

SECTION FIVE:

Action plans and performance indicators

The purpose of this section of the Children and Young People's Plan is to provide a clear picture of what the partners of the Children and Young People's Trust Board are doing to make an impact on the lives of children and young people across the borough. The intention is not to repeat the planning and monitoring work that already exists, but to draw it together to form a coherent picture of what we deliver and how effective it is.

We will continue to structure our activity and analysis using the Every Child Matters outcomes and, to ensure that we are organised effectively to deliver these outcomes, we will also strive for excellent, integrated children's services.

For each of the six outcomes:

- We will provide technical information about the key performance indicators that are used to measure if our work is having an impact on **outcomes** for children and young people;
- We will identify our **aspirations** for each area of work;
- We will identify the existing plans and strategies that are in place and show important **delivery milestones**;
- We will identify additional partnership activity that we will undertake, particularly for the areas of focus where existing planning may not be sufficiently robust;
- We will show where our activity is linked to the four big things (by showing the relevant symbols) or an area of focus (all actions linked to an area of focus are shaded-in); we will use this process to ensure we focus our resources effectively.

In the light of reduced public spending, the financial resources we have available over the life of this plan will change. This means that we have to continuously review our priorities across the partnership and this CYPP. Each of the actions identified to deliver our priorities and aspirations will also be periodically reviewed for relevance, progress and our ability to continue the service delivery that we originally identified.

Monitoring performance

Each quarter the Children and Young People's Board receives a performance management report with an indication of the direction of travel for each indicator. Where the direction of travel is not positive Performance Clinics are used to identify issues and solutions. The action plans identified here will be an integral part of the Performance Clinic process, for example, we will identify if the relevant delivery milestones have been achieved. We will re-examine our planning and activity and re-focus it where necessary; we will report findings back to the Children and Young People's Board.





Our aspirations

(Aspirations linked to an area of focus are marked with an *)











<p>Be Healthy (BH)</p>	<ol style="list-style-type: none"> 1. Babies have a healthy start.* 2. Fewer children and young people are overweight or obese.* 3. Fewer children and young people are harmed by alcohol and substance misuse.* 4. Schools and early years settings promote health and well-being.* 5. Health inequalities are reduced; children with learning difficulties and disabilities, Looked After Children*, BME children, young carers and children living in poverty are supported.
<p>Stay Safe (SS)</p>	<ol style="list-style-type: none"> 1. Children and young people are safe in their community; problems are prevented or tackled early. 2. Children and young people in need receive timely assessments and appropriate support. 3. Children and young people affected by domestic abuse are supported and protected.* 4. Children and young people who are newly arrived in Rotherham are kept safe from harm.* 5. Looked After Children live in places that are safe, stable and meet their needs.*
<p>Enjoy and achieve (EA)</p>	<ol style="list-style-type: none"> 1. Children and young people will have well-developed reading and writing skills and will enjoy literacy.* 2. All Rotherham schools will perform well or, at least above government floor targets. 3. We will tackle the problem of persistent absence. 4. The most vulnerable learners and groups of learners will achieve, progress well and develop high aspirations in all schools, settings and other providers. 5. We will deliver a curriculum that meets the needs of all learners, including the most vulnerable. 6. We will provide enough opportunities for children to play and have fun.
<p>Make a positive contribution (PC)</p>	<ol style="list-style-type: none"> 1. Children and young people have opportunities to express their views and have an impact on service delivery. 2. Parents have an opportunity to express their views and have an impact on service delivery, and are supported to have a positive influence on their children. 3. A range of positive activities are widely available to children and young people and they take part in them. 4. Fewer children and young people enter the youth justice system and vulnerable groups including Looked After Children* and BME young people are not over-represented. 5. The rate of teenage pregnancy in Rotherham is reduced. 6. The sexual health of young people improves.
<p>Achieve economic well-being (EWB)</p>	<ol style="list-style-type: none"> 1. The curriculum offered by Rotherham providers prepares young people to be successful adults.* 2. Rotherham is ready to deliver full participation in learning up to age 17 in 2013.* 3. Employers are engaged with further education providers, schools and teachers. 4. The numbers of young people who are not in education, employment and training will fall, (vulnerable groups including Looked After Children, learners with learning difficulties and disabilities and Young Carers will not be over-represented in this category).* 5. Ensure that young people are supported in their transition to adulthood.
<p>Excellent integrated children's services (ICS)</p>	<ol style="list-style-type: none"> 1. Multi-agency learning communities are established to deliver integrated services to children, young people and families across Rotherham. 2. The children and young people's workforce is adequately staffed and efficiently structured. 3. The children and young people's workforce has the skills to keep children and young people safe and deliver the aspirations and improvements identified in the Children and Young People's Plan. 4. The partners in the Children and Young People's Board make effective strategic use of resources available, including pooled and aligned budgets and effective use of data. 5. Children and Young People's Board and their partners have the right governance structures in place to deliver identified improvements for children, young people and families.

Enjoy and achieve



ASPIRATION (EA1):
Children and young people will have well-developed speaking, listening, reading and writing skills and will enjoy literacy.

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Existing plans and strategies		Delivery milestones 2010/11	Delivery milestones 2011/12	Strategic Lead
	0-7 Strategic Delivery Plan Raise achievement and attainment of all pupils in reading and writing by the end of Key Stage 1, including narrowing the gap between vulnerable groups and the rest of the pupils	0-7 strategy delivery plan is in place and actions being implemented through strong partnership work between LA Early Years, voluntary & community sector organisations and NHS Rotherham. 53% of pupils at the age of 5 achieve 78 points and at 6+ In both CLLD and PSED Narrowing the gap targets – 34.9%	No statutory targets have been set for the EYFS for 2011/12, as this is usually completed at an annual standards meeting with the DFE which occurs in September annually	Strategic Lead: Dorothy Smith Lead Officer: Frances Hunt
	Imagination Library	75% of families, including at least 30% from the most deprived areas, engaged by June 2011. Train practitioners from a non-education background, who have contact with children aged 0-5, to promote language and literacy through the programme.	Deliver training to peer parents to expand the reach of the Imagination Library (from March 2011)	Strategic Lead: Dorothy Smith Lead Officer: Alison Lilburn
Additional partnership actions		Delivery milestones 2010/11	Delivery milestones 2011/12	
	Inspire Rotherham Literacy Strategy 2011 – 2014 in place by March 2011.	The strategy will be written and agreed across the Borough, based on evaluation outcomes, recommendations and local strategic priorities from eme data. Linked to TRL, 0-7 Strat Delivery Plan and 14 to 1 and Parenting Strategy.	Actions and draft policies created to supplement strategic plan. Supporting documentation, action plans and training delivery programmes put in place.	Strategic Lead: Dorothy Smith Lead Officer: Deborah Bullivant
	Ensure the Library Strategy consolidates existing good practice from across the Borough to encourage the engagement of children, young people and their families with service wide literacy activities.	Ensure the Library Strategy consolidates existing good practice from across the Borough to encourage the engagement of children, young people and their families with service wide literacy activities. Ensure Bookstart Gifting Figures match birth rate requirements maintaining the following %'s: Baby Pack 96% Bookstart Plus 100% Treasure Chests 100% Attendance at the Children's Book Festival will increase 2% of children and families across the Borough There will be a 5% increase in the number of children completing the Summer Reading Challenge. All libraries will offer at least one weekly rhyme time session for pre-school age children	Milestones beyond 2010/11 are yet to be confirmed.	Strategic Lead: Elenore Fisher




		All libraries will deliver a programme of age specific holiday activities to meet the local area needs		
		The Libraries' People's Network will assist families by providing informal ICT learning opportunities and a minimum 2 structured learning sessions per month		


ASPIRATION (EA2): All Rotherham schools will perform well or, at least, above government floor targets				
Existing plans and strategies		Delivery milestones 2010/11	Delivery milestones 2011/12	Strategic Lead
 	Transforming Rotherham Learning Partnership Plan 2010-2013 Sustain a systematic focus on excellent Standards and Achievement in core subject areas 0-19.	All secondary schools above GCSE 30% target in 2010 Staged reduction in WCP schools below 55% target from 2010 Establishment of Strategic Performance Groups in all Learning Communities : phased from summer 2010		Strategic Lead: Dorothy Smith Lead Officer: David Light
 	Transforming Rotherham Learning Partnership Plan 2010-2013 Develop appropriate pedagogy to raise Standards and Achievement for all learners.	Strategic Performance Groups lead renewal of provision in LCs especially through 9-13 from 2010 Partnership led 'learning dialogue' re pedagogy/curriculum at KS2,3 and 14-19 in 2010/11		Strategic Lead: Dorothy Smith Lead Officer: David Light
 	Transforming Rotherham Learning Partnership Plan 2010-2013 Enable all providers to help create and access outstanding collective support in the core areas / subjects.	Secondary phase 'contract' re mutual support eg core subject consultancy from April 2011 Ditto Primary phase Strategic expansion/upgrading of Lead Schools, Champion Schools, Specialist Schools from Autumn 2010		Strategic Lead: Dorothy Smith Lead Officer: David Light
 	World Class Primary Schools Rotherham will reduce the number of schools below the floor target to a maximum of 8 in 2010, of which only 2 will be hard to shift. In 2011 the figure will reduce to 0.	<ul style="list-style-type: none"> Remodelled School Effectiveness Service intervention is in place: current SIP workforce is deployed to work in learning communities: September 2010 All identified schools will have an approved Developing Excellence Plan and Raising Attainment Plan in place: September 2010 		Strategic Lead: Dorothy Smith Lead Officer: David Light
Additional partnership actions		Delivery milestones 2010/11	Delivery milestones 2011/12	
 	Ensure that the achievement of Roma Slovak children and young people in Rotherham schools is prioritised in partnership strategy	A strategy is developed to coordinate a partnership response to the needs of families who are newly arrived in Rotherham. Delivery milestones available for 2011/12 Monitor progress of children who arrive in KS3 / KS4		Strategic Lead: Matt Gladstone Lead Officer: Bev Booker

ASPIRATION (EA3):
We will reduce the problem of persistent absence.




Existing plans and strategies		Delivery milestones 2010/11	Delivery milestones 2011/12	Strategic Lead
	Continue to support schools to maintain a focus on achieving low levels of unauthorised absence.	Maintain downward trend NI 87	Link school attendance issues / strategies using developing learning communities.	Strategic Lead: Dorothy Smith Operational Lead: Catherine Ratcliffe
Additional partnership actions		Delivery milestones 2010/11	Delivery milestones 2011/12	
	Youth Service / Early Intervention Teams undertake targeted work with young people at risk of disengaging from education. (Links with Teenage Pregnancy Strategy / NEET Strategy)	Youth Service provision is available in all learning communities.		Strategic Lead: Simon Perry Lead Officer: Chris Brodhurst Brown

ASPIRATION (EA4):
The most vulnerable learners and groups of learners will achieve, progress well and develop high aspirations in all schools, settings or other providers.



Existing plans and strategies		Delivery milestones 2010/11	Delivery milestones 2011/12	Strategic Lead
	Transforming Rotherham Learning Partnership Plan 2010-2013 Improve the progress of the most vulnerable pupils and groups in all schools, settings and providers.	All schools (supported by SIPs) to use the available data to identify vulnerable groups in individual schools and across LCs who are at risk of making unsatisfactory progress: phased from summer 2010 Schools and LA targeted interventions matched to need in place: Spring 2010	All schools to engage in Learning Community Strategic Performance Groups to identify vulnerable groups (across the learning community) who are at risk of making unsatisfactory progress. Learning Communities to put in place programmes of support for identified learners (in a multi-agency context where appropriate).	Strategic Lead: Dorothy Smith Lead Officers: David Light / Phil Marshall
	World Class Primary Schools Establish robust and sustainable strategies to raise attainment and accelerate progress so that KS2 outcomes improve, with a focus on identified individuals and groups of underachieving / vulnerable pupils and what is being provided for them.	All WCP have appropriate action planning : September 2010 E.g. fortnightly Y6 progress meetings take place with the Extended SIP/LC link. Standards review in all WCP schools September 2010/2011	Each Learning Community has established a key project aimed at removing barriers to learning in order to accelerate progress.	Strategic Lead: Dorothy Smith Lead Officers: David Light / Phil Marshall
	Extended Services Offer	All schools meeting the minimum core offer by September 2010. The strategy for the engagement of vulnerable learners in place – Dec 2010. Quality Mark adopted and achieved by 5 providers – Dec 2010. Children's University destinations accredited – 10 by March 2011. Extended Services accredited as Children's University activities – 60 activities by March 2011.		Strategic Lead: Dorothy Smith Lead Officer: Sue Shelley

Additional partnership actions		Delivery milestones 2010/11	Delivery milestones 2011/12	
	Continue to develop, evaluate and share the work of VCS organisations that support curricular and non-curricular learning for children and young people at risk of disengaging from universal services.	Evaluate the effectiveness / benefits of work delivered (annual report available June 2011). Share good practice where it exists.		Strategic Lead: Paul Robinson

ASPIRATION (EA5):
We will deliver a curriculum that meets that needs of all learners, including the most vulnerable.

Existing plans and strategies		Delivery milestones 2010/11	Delivery milestones 2011/12	Strategic Lead
	Transforming Rotherham Learning Partnership Plan 2010-2013 Develop curriculum provision and pedagogy to support all children and young people in learning and achievement.	EA2 above		Strategic Lead: Dorothy Smith Lead Officer: David Light
	Transforming Rotherham Learning Partnership Plan 2010-2013 Ensure the coherent strategic commitment of all specialist providers to the needs of vulnerable learners and their families.	Consultant HT appointed to coordinate school/multi-agency collaboration in each LC : September 2010 Joint leadership development model (Swinton pilot) extended across LCs: from Autumn 2010		Strategic Lead: Dorothy Smith Lead Officer: Martin Fittes
Additional partnership actions		Delivery milestones 2010/11	Delivery milestones 2011/12	
				

ASPIRATION (EA8):
We will provide enough opportunities for children and young people to play and have fun.

Existing plans and strategies		Delivery milestones 2010/11	Delivery milestones 2011/12	Strategic Lead
	Play Strategy	Refresh the Rotherham Play Strategy and Action Plan and monitor its implementation through the Children and Young People's Trust Board. Explore opportunities to develop social enterprise schemes to deliver Play Strategy.		Strategic Lead: Simon Perry Lead Officers: Nick Barnes / David Sargent Chantry YMCA
	PE & Sports Development Strategy	The strategy is currently being finalised and will be submitted to Delegated Powers on 20th July. An action plan will be developed subsequent to the Strategy being finalised.		Lead Officer: Jackie Thornhill

Additional partnership actions		Delivery milestones 2010/11	Delivery milestones 2011/12	
 	Develop MyPlace to deliver a space for children and young people to organise and take part in activities of their choice sustained through social enterprise initiatives.	MyPlace completed Sept 2011	Evaluate use and demonstrate positive outcomes.	Strategic Lead: Simon Perry Lead Officer: David Sargent, Chantry YMCA
 	Explore opportunities to develop more social enterprise schemes, led by VCS, to increase the number and range of play opportunities for children and young people in Rotherham.			Strategic Lead: Simon Perry Lead Officer: David Sargent, Chantry YMCA

Performance indicators – technical information

No.	Ref	Definition	Good Perf	08/09 Actual	09/10 Target	09/10 Perf	On Target	DOT (Yr on Yr)	Year to Date	Latest Comparative Data				10/11 Target	11/12 Target
										Stat. Neigh.	Perf against Stat. Neigh.	National	Perf against National		
ENJOYING AND ACHIEVING															
19	NI 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	HIGH	44.2%	46.6%	50.4%	✓	↑	★	49.90%	●	52%	▲	53%	-
20	NI 73	Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)	HIGH	68%	78%	68%	✘	→	▲	72.40%	▲	72.00%	▲	79%	-
21	NI 75	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths	HIGH	40.9%	50%	47%	✘	↑	▲	46.70%	●	49.80%	▲	54%	-
22	NI 76	Reduction in number of schools where fewer than 65% of pupils achieve level 4 or above in both English and Maths at KS2	LOW	16		13		↑		7.9	▲	N/A	N/A	-	-
23	NI 78	Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*-C grades at GCSE or equivalent including GCSEs in English and Maths	LOW	1	0	2	✘	↓	▲	1.3	▲	N/A	N/A	0	0
24	NI 84	Achievement of 2 or more A*-C grades in Science GCSEs or equivalent	HIGH	38.4%	50.0%	48.8%	✘	↑	▲	52.80%	▲	53.70%	▲	52%	55%

										Latest Comparative Data					
No.	Ref	Definition	Good Perf	08/09 Actual	09/10 Target	09/10 Perf	On Target	DOT (Yr on Yr)	Year to Date	Stat. Neigh.	Perf against Stat. Neigh.	National	Perf against National	10/11 Target	11/12 Target
25	NI 85	Post-16 participation in physical sciences													
a	a	Physics	HIGH	89	85	96	✓	↑	★	71.2	★	-	N/A	90	-
b	b	Chemistry	HIGH	163	150	150	✓	↓	●	127.7	★	-	N/A	160	-
c	c	Maths	HIGH	217	195	241	✓	↑	★	207.1	★	-	N/A	210	-
26	NI 86	Secondary schools judged as having good or outstanding standards of behaviour	HIGH	69%	90%	69%	✗	→	▲	73.80%	▲	78.60%	▲	90%	100%
27	NI 87	Secondary school persistent absence rate	LOW	7.2%	6.5%	5.5%	✓	↑	●	5.30%	▲	4.90%	▲	6.3%	4.3%
28	NI 88	Number of Extended Schools	HIGH	60%	100% (Sept 10)	96%	✓	↑	●	-		-		100%	100%
29	NI 89	Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category													
a	a	Number	LOW	0	0	2	✗	↓	▲	-		-		0	0
b	b	Time	LOW	0	0	N/A	N/A	N/A	N/A	-		-		0	0
30	NI 90	Take up of 14-19 learning diplomas	HIGH	52	104	100	✗	↑	▲	50.4	★	N/A	N/A	694	-
31	NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	LOW	44.4%	36.7%	35.8%	✓	↑	●	34.70%	▲	33.90%	▲	34.9%	-

32	NI 93	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	HIGH	78.6%	93%	80%	✘	↑	▲	81.60%	▲	82%	▲	94%	-
33	NI 94	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	HIGH	72.80%	90%	77%	✘	↑	▲	82.20%	▲	81%	▲	91%	-
34	NI 99	Looked after children reaching level 4 in English at Key Stage 2	HIGH	41.7%	33.3%	29.4%	✘	↓	▲	53.80%	▲	46%	▲	38.9%	-
35	NI 100	Looked after children reaching level 4 in Maths at Key Stage 2	HIGH	50.0%	33.3%	29.4%	✘	↓	▲	54.50%	▲	46%	▲	38.9%	-
36	NI 101	Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	HIGH	6.1%	3.4%	4.2%	✓	↓	●			9.80%	▲	30%	33.3%
37	NI 102	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4	LOW	KS2 – 26.6% KS4 - 30.8%	KS2 - 21% KS4 - 23%	KS2 - 25% KS4 - 30.3%	✓ ✓	↑ ↑	★ ★	24.5% 28.0%	▲ ▲	22.3% 27.8%	▲ ▲	-	-
38	NI 103	Special Educational Needs – statements issued within 26 weeks													
a	a	Excluding exceptions	HIGH	100%	95.0%	100.00%	✓	↑	★	97.20%	★	91%	★	95%	95%
b	b	Including exceptions	HIGH	95.90%	90.0%	97.4%	✓	↑	★	94.40%	★	82%	★	92%	94%
39	NI 104	The Special Educational Needs (SEN)/non-SEN gap - achieving Key Stage 2 English and Maths threshold	LOW	53.30%	N/A	52.50%	N/A	↑	N/A	53%	●	50.90%	▲	-	-
40	NI 105	The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*-C GCSE inc. English and Maths	LOW	41.1%	34%	50%	✘	↓	▲	44.30%	▲	46.50%	▲	34%	-
41	NI 109	Number of Sure Start Children Centres	HIGH	91%	100%	100%	✓	↑	★	-	N/A	-	N/A	100%	-

