

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.

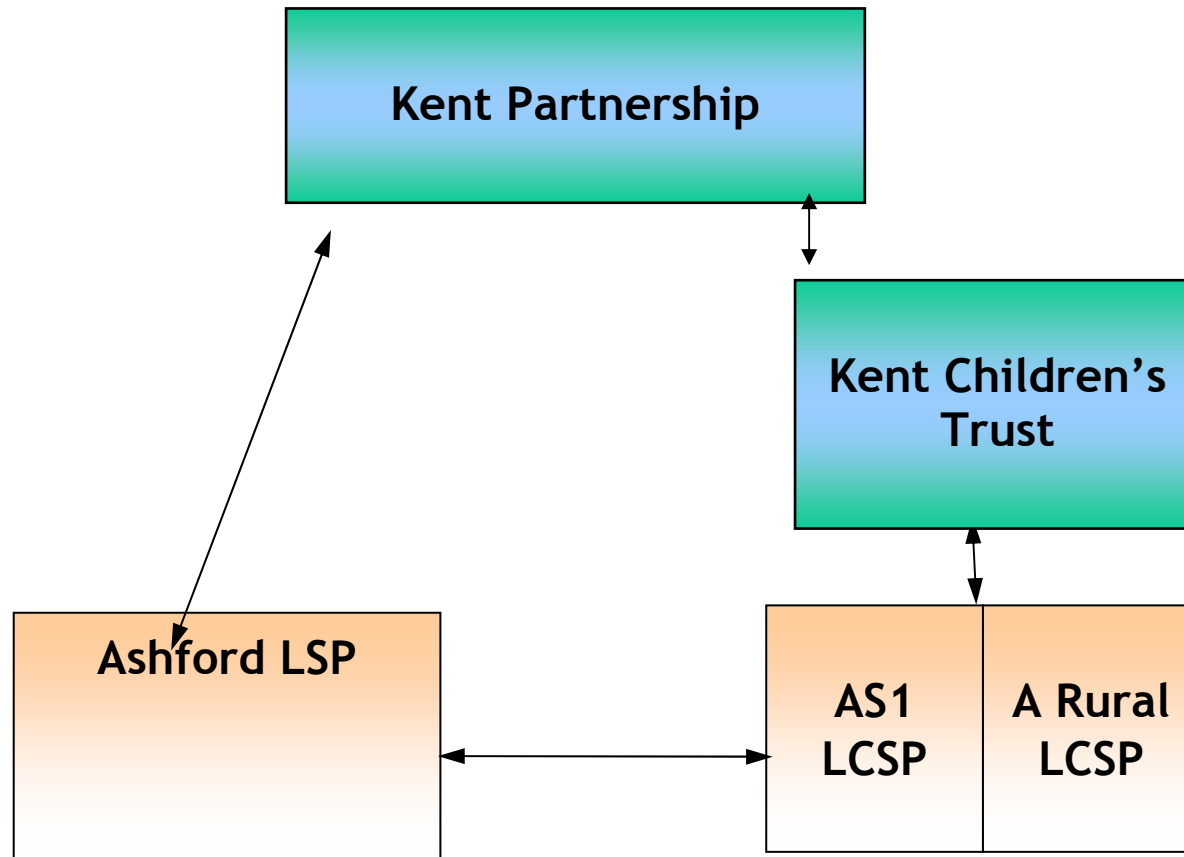
The Youth Service has been working in Rural Ashford for the past 12 years and in Homewood School in the last seven years. Having a joined up approach to working with other agencies is a part of the service culture. The Tenderten Detached project which is the only project for Ashford Rural has only been 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



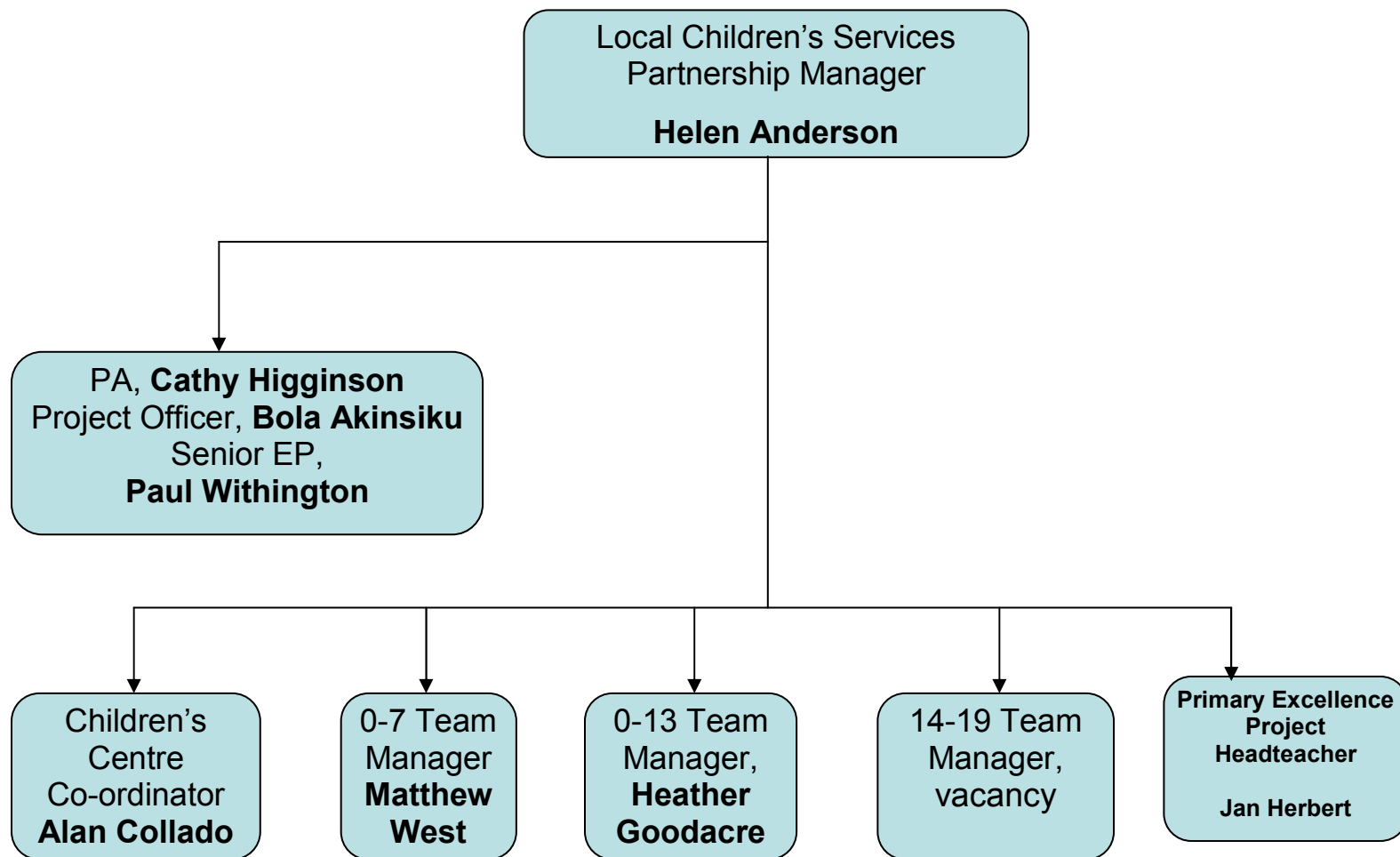
Perspectives on the local and Kent Structure

Ashford Rural Local Children's Services Partnership Board Membership

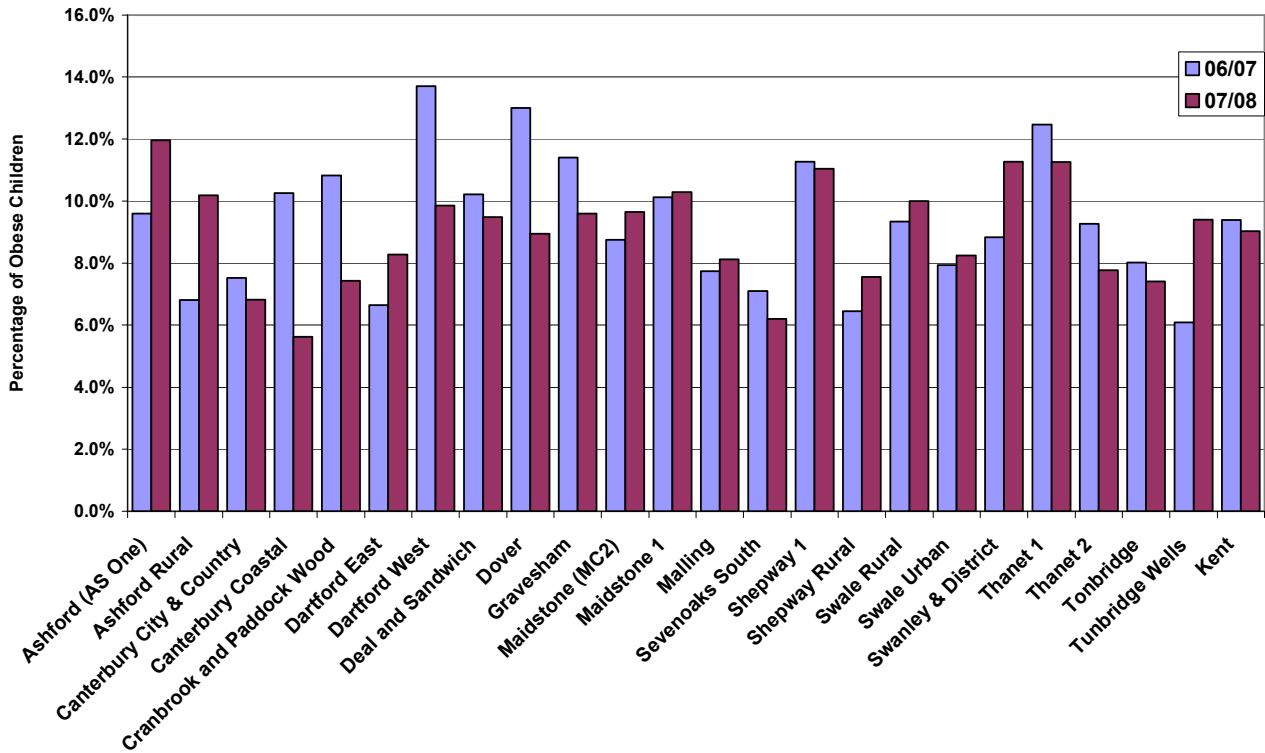
Local Children's Services Partnership Manager: **Helen Anderson**

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

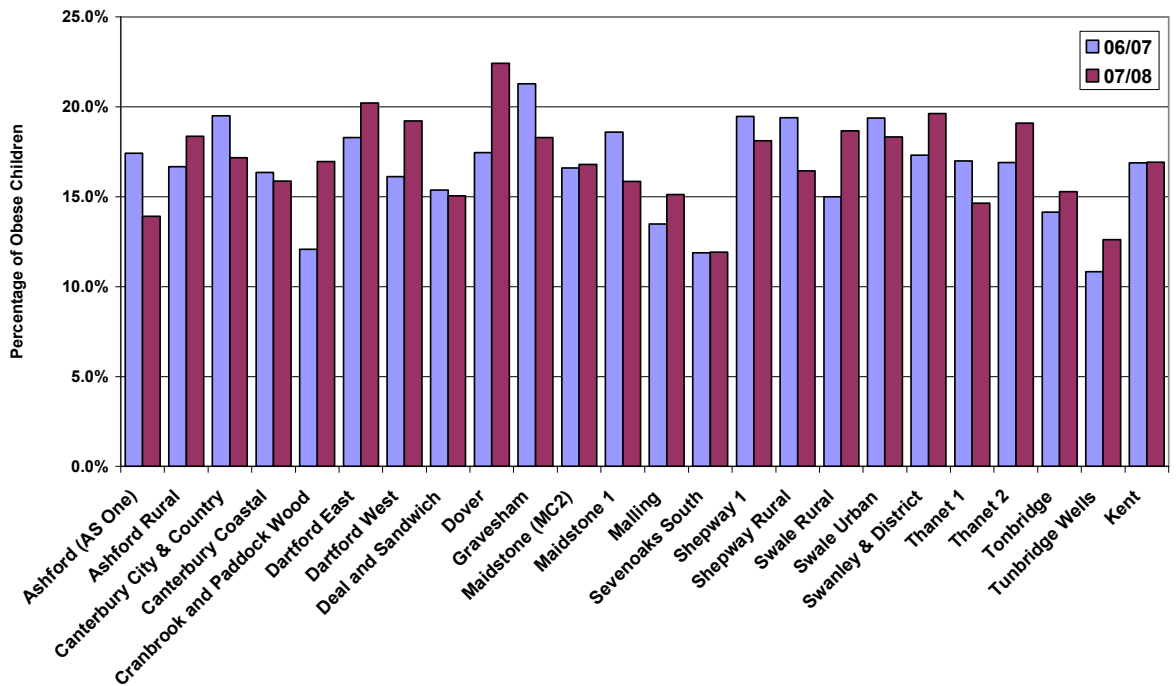
The LCSP Teams and Managers



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

Appendix F

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.

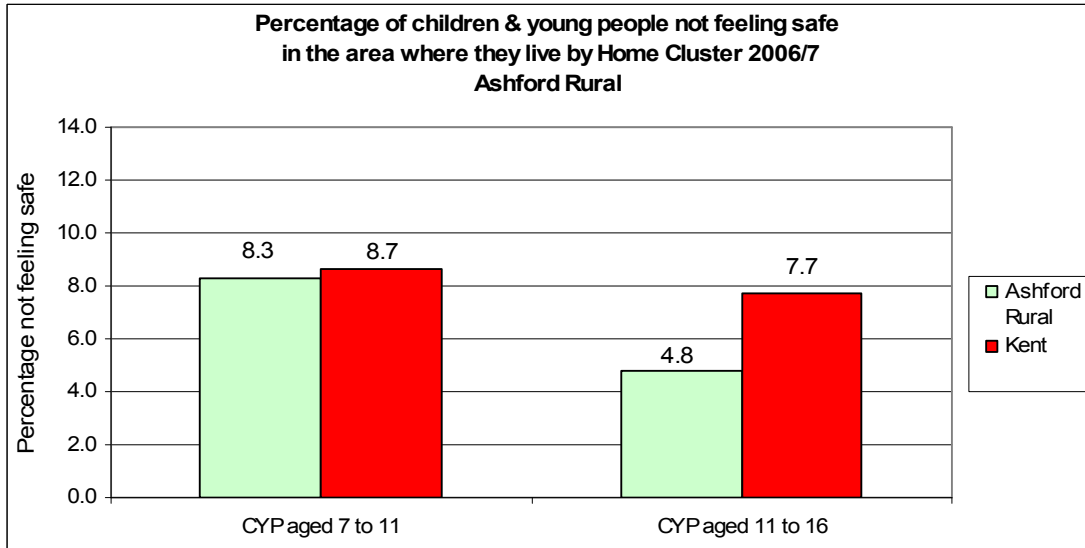
Even though some centre staff have only recently been appointed, the locality approach has already enabled the establishment of a range of key components for the centre development. These include: steering group, volunteers, parent drop in, a range of services aimed at under 5's. To add to this the Centre 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.

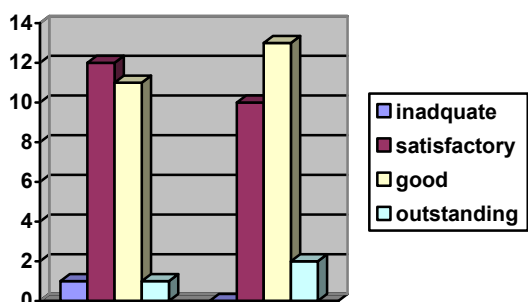
Students from other schools

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.

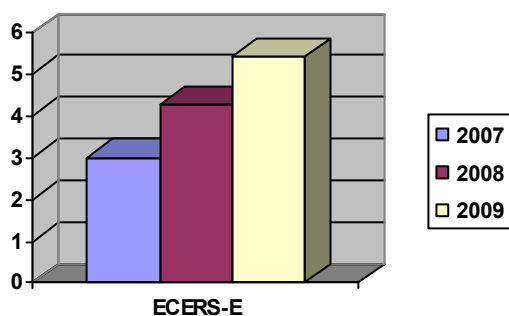
ISC

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.

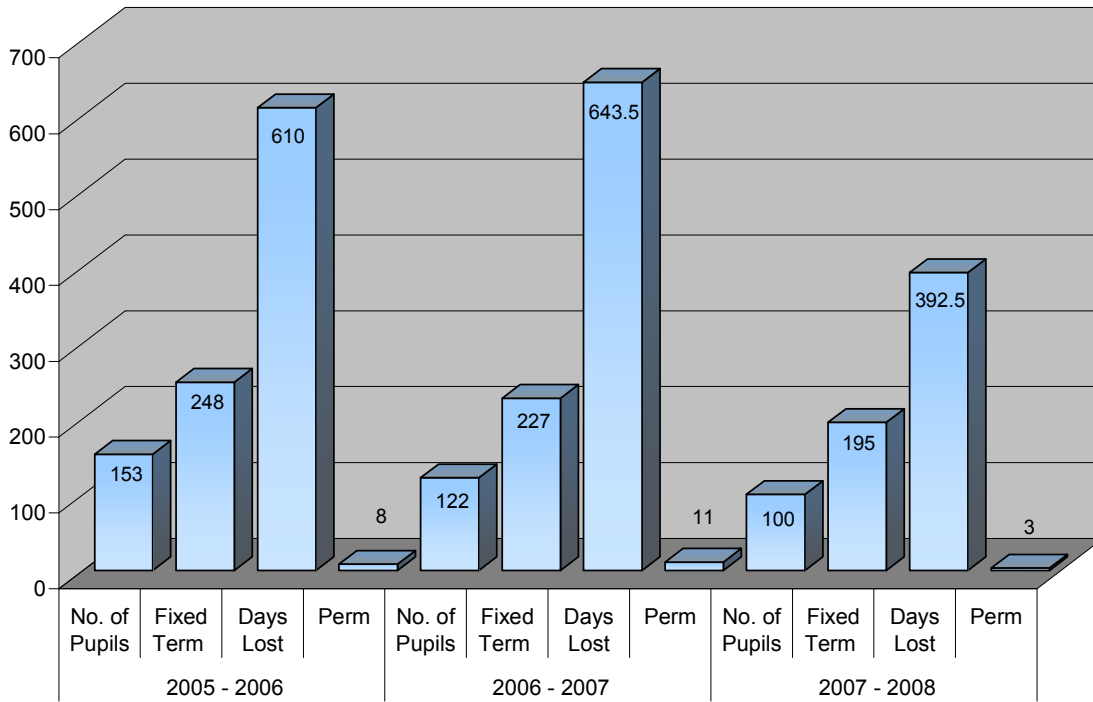
Trends (See tables overleaf for detailed comparative Data).

Key Stage Five

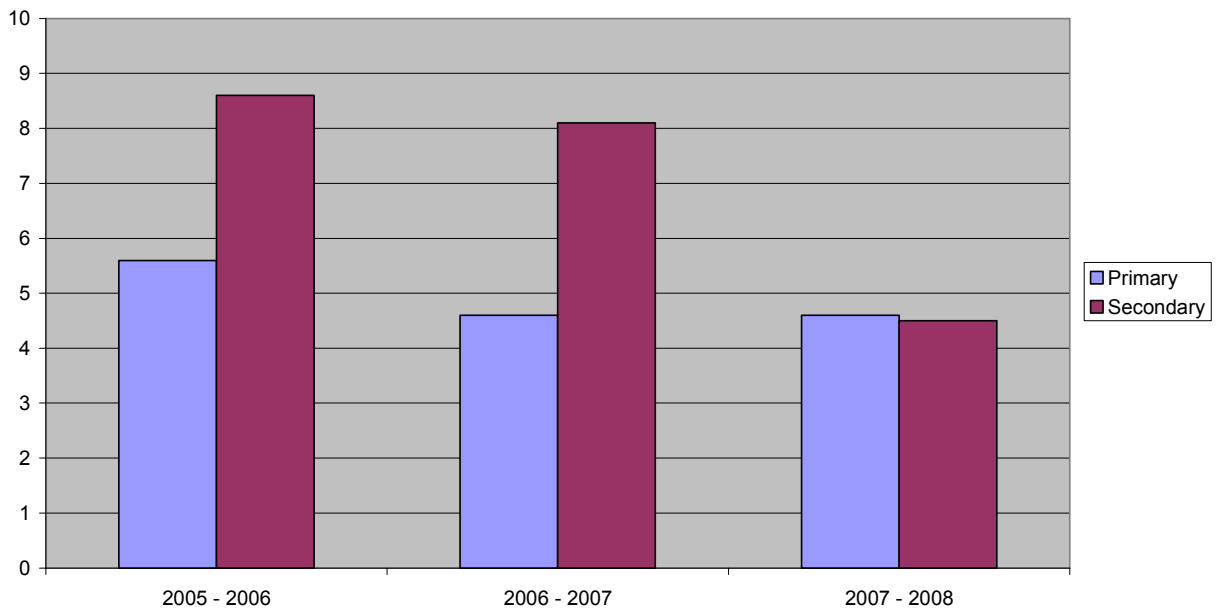
In 2008 there was a reduction in the average points per student but an increase in the proportion of students securing 2 A-E grades up to 96% as well as a significant increase in the average points per entry up from 181 (180 = a D grade average) to 206 (210 = a C grade average). These changes reflect 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**