

**LOCAL CHILDREN'S SERVICES PARTNERSHIPS SUB
COMMITTEE**

Wednesday, 22nd April, 2009

10.00 am

**Darent Room, Sessions House, County Hall,
Maidstone**





AGENDA

LOCAL CHILDREN'S SERVICES PARTNERSHIPS SUB COMMITTEE

Wednesday, 22 April 2009 at 10.00 am
Darent Room, Sessions House, County
Hall, Maidstone

Ask for: **Christine Singh**
Telephone: **01622 694334**

Tea/coffee will be available before the meeting

Membership

Conservative (4):	Mrs A D Allen, Mr J Curwood, Mr G A Horne MBE and Mr M J Northey
Labour (2):	Mr I T N Jones, DL
Liberal Democrat (1):	Mr M J Vye
Church Representatives (1):	The Reverend N Genders
Teacher Advisers (1):	Mr T Desmoyers-Davies

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

Item No

- 1 Substitutes
- 2 Minutes - 12 March 2009 (Pages 1 - 8)
- 3 Successes and Challenges - Canterbury City and Country Local Children's Services Partnership (Pages 9 - 36)
The following representatives from LCSP will be attending for this item:-
Ruth Herron, LCSP Manager
Jane Robinson, Chair of the LCSP Board
Nicky Cole, Voluntary Organisation
- 4 Successes and Challenges Ashford 1 Local Children's Services Partnership (Pages 37 - 72)

The following representatives from LCSP will be attending for this item:-

Laura Froude, LCSP Manager

Malcolm Ramsey, Chair of the Partnership Board, Headteacher at Towers School

Alan Collado, Children's Centre Co-ordinator

- 5 Success and Challenges - Ashford Rural Local Children's Services Partnership (Pages 73 - 106)

The following representatives from LCSP will be attending for this item:-

Helen Anderson, LCSP Manager

Diane Butler, District Manager for Social Services and Vice Chair of the Partnership Board

Sharon Clarke, Locality Clinical Co-coordinator

- 6 Date of next meeting - 23 July 2009 in Waterton Lee Room, Invicta House
It has been agreed that the LCSPs for Sevenoaks South, Tonbridge, Cranbrook and Paddock Wood will be attending this meeting.

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

Peter Sass
Head of Democratic Services and Local Leadership
(01622) 694002

Tuesday, 14 April 2009

Please note that any background documents referred to in the accompanying papers maybe inspected by arrangement with the officer responsible for preparing the relevant report.

KENT COUNTY COUNCIL

LOCAL CHILDREN'S SERVICES PARTNERSHIPS SUB COMMITTEE

MINUTES of a meeting of the Local Children's Services Partnerships Sub Committee held at Swale 2, Sessions House, County Hall, Maidstone on Thursday, 12 March 2009.

PRESENT: Mrs A D Allen, Mr J Curwood, Mr T Desmoyers-Davies, The Reverend N Genders, Mr I T N Jones, DL, Mr M J Northey and Mr M J Vye.

OTHER MEMBERS PRESENT: Mr P B Carter and Mr L B Ridings, Cabinet Member for Children, Families and Educational Achievement.

OFFICERS: *Representing LCSP Thanet 1*; Ms Claire Barham (Locality Commissioning Manager), Ms Nedine Watson-Cutts (LCSP Manager), Mrs Jackie Kemp (Pep Headteacher); *representing LCSP Thanet 2*; Ms Karen Sharp (LCSP Manager), Ms Sue O'Keefe (Headteacher, St Mildred's Primary Infant School, Broadstairs) and Mr Phil Pittock (Extended School's Development Manager, Thanet); *representing LCSP Deal and Sandwich*; Mr Alan Rogers (Children's Services Partnership Manager), Ms Christine Judge (District Manager Children's Social Services) and Ms Debee Beale (Locality Co-ordinator); and *representing LCSP Dover*; Ms Sally Lees (Headteacher, Dover Boys Grammar School) and Mr James Brown (Extended Schools Development Manager).

IN ATTENDANCE: Mrs J Ackroyd (Trust Development Manager), Mr D Adams (Area Education Officer Ashford & Shepway), Mrs Sally Morris (Head of Strategic Planning & Review and Mrs C A Singh (Democratic Services Officer)

UNRESTRICTED ITEMS

1. Election of Chairman (Item. 1)

Mr J Curwood proposed and Mr M J Northey seconded Mrs A D Allen be elected Chairman.

Carried without votes

(Mrs Allen took the Chair)

2. Welcome

(1) The Chairman welcomed the officers and Members to the inaugural meeting of the Local Children's Service Partnership Sub Committee (LCSP Sub Committee). Members and officers introduced themselves.

(2) Mrs Ackroyd gave a brief introduction outlining the role of the Sub Committee to have an overview of the work of the Partnerships and submit Minutes of this meeting to the Children, Families & Education Policy Overview Committee.

(3) The Chairman suggested that each area give a brief submission of the successes and challenges from the early LCSP operations followed by questions from Members.

3. Headlines: Successes and Challenges from early LCSP operations (September 2008 – March 2009) & Overview of Local Children and Young Peoples Plans (LCYPP) priorities

(Item. 2)

Thanet 1

(1) Nedine Watson-Cutts, LCSP Manager gave a brief overview of the work carried out in Thanet which included the following:-

- Thanet has the largest population of 0-9 year olds. In Thanet 1 there are 13,000 and in Thanet 2 16,000.
- The core purpose of the Partnership was to improve the outcomes of health and safety and learning, through planning and integrated services.
- Integrated planning was integral in forming the Partnership. This was done through data collection and consultation.
- There was excellent partnership working.
- The Partnership Plan covered three years and had sixteen outcomes. These were short, medium and long term.
- Regular Board meetings were held with representatives from key services including health, early years, youth services, youth justice team and the Police, each with a specific area of responsibility in line with the three year Partnership Plan.
- The aim of the Partnership Plan was to look at the local priorities and those that covered all of Thanet.
- The LCSP was looking to improve the skill base in Thanet through the "Poverty Pilot Initiative", which included community mentoring.
- The LCSP was looking at team structure and eradicating duplication to free up funding.
- A huge positive had been the signing up by everyone of the Partnerships being the best way of working. It had been key to have Thanet District Council involved.

(2) Jackie Kemp, PEP Headteacher, added further comments which included the following:-

- The membership of the Partnership Board meant that there were less meetings with individuals to share data.
- The Thanet area had significant numbers of families with no work ethic, poor or no school attendance which meant that there was significant illiteracy but did not mean that they had problems with problem solving or mathematical skills.
- In contrast there were excellent secondary schools in Thanet which OFSTED reports validated.

(3) In response to a Member's question Jackie Kemp advised that breaking the cycle of families for five generations not working and little or no education would be

managed through initiatives for young mums to continue to receive education and work on preventing second pregnancies through raising their aspirations.

(3) In response to a question Members were advised that the Partnership Board Minutes were on the LCSP local websites. Joy Ackroyd agreed to forward Members the weblinks.

(4) In response to a question on whether an audit had been made on all early years providers in the Thanet area especially on the quality of care and what plans the LCSPs had made to improve early years, Nedine Watson-Cutts advised that setting up the Children's Centres had been the focus on early years, which meant excellent cross working with health visitors. This had received financial input from central government. Information was linked through groups such as the community involvement workers and church groups to engage hard to reach members of the Thanet community.

(5) In response to a question on what work was being undertaken for boys to have role models and gain social responsibility, Jackie Kemp explained that a lot of work had been carried out by early years with the parents of boys. Those parents who were also made aware of the extended schools programme.

(6) In response to concerns raised that within grammar schools there were students with additional education needs where teachers did not hold the funding or have the relevant experience of special needs. Members were advised that there was a secondary school meeting that the Partnership used to seek collaboration through potential courses. David Adams suggested that this was a structural matter rather than an issue for the Partnership, as the needs for a grammar school in West Kent may be different from those in East Kent.

(7) Sally Lees added that the schools in Dover had gone beyond looking at the schools individually but were moving towards the leaders of the schools being leaders of all schools across the Dover area.

(8) David Adams concluded that there was a keen focus to raise standards in Thanet 1 and a need for more to be done in the monitoring of pre-school settings at Board level.

Thanet 2

(9) Karen Sharp gave a brief overview of the LCSP Thanet 2 challenges and successes which included the following:-

- Thanet 2 covered the largest area of the LCSPs with 28 schools.
- The Board membership included representation from the infant and junior schools, the Academy and Thanet College.
- The high level of need and high levels of investment needed to be joined up as this had been disjointed in the past.
- Schools were requesting more joined up thinking and proper signposting which was being remedied.
- There was commitment to eradicate duplication to freeing up resources.
- Thanet 2 had a totally diverse set of needs with pockets of poverty as well as some of the best places to live such as Broadstairs.

- Referring to fathers and role models Karen Sharp stated there was a high level of violence in certain areas that needed to be addressed.
- There were high levels of teenage pregnancy which received constant focus.
- Thanet 2 was in the “value added” league table as 8th out of 23 in the county.
- Karen Sharp felt it was a wonderful place to work with a highly committed multi-agency workforce.
- Karen Sharp quoted that the Chatham House Grammar Headteacher advised that the proportion in his school that went on to university was 1 in 5, which for many grammar schools in Kent was the reverse.
- The LCSP was moving into commissioning and service level agreements at a pace with commitment and optimism.

(10) In response to a question on how far had acceptance to improve aspirations and how far was resistance, Karen Sharp explained that although there were real issues with dependency and domestic violence, it had meant showing alternative ways to behave and changing the culture through parent modelling, attendance at Children’s Centres and extended schools provision.

(11) In response to a question on engagement with the voluntary sector, Members were advised that the picture of the voluntary sector in Thanet was complex. There were representatives on the Boards which was beneficial as the voluntary sector had connections with a vast range of other organisations. It was felt that the engagement would become more challenging with the LCSPs intention to move to a commissioning role with a need to remain impartial. In terms of prevention the voluntary sector was the lead on this through early years and SureStart.

(12) In answer to how much was budget a restraint and how needs analysis to action was approached, Karen Sharp advised that the structure in needs analysis was very good. Parents and children were consulted and professionals opinion was sought for deeper analysis rather than relying on statistics alone as the professional faced the issues everyday and became resourceful in understanding the needs.

(13) In consultation the LCSP Thanet 2 recognised improving early intervention was a long term plan. There was a need to grow an evidence base. The engagement with the voluntary sector was a huge challenge but this was not a Kent issue but a national one and central government guidance was awaited.

Dover, Deal and Sandwich

(14) Alan Rogers gave a brief summary of the successes and challenges being undertaken by the LCSP in Dover, as Lee-Anne Farach was unable to attend the meeting, and the LCSP he managed in Deal and Sandwich, which included the following:-

- There was real poverty in Dover which had taken a further downturn with the impact of the national economic downturn that had led to recent redundancies in the area.
- Alan Rogers felt that the Board is generally working well although seeing real cultural change was going to take many years.
- Each member of the Board had a specific area of responsibility for part of the LCSP Plan.

- Partnership working has highlighted awareness of the number of meetings colleagues attend raising concerns that while being at meetings colleagues are not always getting on with the day job.
- Good links are being developed with Dover District Council.
- The voluntary sector had made a large contribution in Dover although there had been no meetings held previously with the voluntary sector in Dover. There was work to be done in overcoming the negative views the voluntary sector had regarding LEA. Links also needed to be made with the voluntary service groups and the Board and vice versa.
- The economic downturn was being tackled through the “Dover District Inclusion” which was linked to the Credit Union. He advised that it was part of Debee Beale’s role as Locality Co-ordinator to advise the group on how to signpost families methods of accessing this money through Children’s Centres.
- There had been successes made with the youth homelessness across Deal and Sandwich through links with Rainer and Porchlight
- Alan Rogers felt that information exchange was key to the success of the LCSPs and gave the example of commissioning a piece of work to identify which children were more likely to become homeless in the future.
- He also gave an example of five young men who had been excluded from school but through various strategies were now reinstated with the assistance of various agencies including the Youth Service.
- Early years was vibrant in Dover, Deal and Sandwich.

(15) Members were given the opportunity to ask questions. The Chairman advised that she had attended a Credit Union meeting and KCC were allocating £¼ million to the Credit Union and a £¼ million to the Citizens Advice Bureau.

(16) In response to a question Christine Judge advised that unaccompanied minors (children placed by another local authority in Kent) and asylum seekers had a real impact on the resources of children’s social services in Dover.

(17) In answer to the concerns that the Youth Centres were picking up the pieces of young people who seemed to be on the fringes of society and how this could be changed, Alan Rogers reflected early intervention was essential and that 2 out of the 5 young people mentioned earlier were possibly at risk of going to prison. There was a need to put resources into early years but this needed to be balanced with the needs of those already further down the line.

(18) In response to a question on making a change to the urban decay in Dover, Sally Lees felt that it was too easy to get a dark picture of Dover. She felt it was a great place to work, a place where you could make a difference with incremental changes. A positive figure from a Dover school was 8% of students were first time university entrants. She spoke of one student who had received GCSEs with straight A* results and was holding an acceptance to Cambridge but needed a reference as his parents had no means of financing his university place. Sally Lees felt that it was about giving students the belief in themselves and their aspirations and for teachers to believe in them. She felt it was important children were in school, especially for those that witnessed domestic violence at home as school was a place of safety. This could be done by reducing exclusions through partnership working. Exclusions had already been reduced by 35% to 15%.

(19) In answer to a question on how success was celebrated, David Adams explained that they were looking at capturing exemplary examples of success from the LCSPs to produce a DVD and to set up a rewards system for their achievements. Mr Ridings offered to speak with the Editor in Chief of the Kent Messenger who he was due to meet later in the week about the possibility of press coverage.

(20) Karen Sharp suggested that the Awards Scheme could be linked with Kent Businesses, and “Buddy Schemes”. Similar schemes were also mentioned including; the Peterborough Oscars and Triangle awards.

(21) Jackie Kemp suggested that for many students this was step too far to achieve but could be achieved incrementally and that the achievements could be initially placed on the LCSPs website.

(22) In response to a question Alan Rogers advised that there were many issues regarding transition. Key Stages 2 and 3 had been looked at and discussions had been held with teachers from both secondary and primary schools for them to make regular visits to each others schools to familiarise themselves with the children and for primary teachers to understand the issues faced by children transferring to secondary school.

(23) James Brown, Extended Schools Development Manager, spoke of the achievements in Dover including; work with three schools who gained national accreditation through Christ Church University, one school that had formed a family club through the pastoral care office, “SNAPS” an eight month programme. Year 12 students who had given two hours per week to support younger children in their reading and workshops that had been set up through adult education for parents who had concerns for their children going on to secondary school, Middle Deal Extended Schools (MDES) programme, which had cascaded across Dover.

(24) Clare Barham added that the link of deprivation and poor health needed to be included. Health professionals were a key partner in the LCSPs.

(25) In conclusion David Adams suggested that it was evident reflecting on the four LCSPs that each faced a diversity of issues as well as diverse localities. The LCSPs were looking to personalise the services as the bulk approach was now unacceptable. It was the responsibility for those at the centre to ensure that the LCSPs had the tools to do their job with the necessary funding in place. He felt that the initially the LCSPs had to be allowed to do their job, this had to be consistent and needed to be mapped, which was being addressed. The library of examples had to be shared and licence be given to the LCSPs to be passionate and have autonomy. The LCSPs needed to own the problem.

(26) The Committee agreed that:-

- (a) a method for publicising the successes in the LCSPs be developed;
- (b) all Members of the County Council should act as advocates for the LCSPs through their role in corporate parenting;
- (c) the role of the LCSPs and how it affects the Members role should form part of the Members induction training; and
- (d) Members receive updates on the LCSPs at the Education briefings.

4. Date of next meeting

(Item. 3)

The next meeting will be held on Wednesday 22 April 2009 in the Pendragon Room, Invicta House, County Hall, Maidstone.

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By: Ruth Herron
To: LSCP Sub-Committee
Subject: Annual report of Canterbury City and Country LSCP to the POC Sub-Committee
Classification: Unrestricted

Summary: This report provides background information on the Canterbury City and Country LCSP, it details progress made in establishing and embedding the processes and work of the Partnership including developing links with other community partners and how progress is being made towards achieving key priorities as detailed in the local Children and Young People’s Plan.

1. Introduction

- 1.1 This report contains:
- A detailed description of Canterbury City and County’s LCSP
 - Information regarding the management, structure and effectiveness of the partnership, including the impact on schools’ results.
 - The LCSP Priorities and Action Plans, and
 - Feedback from each partner agency.
-

2. LCSP Description

- 2.1 Canterbury City and Country is one of the largest LCSPs covering the City and surrounding Country areas. The young people’s population is detailed below.

	Total persons		Males		Females	
	Number	% of 0-19s	Number	%	Number	%
All ages 0-19	17,728		9006	51	8722	49
0-5	4,068	23	2168	12	1900	11
0-7	5443	31	2875	16	2568	14
8-13	4576	26	2352	13	2224	13
14-19	7709	43	2779	21	3930	22
10-17	7,247	41	3823	22	3424	19

- 2.2 The LCSP has a varied landscape with extremes of affluence and deprivation. The Partnership ranks as equal 10th most deprived of the 23 Partnerships in

Kent. Northgate is the most deprived ward in the district and falls into the highest 5th of deprived ranking wards in the local authority. Little Stour, Marshside, Sturry North, Sturry South and Westgate lie just behind Northgate.

- 2.3 The Partnership has 29 mainstream schools, 3 Special schools and 1 Academy. Of the 28 schools there are 22 Primary schools (4 of which are federated), 1 Infant school, 1 Junior school, 3 Grammar schools, 1 Faith based wide ability secondary, 1 Technology wide-ability secondary, and 1 High school. Of the primaries, there are 4 that are sited in fairly deprived locations. Over half of the primary schools are in a rural location, with 6 having school roles of less than 100 pupils. There are 4423 children on the roll in the City's Primary schools and 6345 in the Secondary schools. Children with special educational needs make up 24% (N=2700) of the total school population with 4% having a statement of special educational needs and 20% having additional needs with no statement.
 - 2.4 The City has 1 Further Education College and the Secondary Schools are starting to work with the college in collaboration to allow pupils to access courses in each other's schools or the college. There are 3 universities; Christchurch University particularly works collaboratively with schools.
 - 2.5 There are 37 Early Years Settings (Pre-Schools) and 3 Children's Centres, with an additional 2 Children's Centres in the planning stages.
 - 2.6 The Partnership has a predominantly white British population. BME make up 8% (n= 700). Pupils with English as an additional language made up 7% (n=700) of the overall pupil population. Over the past year there has been a slight increase of 0.4% between in the percent of children from ethnic minority backgrounds. Parents of these young people may be health professionals at the hospital, parents studying at the universities, or soldier fathers based at Howe Barracks and a proportion of these children are bilingual and speak English fluently. However, a minority of the young people will be new arrivals to Britain with very little English, and for the majority the stay is fairly transient, the average time being 2-3yrs. Hence whilst numbers are small the impact on services is significant and continuous. Canterbury ranks 4th in the Kent districts for numbers of migrant workers.
 - 2.7 In the district there are 76 looked after children (February 09), and 82 (July 08) unaccompanied asylum seeking young people.
 - 2.8 There are 111 children (Februray 09) in the district who have Safeguarding Plans in place.
 - 2.9 The number of teenage pregnancies has risen slightly during 2007 in line with national data, despite this Canterbury district has successfully reduced teenage pregnancy by 21.5% on baseline data of 1998 and has achieved one of the best reductions in the county.
 - 2.10 Canterbury district has approximately 100 young carers
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3. Management, Structure & Effectiveness of Partnership

3.1 Membership of the Partnership is set out in Appendix A, links to community groups in Appendix B and LCSP Team and Management Structure is Appendix C. The Partnership has recently developed a commissioning sub group. All commissioning decisions are taken through the board with the acknowledgement that some funding streams are rings fenced and must be directed to specific actions e.g. Hands on Support funding is for development of Information Communication Technology (ICT) in schools. The 2009/10 finance report is detailed at Appendix D.

3.2 **Vision and Strategy:** The Partnership has fully completed its local Children and Young People Plan which clearly sets out the vision for 'improved outcomes for young people through joint planning and commissioning of all Childrens services'. The progress of the plan is revisited at each Board meeting and the report card is set out in Appendix E.

3.3 Effectiveness of the Partnership

3.3.1 The LCSP board has now met four times and is still fairly embryonic, there was a delay with the Partnership and plan development as little preparation had been done towards this before the appointment of the Partnership Manager in September, but the LCSP is developing cohesively and partners are committed to striving to make this work.

3.3.2 Leadership is clear from the Partnership Manager and from Board members towards their individual organisations. Board members are nominated accountable leads against actions in the Local Children and Young Peoples Plan (LCYPP). Attendance at Partnership events and meetings is good and partners including schools are enthusiastic about working on projects and initiatives together.

3.3.3 Links are being made with all community groups to ensure there are effective communication pathways. There is clear communication with schools, the Partnership Manager attends the head teacher meetings held three times a year and there is good education representation on the board. This year the Partnership plans to develop better links with all voluntary groups to raise awareness of the role of the LCSP and for each to build a better knowledge of commissioning processes. The LCSP has had a strong role in the embedding of Integrated Working Processes such as Common Assessment Framework (CAF) processes and Single Point of Access (SPA) Meetings.

3.4 The effectiveness of the partnership in raising standards in Canterbury City and Country Schools

3.4.1 At **Foundation stage** in 2008, 43% of pupils attain the target of 78points + (inc. 6+points in Personal Social Emotional and Communication Language and Literature. Other Kent Partnerships scores range from 69 to 33% and Canterbury City and Country are 16th in the Kent Partnership table.

3.4.2 The Government expectation for **Key Stage One** is that children, aged between 5 and 7 years, will reach a minimum of Level 2B. The table below shows the LCSP Key Stage One attainment levels between 2006 and 2008.

	2006	2007	2008	2008 Partnership Rank (out of 23)
Reading Level 2B+	65.5	67.3	67.4	19th
Reading Level 3+	26.8	26.4	26.3	
Writing Level 2B+	54.6	55.2	55.1	18th
Writing Level 3+	14.9	10.9	10.5	
Maths Level 2B+	68.4	76.3	72.9	17th
Maths Level 3+	14.9	10.9	10.5	
Science Level 2+			86.7	20th
Science Level 3+				

3.4.3 There are 5 schools that are particularly challenged in attaining floor targets, these are Hersden, Pilgrims Way, Boherne, Kingsmead and Diocesan & Payne Smith. At least 30% of pupils in each of these schools have additional educational needs. These schools are all on specific programmes and receive additional targeted support to raise attainment.

3.4.4 The rankings do not reflect the progress of the schools within the Partnership. There has been a small increase in basic reading skills in the past 2 years and the Partnership has work to do here as it remains at the lower end of all Partnerships ranking. Writing is behind the Kent average however the gap is closing and over the past 2 years has reduced from 5.4% to the Kent average of 2.9%. Maths has particularly improved from being 4.6% behind Kent to 1.1%. The Partnership lies 16th in the ranking for Average Point Score, which is a combination of all subjects at primary school age.

3.4.5 At Key stage 1 the overall Average Point Score for reading, writing and mathematics in the Partnership is 14.5. Other Partnerships score from 13.6 and 16. Canterbury City and Country ranks 16th in the Kent Partnerships.

3.4.6 The Government expectation for **Key Stage Two** is that children, aged between 7 and 11 years, will reach a minimum of Level 4+. The table below shows the LCSP Key Stage Two attainment levels between 2006 and 2008.

	2006	2007	2008	2008 Partnership Rank (out of 23)
English Level 4+	74.1	78.6	72.3	19th
English Level 5+	30.6	34.8	23.7	20th
Maths Level 4+	71.4	76.1	73.2	17th
Maths Level 5+	32.3	34.0	28.8	13th

Science Level 4+	83.7	88.7	80.7	16th
Science Level 5+	43.2	49.1	36.3	13th

- 3.4.7 701 of 703 pupils took KS2 SATs in 2009 in City and Country Schools.
- 3.4.8 In English there have been decreases in pupils gaining both 4+ and 5+ and the Partnership sits behind the Kent average by 5% at level 4 and 5% at level 5. Maths demonstrates a slight decrease in achievement 4+ and 5+ is only 1% behind the Kent averages. The trend for science demonstrates a similar picture. One of the issues for City schools is the high mobility of pupils, especially children with parents in the Armed Forces who may move in or out of schools shortly before the exams, this therefore distorts the real picture of the effort of schools. This mobility issue and the special school prevalence influence the picture for Average Point Score and the Partnership lies 20th in the Kent league.
- 3.4.9 There are programmes in place to challenge and support schools to improve attainment with a specifically locally designed maths programme to address the mobility issue.
- 3.4.10 At **Key Stage Four**, 98.4% of young people, aged between 14 and 16 years, achieve at least one GCSE pass or equivalent; 71.9% achieve 5+ A-C GCSEs; and 55.3% attain A-C GCSEs including English and Maths. The National Challenge directs that all schools should have a minimum of 30% of young people attaining 5 A-C GCSEs including English and Maths. Two schools in the Partnership, Chaucer and Canterbury High are National Challenge Schools as criteria was taken from 2008/9 data, however on 2009/10 both schools did achieve over 30%.
- 3.4.11 At **Key Stage Five**, stay on rates are good with 71% moving from Yr 11 to 12 in 2007, this interprets as the 5th highest partnership of the 23, and of these 82% will stay on into Yr 13, 6th highest of the Partnerships.
- 3.4.12 **Overall**, there are 1695 pupils classified as *gifted and talented* which represents 16% of the total roll (Jan 2008), there is focus on these children and cross-school working to support them to reach their maximum potential.
- 3.4.13 OFSTED outcomes for schools are detailed in Appendix E

3.5 The effectiveness of the partnership in reducing absenteeism

- 3.5.1 Improving attendance is an absolute priority and an action in the LCSP Children and Young Peoples Plan. The Partnership has equivalent of three full time Education Welfare Officers.
- 3.5.2 Attendance data (excluding the Academy) for school year 2007 – 2008 is as follows:
- Kent Primary overall absence 5.5% (06/7 was 5.1%)
 - Canterbury City and Country 5% (06/07 was 5.4%)
 - Kent Secondary overall absence 7.5% (06/07 was 8%)

- Canterbury City and Country 8.1 (06/07 was 8.3%)
- Kent Special school absence data not yet available for 2008 (06/07 was 9.3)
- Canterbury City and Country 06/7 19.1% (05/6 was 16)

3.5.3 Generally, absenteeism is reducing, except for the Special Schools. Children attend the Special School from a wide geographical area and lose time when attending medical appointments. The Education Welfare Service is working closely with the schools and is implementing strategies to improve this.

3.6 The effectiveness of Children's Centres in Canterbury City and Country Partnership

3.6.1 The Riverside Surestart Centre is fully established and offering a wide range of outreach services. The Wincheap Centre opened to the public in January with its formal opening planned for May. Hersden has been set back as the site has moved from the Community Centre to the school site. A feasibility study is taking place at this time but full Children's Centre activities are on offer from an outreach perspective, many of which run from the Community Centre. The round three Children Centres will hopefully be sited at Chartham, on the school site, and at Littlebourne, the site for the latter has yet to be agreed. There are at present two managers and a third manager post for the Round 3 Centres is out to advert at this time

3.7 The Partnership Team

3.7.1 There are 29 members in the core Partnership team; the job roles of whom are detailed in Appendix C. The Partnership is starting to develop wider working practices with joint projects between Children's Centres, early years teaching staff and the voluntary sector. The team managers have enthusiastically taken on responsibilities for targeted action in areas within their age bands, such as Targeted Youth Support and developing a broad approach to raising standards in Early Years Settings.

4. Canterbury City and Country LCSP Priorities and achievement

4.1 The latest version of the LCSP Children and Young Peoples Plan can be accessed at: http://www.kenttrustweb.org.uk/Clusters2/cl_canterbury_cc_trust_management_pol.cfm

4.2 Overarching priorities

4.2.1 Priorities for the Partnership have been written with reference to the Every Child Matters Agenda. The local priorities were developed based on the results of the Needs Assessment. Below each of the priorities sit several strategic actions. Fundamentally the plan reflects the priorities of the 2008-11 Kent Children's and Young Peoples Plan this is identifiable by the brackets.

- 4.2.2 The plan has been traffic light rated as follows:
- **Green - good progress, actions/services in place**
 - **Amber- formative discussion and plans in place**
 - **Red - No progress yet**

4.3 LCSP Priority 1

4.3.1 The first priority of the LCSP is to: Provide easy access to support and advice to allow all young people and parents to have opportunity to make positive and informed choices about their health (KCYPP priority 1 & 2, Every Child Matters(ECM) Be Healthy) **Green/Amber**

4.3.2 Objectives:

- Promote healthy lifestyles
- Increase early intervention
- Improve sexual health
- Reduce drug and alcohol issues

4.3.3 Actions:

- A common PSHE curriculum is in the process of being developed across all schools in the Partnership.
- All schools are part of the Schools Sports programme and offering a wide variety of sports activities.
- The national Change for Life healthy lifestyle/healthy weight programme is being promoted in schools.
- Health clinics have been implemented weekly in all secondary schools offering advice, services and signposting on sexual health, contraception and drugs and alcohol issues.
- The teenage pregnancy local implementation group has commissioned a direct focused support worker for young parents to support parenting, reduce second pregnancies and engage in training/employment opportunities.
- Drug and Alcohol Peer mentoring programmes have been commissioned in all secondary schools.
- Canterbury was in the second wave of implementation of the Common Assessment Frames work and Lead professional, these programmes are now embedded in local work.
- The Multi Agency Cascade Service is Canterbury's early intervention health programme and continues to be supported to offer an excellent source of support working between schools and parents/carers on tier 1&2 mental health issues and Behaviour and social problems.
- Front line staff are being training on Pathways to support to increase early intervention.
- Information Z cards have been developed by young people for young people to signpost to them support and advice on a range of personal issues.

4.4 LCSP Priority 2

4.4.1 The second LCSP Priority is to: Provide education and support to families and young people to reduce vulnerability to accidents and abuse (KCYPP priorities 2, 3 & 8, ECM Stay Safe) **Green/Amber**

4.4.2 Objectives:

- Reduce incidents of road accidents
- Reduce the number of accidents to children and young people in the home
- Reduce the impact on children of domestic violence
- Increase early support for parents and families to reduce child protection referrals
- Prevent homelessness in vulnerable groups of young people

4.4.3 Actions:

- Schools are starting to support and reinforce messages of the national Tales of the Road safety campaign.
- All early years settings have given out free home safety packs including information about free fire alarm fitting.
- The domestic violence forum held an excellent education/awareness raising conference for front line staff.
- Training is planned to operational staff regarding the wide-ranging support for families to ensure swift and easy access to support to reduce hard end child protection referrals.
- Parentline, a national help and support line for parents is being promoted in all GP surgeries with information leaflets on living with teenagers, managing risky behaviour etc.
- There is now a parent voice coordinator in place to collate the views of parents/carers of services and support with focus on the most vulnerable groups.

4.5 LCSP Priority 3

4.5.1 The third LCSP Priority is to: Increase readiness and access to learning to raise attainment, employability and opportunity for economic independence (KCYPP priorities 5, 6 & 7, ECM Enjoy and Achieve) **Green**

4.6 LCSP Priority 4

4.6.1 The fourth LCSP Priority is to: Ensure all young people have fair and easy access to leisure and play activities (KCYPP priorities 5, 6 & 7, ECM Enjoy and Achieve) **Green**

4.6.2 Objectives:

- Increase positive and educational activities for pre school children
- Raise attainment in schools
- Looked after Children have access to additional help and support

- Embrace equality and diversity
- Parents are supported in parenting their children and have simple pathways to early support
- Young carers have access to support
- Increase positive opportunities for young people

4.6.3 **Actions:**

- There are 3 children's centres in place with an additional 2 round 3 centres in the planning stages developed, they are rapidly working towards the full core offer
- Extended schools are developing with just 6 schools not yet delivering the full core offer. This has allowed an extensive range of breakfast and afterschool places.
- The Partnership is oversubscribed for pre school\places although commissioning continues to shape services in relation to what parents say they need
- There is a focus on adult education provision and a specific group for young parents has been developed
- Early years settings have been targeted to drive up standards to ensure all settings offer a high standard of childcare with training, resources and 1-1 support from educational staff
- There are a wide range of programmes in place to raise attainment and the Partnership developed Maths Mobility Programme has been adopted for County use
- The schools in the National Challenge programme have welcomed the support from the Kent National Challenge Team, all are making good progress
- A Partnership Strategy for children with additional educational needs is in the process of being developed and this will include outreach work from the Special school to mainstream schools to support them to manage children with complex needs
- Various leadership programmes are being supported with focus on the Aspiring leaders
- A focus on reducing absence and increasing inclusion has led to the development of an In Year fair Access policy at primary schools (well established in secondary schools) and the development of a zero absence policy for authorised absence and implementation of penalty notices
- There is a focus on transition with the development of a policy document detailing all transition arrangements, various programmes and activities are in place such as vulnerable children transition days, welcome weeks and specific materials for use by the children. A DVD has also been created about the reality of life at secondary school with information and top tips by students for children moving from primary to secondary school
- The third sector has been commissioned to engage the most vulnerable families who do not usually engage with schools and mainstream services to develop their relationships with their children, engage them in their learning and increase parenting skills
- The Partnership is supporting the development of a two-tier youth project to ensure activities are targeted at the right age group

- A wide range of services have been commissioned to support looked after children including promoting participation, support to schools to track and identify early problems in educational attainment, attachment awareness training for schools, a self esteem raising and relationship focussed residential for 16+ young parents, and specific resources for use in schools
- Schools receive 1-1 support to help integrate EAL children
- An audit of school processes and policy relating to anti bullying is in place
- A Needs Assessment is in place for Young Carers and a project to raise awareness in secondary schools was commissioned last financial year

4.7 LCSP Priority 5

4.7.1 The fifth LCSP priority is to: Increase participation of young people in local community planning of services (KCYPP priorities 7, ECM Make a Positive Contribution) **Green**

4.8 LCSP Priority 6

4.8.1 The sixth LCSP priority is to: Engender a sense of citizenship in young people (KCYPP priority 7, ECM Make a Positive Contribution) **Green**

4.8.2 Objectives

- Increase the numbers of young people who have valued skills and qualifications for employment
- Young People feel part of decision making both at school and in the community
- Promote volunteering opportunities for young people
- Reduce first time offending
- Engage children, young people and parents in the development of services through the LCSP

4.8.3 Actions

- The 14-19 agenda is being supported and embraced by the partnership with clear links to the forum.
- Young people are developing Young Peoples Charters with reference to their expectations when attending meetings as a young person representative.
- 7 young people were elected onto the Kent Youth Council and the Partnership is developing a youth panel as a sub group of the LCSP
- The Partnership supports the www.notbored.net website which signposts young people to activities.
- Specific Hot Topix events are in place twice a year to meet with young people, on their terms, to get their views and perceptions of services and support.
- The Youth Offending service has established the Youth Inclusion Panel and has a specific YISP worker that all organisations can refer to if concerned that behaviour is likely to lead to offending.

4.9 LCSP Priority 7

4.9.1 The seventh LCSP priority is to: Increase aspiration and enhance a sense of community in the most deprived areas (KCYPP priorities 1 & 4, Achieve Economic Well-being) **Green/Amber**

4.9.2 Objectives

- Establish young people on path to economic success
- Reduce the number of children living in poverty

4.9.3 Actions

- The partnership is developing a NEET/Targeted Youth Support Strategy. NEET figures are ahead of target for March 2009 being 4.13 against a target of 4.97
 - The most deprived wards have been targeted with youth projects to raise self-esteem, develop relationships between services and young people and develop and community cohesion
 - Training is planned for all those working with young people on the Kent Homelessness protocol to increase intervention before homelessness occurs
-

5. Information/Feedback from the individual agencies

5.1 Public Health

5.1.1 There are three health representatives; Caroline Friday is the Children's Commissioner for Canterbury and Swale. She is also the vice-Chair of the LCSP. Susan Gough is Head of Health Visiting and School Nursing Services for Canterbury. Whilst this is not formally supported by the Children's Commissioner Health (for Kent) the LCSP has taken the conscious decision of ensuring that there is a presence on the LCSP Board from the PCT's Provider Services. It justifies this on the basis of the huge professional expertise available within Provider Services, which is made real through day-to-day service delivery. Finally Dr Jonathan Sexton, the lead Consultant for Public Health for Canterbury and Swale has associate status. He has a particular professional interest in children's public health and provides the principal public health advice to the Children's Trust Board. He is also the principal author of the Kent Joint Strategic Needs Assessment for Children.

5.1.2 Between these three Officers, Health is constantly represented and largely all three representatives are able to attend together. Between the three representatives there are substantial resources and on-going work, which tends to drive much of the health elements of the LCSP plan. As a major partner and the largest on the LCSP outside the KCC family of services, the Health representatives are well able to contribute to the work of the LCSP.

- 5.1.3 There are substantial on-going funding commitments to children's health services. In addition for 2009/10 and covering all of Canterbury rather than the specific LCSP, £164,000 has been invested into the MaCS service, £25,000 for SNAAP and £125,000 for the Canterbury & Coastal Early Child Project - a partnership with the voluntary sector.
- 5.1.4 In addition the Canterbury LIG of the Kent Teenage Partnership is run chiefly through the facilitation of the PCT with a reporting relationship to both LCSPs. This has resulted in £9,000 being spent on this agenda. Through close and sustained working over a number of years, Canterbury has successfully reduced the rate of teenage pregnancy by the largest percentage (taking three year rolling averages) of any part of Kent.

Jonathan Sexton Public Health Consultant

5.2 Children's Health commissioning

- 5.2.1 The Health representative for City and Country LCSP is Caroline Friday, Locality Commissioning Manager, Child Health Commissioning Team, Caroline is currently the Vice Chair of this Board, and is a member of 3 other partnership Boards (Canterbury Coastal and Swale, Urban and Rural).
- 5.2.2 The attendance of LCSP Board meetings is considered a priority commitment. However there may be occasions where core PCT business is considered a higher priority.
- 5.2.3 The delegation of tasks and meeting partnership deadlines for completion of work can on occasions be problematic due to other priority work streams from both PCT and other partnership Boards. The role of 'Champion' against the identified priority areas can be misleading with partners, as it can imply that the Champion does the work. The framework is being developed to define Commissioning arrangements within the partnerships however at this stage it is unclear what resource is available to support the functions, in terms of expertise and administrative support.
- 5.2.4 The Health rep role with other partners is to ensure support and delivery of the LCYPP are clearly understood and firmly embedded throughout the local health sector, and that reports, procedures and decisions of LCSP are communicated and acted upon.
- 5.2.5 The health rep is available for consultation between Board meetings to facilitate and act on the core business of the LCSP, including highlighting to the Board key strategic issues. Key professionals within the health sector are invited to attend the Board meetings in an advisory capacity and also attend where appropriate sub groups in order to support the work of the LCSP.
- 5.2.6 The health rep identifies and insures that joint commissioning agreements between PCT's and KCC are in place and regularly reviewed and identifies opportunities for integrated commissioning to improve stronger partnership working and allocation of resources where appropriate.

5.3 Children's Social Services

- 5.3.1 Social Services have engaged fully in the Partnership with regular attendance at the board meeting by the District Manager and Family Services Manager. The opportunity to draw together data has provided a more holistic view of young people and presenting issues and clearly demonstrated how by improving early intervention child protection referrals can be decreased. Opportunities for cross organisation working have been in place for some time but the LCSP provides an excellent opportunity to develop this.

5.4 Education

- 5.4.1 I am the 'lead Headteacher' in the partnership, being the Headteacher at SLGGS in Canterbury. I am also the Chair of this LCSP and so feel very involved in all of the activities. I have been able to attend all of the meetings apart from the last one and we have had some resources to meet our stated needs in our plan, but that has only been funded by the education element (£30,000) and additional monies from Health (to fund school nurses, and Chlamydia screening etc.) Canterbury City Council are very active with their Play Strategy and associated activities but it has been difficult to 'attract' additional funding from Social Services. We are working with Allan Foster to adopt a consistent approach to the delivery of PSHEE in secondary schools across the partnership with all secondary schools being involved as outlined in our plan. We still hold regular Headteachers' meetings which are well supported – far better than when we were a cluster – and through these are developing many other consistent approaches – e.g. making a DVD about transition issues to be given to all children in Yr 6 before starting in this secondary school. We have been involved in working with the Early Years' Project at Poet's Corner to try to engage more parents in their children's learning. Overall, this year has seen a very positive start to the Canterbury City & Country LCSP.

Jane Robinson Headteacher and Chair of the Partnership Board

5.5 Police

- 5.5.1 The Police have actively engaged in the Partnership Boards. They have provided data, both written and anecdotal, which fed into the needs assessment. The LCYPP offers opportunity to have a targeted and joined up approach to tackling some of the challenges the police face, this includes working with the youth service for provision of diversionary services and positive activities to working with targeted schools to reduce road traffic accidents.

5.6 Youth

5.6.1 The Youth Service is an enthusiastic supporter and contributor to the Partnership. The service has taken on various provider responsibilities in response to the identified needs in the LCYPP. They have provided information and use information partners have provided to shape their services. The opportunity to share the knowledge and expertise within this provider service who meet so many young people has been invaluable. The Youth Service also host the Youth Action Group which has direct links to the Partnership.

5.7 Voluntary Sector and Other

5.7.1 My involvement with the Canterbury City & Country Partnership Board is to represent the Third Sector. Through the LCSP, a local Children and Young People's Plan has been developed with input from all members. During the development process, agencies and organisations began to more fully understand the many different ways that agencies and organisations meet the diverse needs of children and young people. This increased awareness and understanding of roles and responsibilities will now be a springboard in delivering the plan in a creative and consolidated way. I had been concerned about the dissemination of information to Third Sector organisations and with some of these organisations instigated establishing a protocol for this. A further consequence of membership of the Canterbury City & Country Partnership Board has been to resurrect the Children & Families Organisations Network Forum for the Canterbury District. Regular meetings will help ensure that there is good communication between the Third Sector organisations and the Board.

5.7.2 Establishing the Board and keeping the members on task cannot be an easy task! However, with good management, I do feel the Board has made a really positive start to collectively meeting the needs of children and young people

Canterbury Early Years Project

5.8 Connexions

5.8.1 Certainly being a part of the partnership has meant that the work that I do around NEETS and TYS is much better supported and this has spread the understanding and ownership of this work. The NEET/TYS group and its membership is an example of that.

Ann Furminger Connexions Manager

5.9 Youth Offending

5.9.1 The Youth Offending Service (YOS) has been represented on the Board since it was created. The Partnership has given us the opportunity to raise the issues of the young people under our supervision and to begin to address their specific needs. Additionally, the Partnership is working together to address performance targets that cut across a range of partners. These include most significantly reducing offending and reducing first time entrants into the Criminal Justice System. We have been happy to take the lead on

these priorities and have valued the support offered by the Board and its partners.

Barry Weeks Youth Offending Manager

5.10 Canterbury City Council

5.10.1 The Council officer has engaged positively with the partnership. She is an active member of the Board and has taken forward various initiatives on their behalf. The Council has been commissioned to provide the training on early intervention and homelessness and the LCSP has benefited from their processes in place to communicate with young people.

5.11 Extended Schools

5.11.1 The development of the Canterbury Local Children's Services Partnership has allowed Extended Services to work much more closely with other board members and their organisations on a range of focus areas both within and in addition to the CYPP. Since the LCSP was formed, the number of schools offering access to the full core offer has risen from 54% to 77%. The Partnership has supported the strategic delivery of Extended Services across all schools, and through this is helping to ensure that over time all families will have information about and access to the services they need within their communities.

5.11.2 We are working on a variety of projects that link into the CYPP, and in particular looking at how we can engage parents from all backgrounds. We are in the process of working with all members from the board in a joined up way to ensure we capture information from different agencies on their work with parents, and also do not waste resources by duplicating the same work. Extended Services have also put together a central directory of services available to the schools and settings, and this continues to have input from all board members to ensure it is as accurate and up to date as possible.

5.11.3 Two of the key success factors for Extended Services as identified by the DCSF are:

- A focus on looking at if there is a wide range of agencies including the voluntary sector, working in an integrated way to deliver Extended Services.
- If there long-term commitment of funding through effective joint commissioning arrangements with other agencies e.g. through local board commissioning with pooled funding.

5.11.4 I feel that the development of the Partnership Board, the commitment of its members and the leadership of the Partnership Manager are all supporting myself and my team to ensure these success factors are established and remain in place.

Steve Charman Extended Schools Manager

6. Conclusion

- 6.1 The Canterbury City and Country Partnership has made a good start in their aim to improve outcomes for children and young people by striving to develop the process of joint planning and commissioning for children's services. There is a clear strategy and aims are clearly identified. Integrated processes are establishing and partners are working together towards developing a cohesive children's workforce. The process of evaluation will identify what is working well. Processes are in place for communication and consultation with children and young people and this year it is anticipated that mechanisms will be in place for the voice of parents/carers. The work in 2009/10 with the voluntary sector will be beneficial to future commissioning.

Recommendations

Members of the LCSP Sub Committee are asked to note the report.

Case Officer

Tel No:

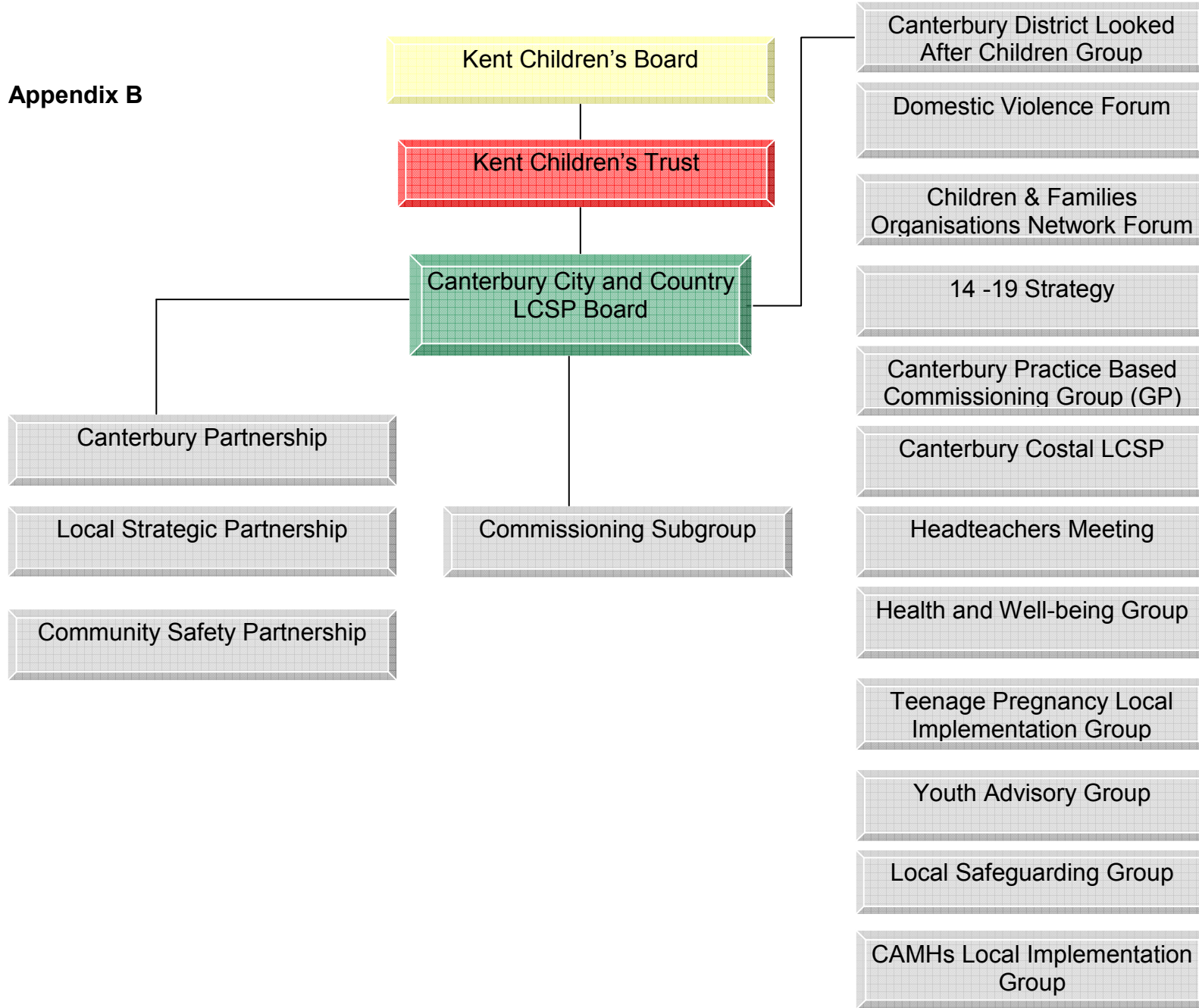
e-mail:

Background Information: *Include ALL background information taken into account in preparing the report. (This does not include previous Committee Reports)*

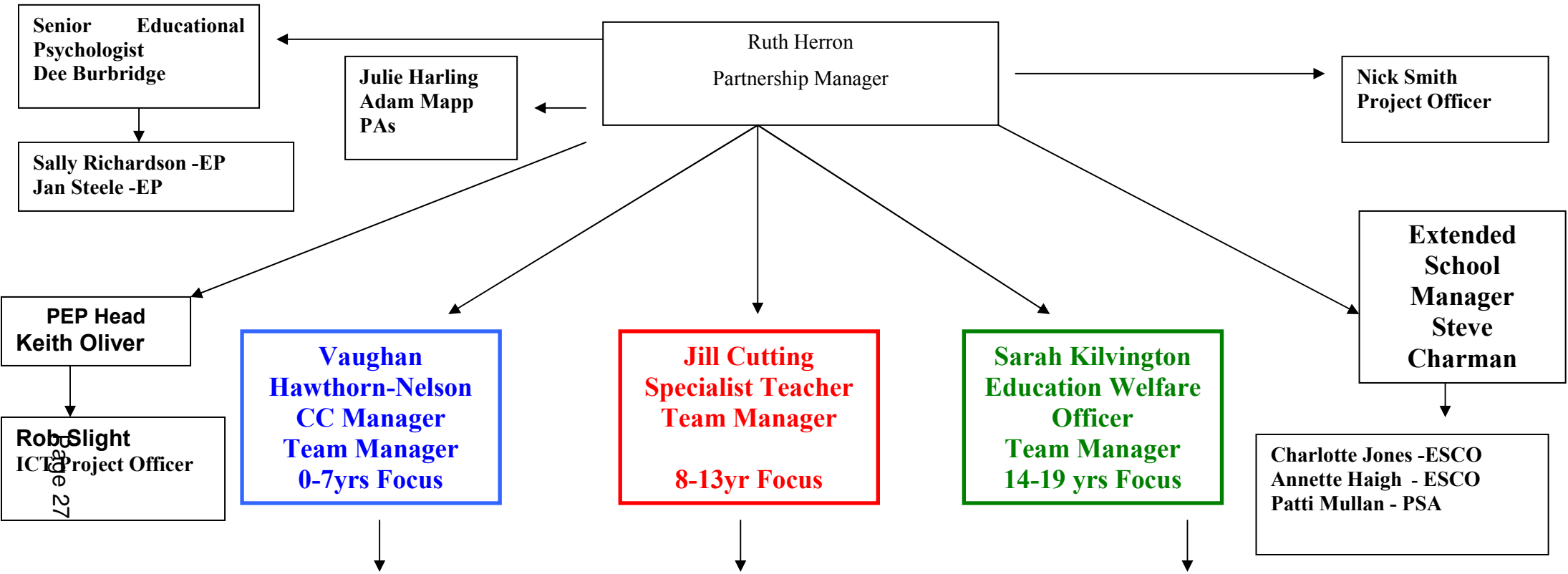
Appendix A

Core Membership	Name & Job Title
Secondary Headteacher (Chair)	Jane Robinson Simon Langton Girls' Grammar School
Children's Social Services	Stephen Fitzgerald District Manager
	Pip Hazelton Team Leader
District Council Officer	Suzi Wakeham Head of Community Development
Early Years	Gill Mansfield St Stephen's Infant School
FE Provider/14-19 Sector	Ann Furminger Connexions
Health	Caroline Friday (Vice Chair) Local Commissioning Manager, C&YP's Health
	Susan Gough East Coast Kent NHS
	Jonathan Sexton Assistant Director of Public Health East Coast Kent NHS
Police	Garath Silcock@kent.pnn.police.uk Kent Police
Primary Headteacher	Graham Bissett Barham CE Primary School
Special School	Ros Eastwood East Kent Hospital School
Voluntary/Community Sector	Nicky Cole Canterbury & District Early Years Project Manager
Youth Offending Service	Barry Weeks Team Leader, KCC
Local Children's Services Partnership	Ruth Herron Partnership Manager
Area Children's Services Officer	Alison Osborne Area Children's Services Officer, KCC
Youth and Community Service	Jim Winters Area Youth Officer Canterbury and Swale
Extended Schools	Steve Charman Extended School Manager

Appendix B



Management Structure for Canterbury City and Country Local Children Service Partnership



- 1. Liz Ross Pre-School Specialist Teacher, SEN
 - 2. Victoria Bailey Early Years Advisory Teacher
 - 3. Diana Strauss Early Years SENCO
 - 4. Ingrid Hillier Early Years SENCO
 - 5. Childcare Development Officer
 - 6. CC staff (Wincheap/Hersden)
- In team but not line managed
- CC Staff Riverside
 - CC Staff Chartham
 - CC Staff Littlebourne

- 1. Barbara Hourigan STS, Behaviour
 - 2. Gill Adams STS, Bi-Lingual & Ethnic Minorities
 - 3. Margaret Young STS, Cognition and Learning
 - 4. Pete Findley STS, Communication and Interaction
- In team but not line managed
- Jan Steele Educational Psychologist
 - Sally Richardson Educational Psychologist
 - Rob Slight ICT Project Officer

- 1. Sue Browne Education Welfare Officer
 - 2. Lee Kennedy Education Welfare Officer
 - 3. Joanne Robinson Education Welfare Officer
- In team but not line managed
- Extended school team
 - Parent Support Advisor

Appendix D
Financial Report April 2008/9

Funding stream	Amount	Action	Amount	Remaining
Partnership monies	30,000	<u>Early Years Safety packs</u>	2000	
		<u>Homeless protocol training</u>	1000	
		Pivotal leadership	1000	
		<u>Kingsmead youth project</u>	3000	
		<u>Z cards</u>	1500	
		Raising aspiration and developing community cohesion in target areas		
		-Canterbury Youth cultural days	3000	
		-Youth service residential project	4000	
		-Youth holiday programme	3000	
		<u>Parentline plus leaflets for GPs</u>	1000	
		<u>Parentline leaflets for transition</u>	1000	
		Education staff		
		-Supply cover to small schools for attending meetings		
		-Room hire		
		-Refreshments		
		-Training courses		
-Meetings, headteachers, SENCOs, early years, Partnership team, transition projects,	3000			
-Individual staff courses + resources	5000			
Inset training day primary schools	400			
Guns and knives conference				
<u>Drug and alcohol peer mentoring programmes</u>	1100	0		
Healthy schools	10831	Peer mentoring programmes in 7 secondary schools	10831	0

LCSP development	4000	Elephant kiosk	3812	188
Hardship	1000	Housing arrears Parent Bed and Breakfast costs	500 130	370
Innovation funding	1000	Transition booklets infant to junior	700	300
Young carers	5000	Secondary school young carers awareness raising projects	4000	1000
LAC funding	12030	Viewpoint project LAC coordinator School bids School resources Data analysis event	2000 4000 5000 250 780	0
Education ring fenced funding				
Hands on support	72500	VLE project Transition DVD Digital videoing project	72391	109
EMAG	69429	Specialist teacher (18months)	69429	0
Primary Languages	24060	Lead teacher and resources	24060	0
Music	25918	Lead teacher release time Projects	25918	0
AEN inclusion	16100	TA support in schools	3500	
		Cost of specialist teacher behaviour	12600	0
SEAL	6686	*Must be spent by August	6686	6686

Appendix E

Being healthy

Promote healthy lifestyles and increase number of Healthy Schools	Promote activities and use the momentum related to 2012 Olympic games	A
	Develop a common PSHE curriculum across the Partnership Develop Healthy Schools ethos	G
	Support to the implementation of Social, Emotional Aspects of Learning (SEAL) initiative	R
	Increase walking buses Reinforce Change for life programme by using promo items in schools	A
	Increase access to activity sessions	G
	Financial support to enable access to healthy eating option at breakfast clubs	A
	Reinforce Change for life national programme through use of resources for home	A
Increase early intervention and implement integrated processes	Implementation of Single Point of Access and Lead Professional role Workshops to support community staff in schools and nurseries	G
	Maintain current delivery of MACS	G
	Commission a school nurse to offer confidential drop in sessions in all secondary schools and support school staff in the delivery of high quality sex and relationship education	G
	Play plus therapy in targeted schools	A
	Increase training on early intervention opportunities for operational front line staff	G
Improve sexual health	Implement the HPV vaccination programme	G
	Increase access to mentoring/support, confidential advice, and signposting by development and dissemination of Z cards and outreach sessions	G
	Support Implementation of the Teenage Pregnancy LIG action plan	G

Reduce drug and alcohol misuse	Support the implementation of the Alcohol Support programme in Safe Communities Strategy (former CDRP)	G
	Drug education and awareness raising in schools and with other services working with young people	G

Staying Safe		
Improve children and young peoples road safety knowledge	Schools to support and reinforce Tales of the road national road safety campaign	A
Reduce the number of accidents to children and young people in the home	Increase and promote scheme for home safety equipment	G
	Ask Fire Service to target high risk areas with leaflet drop re promotion of free house fire alarms inc. fitting	R
Reduce the impact on children of domestic violence	Support the implementation of the Domestic Violence Strategy	G
Increase signposting to early support for parents and families to reduce child protection referrals	Training for staff to recognise support pathways available prior to SS referral	G
	Increase number of parenting support groups and engagement Mapping exercise to identify pathways to swift and easy access to support	A
	Promote Parentline materials in GP surgeries	G
Prevent homelessness in vulnerable groups of young people	Multi-agency training for youth workers on homelessness prevention and the Young Person's Homelessness Protocol	G

Enjoy and Achieve		
Increase positive and educational activities for pre school children	Development of appropriate and accessible childcare provision	G
	Implement Extended School and Children's Centre business plans with regard to development of parent and child activities	G

	Ensure pre school children are well prepared for school	G
	Develop Transition Policy to cover all key stages of transition	G
	Targeted approach of support to vulnerable settings to raise PSE and CL	G
	Using a targeted approach implement the educational various programmes available. E.g. Reading Recovery	G
	Support the National Challenge Programme	G
	Build on outreach work from staff in Special Schools to mainstream schools Develop a LCSP strategic plan for AEN children	A
	Support leadership programmes including Pivotal Leaders, Aspiring Leaders and Leading from the Middle	G
	Implement In Year Fair Access in secondary and primary schools Implement policy of no authorised absence in all schools All schools to implement first day calling	A
	To reduce school exclusions schools	A
		G
	Increase number of schools offering extended services	G
	Promote inclusion through identification and support to vulnerable pupils Schools to share effective practice	A
	Promote equality, support and opportunities for families with children with a disability	G
Looked after children have access to additional support and help	Commission one DT to support other schools	G
	Promote participation of LAC through employment of a teacher to visit all schools to identify why LAC do not complete Viewpoint	
	Promote Attachment Awareness training with free resources	
	Offer schools opportunity to bid in for funding for small projects	
	Analysis session of story behind the data	

	Residential weekend for 16+ LAC with focus on raising self esteem and relationship education	G
Embrace equality and diversity	Integration of children who have English as an additional language (EAL)	G
	Audit of anti bullying initiatives across the Partnership whilst supporting implementation of present initiatives	A
Parents are supported in parenting their children and have simple pathways to early support	Implement Children's Centres with all delivering core offer	G
	Offer support on parenting to families/carers of vulnerable children/young people e.g. those involved in young offending	A
	Increase parental participation through family learning and support in schools	G
	Develop INNOVATIONS project – targeting support to Early Years settings through various projects	A
	Increase Wrap Around Childcare provision	G
Young carers have access to support	Commission Needs assessment to identify numbers of, and issues affecting, young carers	G
Increase positive opportunities for young people	Support the implementation of a two tier youth project	G

Make a positive contribution		
Increase the numbers of young people who have valued skills/qualifications for employment	Support implementation of 14-19 agenda	G
Young people feel part of decision making processes both at school and in the community	All schools to participate in NFER pupil survey	R
	All service provider/partnership meetings that are open to young people will produce a Young Peoples Participation Charter setting out expectations and clearly explaining the aim of the meeting	A

Promote volunteering opportunities for young people	Implement KYCC Elections in Schools and Youth projects	G
	Develop LCSP Panel from School Councils to review LCSP Board items 2 x per annum	A
	Promote opportunities through schools, www.notbored.net and Kent togogo website	G
	Continue the Hot Topixs events	G
Reduce first time offending	Support establishment of Youth Inclusion Panel across the district Lead on the Prevent and Deter strand of the Priority Offender Strategy	G

Achieve economic well-being		
Establish young people on path to economic success	Focus on groups vulnerable to becoming NEET Support implementation of district Targeted Youth Support /NEET strategy	A
Reduce the number of children living in poverty	Target positive activities/support to the most deprived communities	G
	Implement Young Persons Homelessness Housing protocol to impact on vulnerable groups	G
Reduce the number of children living in poverty	Increase opportunities for adult training for parents	A

Appendix E -OFSTED outcomes

In September 2008 Canterbury City and Country rank 12th out of 23 Partnership when the total of schools judged good or better are collated across the County, and the Partnership ranks 6th for Outstanding schools.

School	Date of last Ofsted	Outcome	Ofsted due
Primary			
Adisham CEP School	25/04/2007	Good	
Barham CEP School	22/01/2008	Good	
Beauherne Community Primary School	20/09/08	Satisfactory	
Blean Primary School	25/09/2007	Good	
Bridge & Patrixbourne CEP School	08/07/2008	Good	
Chartham Primary School	10/01/2006	Good	
Chislet CEP School	23/05/2007	Outstanding	
Diocesan & Payne Smith CEP School	10/06/2008	Good	
East Kent Health Needs Education Service	13/06/2007	Satisfactory	
Hersden Community Primary School	1/10/08	Special Measures	Yes
Hoath Primary School	20/03/2007	Good	
Kingsmead Primary School	13/10/08	Satisfactory	
Littlebourne CEP School	10/09/08	Good	
Orchard School, The	1/10/08	Satisfactory	
Parkside Community Primary School	04/10/2006	Satisfactory	Yes
Petham Primary School	13/06/2007	Satisfactory	Yes
Pilgrims' Way Primary School	01/03/2009	Satisfactory	Yes
St Nicholas' School	12/07/2006	Satisfactory	
St Peter's Methodist Primary School	07/05/2008	Outstanding	
St Stephen's Infant School	11/12/2007	Good	
St Stephen's Junior School	1/10/08	Outstanding	
St Thomas' Catholic Primary School	17/06/2008	Satisfactory	
Sturry CEP School	04/07/2007	Satisfactory	Yes
Wickhambreaux CEP School	08/07/2008	Outstanding	
Wincheap Foundation Primary School	02/2009	Satisfactory	
Secondary			
Canterbury High School, The	20/09/08	Outstanding	
Chaucer Technology School	01/04/2008	Satisfactory	
Simon Langton Girls' Grammar	15/05/2007	Outstanding	

School			
Simon Langton Grammar School for Boys	30/11/2005	Good	
Barton Court	11/3/09	Outstanding	
St Anselm's Catholic School	03/09	Satisfactory	

By: Laura Froud, LCSP Manager
To: LSCP Sub-Committee- 22 April 2009
Subject: Annual Report of Ashford 1 LCSP
Classification: Unrestricted

Summary: This report sets out the background to the Ashford 1 (AS1) LCSP (the Partnership) and considers the progress made since it was launched in September 2008. The management structure and effectiveness of the Partnership will be considered in Section 2; Section 3 will look at the Partnership's agreed priorities, Action Plans and achievements and Section 4 contains feedback from partners. The report is concluded at Section 5.

1. Introduction

(1) The population of Ashford is approx 110,000 (forecast 141,000 by 2021). Between 2000 and 2005 there was an 8.7% increase in numbers of children and young people (aged 0-18) in the District – this is forecast to increase by a further 8% by 2016, in contrast with an overall decrease in numbers of children and young people in Kent (-8.1%)

(2) Ashford has a broad spectrum population with some high levels of deprivation. Stanhope is the most deprived ward in the District with an IMD score of 44.73 (ranked within the top 20% nationally deprived areas). Stanhope ward also has the lowest life expectancy in Kent, despite the District life expectancy being higher than the national average. There are over 5000 council properties in Ashford District.

(3) AS1 Partnership leads and delivers services for some 15,000 children and young people. The Partnership comprises 21 primary schools, 5 secondary schools, 2 special schools, 2 independent schools and 36 early years settings. There are 5700 children in AS1 secondary schools and 5601 in primary schools (*at March 2009*). At the time of writing, there are 146 Looked After Children in AS1 (60 Kent, 86 other Local Authority).

2. Management, Structure and Effectiveness of Partnership

2.1 Board & Management Structure

Membership of the Partnership is set out at Appendix A. Links to strategic groups are illustrated at Appendix B and the LCSP Teams and Management Structure is at Appendix C. The Partnership has established a Finance Sub Committee, with elements of the budget which relate to schools being delegated to a Headteacher Group.

2.2 Vision & Strategy

The overarching strategy and vision growing within the Partnership is to develop One Children's Workforce, joining up effectively to serve Ashford One communities. This would be through clear prioritising of need and targeted delivery of first class integrated services, ensuring children have full safe, healthy and rewarding lives.

2.3 The Partnership has made considerable progress in defining a clear strategy and vision for AS1. In February, the Partnership (supported by the Strategic Planning & Review Team) delivered a dynamic and creative conference for partners from a diverse range of relevant organisations to introduce the concept of "One Children's Workforce" – a workforce development tool to encourage reformed and integrated children's services developed by the Children's Workforce Development Council – please see: <http://onechildrensworkforce.cwdcouncil.org.uk/walkthrough/framework> AS1 was the first Partnership to introduce this concept to the wider workforce. The event was extremely well attended with very positive feedback and work is continuing to build upon the foundations established at the conference. The use of the workforce development tool is part of a Kent wide initiative to develop a Kent wide workforce strategy to support the delivery of the Children and Young People's Plan.

2.4 Overall Effectiveness

This is a quickly developing Partnership that although only seven months old, has strong roots of collaborative working. This originates firstly from effective collaboration of schools through the Cluster Structure, which was put in place in 2003 and multi-agency development of key priorities which started in January 2008 in preparation for the launch of the Partnership in September 2008. It should also be noted that multi-agency working was also developed through the District Consortium Structure in place since 2004.

2.5 Children's Centre teams and the Behaviour Improvement Partnership have also been areas where multi-agency work has been developing over the last three years.

2.6 The outcomes of this collaboration have been a clear and evidence based local plan and several examples of effective delivery are in Children's Centre and schools are shown in the movement of key outcome indicators.

2.7 Children's achievement in school will continue to be a key outcome indicator for the Partnership demonstrating that multi-agency work to remove barriers to learning is effective. There is evidence that the targeted support given to schools in challenging circumstances is having significant impact. The effectiveness of the current and developing Children's Centres is also critical to address outcomes in relation to early intervention and support for families.

2.8 Standards in Secondary Schools in the Ashford One Partnership

Of the 5 secondary schools in the Ashford 1 LCSP, 3 are high schools and 2 are selective.

2.9 All three high schools are in the national challenge programme because, in 2007, fewer than 30% of year 11 secured 5A*-C including English and Maths.

2.10 The schools face challenging circumstances but were making progress towards the floor target before the advent of the National Challenge programme. The additional advice and support available through National Challenge has meant that two of the schools are now viewed as a low risk of failing to meet the 2011 floor target. Indeed tracking and monitoring processes suggest they are expected to come very close to or exceed the floor target in 2009. The third school is due to become an academy before the 2011 deadline, but is making progress with expectations of a significant rise in performance this year – again coming close to or exceeding the 30% floor target.

2.11 Attainment in the two selective schools is naturally very high. Norton Knatchbull has been designated a high performing specialist school and has successfully bid for a second specialism in science which takes effect from 1st April 2009. Highworth has recently been graded outstanding in a March 2009 Ofsted inspection.

2.12 There has been a slight drop in the proportion of students securing 5A*-C reflecting some curricular changes in the schools and an increased focus on the new key measure of 5A*-C including English and Maths. **On this (of 5 A* - C including Maths and English) measure partnership performance has risen more rapidly than the national in the last year (National Indicator 78 KCYPP Priority 7). In Ashford 1, 47.6% of students achieved 5A*-C including English and Maths, compared with 47.2% nationally.**

	5+ A* - C incl. English & maths		
5+ A* - C incl English & maths	LCSP	LA	NATIONAL
05/06	46.3	46.8	45.8
06/07	46.5	48.5	46.7
07/08	47.6	50.3	47.2

2.13 Recent Ofsted Reports for all Ashford One Secondary Schools

Ashford Christ Church	February 09	Satisfactory
Highworth Grammar	March 09	Outstanding
North School	June 06	Good
Norton Knatchbull	Nov 07	Good
Towers	May 08	Good
Goldwyn	June 08	Good
Wyvern	January 07	Good

2.14 Standards In Primary Schools in the Ashford One Partnership

There are 21 schools in the primary sector in AS1 located in a wide variety of contexts from small rural schools to large urban schools in one of the most deprived wards in the county. Ofsted gradings have improved and across the partnership there are no schools in category. One school is outstanding across all indicators and has applied to become a national support school so that it can provide outreach to other schools within the locality. 11 schools have been recognised for being good with 8 satisfactory. On reinspection two schools moved to a higher grade with 4 schools being graded outstanding for certain aspects of their care, welfare and guidance. Ofsted grades for all AS1 schools are set out below.

School	Date of Ofsted	Grade
Aldington Primary	January 08	good
Ashford Oaks Community Primary School	new school no report yet	
Beaver Green Community Primary School	December 08	satisfactory
Brabourne CE Primary	January 09	good
Brook Primary	January 09	good
Challock Primary School	January 09	good
Downs View Infant School	February 08	good
East Stour Primary School	March 06	satisfactory
Kennington CE Junior	June 08	satisfactory
Lady Joanna Thornhill (Endowed) Primary	January 09	outstanding
Linden Grove Primary	February 09	satisfactory
Mersham Primary	March 09	good
Phoenix Community Primary	June 06	satisfactory
Smeeth Community Primary	January 08	good
St Mary's Ashford	May 07	good
St Mary's Chilham	June 08	satisfactory
St Simon of England RC	June 08	good
St Teresa's Catholic Primary School	November 08	good
Victoria Road	July 07	good
Willesborough Junior	January 07	satisfactory
Willesborough Infants	July 2006	satisfactory

2.15 KS1 attainment has been rising across all indicators with the 2007/8 figures the highest for 3 years at all levels in all subjects. In writing level 2

attainment was above the local authority figures at 80.4% with L3 attainment for the most able pupil above national figures in both reading and maths.

2.16 In KS2 there has been a three year rising trend in standards in both English and maths at L4 with results in English matching the local authority figures at 78.3%. Combined Maths and English targets for both maths and English at L4 show a 3 year rising trend with a large improvement in 07/08, at 69.2% they are just above the county figures

2.17 Schools continue to work collaboratively to share expertise and raise attainment for pupils and have set challenging targets for 2009. The combined English and maths partnership target is set at 76.3% an increase of 7.1%, English L4 set at 84% an increase of 5.7% and the maths L4 at 78.6% an increase of 8.1% There are some schools in challenging circumstances in South Ashford. These schools are receiving support from ASK and the Partnership team and 2008 saw a general improvement in results and a reduction of the number below floor targets in both English and maths in KS2 from 6 schools in 2007 to 3 schools in 2008. In KS1 the numbers of school below floor targets in reading and maths reduced from 3 in 2007 to 2 in 2008.

2.18 Effectiveness of Partnership Team

There are 68 members of staff in the Partnership team, including 40 Children's Centre staff. There are 12 vacancies, 10 of these in the new and developing Children's Centres. The Partnership Manager has a Senior Management Team made up of 6 Team Managers. Their responsibilities are

0 – 7 age group team
8 – 13 age group team
14 – 19 age group team
Children's Centre teams
Adolescent Resource Centre team

2.19 The overall budget for the coming year is £2.7 million. This now includes Children's Centre budget and devolved alternative curriculum funding. (See Appendix K for the end of year position of the Partnership Board budget).

2.20 The age group teams and Adolescent Resource Centre support children in school with emotional, cultural and social needs, as well as learning difficulties and/or disabilities. These teams work across 28 schools, working with staff, individual children and groups.

2.21 The schools in South Ashford have been a focus over the last 2 years. When Beaver Green opened as a newly amalgamated school in September 2007 there were significant behaviour problems with children and a history of high rate exclusion. A Partnership team made up of educational psychologists and specialist teachers worked in school between September 2007 and July 2008 on interventions to improve behaviour. **Exclusions reduced from 182 in 2006/07 to 2 in 2007/08. The team were able to withdraw, having built capacity in school for staff to deal with the challenging nature of the children.**

See Ed Psych report 18.7.08 – no. 6.

2.22 A recent inspection report, Ashford Christ Church School, commented within the report on the overall effectiveness of the school. “Partnerships with external agencies and other student services contribute sound expertise and help to secure satisfactory care and support for students, especially for those with more severe or complex learning needs and physical disabilities.” See OFSTED Report February 2009.

2.23 Attendance and Exclusions in Primary and Secondary

Partnership teams support schools through the deployment of Behaviour and Attendance staff with targets to improve attendance and reduce exclusions.

2.24 Attendance

(See Appendix G)

Primary attendance was most improved by Partnership in 2006/07 moving from 2005/06 from 5.9% absence to 5.2%. This has been mostly retained as the 2007/08 absence rate was 5.3%. Kent overall absence for primary is also 5.3%. Secondary attendance has improved between 2006/07 8.3% absence and 2007/08 8.2% absence, but remains high in relation to the Kent average which is 7.5%.

2.25 Exclusions

(See Appendix F)

There have been nil permanent exclusions between January 2008 and March 2009.

2.26 An effective In Year Fair Access panel ensures Heads collaborate to place children at KS3 in the most appropriate school provision and at KS4 either in school or in alternative curriculum. Head Teachers in the Partnership have decommissioned the KS3 PRU facilities and devolved funding is now going back into school to support the inclusion of all children. The PRU facilities now house the Adolescent Resource Centre which provides outreach services within the Partnership for adolescents in need. Goldwyn Community Special School provides good quality additional support and expertise for children with emotional and behaviour difficulties in mainstream schools. The Headteacher of the school sits on the Ashford 1 Partnership Board.

2.27 The closure of Hopewell School in 2007 and Ashford South in 2008 has contributed hugely to reducing fixed term exclusions in primary schools and to the nil permanent exclusion rate, as these schools historically had very high exclusion rates.

2.28 Fixed term exclusions have reduced in primary schools from 64 in 2006/07 to 39 in 2007/08.

However, secondary fixed term exclusion rate went up from 802 in 2006/07 to 922 in 2007/08.

2.29 Children's Centres

The Children Centres in Ashford One have been developed building upon experiences and evaluations of the former Sure Start Local Programme (SSLP). Currently we have three Children's Centres operating (two of these serve the top 30% areas of deprivation) and have three more planned by 2010.

2.30 The SSLP in Ashford has been continually evaluated and audited and is evidenced as reaching high standards in all key areas (latest inspection summary as commissioned by KCC officers and conducted by Elspeth Davis Appendix 1, breastfeeding rates as mentioned within the report Appendix 2, audit report summary for financial management Appendix 3).

2.31 Since the start of the SSLP in 2002 we have been successful in developing very strong partnership and integrated management boards to lead on the development and roll out of Children's Centres (as highlighted in external inspections). This structure is well established in our locality and has proved to be an excellent starting place for the partnership agenda and in addition has provided the basis for the Early Years focus of our Children and Young People Plan (Children Centre management/steering group structure Appendix 4).

2.32 There is a high commitment by staff and management boards/steering groups to the achievement of expected outcomes, which is underpinned by a robust evaluation process in terms of quality, quantity, value for money and effectiveness.

2.33 The evaluation process supports and drives service delivery and also contributes to the mainstreaming agenda which can lead service redesign, both internally and within statutory provision. An example here being the way maternity services provides its antenatal provision. This won nursing times award in 2007.

2.34 The Centres have a clear focus upon outreach and the table below highlights numbers of families and individuals served over the past three years from the SSLP only.

Financial Year	Families	Individuals	Contacts
Number	Number	Number	Number
2005/6	494	1147	15826
2006/7	500	1034	15781
2007/8	597	1393	19566
2008/9	603	1563	22864

Recent satisfaction survey (completed November 2008) confirms that 94.3% of customers are either satisfied or very satisfied with the services provided.

3. The LCSP Priorities and Achievement

The latest version of the Partnership's Children and Young People's Plan (Working Draft) can be accessed via this link:

http://www.kenttrustweb.org.uk/Clusters/cl_asone.cfm

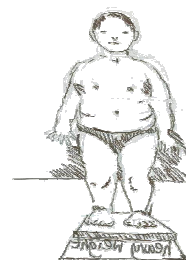
The Partnership has agreed 13 Priority areas and activity against the outcomes beneath each priority heading. The Plan is summarised below.

Areas highlighted below each Priority indicate some evidence of improving outcomes at this early stage.

3.1 Priority 1:

Improving nutrition and supporting parents, children and young people to adopt healthy lifestyles Cross References LAA2 (II) KCYPP priority 2C (*Reduction in the proportion of children who are not a healthy weight*).

- *Fruit and vegetable bag schemes have been introduced in the Willow Centre and the Ray Allen Centre. Community Cafes have opened in two Centres and cookery courses are being introduced*
- *18 schools (64%) have achieved new Healthy Schools status, 10 further schools have committed*
- *In 2006/07 9.6% of the 644 children measured were classified as obese. In 2007/08 12% were classified as obese (Kent average 9%) **However, Year 6 Obesity rates are the 3rd lowest in Kent at 13.9% (Kent average 16.9%) and also the 2nd most improved from 2006/07 when they were 17.4%***
- *Youth Conference on 27th March at International Hotel with workshop sessions on relationships, diet and stamina, healthy eating, a healthy menu competition and market stalls.*



3.2 Priority 2:

Promoting the benefits of, and increasing the opportunities for, physical activity in schools and the community Cross References LAA2 (II) KCYPP priority 2C

- *Kent School Games was introduced in 2008. All schools signed up to 20in12 Education Programme working towards the Olympic Games in 2012.*
- *Kent Freedom Pass to be launched in June 2009 – seminar for Ashford schools to be held in March*
- *Health Walks have been set up in two Children's Centres (Willow and Ray Allen) with volunteers and Community Involvement Workers being trained to become Health Walk Leaders. "Active Movement" is being funded by Sure Start through the Health Visiting Service*
- *Ashford Play Strategy being reviewed with partners. Big Lottery Go4 Play festival delivered Aug 08. Work continues to roll out programme*

3.3 Priority 3:

Reducing the effect of alcohol and drug misuse and smoking *Cross References LAA2 (II) KCYPP priority 2B (Reduction in inappropriate risk taking behaviour, drug, alcohol misuse and teenage pregnancy).*

- *CDRP report progress with Trading Standards on reducing ease of underage access to alcohol and cigarettes from shops*

NFER Survey Results

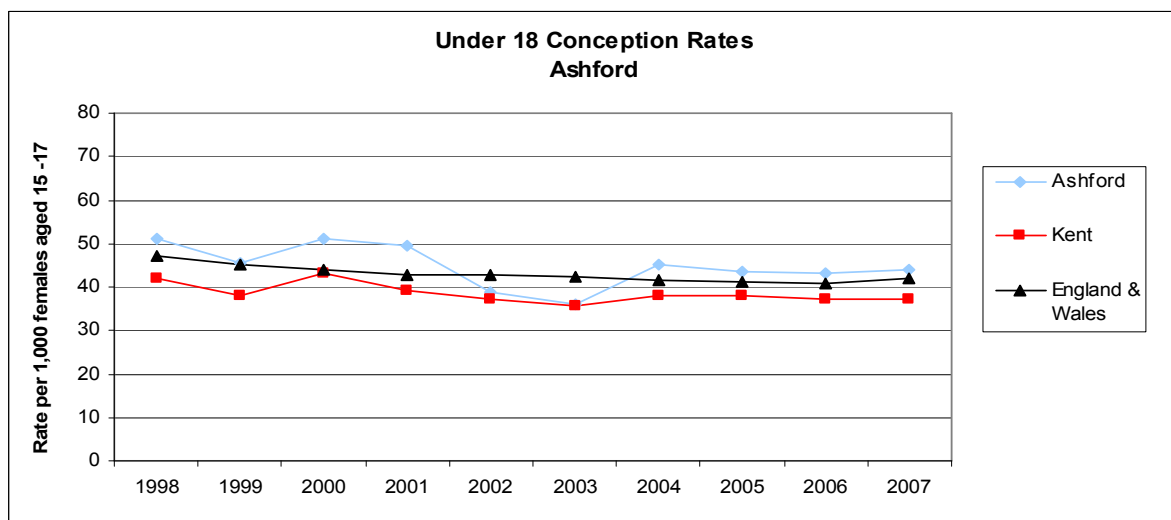
- **5% of secondary children and young people reported drinking alcohol most days in 2006/07, compared with 4% in 2007/08 (Kent average 4%)**
- **In 2006/07, 10% of secondary children and young people reported smoking on most days compared with 6% in 2007/08, an improvement of 4% (Kent average 7%)**

3.4 Priority 4:

Reducing incidence of teenage pregnancy *Cross References: LAA2 (II) KCYPP priority 2B (Teenage Pregnancy LIG Plan)*



- *Clinics in place at The North and Christ Church*
- *Pinnacle Co-ordinator now in post. Sure Start is supporting the delivery of the YAPs programme at the Ray Allen Centre. Significant take up of Care to Learn programme since January.*
- *Enhanced School Nursing Service provides a named nurse for each school.*
- *Chlamydia Screening being arranged in all secondary schools*



Currently Ashford remains above the Kent and National Rate

3.5 Priority 5:

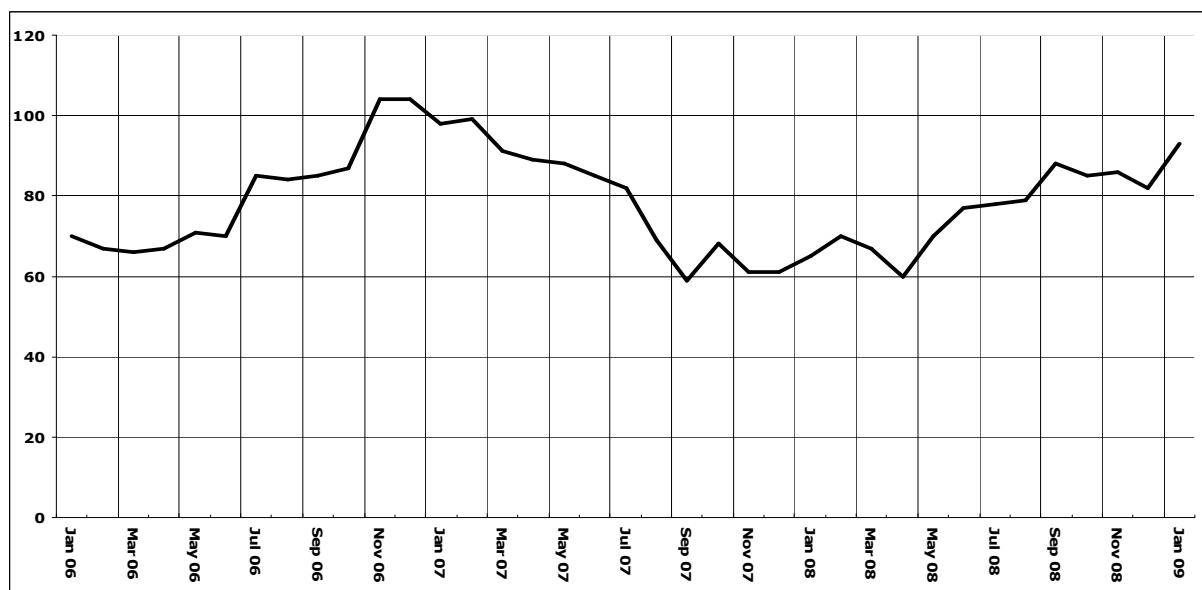
Improving the mental health and emotional well-being of children and young people and reducing the incidence of self-harm Cross references DCSF Children's Plan LAA2 (II) KCYPP priorities 2D (**Improved access to Mental Health Services**)

- *Lenworth Clinic – waiting times went down to 11 weeks, now back up to 18 weeks*
- *150+ multi agency colleagues have trained so far in the Solihull approach with two training packages for up to 12 new trainees arranged for 08/09. Practice Development sessions facilitated monthly in line with Solihull Approach. Some trained colleagues could become trainers or PD facilitators to build capacity*
- *All Eps in AS1 have received introductory Cognitive Behavioural Therapy training.*
- *1 EP has been trained in Video Interactive Guidance and pilot models of intervention. 1 EP with experience in this has been appointed. Another EP in Ashford is about to start training. Total EP resource in Ashford = 2 full time.*
- **13% of 11-19 year olds said they felt very sad or depressed most days in 2006 / 07, which was 4% higher than the Kent average compared with 9% in 2007/08, which is 1% lower than the Kent average and a reduction of 4%. (NFER Survey)**
- *A Healthy Minds conference took place in March to promote the emotional wellbeing and mental health of children and young people in Ashford.*

3.6 Priority 6:

To work together to protect all children from harm, with particular reference to incidents of domestic violence, and to develop effective and appropriate children's services referral processes Cross references DCSF Children's Plan LAA2 (III and VI) KCYPP priorities 3C (*Reduction in repeat incidences of domestic violence*), 8C (*Ensure vulnerable children are safeguarded*)

- *In line with the Kent wide experience, referrals and Child Protection registrations to Social Services have increased due to high profile media case – see CP Registrations for Ashford diagram:*



- *Helpdesk Advisors now appointed to support Social Services with Child in Need cases an Common Assessment Framework.*
- *Common Assessment Framework now being used, Single Point of Access in place. Multi agency group taking this forward steadily.*
- *DV co-ordinator contract finishes 31.3.09. Funding stream no longer available. Partnership looking to re-distribute work to Children's Centres. DV forum to be supported by Children's Centre Manager. **DV data needed.***
- *Enhanced nursing service needs full evaluation. Primary headteachers giving good feedback*
- *Guidance issued. Kent Safe Schools*
- *Safety in Action Week – 2008 completed, 2009 planned*

3.7 Priority 7:

To implement restorative justice principles in all schools with support from YOS and the Police (YCRO) Cross references LAA2 (VIII) KCYPP priorities 6B, 8B (Reduce youth offending and perceptions of youth crime) CDRP Plan

- *RJ Conference Facilitator Course taking place for 11 participants*
- ***Permanent exclusions, both primary and secondary, nil. Fixed term exclusions – Primary 06/07 64, 07/08 a reduction to 39. Secondary fixed term exclusions went up from 802 in 06/07 to 922 in 07/08. One particular school has had a growth of 137. (See appendices).***
- *Guns and knives initiative agreed by Board. Cost for roll out £400. All schools can now access this.*

Youth Offending data update needed.

3.8 Priority 8:

To further develop family learning opportunities and parenting support programmes Cross references DCSF Children's Plan LAA2 (III) KYCPP priority 3A (Parents and carers have help when they need it)

- *WRAP Project at Christ Church has developed service further*
- *Senior FLO, PSA, EWOs working more closely with Social Services, Health and parents.*
- *Extended Schools audit shows 65% of schools now have full offer. The Early Bird Plus course for parents of newly diagnosed autistic spectrum disorder children asks for a member of staff to come along with the parent on this 8 session course*
- *Credit Crunch cookery classes started at Christ Church and Willow Children's Centre.*
- ***3 more Children's Centres planned. Use of services continues to grow (see Effectiveness of Children's Centres)***

3.9 Priority 9:

To ensure equality of access for all CYP (including those with complex needs / learning difficulties and / or disabilities, EAL and LAC) – within Kent Pledge

Cross references DCSF Children's Plan LAA2 (VII) KCYPP priority 5B, 5C & 5D (LAC are fulfilling their potential and have help and support when needed)

- *SPA developing steadily. Good multi agency group*
- *Integrated LAC services being restructured*
- *LAC funds now targeted to needs. LAC steering group designated funding to help most vulnerable. All LAC resources allocated through clear and easy process, apart from £500 outstanding. Free swims / lessons offered to LAC through PCT partners with ABC, leisure centres and Social Services*
50% of Kent LAC children who were in care for more than 1 year reached national targets in 2007/08.
- *Lead school action plans are in place for delivery of services in September 2009.*

3.10 Priority 10:

To provide targeted support to schools where attainment is in the lower quartile and to children and young people at risk of underachieving *Cross references DCSF Children's Plan KCYPP priorities 1& 7 (Improved outcomes for all, early years to 19)*

- *Heads and Children's Centre Manager in South Ashford meeting as a group to develop early intervention strategy, with two representatives attending LCSP Board*
- *WRAP project is active at Christ Church School. Report on progress available. Partnership team has targeted South Ashford schools. Report available from Beaver Green.*
- *National Challenge support to 3 schools in the area. (See Effectiveness of Schools)*

3.11 Priority 11:

To improve community cohesion by developing inclusive strategies to support and engage all sections of the community, including minority ethnic groups and families new to the area *Cross references DCSF Children's Plan LAA2 (VII) KCYPP priority 7(Improved outcomes for all)*

- *Minority Ethnic Achievement service has delivered training accessible by all schools.*
- *Parent English classes are running at three centres.*
- *Ethnic Minority Achievement Service language support assistance capacity has grown by 50%*
- *Ethnic minority population in schools has grown by 500+ between 2006/08*

3.12 Priority 12:

To focus activity in South Ashford and children's centres to support the most vulnerable children, young people and their families *Cross references DCSF Children's Plan LAA2 (I, III, VI and VII) KCYPP priorities 5, 6, 7 (See report on Children's Centres effectiveness).*

3.13 Priority 13:

To promote and foster higher aspirations for young people and their families *Cross references DCSF Children's Plan LAA2 (I and VII) KCYPP priority 7 (Improved outcomes for all)*

- *Adolescent Resource Centre now in place. Manager post has been made substantive. Building has been networked. Services are moving in from end of February. CAF co-ordination is happening from this Centre. Two helpdesk advisors have been appointed*
- *WRAP project includes Tea and Toast Girls group and counselling drop in services aimed at this group*
- *Mayoral Debate is planned. Good links with Ashford Borough Council*

4. Information from the individual agencies

4.1 Health – I have recently joined the Ashford One Partnership Board. I have been made to feel welcome and have already been able to make a contribution towards the “health” priorities of the CYPP. I am able to attend meetings and hope to be able to make a valuable contribution, certainly regarding children's mental health needs. I have been able to address these with my multi-agency partners through the CAMHS LIG process.

4.2 Regarding resources, I am able to make suggestions regarding how Partnership monies are targeted, however I do not hold a budget but am able to influence commissioning processes through our health structures. We have developed our operating plans for the next five years, focusing on vulnerable children, teenage pregnancy, disabled children and child and adolescent mental health. We will join up with our Partnership agencies and focus on particular groups of children and young people to meet their health needs together. – *Barbara Salter, Locality Commissioning Manager for Ashford & Shepway Districts*

4.3 Children's Social Services – The Children's Social Services representative attends all CPSB meetings. The representative does have a time restriction in attending meetings and collating information for the Board as this has to be balanced with the core business of a very busy Social Services district. Currently Children's Social Services funds voluntary organisations to a total of approximately £410K to provide services to children and families at Tier 2 and above. Next financial year it will be the Board deciding on service provision, and meanwhile consultation has taken place and discussion is ongoing about the commissioning of services that will contribute economically and effectively to the priority outcomes in the Local Children's plans.

4.4 I feel fully involved in discussions and am confident that all services are motivated to work together, learn from each other and develop an integrated approach that will improve outcomes for vulnerable children.

4.5 As District Manager for Ashford, I sit on both town and rural Boards. There are contrasting needs in these areas. In the town there is an area of severe deprivation in South Ashford and the numbers of children with a Child Protection plan has increased significantly in the last year, as has the number of referrals to Children's Social Services. Unfortunately it is not currently possible to identify postcode information with the new data collection system. – *Diane Butler, District Manager, Ashford Children & Families Team*

4.6 Education – Secondary, primary and special school representatives are fully engaged on the Partnership Board and are enabling the Cluster School Partnership strengths to underpin the new development multi-agency collaboration.

4.7 Youth - The Partnership is an eye opener as far as what other services/organisations are delivering. The opportunities for joint working are huge, however, from the Youth Service point of view at local level there is still a gap in recognising and developing existing joined up projects. The Youth Service in Ashford One has four projects situated strategically on three school sites and a Connexion Access Point in the town centre, and each project has historically worked a joined up approach to service delivery for young people from the age of 13 to 19. We feel that the Partnership needs to consider more the teenage agenda with a focus on the 16 to 19 years of age. They can easily be forgotten in a forum which can be very school led and so do, in association, the services who are working with that age group. – *Gaelle Jezequel, Senior Youth & Community Worker, Sk8side Connexions Access Point Manager*

4.8 Police – Police have been represented at Board level by 2 Chief Inspectors, currently Inspector Andrew Judd, and the Partnership Manager is a representative on the CDRP. Effective links between the Tactical Plan and the Children and Young People's Plan, are progressing. Prevent strategy in relation to anti-terrorism is a newly emerging focus.

The Youth Crime Reduction Officer provides proactive support to schools in the Partnership.

4.9 Voluntary Sector and Other - The Voluntary Sector is represented by David Putnam, Acting Assistant Director of Children's Services with Action for Children. As one of the UK's largest children's charities, Action for Children provides services that respond to and meet local needs. In January 2009 the LCSP Manager approached the organisation to provide a representative because of the breadth of services they deliver, both locally and nationally. It will be a challenge to ensure there is true representation of the Sector (an issue Kent wide) and that effective two-way communication is established, but work is already underway to take this forward. David has met with others from the Sector and an agreement has been reached by the LCSP to invite different Voluntary Sector Groups to make short presentations to highlight their work and the differences they make to the lives of children and young people.- *David Putnam, Acting Assistant Director of Children's Services – Action for Children*

5. Conclusion

- 5.1 Schools and Children's Centres are at the heart of Ashford 1's communities and will with the Primary Capital and Building Schools for the Future (secondary) strategies provide a sound infrastructure for the development of integrated multi-agency working.
- 5.2 The overarching strategy for Ashford 1 to develop "One Children's Workforce" bringing together all agencies who work with children gives a solid framework on which to build Partnership, supported by Kent and National strategy.
- 5.3 The Children and Young People's Plan has 13 clearly evidenced priorities. The ability to measure local performance against the national and Kent key indicators for improving outcomes for children, will be easier with the production of Partnership's performance indicator data. (To be published by KCC Strategic Planning April 2009).
- 5.4 Membership of the Partnership Board now includes all key stakeholders and the recent addition of the voluntary services helps give a further opportunity for development.
- 5.5 The Partnership Manager has formed an effective management team with a support officer giving good capacity to continue to improve outcomes for children.

Recommendations

Members of the LCSP Sub Committee are asked to note the report.

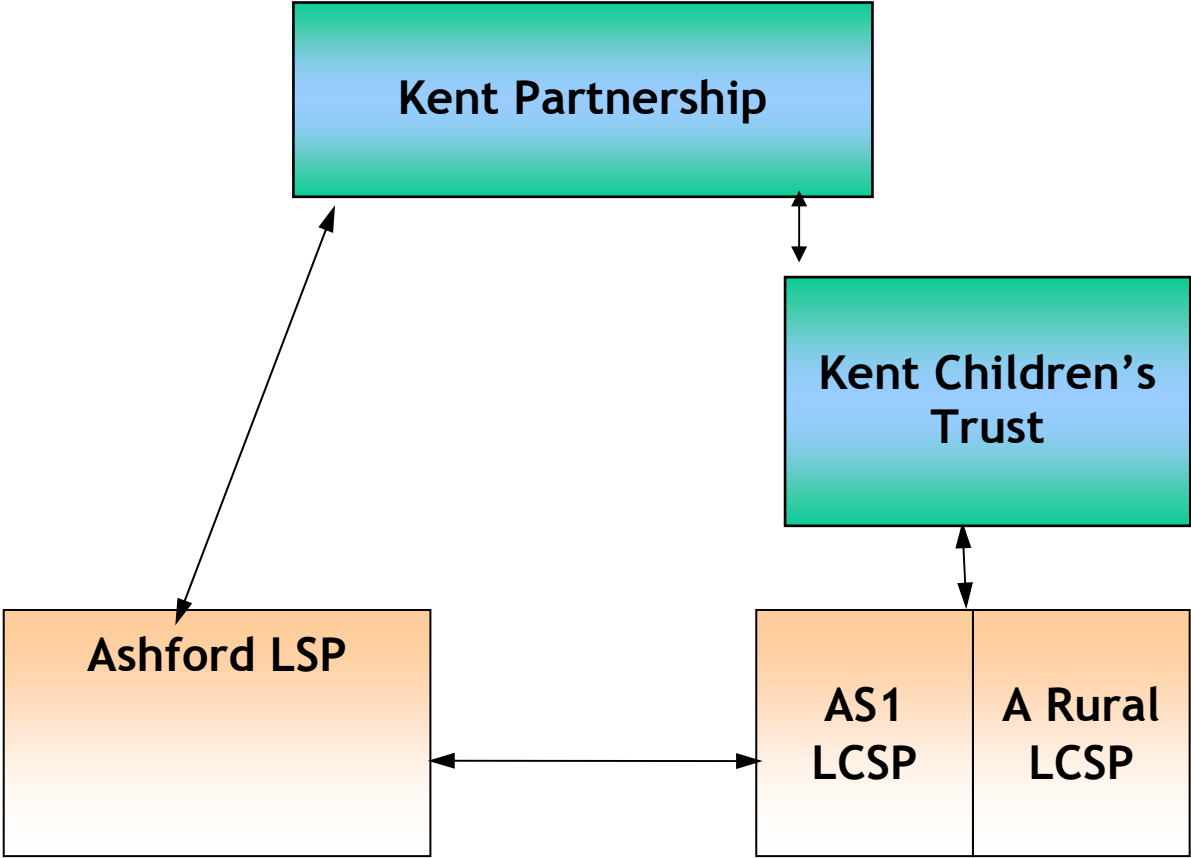
Laura Froude
Local Children's Services Partnership Manager
Ashford 1
Laura.froude@kent.gov.uk
01233 898602

APPENDIX A

**Ashford 1 Local Children's Services Partnership
Board Membership**

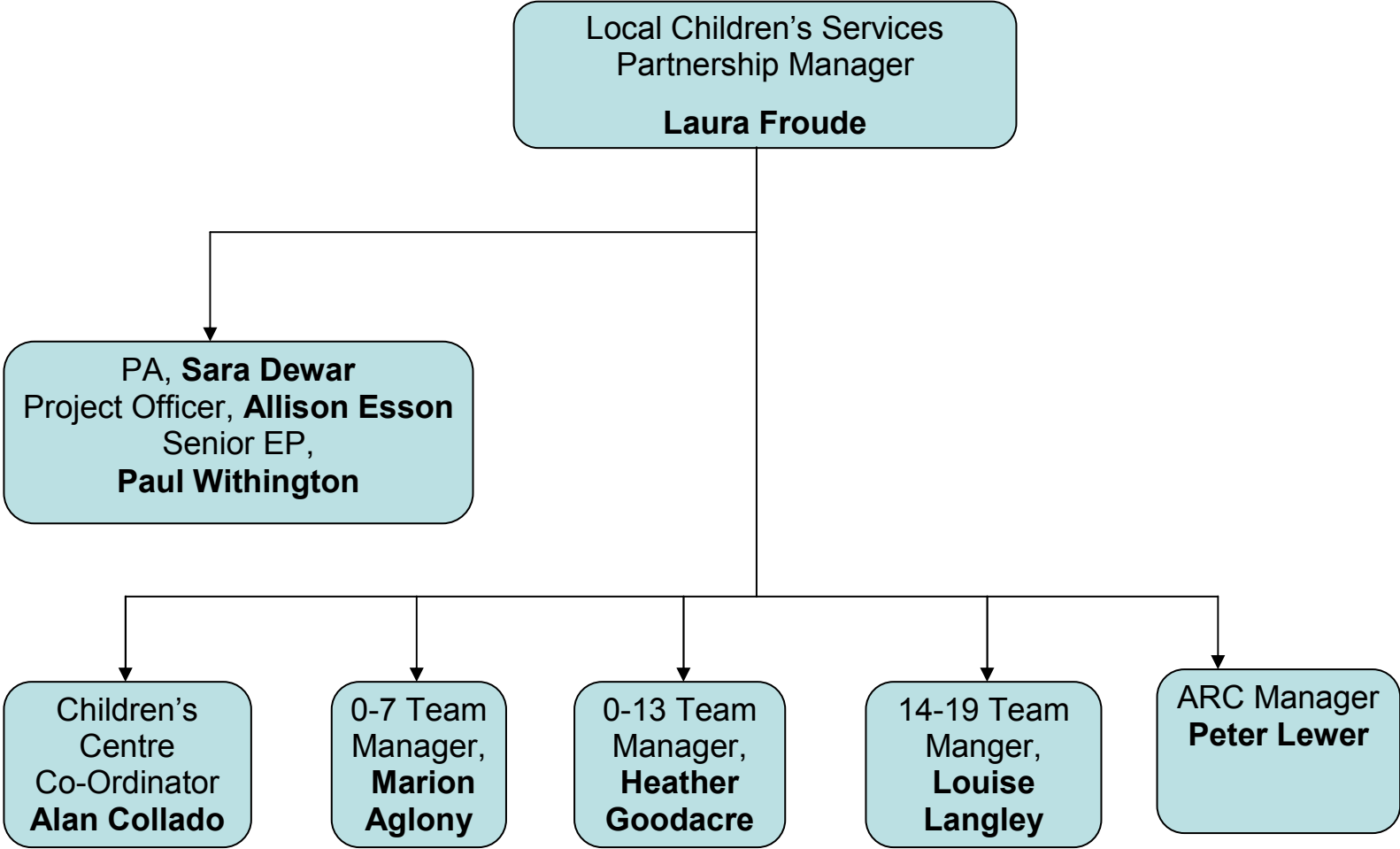
Core Membership	Name & Job Title
FE Provider/14-19 Sector	Malcolm Ramsey, Chair & Headteacher, Towers School, Ashford
District Council Officer	Christina Fuller, Vice Chair & Cultural Projects Manager, Ashford Borough Council
Local Children's Services Partnership Manager	Laura Froude
Children's Social Services	Diane Butler District Manager, KCC
Early Years	Alan Collado Children's Centre Manager
Health	Barbara Salter Children & Young People's Health Locality Commissioning Manager, KCC
Police	Inspector Andrew Judd Neighbourhood Policing Manager
Primary Headteachers	Andrew Macey Headteacher, Beaver Green Community Primary School Keith Simmons Headteacher, Linden Grove Primary School
Secondary Headteacher	Lesley Ellis Headteacher, The North School
Special School/Lead School	Bob Law Headteacher, Goldwyn Community Special School
Voluntary/Community Sector	David Putnam Assistant Director, Action for Children
Youth Offending Service	Andy Birkin Area Manager, KCC
Youth Service	Colin McCadden Area Youth Officer, KCC
Area Children's Services Officer	David Adams Area Children's Services Officer KCC
Additional Membership	Name & Job Title
GP Representative for Ashford	Dr Navin Kumta GP & Sub Clinical Lead, Ashford LAC

Kent Partnership Arrangements



Perspectives on the local and Kent Structure

The LCSP Teams and Managers



APPENDIX D

Ashford 1 Primary Summary

There are 21 schools in the primary sector in AS1 placed in a wide variety of contexts from small rural schools to large urban schools in one of the most deprived wards in the county. Ofsted gradings have improved and across the partnership there are no schools in category. One school is outstanding across all indicators and has applied to become a national support school so that they can provide outreach to other schools within the locality. 11 schools have been recognised for being good with 8 satisfactory. On reinspection two schools moved to a higher grade with 4 schools being graded outstanding for certain aspects of their care, welfare and guidance. Ofsted grades for all AS1 schools are set out below.

School	Date of Ofsted	Grade
Aldington Primary	January 08	good
Ashford Oaks Community Primary School	new school no report yet	
Beaver Green Community Primary School	December 08	satisfactory
Brabourne CE Primary	January 09	good
Brook Primary	January 09	good
Challock Primary School	January 09	good
Downs View Infant School	February 08	good
East Stour Primary School	March 06	satisfactory
Kennington CE Junior	June 08	satisfactory
Lady Joanna Thornhill (Endowed) Primary	January 09	outstanding
Linden Grove Primary	February 09	satisfactory
Mersham Primary	March 09	good
Phoenix Community Primary	June 06	satisfactory
Smeeth Community Primary	January 08	good
St Mary's Ashford	May 07	good
St Mary's Chilham	June 08	satisfactory
St Simon of England RC	June 08	good
St Teresa's Catholic Primary School	November 08	good
Victoria Road	July 07	good
Willesborough Junior	January 07	satisfactory
Willesborough Infants	July 2006	satisfactory
Ashford Christ Church	February 09	satisfactory
Highworth Grammar	March 09	Outstanding
North School	June 06	good
Norton Knatchbull	Nov 07	good
Towers	May 08	good

KS1 attainment has been rising across all indicators with the 2007/8 figures the highest for 3 years at all levels in all subjects. In writing level 2 attainment

was above the local authority figures at 80.4% with L3 attainment for the most able pupil above national figures in both reading and maths.

In KS2 there has been a three year rising trend in standards in both English and maths at L4 with results in English matching the local authority figures at 78.3%. Combined maths and English targets for both maths and English at L4 show a 3 year rising trend with a large improvement in 07/08, at 69.2% they are just above the county figures

Schools continue to work collaboratively to share expertise and raise attainment for pupils and have set challenging targets for 2009. The combined English and maths partnership target is set at 76.3% an increase of 7.1%, English L4 set at 84% an increase of 5.7% and the maths L4 at 78.6% an increase of 8.1%

There are some schools in challenging circumstances in South Ashford. These schools are receiving support from ASK and the Partnership team and 2008 saw an increase in results and a reduction of the number below floor targets in both English and maths in KS2 from 6 schools in 2007 to 3 schools in 2008. In KS1 the numbers of school below floor targets in reading and maths reduced from 3 in 2007 to 2 in 2008

Standards in Secondary Schools in the Ashford 1Summary

Of the 5 secondary schools in the Ashford 1 LCSP, 3 are high schools and 2 are selective.

All three high schools are in the national challenge programme because, in 2007, fewer than 30% of year 11 secured 5A*-C including English and Maths. They are therefore considered to be at risk of not meeting this floor target by the DCSF deadline of 2011. The schools face challenging circumstances but were making progress towards the floor target before the advent of National Challenge. The additional advice and support available through National Challenge has meant that two of the schools are now viewed as a low risk of failing to meet the 2011 floor target. Indeed tracking and monitoring processes suggest they are expected to come very close to or exceed the floor target in 2009. The third school is due to become an academy before the 2011 deadline, but is making progress with expectations of a significant rise in performance this year – again coming close to or exceeding the 30% floor target.

Attainment in the two selective schools is naturally very high. Norton Knatchbull has been designated a high performing specialist school and has successfully bid for a second specialism in science which takes effect from 1st April 2009. Highworth has recently been graded outstanding in a March 2009 Ofsted inspection.

The only Ashford 1 secondary school in an Ofsted category (Ashford Christ Church – placed in notice to improve in January 2008) was re-inspected in February 2009 and judged to be making satisfactory provision and so no longer required a notice to improve.

Trends (See tables overleaf for detailed comparative Data).

Key Stage Three

There remain concerns nationally over the validity and organisation of the Key Stage three SATs tests. There will in future be a much greater reliance on teacher assessment evidence. However, within the partnership students consistently and significantly exceeded National and Local authority averages for performance at level 6, but fell short of these benchmarks at level 5. The partnership performance at level 5 was best in Maths where the gap closed with both National (4.3% down to 3.2%) and Local Authority (2.3% down to 1.5%) figures. In English the gap widened, in Science it remained broadly stable. A likely contributory factor to these changes is the increasing proportion of EAL students in the schools due to inward migration and for whom Maths is a greater strength than English.

APPENDIX E (CONTINUED)

Key Stage Four

There has been a slight drop in the proportion of students securing 5A*-C reflecting some curricular changes in the schools and an increased focus on the new key measure of 5A*-C including English and Maths. On this measure partnership performance has risen more rapidly than the national in the last year. In Ashford 1, 47.6% of students achieved 5A*-C including English and Maths, compared with 47.2% nationally.

Proportions of students securing 5A*-G including English and Maths fell nationally and locally, but the fall was more severe locally. However, the proportion leaving school with no qualifications remained stable at 2% and below the Authority average.

Key Stage Five

Three schools in the partnership entered students' for A'levels in 2008. There was a reduction in the average points per student and the proportion of students securing 2 A-E grades, but a slight increase in the average points per entry. This reflects improved information advice and guidance so that students are better matched to courses. The level 2 courses that a number of students took, within a mixed economy of level 3 A'levels and other qualifications, are not reflected in the published statistics.

The sixth form contextual value added score, a measure of progress taking account of prior attainment at GCSE, was either in line with or significantly above average for the three schools.

Barriers to Progress

Recruitment difficulties with key staff. Qualified and experienced specialist staff, particularly in English and Maths for national Challenge Schools, are in short supply and schools are obliged to either heavily incentivise posts or to accept less competent practitioners with a view to developing them on the job.

Side effects of National Challenge. The National Challenge places an emphasis on meeting a high stakes target through work with students in the middle of the ability and achievement range (those on the cusp of securing 5A*-C including English and Maths). This creates a counter pressure to the work schools are doing to narrow the gap between the bottom 20% and the rest, which could be reflected in future figures for students securing 5A*-G.

Changing patterns of need. An increasing proportion of EAL students on role in schools are requiring adaption of school approaches and recruitment of suitable staff to help all such students acquire the literacy skills to access the curriculum.

APPENDIX E (CONTINUED)

Key Stage Four Data

Key Stage 4
Achievement Data
07/08
Ashford (AS One)

SUBJECTS	KS4 % Attained		
	5+ A* - C		
5+ A* - C	LCSP	LA	NATIONAL
05/06	62.2	61.4	59.2
06/07	62.4	64.9	62.0
07/08	59.2	67.2	64.6

5+ A* - C incl English & maths	5+ A* - C incl. English & maths		
	LCSP	LA	NATIONAL
05/06	46.3	46.8	45.8
06/07	46.5	48.5	46.7
07/08	47.6	50.3	47.2

5+ A* - G	5+ A* - G incl. English & maths		
	LCSP	LA	NATIONAL
05/06	88.5	91.5	90.5
06/07	92.6	92.5	91.7
07/08	90.6	92.1	91.3

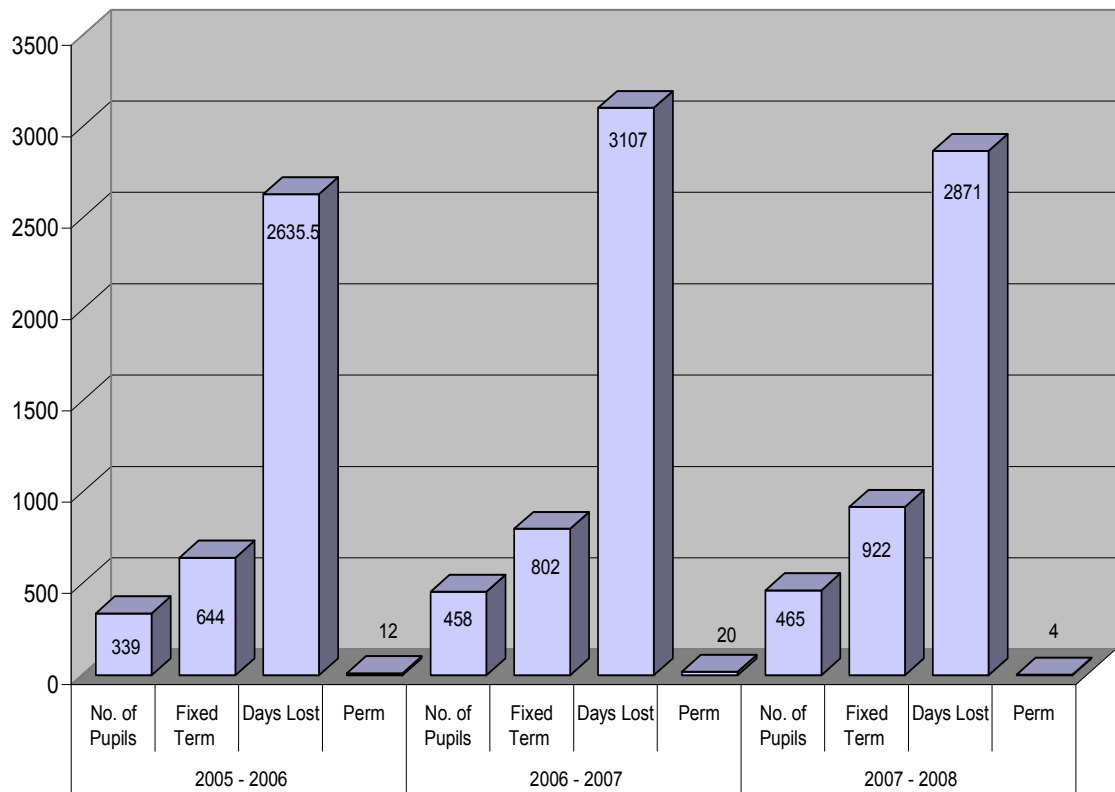
No passes	TOTAL (uncapped) APS		
	LCSP	LA	NATIONAL
05/06	4.2	2.3	2.2
06/07	2.0	1.9	1.1
07/08	2.0	2.2	1.4

APPENDIX E (CONTINUED)

Key Stage Three Data

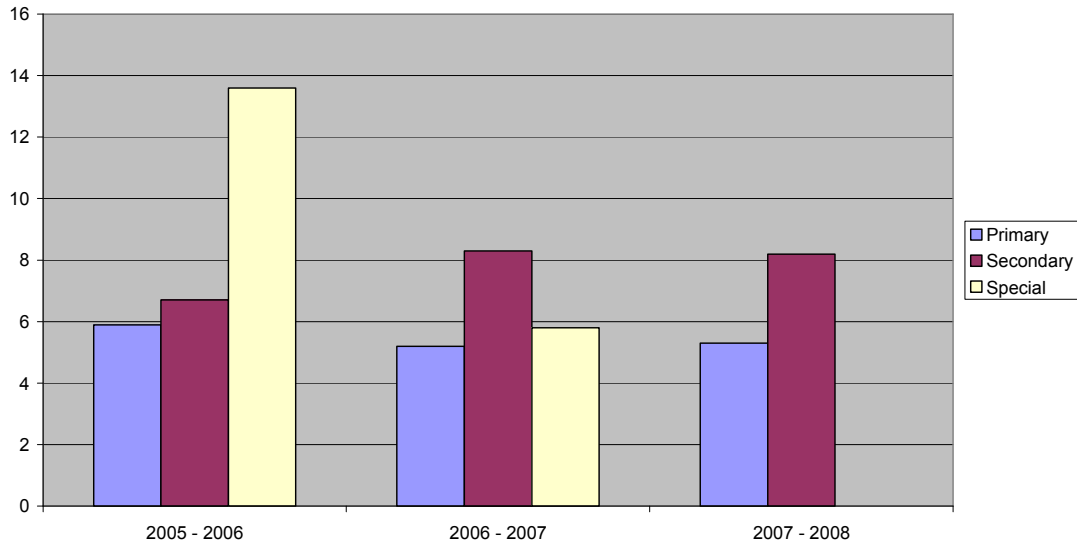
Stage 3						
Achievement Data						
07/08						
Ashford (AS One)						
SUBJECTS	KS3 % Attained					
	Level 5+			Level 6		
English	LCSP	LA	NATIONAL	LCSP	LA	NATIONAL
05/06	65.0	72.0	73.0	34.9	38.0	34.0
06/07	67.4	73.0	74.0	35.5	35.0	33.0
07/08	65.6	73.2	73.0	42.8	37.1	33.0
	Level 5+			Level 6		
	LCSP	LA	NATIONAL	LCSP	LA	NATIONAL
Maths	LCSP	LA	NATIONAL	LCSP	LA	NATIONAL
05/06	75.8	76.0	77.0	61.9	58.0	57.0
06/07	71.7	74.0	76.0	55.6	56.0	56.0
07/08	73.8	75.3	77.0	57.3	57.6	57.0
	Level 5+			Level 6		
	LCSP	LA	NATIONAL	LCSP	LA	NATIONAL
Combined English & Maths	LCSP	LA	NATIONAL	LCSP	LA	NATIONAL
05/06	61.6	67.0	67.0	34.5	35.0	32.0
06/07	61.8	67.0	68.0	33.0	33.0	30.0
07/08	62.6	66.9	66.0	40.5	34.4	30.0
	Level 5+			Level 6		
	LCSP	LA	NATIONAL	LCSP	LA	NATIONAL
Science	LCSP	LA	NATIONAL	LCSP	LA	NATIONAL
05/06	69.9	72.0	72.0	45.0	42.0	41.0
06/07	69.6	72.0	73.0	46.4	42.0	41.0
07/08	67.7	70.8	71.0	48.4	42.8	41.0

ASHFORD 1 LCSP EXCLUSIONS



Please note January 2008 – current time, there have been nil permanent exclusions in Ashford 1.

ASHFORD 1 LCSP
% OVERALL ABSENCE



	2007 - 2008	2006 - 2007	2005 - 2006
Primary	5.3	5.2	5.9
Secondary	8.2	8.3	6.7
Special	Not available	5.8	13.6

Primary absence was most improved by Partnership in 2006/07.

Kent Primary overall absence is 5.3%
Kent Secondary overall absence is 7.5%

David Hill
Chief Executive

Memorandum

From Brian Parsons – Audit Partnership Manager

To Alan Collado – Sure Start Programme Director

Copies To David Hill – Chief Executive, Paul Naylor – Deputy Chief Executive, Ian Kirkland – Director of Community Engagement, Mark Carty – Head of Cultural Services

Our Ref 31 2007 – 2008

Date 26 March 2008



ASHFORD
BOROUGH COUNCIL

AUDIT REVIEW – SURE START

The attached report documents the findings, conclusions and recommendations arising from the recent Internal Audit review of the administrative and financial arrangements operated by the Ashford based Sure Start. Ashford Borough Council currently acts as the 'Accountable Body'.

The annual audit is carried out principally to provide assurance to the Management and the Board of Sure Start that proper financial controls are in place. In addition it provides assurance to the Council in terms of its responsibilities as accountable body.

The audit evaluated and tested the controls in place for income and expenditure and sought to confirm that spending is in accordance with both the Sure Start programme and any stipulations of government funding.

The audit report concludes that the controls operating at Sure Start are robust and are being consistently applied on an ongoing basis, despite a change in finance administration staff within the current reporting year. Sound controls are in place to ensure that administrative and financial procedures are followed. These reflect the commitment of staff to the Sure Start Programme which was evidenced during the audit. All previous audit recommendations have been implemented where appropriate. The report identifies several areas where minor improvements can still be made.

It was noted that a significant amount of work has already been undertaken by Sure Start management towards ensuring that the risks to both the Council and the programme as a whole are minimised during the potential transfer of Accountable Body status to Kent County Council during 2008/09, and for this management are commended.

On the basis of the findings during the audit, the level of assurance provided by the controls and processes in place for Sure Start is **high**.

An electronic version of the Action Plan has been sent separately for you to utilise for your response. I would be grateful for your views and details of any intended action on the recommendations by 25 April 2008 in order to fulfil our remaining obligations. If circumstances are such that you are unable to respond within that period, please let me know so that I can reset the response period to reflect your circumstances.

In the meantime I will of course be happy to discuss or advise further on any matter arising from the report if you would find this helpful.

I am grateful for the assistance of your staff during the audit.

Brian Parsons
Audit Partnership Manager

**NOTE OF VISIT TO THE WILLOWS CHILDREN'S CENTRE
ASHFORD. 19 JANUARY 2009**

Thank you to all the staff and parents of The Willows Children's centre for making my visit so enjoyable. What follows represents my impressions and opinions of what I saw read and heard on the day.

The Willows is a very good centre. It is dynamically and effectively led by an excellent Director and a strong, cohesive senior team. The atmosphere in the centre is warm, welcoming and professional. There is some outstanding practice in terms of impact on outcomes in areas such as breastfeeding. There is a 'can do' positive attitude that pervades all the relationships especially between the staff and between staff and parents and staff and children.

The community café is excellent; it provides a non- threatening, relaxed entrance to the building and is having an impact on healthier eating (the vegetable bags) and on healthier cooking for families. An exciting new extension to the café is currently underway.

The vision for The Willows is based around the word PRIDE:

Promote positive working relationships

Respect, understand and support each other

Involve the local community in all aspects of work

Develop and deliver quality services that make a positive difference

Evaluate all services to ensure appropriateness and value for money.

The vision is clearly displayed all around the building and is very clearly known and acted upon by all the staff I met with. This modelling of the vision is fundamental to the effectiveness of the centre and provides a constant reminder to all staff, parents and partners of the underlying principles and values of their relationships together.

The staff appraisal system is also linked to the vision and is built around the twin concepts of progress and planning. This positive emphasis assuming progress and then looking forward is a very good motivator for staff and makes them feel valued.

There is an excellent programme for recruiting, training and supporting volunteers. There are many success stories of vulnerable individuals going on to develop confidence and enter employment.

The background, skills and interests of staff are actively built upon so that people are empowered to step out of their traditional job titles and take on new areas of work. It is impressive that all members of the senior team see themselves first and foremost as children's professionals and secondly in their specialist roles.

The partnership with health professionals is very strong and well established. There is some outstanding partnership health service provision on site such as the ante- natal and contraceptive clinics, the community vegetable bags scheme, Sing to Smile classes, trailblazing work in breastfeeding support and health walks.

Senior staff sum up what makes The Willows so effective in the following terms:

- Staff are willing to go the extra mile because we believe in what we are doing and are passionate about improving life chances for children and families.
- The involvement of partners, parents and the community is an embedded part of the way we work.
- There is very strong support for one another under the excellent leadership of the Director.
- Communication is well managed. People feel involved and informed.
- The day to day operations are not neglected in the drive to increase performance and reach.
- The senior team and Advisory Board work together well and there is a good understanding of our strengths and areas for development.

There are always areas to develop in any setting and these are known and understood by the senior team. Raising standards in the nursery, improving the outside area and supporting the development of the Self-Evaluation Form are some of the issues currently on the agenda of priorities.

In summary; The Willows is a very effective centre. The warm, professional atmosphere pervades the relationships, the activities and the continuous drive for improvement. It was a pleasure to visit.

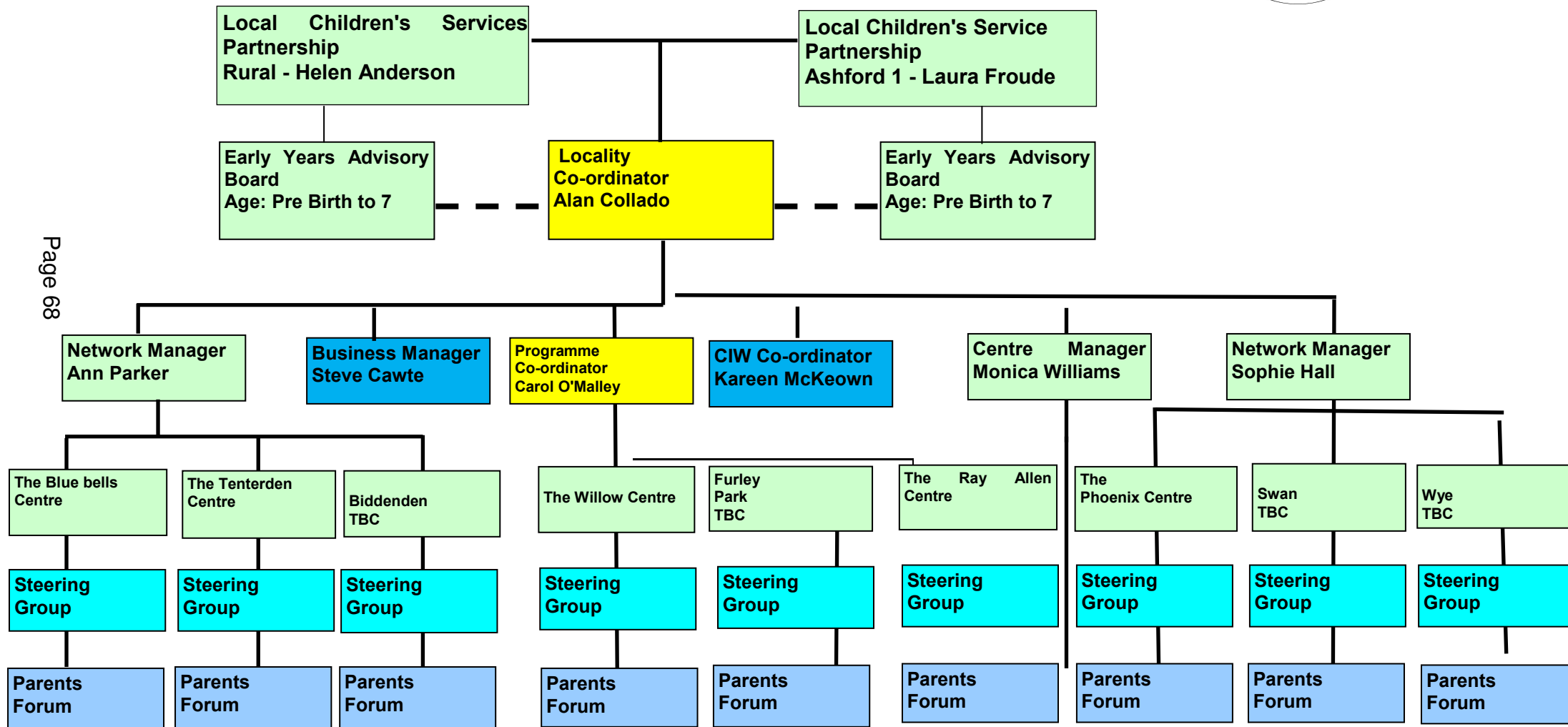
Elsbeth Davis

January 2009



Ashford Sure Start Children's Centres (Management Structures)

Page 68



(Note) Important to keep local focus whilst feeding into locality working.)

Steering Group - Local Partners focussing on Local Performance - links into Locality via Manager to Alan to Advisory Board

Parents Forum - Local parents/Carers focusing on local needs/centre - links into locality as above.

Ashford 1
LCSP Board Report end of 08/09 financial year

Appendix K

Cost Centre	Cash limit (see notes)	Current financial year Commitments	Invoices reconciled/ being processed	Total spent/ allocated	Unallocated/ left to spend	Delegated to Head Teachers?
Partnership Board (08/09)	69,303	3,887	58,511	62,398	6,905	
Kent Children's Fund (08/09)	56,000	21,956	37,655	59,611	(3,611)	
Extended Schools: Sustainability (08/09)	95,300	45,645	48,500	94,145	1,155	Yes
Extended Schools: Start Up (08/09)	48,600	0	48,429	48,429	171	Yes
Extended Schools: TIS funding: (08/09)	5,000	0	3,168	3,168	1,832	Yes
Extended Schools: Parent Forum funding (08/09)	5,000	0	4,887	4,887	113	Yes
Hands on Support (08/09)	63,100	0	63,048	63,048	52	Yes
Looked After Children (08/09)	9,052	0	8,477	8,477	575	
AEN Inclusion Funding (08/09)	16,000	0	16,497	16,497	(497)	Yes
Music (08/09)	31,862	0	20,171	20,171	11,691	Yes
Healthy Schools (08/09)	8,341	0	8,429	8,429	(88)	Yes
Primary Foreign Languages (08/09)	23,310	0	21,910	21,910	1,400	Yes
SEAL (08/09)	8,203	0	0	0	8,203	Yes
Total	439,071.00	71,488.39	339,681.08	411,169.47	27,901.53	

Partnership Board	The above cash limit is made up of: £30K annual allocation, £18,803 rolled over from 07/08; £4.5K 'LCYPP Development Funding'; £1K Hardship Funding and £15K School Nurse funding. There is still £6,905 unallocated. The commitments above include some of the £4.5K LCYPP, the £1K Hardship funding and the Primary Standards allocation.
Kent Children's Fund	£56K of this allocation has been transferred to the Partnership, the balance is being handled centrally. This funding has to be spent by 31 March 2009. The figures above show a potential overspend because of committed set up costs for the Beaver ARC via ISG (around £11K) which may not all be charged in this financial year.
Extended Schools: Sustainability	This is new funding for 08/09 and is Standards Funds, meaning that we have until August 2009 to spend. The commitments shown above are for spending between April and August 2009.
Extended Schools: Start Up	This is 08/09 funding that had to be spent by 31 March 2009.
Extended Schools: TIS and Parent Forum funding	This is additional funding for 08/09 and has to be spent by 31 March 2009. We are waiting for invoices for the TIS left showing as 'unallocated'.
Hands on Support	The 08/09 cash limit had to be spent by 31 March 2009.
Looked After Children	The balance of the 08/09 allocation had to be spent by 31 March 2009.
AEN Inclusion	Invoices totalling £16,497 have been processed for salary costs for April - August 2008 for Outreach work via Goldwyn.
Music	The 08/09 funding is Standards Funds so we have until August 2009 to spend.
Healthy Schools	The 08/09 allocation was £6,800 and is fully spent.
Primary Foreign Languages	The 08/09 funding is Standards Funds so we have until 31 August 2009 to spend.
SEAL	The 08/09 allocation is Standards Funding that was transferred from ASK. We have until August 2009 to spend.
NOTE: Children's Centre and Alternative Curriculum budgets will be devolved in 2009/10	

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Ashford Rural LCSP Annual Report

By: Local Children Services officer (Ashford Rural)

To: LCSP Sub-Committee

Subject: Annual Report of Ashford Rural LCSP to the POC
Sub-Committee

Classification: Unrestricted

Summary: This report is a brief evaluative document covering the background to Ashford Rural LCSP (Section 1), the structures currently in place and the effectiveness of the Partnership (Section 2). It also covers the progress made since the LCSP was established in September 2008 (Section 3) with feedback from partners, helping to further define the focus for shared areas of activity to achieve the targets in the Kent CYPP as well as addressing local issues (Section 4). Conclusions to inform the next stages of development (Section 5) are included at the end of the report.

1. Brief Introduction

1.1 Ashford Rural Partnership is the largest LCSP area in Kent, covering 39,466 hectares (double the area of the neighbouring LCSP, Ashford One). The total population in 2006 was 44,200. The population of young people is detailed below.

1.2 It is a mainly rural area with 70% of the population living in rural areas. It spans from Tenterden taking in the surrounding villages to Wittersham on the East Sussex border, Biddenden on the border with Cranbrook and Paddock Wood LCSP and Charing on the border with Maidstone 2 LCSP. It includes the communities on the Southern and Westerly urban fringe of Ashford town, where the boundary with Ashford One exists.

1.3 There are approximately 12,500 children and young people (aged 0 –19) living in the Ashford Rural LCSP area. The population of young people (aged 0 –19) in Ashford as a district is predicted to increase by 22.8% by 2016 (compared with 2006).

	Total Persons		Males		Female	
	Number	% of 0-19s	Number	%	Number	%
All ages 0-19	12580		6290	50	6290	50
0-5	3600	29	1794	14	1806	14
0-7	4862	39	2417	19	2445	19
8-13	4102	33	2100	17	2002	16
14-19	3616	29	1773	14	1843	15
10-17	5289	42	2628	21	2661	21

There are 17 Primary Schools, 1 Infant and 1 Junior School, 1 Secondary School and 25 Early Years settings.

1.4 Schools (based on vulnerability survey of schools 2008) and other agencies report that there are individual cases with high levels of need and the rural isolation is a factor that needs to be considered especially in relation to mental health and well-being. The LCSP has identified that more targeted support at Tier 2 (the gap between universal services and the specialist, high level services) will prevent escalation of issues and build more capacity to improve outcomes for children, young people and their families. This is reflected in the feedback from all partners on the LCSP Board.

1.5 There is a very strong commitment to developing collaboration with a range of partners and the positive multi-agency working relationships are central to the improvements being made for children, young people and their families. Joint working by sign-posting to other services and taking on a range of roles as workers is key to picking up vulnerable children and families.

1.6 Service delivery is a challenge across such a large geographical area where the IMD is low (LCSP fifth least deprived in Kent) and generally the profile would suggest that the needs are low. This means a small staff number cover this large area and that the schools, as the universal providers, are absolutely central to picking up issues and supporting families. They also provide the location for a variety of outreach activities in villages and this is an area to be further developed.

1.7 The pre-school settings have also developed a sense of identity within the LCSP where they are developing a wider role, sign-posting to services and taking part in joint training with schools.

1.8 The development of Children's Centres at Hothfield (Bluebells) and Tenterden (opening soon) have become focus areas for activity to develop an outreach programme as well as serving the more local community. To ensure the families most in need of services are reached rural Children's Centres are quite different to town based ones and a "hub and spoke" model is being used. There are also collaborative projects being carried out to ensure that a wider age range is catered for via the activities on offer.

1.9 There are relatively low numbers of children from non-white ethnic groups and this means that they can be isolated learners within schools that are mainly white. The same is true of learners where English is not the language spoken at home (primary 3.6% and secondary 0.4%). There are few Looked After Children (8) in Kent schools but a high number (approximately 50) in independent provision (Greenfields Independent Special School and Heath Farm School). The number of children with a Statement of Special Educational Needs is low (1%) but there are many being supported within the schools' resources and using shared expertise (17%).

1.10 Schools have been working together as a cluster from 2003 and the emphasis has always been on sharing good practice and preparation for global learning in the 21st Century, using new technology to bring people together virtually and to improve communication. There is a shared Virtual Learning Environment for all the schools in the LCSP.

1.11 The sense of corporate responsibility for all learners in the cluster is established and is widening into a culture of shared accountability for all outcomes, across agencies through an integrated children's workforce.

2. Management, Structure and Effectiveness of Partnership

Vision and strategic direction:

Core purpose:

To deliver against shared priorities identified by working as a Local Children's Services Partnership (Appendix A).

By:

- Gaining as full a picture of the Ashford Rural LCSP as possible by improving very local information, sharing data and resources.
- Encouraging participation and consultation to learn more on an ongoing basis from children, young people and families/carers.
- Building on the positive working relationships already established to ensure that a shared vision is maintained and that all partners continue to contribute fully to the LCSP.
- Creation of a fully integrated workforce with clarity about roles and responsibilities, knowing what is core business, and where the combined efforts of agencies and others will improve outcomes for children and young people.

There will be:

- Some initiatives that have a universal impact and make improvements for all children like the introduction of Active Movement, a multi-agency and parent-centred programme, providing fully integrated working to share knowledge about what makes well-balanced children.
- Others are targeted services or approaches like the Take Up the Challenge Programme for vulnerable teenagers. The use of integrated processes to identify and plan interventions for individuals with their families at the centre of this (Common Assessment Framework) brings together local providers and helps to shape and develop services as gaps are identified and effective approaches will be increased. Knowing what is on offer and how it can be used is vital.
- Specialist services need to be there for the children, young people and their families. Timely and appropriate referrals to these services is essential so having preventative and Tier 2 services in place means that the cases where more intensive support is required are accessible.

LCSP Board and supporting structures:

There is a fully formed Partnership Management Board with representatives regularly attending the Board meetings since September (**Appendix B**). The one appointment that has not yet been made is of a voluntary sector representative. There is difficulty in finding one person who can fulfil this role given the large

number of voluntary agencies and services that exist in this Partnership. This is currently under review.

Sub-structures to deliver the CYPP are being developed (**Appendix C**) and the existing structure of local working groups are being reviewed to ensure that they are able to contribute both to the content and the delivery of the CYPP. The 2-way nature of these groups, feeding into the plan and carrying out the activities, is crucial.

Commissioning decisions are taken through the Board with the acknowledgement that some funding streams are ring fenced and in the case of school related funding, a sub group (The School Development Group) have made expenditure decisions with delegated power to do so from the LCSP Board. The 2009/10 finance report is detailed (**Appendix M**)

Overall effectiveness of the Partnership:

The LCSP Board has met 4 times since September 2008. There is a willingness to share data, resources and to agree local priorities across all agencies. See feedback from members in **section 4**.

Effectiveness of Children's Centres (Appendix F)

There is one Children's Centre, Bluebells, which opened in mid 2008 in Hothfield and another underway at Tenterden. The LCSP covers a large area and to provide access to services for the families and children who need them, a hub and spoke model of outreach working is being developed.

Standards in Ashford Rural Pre-School Settings and Schools (Appendix I)

There has been an improving picture in terms of Ofsted outcomes for the pre-school settings in the LCSP. The Foundation Stage profile is patchy and shows where there is a need to focus support and raise scores – particularly to combined rating of 78 points including 6+ points for Communication, Language and Literature and Personal, Social and Emotional Development. Some strong areas are in Physical Development, Knowledge and Understanding of the World and Creative Development.

The school picture is detailed in the report from Primary Excellence Headteacher (**Appendix I**). There is only one secondary school in the LCSP (details in **Appendix I**)

Attendance and Exclusion (Appendix J)

There is an improving picture over the last three years with a reduction in absence and exclusions, including fixed-term exclusions. These are elements that the Partnership schools have worked hard on to achieve these reductions. There is an attendance policy in place which has been adopted by all the schools in the LCSP and incentives are being used effectively to encourage attendance and punctuality. Work has been going on in all schools to address concerns when behaviour has been problematic or where additional needs have been identified that could make children vulnerable (details in progress against priorities).

The Partnership Team (**Appendix K**)

There are 20 FTE members of the LCSP team including Children's Centre staff. The team works flexibly across the LCSP, supporting settings, school and working with families. Much of the work is as part of an integrated multi-agency children's workforce.

The overall budget for the coming year is £1.4 million. This now includes Children's Centre budget and devolved alternative curriculum funding. (See **Appendix M** for the end of year position of the Partnership Board budget).

3. LCSP Priorities, Action Plans and Achievement

The latest version of the Partnership's Children and Young People's Plan (Working Draft) can be accessed via this link:

http://www.clusterweb.org.uk/UserFiles/CW/File/Cluster_Sites/Ashford_Rural/Overview_of_Plan.doc

The Partnership has agreed 5 Priority areas and activity against the outcomes beneath each priority. The Plan is summarized below.

3.1 Priority 1:

Children and young people living in the Ashford Rural LCSP are mentally, emotionally and physically healthy. (Kent CYPP priority 2)

LCSP will ensure that:

- There are effective structures for children and young people to influence and give feedback on local provision.
- Children and young people have swift and easy access to appropriate services.
- There is a clear audit and directory of services available within the partnership
- There are improvements on agreed outcome measures based on data related to health and well-being

Key data:

- In 2007/08 10% of 501 Year R children measured were classified as obese (Kent average 9%) and the year 6 obese rate for the same year increased to 18% (Kent average 16.9%) **Appendix D**
- Same rate of mental health referrals from Ashford Rural LCSP as from Stanhope in central Ashford.

Achievements to date:

- Help Desk Adviser in post to facilitate Common Assessment Framework processes and to build the local information to add to the central directory of services available in Ashford Rural.
- Active Movement Pilot Project working with parents and carers on well-being, self confidence and self-esteem in children and young people. Giving children the best possible start in life (covers physical, mental and emotional well-being).
- Information to parents on breastfeeding and giving up smoking for expectant parents. The established and highly successful Breast Mate programme in place at some.
- Leuven approach established in pre-school settings and several schools have taken part in the Ferre Laevers work on well-being and engagement (results yet to be released for school projects).
- Transition from pre-school to school supported with an annual event and cross pre-school/school working is developing as is shared training (see report in **Appendix L**)
- Ashford chosen to pilot Healthy Settings (2009) along the lines of Healthy Schools.
- Breakfast clubs – being sustained and targeted to include children most in need.
- Year 6/7 Transition from primary into secondary school. Work with vulnerable families has been jointly funded. Very positive feedback and LCSP commitment to continue this work.
- Take Up the Challenge: programme for vulnerable teenagers (their parents/carers will be invited to attend the residential element as a result of feedback and positive impact of the programme).
- Healthy Minds Conference – CAMHS LIG planned and provided an integrated working approach to mental health and well-being for all local partners.
- 75% of Ashford Rural schools have achieved Healthy Schools Status and the remaining 25% is committed to achieving this status. (**Appendix E**)
- Established Healthy Eating programme for parents of Year R children, 9 schools registered for the programme and Children Centres links established to increase impact.
- Well-being initiatives: Solihull approach (county evaluation), Social and Emotional Aspects of Learning being used in all schools, School Nursing Service providing additional services for related Personal, Social, Health and Emotional elements of curriculum.
- Increased physical, sports activities and personal development through programmes linked to Olympics in London and core values of the Olympic movement. Each school has a nominated representative and 2 members of school staff for the Partnership are linking centrally with the Olympics Team.
- Walking to school initiatives (Walk on Wednesday and Park & Stride) and bike-it project in place where possible.
- Sports colleges/schools providing outreach and competitive as well as leisure opportunities.

Challenges:

- Service delivery to a large rural LCSP with limited resources and without a central base for co-location in Tenterden. CAMHS outreach, in particular, would be very helpful and could avoid absence from school to attend appointments in central Ashford.
(Bid currently submitted to DCSF for co-location and to link with secondary school alternative/personalised curriculum).
- Walking to school – difficult to achieve higher rates as the schools and population as spread out and suitable walking routes do not always exist.
- Emotional well-being interventions at Tier 2 are identified as a gap that needs to be filled to prevent escalation of difficulties.

3.2 Priority 2: (action and progress)

- **Children, young people and their families who live in rural communities are able to access services near to where they live.** (Kent CYPP priority 3 &6)

LCSP will ensure that:

- Children and young people benefit from locally based services and activities.
- Increase use of facilities by parents including access to Children's Centres for families and older children.
- More things for children and young people to do and places to go out of school.
- Links with other rural areas of Kent established to inform rural service development.

Key data:

- 70% LCSP population live in rural locations.
- School Vulnerability Survey (**Appendix N**) highlights need for easily accessible services.

Achievements to date:

- Established Rural Alliance with Cranbrook and Paddock Wood (where 100% of population live in rural location). Sharing ideas and issues – cost of providing services in rural areas and the need to achieve equity and access wherever families live.
- Schools as service hubs, sharing facilities and hosting outreach opportunities from Children's Centres etc.
- Bluebells Children Centre provides access to breakfast, crèche and After School Club.
- Mini bus scheme from Homewood being developed to include drivers from all primary schools.
- Virtual Learning Environment gives access to learning opportunities at distance. Potential to do much more is being explored.
- Health Visitors operating out of Parent and Toddler Groups has increased access and involvement at a local level.

- More involvement of fathers and male carers in education provision. Volunteer male readers are well established in some primary schools and the impact of their role has been evidenced. Fathers have access to weekend events with a positive interest in chosen activities.
- Pre-school settings have created boy friendly environments and the outdoor opportunities have been developed.
- Local Parish initiatives- Youth Action Group successes and local conference set up with young people at the centre of planning.
- Provision of Children's Centres accessible places to play with schools providing extended services.

Challenges:

- There is a need for a central base at the Tenterden end of the Partnership to achieve better use of time and access to services where families live.
- Some initiatives, like outreach youth work, are funded for short-term projects. Though very successful they are not sustainable unless funding is continued for longer.
- Transport a barrier to participation.

3.3 Priority Three: (action and progress)

Children and young people in Ashford Rural LCSP area are able to live in a safe and positive community, free from harm. (Kent CYPP priorities 4&8)

LCSP will ensure that:

- There are easily accessible and effective services for those affected by Domestic Violence.
- Children and young people feel safe in and out of school.
- Decreasing proportions of children and young people are on Child Protection Register/at risk of harm.
- Housing situations for vulnerable children and young people are improved.

Key data:

- National Foundation for Educational Research, Children and young people of Kent Survey 2006/07 show a lower percentage of young not feeling safe in their area. **(Appendix G)**
- Crime statistics are low for the Ashford Rural LCSP area.
- Domestic Violence cases are increasing and schools are requesting access to services.
- The number of children with Child Protection Plans (increase in Ashford District by a third since last year) and Children in Need have increased.
- Housing is an area that the LCSP has not gained enough information about to have a clear picture of need.

Achievements to date:

- Support for parents needing more intensive help. Parent Support Advisers and Transition worker supporting families experiencing problems.

- There is now a well-established Parent Forum with a key focus on road safety. The impact of their actions is being felt in all schools through the Park safe initiative carried out in partnership with the Community Safety Unit.
- A day's safety programme for every year 6 pupil in the Ashford Rural area was arranged and schools where particular issues came up were further supported with interventions to help the children to understand the dangers that they could face.
- Ashford Families First offering a multi-agency approach to work in partnership with families in difficult circumstances to explore options and find their own solutions.
- Speak Easy and Hyp Hop an accredited training programme supports parent and teachers of primary and secondary school to encourage children in discussions and issues on Sex Education and Relationship. Each school in Ashford Rural now has a trained representative. The programme has now opened up to other adults in schools and Children's Centres.
- 'Knowing You, Knowing Me' project has just begun – community cohesion and cultural understanding, using information technology as the medium.
- Child Protection training and Paediatric 1st Aid training available to all schools and settings.
- Internet Safety was linked to establishment of the virtual learning environment so that children can learn about appropriate behaviour "on-line" and this has also increased parent awareness. There are updates and this is a focus for all schools and agencies.
- Motorbike training course held at Homewood School.
- Positive Choices Programme for Drugs and alcohol awareness
- Team Teach – Trainers paid for by LCSP to provide Positive Handling training to schools, showing adults how to de-escalate situations when dealing with difficult behaviour.

Challenges:

- Speak Easy – a waiting list. Need to provide more sessions as trainers become available.
- Hyp Hop – Demand for more training needs to be met.
- Housing issues – an area to develop as part of the LCSP agenda.
- Domestic Violence services – being reviewed to link into existing structures so that groups and programmes are part of the Partnership network.

3.4 LCSP Priority Four

Improve life chances for all children and young people and in particular for vulnerable groups. . (Kent CYPP priorities 1 & 5)

LCSP will ensure that:

- All children or young people access appropriate educational provision to reach their full potential
- Access to appropriate timely interventions at the right level with personalised packages available for individuals/families and schools.
- Children, young people and their families are supported at transitions.

- Vulnerable children and young people have the same access to leisure and play activities as their peers.

Key data:

- Rural isolation, difficulty in accessing services when and where needed can lead to escalation of difficulties.
- Profile of attainment shows that in some cases more able children do not do as well as they should.
- When the cluster began in 2003 Dyslexia was an area of need where schools felt they needed additional support.
- Schools report one third of Year R have speech and language problems.

Achievements to date:

- All schools in the LCSP have undertaken or have planned training for Foundation Level Dyslexia Training. A third of the schools have achieved Core Level and this has added capacity to all the schools as they work collaboratively.
- Support provision for sustainable, flexible, affordable local childcare to meet needs of working parents including out of school provision (See Children's Centre report)
- Partnership has been selected to pilot Disadvantaged Funding for individual children and young people 5 – 19 to narrow the attainment and well-being gap.
- Ashford Rural and AsOne LCSPs have been identified for funding to develop Youth Crime Family Intervention Project and Early Interventions for Parenting.
- Hardship funding and community funding targeted to support children and young people and their families to take part in activities and have appropriate school equipment/uniform.
- Out-of-school activities have been subsidised and Homewood School has provided subsidised places via Partnership funds on weekend and holiday events for children living in Ashford Rural LCSP.
- Jobcentre Plus support is available in all Children's Centres and Bluebells Children's Centre has developed an outreach and signposting services with regular meetings with Core Officers who also links with The Willow Centre in Ashford One.
- School Development Group established to promote working in collaborative partnership with schools taking corporate responsibility for outcomes for all children in the partnership.
- Children's Fund and other local funding being given to Ashford Young Carers to provide information at assemblies in schools and to support young carers.
- Inclusion of EAL of minority ethnic group through development of awareness in settings and schools about cultural and language enrichment.
- Early and effective diagnosis of LDD including ASD through Early Support in place.
- Early Bird and Early Bird Plus established and outreach from Ashford Oaks (Lead School for ASD).
- Well established and proactive SENCo network, using strategic overview of progress for those with SEN to promote collaborative problem-solving and

working with schools and parents to increase confidence to meet SEN without the need to apply for statutory assessment and thus releasing resources for interventions.

- Targeted use of the Leading Teachers for Intervention, Partnership Team and other agencies to provide strategies and direct work with children, young people and families.
- Speech and Language interventions and training in Early Years settings and schools. Ashford Better Communication Service accredited by I-CAN and providing interventions for children identified at pre-school.
- Well-developed interventions in schools at Wave 1, 2 and 3 including creative work on projects and using shared expertise across agencies – Complex Cases an example of this work.
- Aiming High Short breaks and integrated services are planned.
- Work already in place to improve community and recreational opportunities linked to CCs and Youth Service, with Targeted Youth Support being reviewed to make it better co-ordinated.
- Highly valued outreach from Goldwyn School providing strategies and support for schools in dealing with social, emotional and behavioural issues.
- School Development Group – narrowing the gap and extending the more able learners to fulfil potential – working on raising aspirations.
- The introduction of the Common Assessment Framework is building on established strong multi-agency working to provide swift and easy access to tracked multi-agency interventions.

Challenges:

- Service development at Tier 2 to best meet the needs that are being identified and to monitor the impact of these services on outcomes.
- Capacity building across all agencies, with more feedback and participation in service development from children, young people and families.

3.5 LCSP Priority Five

Children, young people and families living in the Ashford Rural LCSP are able to make a positive contribution to their communities as local citizens. (Kent CYPP priorities 7)

LCSP will ensure that:

- Children, young people and adults take an active part in building and sustaining local initiatives to support community cohesion
- Communities have a positive image of young people
- Young people feel listened to and influence local community priorities and developments

Key data:

- Some Parish Councils have listened to and involved young people more than others.

Achievement to date:

- Pupil involvement and contribution increased through Partnership Council from all schools to contribute to Pupil Voice.
- The Rare Breed Centre - Family fun day with 620 families including Children contributing to initiatives like Park Safe and making the relationships with these families to extend their involvement in future Partnership developments.
- Rare Breeds used for activities – all areas of the ECM agenda are covered and children are actively involved in giving feedback to the LCSP.
- Early Years focus on PSHE, Communication, Language and literacy with Active Movement project.
- Developing crèche with high quality childcare and good Stay and Play opportunities targeting hard to reach, which links into Ashford Rural Early Years Group develop training for local nurseries.
- After school clubs are being shared across schools to make it possible for all families to take up the offer.
- Holiday activities in place to give children opportunities.
- Godinton Café and community rooms in place to serve large estate.
- Wittersham – Old School House being used to provide family space and activities.
- Charing – family room being created.
- Furley Park and Pluckley - security measures in place so school hall can be used out-of-hours.
- Pluckley – community signage in place.
- Well established annual transition event for pre-school children- working with parents and other agencies. A popular annual event which has been improved on yearly based on feedback from previous years helping to establish pre-school/school links.
- Secondary School is working collaboratively and developing 'in-house' provision to cater for a wider range of needs and not excluding. No PRUs being used as the schools build their expertise and manage further integration /inclusion of a wider range of learners. Keeping permanent exclusion at zero. A facility for vulnerable students has been developed
(Appendix H)

Challenges:

- Ensuring services are available to support all children. Young people and families regardless of where they live in the LCSP.
- Hearing from all groups/individuals about how they want to contribute and participate and making inclusive provision available.

4. Information from the individual agencies

4.1 Health – Barbara Salter, the newly appointed Locality Commissioning Manager, is the Health representative on the Partnership Board.

The last representative attended meetings and made valuable contributions towards the Health priorities of the CYPP. Suggestions have been made regarding how partnership monies are targeted and the need to influence commissioning processes through Health structures. The Health operating plan for the next 5 years

has been developed focussing on vulnerable children, teenage pregnancy, disabled children, Child and Adolescent Mental Health. These are plans that will join up with partnership agencies and focus on particular groups of children and young people to meet their health needs together. Resources have been made available through Ashford Health and Wellbeing Partnership Fund for Active Movement pilot project.

4.2 Children's Social Services - Diane Butler, District Manager for Children and Families Social Services in Ashford, attends all Partnership Board meetings. The representative does have a time restriction in attending meetings and collating information for the board as this has to be balanced with the core business of a very busy Social Services district. Currently Children's Social Services fund voluntary organisations to a total of approximately £410K, to provide services to children and families at tier 2 and above. Next financial year, it will be the Local Children's Services Partnership Board deciding on service provision, and meanwhile consultation has taken place and discussion is ongoing about the commissioning of services that will contribute economically and effectively to the priority outcomes in the local children's plans.

Diane Butler feels fully involved in discussions and is confident that all services are motivated to work together, learn from each other and develop an integrated approach that will improve outcomes for vulnerable children.

4.3 Education – William Cotterell, Principal of Homewood School and Sixth Form attends all the Partnership Board meetings. He feels that the Board is clear about having a shared responsibility for children and young people in the LCSP and that there is a determination to find creative solutions, work in Partnership with other LCSP's and use funding wisely. There is a need to have a more shared Agenda as we move forward. Currently, members are happy and supportive of actions and schools are providing preventative and additional services already. The key bit is to really join up and promote the interchange of ideas, share concerns and problems so that it is not about individual agencies but the LCSP as a whole.

4.4 Police – Inspector Andrew Judd – Neighbourhood Policing Manager
He feels that the Partnership Board has established a welcoming atmosphere and a collaborative approach to the production of the CYPP for Ashford Rural and feels that he is an equal partner, is listened to and has influence as a Board member. He has been part of the working group establishing the local priorities. The Board has seen the Police initiatives as welcome and there is scope to join up more effectively at ground level with training and information sharing at a very local level. However, there is work to be done (to be modelled at Board level) to ensure that the agenda and discussions are relevant to all partners. It feels as though the partners have come with their particular area of work in mind and assumptions have been made about what needs to happen locally and how it could be achieved. At this point, there is a need to have time to find out more about the other Board members and their responsibilities, what they have in the way of data and how they see possibilities for joint working to achieve better outcomes. Otherwise, there is a danger that the opportunity for a shared agenda will be missed and agencies will not see the opportunities for integrated working but think of the meeting as an information sharing session about individual agencies. The purpose of the LCSP is

to ensure that all the services are joined up in an appropriate manner so it is important that the planning is responsive to this.

4.5 Youth - The Youth representative is Gaelle Jezequel.

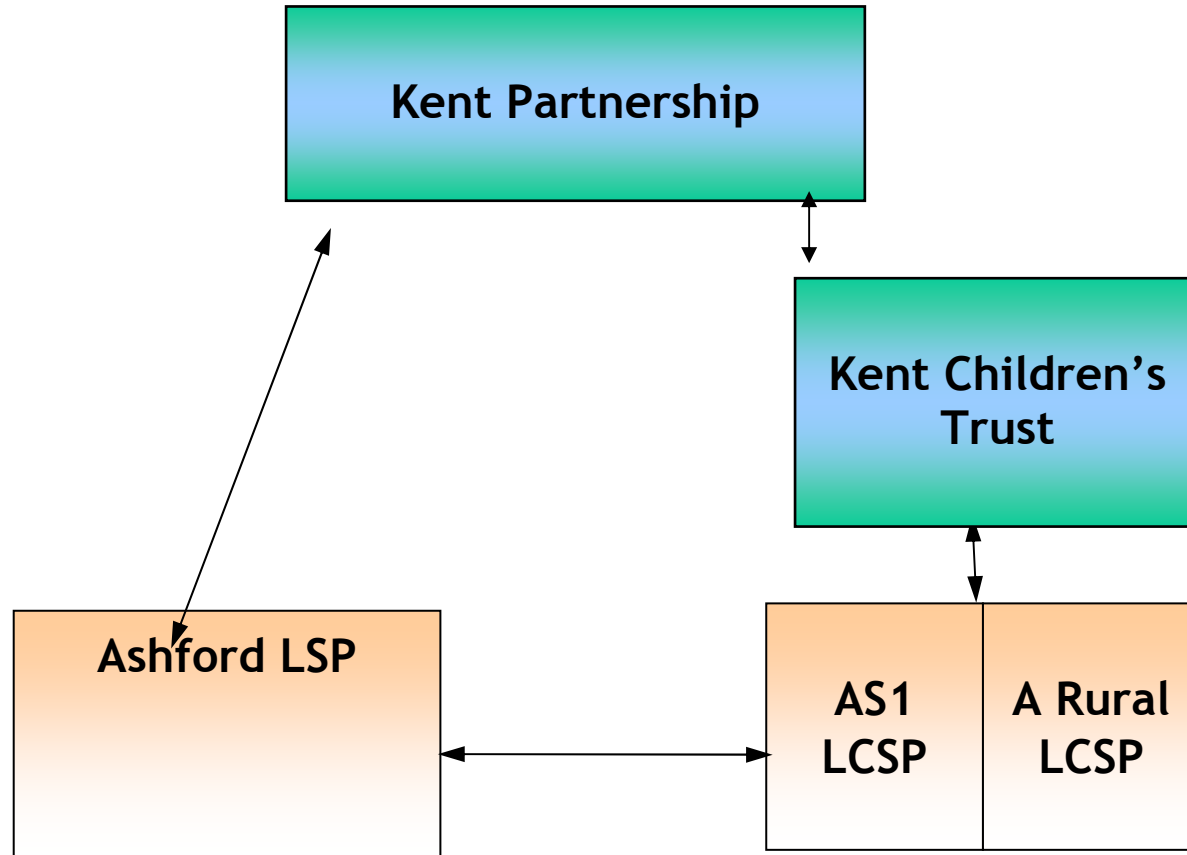
The Youth Service has been working in Rural Ashford for the past 12 years and in Homewood School in the last seven years. Having a joined up approach to working with other agencies is a part of the service culture. The Tenderten Detached project which is the only project for Ashford Rural has only been able to spread its services by working together with Education, Parish Council, Health, Police Community Support Officer and the voluntary sector. It currently works five evening a week and reaches 15 villages. It delivers a self esteem course for vulnerable young people from Homewood School. The project currently has 450 members (age 13 to 19) and has had 3500 attendances for the last financial year. The support from the partnership through extended school funding has allowed a shoe string core budget to expand the Tenderten Project and deliver Best Value in the preventative programme "Takeup the challenge". This is multiagency successful programme; however there is still a gap in the partnership in recognising the needs and the work that can be done for teenagers especially for the 16 to 19 who are for the majority of the partners out of their remit.

Voluntary Sector and Other – The LCSP Board is considering who is able to fulfil this role as representative of all the voluntary sector partners. It may be decided that it is best to invite particular representatives according to the agenda and current priorities. This is under review. Work is already established with Home Start, Young Carers and Action for Children.

5. Conclusion

The Ashford Rural LCSP has built on the existing high level of collaborative practice that was already in place especially as a Cluster of schools. The challenge now is to ensure that the LCSP agenda is a shared one – that all agencies are fully engaged and share the priorities, contribute to the delivery and influence future developments. The structures to enable delivery of the Children and Young People's Plan are core to this and are being developed in the light of feedback and good practice. As a Board commissioning, monitoring and evaluation of outcomes will be vital. This is an area for the Board to further develop for a fully integrated and effective children's workforce to be achieved.

Kent Partnership Arrangements



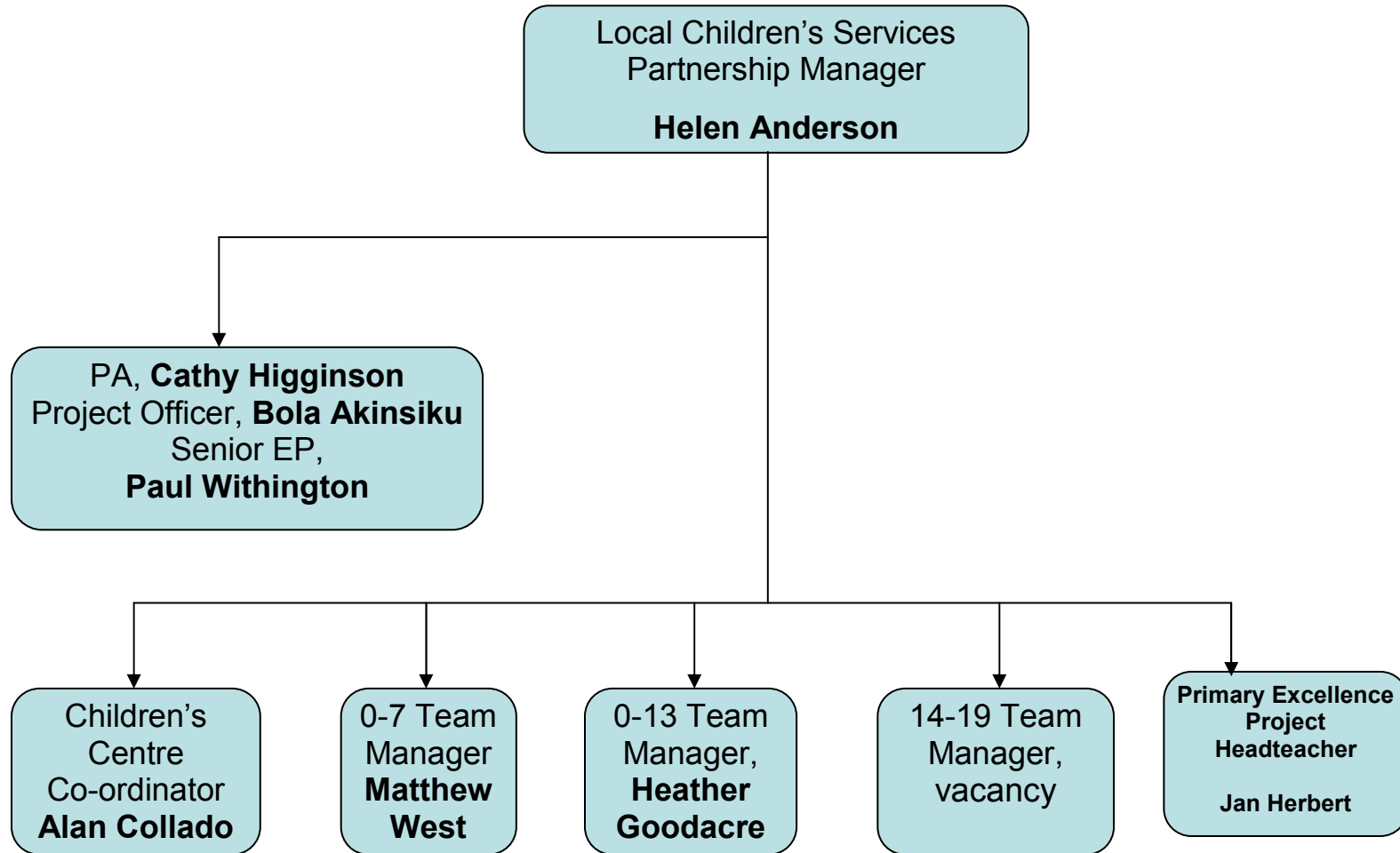
Perspectives on the local and Kent Structure

Ashford Rural Local Children's Services Partnership Board Membership

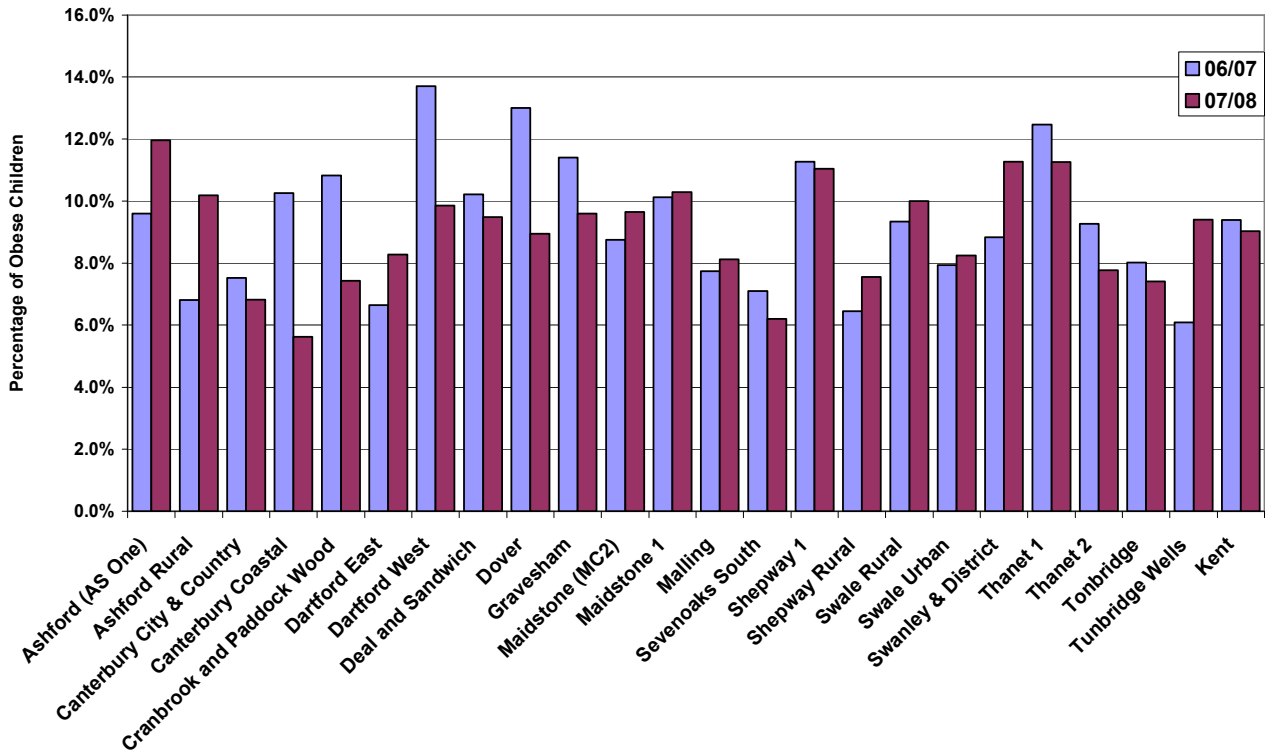
Local Children's Services Partnership Manager: **Helen Anderson**

Core Membership	Name & Job Title
Area Children's Services Officer	David Adams Area Children's Services Officer, KCC
Children's Social Services	Diane Butler District Manager, KCC
Ashford District Council Officer	Christina Fuller Cultural Projects Manager, Ashford Borough Council
Early Years	Alan Collado Locality Co-ordinator for Children's Centres, KCC Director, Sure Start Ashford
FE Provider/14-19 Sector	TBA
GP Representative	Dr Navin Kumta GP & Sub Clinical Lead, Ashford LAC
Health	Barbara Salter Children & Young People's Health Locality Commissioning Manager, KCC
Police	Inspector Andrew Judd Neighbourhood Policing Manager, Kent Police
Primary Headteacher	Anne-Marie Trufram Headteacher, High Halden Primary School
Primary Headteacher	Paul Ketley Headteacher, Furley Park Primary School
Secondary Headteacher	William Cotterell Principal, Homewood School
Special School/Lead School	David Spencer Headteacher, Wyvern School
Voluntary/Community Sector	TBA
Youth Offending Service	Charlie Beaumont Effective Practice & Performance Manager, KCC
Youth Service	Gaëlle Jezequel Senior Youth & Community Worker, KCC
Additional Membership	Name & Job Title

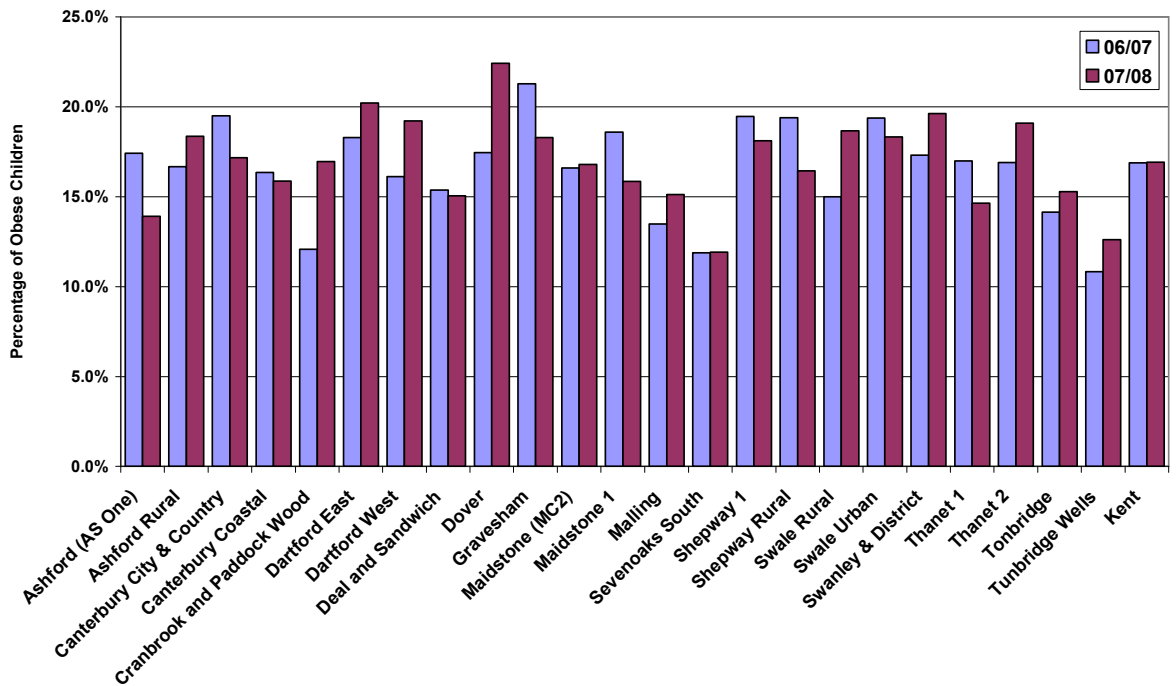
The LCSP Teams and Managers



Percentage of Obese Children in Year R by School Cluster in Kent .
06/07 to 07/08



Percentage of Obese Children in Year 6 by School Cluster in Kent .
06/07 to 07/08



Ashford Rural Partnership	
Total schools = 20 Total recruited =18 Total 20%+FSME=?	
Achieved new Healthy School Status = 15 schools = 75%	Hamstreet Primary School YES Egerton CEP Primary School YES Great Chart Primary School YES Furley Park Primary School YES Homewood School YES Pluckley CEP School YES Godinton Primary School YES John Mayne CEP School YES Wittersham CEP School YES Tenterden Infant School YES Woodchurch CEP School YES St Michaels CEP School YES High Halden Parochial CEP School YES Charing CE Primary School YES Tenterden CE Junior School YES
Committed = 5 schools	Bethersden School YES John Wesley Primary YES Kingsnorth CEP School YES Rolvenden Primary School YES Smarden Primary School YES

Effectiveness of Children's Centres in the Ashford Rural Partnership

The Children Centres in Ashford Rural are in the early stages of development. The Children's Centre in Hothfield (Bluebells) was opened mid 2008 and two more are planned by 2010.

A key challenge is how to maximise outreach services and access those in greatest need as the rural partnership covers a wide geographical area and the identified need is in pockets rather than whole communities.

The foundation for the development of Children's Centres is building upon the evidence and inspection results of the excellent work undertaken by our former Sure Start Local Programme (SSLP) based within Ashford One Partnership. This has included the development of a locality model across partnerships to ensure resources and experience are maximised whilst developing local steering groups to ensure that local needs are our designers and drivers.

The SSLP has been continually evaluated and audited and is evidenced as reaching high standards in all key areas (latest inspection summary as commissioned by KCC, breastfeeding rates and the audit report summary for financial management). The locality model ensures that these high standards are being implemented across the rural partnership whilst recognising local differences.

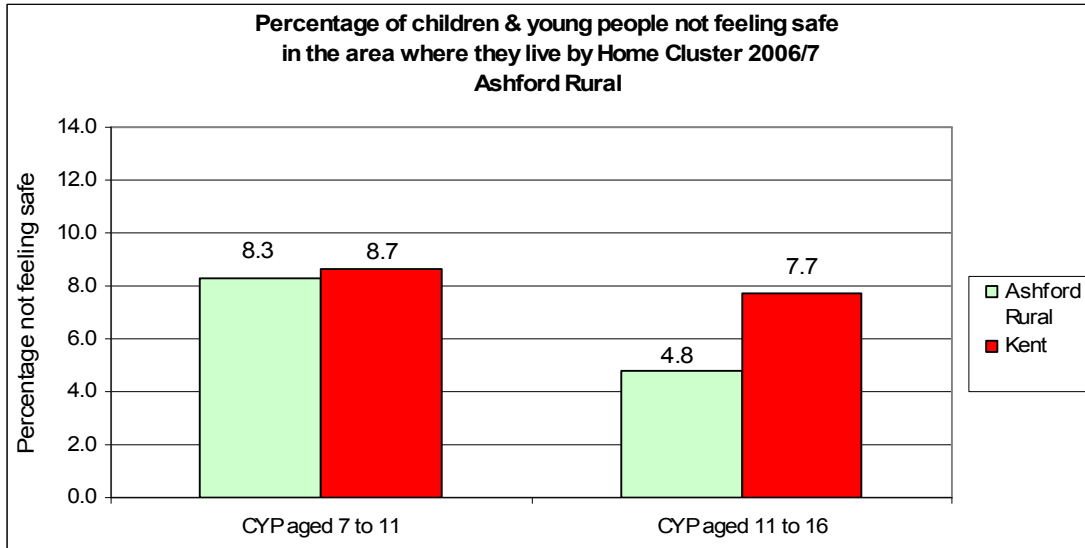
Even though some centre staff have only recently been appointed, the locality approach has already enabled the establishment of a range of key components for the centre development. These include: steering group, volunteers, parent drop in, a range of services aimed at under 5's. To add to this the Centre is also being used as a base for extended school activities, i.e. breakfast and after school club. We are scheduled to receive designation by September 2009, although most criteria are in place already.

The SSLP structure is well established and engaged with many key stakeholders in our locality and has proved to be an excellent starting place for the partnership agenda and in addition has provided the basis for the Early Years focus of our Children and Young People Plan (Children Centre management/steering group structure Appendix 4).

Across the whole locality there is a high commitment by staff and steering groups to the achievement of expected outcomes, which is underpinned by a robust evaluation process in terms of quality, quantity, value for money and effectiveness. Therefore this process is being implemented within our rural partnership to ensure commonality of standards, cost effectiveness and appropriate resource allocation.

Recent satisfaction survey (completed November 2008) confirms that 94.3% of customers are either satisfied or very satisfied with the services provided. Most families reside in Ashford One; however this figure is the bench mark we are working towards.

Alan Collado
Locality Co-ordinator for Children's Centres
April 2009



ITOTAL Support Centre Interim Progress Report

Rationale

The ITOTAL Support Centre (ISC) opened on 27th October 2008 and is staffed by a recently appointed HLTA Gina Nicholls. Prior to the ISC opening a feasibility study and report was completed detailing the entry criteria, entry protocols and procedures for supporting the students within the ISC.

Entry Protocols

The centre works to support those students who find attendance at school, or in specific lessons, difficult for social, emotional or mobility reasons. It:

- Provides an alternative for those who find attending specific lessons, in a mainstream setting very difficult
- Supports those who cannot attend school normally owing to temporary mobility reasons
- Supports and re-integrates those who have not been in school for an extended period of time

An alternative for those who find attendance at school difficult

Some students have found the school experience very difficult and consequently their attendance at school has dropped; some have become school refusers or school phobics. These students have typically found the social aspects of school difficult and struggle in a mainstream setting

An alternative for those with mobility needs

Some students referred to ISC have found it difficult to access school, on a temporary basis, for physical/ medical reasons. Such students have experienced injuries such as broken legs and have found accessing the entire school site difficult. Such students have needed support from the Centre for a finite period of time. Other students have experienced fatigue or debilitating conditions which have affected their ability to access all lessons each day. In all cases the needs of the student have been assessed carefully by medical professionals.

Stakeholders involved

Students are referred to the Centre by their School Family Support Co-ordinator or Mini-School Leader. Students are only accepted into the centre once parental and student interviews have taken place and the centre is fully briefed on the issues and problems that the student is encountering. The centre is also made fully aware of the strategies that have been used with each student to engage them in mainstream education. If a student is referred for medical reasons the interviews would be completed in conjunction with the school nurses. Students referred with attendance problems need a Pastoral Support Programme (PSP) and students who are offered a part-time timetable also need a PSP. Placing the student onto a PSP will help to identify targets and timeframes for returning the student to mainstream education as appropriate. Whilst the intention of the ISC is to move every student towards

full time education in mainstream schooling it is recognised that some students may never reach this goal and will remain working within the centre for at least a part of their timetable.

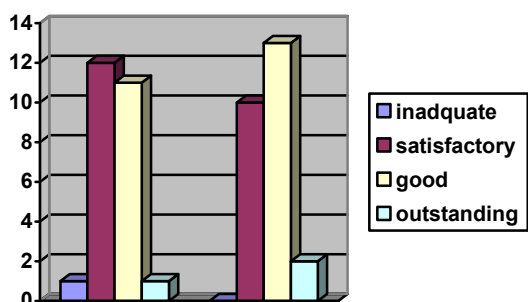
Students from other schools

There is also scope for the ISC to accommodate students from feeder primary schools who are experiencing the same challenges (attendance, mobility, access). Students could feasibly be referred from primary schools in Year 5 and 6. The same entry protocols would apply to these students.

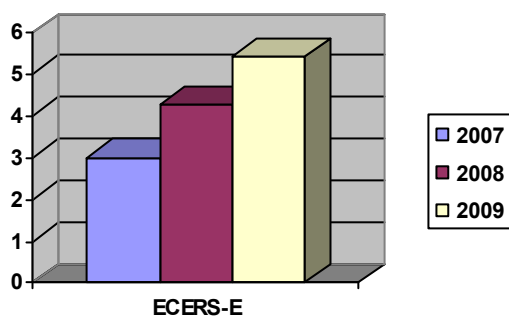
ISC

A total of 19 students have been supported since 1st November 2008. Most of the students entered the ISC on a full- time basis and have been gradually reintegrated into mainstream school. One student has remained working full time in the ISC since it opened.

Ofsted Trend data for Ashford Rural Settings



	Inadequate 2	Inadequate 1	Satisfactory	Good	Outstanding	% good or better
Previous round of inspections	0	1	12	11	1	52%
Current round of inspections	0	0	10	13	2	60 %



ECERS-E data for SIP settings
 Early Childhood Environment Rating Scales data for Ashford Rural Cluster (mentioned in the Early Years Foundation Stage framework as a good measure of quality in an Early Years Provision) shows a steady increase over the last 3 years. 3 is considered satisfactory, 5 is good, and 7 is outstanding.

	2007	2008	2009 (data that is currently available)
Average point score	3.0	4.28	5.4

EARLY YEARS OVERVIEW SCORES

Foundation Stage Profile 6 + points	%	Rank
Personal, Social and Emotional	74.3	8th
Communication, Language and Literature	51.4	9th
Mathematical Development	72.6	9th
Knowledge and Understanding of the World	89.4	3rd
Physical Development	94.6	3rd
Creative Development	86.5	3rd
% of 6 + points in PSE and CLL	45.1	13th
% 78 + points including 6+ points in PSE and CLL	45.1	13th

Report from Primary Excellence Project Headteacher

Vision and Strategy

Ashford Rural is innovative in its approach to developing a culture of ownership and accountability for the quality and performance of all schools, settings and other educational provision. Through the creation and development of mutually supporting groups known as 'triads and quartets,' the partnerships capacity and resources are fully utilised. The collaboration assumes that a central group (School Development Group) will focus on Teaching and Learning and provide support and guidance for school Leadership teams, whilst ensuring the success of the partnership development plan.

Ashford Rural Primary Summary

Ofsted gradings as of March '09 show that there are an equal number of schools at 'satisfactory' (9) and 'good' (9) with one school in a category of 'notice to improve'. 6 schools have been graded **outstanding** for certain aspects of the inspection ie Curriculum, Personnel Development/ Well-being and Foundations Stage provision.

KS1 attainment has achieved above the local and national results (84.0%) for level 2 (89.1%) and the higher attaining level 3(29.1%, national 25%) for the last 3 years. Attainment is ranked against local authority schools and the partnership is currently placed at: second for reading, fourth for writing and fifth for maths.

KS2 has seen a three year rising trend in English at level 4 (84.2%) and 5 (29.3%) with results that exceed both local authority and national figures. Maths shows a rising trend over 3 years with a significant rise (81.9%, national 78.0%) this year for level 4s. (Results for level 5 whilst being close to

local authority are under national figures.) The results for English and Maths place the partnership in third place in the local authority tables for both. In Science for level 4, (86.8%) whilst under national figures, (88.0%) this is above the local authority figure. There is clearly work to do for level 5s where figures are under those locally and nationally).

The combined English and maths targets at level 4 (76.4%) show a rising trend which is comfortably above both local and national figures (72.0%). (The combined result for Level 5 results conversely sit currently under both local and national results at present.)

Our schools continue to work collaboratively to share experiences and raise attainment with identified projects lead by the latest research. The combined English and maths partnership target for 2009 is set at 81.6% and places the partnership at fourth place in the rankings as opposed to sixth 06/07. Where schools are below or close to floor targets for some aspects the support team ASK is commissioned to support.

School	Date	Grade
John Wesley Primary School	02/12/2008	Good
Wittersham CEP School	02/10/2008	Satisfactory
Charing CEP School	19/09/2008	Inadequate
High Halden CEP School	18/06/2008	Good
Woodchurch CEP School	18/06/2008	Satisfactory
Furley Park Primary School	20/05/2008	Good
Smarden Primary School	20/05/2008	Satisfactory
Tenterden CEJ School	12/03/2008	Satisfactory
John Mayne CEP School	27/02/2008	Satisfactory
Godinton Primary School	07/11/2007	Satisfactory
Great Chart Primary School	31/10/2007	Good
St Michael's CEP School	16/10/2007	Good
Kingsnorth CEP School	03/07/2007	Satisfactory
Egerton CEP School	16/05/2007	Good
Pluckley CEP School	01/02/2007	Satisfactory
Tenterden Infant School	05/10/2006	Good
Rolvenden Primary School	20/09/2006	Good
Bethersden Primary School	08/06/2006	Satisfactory
Hamstreet Primary School	06/03/2006	Good

Secondary Standards

Standards in Secondary Schools in the Ashford Rural Partnership.

Summary

The Ashford Rural partnership is served by one secondary school Homewood and any report in secondary standards in the partnership is inevitably a report on this school.

This school has been consistently above the National challenge floor target of 30% of students securing 5A*-C at GCSE including English and maths, and as such is not included in the National Challenge programme. The overall KS4 contextual value added score for the school in 2008 is 1001.4 – which indicates performance broadly in line with what would be predicted allowing for pupils' prior attainment and context.

Homewood is a Leading Edge school with Advanced Extended schools status. The school runs an innovative curriculum with KS3 compressed into years 7 and 8, KS3 SATs being taken at the end of year 8. There is a wide range of vocational provision including an onsite restaurant and theatre which greatly enhance the students' opportunities to learn about and through the world of work. It is an large and inclusive school offering a large degree of choice and personalisation of curriculum to its students.

The school was last inspected in November 2007 and was rated good with many outstanding features.

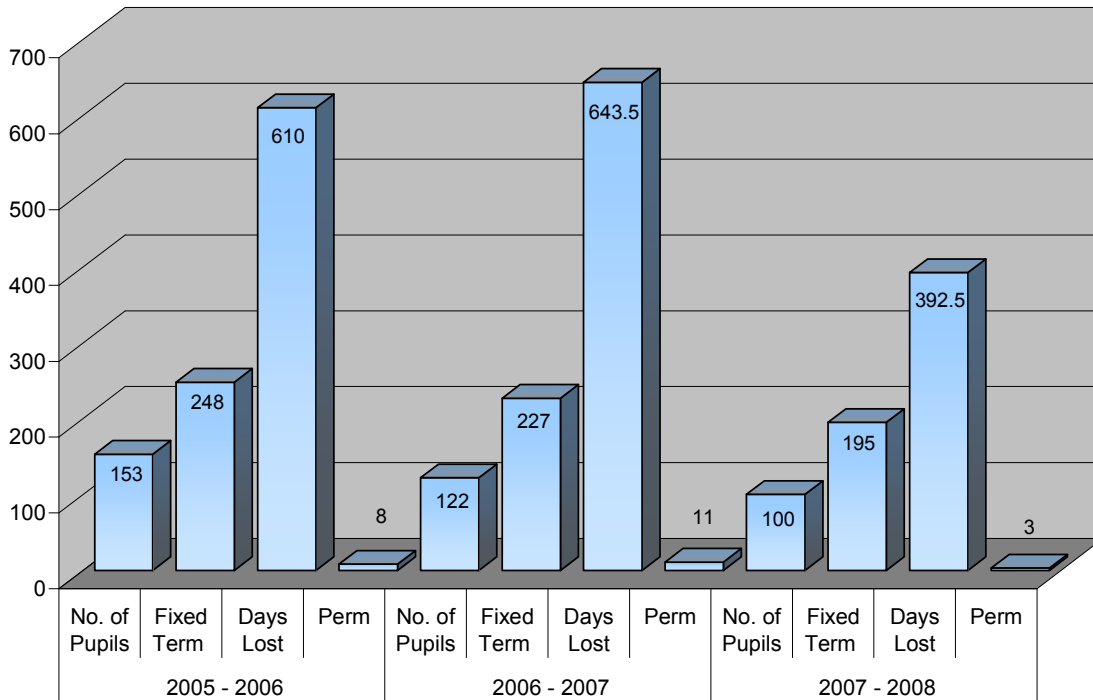
Trends (See tables overleaf for detailed comparative Data).

Key Stage Five

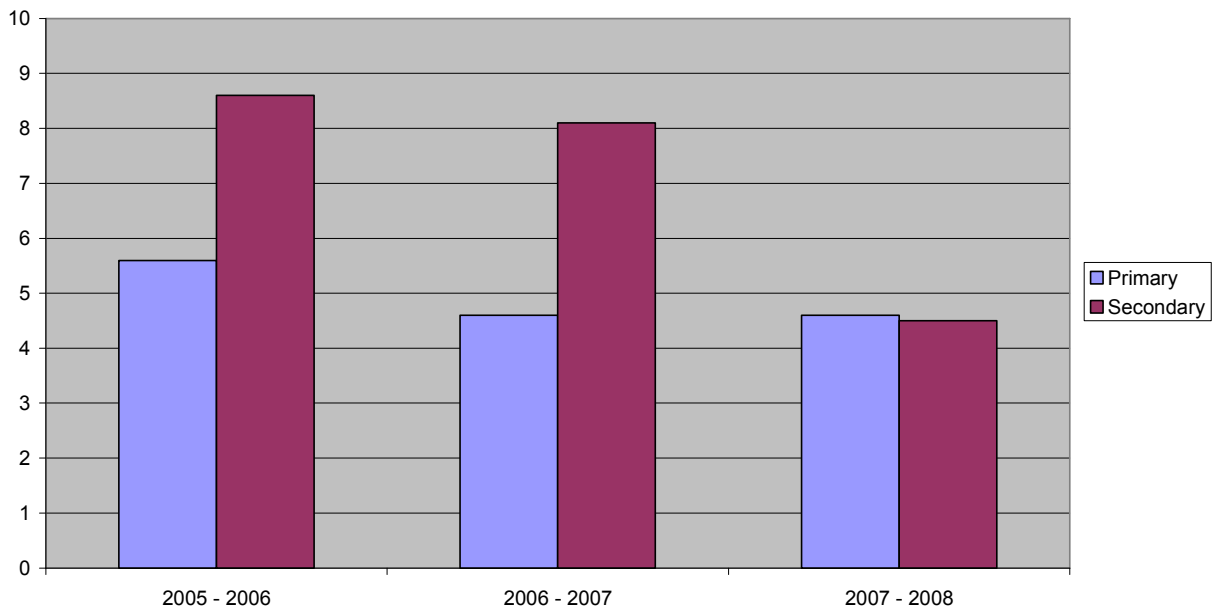
In 2008 there was a reduction in the average points per student but an increase in the proportion of students securing 2 A-E grades up to 96% as well as a significant increase in the average points per entry up from 181 (180 = a D grade average) to 206 (210 = a C grade average). These changes reflect improved information advice and guidance so that students are better matched to courses.

The sixth form contextual value added score, a measure of progress taking account of prior attainment at GCSE, was broadly in line with expectations for this school.

ASHFORD RURAL LCSP EXCLUSIONS



**ASHFORD RURAL LCSP
% Overall Absence**



Ashford Rural Partnership Team

Partnership Team	
LSCP Manager	1.0
Extended School Development Manager	0.5
Specialist Teacher Behaviour Cognition and Learning	0.8
ST Bilingual and Minority Ethnic Achievement	0.3
Bilingual Support Assistants x2	0.6
Educational Psychologist	0.8
Early Years Area Senco	0.6
Early Years Senco	0.2
Early Years Advisory Teacher	1.0
Education Welfare Officer	1.0
Childcare Development Officer x 2 (0.5)	1.0
Locality SEN Officer	0.5
Parent Support Adviser	1.0
Behaviour Support Specialist Adviser	0.4
Family Support Worker	1.0
Extended Schools Project Officer	1.0
Help Desk Adviser	1.0
Digital Learning Facilitator	0.3
PA to LCSP Manger	1.0
Locality Co-ordinator	1.0
Network Manager	1.0
Community Involvement Worker x 2 (1.0)	2.0
Receptionist	1.0
Caretaker/Cleaner	1.0
FTE	20.0

Early Years transition event attendance and feedback

Ashford Rural has run an Early Years transition event in 2007 and 2008 at the Rare Breeds centre Woodchurch. All Early Years settings and schools in the partnership are invited. Parents of children in settings are also invited, to make the transition to school less daunting, and to give the opportunity to model good Early Years practice.

- In 2007 we had attendance by 75% of schools and 84% of settings
- In 2008 we had attendance by 88% of schools and 96% of settings
- In 2009 it looks likely that we will have attendance by 94% of schools, and 96% of settings (this equates to 1 school and setting not attending- they are in the same village, and all children from that setting attend the school and so they do not feel it is necessary.)

Feedback in the first year was positive, and the recommendations taken into account last year. Feedback from 2008 included

“The parents were thrilled to be included in this venture and next year’s school intake are waiting to hear if they too will get the chance”

“It was even better than last year, we were able to spend the day with the children’s next school”

Appendix M

Cost Centre	Cash limit (see notes)	Current financial year Commitments	Invoices reconciled/ being processed	Total spent/ allocated	Unallocated/ left to spend	To be spent by
Partnership Board (08/09)	67,795	481	56,723	57,204	3,462	see notes
Kent Children's Fund (08/09)	28,000	0	22,031	22,031	5,969	Mar-09
Extended Schools: Sustainability (08/09)	58,610	26,800	24,806	51,606	7,004	Aug-09
Extended Schools: Start Up (08/09)	37,800	0	37,758	37,758	42	Mar-09
Extended Schools: TIS funding (08/09)	5,000	0	5,039	5,039	(39)	Mar-09
Extended Schools: Parent Forum funding (08/09)	5,000	0	5,080	5,080	(80)	Mar-09
Hands on Support (08/09)	29,100	0	29,100	29,100	0	Mar-09
Looked After Children (08/09)	3,521	0	3,272	3,272	249	Mar-09
EMAG (08/09)	40,723	0	25,978	25,978	14,745	Aug-09
AEN Inclusion Funding (08/09)	9,100	0	8,646	8,646	454	Mar-09
Music (08/09)	18,140	0	7,335	7,335	10,805	Aug-09
Healthy Schools (08/09)	7,157	0	7,074	7,074	83	Mar-09
Primary Foreign Languages (08/09)	21,060	0	21,060	21,060	0	Aug-09
SEAL (08/09)	5,967	0	0	0	5,967	Aug-09
Total	336,973.00	27,281.22	253,900.87	281,182.09	48,661.91	

Partnership Board	£17,296 was rolled forward from 07/08. The commitments above are the balances of the LCYPP funding (£49.47) and the Hardship funding (£431.75) which cannot be rolled forward to 09/10. The 'left to spend' figure of £3,462 is not guaranteed to roll forward to 09/10 but a request will be submitted.
Kent Children's Fund (08/09)	Most of this allocation (total: £59,072.54) is being handled centrally, but £28K (£15K for Therapeutic Play; £10K for the Help Desk Advisor at the Beaver ARC; and £3K for Children's Centre activities) has been transferred direct to the Partnership.
Extended Schools: Sustainability (08/09)	This is Standards Funds meaning that we have until August 2009 to spend. The commitments above include salary commitments to the end of August 09.
Extended Schools: Start Up (08/09)	This is 08/09 funding that has to be spent by 31 March 2009.
Extended Schools: TIS & Parent Forum funding (08/09)	The 08/09 allocation is £5K for each pot - both to be spent by 31 March 2009.
Hands on Support	The 08/09 allocation has to be spent by 31 March 2009 and was transferred to High Halden on the May Advances for them to manage.
Looked After Children	The balance of the 08/09 funding has to be spent by 31 March 2009.
EMAG	Commitments above include salary costs up to March 2009 but the funding (which is pooled with Ashford 1) has to cover all salaries and expenses up to August 2009.
AEN Inclusion	The 08/09 allocation has to be spent by 31 March 2009 and is fully committed to paying for Outreach Support staff at Goldwyn.
Music	The 08/09 cash limit above is Standards Funds to be spent by August 2009.
Healthy Schools	The cash limit above includes the rollover from 07/08 (£2,157) which has now been spent and the 08/09 cash limit (£5,000), which has to be spent by 31 March 2009.
Primary Foreign Languages	The 08/09 cash limit above is Standards Funds to be spent by August 2009. This has been transferred to High Halden for them to manage.
SEAL	This additional 08/09 Standards Funding has been transferred from ASK. We have until August 2009 to spend.

VULNERABILITES AND SERVICE GAPS – March 2009

Based on returns from 17 schools out of 19 in the Ashford Rural Partnership.

The main issues that came out are areas to develop to support vulnerable children, young people and their families were:

- **Earlier intervention/prevention**
- **Things for children and young people to do**
- **Therapeutic/targeted interventions**
- **Working with parents**
- **Directory of services for all local providers and families**
- **Timely access to appropriate services**
- **Rural Isolation to be recognised as a barrier**
- **Collaborative working with others**
- **Working with parents/families**
- **Training**

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