

**Children, Families & Education Directorate
Operations Division
Clusters & Local Children's Services
Partnerships
Interim Operational Plan 2008/9**

Cabinet Members: Chris Wells and Mark Dance

Director: Dr Ian Craig

Unit Business Plan Contact: Sarah Howe

CONTENTS

Purpose of the Service

Planning Context & Priorities

- Legislative/statutory context
- Significant change to meet needs/demand
- Public/user/non user feedback
- Previous years performance
- Key Performance Indicators
- Key Achievements/outcomes
- Service Comparisons

Section 17 Crime and Disorder Act

Equalities and Diversity

Corporate Environmental Performance and Climate Change Adaptation

Key Responsibilities of the Service

Lead Roles

Revenue Budget

Core Services and Forecast Activity Levels

Projects, Developments and Key Actions

Risks

Consultation Exercises, Satisfaction Surveys, Reviews

Capacity ,Skills and Development Planning

Staffing

- Equalities and Diversity
- Structure Chart
- Staffing Levels

Monitoring and Review

Clusters/Local Children's Services Partnerships
ANNUAL OPERATING PLAN
2008/09

Current position: Preparing for Local Children's Services Partnerships

This annual operating plan will be an interim plan as Clusters and District Consortia will evolve into Local Children's Services Partnerships and become fully operational on 1st September 2008. By June 2008 each LCSP will have a local Children and Young person's Plan in place that will supersede this plan.

Background: Purpose of the Clusters

Kent's 'Cluster' arrangements are regarded both locally and nationally as innovative and best practice. They have driven forward multi-agency working and are currently in a transitional phase as Kent moves towards establishing 23 Local Children's Services Partnerships in September 2008.

The purpose of the Clusters is to develop dynamic learning communities, to promote partnership working, to raise achievement, improve standards and to meet the needs of young people. They are based on the concept of shared responsibility and accountability for all young people and their communities. Their mission is to "Let no child or school fail".

In September 2003, in order to move from a competitive model to one of shared responsibility, all 617 schools agreed to be grouped into 23 collaborative clusters, each Cluster being cross-phase and serving a defined geographic area of the county. The principles behind the new structure were:-

- No child and no school left to fail
- Every child in a Cluster community is the responsibility of all schools, not just one.
- A more strategic central local authority and more operational accountability at local level.
- Headteachers joint managers of the whole education service

Cluster based planning and commissioning has been key to ensuring the success of many key initiatives:-

- Raising Attainment
- Inclusion
- Extended Services
- Healthy schools

Journey Towards Local Children's Services Partnerships

The positive experience of multi-agency working through Clusters and District Children's Consortia has proved the foundation for the new LCSP arrangements.

The development of LCSPs flows from the national requirement in the Children Act 2004 to establish arrangements to improve outcomes for children and young people within the Every Child Matters (ECM) framework.

This began in Kent with the establishment of the Kent Children's Trust Board and was followed by the Local pathfinder pilots that have influenced the development of local arrangements. Progress towards the Local Children's Services Partnerships is at different stages across the County. We have Pathfinder LCSPs, and there are Consortia and Clusters that have already rationalised themselves into shadow structures in advance of September and still others who are in the

process of negotiating such change. A LCSP will be operational in every locality from 1 September 2008.

Implications for Staff

The LCSP will be multi-agency and will be co-terminous with the current cluster boundaries so there will be 23 LCSPs across the County of Kent. Each Partnership will have a LCS Partnership Manager, who will be appointed during the course of the summer and will be in post by 1 September 2008.

In modernising our service delivery to create this new way of working, the CFE Directorate intends to reorganise some existing posts in order to focus on this opportunity to plan more effectively for Children's Services.

Vision for the LCSPs

The LCSPs are key delivering our curriculum for change. Their activity will help Kent deliver its commitment to tackle childhood poverty. LCSPs will make a reality of Local Government's power of well-being to influence and inform the whole of economic, environmental and social policy to improve outcomes for Children and Young People and their families. LCSPs are key to addressing the fragmentation between services and to ensuring that health, social care, education and other key agencies work together to improve wellbeing and life chances for all children with a particular focus on the most vulnerable children.

LCSPs will plan and commission key services for children at a local level maximising personal choice and the involvement of users in service design as we move towards devolving service and governance as locally as possible. This will address the needs of children, young people and their families, providing a more responsive, coherent and personalised service delivery, earlier and closer to the point of need.

Key concepts that LCSPs can deliver

- **Learned optimism**
- **Resilience**
- **Capability in families and communities**

LCSPs will be centred on family learning and well-being promoting the positive influence of parents on children and children on parents

- Centred on the concept of learned optimism, which will pervade all multi-disciplinary training.
- They will provide mechanisms that deal with or influence both income and physical conditions.
For example:
 - Nutrition
 - Housing
- They will define strategies to prevent progression into the criminal justice system not use it
- They will challenge the nature of professions and lead to a new language for action not explanation,
a new language that bridges gaps for professionals, children and families
- They will inform the development of Children's Centres and extended school provision
- They will provide and use information and data for individuals, communities and the services that support them
- They will induce capability and resilience in both individuals and communities
- They will be outcome driven
- Immediacy will be the key component in a culture of prevention
- Their success will be judged by the community served who will have a voice in both commissioning and decommissioning of services

Local Children's Services Partnership - Timeline

Month	Activity
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Month	Activity
September 2007	Cluster Chairs Awayday/Briefing on arrangements for LCYPPs
October 2007	Multi-agency briefings across Kent Ongoing work to develop LCYPPs in clusters CAF and LP train the trainers
November 2007	Additional Multi-agency data to Clusters Multi-agency agreement within Clusters about high level priorities for LCYPP Agree Children's Trust Governance Framework CAF and LP train the trainers
December 2007	High level priorities for LCYPP submitted to CFE SMT
January 2008	CFE SMT consider high level priorities from LCYPPs CAF and LP training roll out field work Decisions concerning model for LCSP multi-agency team(s) Cluster Chairs update on development of LCSP arrangements
February – March 2008	Feedback to Clusters on LCYPPs Further work on priorities and related action plans LAA 2 outcomes communicated to localities NFER pupil survey 2008 including focus groups for hard to reach groups Plan transformation of Cluster Board into LCSP Board Complete Decommissioning of Children's Consortia
May 2008	Final Evaluation of Pathfinders First working edition of LCYPP reported to CFE SMT Commence recruitment to LCS Manager posts report published
June 2008	LCSP Boards established in all localities LAA 2 targets communicated to localities Confirm LCSP multi-agency teams for September 2008 Revised Kent CYPP 2008 - 2011 published NFER reports to inform LCYPPs

Month	Activity
July 2008	LCYPPs approved by Kent Children's Trust (County) Board
September 2008	LCSP arrangements Phase 1 operational across Kent ContactPoint training

PLANNING CONTEXT AND PRIORITIES

Planning Framework and Progress:

LCSPs will deliver the priorities of the Kent Children's Trust Board reflected through the CYPP and the 8 high level outcome priorities agreed in July 2007.

1. To reduce the impact of poverty (generational and situational) on children lives by tackling the underlying causes and mitigating the effects.
2. To draw on and improve resilience in C&YP to help them make informed and healthy/safe choices and develop coping strategies. To include a focus on C&YP with emotional and/or mental health problems.
3. To improve parenting by implementing every Parent Matters and developing more effective multi agency support and early intervention for families experiencing problems. To include:
 - taking action to increase fathers involvement in their children's upbringing
 - reducing the incidence & impact of domestic violence and substance misuse on children and families
 - improving the communication & interaction development of younger children
4. To improve the quality and stability of housing provision for vulnerable Children & Young People through to early adulthood.
5. To improve the achievement and quality of life for young carers by implementing the Young Carers Strategy.
6. To ensure more young people have things to do and safe places to go in their leisure time and improve outcomes for adolescence at risk to themselves and potentially others, through for example implementation of the Integrated Youth Strategy.
7. To increase engagement and participation by young people in education, employment and society in order to prevent disaffection and improve security.
8. To take action to reduce the incidence and impact of bullying in school and the community.

Local Children and Young people's Plans.

As part of the transition to LCSPs Clusters have been working with local partners to produce a Local Children and Young People's Plan which will apply from September 2008 to August 2011(LCYPP). The LCYPP will include key priorities and actions drawn from the CYPP, from the Cluster Development Plan and from the new 198 NI dataset. A summary of the priority actions identified across the LCSPs is attached under the 'Projects, Developments and Key Actions' Section of this Business Plan.

The emerging LCYPPs are being developed within the framework of the Kent CYPP and the new National Indicator set. They will operate within a three year planning cycle with supporting annual action plans which will synchronise with the KCC business planning process. In this transition period the LCYPPs will be finalised by June 2008. This annual operating plan is based on the early versions of the LCYPPs and the previous Cluster Development Plans.

New National Indicator Dataset

The new National Indicator set of 198 performance indicators set by Government aims to reform the current system of targets and inspection with a closer focus on the views of the public and encouraging local solutions to problems. The dataset includes performance indicators across all agencies and relates to all children's services. The dataset will be key to measuring and

monitoring the activity and impact of LCSPs .The dataset is currently under consultation and is not finalised. However this new performance framework will need to be embedded into the performance management of the LCSPs and will be reflected throughout the LCYPPs. The list of NIs that LCSPs will contribute to is attached under the 'Key Performance Indicators' Section of this Business Plan.

National Context

The most significant influences on the LCYPPs that drive local activity are the five outcomes of Every Child Matters (ECM) and subsequently the Kent Children and Young People's Plan. These documents ensure that the child remains the centre of all planning and decision-making. All LCYPPs are being prepared under the five key outcomes of ECM which are:

1. Be Healthy
2. Stay Safe
3. Enjoy and Achieve
4. Make a Positive Contribution
5. Achieve Economic Well Being

The Children's Plan –Building Brighter Futures- The publication by Central Government of the Children's Plan means a new leadership role for Children's Trusts in every area, a new role for schools as the centre of their communities, and more effective links between schools, the NHS and other children's services so that, together, they can engage parents and tackle all the barriers to the learning, health and happiness of every child. The Children's Plan sets ambitious new goals for 2020.

The framework for LCYPPs can also be found in several other pieces of national legislation. They are:

- School Admissions Code of Practice 2007
- Local Government White Paper 2006
- Education and Inspections Act 2006
- Education Act 2005
- Disability Discrimination Act 2005
- Civil Contingencies Act 2004
- New Relationship with Schools 2004
- Employment Act 2002
- Education Act 2002
- SEN and Disability Act 2001
- Race Relations Act 2000
- Learning and Skills Act 2000
- School Standards and Framework Act 1998
- Health and Safety legislation

Incorporated into the emerging LCYPPs will be a number of issues and initiatives Central Government requires the Local Authority to address. These include:

- The Children Act 2004 (Every Child Matters) places a duty on the County Council to ensure that the needs of all children and young people are met
- Raising standards both in primary and secondary sectors (e.g. support for schools causing concern and disseminating good practice)
- Primary curriculum enrichment
- Extended schools for greater community use
- Children's Centres
- Addressing pupil behaviour and attendance

- The 14-19 agenda
- Healthy Schools
- E-Learning
- Diversity (expanding popular and successful schools)
- Schools' Workforce Reform
- School security
- Business continuity and emergency planning

County Context

All LCSPs are encouraged to work towards the overall targets set for Kent within:

- Towards 2010
- The Kent Agreement (LAA)
- The Children and Young People's Plan
- KCC Annual Plan
- Kent Primary Strategy
- Kent Secondary Strategy
- Kent Early Years Strategy
- 14-19 Strategy
- School Organisation Plan
- Supporting Independence Programme
- Vision for Kent
- Customer Care Strategy
- Every Parent Matters (Parenting Strategy)
- KCC Equality Strategy and the CFE Equality Action Plan
- Kent Children and Young People's Workforce Strategy

Local Context

Kent Agreement 2 - At the time of writing the Kent Agreement 2 for 2008-2011 is entering the final phase of negotiation and implementation is due to start in April 2008. The priorities identified across the County and with our partners will influence the LCSPs direction during the next 3 years and beyond. Impact and success will be measured against a suite of indicators agreed with Government and deriving from the new 198 National Indicator dataset.

Child poverty remains a fundamental priority for the county with over 47,000 children living in low income households and 14.7% in "workless" households. We know that children growing up in poverty are much less likely to fulfil their potential than other children.

Our ambition is to reduce the number of children in Kent that live in poverty by 10%, accomplished through the delivery of the priorities set out in the Kent Agreement.

The Framework for Participation with Children and Young People in Kent has been agreed by the Kent Children's Trust in order to promote a coherent approach to participation with children and young people across the county. The Framework seeks to promote participation so that it becomes integral to the planning, commissioning and evaluation of children's services. Children and young people, especially those who are seldom heard or "hard to reach", need to have their views listened to.

Partnerships

Key delivery partners in LCSPs will include those services and agencies that have a duty to co-operate through the Children Act 2004 together with other partners working to improve the life chances and well-being of children and young people. The services with a statutory duty to

cooperate are:

- District Councils
- The Police Authority and Chief Officer
- The Probation Board
- The Youth Offending Team
- The Strategic Health Authority and PCTs
- The Learning and Skills Council and related service providers

LCSPs are required to engage with the voluntary and community sector in agreeing the priorities in the LCYPP. The experience of the four children's trust pathfinders has demonstrated the effectiveness of working closely with the voluntary and community sector.

The LCSPs will also work with other partnerships including the Crime and Disorder Reduction Partnership, the Teenage Pregnancy Local Implementation Groups and the GP Practice-based commissioning Clusters.

Significant change to meet needs/demand

Children's Trust Arrangements - All Local Authorities in England and Wales are focused on introducing children's trust arrangements (CTA) to meet the requirements of the Children Act 2004 and the outcomes framework of Every Child Matters (ECM). There is a national requirement to demonstrate effective CTA during 2008.

National Children's Plan - In addition, the DCSF have launched the national Children's Plan: Building Brighter Futures which sets out the Government's vision and its plans for the next ten years, which aim by 2020 "to make England the best place in the world for children and young people to grow up". The plan interweaves a number of new proposals and commitments with a range of others that are already familiar.

Clusters/LCSPs will be at the centre of Kent's developing CTA and in supporting schools and partners to introduce the initiatives arising from the national plan.

Children's Centres - LCSPs will lead the introduction and development of the 72 Phase 2 Children's Centres and the anticipated 30 Centres in Phase 3. This is a significant programme of change arising from the ECM agenda.

Extended Services - LCSPs will support the development of extended schools to meet the targets in Government legislation by 2010 to provide full extended services in collaboration with other schools and with partners.

Public/user/non user feedback

The Framework for Participation with Children and Young People in Kent has been agreed by the Kent Children's Trust in order to promote a coherent approach to participation with children and young people across the county. The Framework seeks to promote participation so that it becomes integral to the planning, commissioning and evaluation of children's services. Children and young people, especially those who are seldom heard or "hard to reach", need to have their views listened to.

Clusters will support the local implementation of the second **NFER pupil survey** in April 2008 and ensure that analysis is available to inform school, service and partnership plans. In addition, Clusters and LCSPs are responsible for ongoing participation arrangements to engage children and young people, their families and the broader community.

In preparation for the introduction of LCSPs in September 2008, the **pathfinding activity** in Maidstone 2, Tunbridge Wells, Shepway Rural and Shepway 1 Clusters will be carefully evaluated and results disseminated. This evaluation will include feedback from children, young people and parents.

Review of Performance 2007-8

School Attendance:

The Attendance and Behaviour Service in KCC has made significant progress in increasing school attendance.

Attendance

The targeted support to clusters and range of interventions offered, have lead to improvements in both primary and secondary attendance in 2006/7.

Overall absence	2004/5	2005/6	2006/7
Primary	5.7%	5.7%	5.1%
Secondary	8.2%	8.1%	8.0%
Overall	6.8%	6.8%	6.5%

B to B, an electronic registration system, has supported both schools and the Local Authority in tackling poor attendance. This system is now operation in 350 schools and continues to be rolled out.

Exclusions:

Kent are consistently below average in the number of fixed period exclusions expressed as a percentage of the school population, as compared to statistical neighbours.

Local solutions There have been numerous innovative local solutions, most notably in reducing permanent exclusions. One example is: Gravesend cluster - where the implementation of a managed moves protocol has resulted in 24% reduction in permanent exclusions for all pupils (primary and secondary) and a 31% reduction for secondary aged pupils (based on comparison between 2005/6 and 2006/7)

School Performance - Standards

Our key stage results and examination results have again improved. In 2007 64.9% of pupils achieved five A* - C passes in all subjects, a rise of 3.5 percentage points from 2006 which is ahead of the national rise of 2.8. Kent has widened its lead over the national average to 2.9 percentage points.

Kent primary school pupils aged 11 achieved improved performances in English, mathematics and science at level 4 of Key Stage 2 The county rate of improvement generally mirrors national trends except in writing where the rate of improvement exceeded national gains at both level 4 and the higher level 5.

Kent schools achieved their best ever results in English in 2007 at both levels 4 and 5. The upward trend in English overall and reading at both level 4 and 5 since 2004 was continued. Writing also maintained an upward trend at levels 4+ and 5 - now sustained for two consecutive years. The three-year trend of improvement in Kent in mathematics at level 4 was also continued in 2007.

The Value Added measure results from Key Stage 2 to 4 placed Kent in the upper quartile for performance in 2007, demonstrating pupils make excellent progress between these points.

Looked After Children

In May 2007 KCC reported in the CYPP review report that of the 9 banded performance indicators for Looked After Children, 7 were at Band 3 or higher. Since this time, based on September 2007 performance data, KCC is achieving Band 3 or higher in 8 out of the 9 indicators. The only indicator where performance is currently not reported at Band 3 is C24 (LAC missing 25 days or more schooling), which is referred to in the report under priority 21.

Extended Schools:

There are currently 183 schools in Kent who are offering the full core offer. Extended Services in Kent support schools both centrally and through cluster based Extended Services Development Managers to develop a range of services and/or appropriate referral information so that Schools can deliver the core offer, as set out by the DCSF. The core offer requires that Schools will provide Access to; Quality Childcare, Parent Support including family learning, Community Access including Adult Education, Study Support (Varied Menu of Activities) and Swift and Easy Access to Specialist Services.

GOSE recognised the development of a parenting strategy through the extended schools agenda as a strength for Kent- Kent is also entering the second year of a two year pilot of Parent Support Advisors, a preventative school-based role to support parents. Parent Support Advisors will concentrate in particular on behaviour and attendance, reducing barriers to learning, and parental engagement with schools.

Children's Centres:

72 Children's Centre sites agreed, in consultation with local multi-agency planning groups and local county council members. Round 2 building programme on course to deliver within agreed DCSF timescales (i.e. late ones have approval to slip). All Round 1 centres are now designated and have also achieved Full Core Offer Status. On target to designate 51 out of 52 Round 2 centres by 31.3.08.

Early Years Education:

- Early education take up by three year olds has been monitored termly to ensure the LAA target continues to be met. The target has continued to be met if not exceeded. The final Autumn 2006 figure was 90%. Spring 2007 was 88%.

Vocational Programmes:

- Great progress has been made already in Kent to develop an extensive range of 14-16 vocational programmes across a large number of schools. There has been significant success in engaging many young people on new and exciting professional skills and training pathways.
- 60 Kent Secondary and Specialist schools are currently working on the collaborative delivery of the 14-16 vocational programmes.
- The 14-16 programmes now needs to be delivering across all Kent secondary schools. Many of the centres and workshops are now working at capacity and a number of schools and delivery partnerships are requesting support for additional specialist facilities in Dover, Shepway, Maidstone and the Medway Valley.
- 4,600 14-16 learners are currently on the programme and a number of curriculum areas are operating at capacity. Ten new curriculum areas are being delivered through the programme.

Key Performance Indicators

The table below details key PIs set out in the Clusters BP 2007/08 and targets for 2008/09. Please

note that additional targets are being developed for the LCSPs and the associated PIs will be reported by June 2008.

Indicator <i>local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA, T2010, CPA, BVPI, PAF</i>	Actual performance 2006/2007	Estimated performance 2007/08	Target 2008/09
<u>Raising Standards of Achievement</u> <ul style="list-style-type: none"> • %age of pupils achieving level 4+ English • %age of pupils achieving level 4+ Maths 	<p style="text-align: center;">77%</p> <p style="text-align: center;">72%</p>	<p style="text-align: center;">77%</p> <p style="text-align: center;">73%</p>	<p style="text-align: center;">80%</p> <p style="text-align: center;">82%</p>
<u>Attendance and Exclusion BVPI 46</u> % age of primary school half days for which children were absent	<p style="text-align: center;">5.1%</p>	<p style="text-align: center;">4.69%</p>	<p style="text-align: center;">BVPI 2007/08 target 4.8%</p>
<u>Vocational Development T2010 16</u> <ul style="list-style-type: none"> • Increasing vocational learners on programmes by 2010 	<p style="text-align: center;">2200</p>	<p style="text-align: center;">4600</p>	<p style="text-align: center;">5000</p>
<u>Healthy Schools</u> <ul style="list-style-type: none"> • %age of schools with 20%+ FSM engaged in Healthy Schools process • %age of schools engaged in becoming Healthy Schools • %age of schools achieving Healthy Schools accreditation 	<p style="text-align: center;">81.3%</p> <p style="text-align: center;">546</p> <p style="text-align: center;">281</p>	<p style="text-align: center;">100%</p> <p style="text-align: center;">100%</p> <p style="text-align: center;">65%</p>	<p style="text-align: center;">Targets to be confirmed for 08/09</p>
<u>Children in care</u> Proportion of looked after children achieving relevant standard: <ul style="list-style-type: none"> • Key Stage 2 Level 4+ English/Maths average • Key Stage 3 Level 5+ English/Maths average • 5 A*-G or equivalent by age 18 • 1 A*-G or equivalent on leaving care age 16+ 	<p style="text-align: center;">34.6%</p> <p style="text-align: center;">24.5%</p> <p style="text-align: center;">39.3%</p> <p style="text-align: center;">66.4%</p>	<p style="text-align: center;">N/A*</p> <p style="text-align: center;">N/A*</p> <p style="text-align: center;">N/A*</p> <p style="text-align: center;">N/A*</p>	<p style="text-align: center;">38% min</p> <p style="text-align: center;">31% min</p> <p style="text-align: center;">42% min</p> <p style="text-align: center;">65%</p>

*These targets relate to Summer 2008 exam results for children and young people at the end of Sept who would have been looked after by KCC for at least 12 months. The cohort of children and young people whose achievement will be measured is therefore not yet identified.

National Indicator dataset

The LCSP's will be a key driver in the delivery or support of the achievements of these targets:

Ref	Indicator
NI 74	Achievement at level 5 or above in both English and Maths at Key Stage 3 (Threshold)
NI 77	Achievement at level 5 or above in both English and Maths at KS3 (Floor)
NI 83	Achievement at level 5 or above in Science at Key Stage 3
NI 75	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold)
NI 78	Achievement of 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and Maths (Floor)
NI 84	Achievement of 2 or more A*-C grades in Science GCSEs or equivalent
NI 95	Progression by 2 levels in English between Key Stage 2 and Key Stage 3
NI 96	Progression by 2 levels in Maths between Key Stage 2 and Key Stage 3
NI 97	Progression by 2 levels in English between Key Stage 3 and Key Stage 4
NI 98	Progression by 2 levels in Maths between Key Stage 3 and Key Stage 4
NI 102	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4
NI 105	The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*-C GCSE inc. English and Maths
NI 108	Key Stage 4 attainment for Black and minority ethnic groups
NI 87	Secondary school persistent absence rate
NI 73	Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)
NI 76	Achievement at level 4 or above in both English and Maths at KS2 (Floor)
NI 93	Progression by 2 levels in English between Key Stage 1 and Key Stage 2
NI 94	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2
NI 104	The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold
NI 107	Key Stage 2 attainment for Black and minority ethnic groups
NI 109	Number of Sure Start Children Centres
NI 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy
NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest
NI 79	Achievement of a Level 2 qualification by the age of 19
NI 80	Achievement of a Level 3 qualification by the age of 19
NI 81	Inequality gap in the achievement of a Level 3 qualification by the age of 19
NI 82	Inequality gap in the achievement of a Level 2 qualification by the age of 19
NI 85	Post-16 participation in physical sciences (A Level Physics, Chemistry and Maths)
NI 90	Take up of 14-19 learning diplomas
NI 91	Participation of 17 year-olds in education or training
NI 106	Young people from low income backgrounds progressing to higher education
NI 117	16 to 18 year olds who are not in education, training or employment (NEET)
NI 52	Take up of school lunches
NI 89	Number of schools in special measures
NI 88	Number of Extended Schools
NI 69	Children who have experienced bullying
NI 86	Secondary schools judged as having good or outstanding standards of behaviour
NI 114	Rate of permanent exclusions from school
NI 50	Emotional health of children

Ref	Indicator
NI 51	Effectiveness of child and adolescent mental health (CAMHs) services
NI 70	Hospital admissions caused by unintentional and deliberate injuries to children and young people
NI 55	Obesity among primary school age children in Reception Year (Two indicators)
NI 56	Obesity among primary school age children in Year 6 (Two indicators)
NI 57	Children and young people's participation in high-quality PE and sport
NI 112	Under 18 conception rate
NI 115	Substance misuse by young people
NI 54	Services for disabled children
NI 103	Special Educational Needs – statements issued within 26 weeks
NI 116	Proportion of children in poverty
NI 71	Children who have run away from home/care overnight
NI 59	Initial assessments for children's social care carried out within 7 working days of referral
NI 60	Core assessments for children's social care that were carried out within 35 working days of their commencement
NI 68	Referrals to children's social care going on to initial assessment
NI 64	Child protection plans lasting 2 years or more
NI 65	Children becoming the subject of a Child Protection Plan for a second or subsequent time
NI 67	Child protection cases which were reviewed within required timescales
NI 58	Emotional and behavioural health of children in care
NI 61	Stability of looked after children adopted following an agency decision that the child should be placed for adoption
NI 62	Stability of placements of looked after children: number of moves
NI 63	Stability of placements of looked after children: length of placement
NI 66	Looked after children cases which were reviewed within required timescales
NI 99	Children in care reaching level 4 in English at Key Stage 2
NI 100	Children in care reaching level 4 in Maths at Key Stage 2
NI 101	Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)
NI 147	Care leavers in suitable accommodation
NI 148	Care leavers in employment, education or training

Achievements/Outcomes 2007-8

- Four Clusters have continued their pathfinding activity on behalf of the LA to pilot children's trust-like arrangements. Their findings will be evaluated for a second time later this year before all 23 Clusters transfer to Local Children's Services Partnerships in September 2008.
- Healthy school programmes were increased in all Clusters last year with a record number of schools achieving Healthy School status.
- Healthy eating initiatives were also further developed; eligible schools received free fruit, training was organised in order to train dinner ladies/midday supervisors on the new menus, healthy packed lunches were promoted and Breakfast Clubs were supported and developed.
- All Clusters worked towards reducing teenage conception rates by introducing SRE policies in all schools, increasing the number of school nurses and offering teachers training in SRE delivery.
- There was an increase in the number of schools receiving Sports Active Marks and pupils were engaged in initiatives such School Sport Partnership programme, District Schools' Sport

Initiative.

- Drug and alcohol and smoking education programmes were delivered, for example some Clusters introduced smoking cessation projects in schools, others introduced drug and substance awareness training for staff.
- More than 42,500 children and young people took part in the county-wide NFER pupil survey. The survey showed positive messages about health are reaching youngsters, 81% of secondary students are happy with their lives and four out of five primary pupils enjoy going to school.
- Local processes regarding transition have been combined and a county transition programme has been adopted to provide a secure continuation of education and emotional stability at transfer stages.
- Strategies to minimise the occurrence of bullying and racial discrimination have been implemented across all 23 Clusters with a reduction in the number of pupils worried about bullying reported in many of them. With support from the Safe Schools Team, Clusters have promoted anti-bullying training, Primary Peer Mentoring Projects and diversity and racial tolerance programmes.
- Emergency Planning guidance has been updated in accordance with the Civil Contingencies Act and every school now has access to an emergency plan template.
- The use of ICT has continued to develop across all Clusters, mainly due to the funding attached to Hands On Support personnel. A broad ICT curriculum is now in place to enhance children's learning opportunities and staff feel more confident due to an increase in training opportunities.
- All Clusters have enhanced teaching and learning through a range of initiatives such as the development of alternative and creative curriculum and dissemination of good practice through support groups and forums.
- The pupil and parent voice grew stronger during the past year with an increase in the number of School Councils established and supported and in some Clusters a cross-Cluster Student Council has been established. The number of Parent Forums has also increased.
- Out of school activities that combat anti-social behaviour have increased also. Three Clusters saw a percentage increase in the number of secondary pupils involved in voluntary work and awareness training of the effects crime and anti-social behaviour can have on the community was organised for students.

Service Comparisons

Clusters/LCSPs are unique to Kent and therefore it is not possible to identify comparative partnerships in other local authorities. Kent has however engaged in a programme of study visits to consider children's trust arrangements in other Local Authorities. Study visits to Essex, West Sussex, Newham, Brighton & Hove, Telford & Wrekin, Knowsley and Redbridge have taken place to see how National Pathfinder Children's Trusts and others with recognised good practice are delivering the Every Child Matters agenda.

Lessons learned so far include:

- National Pathfinders started small and grew. They all selected one particular group of vulnerable children and young people and developed services and systems to improve outcomes for them and learned from this as organisations.
- The change process takes time, and most of the Pathfinders have evolved services over several stages.
It is more successful and easier to build on existing good partnership working and multi agency services than to start from scratch.
- One of the biggest challenges is moving from commitment to change to actually changing the way services are delivered and the ways staff work.
High level and sustained commitment from the top is essential, together with trusting local managers and staff to develop locally.
- The importance of all staff understanding what outcomes are (as opposed to outputs) and why establishing baselines and measuring and recording progress is important
- The need to engage children, young people, parents and front line professionals in identifying needs and developing strategies right from the beginning to achieve real improvements.

Section 17 Crime and Disorder Act

Towards 2010 Target 12 – LCSP's will work with headteachers to encourage a zero tolerance approach towards disruptive behaviour, bullying and vandalism in our schools

Racist Incidents - School report racist incidents and these reports are monitored and analysed by school type, cluster and pupil demography. A Steering group considers data and makes recommendations to SMT to tackle under-reporting and support schools to report and respond to incidents.

CRB Checks – Checks are undertaken where staff have access children and young people or their data to ensure the safety of those children and young people. This is a specific action for the workforce development team.

NFER Pupil Survey of children and young people in Kent - Analysis has been undertaken to identify crime and disorder issues affecting children and young people. This has been used to inform planning and service delivery.

Youth Offending - A need was recognised in 2007 to improve partnership working between CSS and the Youth Offending Service to reduce the rate of re-offending amongst vulnerable young people. This work has resulted in the development of Joint Policy and Practice Guidance which will be implemented by staff from both services. A review of the policy and guidance will take place in April 2008.

Anti-bullying - Clusters are represented on the Kent Anti-Bullying Strategy Group; a multi-agency group that looks at bullying in the context of crime and Anti-Social Behaviour. The Group has developed guidance to schools on new Kent Police procedures for the management of incidents on school sites and on the development of updated policies on behaviour issues.

Integrated Youth Support Strategy – Clusters are contributing to the development of the IYSS. Key elements of the strategy include increasing young people's engagement in positive activities and improving their involvement with the local community.

Extended Services – The development of extended schools at a local level provides children, young people and adults with a range of positive diversionary activities. A number of schools have been informed by local police officers that crime rates have fallen in areas where before school, after school and holiday activities are available.

Equalities and Diversity

The emerging LCSPs are committed to promoting Equality and Diversity issues throughout their locally identified priorities. This will be achieved by ensuring practices such as impact assessments, adhering to anti-discrimination legislation and Kent's Equality Strategy are embedded when considering service delivery, commissioning, policy and day to day operations.

Evidencing activity to meet the action plans outlined in the Equality Strategy (2007-2010), will be based on the five priority outcomes:

- Equal and Inclusive Services
- Participation and Involvement
- Safe and free from harassment
- The quality of intelligence and monitoring systems
- Reputation as an excellent employer

Corporate Environmental Performance and Climate Change Adaptation

Business Unit cross-cutting environmental objective	Lead officer	Deliverables / outcomes for 2008/09	Target date
The Directorate has committed to the achievement of ISO 14001 during the course of 2008.	Grahame Ward	<ul style="list-style-type: none"> • Identify opportunities to reduce the impact of our buildings and transport on the environment, in support of the Towards 2010 Target 42. 	Ongoing
<p>LCSPs will identify the aspects of operations which give rise to significant environmental impacts and develop action plans to reduce them.</p> <p>LCSPs will support the implementation of the revised KCC Environment Policy and, as a priority, identify opportunities to reduce the impact of our buildings and transport on the environment, in support of the Towards 2010, Target 42.</p> <p>In the case of climate change we, like the rest of the Directorate, commit to developing an understanding of the risks and issues during 2008/9</p>	<p>Ian Craig</p> <p>Ian Craig</p> <p>Ian Craig</p>	<ul style="list-style-type: none"> • Identify aspects of our operations which give rise to significant environmental impacts and develop plans to reduce them. • Develop an understanding of the risks and issues regarding climate change during 2008/09 	Ongoing
<p>Towards 2010 - Target 30 Work towards introducing a Kent youth travel card entitling all 11 - 16 year olds to free public transport in the county, subject to the outcome of two district</p>	Ian Craig (with E&R)	Provide free bus travel for pupils in the pilot areas with the aim of reducing congestion,	Full county roll-out by September 2009.

Business Unit cross-cutting environmental objective	Lead officer	Deliverables / outcomes for 2008/09	Target date
pilots.		pollution, promoting social mobility, giving parents more choice of school place.	
Towards 2010 - Target 31 The LA is piloting the concept of staggered hours to explore the educational value and the contribution that staggered hours may make in relieving rush hour congestion.	Ian Craig	To promote and encourage schools to stagger the start and finish times of the school day following the pilot at Hugh Christie Technology College.	15 schools by 2010
Reduce IT storage	Ian Craig	Actively promote good house-keeping skills to reduce IT storage on KCC servers. Feedback from CFE ICT Board.	April 2008 and ongoing
Staff are environmentally aware	All	All LCSMs to aim to ensure that: <ul style="list-style-type: none"> • All staff complete the online training • All new staff attend an induction which includes Environmental Awareness • All staff know the Environmental objectives within KCC • All staff can demonstrate their own contribution to reducing environmental impacts. 	Ongoing

SECTION 2: PRIORITIES AND OBJECTIVES

The purpose of the Clusters is to develop dynamic learning communities, to promote partnership working, to raise achievement, improve standards and to meet the needs of young people. They are based on the concept of shared responsibility and accountability for all young people and their communities. Their mission is to “Let no child or school fail”. As Clusters transform into LCSPs,

this purpose will be extended to include an overall partnership responsibility to improve outcomes for local children, young people and their families. This purpose will include the following responsibilities:

- Raise standards of achievement supported by Advisory Service Kent (ASK).
- Ensure maximum attendance at school and provision for pupils out of school supported by the Attendance and Behaviour Service.
- Promote collaboration between schools including:
 - sharing best practice and expertise
 - supporting weaker schools
 - opportunities to work across schools for staff and pupils
- Co-ordinate partnership activity with other children's services for example, Health, District Councils, Police to address local issues and improve outcomes.
- Participation and engagement of children, young people and their families.
- Early Years provision to meet local needs and effective transition planning to statutory schooling. LCSPs will also manage Children's Centres provision from September 2008.
- Specialist support to schools in meeting the needs of children with statements of special need (School Action Plus and School Action).
- Support the Extended Services agendas and Parent Support Advisers to deliver the national agenda.

LEAD ROLES

The Clusters and evolving LCSPs have a key role in supporting the delivery and implementation Of a number of corporate and Directorate targets;

Key Corporate/Directorate Targets		
Plan	Name of Target in Full	Lead Officer
CYPP - Priority 1 T2010, LFE 14, LAA 13	Build on strategic and local processes for mapping needs for services against provision, assessing VFM and evaluating effectiveness to sustain preventative and early intervention initiatives that are effective and enable better commissioning of services.	Children's Trust/Graham Badman
CYPP - Priority 2 T2010, LFE13	Improve joint working between services and agencies to achieve the best outcomes for children and young people	Children's Trust/Graham Badman
CYPP - Priority 3	Develop and inter-agency cross sector strategy to address workforce issues, facilitate integrated working arrangements for front-line services to ensure that the skills developed across the combined workforce meet the varied and different needs of children and young people.	Children's Trust/Graham Badman
CYPP - Priority 11	To significantly improve performance in literacy and numeracy in primary schools Action 52: Implement primary strategy	AEOs
CYPP Priority 14	P 14: Ensure the effectiveness of provision for all children and young people Action 67: Improve collaboration through federations	Ian Craig/AEOs

Key Corporate/Directorate Targets		
Plan	Name of Target in Full	Lead Officer
	and clusters	
Targets Supported by the LCSP's/Clusters		
CYPP P 18	P 18: Establish schools at the heart of their community	Marisa White
CYPP 7 Action 31	Implement Children Centres	Ian Craig/Alex Gamby
Towards 2010 Target 51	Promote healthy eating in children and young people by providing nutritious lunches through the "Healthy Schools" programme and launch a range of community-based healthy eating pilots aimed at parents and carers.	Marisa White
Kent Agreement Outcome 1 CYPP -Priority 10	To promote the physical, emotional, social and intellectual development of young children so they flourish at home and at school	Alex Gamby

Detailed action plans relating to 2010 targets be found at <http://www.kent.gov.uk/publications/council-and-democracy/towards-2010-action-plans.htm>

These business objectives are monitored to ensure they will be delivered. Risks associated with potential non-delivery, and the controls in place to mitigate those risks, have been assessed and documented as part of the annual operating plan process. A risk plan has been developed as necessary.

CORE SERVICES AND FORECAST ACTIVITY LEVELS

Local Education Officers:

LEOs ensure the day to day delivery and quality of education within Kent's 594 schools in 23 Clusters in line with OfSTED and other national standards. They provide advice and guidance to school(s), settings, governors, parents/carers, young people and multi-agency partners as appropriate. They are responsible for co-ordinating and commissioning children's services at cluster level. They have to take into account local and national objectives and incorporate these together with Cluster specific objectives to create annual cluster development plans. LEOs act as agents in the community to promote learning, regeneration and vocational skills. LEO Accountabilities are to:

- Act as agents for regeneration and renewal in the locality by raising the academic standards and vocational skills of the local population;
- Agree and manage the strategic direction of the Cluster in line with local and national objectives;
- Support the Cluster Boards in the delivery of the agreed objectives defined within the Cluster Development Plan;
- Provide the highest possible quality of education, meeting the standards set through agreed Cluster targets;
- Be responsive to the needs of individual learners, offering a wide curriculum choice.

Cluster Boards:

The budget allocated to the Cluster Boards assists them in the delivery of their Cluster Development Plans. The budget allows for forums, training, events and resources and is set against Cluster activity. Evaluation of impact and development plan monitoring is also an integral part of the service delivered by this body.

Cluster Team Staff:

The budget meets the cost of devolved staffing to the Cluster. Local Education Officers are jointly accountable to Cluster Boards and the central Local Authority through the Director of Operations. Their statutory and strategic responsibilities are monitored by Kent LA, whilst on a day to day basis they are accountable to the Cluster Board. The position of the LEO is therefore dual-facing, reflecting the vision and needs of the Cluster and those of the LA and its statutory responsibilities, national and local aspirations. LEOs have responsibility for deploying cluster staff to achieve defined outcomes and are responsible for the staffing budget and day to day line management. The teams undertake the following core functions:

- Education Psychology
- Education Welfare
- Community Development/Extended Services
- Additional and Special Educational Needs
- Early Years and Childcare
- Specialist Teaching

Core Priorities:

The budget is linked to core priorities, they include:

- Raising Attainment
- Inclusion
- Extended Services
- Meeting statutory requirements
- Setting local priorities

These priorities are embedded within Clusters but are now delivered within the framework of the 5 Every Child Matters key outcomes.

Please note Clusters will transform into LCSPs in September 2008.

CHILDREN FAMILIES & EDUCATION 2008/09 BUDGET

Operations, Resources and Skills (CFE)

Clusters

2007-08			2008-09									
Controllable Expenditure £000's	FTE	Activity	FTE	Employee Costs £000's	Running Costs £000's	Contracts & Projects £000's	Gross Expenditure £000's	External Income £000's	Internal Income £000's	Controllable Expenditure £000's	Cabinet Member	
801.9	18.8	Behaviour Service	18.8	849.1	0.0		849.1	0.0		849.1	MD	
814.6	18.6	Cognition & Learning	19.6	868.1	0.0		868.1	0.0		868.1	MD	
567.4	13.0	Communication & Interaction	13.0	582.6	0.0		582.6	0.0		582.6	MD	
898.3	35.0	Education Welfare	54.7	1,528.3	0.0		1,528.3	0.0		1,528.3	MD	
358.7	14.0	AEN	14.0	380.0	0.0		380.0	0.0		380.0	MD	
2,513.6	84.1	Early Years	59.1	2,668.2	0.0		2,668.2	-140.4		2,527.8	MD	
607.0	12.6	Community Schools	12.6	636.8	0.0		636.8	0.0		636.8	MD	
2,381.2	35.8	Admin	34.3	1,913.6	527.4		2,441.0	0.0		2,441.0	MD	
705.0	0.0	Clusterboards	0.0	0.0	774.0		774.0	0.0		774.0	MD	
31.9	0.0	Base	0.0	0.0	31.9		31.9	0.0		31.9	MD	
0.0	0.0	Extended Schools Grants	0.0	1,796.9	0.0		1,796.9	0.0		1,796.9	MD	
631.5	17.1	EMAG	16.7	922.8	0.0		922.8	0.0		922.8	MD	
1,215.5	0.0	Hands On Support	0.0	1,215.5	0.0		1,215.5	0.0		1,215.5	MD	
212.1	0.0	AEN Inclusion	0.0	363.6	0.0		363.6	0.0		363.6	MD	
1,092.0	24.5	Physical & Sensory	24.6	1,156.5	0.0		1,156.5	-80.0		1,076.5	MD	
0.0	0.0	Child Development Officers - Sure Start	26.0	794.9	0.0		794.9	0.0		794.9	MD	
0.0	0.0	Horton Kirby Environmental centre	1.5	42.6	0.0		42.6	-42.6		0.0	MD	
12,830.8	273.5	Controllable Totals	294.9	15,719.5	1,333.3	0.0	17,052.8	-263.0	0.0	16,789.8		
		Memorandum Items										
874.3		Central Overheads								1,640.8		
216.3		Directorate Overheads								284.8		
		Capital Charges										
13,921.4	273.5	Total Cost of Unit	294.9	15,719.5	1,333.3	0.0	17,052.8	-263.0	0.0	18,715.4		

PROJECTS, DEVELOPMENTS, KEY ACTIONS

Listed below are the emerging key priorities identified by each Cluster/LCSP. Detailed LCYPPs will include specific targets/actions; these will be approved by the Kent Children's Trust (County) Board in July 2008.

**Local Children and Young Peoples Plans for September 2008 - 11
Summary of High Level Priorities - January 2008**

All clusters were asked to start work on a Local Children and Young Peoples plan in readiness for Phase 1 Local Children's Service's Partnerships from September 2008 and to report high level priorities by end of December 2007. Clusters are at varied stages of development in agreeing a LCYPP and the tables below represent work in progress.

All clusters were provided with multi agency data across the ECM outcomes to provide an audit of need together with the NfER pupil survey results and MOSIAC analysis.

Please note that most clusters have also identified actions / targets against each of these priority areas listed in the tables below.

Ashford (AS 1) – LEO Laura Froude	
1. Be Healthy	<p>To improve the health and emotional wellbeing of children and young people by ensuring early intervention and preventative strategies focus on:</p> <p>1.1 Improving nutrition and parent's and children's understanding of healthy eating</p> <p>1.2 Promoting the benefits of, and increasing opportunities for, physical activity in schools and the community</p> <p>1.3 Reducing alcohol consumption and smoking</p> <p>1.4 Reducing the incidence of teenage pregnancy</p> <p>1.5 Improving the mental health and emotional well being of children and young people and reducing the incidence of self harm</p>
2. Enjoy and Achieve	<p>2.1 To further develop family learning opportunities and parenting support programmes</p> <p>2.2 To ensure equality of access for all children and young people (including ethnic minorities, CYP with complex needs / learning difficulties and / or disabilities and Looked After Children)</p>
3. Be Safe	<p>3.1 To work together to protect all children from harm and develop effective and appropriate children's services referral processes</p> <p>3.2 To implement Restorative Justice principles in all [secondary] schools with support from Youth Offending Service and the Police (Youth Crime Reduction Office)</p>
4. Making a positive	<p>4.1 To improve community cohesion by developing inclusive strategies to support and engage all</p>

Ashford (AS 1) – LEO Laura Froude

contribution	sections of the community, including minority ethnic groups and families new to the area
5. Economic Well Being	5.1 To focus activity in South Ashford and children’s centres to support most the vulnerable children, young people and their families
	5.2 To promote and foster higher aspirations for young people and their families

Ashford Rural – LEO Helen Anderson

1. Be Healthy	1.1 Establish / support well being Centres where young people can get access to a number of confidential services in one place, preferably on school sites
	1.2 Develop and support programmes to support the emotional well being of children and young people (may link with above)
	1.3 Develop a local strategy for ensuring drugs education and SRE are well supported and imaginatively taught in all schools, and that young people can access good quality information/ advice out of school
	1.4 Identify and ensure early intervention where children’s health needs are not being met (use the Red Book?)
2. Enjoy and Achieve	2.1 Ensure more young people have access to something to do out of school – work on transport, venues and other issues
	2.2 Ensure that children, young people and families are supported at transitions
3. Be Safe	3.1 Ensure more local access to the Freedom Programme
	3.2 Ensure that schools sign post services for victims of Domestic Violence
	3.3 Ensure that children and young people continue to say they feel safe in and out of school (particularly those going out of Cluster)
4. Making a Positive Contribution	4.1 Support extension of Neighbourhood Youth For a
	4.2 Extend school charitable / volunteering activity to link into identified community needs
	4.3 All schools to nominate a representative on the Parents Forum
	4.4 Schools to be more open and accessible to local communities
5. Economic Well Being	5.1 Ensure children, young people and families have high aspirations
	5.2 Examine how transport might be more affordable to allow young people and adults to access training and employment opportunities

Canterbury Coastal – LEO Jean Mosley		
1. Being Healthy	1.1	With Partners ensure that services continue to be developed to improve and promote healthy lifestyles outcomes for Children
2. Enjoy and Achieve	2.1	Raise standards at Pre – School and KS2 across the Cluster
	2.2	To improve opportunities for secondary age pupils
	2.3	Improve outcomes for vulnerable children and young people and establish the principle of collective ownership across the Cluster
3. Be Safe	3.1	Improve and extend preventative services to ensure that children are supported in their families and the need to remove children is reduced
	3.2	Improve the actual and perceived safety of young people in the Cluster
4. Making a positive contribution	4.1	Improve participation and engagement by all children and young people in youth, cultural and community activities in a meaningful way
	4.2	Improve participation and engagement of parents
	4.3	Reduce youth offending numbers and anti-social behaviours
	4.4	Improve participation and engagement of disabled children and young people
5. Economic Well Being	5.1	Further develop and increase the number of extended schools in the Cluster
	5.2	Establish and develop children’s services
	5.3	Increase the number of young people who have skills and vocational qualifications

Canterbury City and Country – LEO Maggie Gregory		
1. Be Healthy	1.1	With partners ensure that services continue to be developed to improve and promote healthy lifestyles and outcomes for children
	1.2	To identify children and young people with emotional and / or physiological difficulties at the earliest possible stage and respond with the most effective support
2. Enjoy and Achieve	2.1	To promote the physical, emotional, social and intellectual development of young children so that they flourish at home and at school
	2.2	Improve performance in Cluster primary schools
	2.3	To increase attendance in Cluster Schools
	2.4	To improve opportunities for secondary age pupils
	2.5	Ensure the effectiveness of provision for all young children and young people
3. Be Safe	3.1	Improve and extend preventative services to ensure that children are supported in their families

Canterbury City and Country – LEO Maggie Gregory

	3.2	and the need to remove children is reduced Improve services for children at risk and in need of protection
4. Making a positive contribution	4.1	Improve participation and engagement by children and young people in the community activities and decision making
	4.2	Reduce youth offending numbers and anti-social behaviours
5. Economic Well Being	5.1	Increase the number of young people who have the skills and vocational qualification for work
	5.2	Establish schools at the heart of their community
	5.3	Combat child poverty

Cranbrook and Paddock Wood – LEO Mike Thompson

This cluster has not identified priorities by ECM outcome but has provided the following list

1.	Emotional Wellbeing
2.	Inclusion
3.	Access (for targeted groups)
4.	Early Years / Children's Centre(s)
5.	Whole child health
6.	(Parental) engagement

Dartford West – LEO Laurie Thomas

This cluster has not identified priorities by ECM outcome but has provided the following list

1.	Reducing teenage pregnancy
2.	Improving educational outcomes
3.	Substance misuse
4.	Reducing impact of domestic violence
5.	Young people feeling increasingly safe
6.	Improving emotional well-being

Dartford West – LEO Laurie Thomas

This cluster has not identified priorities by ECM outcome but has provided the following list

7.	Reducing childhood obesity
8.	Increasing family support
9.	Reducing NEET

Dartford East – LEO John Studley

This cluster has not identified priorities by ECM outcome but has provided the following list

1.	Reducing teenage pregnancy
2.	Improving educational outcomes
3.	Substance misuse
4.	Reducing impact of domestic violence
5.	Young people feeling increasingly safe
6.	Improving emotional well-being
7.	Reducing childhood obesity
8.	Increasing family support
9.	Reducing NEET

Dover – LEO Lee-Anne Farach / Deal and Sandwich – LEO Alan Rogers

1. Be Healthy	1.1	Promote healthy lifestyles for children and young people and reduce childhood obesity
	1.2	Improve children's and young people's mental health and self-esteem
2. Enjoy and Achieve	2.1	Reduce absence and exclusions from school
	2.2	Raise the aspirations for learning within the community
	2.3	Provide a wide range of social and leisure activities for children and young people
3. Be Safe	3.1	Promote a safe and positive environment for children and young people and reduce bullying
	3.2	Reduce the number of under 5s entering the child protection process through the use of preventative services

Dover – LEO Lee-Anne Farach / Deal and Sandwich – LEO Alan Rogers

	3.3	Reduce the number of hospital admissions due to injury
4. Making a positive contribution	4.1	Improve the perception of young people in the community and support them to make a positive contribution
	4.2	Listen to young people and engage them in their communities
5. Economic Well Being	5.1	Take action to ensure that vulnerable children and young people have decent housing
	5.2	Ensure young people have access to advice, training and skills inline with the regeneration aspirations for the district

Gravesham – LEO Sue Tunnicliffe

This cluster has not identified priorities by ECM outcome but has provided the following list

1.	Raise aspirations of children, young people and families
2.	Reduce the incidences of bullying
3.	Reduce anti-social behaviours
4.	Reduce the fear of crime and youth crime
5.	Reduce the levels of obesity in children
6.	Reduce incidences of domestic abuse
7.	Ensure children are ready for school
8.	Ensure school places for 'new arrivals'
9.	Meet the needs of our 'new' communities
10.	Reduce alcohol abuse

Maidstone 1 Cluster – LEO Julie Stones

1. Be Healthy	1.1	Develop strategies and programmes to combat the upward trend of teenage pregnancy in Maidstone 1
	1.2	Support schools to deliver the healthy schools agenda
	1.3	Develop referral routes and early intervention strategies that will meet the needs of vulnerable

	1.4	children and young people with mental health needs – monitor, evaluate and review Continue and further develop early intervention strategies in early years
2. Enjoy and Achieve	2.1	Develop an innovative creative curriculum, which embeds assessment for learning, is more cross curricular and offers a personalised learning experience in and across the primary and secondary sectors
	2.2	Improve motivation in the classroom, ensuring that all pupils reach their potential and identify earlier those pupils at risk of disengagement and in need of early intervention
	2.3	Improve Foundation Stage results and the physical, emotional and social well being of children entering primary school so that they are ready for learning in every dimension
3. Be Safe	3.1	Improve personal and physical safety of pupils and staff in and around schools sites and campuses by working closely with other schools, the police, the community and the local council
	3.2	Reduce permanent and fixed term exclusions by further development of Managed Moves process at all key stages, review of Alternative Curriculum and appropriate teaching and learning for disengaged students with a Cluster wide dialogue on inclusion
	3.3	Improve attendance by reference to the Cluster Attendance Protocol and a clearer partnership agreement between schools, students and parents
	3.4	Improve child protection and support vulnerable families by improved communication and support and training for staff working in frontline situations
Maidstone 1 Cluster – LEO Julie Stones		
4. Making a positive contribution	4.1	Promote the Pupil Voice by developing a Cross Cluster School Council for Secondary Schools and Schools forums for primaries to discuss and implement key Cluster projects, consult on key issues and address the issues within the NFER and One Voice surveys
	4.2	Raise profiles of schools within the community by progressing the extended schools agenda and developing more community based opportunities for children and young people
	4.3	Support the development of the Maidstone Parents Voice and increase the number of parent forums operating within schools or groups of schools to engage parents more positively in their child's learning experience
5. Economic Well Being	5.1	Development of childcare provision through breakfast clubs, after school clubs, school holiday

	clubs, crèches and early years settings
5.2	Development of Extended schools programme to meet the 2010 core offer
5.3	Develop creative ways to engage with parents, raising their aspirations for their children and for themselves
5.4	Develop vocational and life skills training which will improve aspirations of students, meet local need and improve self-esteem, decision making, citizenship, and resilience in adulthood

Maidstone 2 Cluster – LEO Hilary Macdonald	
1. Be Healthy	<p>1.1 With partners ensure that services continue to be developed to improve and promote healthy lifestyles outcomes for children</p> <p>1.2 To identify children and young people (aged 0-15) with emotional and / or psychological difficulties at the earliest possible stage and respond with the most effective support</p>
2. Enjoy and Achieve	<p>2.1 Promote the physical, emotional, social and intellectual development of young children so they flourish at home and school</p> <p>2.2 Improved performance in primary school</p> <p>2.3 Increase school attendance</p> <p>2.4 Support secondary education in developing creative and autonomous learners who have access to the best learning opportunities that suit their needs</p> <p>2.5 Foster opportunities to develop effective leadership in all education settings</p>
3. Be Safe	<p>3.1 Improve and extend preventative services to ensure that children are supported in their families and the need to remove children is reduced</p> <p>3.2 Further improve multi agency approaches and services for children at risk and in need of protection</p> <p>3.3 Ensure children and young people are safe and feel safe in the communities where they live, go to school, play, work and travel</p>
4. Making a positive contribution	<p>4.1 Improve participation and engagement by all CYPP and families in youth, cultural and community activities</p> <p>4.3 Reduce youth offending numbers and anti social behaviours</p>
5. Economic Well Being	<p>5.1 Increase the number of young people who have the skills and vocational qualifications for work through implementation of the 14-19 strategy</p> <p>5.2 Establish schools at the heart of their community</p>

Malling – LEO Tony Froud

This cluster has not identified priorities by ECM outcome but has provided the following list

1.	Agencies and organisations within the Malling area to work together to achieve the best outcomes for all CYPP through early preventative intervention
2.	Seek to improve access for CYPP to a wide range of education leisure facilities, including the extension of the Freedom Travel Pass into the Malling area
3.	Improve and promote healthy lifestyles outcomes for children and young people in the Malling area
4.	Improve the mental health of CYPP through integrated working and early identification
5.	Promote the physical, emotional, social and intellectual development of children of all ages so that they flourish and feel safe at home, at school and in the community
6.	Sustain the successes and raise the level of performance and enjoyment of pupils in schools
7.	Reduce absence and exclusions from schools
8.	Engage the CYPP, their and carers and the community Malling actively in the developmen5 of the local children’s trust like arrangements and in youth, cultural and community activities
9.	Reduce the number of young people getting into trouble and support them to make a positive contribution.
10.	Work with schools, colleges, employers and trainers to reduce the number f young people leaving school with no qualifications and of those not in education, employment or training
11.	Foster active links between all schools and their communities
12.	Seek to increase supported housing provision, including bridging accommodation for the young homeless
13.	Improve the education and well being of LAC to ensure an equity of opportunity and provision
14.	Generate better life chances and educational outcomes for minority and vulnerable groups, including travellers, minority ethnic groups, disabled children and those with learning difficulties

Sevenoaks South – Alison Hookway

This cluster has not identified priorities by ECM outcome but has provided the following list

1.	Promote the emotional well being of all CYPP
2.	Improve the quality of early years services

3.	Support and develop more effective services for vulnerable and disaffected CYP
4.	Increase the range of and access to preventative health services (sexual health particularly)
5.	Enable parents to positively support all aspects of the development of their children
6.	Ensure that each transitional stage is a positive experience which enable s all CYP to active their full potential

Swanley and District – LEO Paul Shallcross	
This cluster has not identified priorities by ECM outcome but has provided the following list	
1.	Identify mechanism for consultation with targeted groups of CYP
2.	Extend out of school provision for vulnerable CYP
3.	Sexual health
4.	Substance misuse
5.	Parenting
6.	Early years (children’s centres)
7.	Domestic Abuse
8.	Develop effective well being services and referral pathways
9.	Safer Swanley and District

Shepway 1 – LEO Val Walton / Shepway Rural – LEO Stephen Smith		
1. Be Healthy	1.1	Reduce Childhood obesity and promote healthy lifestyles for children and young people
	1.2	Improve children’s and young people’s mental health and reduce self - harm
2. Enjoy and Achieve	2.1	Reduce absence and exclusions from school
	2.2	Improve education outcomes for vulnerable groups of children and young people
3. Be Safe	3.1	Reduce bullying and promote a safe a positive environment for children and young people
4. Making a positive contribution	4.1	Reduce the number of children and young people getting into trouble and support them to make a positive contribution
5. Economic Well Being	5.1	Reduce the number of young people leaving schools with no qualifications and those not in education, employment or training

Swale Urban – LEO Ian Le Brunn / Swale Rural – LEO John Truman

1. Be Healthy	1.1 Children and young people are making positive and informed choices for a healthy life style
	1.2 Children and young people are happy and emotionally well
	1.3 Children and young people feel in control of their lives
2. Enjoy and Achieve	2.1 Children and young people experience self esteem and a sense of achievement
	2.2 Children and young people are happy and emotionally well
	2.3 Children and young people feel in control of their lives
3. Be Safe	3.1 Children and young people feel in control of their lives
	3.2 Children and young people experience safety at home and in their environment
4. Making a positive contribution	4.1 Children and young people feel in control of their lives Children and young people experience self esteem and a sense of achievement
	4.2 Children and young people are happy and emotionally well
	4.3 Children and young people feel in control of their lives I
	4.4 Children and young people are participating in a tolerant, supportive community, including their school
5. Economic Well Being	5.5 Children and young people feel in control of their lives I

Thanet 1 – LEO Lesley Gallagher / Thanet 2 – LEO Sara Woodward

1. Be Healthy	1.1 To enable CYPP to enjoy good physical and mental health and live a healthy lifestyle
2. Enjoy and Achieve	2.1 To raise awareness of the importance of education across Thanet communities
	2.2 To improve the achievement of all CYPP by engaging them in their own education
3. Be Safe	3.1 To ensure CYPP are safe within their home environment and within the wider community
4. Making a positive contribution	4.1 To promote the voice of all stakeholders within the local community
5. Economic Well Being	5.1 To ensue that CYPP are not prevented by economic disadvantage from achieving their full potential in life

Tonbridge – LEO Alyson Sheldrake

<p>1. Be Healthy</p>	<p>1.1 Healthy life style - To promote and deliver a healthy life style for CYP and families in Tonbridge in a co-ordinated and effective way</p> <p>1.2 Emotional and mental health - To provide integrated, early and appropriate support to achieve emotional well being for all CYP and families and provide rapid support when mental health issues arise</p> <p>1.3 Drugs and alcohol - To encourage the early identification of risk factors and early intervention by appropriate commissioned services. To develop critical care pathways and record and commission and decommission services based on needs. To focus on alcohol from an early age, the engagement of parents/carers and referrals to the DISP programme</p>
<p>2. Enjoy and Achieve</p>	<p>2.1 Early Years – To ensure all children aged 0-5 are given an equal opportunity to experience a safe and loving play based childhood and access individualised learning according to their needs</p> <p>2.2 Performance in Primary Schools – To ensure that all children make appropriate progress and enjoy learning</p> <p>2.3 Flexible Curriculum – To provide a continuous and flexible curriculum meeting the needs of all learners</p> <p>2.4 Attendance – To provide resources to make education properly personalised and to provide choice in order to increase attendance in schools</p>
<p>3. Be Safe</p>	<p>3.1 Sexual Health / Teenage Pregnancy – To focus on education on sexual behaviour through PSHE with particular focuses on self esteem, personal boundaries and power to choose so that teenage pregnancy is reduced and sexual health is improved</p> <p>3.2 Personal Safety – To deliver preventative education and support services for young people involved in abusive relationships, those at risk and victims of domestic abuse</p> <p>3.3 Family Crisis – To provide multi-agency response to support for families in crisis</p>
<p>4. Making a positive contribution</p>	<p>4.1 Participation – To engage and empower more young people to be able to make changes and choices for their own community</p> <p>4.2 Facilities and Activities for Young People - To ensure young people have access to activities covering all interests and delivered at times and places convenient for young people</p> <p>4.3 Preventing Disaffection – To provide early intervention and make communication and support more accessible to young people and parents / carers</p>

Tonbridge – LEO Alyson Sheldrake

5. Economic Well Being	<p>5.1 Skills Provision for NEETs – To deliver permanent, ongoing, pre-entry level motivational training provision for those young people identified as NEETs</p> <p>5.2 Employment Opportunities and Training – To work with employer / training providers to provide more supported and accessible opportunities for young people</p> <p>5.3 Housing – To lobby for a range of supported housing, supported lodgings, residential respite and affordable housing as required, recognising that housing quality, security, availability and support is of highest priority and strategic as the foundation on which all LCT services rely for inclusion, family support, engagement and valuing our children, young people and families</p>
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Tunbridge Wells – LEO Beth Macildowie

1. Be Healthy	1.1 Develop the emotional stability and resilience of children and young people (“feeling happy“)
2. Enjoy and Achieve	<p>2.1 Improve attainment at school [with particular reference to the end of the Foundation Stage (FS) and the end of Key Stage 2 (KS2)]</p> <p>2.2 Improve school attendance in Tunbridge Wells</p>
3. Be Safe	3.1 Enable children and young people to feel safe
4. Making a positive contribution	4.1 Increase the positive contribution made by children and young people
5. Economic Well Being	<p>5.1 Increase the positive contribution made by children and young people</p> <p>5.2 Improve school attendance in Tunbridge Wells</p>

Risks

Kent Children's Trust Governance Framework - Lead Officer Joy Ackroyd

- Kent Children's Trust not operating within statutory requirements of Children's Act 2004.
- Partners unclear about decision making and lines of accountability leading to confusion and loss of impact on outcomes for children and young people.
- Poor communications between strategic services and Local Children's Services Partnerships leading to lack of commitment from front line staff.
- Fragmentation & duplication across children's services at strategic and operational levels.

Integrated Commissioning Framework - Lead Officer Sally Morris

- Partnership commitment is not acted upon within individual services.
- Key processes are not aligned and fragmentation and duplication is increased.
- Services to C&YP and their families are poorly planned, delivered and evaluated.
- Pace of improvement in key outcome areas is limited.

Information Governance and Sharing - Lead Officer Penny Payne

- Poor provision of training and awareness-raising leading to ill-informed and unsupported staff and managers.
- Poor performance monitoring leading to a lack of legal and ethical compliance and information security breaches.
- Poor handling of requests from the public for access to their information leading to a failure to uphold their legal rights and possible enforcement action by the Information Commissioner.

Integrated Processes (CAF, LP, ContactPoint and Resource Directory) - Lead Officer Joanna Wainwright

- Key services and partner agencies do not maintain commitment to developing integrated processes.
- Use of CAF, lead professional functions, ContactPoint and the Resource Directory do not become embedded in day-to-day practice.
- Difficulties with system integration and data quality mean information is not complete, accurate and reliable.

Integrated Working - Lead Officer Joanna Wainwright

- Key services and partner agencies do not maintain commitment to developing integrated working
- Use of CAF, lead professional functions, ContactPoint and the Resource Directory do not become embedded in day-to-day practice
- Complexities of matrix management not fully defined, understood and embedded in practice
- Loss of professionalism and expertise

Local Children's Services Partnership (LCSP) - Lead Officer Joy Ackroyd

- Loss of partner commitment at local level through poorly managed change processes.
- Insufficient capacity of partners to engage in new arrangements.
- LCSM Managers not recruited leading to poorly managed arrangements in the early stages & diminished service to C&YP.
- LCSPs not acting within the strategic framework established by the KCT.
- Inequity in service provision across Kent

LCSP Pathfinders - Lead Officer Joy Ackroyd

- Inadequate resources to progress the pathfinders locally.
- Strategic decisions do not take account of pathfinder learning leading to disengagement of local staff and partners.
- Over committed local teams leading to negative impact on service delivery.

LCSP Board - Lead Officer Joy Ackroyd

- Insufficient capacity within partner agencies to engage with the LCSP Board.
- Representation from partners not at the right level for integrated decision making.
- Loss of “good practice and goodwill” through transition process for cluster boards and consortia.
- LCSP Boards not established before Sept 08 leading to poor leadership in early stages of operation.
- Lack of clarity about purpose leading to confusion with other key partnerships in the locality.

LCYP Plan - Lead Officers Joy Ackroyd / Karen Mills

- Partners not able to agree shared priorities and/or commit resources.
- Insufficient data to inform decision making.
- Insufficient steer through KCT and KCYPP to ensure LCYPPs are appropriately focussed.
- Insufficient resources to deliver the LCYPP.
- Delays in LCSP recruitment leading to poorly managed activity in early stages of operations.

LCSP Staff, Budget and Accommodation - Lead Officer Joy Ackroyd

- Insufficient resources to introduce new structure.
- Delayed recruitment into key posts leading to poorly managed early stages of LCSP working.
- Lack of team & local identity arising from multiple, inappropriate office bases.
- Reduction in staff commitment impacting on service delivery.

LCSP Remit and Guidance - Lead Officer Joy Ackroyd

- LCSPs not operating with statutory guidelines and the requirements of the KCT.
- Partners unable to engage across a number of LCSPs due to inconsistent practice.
- Wide variation in quality of service provision across LCSPs.
- Fragmentation and duplication leading to loss of impact on outcomes.

CONSULTATION EXERCISES, SATISFACTION SURVEYS, REVIEWS

Name	Start and End Date	Feed back Date	Target Group/ Sample Size	Target area (Kent, Town, district, ward etc)	External contractor being used	What we want to find out and how we will use the information	Statutory Yes/No	Contact name and details.
NFER Pupil Survey	01/03/08 – 01/04/08	June 2008	All Kent pupils (approx 235,000 children)	Kent	NFER	Survey to establish children and young people's views about their lives within the 5 outcome areas of every Child Matters.	No	Anthony Mort
LCSP Pathfinder Evaluation	01/02/08 – 01/05/08	June 2008	4 Clusters	Shepway Maidstone T Wells	Solo Consulting	Evaluation to establish learning in integrated working at local levels across children's services.	No	Jill Wiles

STAFFING

Capacity, Skills and Developmental Planning

As set out in the opening sections of this plan, Clusters are at the heart of a major partnership development to introduce effective Children's Trust arrangements across Kent. This will involve the transformation of all Clusters and District Children's Consortia into LCSPs from September 2008.

Current Cluster staff will be transferred into the new LCSP teams and be supported by an appropriate training and induction programme.

The early stages of LCSP working will be evaluated in January 2009 and further training will be provided to address key themes of the evaluation.

A LCSP Manager will be recruited to lead the development of the partnership arrangements. This post will have a direct impact on the current LEO and JCO positions.

Equalities and Diversity

The LCSPs aim to reflect the diverse community of Kent. There is a universal commitment to promoting equality, valuing diversity and combating unfair treatment, by providing a safe and accessible working environment with fair access to learning & development opportunities, and to encourage and support all staff in fulfilling their potential.

The principles of tolerance, understanding and respect for others are central to the LCSPs. Diversity groups relating to social circumstances or background, gender, race, colour, ethnic origin, disability, sexuality, age, religion or belief are recognised, and the Partnerships will continue to work hard to provide a working environment that is free from harassment and discrimination.

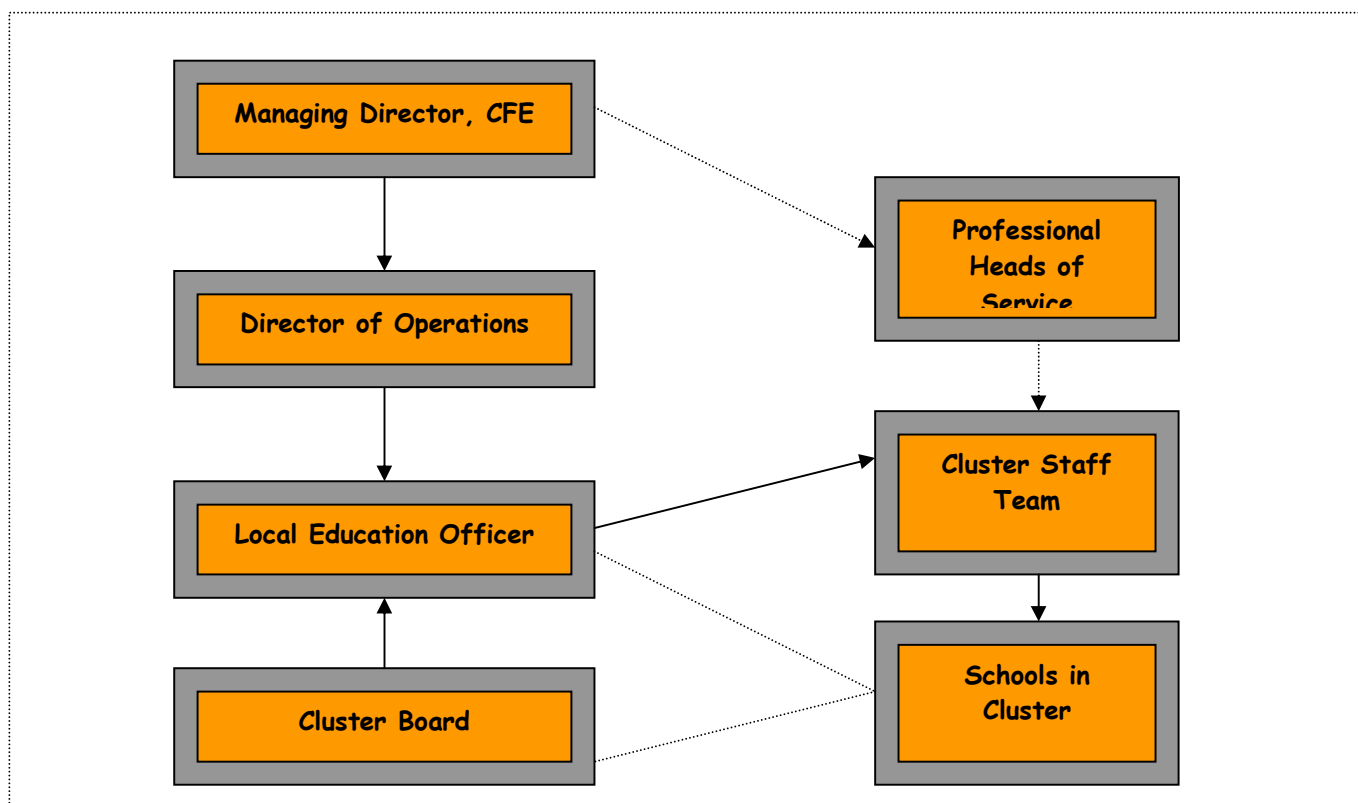
Diversity and Equality understanding and good practice will be included throughout the development of LCSPs, from basic awareness-raising, eg within induction programmes, through to more focussed or targeted training for those who require detailed understanding in supporting the diversity agenda.

Evidencing activity to meet the action plans outlined in the Equality Strategy (2007-2010), based on the five priority outcomes:

- Equal and Inclusive Services
 - Participation and Involvement
 - Safe and free from harassment
 - The quality of intelligence and monitoring systems
 - Reputation as an excellent employer
- Clusters currently have a lead officer who represents the Cluster staff on the CFE E&D Strategy Group. The CFE Equality and Diversity Strategy group is responsible for ensuring that the Directorate's policies, practices and services are compliant with relevant legislation across the 6 equality strands of age, ethnicity/race, disability, religion/beliefs, gender and sexuality including:
 - Race Relations (Amendment) Act 2000
 - Disability Discrimination Act 2005
 - Equality Act 2006
 - LEOs and other Cluster staff involved in recruitment take part in Positive Action in recruitment training.

- Staff follow the 'two ticks' guidance in recruitment.
- Staff with disabilities or impairments have the support they require to conduct their work. General equalities training is available and actively promoted. Equal opportunities are considered when planning training events or allocating spaces on courses etc

Current Structure Chart



Structure charts to describe the LCSP arrangements will be provided in due course.

Staffing

	2007/08	2008/09
Pt13 and above or equivalent (FTEs)	23	23
Pt12 and below (FTEs)	250.5	272
TOTAL	273.5	295 *
Of the above total, the estimated FTE which are externally funded		43.2**

Explanation of staffing changes:

Increase due to education welfare officers moving from attendance and behaviour unit to Cluster teams.

**17.2 funded by the EMAG standards fund and 26.0 CDOs funded from the Sure Start Grant

SECTION 3: MONITORING AND REVIEW - HOW DO WE KNOW WE ARE THERE?

- Under current arrangements, Cluster targets are agreed with the Local Education Officer and the Cluster Board. Monitoring of these targets takes place between the LEO, the Cluster Chair and

the Director of Operations.

- A new performance management framework will be introduced to monitor the effectiveness of the LCSPs. This will involve a high-level strategic review by the Kent Children's Trust to ensure the effective implementation of the Kent CYPP through locality arrangements.
- LCSPs will be held to account through Local Children's Services Partnership Boards, the Director of Operations and the Kent Children's Trust. If an LCSP fails to deliver key targets, intervention will include changes in management, reduction in deployed resources and suspended powers.