on a more comprehensive and detailed analysis of need, resources and joint priorities.(CSCI)
- The Council and its partners should develop a joint user consultation strategy.(CSCI)
- A multi-agency strategy should be developed to improve the co-ordination and timeliness of services for children with disabilities and their families, especially those with challenging behaviours.(CSCI)
- A customer care policy should be developed to ensure that service users are provided with relevant information on a routine basis, including how to complain and access their personal file.(CSCI)
- A strategy for addressing equality issues in children's services should be developed.(CSCI)
- Action should be taken to improve the quality of the annual report on complaints. (CSCI)
- A joint commissioning strategy should be developed for children with special needs/disabilities.(CSCI)
- Arrangements should be made to enable elected members to more effectively fulfill their role as corporate parents, including having more regular contact with looked after children to hear their views and experiences of services.(CSCI)
- A more comprehensive set of regular management information should be produced for elected members on children's services.(CSCI)

CHILDREN'S SERVICES SCORECARD

Comprehensive statistical comparison and monitoring of all five outcomes in relation to LA, statistical neighbours and national comparators.
 Provision of Directorate quarterly performance monitoring to Elected Members.
 (Ref. Scorecard data matrix for detail of individual measures and targets)

Being Healthy

- Action should be taken to improve the quality of information provided to foster carers about children before they are placed.(CSCI) (1,2,3)
- Action should be taken to improve the range and timeliness of family support services. (CSCI) (1,2,3,4,5)
- Arrangements should be made to ensure that information about services is made more accessible to members of the public.(CSCI) (1,2,3,4,5)
- The new uniform format for childcare plans should be reviewed to ensure that they are user friendly and contain clear objectives and timescales. (CSCI) (1,2,3,4,5)
- Case transfer policy and procedures should be reviewed to make them more effective.(CSCI) (1,2,3,4,5)
- The island's minority ethnic communities should be consulted and an appropriate action plan drawn to ensure that children's services are accessible and responsive to their needs.(CSCI) (1,2,3,4,5)
- Reduce high levels of staff turnover and illness in the schools.(LEA/LLSCOF-1.9)

Staying Safe

- In order to improve support for health, safety and child protection ensure that:(LEAOF-3a/b/c)
- The ACPC should make arrangements to better monitor and develop the quality and effectiveness of child protection work.(CSCI)
- Arrangements should be made to improve the monitoring of the frequency and quality of visits to children on the child protection register.(CSCI)
- Urgent action should be taken to improve practice and response rates within the R&A Team.(CSCI)
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Enjoying & Achieving

- To improve the effectiveness of the LEA in taking steps to meet statutory obligations in regard to children with special educational needs:(LEAOF-4a/c)
- To improve the effectiveness of the LEA in taking steps to meet statutory obligations in regard to children with special educational needs:(LEAOF-4b)
- In order to improve support for looked after children ensure that:(LEAOF-6a/b)
- In order to improve the attainment and monitoring of children educated otherwise than at school:(LEAOF-7)
- In order to raise pupil attendance:(LEAOF-15a)
- Arrangements should be made to ensure that every looked after child is provided with a personal education plan.(CSCI)
- Action should be taken to improve the quality of information provided to foster carers about children before they are placed.(CSCI) (1,2,3)
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Making a Positive Contribution

- Action should be taken to improve the range and timeliness of family support services. (CSCI) (1,2,3,4,5)
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- The island's minority ethnic communities should be consulted and an appropriate action plan drawn to ensure that children's services are accessible and responsive to their needs.(CSCI) (1,2,3,4,5)
- In order to support schools in raising standards and sustaining improvement: ensure that development work in clusters includes sufficient focus on joint policies for the curriculum and homework across all three tiers. (LEAOF) (4)
- Providers raise retention and student achievement to meet targets. (LEA/LSCOF-3.3)
- LSC, WBL, Schools and the LEA to ensure effective support for basic skills – Ly/Nu/ICT for all learners. (LEA/LLSCOF-3.5)

Achievement of Economic Well-being

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- Connexions to ensure that learners and their parents/carers/sponsors/ employers are fully informed about the range of future prospects and careers available to them via the various progression routes on offer. (LEA/LLSCOF-2.1)
- Providers will consider ways of expanding opportunities for students to combine academic and vocational study post 16 whilst rationalising capacity. (LEA/LLSCOF-2.2)
- The LEA and LSC will ensure that work-related learning activities are well co-ordinated. (LEA/LLSCOF-2.3)
- Providers raise retention and student achievement to meet targets. (LEA/LSCOF-3.3)
- LSC/WBL team to work with providers to improve the co-ordination of trainees' assessment. (LEA/LLSCOF-3.4)
- LSC, WBL, Schools and the LEA to ensure effective support for basic skills – Ly/Nu/ICT for all learners. (LEA/LLSCOF-3.5)

Being Healthy

Staying Safe

Enjoying & Achieving

Making a Positive Contribution

Achievement of Economic Well-being

- In order to support schools in raising standards and sustaining improvement: ensure that development work in clusters includes sufficient focus on joint policies for the curriculum and homework across all three tiers. (LEAOF-4)
- In order to support schools in raising standards and sustaining improvement: agree with schools, clear expectations of what pupils should achieve by the end of Years 4 and 8 in standards, study skills and work.(LEAOF-10a/b)
- In order to raise standards in the application of literacy and numeracy skills across the curriculum:(LEAOF-11a/b)
- In order to better prepare middle managers ensure that: training for middle managers equips them to play their part in dealing with the issues of methodology, progression and continuity. (LEAOF-12)
- The LEA and the LSC will work with institutions to raise standards, particularly at Key Stage 4. (LEA/LLSCOF-1.4)
- The LEA and LSC will ensure that outstanding performance is celebrated and that poor performance does not go unchallenged. (LEA/LLSCOF-1.5)
- Providers will consider ways of expanding opportunities for students to combine academic and vocational study post 16 whilst rationalising capacity. (LEA/LLSCOF-2.2)
- Best practice dissemination to meet learner needs and raise standards. (LEA/LSCOF-3.1)
- Providers raise retention and student achievement to meet targets. (LEA/LSCOF-3.3)
- LSC/WBL team to work with providers to improve the co-ordination of trainees' assessment. (LEA/LLSCOF-3.4)

INFRASTRUCTURE
(Finance, Data, Workforce Planning)

- **Develop clear structures and lines of communication to implement and monitor the strategy and to ensure that it is widely disseminated. (LEA/LLSCOF-1.2)**
- **The LEA, LSC and Connexions will produce and make available accurate and comprehensive data to support a range of functions. (LEA/LLSCOF-1.6)**
- **LEA and LLSC will work with all providers to ensure robust quality assurance systems are embedded. (LEA/LLSCOF-3.2)**
- **Urgent action should be taken to improve within the R&A Team staff morale. (CSCI)**
- **The organisation and management of children's services training should be reviewed to increase its efficiency and effectiveness.(CSCI)**
- **A more appropriate information system should be secured for children's services.(CSCI)**
- **In order to support school staff development: - monitor and analyse data related to take-up of courses and teacher absences, and support schools in responding to patterns emerging internally across the island.(LEAOF-13)**

Note:

LEAOF- LEA OFSTED Action Plan
CSCI – Children's Social Services Action Plan
LEA/LLSCOF – LEA and LLSC joint area review action plan

The colour code for each action indicates as follows:

Red –	Behind schedule – barriers identified and action being taken.
Amber –	On schedule further action to complete or embed new practice.
Green –	Action completed practice can be evidenced and is embedded.
Blue –	Timescale for the action has yet to start.