

Every **Child**
in Waltham Forest
Matters

Our strategy for the development of services for children & young people, 2006/09

March 2006

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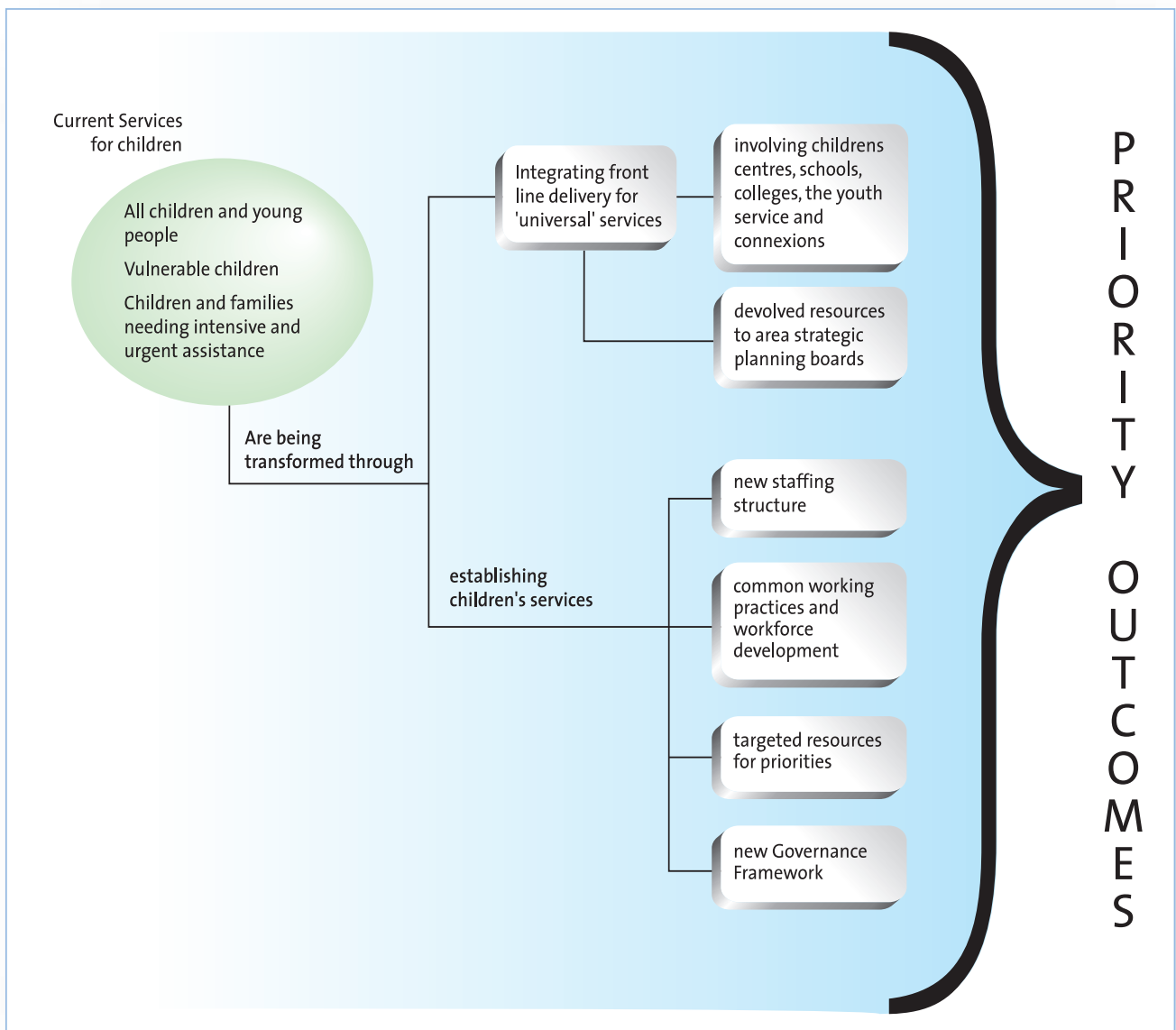
Our strategy for the development of services for children & young people, 2006/09

Summary

Waltham Forest Council and its partners – EduAction, the local primary care trust (PCT), the London North Learning and Skills Council and the police – are determined to improve significantly the health, safety, enjoyment and life-chances for all children and young people in the borough. This strategy explains out how we will transform the way we manage and deliver services for children, young people and their families over the course of the next three years, so as to achieve this.

What we plan to do over the next three years is perhaps most easily summarised in the form of a diagram. In the bubble on the left are all children. Most children and their families will want, and receive, only the services available to all – childcare, a place at a school, treatment and advice their GP from time-to-time, and youth services, for example. But some children, and their families, need other, more targeted services – for example, speech therapy, or extra help with learning.

Transforming services - a diagrammatic representation



In planning how services should be organised, our intention is not to restructure for its own sake. But we need to do a number of things differently in order to help children and young people to be safer, more healthy, and happy, successful learners.

Services that work differently, with different administrative processes, make integrated working difficult. Therefore, the development of integrated processes is a high priority for us. Section three of the plan details our intention for whole system change, shown in diagram form above. This will help us to develop more local, integrated and personalised services for children. We have set eight priorities that we believe will transform services and outcomes within the strategic planning period.

We have listened carefully to what children, young people and their parents have said about their concerns, ambitions and aspirations, and also what they want from services for children. We consulted before we started writing this plan, and again on the first draft.

‘Top of the mind’ issues for children are being safe, their health, and the environment. Many don’t feel safe on the street, or in their neighbourhoods, and want more activities, and amenities, to be made available. As one young person said to us: ‘I don’t feel safe hanging around where I live, but there’s nothing else to do’.

Using the responses we have had from children and parents, our self-evaluation, audit and needs analysis, summarised in section two, and illustrated in quotes throughout the plan, we have identified 12 outcomes we want to achieve, or make progress towards over the next three years (see box on page iii). We have set measurable objectives, and our annual action plans will contain specific actions we will take to achieve them.

All the outcomes are important. Within these, there are four issues that consistently emerge, from children, young people and their families, from partners and stakeholders, and from data:

- the importance of our young having healthy lifestyles, being active, and eating a balanced diet;
- of being safe, wherever they are;
- the need for there to be provided much more opportunity for activities, after school, at the weekend, and in the school holidays, but especially in winter months; and
- the requirement to raise levels of attainment, which are still much lower than average in most core subjects at all key stages.

The plan also contains information required by the government in its statutory guidance:

- the way we will manage and review our performance (section four);
- how we will resource the plan – the revenue and capital budgets available, and projected through the three years of the plan, and capital assets available (section five);
- our proposals for governance and service management: section six puts forward possible governance models that will increase our capacity to ensure proper controls are in place, manage performance and plan strategically;
- the ways in which we will judge our actions, using targets to be against a range of performance indicators in each of the twenty outcome areas (section seven).

A number of annexes have been placed on the internet. For example, the full audit, other relevant strategies, the outcomes of our initial consultation with children, young people and their parents and our annual performance assessment can all be found at <http://www.walthamforest.gov.uk/index/childrenact2004/children-act-documents.htm>

A summary of our 'priority outcomes'

Key outcome: be healthy

Our aspiration: 'that children and young people are physically and emotionally healthy, with healthy lifestyles, living in sustainable communities in a borough with clean streets, good green space and other places where they can be active'

Our priorities are to:

- increase significantly the number of children and young people who are healthy
- improve the sexual health of young people and reduce teenage pregnancies; and
- reduce drug and alcohol misuse.

Key outcome: stay safe

Our aspiration: 'that children and young people feel safe everywhere in the borough—at school, at home, in the street'

Our priorities are to

- make roads, neighbourhoods and play spaces in the borough safe places for children and young people;
- protect children from abuse, while helping families who are struggling to look after their own children,
- give looked after children a good start in life.

Key outcome: enjoy and achieve

Our aspiration: 'that children and young people achieve as highly and as widely as they can so that they can fulfil high aspirations as adults'

Our priorities are to:

- help children to achieve their potential in all stages of their education; and
- encourage children and young people to have fun taking part in sport and activities such as music and drama

Key outcome: make a positive contribution

Our aspiration: 'that children and young people are self-confident, have a strong sense of moral purpose, have their voices heard and contribute to life in the borough'

Our priorities are to:

- help young people to be law-abiding, to be positive about their lives and those of others, and to deal well with change; and
- give more opportunities for children and young people to take part in activities and have a say in decisions about our community

Key outcome: economic well-being

Our aspiration: 'that young people are prepared for further education, training and high-quality employment'

Our priorities are to:

- help many more young people get into good further education courses or training, which lead to higher education and / or good jobs; and
- reduce the number of our children and young people living in poverty, and poor housing.

Foreword

We feel very privileged to have the opportunity to launch the first children and young people plan in Waltham Forest and to begin the radical transformation of children's services. If we take forward successfully our agenda, we are confident that every child and young person in Waltham Forest really will have the very best chance to succeed in life.

We want every child to grow up safe and healthy, reaching their potential in school and college, and enjoying their childhood and teenage years. We want no one to look back in their twenties and say, "If only someone had offered me the right help, if only I had taken my chance."

These are not general, unmeasurable intentions. Our plan contains a whole section on specific, measurable targets for all our twelve key outcomes. Likewise with our agenda for transformation: in section three of the plan, we set out our intentions for whole-system change. Our founding principles are straightforward, based upon the needs of our communities while being consistent with the framework set within every child matters. We will develop services that, wherever possible, are:

- local to the area in which the child and family lives;
- designed around what children and their families say to us;
- integrated with other services required; and
- appropriate to the individual child / young person's needs.

While the plan has a focus on making things happen and on responding to what children and their families tell us, that is not at the expense of a rigorous approach to organisational change, making more of the resources available to us and having a more effective system for taking decisions.

We are, therefore, happy to present this plan, which we believe will raise the quality of children's services to a level never seen before in the borough. We will report back annually to children, young people, their parents and a wide range of stakeholders about progress in achieving this ambition.

So no more if only and no more they didn't listen. From now on, every child matters.

Councilor Chris Robbins

Cabinet member for culture, leisure and learning

Councillor Graham Smith

Cabinet member for health, social care and early years

Our strategy for the development of services for children

1 Introduction

General

- 1.1 This strategy, which sets out our intentions for the development until 2009 of services for children and young people, is Waltham Forest's children and young people plan, which is required by statutory instrument n. 2149 to be published by 31 March 2006.
- 1.2 This strategy contains, as required, a statement of our vision for children and young people; an audit and needs assessment; key actions to achieve stated outcomes; the budget available; and performance management arrangements. It sets out how we will work with our partners, and outlines governance arrangements.
- 1.3 This section contains brief summary information about demographics, the way services are currently organised, our vision for children and young people, and the relationship of this strategic plan with other plans.

Waltham Forest – the demographic profile

- 1.4 Waltham Forest is an outer London borough, situated north-east of the city, with a population of approximately 222,000, of which about 58,000 are aged from birth to the nineteenth birthday (2006 figure). The birth rate is stable – from a forecast 3,767 in 2006 to 3,639 in 2014. This is a fall of just over three per cent. In the same period, the overall population of 0-19s will increase to 59,665, an increase of by just over three per cent overall. Pupils in primary are projected to rise from 20,287 to 22,852 in 2014, a rise of 12 percent, while secondary pupil numbers are projected to fall from 14,222 in 2006 to 14,085 in 2014, a fall of two per cent.
 - 1.5 Population estimates are made using all available data, including the likely number of housing units, and their type, that are likely to be built over the next 12 – 15 years.
- These data do not take into account the recent announcement that the Olympic games will be hosted locally in 2012. However, the Olympics will not affect the availability of land available for house building, so we believe the current estimates to be as robust as those made by the borough in 1997, which have proved to be extremely accurate.
- 1.6 The map on page four shows the numbers of children and some basic information about services in the four parts of the borough, identified by pre-1964 municipal boundaries. Most of the working population living here work outside the borough. Around 35,000 people live and work here, and almost half of those in our workplaces live in the borough. The largest employers in Waltham Forest are public sector organisations, with Sainsbury's the largest private employer.
 - 1.7 Waltham Forest is highly diverse ethnically and culturally. In 2002, the total ethnic minority population (non white) made up half the statutory age school population. This has now risen to 56 per cent and is projected to continue to rise. Minority populations under 19 include Pakistanis (14 per cent), black Caribbean (10 per cent), black African (nine per cent), black / Asian other (eight per cent), dual heritage (eight per cent) and other ethnic minority (seven per cent).
 - 1.8 New arrivals and refugees seeking asylum remain a prominent feature in Waltham Forest. They contribute to the high mobility figures for some schools and the increasing number of children for whom English is an additional language. The main heritage languages are Turkish, Albanian, Somali, Urdu and French. Newly arrived groups often have more difficulty in attaining expected levels of attainment, in particular black African pupils.
 - 1.9 Deprivation is most severe in the centre and south of the borough. Analysis of the index of multiple deprivation (IMD) 2004 shows that a

& young people, 2006/09

third of our lower layer super output areas (SOAs) are in the most deprived fifth of all SOAs in England. There has been since the 1991 census an increase in the areas of the borough that are at relatively high deprivation levels. One indicator of this is the number of children eligible for free school meals – about 11,000 (30 per cent).

The current organisation of children's services

- 1.10 Currently, children's services are organised in a way traditional in local government and the health service, with one unusual aspect. Education and social care functions are the responsibility of directors of education and social services respectively, while health-care functions are largely with the local primary healthcare and mental healthcare trusts.
- 1.11 A private company – EduAction – is responsible for a wide range of school and pupil support functions, under a contract that commenced in 2001, and will continue until 2008.
- 1.12 Post 16 learning mainly takes place in the three post-16 colleges, although there are currently three schools with VI forms, which will expand in September 2007 to four. The London North Learning and Skills Council (LSC) funds all post-16 provision.
- 1.13 Lifelong learning, EduAction, social services, colleges, the PCT, the police and the local learning and skills council have a history of close liaison and joint working. This has been recently demonstrated through the way local partners have worked together, led by the council's chief executive, to plan for the implementation of the changes required by the Children Act, 2004.
- 1.14 The council will have a lead member and director for children's services in place in 2006. However, we recognise that close liaison and joint working is no longer adequate. This plan therefore sets out

proposals for transforming service governance and organisation, and new, integrated, processes, in order to meet better the needs of children, young people and their parents.

The council's partnership priorities, vision and values

- 1.15 Following extensive public consultation in 2004, councillors and staff took part in a series of workshops, which resulted in a long-term vision for the local community comprising three aspects – quality spaces, aspiration and success, a community fit for all. Moreover, the council's performance and improvement plan sets out five long term aims of the community strategy. These explain how partner organisations will improve the social, economic and environmental well-being of the borough, which fit with the five outcomes.
- 1.16 Our vision for children and young people, which builds on the views they and their parents have expressed and the council's priorities, is that they:
 - are physically and emotionally healthy, with healthy lifestyles, living in sustainable households in a borough with clean streets, good green space and other places where they can be active;
 - feel safe everywhere in Waltham Forest – at school, at college, at home, in the streets and on public transport;
 - enjoy learning and achieve as well as they are able so that they can fulfil high aspirations as adults;
 - are self-confident, have a strong sense of moral purpose, have their voices heard and contribute to life in the borough; and
 - are prepared for further education, training and employment.

Our strategy for the development of services for children & young people, 2006/09

1.17 With regard to values, we aspire to a culture where:

- children and young people are at the centre of all we do;
- the way we work is shaped by trust, respect and participation;
- we celebrate our successes and learn from our mistakes; and
- we strive to be innovative in searching for new, more efficient, effective and equitable ways of working together.

1.18 Children and young people's achievements are now showing sustained improvements after a period of falling behind national rates of progress. At key stage one, results in reading and writing are improving well and closing the gap on national averages. Standards at key stage two have improved significantly, and although those improvements slowed in 2005.

1.19 Progress in secondary schools in good and the gains in English and mathematics at key stage three are securely embedded, with standards in English at national levels. The percentage of pupils achieving 5+ A*-C at GCSE has increased by 20 per cent since the millennium.

1.20 More young people are attending university and other further education. Our aim is to ensure that our young people can compete with confidence in the national and international job market and for this reason we will work with schools and other partners in the planning period to get much closer to national levels of attainment at all key stages.

Local area agreements

1.21 Throughout the three-year period of this plan, we will use resources more efficiently. We will use the local area agreement framework to assist in bringing together different funding streams to help us do this. There are four blocks, focusing respectively on healthier communities, safer and stronger communities, economic development and children

and young people: there are three outcome areas, each with targets.

1.22 The children and young people block focuses on health, well-being and learning and other opportunities. The same approach is taken as in this strategic plan: there are three outcomes, within all of which are performance indicators, targets and actions. Lead officers are specified. The three outcomes are:

- improve the physical, emotional and mental health of infants, children and young people;
- improve learning and outcomes for children in the foundation stage and key stage one; and
- giving young people greater opportunity to realise their potential through education, training and employment.

1.23 We seek to reduce the inequalities experienced by some children and young people through relentlessly pushing high standards for minority ethnic groups and through targeted work where we identify underachievement.

The Olympic games

1.24 Waltham Forest is a host borough for the Olympic games. This gives us a once-in-a-lifetime opportunity for social and physical regeneration, and close involvement in the project of children and young people who live here. Everyone has been inspired by the announcement. We shall capitalise on this and use the experience of being a host borough to improve our provision and offer greater opportunity to our children and young people.

Relationship with other plans

1.25 We will cease to write more than twenty strategic plans relating primarily to children, although service plans will continue. A full list of plans that will cease may be found at <http://www.walthamforest.gov.uk/index/childrenact2004/children-act-documents.htm>

Map of Waltham Forest

- Leytonstone Area
- Leyton Area
- Walthamstow Area
- Chingford Area
- Sixth Form College

Source for population: GLA interim ward projection for 2006, published Oct 2005



Chingford Children:
 0 to 4 2,945
 5 to 11 3,881
 12 to 16 3,474
 17 to 18 1,411

Chingford Schools, Youth Centres & Health Centres/Clinics:
 14 Infant, Primary & Junior
 4 Secondary
 0 Special
 1 Youth Centre
 3 Health Centres/Clinics

Walthamstow Children:
 0 to 4 7,655
 5 to 11 8,501
 12 to 16 5,743
 17 to 18 2,191

Walthamstow Schools, Youth Centres & Health Centres/Clinics:
 26 Infant, Primary & Junior
 7 Secondary
 4 Special
 1 Youth Centre
 4 Health Centres/Clinics

Leytonstone Children:
 0 to 4 4,801
 5 to 11 4,992
 12 to 16 3,399
 17 to 18 1,290

Leytonstone Schools, Youth Centres & Health Centres/Clinics:
 11 Infant, Primary & Junior
 4 Secondary
 1 Special
 1 Youth Centre
 2 Health Centres/Clinics

Leyton Children:
 0 to 4 2,322
 5 to 11 2,672
 12 to 16 1,712
 17 to 18 692

Leyton Schools, Youth Centres & Health Centres/Clinics:
 7 Infant, Primary & Junior
 2 Secondary
 0 Special
 1 Youth Centre
 1 Health Centre/Clinic

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Our strategy for the development of services for children

2 Audit, outcomes of the consultation, needs analysis and priorities

Background and general

- 2.1 It is good practice when planning strategic developments to use data in a systematic way, so as to enable a thorough analysis of needs, which in turn should determine priorities in the planning period.
- 2.2 We have collected all data available relating to the twenty-five key aims of the outcomes framework. These data are available to view as a complete set on the internet, at www.walthamforest.gov.uk/cexec-pi.doc. Below we summarise, firstly, general contributions to the needs assessment. These are our:
 - self-assessment, undertaken in May 2005, for the annual performance assessment (APA), which is moderated by Ofsted and the Commission for Social Care Inspection (CSCI); and
 - consultation with children and young people, and their parents.
- 2.3 These sub-sections are followed by our audit and linked needs analysis, in each of the five outcome areas in turn. The audit information is a brief summary, taken from our detailed spreadsheet.
- 2.4 The needs analysis is absolutely key to the direct provision, and commissioning of, services. The priorities, and all the objectives in this section, as well as proposals to transform services, are rooted in the needs analysis, which itself is based upon data summarised below.
- 2.5 The key outcomes, and linked objectives that we have set following our self-assessment, consultation, audit and needs analysis are presented by outcome area.

‘ Good to see children and parents consulted about their needs ’
supplementary school head teacher

Our self-assessment

- 2.6 In May 2005, we completed an assessment of the quality of education and social services for children, the quality of service management and our capacity to improve. The self-assessment is available at <http://www.walthamforest.gov.uk/annex-1-performance-assessment.pdf>. The main needs identified were:
 - the overall level of attainment of pupils, which needs to be increased, and gaps narrowed between schools;
 - small, outdated school buildings, of which we still have too many - these are an impediment to good teaching, and it is essential to accelerate our school building and refurbishment programmes in all phases;
 - to consult children, young people and their parents in a more systematic, planned way;
 - to carry out a detailed audit of attainment of young people between 14 and 19;
 - to reduce teenage pregnancy and smoking;
 - for more focus on groups ‘at risk’ – for example, children on the child protection register; newly arrived, and especially unaccompanied, children, and children with poor health; and
 - to reduce or eliminate gaps in provision in specialised services (for example, youth justice).

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2.7 The outcome of the APA was an overall grading of three – consistently delivering above minimum requirements – out of a possible maximum of four. The judgements for 2005 are as follows:

area	grade
The contribution of the local authority's social care services in maintaining and improving outcomes	2
The contribution of local authority's education services in maintaining and improving outcomes	3
The contribution of the local authority's children's services in maintaining and improving outcomes	3
The council's overall capacity to improve its services for children and young people	3

Diversity

2.8 The council must complete a race equality impact assessment on new or proposed policies, strategies and functions, the aim of which is to identify and mitigate any adverse impact prior to implementation. The council's own equalities policy and race equality scheme also reflect these duties. It works to promote equality across six areas – race, sexuality; sex; age; disability and religion / faith.

2.9 We have completed an equality impact assessment while developing this strategy. Through our engagement with stakeholders, we have striven to ensure that our consultation addressed the needs of children and young people in relation to the six equality areas. We have made particular efforts to liaise with groups that work with young people from hard to reach or less listened to groups, to ensure that all views are represented in our consultation process. We have also made extensive use of data (see below, in the audit sub-section).

Headlines from the consultation

- 2.10 The council has engaged in a process of consultation with young people and parents to inform the development of the plan. The consultation focused on identifying local priorities and key issues between and within each of the five **every child matters** outcome areas.
- 2.11 We convened 17 discussion groups with primary and secondary school pupils and six discussion groups with parents across the borough. These were held in July 2005. These were supplemented by a series of discussion groups, conducted with young people in receipt of youth offending team services.
- 2.12 Participants were asked to outline their relative priorities amongst the five outcome areas and 25 aims. 'Top of the mind issues' for young people were the:
- poor state of the environment (particularly for younger children) – dirty streets, traffic fumes, litter, dog mess on streets, lack of green space;
 - lack of amenities (all age groups) – calls for a cinema and improved facilities in parks; and
 - threat of violence, and / or a sense of fear.

2.13 'Top of the mind' issues for parents were the personal safety of their children – including protection from bullying, muggings and road safety. Overall, safety was the key issue for young people and their parents. However, when 'majority' views were analysed, issues from all of the five every child matters outcome areas emerged:

- being safe from crime and anti-social behaviour, in and out of school;
- feeling secure and cared for;
- being safe from accidental injury and death;
- having enough money in your family to buy the things you need;
- not bullying or threatening others; and
- being physically healthy.

2.14 The initial finding was that safety was overwhelmingly the key priority area for young people and parents. Many young people expressed fear of gangs on streets and the threat of personal violence. Fear of crime and lack of safety impacts on all other priority areas and the general quality of life of young people as there is a fear of going out. Many felt that the problems were exacerbated by a lack of things to do for young people; which means that there is little else to do but hang out on the streets.

2.15 We also asked young people to talk about how they would like to be engaged in the future on issues that affect them. Initial findings suggest that they wish to be engaged through school, and through e-panels.

2.16 Following this initial consultation, we consulted again when the first draft of the three year strategy was completed, using separate summary versions for children, young people, parents and stakeholders.

There should be tougher penalties for shopkeepers who sell alcohol or cigarettes to underage children

young person

2.17 We received a range of useful and pertinent comments from different groups we consulted. Some of the comments are quoted in boxes throughout the document. Many of the replies were consistent with those we received before we drafted the plan. Some 240 children completed the feedback form, with headline issues being the need for:

- more indoor activities / clubs are needed, especially in winter, and better information about activities – where they are, whether or not they are free;
- more competitions for children;
- someone to talk to in confidence, about well-being, or abuse;
- better security in schools – teachers should be at the gates of school until parents come; and
- more support for pupils starting secondary school, as there was a fear of bullying.

2.18 Teenagers' responses were fewer – just over 100 forms were sent back, reflecting the fact that there was, unlike the children's consultation, no classroom discussion linked to the filling in of forms. There was general agreement with the outcomes for health and safety (four out of five respondents being supportive); less so – only three out of five – supporting the enjoying and achieving, joining in and 'brighter future' outcomes. Some key issues were:

- cheaper school meals should be provided;

- there should be much better information about health and illness, and about how family doctors work;
- more promotion of how to stay safe should be available, through, for example, flyers and posters;
- school security should be better;
- there should be more lunch-time, and after-school, clubs and activities, and more sports and activities available for disabled children; and
- better opportunities for children to work part-time at 13 plus are needed.

“ Young people should be asked how they want school money to be spent ”

young person

- 2.19 There were 24 responses from parents, all of which were in general support of the outcome priorities set out in the consultation leaflet. Most comments made focused on the need for healthy food, a reduction in junk food, and the need for the opportunities for physical exercise to be increased.
- 2.20 Parents also asked for better cycling facilities, and more activities available for children. Moreover, activities available should be properly publicised. With regard to school, the need for more action to tackle bullying was a theme in answers. Some felt that libraries are not being sufficiently promoted, and that more needed to be done with regard to the environment.
- 2.21 Stakeholders were asked about the vision and values, transformation, the audit and the priority outcomes. There was broad agreement with all – as well as space for comments, respondents were asked to ‘grade’ the above elements of the plan on a one to five scale, with one being poor, and

five very good. The average in all cases was either marginally below or above four (lowest average 3.8, highest 4.3). However, within the responses, there were many valuable comments.

“ There should be a page on the council’s website with up-to-date information about after school and holiday activities, and these should also be in school newsletters ”

young person

Our response to the consultation

- 2.22 There have been several changes made to the strategy, and annual action plans, following the consultation. Some examples are:
- an increase in the focus on ‘enjoyment’ as an outcome;
 - inserting into priority 10 a commitment to ensure that children and young people shape decisions about provision, rather than just being subject to periodic consultation; and
 - more focus on parents, and their responsibilities, and on families, particularly in the staying safe and economic well-being sections.

Audit, needs analysis and outcomes

Audit - be healthy

- 2.23 There are eleven indicators within this outcome. For several of these indicators, we have no local information, and are relying presently on national data; in some we have limited – for example, survey – information. Key highlights from the audit are:
- child oral health compares well with London and national levels, and

immunisation rates are amongst the highest in London;

- in London, 18 percent of eight to ten year-olds are obese, higher than the national average of 15 per cent;
- national data relating to obesity indicate that poverty is a factor, and therefore it is likely that it is an issue in the borough: levels of childhood obesity class-related – 12 per cent in managerial / professional households, rising to 17 per cent where a parent is 'semi-skilled', with similar differences between better and less well-off areas;
- infant mortality is higher than national and London averages, with specific minority ethnic groups having an increased incidence of low birth weight babies and early neonatal death;
- alcohol consumption is similar to national trends, although locally the north of the borough has higher incidence of alcohol consumption, in particular among girls;
- while there are very small numbers of young people indicating they have used class A drugs, there are hotspots in the borough of drugs possession and vulnerable groups are significantly more likely to have used drugs or sniffed glue;
- parental condoning of drinking and other risky behaviour such as drug misuse, smoking or non-attendance at school is higher in the north of the borough: one in 20 pupils in years seven to ten describe themselves as a regular smoker; and
- teenage pregnancy remains high in spite of the strategy to reduce it and a range of related activities.

The way our children learn about sex and relationships is so important to us at our catholic junior school, so when we were encouraged to write the morals and values section we were very keen to do so. As a result the way our children are taught reflects the school's ethos and children develop their understanding of these important issues through enjoyable teaching that we are all confident in.

Parent

Analysis of need: be healthy

- 2.24 **Children are physically healthy and lead healthy lifestyles:** infant mortality remains higher than London or national averages and in particular for some minority ethnic groups. Childhood obesity, healthy diets and healthy lifestyles are a priority as they are usually issues negatively affected by poverty. Participation in healthy eating schemes has significantly increased but more evidence is needed to demonstrate that actions taken are effective. A high number of looked after children have health checks although dental checks are more difficult to arrange with so many out borough placements. Rates of childhood immunisation are high.
- 2.25 **Children are mentally and emotionally healthy:** while there has been an increase in the take-up of multidisciplinary services, including voluntary sector provision, there is still lack of evidence about outcomes to show that the multidisciplinary child and adolescent mental health service (CAMHS) team is working effectively.
- 2.26 **Young people are sexually healthy:** the incidence of teenage pregnancy has started to fall, but rates remain higher than average and work needs to continue to tackle the rate of conceptions and births, and sexually transmitted infections (STIs).

Health visitors and other professionals within the social care arena need to be working towards the same goals

A Health Visitor

2.27 **Young people choose not to take illegal drugs or other harmful substances:** available figures on drug use, alcohol consumption and smoking – especially, but not solely, in the north of the borough – indicate the need for action to reduce young people’s use of illegal drugs, alcohol and tobacco.

Key outcomes: be healthy

Our aspiration: ‘that children and young people are physically and emotionally healthy, with healthy lifestyles, living in sustainable communities in a borough with clean streets, good green space and other places where they can be active’

Our priorities are to:

Priority outcome 1	Improve significantly the number of children and young people who are healthy
Objectives	Reduce the numbers of low birth-weight babies Reduce the rate of infant mortality in the borough Reduce obesity levels of children and young people Reduce the number of children, young people and their parents who develop emotional problems 16/17 year olds who require it have access to CAMHS Children and young people with complex, persistent and severe behavioural disorders have their needs met Increase physical activity levels of children and young people Help children, young people and their carers eat healthier food as a basis of a balanced diet
Responsible officer	Director of primary care, head of cultural services
Others involved	Assistant director, primary care, sports development team, head of the healthy schools
Priority outcome 2	Improve the sexual health of young people and reduce teenage pregnancies
Objectives	Reduce the incidence of sexually transmitted infections (STIs) amongst young people Reduce the level of (unplanned) conceptions amongst teenage girls
Responsible officer	Director of primary care
Others involved	Assistant director, primary care

Our strategy for the development of services for children & young people, 2006/09

Priority outcome 3	Reduce drug and alcohol misuse
Objectives	<p>Increase the numbers of young people making informed choices about their use of drugs and/or alcohol</p> <p>Reduce the harm caused to young people by their own problematic drugs and/or alcohol use</p> <p>Reduce the harm caused to young people by other people's problematic drugs and/or alcohol use</p> <p>Reduce the incidence of smoking amongst young people</p>
Responsible officer	Head of community safety
Others involved	Youth offending team manager, head of services for vulnerable children, head of children and families

Audit - stay safe

2.28 There are six indicators. We have reliable data for four indicators, but poor information about bullying, and limited information – although our consultation has given us useful data – about fear of crime. Key highlights are:

- referrals to the child protection register remain higher than the national rate, although there has been a reduction over the last year. There were, in January 2006, 166 children on the register, mostly for physical abuse or neglect, or incidences of domestic violence;
- re-registration on the child protection register (37 in the last year);
- road traffic casualties, with 126 casualties and no fatalities in 2004, show a reduction when compared to the previous year;
- a 'proxy' indicator for bullying, schools' Ofsted reports, show most schools have a 'good climate'; and there is a low number of reports concerning 'racial incidents' in schools;
- there is evidence that an emerging 'anti-social' culture in some parts of the borough is impacting on behaviour in schools; and

- there were, in the most recent survey, 15 (four per cent of the total) looked after children (LAC) with three or more placements in the past year, which compares well with the performance assessment framework (PAF) good performance threshold of ten per cent.

Analysis of need: stay safe

2.29 **Safe from maltreatment, neglect, violence and sexual exploitation:** further development of preventative services, strengthening of quality assurance systems, accurate reporting of assessment timescales and the protection of children at risk of harm, and looked after children remain key needs.

Sam was kept in hospital at birth as he needed to recover from his mother's serious drug misuse during pregnancy. She gave him up for adoption right away and he went to foster carers for a time. He has just come to us and is our first adopted child – he is 15 months old. Of course we will tell him all we can about his birth mother and family. We feel so very lucky that things went through so quickly and we have Sam.

Adoptive parent

- 2.30 **Safe from accidental injury and death:** injuries and deaths from road traffic accidents remain a priority area for action. Data are needed on accidents and injuries from other causes – for example, in the home – in order to inform decisions about priorities and actions.
- 2.31 **Safe from bullying and discrimination:** while there has been a significant reduction in permanent school exclusions resulting from bullying, in the consultation children and young people talked about being bullied and said too little was done to address this. Tackling bullying will be a priority in the planning period.
- 2.32 **Safe from crime and anti-social behaviour in and out of school:** our consultation showed many young people do not feel safe, particularly in their neighbourhoods and on their journeys to and from school. The borough 'hotspots' for crime and drug possession are mainly in local authority housing estates. There is a need for action to tackle both the causes and consequences anti-social behaviour caused by alcohol or drug misuse.
- 2.33 **Have security, stability and be cared for:** there is evidence that action taken at an early stage can prevent significant numbers of children becoming looked after. The development of comprehensive family support is a priority.

‘ At last we are all working towards improving life chances for our children and young people ’

health visitor

- 2.34 The audit, survey and annual performance assessment dataset shows that engagement with children and young people has not been consistent. Neither has information collected always been used for service planning. A more structured approach to consultation and community participation is a priority for the planning period.

Our strategy for the development of services for children & young people, 2006/09

Key outcomes: stay safe

Our aspiration: 'that children and young people feel safe everywhere in the borough – at school, at home, in the street'

Our priorities are to:

Priority outcome 4	Make roads, neighbourhoods and play spaces in the borough safe places for children and young people
Objectives	Roads, neighbourhoods and play spaces are safe Children are not bullied or victims of crime "Risky" people are identified, and plans put in place to manage the risk they pose to children in the community
Responsible officer	Head of community safety
Others involved	Youth offending team manager, head of services for vulnerable children, head of children and families
Priority outcome 5	Protect children from abuse, while helping families who are struggling to look after their own children
Objectives	Help is available to families that need support Children on the threshold of becoming looked after have access to the services they need, at the time they need them Disabled children have access to services they need, at a time they and their parents need them Children at risk of significant harm are safeguarded Vulnerable children are safeguarded
Responsible officer	Head of children and families
Others involved	Head of services for vulnerable children, LCSB members
Priority outcome 6	Give looked after children a good start in life
Objectives	Looked after children (LAC) have secure, consistent and durable placements Children are placed permanently Looked after children are actively involved in care planning and decision-making
Responsible officer	Head of children and families
Others involved	Head of services for vulnerable children

Audit - enjoy and achieve

2.35 There are ten indicators. We have reliable data on nearly all of these. Against many of the 'achievement' areas, good progress is being made. For example, the quality of provision in nursery education is better than the national picture with good outcomes for children in the area of communication, language and literacy. At key stage one, results in reading and writing are improving well and closing the gap on the national average. Overall rates of improvement from primary school to age 16 are strong. At key stage three pupils make average improvement in mathematics every year and are now close to the national average. Key highlights are:

- in five out of 13 areas of assessment at the foundation stage we are closing the gap with all LEAs ;
- at key stage two the gap between Waltham Forest's and national results has, while closing, remained significant. Our 2005 results dipped, and there is a five per cent or greater gap with national results from 2004, putting us firmly in the bottom quartile of the 150 authorities in England;
- at key stage two, since 2002, black Caribbean and Pakistani pupils have made significant progress and now perform above (74 per cent) or just below (71 per cent) the borough average in English. Black Caribbean pupils have improved by nine percentage points in mathematics in the same time period;
- at key stage three, there was significant improvement in 2005– six per cent – compared with 2004, putting us above the national average for 2004: however, despite improvements in the attainment of our fourteen year olds in mathematics and science, they still achieve significantly less well than their peers nationally in 2004, with seven per cent gaps in both cases;
- at key stage three black Caribbean and Pakistani groups have made improvements of ten percentage points or more, and have closed the gap with national performance. Pakistani pupils now perform above the local average in both English and mathematics;
- at key stage four, half of sixteen year olds now get at least five A*-Cs, which represents good progress when compared to previous years: against this, our target for 2005 was 53 per cent, making this indicator a key one for improvement;
- at GCSE most main minority ethnic groups make above average progress from key stage three to four. Black Caribbean boys improved by four percentage points in 2004, extending the difference with their national peers;
- the percentage of looked after children sitting at least one GCSE, while rising, remains below the national average and does not compare favourably with similar areas. Moreover, levels of attendance of this group, while at the national average of 13 per cent, is still a cause for concern;
- newly arrived groups often have more difficulty in attaining expected levels of attainment, in particular black African pupils; and
- we have sufficient school places for projected pupil numbers in the three-year planning period and beyond, and have planned modest reductions in secondary capacity in Walthamstow.

Analysis of need: enjoy and achieve

- 2.36 **Ready for school:** overall in the borough four-year olds have been assessed at below national levels for achievement of eight or more (from nine) assessment focus (AF) indicators at foundation stage. The distance from the national comparator has remained broadly static for the past two years. We need to close the gap with national assessment levels using the eight plus AF indicator (the higher level) to give these children the best possible start to their school lives.
- 2.37 The areas of learning with the most likely direct impact on key stage one assessments are communication, (language and literacy, language for communication and thinking, linking sounds and letters), reading and writing, and mathematics development (numbers and labels for counting, calculating and shapes, spaces and measures).
- 2.38 However, indicators for personal, social and emotional development need also to be considered. Although these might be considered an 'input' in using a baseline such as foundation stage, the influence on a child's confidence and emotional well-being is known to impact critically on attitudes to learning and their capacity to interact fully with their peers throughout their time in the education system. Parents also need to be involved from the outset and services need to ensure provision is focused on supporting the needs of the family across a wide range of activities.
- 2.39 There is a need to incorporate a measure either into the children's perception survey or as part of a pupil attitude survey that measures attitudes to learning and emotional well-being at the primary phase, and possibly at transition years two and six. This also should work alongside actions on participation in the area 'making a positive contribution'.

- 2.40 **Enjoy and attend school:** primary attendance remains below the national average: days lost impact negatively on children's learning outcomes and set poor precedence for attitudes to learning, which influence behaviour and expectations at secondary phase. Secondary attendance falls significantly in year eleven locally, as research has shown it does nationally. There are challenging public service agreement (PSA) targets to reduce absence by eight per cent by 2008, which need to be met.

Mission Grove Primary School is a school where children make excellent progress, but this was not always the case. As a staff we got together to look at the reasons for this and soon realised that all our children needed more help with their English through a very structured approach. We knew that children who spoke more than one language needed this as did English speakers and so we put it in place for everyone. Every member of staff is trained to do this and support children's language development and the results for our children speak for themselves.

Teacher

- 2.41 **Achieve stretching national educational standards at primary school:** key stage two test results have remained static for two years in English tests and broadly static in mathematics tests for three years. Although preliminary results from schools participating in year five optional tests indicate that results should increase at key

stage two for those schools in 2006, it is the main priority to deliver a ‘step change’ at key stage two and raise standards for children at this critical transition point of their school lives. Key stage one to two value added is also too low (currently ranked approximately 60th of 150 LEAs), and work with pupils with low ‘conversion rates’ needs to be reinforced through the use of pupil-based target setting across all year groups.

2.42 Key stage one assessments continue to show pupils performing below national assessment levels for reading and writing tests, providing a poor baseline for further progress from year three onwards.

2.43 Although pupils on the SEN register perform comparatively well against national peers at key stage one and two, a common assessment framework needs to be introduced as a priority.

Key outcomes: enjoy and achieve

Our aspiration: ‘that children and young people achieve as highly and as widely as they can so that they can fulfil high aspirations as adults’

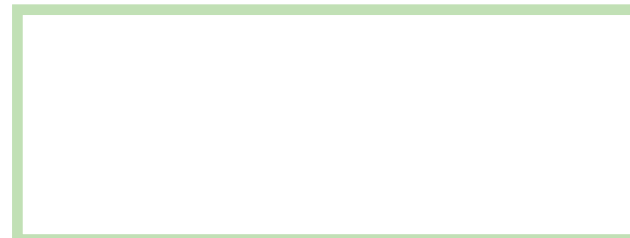
Our priorities are to:

Priority outcome 7	Help children to achieve their potential in all stages of their education
Objectives	Children enjoy and succeed in the foundation stage and progress well into key stage one Children enjoy learning in their primary school and make good progress Young people enjoy learning in key stage three and make good progress Young people at key stage four are prepared for learning, training and employment post 16 A culture of high expectations coupled with good expertise shared between schools that will make a step change in the achievement of all pupils High-quality learning environments Maximise external funding opportunities
Responsible officer	Schools director
Others involved	Head of early years, head of services for vulnerable children, head of libraries, head of sports development, sports college staff
Priority outcome 8	Encourage more children and young people to have fun taking part in sport and activities such as music and drama
Objectives	Children and young people develop a wide range of creative skills Children and young people continue reading for leisure into adulthood
Responsible officer	Head of cultural services
Others involved	Sports development team, hports college staff

Audit - make a positive contribution

2.44 There are nine indicators, although, of these, one is to be identified, and another – ‘enterprising behaviour’ is difficult to measure. We have reliable data relating to only a minority of the indicators – offending levels, crimes brought to justice, and exclusions. Key issues, from the limited data we have, appear to be:

- levels of offending reduced by 30 per cent between 2002 and 2004. The majority of young people supervised by the youth offending team live in the Wood Street, Hoe Street and Leytonstone areas;
- there has been a rise of 13 per cent in the numbers of looked after children cautioned or convicted of an offence between 2003 and 2004;
- young people are at high risk of being victims of crime – more than two out of five have been a victim of crime over the last twelve months;
- permanent and fixed term exclusions rose between 2004 and 2005 but remain at the London average;
- the number of pupils with statements for low level special educational needs is relatively high;
- patterns of pupil attainment indicate that some children and young people do not make successful transitions between the phases of education;
- pupils with statements in mainstream settings remain below the levels of many other authorities;
- the number of home educated children and young people remains well below the average for similar boroughs; and
- for personal, social and emotional development at the foundation stage, children are below national level.



Analysis of need: positive contribution

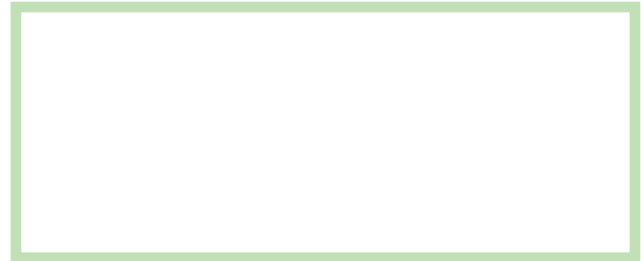
- 2.45 The development of a coherent borough wide approach to participation is in the early stages. The assessment for learning as the basis for personalised learning is a priority for development for the majority of schools in all phases.
- 2.46 **Engage in law abiding and positive behaviour in and out of school:** the pattern of both fixed term and permanent exclusions reflects the national rise and is being tackled in the priority for staying safe. The number of looked after children who are involved in criminality is too high. Bullying both in and out of schools is an anxiety for many children and young people.
- 2.47 **Develop self- confidence and successfully deal with significant life changes and challenges:** the pupil attitude survey is to be re-instated across all schools giving local and national comparators. There is still much to be done to ensure teaching and learning is seamless between schools and between schools and colleges and ensure that children and young people's knowledge and skills are recognised and developed without losing momentum. Better transition arrangements are a key priority for the borough.

Health Services need to work with all departments that provide services for children to avoid duplication

PCT Board

As a parent of a child with special educational needs I was worried that moving to secondary school might be a difficult time. However in year five her needs were carefully looked at and we discussed the schools she might want to go to with the borough. My child's views were taken very seriously, and then the local authority made sure that all the information was considered together with our views and we were offered the school that we wanted her to go to that is near to where we live. A learning mentor then worked with my child at the end of her primary school year and took her into secondary school.

Parent



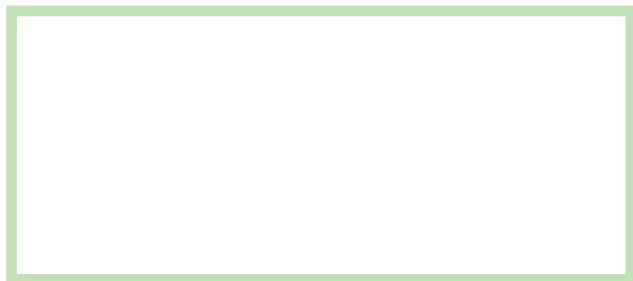
2.48 Develop enterprising behaviour: there is a need for the education business partnership to broaden work experience placements and work interviews for pupils at key stage four, and to support key stage four programmes in colleges.

Key outcomes: make a positive contribution

Our aspiration: 'that children and young people are self-confident, have a strong sense of moral purpose, have their voices heard and contribute to life in the borough'

Our priorities are to:

Priority outcome 9	Help young people to be law-abiding, to be positive about their lives and those of others, and to deal well with change
Objectives	Children and young people sustain progress following entry into new settings, schools or other education or training provision Young people at risk of offending, or who are young offenders, receive prompt advise and support Young people at risk can shape decision-making about their futures
Responsible officer	Head of community safety, head of early years, head of community education, head of services for vulnerable children, LSC (London North)
Others involved	Schools director
Priority outcome 10	Give more opportunities for children and young people to take part in activities and have a say in decisions about our community
Objectives	Increase the number of children and young people taking part in community activities Increase the number of children and young people participating in decision-making in their communities
Responsible officer	Head of youth services
Others involved	Head of community education, LSC (London North)



Audit - achieve economic well-being

2.49 There are nine indicators, with information – mostly sound and verifiable – for all. Highlights are:

- eight per cent of young people leaving school – between 200 and 250 – are not in employment, education or training;
- about the same percentage of 19 year olds achieve level two locally as nationally (about 67% in 2004), although local data are not reliable;
- levels of material deprivation: we are the tenth highest in London, with five housing estates that are in the poorest ten per cent in the country, and 30 per cent of pupils entitled to free school meals (the outer London average is 12 per cent).

Analysis of need: economic well-being

2.50 **Engage in further education, employment or training on leaving school:** the audit information available shows that the needs of many young people are not being met. The 14-19 strategic plan identified three groups whose needs are either not met, or not met fully – those who:

- are at entry level, levels one and two pre-16, and are limited in terms of the breadth and diversity of the curriculum, including and alternatives to GCSEs and/or alternative routes to GCSEs;
- are gifted and talented and do not always have access to curriculum provision at a higher level; and

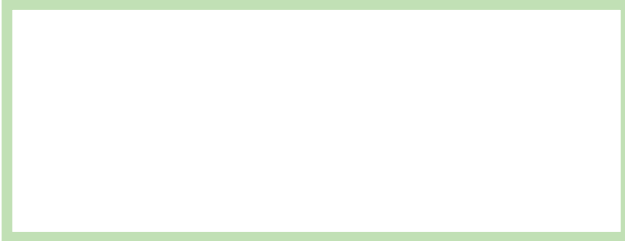
- would enjoy, or benefit from, courses the facilities for which are not available at their school.

2.51 Those in most urgent need of broader programmes in key stage four, and high levels of support pre and post sixteen, are the young people in the 16-19 group who are not in employment, education and training. This is a concern for a number of reasons:

- the lost opportunities for these young people that will subsequently affect their lifelong well-being;
- the potential for these young people to become socially excluded and suffer poor health, and be affected by crime;
- the subsequent lifetime costs to the public sectors support agencies;
- the cycle of family deprivation that tends to occur as these young people enter adulthood and become parents; and
- the lost contribution to the economy.

2.52 **Ready for employment:** there is a need to focus on:

- practical changes to the curriculum for 14-16 year olds;
- work related learning involving employers for all in key stage four;
- collaborative activities to increase the opportunities in key stage four for young people to follow vocational programmes that have clear progression routes into further education and skilled employment;
- providing high-quality information, advice and guidance to help young people make choices from the wide range of options available;
- ensuring high quality teaching, training, assessment and feedback;
- Increasing participation, retention and achievement post-16 for young people from Waltham Forest; and



- monitoring and evaluating data relating to destinations and participation of 14-19s in education and training, to support planning, collaboration between institutions and ensure a balance of provision and elimination of unnecessary duplication.

2.53 Despite improvement made in level two achievements at age 16 within the borough,

other local authorities with similar profiles have improved their performance at a faster rate. This means that our progress of achievement at the end of key stage four is lagging behind and that a step change in performance is required.

2.54 **Live in decent homes, and in households free from low income:** many of our young people whose prospects are blighted by low educational attainment, and a lack of training, are poor. Many who are from poor families, and even those who are not, live in sub-standard accommodation. These children need their parents to achieve at least 60 per cent of the average wage – above the poverty level – and to live in decent homes.

Key outcomes: economic well-being

Our aspiration: ‘that young people are prepared for further education, training and high-quality employment’

Our priorities are to:

Priority outcome 11	Help many more young people get into good further education courses or training, which lead to higher education and/or good jobs
Objectives	All young people in key stage four have access to high quality learning, training and employment post 16 All post-16 students have access to high-quality education and training appropriate to their needs
Responsible officer	Head of community education
Others involved	Schools director, assistant CE, regeneration
Priority outcome 12	Reduce the number of our children and young people living in poverty, and in poor housing
Objectives	Increase the number of parents in training and sustainable employment Increase the take-up of benefits by parents Increase the numbers of children and young people living in decent homes
Responsible officer	Assistant chief executive, head of housing services
Others involved	Head of early years, head of children and families

Our strategy for the development of services for children

3 Transforming services

Transformation: general principles

3.1 This section sets out our intentions for whole-system change, through integrated front-line delivery, and processes. Our founding principles are straightforward, based upon the needs of our communities while being consistent with the framework set within *every child matters*. That is, we will develop services which, wherever possible, are:

- local, or easily accessible;
- integrated with other services required; and
- appropriate to the individual child / young person's needs

3.2 Local or easily assessable means that services are available, where possible, at a place, and time, convenient to the user. For most, this may mean near where they live, but in some cases, particularly for young children, local may mean near to a transport link they use. For many teenagers, it may be appropriate to increase their access to technology. For example, using text messaging to provide information and improved internet service access. In the strategic planning period, we will explore different ways of improving the accessibility of services.

3.3 An example of integrated universal services is our children centres. These will provide education, wrap-around childcare (including after-school play) for parents who need it, plus a range of health services – midwives, health visitors, and therapies – available in or near to the centre.

3.4 An example of integrated targeted services is our newly opened specialist service for children – a range of professionals work

together, in a single building, and under one manager, to offer 'joined-up' services. Multi-agency assessments can be arranged so only one visit, rather than the three or more that might be required.

I have always had to see lots of different people as my child has so many different problems. When I had my appointment at the specialist children services (scs) we saw most of the people we needed to see on one visit. The appointment was longer than usual but what a relief not to have to traipse around lots of different offices. It was obvious that they were all talking to each other about my child as well so I didn't have to keep saying the same things again and again.

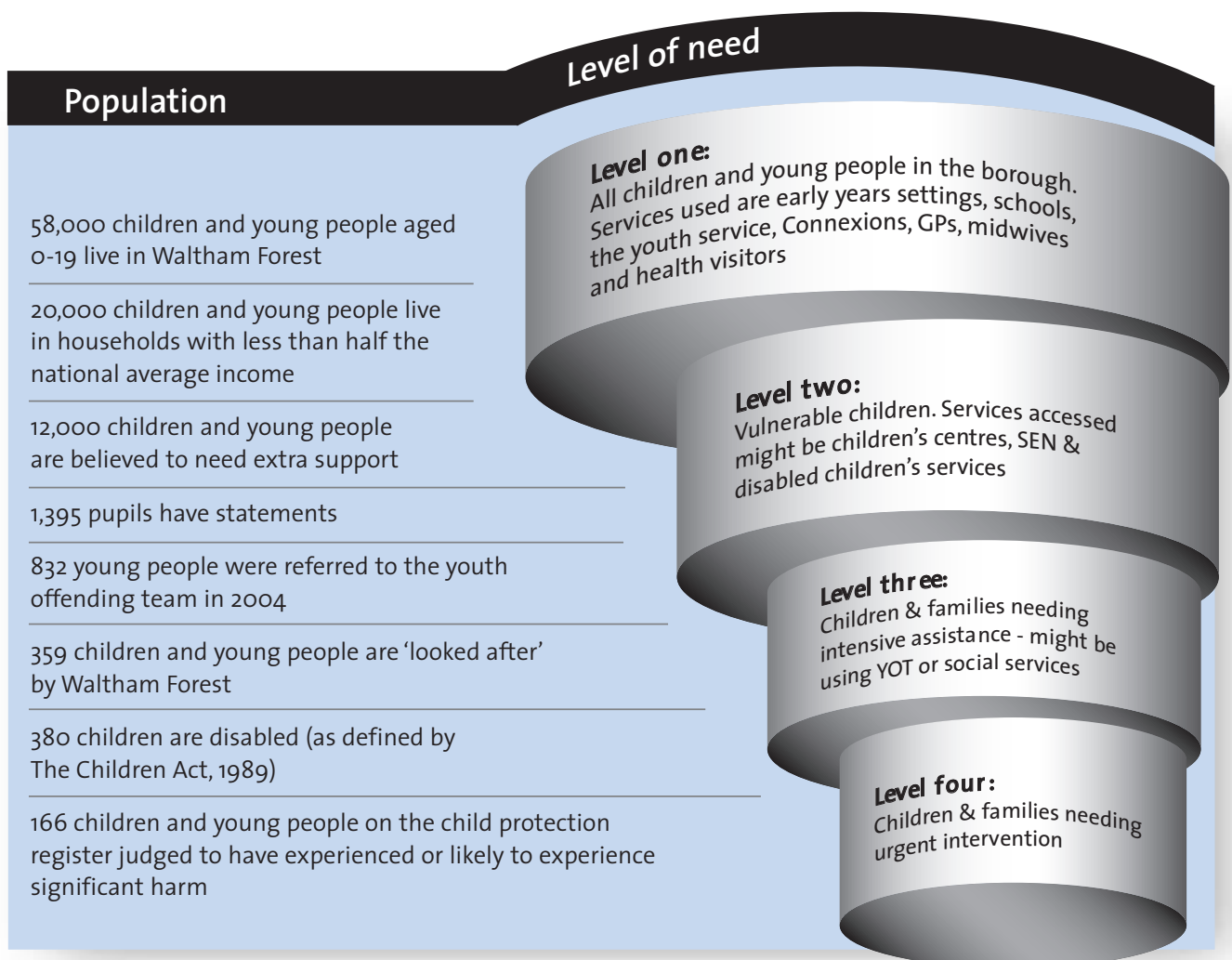
Parent

3.5 Services that are appropriate to individual needs can mean many things – schools adapting teaching to ensure that pupils' individual learning styles are accommodated; wider learning opportunities, including vocational courses, at key stage four; and a much wider range of activities available to all.

3.6 Our intention in the planning period is to provide better opportunities for all children and young people in the borough to reach their full potential. We will intervene early to help children, and their families, who need additional support, while ensuring we maintain the capacity to meet the needs of the most vulnerable.

3.7 The diagram on page 22 shows the groups of children and young people that will be the focus of our plan. There are 58,000 children and young people in the borough, and they are included in the four levels of need.

& young people, 2006/09



3.8 We map out, in this section, our plan to transform children's services, rather than improve them incrementally, through the development of our capacity to:

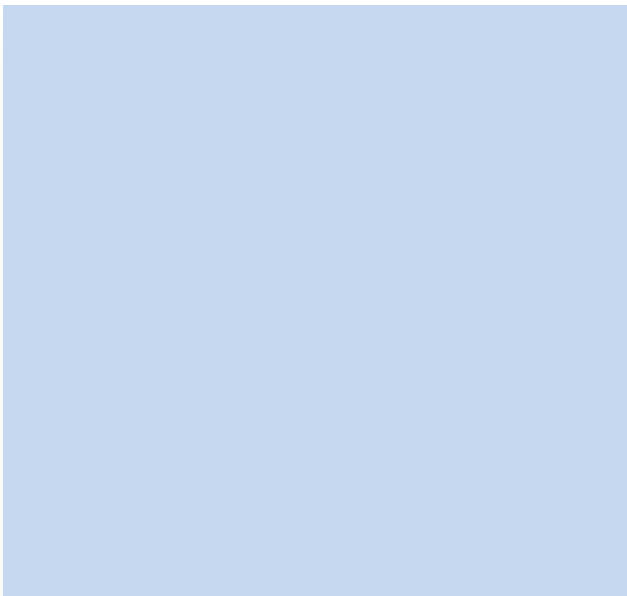
- integrate front-line delivery, through personalising and integrating our 'universal services', developing our targeted and specialised services, using an increasingly skilled and effective workforce; and
- integrate processes, through a transformed ability to share information and the development of the common assessment framework.

Strategically, I think the council is making a very positive statement with the plan ... it overtly demonstrates that the council and ipso facto, the borough has turned a corner and are firmly focused on sustained development in Waltham Forest

head teacher

Our strategy for the development of services for children & young people, 2006/09

“ This seems to be an important strategy for (the borough) to pursue ”
 school governor



List of priorities by area

3.9 The priorities we propose in order to transform children’s services within the planning period are summarised below. There are eight priorities grouped into six ‘blocks’ (see under service / process in the table). Every priority has a purpose, a responsible officer and other post-holders involved. Actions to achieve the priority are listed in the 2006/07 action plan.

service/process	Descriptor	priority
Integrated front line delivery - universal services	Early years / childcare	Priority 1: establish children’s centres / extended schools as an integral part of extended provision across the borough
	Schools, youth service	Priority 2: devolve resources to area partnerships
	Health service	Priority 3: integrate universal health services with other universal services
Targeted/ specialised services	Children’s social services	Priority 4: safeguard and promote the welfare of vulnerable children
The workforce	Workforce development	Priority 5: establish the new staffing structure for children’s services
Integrated processes	Information sharing, common assessment, lead professional	Priority 6: develop an effective workforce across the borough including the provision of appropriate professional development and common working practices and processes within all children’s services
Budgets		Priority 7: develop shared arrangements that enable resources to be targeted to meet priorities
Governance	Planning and controls	Priority 8: develop and establish a new governance framework

Integrated front-line delivery

Personalised and high-quality, integrated universal services

3.10 The universal key services are those located within education – early years settings, schools, colleges, the youth service, and a range of healthcare services, such as general practitioners (GPs), midwives and health visitors.

Integration of services is a good thing if it means easy access for young people, and if it avoids some of the duplication of work that occurs under the current system

Connexions worker

- 3.11 We aspire to an entitlement for all children and young people to be taught by expert teachers, who have a high level of skill in the curriculum, who are able to deploy their knowledge of what pupils can do, who build on learning that happens out of school to add value through a rich and inspiring curriculum. Minimum progress levels for every child and young person, within a broad curriculum that offers a means to provide for more options than we are able to at present, are being agreed with schools.
- 3.12 In order to achieve this schools are exploring formal arrangements for collaboration in order to ensure that where schools may not have facilities of their own, they can provide through a partnership with other local schools. The education improvement partnerships (EIPs) will agree local collective targets, based on their knowledge of their communities and what children and young people have already achieved.
- 3.13 An integral element of provision that meets this standard is the availability of effective support for any child experiencing

difficulties, rapid access to targeted services for those who require them, and sound processes to safeguard children and young people who are ‘at risk’ of harm.

Priority action 1	Establish provision (children centres and schools) across the borough through local partnerships
Purpose	To ensure that early years settings and schools provide a range of services, and childcare and activities in the planning period, across the borough, before and after school, and linked to the extended schools programme
Responsible officer	Head of early years, director of schools
Others involved	Head of capital, school and workforce development officers

- 3.14 Children centres are already under development following local consultation: there will be six at the beginning of the planning period, with current plans to extend this number to 16 by 2009. Their role in extended provision is being planned at the time of writing. Extended schools are being planned in three areas, with a ‘lead school’ allocated in each. The lead school will carry out a needs analysis before determining which schools are to offer what services to meet the needs of children and their parents.
- 3.15 We have developed a very strong governance framework for extended schools, which the extended schools strategy group approved in November 2005. There are three area partnership groups – one each for Chingford, Walthamstow and Leyton / Leytonstone. These partnerships are intended to form the basis of local

Our strategy for the development of services for children & young people, 2006/09

partnerships, the remit for which might be all children's services, becoming area planning boards. These might become responsible for allocating devolved funding, setting responsibilities for partners, and targets.

3.16 The aim of developing education improvement partnerships (EiPs) into formal partnerships is to give schools, and other appropriate partners from all three sectors, as many resources as possible in order for them to manage service delivery locally. This will give organisations within areas flexibility to work in partnership to meet the needs of local children and young people, taking collective responsibility for all from the most able to those with the greatest level of needs. Schools have commenced partnership work through federations and collaborations and are well placed to take on further devolved funds through group arrangements.

Priority action 2	Devolve resources to area partnerships
Purpose	To ensure that responsibility and accountability for children's services are located where they can be most responsive and accessible to local communities
Responsible officer	Director of children's services
Others involved	EduAction, schools

3.17 Our vision is a range of services managed and run very differently, in partnership with providers spanning the three sectors (private, public and voluntary), to include access to specialist services on school sites.

Children need outside school activities – sport and other activities...(such as) music, woodwork, chess, model-making ... the aim should be to provide flexible activities so provision can be scaled to demand as required – multi-use spaces

school governor

3.18 Using the national service framework (NSF) and the [every child matters change for children](#) programme, our health partners are committed to developing fully integrated universal services for children and young people that will be integral to the three areas.

Priority action 3	Align 'universal' health services with other universal services
Purpose	Establish management arrangements that ensure universal health services are aligned with other universal children's services
Responsible officer	Director of primary care, Waltham Forest PCT
Others involved	Director of children's services

Targeted and specialist services

3.19 Through the introduction of integrated processes, information sharing indexes, the common assessment framework and the lead professional role, we will transform child protection, moving from a model which focuses on protection to a safeguarding model in which the lead professional for the child co-ordinates assessments and the provision of services. Safeguarding will be everybody's responsibility.

When my child was born, we were told that he would have learning difficulties. We were really upset and worried and didn't know which way to turn. The education support project (ESP) allocated Susan as a key worker. She met with us whenever we needed and came with us on visits to see specialists. She made sure we understood what was going on and what we could expect. It meant we could concentrate on getting to know and loving our new baby.

parent

3.20 The lead professional might be a health visitor, a teacher, a youth worker or any other professional responsible for children. Social workers' lead responsibility will continue in relation to children subject to child protection enquiries, children on the child protection register and looked after children.

Priority action 4	Safeguard and promote the welfare of vulnerable children
Purpose	To replace the narrow child protection agenda with a broader safeguarding agenda, closing the gap between service tiers and service groups for vulnerable children.
Responsible officer	Head of children's social services
Others involved	Director of children's services, Integrated processes project board and project team

The workforce

3.21 Workforce development is crucial to the transformation of services for children here. The structure of the new directorate will reflect this: a second-tier officer will have responsibility for co-ordinating work across all relevant services, and for the professional development strategy.

3.22 For the children's workforce there is already a good range of training leading to accreditation that will be developed further in the forthcoming year. At present individual services offer their own training and a borough-wide offer will be developed that champions a good understanding of separate services' roles, areas of responsibility and skills. This will be linked to the development of the lead professional role.

3.23 Our children and young people rely heavily upon their parents and carers for health, safety and well-being. However, a second group of people is crucial: the range of adults who listen to them, understand their concerns, look after them, teach them, and plan and manage the services they need. Our key challenge here is to attract and keep skilled, qualified and motivated people in our children's workforce.

3.24 We know that we need to offer flexibility in terms of career pathways. Different jobs, at different levels and with varied hours will suit staff at various stages of their personal lives: many careers now are not 'linearly progressive'. Although part of our strategy is to undertake consistent, detailed labour market analysis, we know that we need to focus on recruiting – and retaining – social workers, foster carers and other care staff, early years and childcare workers, midwives, health visitors and speech therapists.

Priority action 5	Establish, and keep under review, the management and staffing structure for children's services
Purpose	To create an efficient and effective children's service directorate
Responsible officer	Director of children's services
Others involved	Chief executive, cabinet, managing director (EduAction), director of continuity services

Integrated processes

3.25 We are aware that our administrative processes that have been developed within different services and agencies will affect integration, and the work of front-line staff. For this reason, the development of more integrated processes is a high priority. We believe that common processes will assist significantly our universal providers' ability to work more effectively together. There are two key areas we will focus upon in the planning period – the development of a common assessment framework, and information sharing.

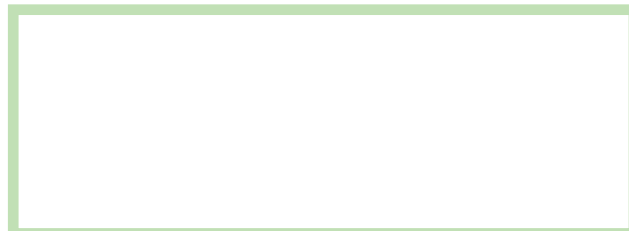
Information sharing and assessment (ISA) and common assessment

3.26 The sharing of information about vulnerable children, including those who need multi-agency support, is vital. The lack of good inter-agency working, including data sharing, means that vulnerable children can be even more at risk. Thus, the development of ISA is a priority in the planning period.

3.27 'Mind the gap' events have been developed by children and adult services and will be used as a template for further development of an understanding of working practices. The EIPs / area partnerships will play a significant role in monitoring and evaluating the development of common working practices, and in setting out clear protocols for inter-agency working. The common assessment framework is being piloted in a small number of schools and a protocol for information sharing has already been agreed although implementation work will be needed in the next year.

‘ The plan needs to be fully inclusive remembering parents and families, and not just children ’

PCT board



Priority action 6	Develop an effective children's services workforce across the borough
Purpose	To ensure a fit for purpose workforce that can improve the outcomes for children
Responsible officer	Director of children's services
Others involved	Head of strategy and resources, workforce development officer, director of continuity services

Resourcing

3.28 Commissioning of services has been in place only in a limited number of areas and the respective roles of the partnerships and the local authority will be clarified. Early work to establish good practice in this area has been through the local area agreement, where resources are more clearly focused. Pooled budgets may not be the best means of achieving better-targeted services, and early thinking is that interagency working can be more effective, in conjunction with some commissioning of specific services

3.29 Joint commissioning is a complex process, and one that should not be contemplated until and unless there is a common definition. The DfES definition is: 'working across agency boundaries to identify needs, specify service requirements, decide whether to purchase or provide the services and then procure or deliver them'.

Priority action 7	Develop shared arrangements that enable resources to be targeted to meet priorities
Purpose	To ensure that children’s services are resourced efficiently and effectively
Responsible officer	Director of children’s services
Others involved	Head of strategy and resources, managing director (EduAction), director of continuity services, LSC (London North)

‘ All of the priorities need to be reflective of the move to enabling families to solve problems. In essence services enable children and families to help themselves. It moves away from dependency to partnership and self- development ’
 head teacher

3.30 We recognise the potential of commissioning: it can lead to more effective – and sensitive and relevant – responses to needs, and can also be more efficient, thus freeing up resources for reinvestment elsewhere. The focus is on improving outcomes: commissioning will be considered primarily against this criterion.

3.31 Section five contains information about current financial, human and capital resources.

Priority action 8	Develop and establish a new governance framework
Purpose	To create a governance framework that is fit for purpose, and which makes clear to all partner agencies their roles and responsibilities
Responsible officer	Director of children’s services
Others involved	Chief executive, cabinet, stakeholders

Governance

3.33 Our proposed area partnerships will include public, private and voluntary sector providers, and governance arrangements are critical to success. Models for ensuring the authority’s responsibilities are still rigorously carried out while devolving increased responsibility to providers are being thought through and are still in early stages. Of prime importance is the need to retain a Waltham Forest overview and vision for the whole borough. Our general intentions are outlined in section six of this plan.

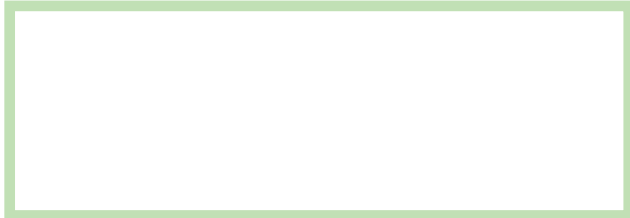


Our strategy for the development of services for children

4 Performance management and service review

- 4.1 Robust performance management and review arrangements are vital to ensuring the successful delivery of this strategy and the annual action plans.
- 4.2 The vision and our achievement against the outcomes and targets we have set will be managed using the council's performance management and review framework. This framework links what happens across and within the council to the performance management of staff, and primarily focuses on supporting the delivery of the council's long-term vision and the community strategy. We will use this framework to meet the national requirements of annual performance assessments (APAs) and joint area review (JAR).
- 4.3 We recognise, however, that delivery of the strategy will not be achieved without the engagement and full co-operation of all its signatories. We acknowledge that partner bodies have their own arrangements and we will need to work with them to identify how different performance management systems can be aligned to monitor and enable delivery of the action plans. This will be addressed as part of drawing up and agreeing the governance arrangements (see section six, below).
- 4.4 Action plans for each year of this three-year strategy will be published in the February before the financial year starts. The action plans for 2006/07 are published with this strategy. These show in detail how we are going to deliver our priority outcomes (section two), and the actions we will take to begin the transformation of services for children (section three). The action plans set out 'high-level' actions, with targets and success criteria, for all the key outcome areas and transformation priorities.
- 4.5 The action plans will be used to underpin delivery of the strategy on an annual basis. To ensure the action plans are fully integrated into council business, actions will be incorporated within the service plans of those directorates responsible for delivery. As part of this process, our partners' business plans will also need to be drawn up with this strategy in mind.
- 4.6 Progress against the plan will be monitored and reported on a quarterly basis and action will be taken in those areas where activities have slipped and or where performance targets are unlikely to be achieved. A traffic light system of reporting will be used and the post-holder with lead responsibility will take a course of remedial action. This will ensure that progress is maintained at the intended rate and will allow us to focus effort on specific challenges and plan for them.
- 4.7 We will identify those performance indicators that are only available annually, and seek, with our partners, to improve local data collection and information. The availability of more local information will help us to undertake a thorough analysis of the needs of children and young people within the borough (see section seven for the performance indicator and target framework).
- 4.8 The council is under a statutory duty to improve continuously the economy, efficiency and effectiveness of services. Robust, targeted service reviews act as one of the key mechanisms to deliver continuous improvement and provide a focus for driving the efficiency agenda. Service reviews can be of a single or whole service or may be based on a themed approach. A themed review, for

& young people, 2006/09



example, cuts across various service areas and/or functions, strategies and objectives, and is far more focused on the council's overall objectives.

4.9 The type and scope of review will be determined by the following criteria:

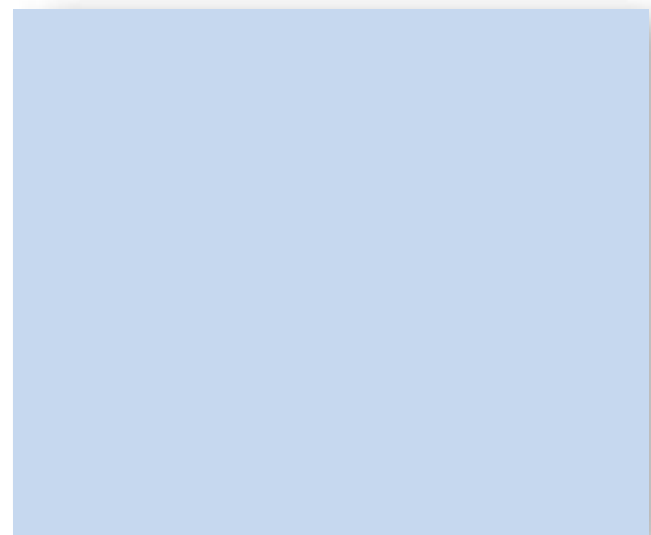
- service costs – where costs are high;
- performance – where performance is poor;
- where there is scope for efficiency savings; and
- where it is a corporate priority.

4.10 We will undertake reviews using a range of in-house teams and external consultants, but also seek challenge from colleagues in other authorities. Reports will be made to the body or bodies deemed appropriate. Particular care will be taken to ensure proper scrutiny, through the use of the council's scrutiny process, and the engagement of members, and partners' quality assurance procedures.

4.11 During the lifetime of the plan, service reviews will be used to ensure we deliver real improvements for children and young people in the most efficient way. The programme of reviews will be decided at the beginning of each financial year by the council's management board, which includes the director of children's services. Where necessary we will seek full approval and co-operation of partner agencies. The programme of reviews will be published in the council's annual performance and improvement plan.

4.12 Implementation of the recommendations flowing from any reviews will be a matter for the director of children's services, and other partners as required.

4.13 The production of quarterly reports will be one aspect of reviewing progress against the plan. Under the Children and Young People Plan (England) Regulations 2005, we will review the plan annually. The first review will take place during 2007/08, after the annual performance assessment meeting. The production of quarterly reports will be used to drive this review and will be supported by the APA of children and young people.



4.14 In 2008, we will be subject to a joint area review (JAR) of services for children and young people, led by Ofsted and the Commission for Social Care Inspection (CSCI), alongside a corporate assessment of the council. The Audit Commission has published a provisional timetable, which indicates that our JAR will take place between April and December 2008. The outcome will inform the planning process for 2009 / 2012.

Our strategy for the development of services for children & young people, 2006/09

The timetable below sets out key dates for the planning period. This approach sets out our responsibility to 'plan, do and review' to improve outcomes for children and young people.

		Year 1 (2006/07)	Year 2 (2007/08)	Year 3 (2008/09)
Q 1	April	Children and young people three-year strategy published	Fourth quarter performance report published Report to inform the APA self-assessment	Fourth quarter performance report published JAR due between April and December 2008
	May	APA self-assessment submitted	APA self-assessment submitted	
	June	Performance and improvement plan 2005/08 updates for 2006/07 Includes programme for service reviews	Performance and improvement plan 2005/08 updates for 2007/08 Includes programme for service reviews	Performance and improvement plan 2005/08 updates for 2008/09 Includes programme for service reviews
Q 2	July	First quarter performance report/APA meeting	First quarter performance report/APA meeting	First quarter performance report
	Aug			
	Sept	APA letter published (Sept/Oct) Council policy & resources review budget growth bids for 2007/08	APA letter published (Sept/Oct) Council policy & resources review budget growth bids for 2008/09	Council policy & resources review budget growth bids for 2009/10
Q 3	Oct	Second quarter performance report	Second quarter performance report Commence first strategic plan review	Second quarter performance report
	Nov	Children's services rating published (APA judgement) Service planning process for 2007/08 starts Management board to consider budget growth schedule for 2007/08	Children's services rating published (APA judgement) Publish results of first CYP review Service planning process for 2008/09 starts Management board to consider budget growth schedule for 2008/09	
	Dec	Overall CPA score with direction of travel published RSG settlement announced	Overall CPA score with direction of travel published. RSG settlement announced	RSG settlement announced
Q 4	Jan	Third quarter performance report	Third quarter performance report	Third quarter performance report
	Feb	Approval of draft budget and service plans by cabinet	Approval of draft budget and service plans by cabinet	Approval of draft budget and service plans by cabinet
	Mar			

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Our strategy for the development of services for children

5 Resources and risk

Introduction

- 5.1 The resources within each of the three existing main service areas are assessed as follows:
- revenue;
 - capital assets; and
 - human resources.
- 5.2 There is a separate section on risk. For ease of reference for this first plan, the resource position for children’s services is analysed separately by main partner organisation:
- Lifelong learning: schools, schools support, central/strategic education management and administration, early years, youth, community learning;
 - Social services: social care, assessment, child protection, disabled children and other specialist services; and
 - Waltham Forest PCT.
- 5.3 As this plan develops and to a greater extent for future plans, there will be a greater level of integration of resources as services become more integrated. A more comprehensive picture of resources that are expended will be developed during the planning period.

Revenue

Overall position

- 5.4 The council and the PCT spent a total of £236m in 2005/06 on the education and care of children. More is spent on health care by GPs, hospitals and other health provision but as these resources do not form part of the statutory structure of children’s services and are not controllable by the partners, they have been excluded from the resource analysis within this plan. A more

comprehensive picture of resources that are expended will be developed during the planning period.

Lifelong Learning

- 5.5 In the 2005/06 financial year, the council plans to spend a total of £200m a year on schools, the services that support them and on other education and leisure services for children and young people. A breakdown of the service budgets is set out below:

Budget 2005/06	£M
Schools budget	170
Strategic management and other central LEA functions	14
Youth and community	4
Early years, sure start and children’s centres grants	8
Libraries and other cultural services	2
Sports & Leisure	2
Total budget	200

- 5.6 The costs set out above for cultural and leisure services and the community learning and adult skills service (CLASS) represent an apportionment of the total costs of the services that can be assumed to be spent on children and young people. A greater level of detail on the breakdown of the schools budget is provided as an annex to this strategic plan, at www.walthamforest.gov.uk/annex-12-risk-register-lifelong-learning.pdf

Children’s social services

- 5.7 The council spends £27m on children’s social services as set out in the table below:

& young people, 2006/09

Budget 2005/06	£M
Placements & Resources	11
Assessment	2
Family Support & Protection	4
Specialist Services	4
Disabled Children	2
Business Support	4
Total Budget	27

Budget 2005/06	£M
Specialist children services	3.6
Health visiting	1.9
Child protection	0.1
School nursing	0.5
Commissioning individual packages	0.4
Children homecare	0.4
Children equipment and transport	0.1
Great Ormond Street hospital	1.6
Total	8.6

Primary care trust

- 5.8 The PCT spends a total of £8.6m on the categories of children's services covered by the services relevant to the plan. Expenditure for children's services is spread over a wide range of health services, from primary care to in-patient care both short and long term. This includes provision for children who are well (for instance immunisation) in addition to those who need interventions for minor illness through to more complex packages. The PCT is a provider of services such as health visiting and community paediatric service. It is also a commissioner of services such as admissions to the children's wards both locally and at national children's hospitals.

where is the money coming from to sustain what has to be a long-term project?
supplementary school head teacher

- 5.9 The budgets shown below are those relevant to the services covered by the plan:

Priorities and plans for the future

Lifelong Learning

- 5.10 The government is introducing new school funding arrangements from 2006/07. There will be a dedicated school grant that will take school funding out of local government revenue support grant arrangements and will therefore entirely ring-fence school funding from the remainder of local government funding.
- 5.11 Under the new arrangements, the DfES will provide the council with multi-year budgets with restrictions on changes to the pattern of funding between years. The council in turn will provide its schools with multi-year budgets.
- 5.12 There are significant pressures in both the schools and centrally retained budgets arising from spending on special educational needs (SEN) over the next three years, which will mean that difficult decisions about resource allocation will need to be taken within children's services.

Our strategy for the development of services for children & young people, 2006/09

5.13 In addition to SEN, the other key priorities that will guide the allocation of resources within schools and lifelong learning are:

- support for schools involved in the schools for the future programme;
- 14-16 provision;
- devolution of functions and resources relating to support for pupils from the centre to the area partnership boards and individual schools;
- reduction in costs of non-schools services to meet council budgetary requirements; and
- greater efficiency through the improved use of accommodation and the disposal of unsuitable buildings.

Children's social services

5.14 As part of its medium term financial strategy the council has reinvested efficiency savings in older people and adult services into protecting vulnerable children. In the medium term financial strategy 2005-2009, the council is committed not to require the service to contribute to the annual cost reductions and service reduction exercise.

Primary care trust

5.15 The PCT expects to receive a reduction in budget over the next two years. The table below sets out a projection of the overall level of resources available to children's services in the next three years broken down according to each partner's area.

Area	2006/07	2007/08	2008/09
Schools budget	175	183	194
Other lifelong learning budgets	31	31	32
Social care	27	28	29
PCT	9	9	9
Total	242	251	264

Capital Assets

Overall position

5.16 Children's services are provided from 177 premises across the borough as follows:

Type of premises	Number
Schools:	
Primary, infant, junior and nursery schools	58
Secondary schools	17
Special schools and pupil referral units	7
Children centres (by April 2006)	6
Day nurseries and other early years sites	72
Social services children and families units	12
Integrated service for children with disabilities	1
Total	173

Priorities and plans for the future

Lifelong learning

5.17 The council has ambitious plans in place to redevelop its secondary school estate through the building schools for the future programme. The borough's first phase of schools in Walthamstow will be redeveloped during the period 2007-2009. Phases two and three, for Leyton/Leytonstone and Chingford, will follow in the period 2009-2011. The council will select a consortium by August 2006 to form a local education partnership (LEP) with the borough as the vehicle to deliver the building schools for the future programme.

5.18 The council's asset management plan (AMP) for schools, sets out the priorities for addressing building related problems. The AMP for 2005/06 identifies a backlog in maintenance and suitability works required in schools of £25m over the next five years.

5.19 The backlog in secondary schools will be addressed by the BSF programme. For primary schools, considerable redevelopment work has already been undertaken with seven new primary, infant and junior schools built as part of the grouped schools PFI project and Mayville primary school, built through a successful targeted capital fund bid.

5.20 The government has announced that there will be a building schools programme for primary schools. The borough is well-placed to take advantage of these plans when the government's intentions are clearer. This is because it will have a LEP in place and because of its strong track record in developing its education vision and in procuring major education programmes.

Children's social services

5.21 The provision of social services premises is linked closely to the council's overall accommodation strategy, designed to provide modern accommodation for clients and staff. There have been some important recent decisions to improve the service provided to children.

5.22 New offices with better facilities for children and families and staff have been provided for the child protection and reviewing service and the asylum service. Alternative accommodation is also being identified for the adolescent support service

Primary care trust

5.23 Commissioning a patient led NHS requires PCTs to become commissioning organisations. The main functions for the PCT are yet to be determined at the time of writing. However, it is clear that public health will be key to the PCTs role. In terms of priorities for children the PCT will continue to ensure the following:

- commissioning integrated services for all children;
- achieving service delivery through children centres and extended schools;
- ensuring provider services are aligned with social care partners;
- addressing health inequalities; and
- strengthening the public health agenda.

Human Resources

Overall position

5.24 The partners (excluding the PCT) employ some 4,800 staff in children's services. The largest numbers of staff are in schools with significant numbers providing social care, early years, play and youth services.

Lifelong learning

5.25 The existing staffing numbers in schools and Lifelong Learning are as follows:

Service	staff nos.
Schools	4,023
Schools support services in EduAction/ Lifelong Learning	354
Early years and play	70
Youth	47
Work based learning services for young people in ClaSS	4
Sport and leisure	8
Libraries (estimated)	27
Museums and galleries (estimated)	4
Arts, tourism and events	2
Total	4,539

All staff numbers are full-time equivalents

Our strategy for the development of services for children & young people, 2006/09

Children's social services

5.26 The staff numbers supporting children's social services are as follows:

Service	staff nos.
Business support	13
First Response and Assessment	53
Family Support	56
Protection, Partnerships and Planning	16
Placements and Resources	56
Commissioning and Specialist	91
Total	285

Primary care trust

5.27 The primary care trust has just been restructured. There are now four directorates, managed by a director, who reports to the trust's chief executive. These are commissioning, strategy and performance, public health, finance, and clinical and business support. The disaggregation of staff who work to provide services for children has not been possible within the publication date of this strategy, and therefore PCT full-time equivalent staff are not included here.

Priorities and plans for the future

5.28 The priority is to develop an effective children's services workforce as specified in priority action 6, with appropriate professional development and common working practices and purposes within all children's services. These changes will ensure that our staff can work together to improve the outcomes for children

5.29 In developing a broader human resources strategy for children and family services, a clear emphasis is being given to the recruitment, retention and development of

the workforce. We will continue to make best use of management information to benchmark ourselves against other authorities, as we are aware that we are competing for the best quality staff. Human resources support will be provided to assist managers to performance manage the workforce in order to deliver key outcomes for children and their families.

Risk management

5.30 The council operates a well-developed approach to risk management. The council's governance committee receives regular advice about officers' assessment of the main risks. The risks are grouped according to likelihood and potential severity. For each main risk the lead service prepares a risk log, setting out the risk and the management action needed to deal with it. The logs are reviewed quarterly to ensure that they are being managed effectively. Risk management is built into the council's major contracts.

5.31 The key risks associated with children's services are included within the council's overall risk chart, and detailed risk logs for each of the major risks are can be located at www.walthamforest.gov.uk/annex-11-risk-register-social-services.xls

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6 Governance and service management

Introduction

6.1 The aim of this section is to set out the basis of governance arrangements that will best enable the transformation we want for children's services in Waltham Forest. In order to ensure the efficient and effective governance of integrated children's services, we must devise a system that has the capacity to:

- Facilitate strategic planning;
- Ensure proper controls are in place; and
- Manage performance.

6.2 Priority action eight in section three of this plan is to develop and establish a new governance framework. The transformation plan for 2006/07 contains actions that will ensure the objectives for the governance priority are addressed within that year.

6.3 Under the Children Act, 2004, it is the responsibility of the local authority to make arrangements to bring together local partners: the director and lead member will lead this process. In this section of the plan, we set out high level arrangements we believe will lead to the full engagement of all partners, while ensuring that accountability remains. All partners will retain responsibility for discharging their statutory duties.

Governance arrangements: requirements

6.4 [The statutory guidance on inter-agency co-operation to improve the well-being of children](#) essentially relates to children's trusts. This plan takes account of the five government guidance documents on trust governance, strategic planning, the local safeguarding children board, the roles of the director and lead member for children's

services and the cross-cutting issue of safeguarding. However, while children's trusts represent one way of meeting the requirement, it is not a statutory requirement for a local area to form a trust.

6.5 Within paragraph 1.6 of the guidance, there is a recommendation for local authorities to formulate inter-agency governance arrangements. This section addresses paragraph 1.6 of the guidance.

Governance arrangements: a possible model for the borough

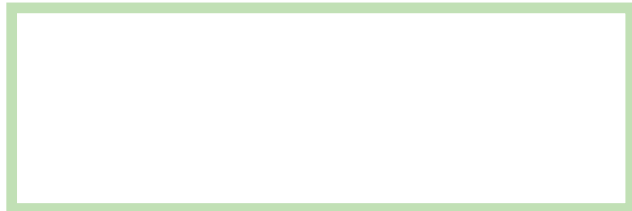
6.7 There is a range of models for possible partnership structures. Many of the models for partnership arrangements sit alongside the officer structure, which is headed by a director of children's services. Some have areas (within the overall children's services area); others have life episode based structures. There are models that contain both.

6.8 There was only one comment received through our consultation that addressed proposed overall governance arrangements: this was that the draft plan clearly set out options as part of a transformation agenda.

A strategic planning board

6.9 A possible structure and a conventional one is the constitution of a strategic planning board. This board would sit alongside the professional structure of the children's services directorate, and would offer strategic leadership for partnership working, have oversight of commissioning arrangements, and of the transformation and service delivery plans, which are central to the development of integrated children's services in the borough.

& young people, 2006/09



- 6.10 A possible constitution for the board might be members of the council, head teachers (nursery, primary, secondary and special) further education principals, the PCT, NELMHT, the learning and skills council (LSC), Connexions, Futures, the safeguarding board, the police, YOT and SafetyNet, the voluntary sector, parents, young people, EduAction, LALCA and the sports forum.
- 6.11 With regard to its remit: the director of children's services and relevant officers from the authority, the PCT and contractors, might report to the board about the plan, the monitoring of the plan, the budget and expenditure plans for children's services. The board would have the right to comment on plans, and to recommend to the scrutiny commission, or committees, that they call in for discussion proposals from the council or its partners that relate to children and young people. The board might also be responsible for the allocation of funds to organisations delivering services to children and young people, through commissioning arrangements.

A possible area model

- 6.12 A logical model for the borough, given its geographical nature, is one comprising three basic areas: Chingford, Walthamstow and Leyton / Leytonstone (north, centre and south).
- 6.13 The duty of the area boards would be to have regard to the implementation of the children and young people action plan in their area, and disburse, and monitor the use

of, devolved funding to the area from the director of children's services. A model for considering service areas within which some devolved funding is appropriate is contained in annex five, Children Act - review of activities, which is on the website <http://www.walthamforest.gov.uk/annex5-model-identifying-resp-and-account.doc>

- 6.14 There was a comment in the consultation that the creation of three local area boards for planning purposes appears to be unnecessarily bureaucratic. An alternative model could be to have one board. There was also a comment made in member / officer discussions about governance, to the effect that there would, through the extended schools programme, be area arrangements anyway. Is there any requirement, therefore, to make them part of any formal governance model? These comments will be considered before governance arrangements are finalised for cabinet approval, in autumn 2006.

Stakeholder groups

- 6.15 These should comprise the main client groups for the children, young people and their parents. These might be area based. The groups need to be appropriately supported. Aspects of their role might be to:
- receive proposed plans, strategies and proposals for comment;
 - take part in wider consultation exercises; and
 - monitor the effect of actions taken following planning decisions
- 6.16 As emphasised throughout this section, the governance model outlined is only one of a number that might be appropriate for the area. There will be full consultation about the governance structure before final decisions are made.

Our strategy for the development of services for children

7 How we will judge our actions: performance indicators and targets

- 7.1 We have developed an extensive set of performance indicators for all of the 12 priority outcomes within the five areas. The basis upon which we have determined the performance indicators are the:
- objectives set against each outcome – each indicator should help to assess progress towards achieving them;
 - measures that have been identified as part of the analysis of need – the focus of the strategy must be local, and we must ensure that indicators are set that enable an assessment of the extent to which needs that have been identified in the strategy as priorities are met;
 - every child matters outcomes framework – we are expected to collect this information, which will be used to assess the performance of the council as a children’s services authority each year in the annual performance assessment and the joint review; and
 - local area agreement – we have agreed targets, and need to ensure that progress towards 2008/09 targets is measured
- 7.2 Not all the indicators can be easily measured; we will assess those we can, and collect baseline information, set targets and reporting dates, against the performance management framework set out in section four.
- 7.3 The documents used to compile the performance indicators are the:
- APA dataset;
 - APA self-assessment;
 - this strategy;
 - the education development plan (EDP)
 - draft LAA agreement submitted to the Government office for London (GoL);
 - every child matters outcomes framework;
 - BVPI statutory performance indicators;
 - crime, disorder and drugs strategy 2005/08;
 - youth service post Ofsted action plan 2005;
 - strategies for cultural services;
 - 14-19 strategy; and
 - early years strategy.
- 7.4 We are in the process of collecting baseline data for as many of the indicators as possible. Targets have been set for some years, for some indicators: however, target setting requires reliable baseline information. Therefore, at the beginning of the planning period, we will not have targets for some areas, and will not have targets for all three years of the plan for many.
- 7.5 The initial list of indicators, and targets (where they have been set) is available as a separate document, see <http://intra4/forestnet/cypp-targets.pdf>
- 7.6 The indicators, and our targets, will give children and young people, their parents and all partners a clear idea of what we want to achieve each year until the end of the planning period in 2009. We will publish annual reports setting out our progress, which will be made widely available, including publications on the intranet.

& young people, 2006/09

Glossary

Initials	Name
J.S	James Slater
P.L	Dr Pui-Ling Li
B.M	
J.O	Jo Olsson
M.B	Margaret Burke
J.W	Jim Waddington
S.T	Sarah Thistle
PCT	Primary Care Trust
E.S	Eleanor Schooling
J.W	Jim Waddington
J.A	John Anthony
A.M	Alistair Macorkindale
DCS	Director of Children's Services
R.T	Robin Tuddenham
P.P	
S.P	
L.Cr	Leora Cruddas
L.Co	Linda Cointepas
B.F	Barbara Foster
M.L	Mirella Lombardo
P.M	Patrick Morgan
P.Ba	Pat Barford
S.S	Susan Sutton
E.S	Eleanor Schooling
S.N	Simon Newland
E.O.M	Eamon O'Machail
L.L	Lorna Lee
K.P	Katherine Pedley
N.M	Noel McCartney
R.P	Rob Pearce
C.M	Colin Moone
D.C.S	Director of children's Service
G.M	Graham Moss

Every **Child**
in Waltham Forest
Matters