

DRAFT CHILDREN'S PLAN 2010-13

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(Co-written and signed by Directorate Lead Member and Leader of the Council/Chair of the Local Strategic Partnership)

Photos of Cllr MacPherson & Cllr Hague

Our Sustainable Community Strategy states:

“We want Thurrock to be at the dynamic heart of the Thames Gateway, a place of ambition, enterprise and opportunity, where communities and businesses flourish and the quality of life for local people is continually improving.”

This is a powerful vision, fully embraced by Thurrock’s Children’s Trust and is at the heart of this three year strategy - the Children and Young People’s Plan. The plan outlines the Trust’s priorities for children and young people based on an analysis of their needs and what we have learned through consultation and involvement with children, young people, their parents, carers and professionals.

The complete Plan (a suite of electronic documents) is available on the Shaping Thurrock website of Thurrock Council. The suite includes needs assessments, consultations, improvement targets, action plans and annual reviews of implementation and impact, together with linked strategy documents belonging to the partners in the Trust. The action plans will be refreshed annually and our targets will be reviewed in the light of our progress.

Every partner will base their planning on the priorities set out here. In this way, everything anyone does with and for children and young people in Thurrock will contribute to achieving our ambitions for them.

On behalf of the local strategic partnership we are delighted to commend our Children and Young People’s Plan to you.

“...let them not make me a stone and let them not spill me...”

- Louis MacNeice

We treasure our children. However, the world we have created for them is complex and atomised, and they are inheriting some serious dilemmas; an explosion in technology, rampant consumerism, global warming and so on. Our children will build the future; to do this they will need courage, integrity and wisdom.

The task of life is to become fully human in relationship. We need to find within ourselves and within our relationships the resourcefulness to build communities of integrity that will hold our children while they construct the future for themselves and for their children. We consider this to be our moral purpose

Becoming fully human in relationship depends upon deep learning. We therefore want schools to be the living heart of our communities of integrity and we intend to re-engineer our existing systems and processes to achieve this.

We know that there is a disparity in life chances between groups in our community. Sustainable communities flourish when these disparities are eliminated, and that is our long term ambition. In the lifetime of this plan we intend to close some of that gap for children and young people in Thurrock. For some children the disparity is

extreme. Children whose lives are unhappy, for whatever reason, will always be a priority for us in Thurrock and we will always intervene to protect children who need it.

We know that, in the aftermath of an unprecedented economic crisis, we will face some difficult choices. Working together and taking responsibility as a community of adults for all of our children and young people is more urgent and compelling than ever before.

Our Children and Young Peoples plan is based upon four ‘pillars’ that will help to build a sustainable community for our children now and into the future:

- Excellent schools, colleges, settings and services
- Everyone succeeding
- Protection when needed
- Lean and fit for the future

The architecture of the ‘pillars’ is developed in the plan and shows what we intend to do. Equally important to us is how we intend to do things. The Thurrock Children’s Trust has committed itself to three core values; courage, integrity and wisdom. We intend to hold ourselves and each other to account against these values in how we work together to achieve our ambitions for ourselves, for our children and for our community.

WHAT WE KNOW ABOUT THURROCK

Over the last two years, Thurrock has made remarkable progress, but we remain some way from where we want to be

➤ **Population –**

Thurrock is designated a priority growth area within the Thames Gateway. Thurrock's population is just over 152,000 and increasing faster than nationally. It is expected to grow by nearly another 40,000 over the next 20 years.

The age profile is younger than the national picture and a fifth (20%) are under 15 years old compared with 18% nationally and regionally. There are 39,000 children aged 0-19.

➤ **Settings, schools, colleges and services –**

Thurrock has 15 children's centres, 43 primary schools, 10 secondary schools of which two are academies, two special schools, a pupil support service, a sixth form college and an FE college.

We have an ambitious agenda for school improvement. We have amalgamated a number of infant and junior schools, remodelled several primary schools and extensively re-developed our special school provision.

The primary schools are strong in their provision for children's personal development and well being, and in their quality of guidance and support.

As well as these strengths, the secondary schools are strong in the quality of their curriculum and their leadership and management. We have two academies, one housed in state of the art accommodation in Tilbury. Both are developing post-16 provision and there is a new collaborative sixth form open for three schools in the north-east of the borough.

Two recent innovations which span learning opportunities post-14 through to higher education are the Thurrock Learning Campus and the Thurrock Learning Shop. The National Creative and Cultural Skills Academy on the Royal Opera House Production Park in Purfleet is due to be completed by 2011. Between June and November 2009, 63 apprenticeships had been generated.

➤ **Children and Young People's Attainment –**

Our secondary schools' GCSE results have improved significantly since the first Children's Plan in 2006 and the 2009 results 5+ A*-C (the highest ever achieved in Thurrock) were amongst the top seven authorities in the country. We will improve attainment in GCSE English and mathematics next.

In 2009, children's results at Key Stage 1 improved but attainment at Key Stage 2 was too low and is a priority for improvement.

Young people's attainment at 19 is too low, as is the number of young people progressing to higher education. We are focusing on a broader curriculum offer and predict a trajectory that sees significant improvements in the achievement of level 2 qualifications at 19.

By improving the attainment of very young children in the foundation stage and the attainment of 11 year olds in the primary schools, we will add to the improvement we have already seen in the secondary schools.

➤ **Diversity –**

The ethnicity of Thurrock's residents, especially children, is very rapidly becoming more diverse: Asian / Asian British were the largest minority, but among school children, Black Minority Ethnic groups (mostly west African) are now the largest. In some areas and amongst younger age groups, the non-white population has doubled in the last six years: 20% of the population of South Chafford is BME compared with just under 3% in the east of the borough.

The central cluster of schools has the highest percentage (almost 30%) of BME pupils and the northeast the lowest (8%). Thurrock has a large travelling community as well as a large community of settled travellers.

➤ **Health –**

The trend is of improving health but different sections of the community have not benefited equally and substantial health inequalities exist in communities with high unemployment and poor educational attainment.

Take up of MMR measles, mumps and rubella immunisation rates are lower than the recommended level. The proportion of low birth weight babies in Thurrock is higher than nationally and we intend to improve breastfeeding rates,

Tackling childhood obesity is a national priority and in Thurrock rates of obesity in 5 and 10 year olds are too high. We have strategies to reduce this.

Our reduction in teenage pregnancy is among the best in the country. We intend, nevertheless to improve further.

➤ **Housing –**

Housing is good in Thurrock. Through re-generation, 18,500 new homes are to be built by 2021. Rates of homelessness are slightly lower than the regional average. Small numbers are housed in temporary accommodation.

Although improving, there are areas of deprivation and inequality in parts of Tilbury, Grays, Belhus, Chadwell, Ockendon and West Thurrock.

➤ **Employment and income –**

Unemployment has increased in the last two years to 7.3%. Many workers commute to London where levels of pay are higher and jobs more plentiful.

The general skills and qualifications profile of the workforce is poor when compared to both regional and national data.

➤ **Poverty**

Overall, Thurrock is comfortably in the second quartile of authorities in terms of deprivation and has become more

affluent over the past five years. This, however, masks significant pockets of deprivation. Five Super Output Areas (SOA) are within the 10% most disadvantaged in the country with a further 12 in the most disadvantaged 20% and 7% of Thurrock's population live in these SOAs.

15% of children in primary schools and 14% of young people in secondary schools claim school meals; we are in line with national averages of 16% and 13% respectively.

➤ **Crime –**

Overall crime rates are declining, nevertheless they remain relatively higher than the national and regional averages. Rates of violent crime are relatively low and decreasing: a substantial proportion, including domestic violence, is associated with alcohol misuse.

Agencies across the Children's Trust are aware of the impact of domestic abuse on children and young people. There is significant local demand for services that aim to prevent repeating patterns of behaviour and to respond to the needs of those who have been exposed to it.

At 10%, BME young people are not overly represented in the youth justice system. However, BME young people (all Black British/African) are over represented when it comes to custodial sentences, accounting for 22% and in remands in custody, accounting for 24%.

➤ **Safety –**

We intend to improve the quality and use of racist and bullying incident data as this is an area of significant concern to us.

Road traffic accidents have decreased, we have achieved the 2010 targets set by the government. Thurrock has engaged in multi-agency activity, using shared information to target road users most at risk, including young drivers and children as pedestrians or cyclists.

➤ **Children tell us that:**

Many consider themselves not very healthy. They report eating less than 3 or 5 portions of fruit a day and taking less than 30 plus minutes exercise every week.

They don't like the way schools deal with bullying, too many don't feel safe in their local area and on public transport and too few feel their area is a great place to live.

More want to see improved access to gym and music lessons, too many don't much rate the activities on offer and especially girls, want more or better information on healthy eating and sex and relationships.

There has been a significant improvement in the number of young people who go to university but it is still not enough.

The majority feel their views are listened to in school but not so much in the local area.

If Thurrock had just 100 children aged 0-19:

- ~ 49 would be girls and 51 would be boys;
- ~ 77 would be white British and 23 would be from ethnic minorities, 8 of these would be Black African;
- ~ In a primary school there would be 58 children: 44 would be white British and 14 would be from ethnic minorities; 6 of these would be Black African, 2 would be white European;
- ~ In a secondary school there would be 40 children: 32 would be white British and 8 would be from ethnic minorities; 2 of these would be Black African, 1 would be white European;
- ~ 11 would speak English as an additional language;
- ~ 1 child would be in special school and 1 would be attending a pupil referral unit;
- ~ 26 would have a special educational need, 4 of whom would have a statement and most probably for mild learning difficulties; and 1 would have some form of disability;
- ~ 16 would be classified as obese and few, if any, would be happy about it (based on the average obesity rate in Reception and Year 6);

- ~ 34 of the children going to primary school would walk to school, 22 would go by car, the other 2 would go by either school bus or would cycle;
22 of those going to secondary school would walk, 10 would go by car, 5 would go by school bus, 1 by service bus and 2 would cycle;
- ~ In a typical term at primary school, 56 would attend more than 4 days per week; of these 13 would not miss any days at school. But there would be 2 children attending for less than 4 days per week;
- ~ In a typical term at secondary school, 38 children at primary school would attend more than 4 days per week; of these 20 would not miss any days at school. But there would be 2 children attending less than 4 days per week;
- ~ 15 of the 58 primary school children would be struggling to read and write fluently by the time they were 11;
- ~ Overall, the 40 children in the secondary school would do better: 32 would leave school with 5+ A*-C grades at GCSE. However, 2 would not go on to any form of education, employment or training at 16;
- ~ Most would be happy at school but 4 would report being bullied at least once a week and 8 pupils would be bullied most days;
- ~ There would be more drug users than smokers. Although the majority would not have experimented with drugs, 9 young people would have tried Class A/B drugs and 5 would have used drugs once or more in the past 4 weeks;

- ~ 83 would never have smoked by age 16 but 3 would already be regular smokers. 25 young people would never have had an alcoholic drink but 11 would have been drunk at least once in the last 4 weeks;
- ~ Most would grow up in stable, loving households. 20 children would be living in lone parent families; mostly living with their mother but 2 would be living with their father;
- ~ 21 children would be living in poverty and 15 would be in receipt of free school meals;
- ~ 10 children would be referred to the child protection team and, as a result, 1 child would have either a child protection plan or be looked after;

- ~ Most young people would make a positive contribution to their community. Only 1 would get into enough trouble to be dealt with by the Youth Offending Service; even fewer would have been charged and convicted;
- ~ 68 young people would think Thurrock is a good place to live and 10 would feel it is a poor place to live;
- ~ 15 young people would like to leave school and find work when 16 but 26 would want to study until they are 18 and then work: 46 would hope to go to university.

A series of high level data maps of Thurrock.

These show how where we will be targeting the needs of children and young people in Thurrock.

DETERMINING OUR PRIORITIES

In deciding upon the priorities for our Children and Young People's Plan 2010-2013, we have taken into account:

- **the legal and policy requirements of local government from central government, for example The Children Act (1989/2004), ASCL – whatever, The Children Plan and Every Child Matters**
- **our Sustainable Community Strategy's (Local Strategic Partnership) five priorities:**
 - *To ensure a safe, clean and green environment*
 - *To improve the education and skills of local people*
 - *To encourage and promote job creation and economic prosperity*
 - *To provide and commission high quality and accessible services that meet, wherever possible, individual needs*
 - *To build pride, respect and responsibility in Thurrock's communities and its residents*
- **the Joint Strategic Needs Assessment prepared annually by our three Directors (Children, Adults and Public Health);**
- **the Audit Commission's Comprehensive Area Assessment and findings from Ofsted inspections;**
- **the 'TellUs4' (Voices) survey we undertook with our young people, Thurrock's 2009 'Place Survey';**
- **the Children and Young People's Plan 2009-10 (Better and Better 2) and;**
- **the accumulated wisdom of the array of professional and community networks in Thurrock.**

CHILDREN AND YOUNG PEOPLE'S PLAN PRIORITIES FOR 2010-13

Priority One: Excellent settings, schools, colleges and services

We believe that the realisation of our ambitions for children is rooted in the everyday experience of children and families in schools, colleges, children centres and so on. We think for example that midwives getting it right during pregnancy and after birth, and health visitors' input later make a huge difference to getting off to a good start which makes it much more likely that children and families will succeed.

We want to be demanding of ourselves in this regard, expecting that the ups and downs of life for children and families will meet a sympathetic and positive response and that we will be clever and creative in finding ways of helping them where they are. We see schools and groups of schools as the living heart of the community for children and families and we intend to build the delivery of local services around school clusters. School leaders will be much more than leaders of institutions delivering education; they will lead on behalf of Thurrock the development of our children and our communities that we set out on page 5

Priority two: Everyone succeeding

Divided communities do not flourish; the success of some cannot be at the cost of others. We think that we have some ground to make up in this area in Thurrock. We know that children who are brought up in poverty do much worse than others: parental conflict, domestic violence, parental substance misuse or mental ill health are just some examples of the kinds of complications some children face, that increase the risk of health, educational and long term life chance inequalities. Approximately 20% of the children in Thurrock (about 8000 children) will face one or more of these complications. Wherever possible, we want support for children who are struggling, to come to the child. We don't think it is a good idea to disrupt relationships and systems, unless it is absolutely necessary, as these build resilience. The younger the child the more important this is.

We are fortunate to have outstanding schools for disabled children; they take overarching responsibility for disabled children in the borough providing outreach, training and development to schools and services where needs are best met in mainstream settings.

Believing that we can make a difference and strengthening our resolve to meet the needs of all will drive our second priority.

Priority three: Protection when needed

Some children and young people experience serious abuse and neglect, we estimate that about 10% of the child population (up to 4000 children) experience, or are at serious risk of experiencing, significant harm. Sometimes that harm arises from serious bullying or victimisation,

sometimes it is attributable to parental care. We will always work with families to resolve problems but we will not hesitate to intervene, using the powers at our disposal to ensure the child's right to protection is not compromised by other considerations.

Children in care often have the poorest outcomes in terms of health, education, future life chances and so on. This is in part attributable to their experience in care and partly attributable to the experience they had before coming into care. We have unique responsibilities for children in care, we have to ask the 'good enough for my child?' question and answer it truthfully. Children in trouble with the law are the third group of children and young people whose needs are multi-layered and for whom we have statutory as well as community responsibilities. We will ensure our services for children in care and for those in trouble are outstanding, we have some way to go to achieve this.

Priority four: lean and fit for the future

In order to achieve our ambitions we have to change the way we work. We intend to strengthen governance, leadership, organisational discipline and transform partnership working. The context within which we work will change dramatically over the lifetime of this plan and we must work together in effective partnerships to build the resilience needed for the more adverse resources climate that we know is coming. Necessity is the mother of invention and we will be clever, creative and resourceful to ensure we discard wasteful measures and preserve those that really make the difference for children.

The four pillars of our plan are developed in the sections that follow and tables after each section chart how we intend to achieve our ambitions.

By implementing our Children and Young People's Plan over the next three years, we intend to achieve our ambition for improving the lives and life chances of children and young people. We will be judged by our success in our progress against Ofsted's performance framework.

EXCELLENT SETTINGS, SCHOOLS, COLLEGES AND SERVICES ?do we need something specific on pedagogy

Thurrock has made good progress in improving the quality of its schools, colleges and services. We have no schools in 'Special Measures'. Ofsted also considers all our local colleges to be satisfactory or better. Every area of Children's Services is at least satisfactory. Above this baseline, we are pleased to have many examples of good, outstanding and exemplary settings and services. Our network of Children's Centres is about to reach completion in communities across the borough. The cluster areas are identifying children's needs and targeting services to meet them. Nevertheless, Thurrock was given a red flag by the Audit Commission for educational aspiration and achievement.

Our schools need to improve. Too few primary schools are good or outstanding; this means that children don't get the best start and have to make up ground later. We see poor and patchy Key Stage 2 (KS2) outcomes and below-average Key Stage 4 (KS4) results. Whilst KS4 GCSE results for 5+ A*-C (not including English and Maths) increased significantly in recent years, other key stages remain below national levels and, at KS2, significantly below. Attainment at each key stage must rise from the fourth quartile to at least the second quartile when compared to other areas. To reduce the existing inequalities in attainment, we must ensure that Ofsted judges all schools as good or outstanding. School leaders will focus on higher achievement through strong leadership an enriched curriculum and effective teaching and learning.

Beyond the age of 16, the numbers of young people in education, employment and training have increased significantly. Nevertheless, we remain well below average in the proportion not doing Level 2 and Level 3 qualifications at 19 and in young people's progression to higher education. There are still comparatively few apprenticeship opportunities, and a low proportion of young people who have left the school system are fully engaged in alternative learning and training activities.

The Local Area Agreement targets for 2009 were met and we are one of the highest achieving unitary authorities in the eastern region in Diploma Gateway 2 development. Our non-domestic childcare is good and our two special schools are rated as outstanding.

Throughout the life of the Children and Young People's Plan, we will be developing the role of children's centres, schools and youth centres to put them at the heart of local communities. We plan to integrate health, education and social care services much more closely. Through these integrated delivery networks, we will be able to meet better the needs of a higher proportion of children and young people than we do now. We will fully roll out the Diploma programme, Foundation Learning, Apprenticeships and other engagement activities to meet the requirements of the Raising of the Participation Age to 17 in 2013 and 18 in 2015. This improved 14-19 Entitlement will address the widely different needs of young people for personalised types of learning. This programme will be supported by new infrastructure and facilities. Families will find significant support and learning opportunities locally available to them.

EXCELLENT SETTINGS, SCHOOLS, COLLEGES AND SERVICES

<p>Raising aspirations & promoting engagement, resilience, active learning & economic well-being</p> <p>Strengthening school improvement so that all schools in Thurrock are good or outstanding.</p> <p>Developing schools, youth facilities and children's centres at the heart of local communities.</p> <p>Increasing participation in learning and assuring high quality learning opportunities for all.</p> <p>Promoting family learning to support the whole school community.</p> <p>.</p>	<p>Personalisation of education, training and services for children, young people and families.</p> <p>Commissioning/providing high quality early years settings and family support.</p> <p>Integrating service delivery to meet the needs of children families and communities.</p> <p>Ensuring a comprehensive programme of Positive Activities and engagement.</p> <p>Ensuring effective early identification and intervention, to ensure equal access.</p> <p>Not enough depth and range on personalisation</p>	<p>Ensuring sustainable progression routes to higher level qualifications.</p> <p>Delivering the 14-19 Entitlement, including Diplomas and Specialist Learning.</p> <p>Expanding the delivery of Apprenticeships and work-related learning.</p> <p>Developing 21st Century specialist learning facilities.</p>
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EVERYONE SUCCEEDING

Too many children are struggling to read and write fluently at 11; and a worrying number of children make limited educational progress because they are persistently absent from school.

The achievement gap, at the end of the Early Years Foundation Stage, has increased between children in poorer neighbourhoods and all other children. The gap widened in 2009 at the end of key stages 2 and 4 between children who have free school meals, and those who do not, as did the gap between SEN and non-SEN pupils. Currently most BME groups do better than the indigenous population, with white working class boys doing less well than other groups, at each key stage. Boys achieve lower than girls at each key stage and lower than boys nationally.

There are some groups of children and young people who for a variety of reasons struggle in settings, schools and colleges. The behaviour of these children and young people can become progressively harder to manage if interventions are insufficiently attenuated to the individual need. Clever and sophisticated strategies are needed to ensure that these young people get the same chance as everyone else to fulfil their potential. The management of learning in settings, schools and colleges is excellent in some places. We want to share the learning so that all can engage positively with the services they use. Personalisation will ensure every single child's right to an education, that matches their need challenges their potential and builds their capacity will be secured. We plan to significantly narrow the gaps in achievement by 2012. We know that inclusion is a critical area where we need to accelerate our progress and the specialist services we provide, for example our Short Stay Schools, are not good enough and must be significantly enhanced. Through our Behaviour and Attendance Partnerships, we will improve attendance and reduce the number of permanent exclusions to put Thurrock in the first quartile. We intend to transform our strategy, provision and outcomes

The data in our JSNA reveals the extent of health inequalities in the borough. Breastfeeding, low birth weight and immunisation rates are all targeted for improvement. The Trust intends to overhaul its childhood obesity strategy as we are not satisfied that we are getting to the nub of healthy eating/healthy living in Thurrock.

The gap between KS2 level 4 (including English and Maths) attainment of children with free school meals (FSM) compared to those who do not have FSM will be reduced to 20 percentage points and lower than that nationally. The gap between the attainment of children with special educational needs (SEN) compared to those who do not will be reduced to 48 percentage points. By then, the performance of boys will have increased at a faster rate than girls and will be in line with that nationally.

EVERYONE SUCCEEDING

<p>Narrow the gaps in attainment & achievement of children with different backgrounds so that all fulfil their potential</p> <p>Ensure there is personalisation and alignment in teaching & learning through transition between early years, primary & secondary phases of education.</p> <p>Improve effectiveness of identification and tracking of under-performing groups through better monitoring and disaggregation of data</p> <p>Improve the sharing of good practice in raising attainment of targeted groups from within and beyond Thurrock.</p> <p>Improve the attainment of under-performing boys, particularly white boys</p> <p>Continue to reduce gaps in basic literacy and numeracy skill development between most and least disadvantaged pupils by the age of 5</p>	<p>Promote and support inclusion</p> <p>Ensure effective strategies are in place to support vulnerable children and young people, particularly those at risk of exclusion.</p> <p>Review and revise the SEN and LLDD strategies to meet the needs of children and young people more effectively.</p> <p>Ensure that outcomes for pupils in short stay school provision are positive educationally and improve life chances.</p> <p>Improve quality and accessibility of behaviour support services to schools and settings to reduce levels of fixed term exclusions</p>	<p>Intervene early to mitigate the impact of child poverty and disadvantage</p> <p>Develop strategies to deliver a full range of early intervention support to reduce health inequalities.</p> <p>Improve school attendance, tackle persistent absence and develop strategies to reduce fixed term exclusions.</p> <p>Ensure there is an integrated approach between Trust partners to remove barriers to learning.</p> <p>Further improve accessibility and availability of affordable child care to support parents into work or education and training</p> <p>Develop and implement a partnership child poverty strategy</p> <p>Improve benefits advice, support and signposting to secure maximum take up of support available to families and to young people</p>
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PROTECTION WHEN NEEDED

The services for the most vulnerable children and young people in Thurrock were almost all inspected more than two years ago. Inspections covered child protection, children in care, services for disabled children, adoption, fostering, private fostering and youth offending. At that time the services were all graded satisfactory. Our most recent unannounced Ofsted inspection of safeguarding services in November 2009 was very pleasing. These inspections are not graded but it is clear from comparing Thurrock's report with those of other authorities that we have done very well.

We don't think we have got our anti-bullying strategy right yet; reducing bullying is a priority for us. We are fortunate in Thurrock to have a very comprehensive range of services for women and girls experiencing domestic and sexual violence, probably more than any other area in the country. We are not satisfied that our systems are sufficiently coherent for us to fully realise the potential capital; for example we know that our social workers are not as confident as they need to be in identifying and responding to sexual abuse. We intend to redress the system deficits.

We have published thresholds for intervention and service access. These were built around our early intervention and prevention strategy. The more adverse economic climate will require us to be thoughtful about how best we target resources to achieve maximum impact. We intend to review our strategy and ensure a sharp focus on preventing children coming into care. Transition from children's to adult service is demanding of disabled young people and their parents. We want to develop transition to reduce the stress and anxiety for young people and their parents/carers. We must establish closer alignments with our colleagues in Adult Services so that, together, we respond appropriately to meet the needs of vulnerable adults who are also parents. We must translate our knowledge about the impact on children of living with multiple disadvantage into tangible, joined up responses that really make a difference.

We are working towards closer integration of our Youth Offending Service and targeted Youth Support Services. This will ensure more effective early intervention and prevention and better re-integration into learning, employment and the community. We are also developing effective arrangements to meet the diverse needs of homeless adolescents.

We have successfully recruited permanent social workers and managers. This is one of the most important features of effective child protection practice. National interest in, and concern about, child protection led to a significant increase in activity, creating serious service pressures, locally and nationally. Practice in Thurrock is measured and reflective and we intend that it will remain so. Everyone in day to day contact with children and young people needs a better understanding of the causes of mental health problems and how they can build emotional resilience and deal sensitively and holistically with issues as they emerge. We have more to do to ensure that our services are as well known, accessible, responsive and child centred as they can be, regardless of the age of the young person or the severity of their

emotional or mental health issue. For children and young people in care, we want to 'up our game' and we are confident that we can do so. We already have strong evidence of sustained good performance, we want to move on now to being 'outstanding'.

PROTECTION WHEN NEEDED

<p>Building resilience in the community.</p> <p>Work across all local and area partnerships in order to implement changes that result in more flexible and diverse solutions to meeting problems caused by domestic abuse</p> <p>Improve community cohesion by working innovatively and creatively to find family and community based solutions to anti-social behaviour, hate crime and so on</p> <p>Develop specific approaches for preventing and intervening in sexual, homophobic, racist and gender based bullying in all settings schools colleges and services</p> <p>Reduce youth crime by focussing on what is proven to work in prevention and reducing repeat offending. Target activity that is consistent with PREVENT to tackle violent extremism in young people and in some sections of the community</p>	<p>Outstanding services for children who have been or may be abused.</p> <p>Develop and maintain excellent practice in core services</p> <p>Ensure interventions are timely and appropriate including those aimed at improving emotional and mental wellbeing</p> <p>Develop a local strategy and intervention plan to respond to gender based abuse and violence (including sexual bullying trafficking, domestic violence, forced marriage, FGM)</p>	<p>Outstanding services that build resilience & transform the life chances of disabled children and children in need of care.</p> <p>Transform services for disabled children and young people so that they and their families get the support they need to enjoy their childhoods and live ordinary lives</p> <p>Ensure disabled young people have proper support as they get older so they can live fulfilled adult lives</p> <p>Ensure public care is reserved only for those children for whom there is no safe and appropriate alternative</p> <p>Achieve good or outstanding inspection judgements in fostering, private fostering and adoption by developing and maintaining excellent corporate parenting services.</p>
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LEAN AND FIT FOR THE FUTURE

In Thurrock, excellent relationships between partners (especially schools) and effective joint working, are critical to the achievement of our 'moral purpose'. In a turbulent period of economic challenge, resilient systems and strong leadership and governance are the key components. The resources of all partners will need to be maximised to the full and our priorities will need to be the right ones chosen at the right time.

Over the last three years, Thurrock has made considerable progress in developing an infrastructure that can assist partner services to improve outcomes and raise aspirations for our children, young people and their families.

Our Commissioning Strategy has secured over £3 million of additional support from a range of voluntary sector agencies. Young people, parents and carers have responded positively to the way that we have used joint funding agreements to secure much better care and support for our children with special education and complex needs.

Across the next three years, we will build a strong and resilient Children's Trust and LSCB structures which, together, will govern our drive for change and improvement, and which will ensure our capacity and service management are judged as outstanding by external inspectors. We will continue to ensure the services we commission or provide offer excellent value for money within a structure that is able to withstand the future effects of the current economic recession. Leadership is a priority for us, However, leadership in the primary sector is a serious challenge. We intend to take every opportunity to strengthen leadership in the primary sector. We will actively seek to achieve federations and amalgamations of schools. This will ensure we achieve the quality and quantity of leadership we need to move our primary schools to good or outstanding and to ensure our Key Stage 2 outcomes are second quartile and never again at the bottom of the national league table.

By the end of 2013, we expect our use of resources judged as good by external inspectors. We will have extended the range of services where partners come together to align, then pool their resources, including developing approaches to sharing staff, facilities and technology.

We will increase the range of co-located services through our innovative use of capital resources, which will see us build and redevelop a number of our secondary and primary schools to include community facilities. These extended co-located and jointly delivered services will meet the needs of different parts of Thurrock. The first step in this will be to commission, rather than provide, children centres and achieve full alignment with schools, including shared governance arrangements.

We know that anything we do is only purposeful if it makes a difference for children and young people and their families; and particularly if it makes a difference for those who are disenfranchised. We will make active involvement a priority, and our first step will be to invite a peer authority to assess us and help us work out the journey from consultation to involvement.

We will ensure the support services are organised, rigorous and timely. With anticipated changes in the external regulatory framework we require performance management which drives improvements across all of our key performance indicators. We will further develop our capacity to develop and implement new policies and strategies so that by 2013, Thurrock's Children's Trust and the services which all the partners provide, are judged as good or outstanding and able to provide the basis for further change and improvement from 2013 onwards as Thurrock continues to grow and regenerate.

We will secure access to the Building Schools for the Future (BSF) programme as quickly as possible. Through this once in a life time capital programme we will transform learning (and our secondary school estate). Thurrock's children's services will be at the heart of the regeneration, and our young people will be equipped with the skills and abilities to realise all of their potential. The BSF requirements in relation to carbon footprint and sustainability are a prompt to accelerate our progress on reducing our carbon footprint and building sustainability

We are committed to delivering our single equalities duty. The first action we will take is to ensure that every data report we provide is sufficiently disaggregated for us to understand what it means in relation to the overlapping constructs of gender, ethnicity and disability. This will enable us to build services that are properly attenuated to the specific needs of groups in our community.

LEAN AND FIT FOR THE FUTURE

Strong & resilient governance & leadership across the Children’s Trust & LSCB.	Strong organisational discipline.	Capital planning & commissioned services.
<p>Use the Children’s Trust for joint strategic and operational planning, delivering and sharing resources</p> <p>Balance challenge and delivery roles of the Trust and the LSCB</p> <p>Engineer new models of leadership across schools and services through federations, amalgamations and co-location</p> <p>Transfer more resources and responsibilities for local service delivery to schools, clusters and children centres</p>	<p>Ensure business processes are effective and efficient</p> <p>Improve the use of performance management across all agencies within the Trust and the LSCB</p> <p>Enhance skills, quality and capacity within our workforce</p> <p>Improve policy and strategy development</p>	<p>Further develop framework and capacity for single and joint commissioning</p> <p>Develop financial forward planning across all agencies</p> <p>Improve Capital Strategic Planning and asset management</p> <p>Reduce our carbon footprint and increase sustainability</p> <p>Deliver transformation in quality of schools and co-located community facilities through Building Schools for the Future and other programmes</p>

RESOURCES FOR THIS PLAN

The improved outcomes we seek depend on the effective co-ordination and use of resources, including finance, capital and staff.

The Trust will allocate resources to support the key outcomes in the plan, linked to budget setting and planning cycles across partner organisations. For each outcome, budget streams supporting investment and delivery have been identified and this will help us to track our trajectory during the three years of the plan. The impact of spend on each outcome will be analysed when the plan is reviewed. We will continue to work to develop a stronger picture of resource spend across the Trust at different levels of need.

Commissioning will be informed by the outcomes of the plan and supported through the Trust’s governance arrangements. The Trust Board will strategically allocate resources based on key partnership priority outcome delivery. It will strategically plan for opportunities to further align resources across the partnership and continue to develop and commission services to deliver greater efficiency.

Voluntary and community sector organisations are valued partners and we will continue to work closely with them to identify needs, commission activities and support capacity building. We will continue to build on the experience gained in our successful joint commissioning arrangements that are in place for CAMHS and ‘Think Families’.

With increasing tightening of budgets across public sector organisations over the coming years, there will be necessary on-going work to review expenditure and costs in the light of emerging needs and priorities. The Schools’ Forum will continue to professionally challenge our decisions over the allocation of the schools’ budget.

The pie charts below provide estimated details of spend on children’s services by partners in the Trust.

<u>Pie Chart 2010</u>	<u>Pie Chart 2011</u>	<u>Pie Chart 2012</u>
Income and Expenditure:	Income and Expenditure:	Income and Expenditure:
Funding devolved to schools budget	Funding devolved to schools budget	Funding devolved to schools budget
Fund through Council Tax	Fund through Council Tax	Fund through Council Tax

Voluntary sector	Voluntary sector	Voluntary sector
Early Years	Early Years	Early Years
Youth Services	Youth Services	Youth Services
Post-16	Post-16	Post-16
Children's social care	Children's social care	Children's social care
PCT	PCT	PCT

CEF & Trust Funding Streams

Grants / Streams of Funding	2009/10	2010/11	2011/12	2012/13	2013/14
Dedicated Schools Grant	95,030,000	97,192,000	97,192,000	97,192,000	97,192,000
School Standards Grant	3,464,507	3,512,165	3,512,165	3,512,165	3,512,165
School Standards Grant (Personalisation)	1,081,028	1,080,049	1,080,049	1,080,049	1,080,049
School Development Grant	6,339,139	6,409,504	6,409,504	6,409,504	6,409,504
School Lunch Grant	236,733	232,654	232,654	232,654	232,654
Ethnic Minority Achievement Grant	337,808	337,808	337,808	337,808	337,808
Making Good Progress	407,683	831,300	831,300	831,300	831,300
Targeted Improvement Grant	32,674	0	0	0	0
Extended Schools Sustainability	410,239	577,995	577,995	577,995	577,995
Extended Schools Subsidy	85,021	460,663	460,663	460,663	460,663
Primary Strategy Targeted Support	939,826	579,476	579,476	579,476	579,476
Secondary Strategy Secondary Support	334,529	328,583	328,583	328,583	328,583
Early Years Extension of Free Entitlement	249,019	884,757	884,757	884,757	884,757

Music	473,303	471,916	?	?	?
Aimhigher	107,909	107,909	107,909	107,909	107,909
KS4 Engagement Programme	102,038	0	0	0	0
National Challenge	115,000	0	0	0	0
Devolved Formula Capital	3,258,872	1,384,721	1,384,721	1,384,721	1,384,721
Modernisation	700,000	806,270	806,270	806,270	806,270
Targeted Capital Fund 14-19 Diploma/SEN	7,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Targeted Capital Fund Specialist Sports Colleges	400,000	0	0	0	0
Primary Capital Programme	8,200,000	178,000	178,000	178,000	178,000
Harnessing Technology	500,749	520,138	520,138	520,138	520,138
Extended Schools (Capital)	282,501	146,012	146,012	146,012	146,012
SureStart, Early Years & Childcare Grant	4,100,000	4,795,000	4,795,000	4,795,000	4,795,000
Youth Opportunity Fund	91,000	91,000	91,000	91,000	91,000
Short Breaks - aiming high for disabled children	216,000	697,000	697,000	697,000	697,000
Unaccompanied Asylum Seeking Children	515,000	515,000	515,000	515,000	515,000
Youth Justice Board	389,000	389,000	389,000	389,000	389,000
LSC Funding for Independent Special Schools	347,000	354,287	354,287	354,287	354,287
Diploma Specific Formula Grant	111,169	111,169	111,169	111,169	111,169
Area Based Grant	4,194,418	4,134,728	4,134,728	4,134,728	4,134,728
LSC Sixth Form Funding	268,895	268,895	268,895	268,895	268,895
Primary Care Trust	1,445,000	1,445,000	1,445,000	1,445,000	1,445,000
	141,766,060	129,842,999	129,371,083	129,371,083	129,371,083

**CYPP
Gross
Spend**

	2009/10	2010/11	2011/12	2012/13
Early Years Services	6,919,500	8,574,200	8,574,200	8,574,200
Schools	89,620,900	85,908,300	85,908,300	85,908,300

Budget (Devolved)				
Learning Skills Council	615,900	628,800	628,800	628,800
Youth Services	2,756,700	2,826,100	2,826,100	2,826,100
Youth Offending Service	910,200	796,800	796,800	796,800
Children's Social Care	17,125,000	17,059,000	17,059,000	17,059,000
Voluntary Sector	206,000	206,000	206,000	206,000
Health	1,445,000	1,445,000	1,445,000	1,445,000
	119,599,200	117,444,200	117,444,200	117,444,200

GLOSSARY OF TERMS USED IN THE PLAN

AEN

Additional Educational Needs

BME

Black Minority Ethnic

BSF

Building Schools for the Future

CAF

Common Assessment Framework

CAMHS

Child and Adolescent Mental Health Service

Care Assessment

In-depth assessment which addresses the most important needs of a child and the capacity of parents or caregivers to respond appropriately

Care Trust

Local organisation responsible for local health care services

Children's Centres

Provide services for under fives offering early education, day care, health and family support

Cluster

A local group of schools and children's centres working together to offer a range of extended services and activities

ContactPoint

A planned government database that will hold information on all children under 18 in England

CTB

Children's Trust Board

ECM

Every Child Matters – government agenda incorporated into the 2004 Children Act

EET

Education, Employment and Training

Extended School

School offering extended range of services

Foundation Stage

Education of children aged 3-5

FSM

Free School Meals

GCE A level

General Certificate of Education Advanced level offered from Year 12

GCSE

The General Certificate of Secondary Education

GP

General Practitioner – family doctor

IAG

Information, Advice and Guidance

IA

Initial Assessment – identifies whether a child or young person is in need and the services and interventions required to respond to those needs. It will also identify if a core assessment is necessary to develop a fuller understanding of what is happening to the individual in complex circumstances

Disabled child

Has substantial difficulty, either permanent or temporary, in achieving his or her full potential in areas of personal or social development, emotional or physical health, family life, schooling further education/training or employment.

Integrated Working

Focuses on enabling and encouraging professionals to work together effectively to deliver frontline services

KS

Key Stage – four stages in the national curriculum: KS1 5-7 yrs; KS2 8-11 yrs; KS3 12-14 yrs; KS4 15-16 yrs

LA

Local Authority

LAA

Local area Agreement between central government and partners in the local area setting out local priorities

LAC

Looked After Children – a child in the care of the local authority

LDD

Learning difficulties and disabilities

Learning Disability

Significantly reduced ability to understand new or complex information, to learn new skills with a reduced ability to cope independently.

LSC

Learning and Skills Council responsible for planning and funding education and training for over 16s

LSCB

Local Safeguarding Children's Board - a statutory local board of local agencies involved with children which co-ordinates and ensures the effectiveness of those agencies in safeguarding and promoting the welfare of children

MMR

Measles, Mumps and Rubella

NEET

Not in Education, Employment and Training

OfSTED

Office for Standards in Education

PSHE

Personal, Social and Health Education

PCT

Primary Care Trust

Respite Care

The provision of short term, temporary relief for carers

Restorative Justice

Working with victims and perpetrators of crime in order to reduce repeat offending

SEN

Special Educational Needs

SIP

School Improvement Partner

VCS

Non profit Voluntary and Community Sector also known as Third Sector, government and the private sector being the first two.

Ward

An electoral district at a local level represented by one or more councillors.

Vulnerable children

Children at risk of significant harm

Children in care or leaving care

Children with disabilities including LDD

Young carers

Children living with vulnerable adults

Children who experience racial abuse and discrimination

Children who are not fluent in English

Children who are asylum seekers, failed asylum seekers or refugees

Children from poorer socio-economic groups (including working class boys)

Children from families with high mobility

Children who are homeless or at risk of homelessness

Children affected by family breakdown

Children with a low rate of school attendance or whose education has been interrupted

Children excluded or at risk of exclusion from school

Children receiving elective home education

Children who experience discrimination and bullying as a result of disability, gender and sexual orientation

YOS

Youth Offending Service