

CYPPlan Aims and Objectives 2011-12

EXCELLENT CHILDCARE, SCHOOLS, COLLEGES AND SERVICES

<p>Raise attainment and promote engagement, resilience, active learning and economic wellbeing.</p> <p>We will:</p> <p>Target school improvement services so that all schools in Thurrock are good or outstanding</p> <p>Reduce the gaps in attainment for groups which are currently underachieving</p> <p>Promote family learning to support the whole community</p> <p>Equip young people with the skills required to take advantage of local economic opportunities</p>	<p>Ensure high quality education training and services for children, young people and families.</p> <p>We will:</p> <p>Commission high quality early years settings and family support</p> <p>Ensure effective targeting of those most in need of services, through early identification and intervention</p> <p>Integrate service delivery to meet the needs of children, families and communities</p>	<p>Ensure progression routes to higher level qualifications.</p> <p>We will:</p> <p>Deliver high quality opportunities for learning, skills development and training, including diplomas and specialist learning</p> <p>Expand the delivery of apprenticeships and work based learning</p> <p>Respond quickly to changes in national requirements and legislation ensuring our young people benefit from new opportunities</p>
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Aim: Raise attainment and promote engagement, resilience, active learning and economic wellbeing

Objective	Key milestones	Lead	Timescale
Target school improvement services so that all schools in Thurrock are good or outstanding	<p>Commission or deliver targeted improvement programmes in primary schools to secure a rise in attainment of level 4 in English and Maths</p> <p>Commission or deliver targeted support to ensure that no schools, primary and secondary are achieving below the floor targets</p> <p>Commission or deliver targeted support to ensure that a greater number of schools are judged good or outstanding</p> <p>Work with schools and other partners to ensure a high quality package of school improvement services are on offer and taken up by schools and settings in Thurrock</p> <p>Implement the leadership strategy and action plan to ensure stability and quality of leadership, management and governance in all schools and settings</p>	Lead CP Support tbc	Sourcing of interventions April – July 11 Delivery Sept 11– April 12 As above
Reduce the gaps in attainment for groups which are currently underachieving	<p>Produce high quality data to secure improvement by schools and settings in Thurrock</p> <p>Define which groups are underachieving LA officers, schools and settings and partners put in place effective measures to address underachievement</p> <p>Deliver high quality interventions to narrow or eliminate the gap in achievement for white boys, travellers, pupils eligible for</p>		June 11 – high quality data re underperforming groups is available to all schools Training/briefing for LA officers, schools settings and partners

	FSM, pupils with SEN and any other identified underachieving groups		from April – July 11 Programme of support for underachieving groups disseminated to schools and settings by June 11
Promote family learning to support the whole community	Promote good take up of family learning programmes, particularly for disadvantaged groups Embed in children centre delivery	CP/SG	Programme of family support available across Thurrock, targeted at disadvantaged or underrepresented groups by April 2011
Equip young people with the skills required to take advantage of local economic opportunities	Increase the number and take up of apprenticeships and work based learning opportunities Improve level 2 and level 3 attainment post 16 – specify Increase the number of pupils progressing to further and higher education, including those from disadvantaged or underrepresented groups - specify Reduce the number of pupils not in employment, education or training – specify	Lead CP Support tbc	Additional 30 apprenticeships in place by December 11 (no tbc) Timescales and activities In line with the 14-19 plan Timescales and activities in line with the 14-19 plan

			Deliver the September guarantee or successor programmes to reduce NEET reporting on progress monthly from Sept 11
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Aim: Ensure high quality education training and services for children, young people and families

Objective	Key milestones	Lead	Timescale
Commission high quality early years settings and family support	Write an early years and foundation stage improvement plan in conjunction with partners Implement improvement strategies to ensure early years and foundation stage education and support is high quality and a clear plan to improve EYFS is in place	SG/CP	May 2011 June 11
Ensure effective targeting of those most in need of services, through early identification and intervention	Improve the take up of two and three year old provision, particularly amongst disadvantaged or underachieving groups - specify Monitor the take up of services to ensure equality of access	SG Support tbc	To be reported on three monthly in April, July, October and January to the CYP partnership and LA monitoring
Integrate service delivery to meet the needs of children, families and communities	Cluster based accurate and up to date needs assessment to inform excellent planning and delivery of services in place Integrated service delivery targeted to reflect local priorities and needs in place	SG Support tbc	April 11 May 11

Aim: Ensure progression routes to higher level qualifications

Objective	Key milestones	Lead	Timescale
Deliver high quality opportunities for learning, skills development and training, including diplomas and specialist learning	Implement activities as specified in the 14-19 plan	CP Support tbc	See 14-19 plan
Expand the delivery of apprenticeships and work based learning	Seek additional funding and places for high quality opportunities as specified in the 14-19 plan	CP Support tbc	See 14-19 plan
Respond quickly to changes in national requirements and legislation ensuring our young people benefit from new opportunities	Refresh 14-19 plan and associated activities in line with changing legislative requirements and guidance as they emerge through the year (e.g. Wolf review of vocational education due to report in Spring 11)	CP	Timescales will depend on new legislation and guidance – to be added

EVERYONE SUCCEEDING

<p>Promote the attainment and achievement of under-achieving children. We will:</p> <p>Improve attainment of pupils by addressing difference shown up by improved identification and tracking of underperforming groups, including white boys</p> <p>Reduce gaps in literacy and numeracy particularly at 5 and by 11</p> <p>Reduce or eliminate the number of primary schools achieving below floor targets</p>	<p>Promote and support inclusion. We will:</p> <p>Meet the needs of children and young people with SEN and Learning Difficulties and Disabilities more effectively, including through better management of transitions</p> <p>Improve the outcomes and life chances of pupils in short stay provision</p> <p>Work with partners to commission effective and high quality short stay provision</p> <p>Reduce levels of fixed term exclusions</p>	<p>Reduce and mitigate the impact of child poverty and disadvantage. We will:</p> <p>Implement a Child Poverty strategy setting out measures that the LA and all its partners will take to reduce and mitigate the impact of child poverty</p> <p>Improve school attendance and reduce the incidence of persistent absence</p> <p>Track, monitor and take steps to increase the number of pupils from lower income families entering further and higher education</p>
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Aim: Promote the attainment and achievement of underachieving children

Objective	Key milestones	Lead	Timescale
Improve attainment of pupils by addressing difference shown up by improved identification and tracking of underperforming groups, including white boys	Identify underachieving groups and ensure programmes of support are available and taken up from September 2011 through effective commissioning	CP Support tbc	Sept 2011
Reduce gaps in literacy and numeracy particularly at 5 and by 11	Improve tracking and assessment in schools through commissioning or delivering effective support Improve teaching of basic literacy and numeracy through ensuring high quality programme of commissioned support	CP Support tbc	June 11
Reduce or eliminate the number of primary schools achieving below floor targets	Deliver or commission a programme of support to raise attainment and reduce/eliminate schools below floor target	CP	Schools for 2011/2012 identified in June 2011 2011/2012 programme starts in September 2011

Aim: Promote and support inclusion

Objective	Key milestones	Lead	Timescale
Meet the needs of children and young people with SEN and Learning Difficulties and Disabilities more effectively, including through better management of transitions	??		
Improve the outcomes and life chances of pupils in short stay provision	Monitor and report on standards in all settings termly and intervene quickly where necessary Implement a quality assurance framework Deliver the entitlement of every pupil and review in line with any changes in guidance or legislation	MT Support tbc	Progress to be reported six monthly at CYP partnership Audit completed by May 2011
Work with partners to commission effective and high quality short stay provision	Complete review of 6 day provision, alternative providers and PRU Devise improvement action plan	MT Support tbc	June 11 July 11
Reduce levels of fixed term exclusions	Commission or deliver high quality support to school to improve behaviour and reduce exclusion	MT support tbc	Programme of support offered to schools by May 11 (tbc)

Aim: Reduce and mitigate the impact of child poverty and disadvantage

Objective	Key milestones	Lead	Timescale
Implement a Child Poverty strategy setting out measures that the LA and all its partners will take to reduce and mitigate the impact of child poverty	Publish a Child Poverty Action plan and monitor its implementation and outcomes	SG	May 2011 – publication of plan Update progress six monthly at CYP partnership May 11 and January 12
Improve school attendance and reduce the incidence of persistent absence	Deliver focussed work with schools and families to tackle persistent and/or unauthorised absence	SG/CP	Targeted schools and families identified in July 11 Ongoing casework
Track, monitor and take steps to increase the number of pupils from lower income families entering further and higher education	Implement a programme to deliver more students from low income and disadvantaged or underrepresented groups attending further or higher education Report high quality equalities monitoring data at learning partnership	SG	Analysis of application and entries to FE and HE for 2010/2011 completed by November 11 (tbc)

PROTECTION WHEN NEEDED

<p>Build parental and family resilience. We will:</p> <p>Deliver flexible & diverse solutions to domestic abuse, parenting difficulties, and drug & alcohol problems</p> <p>Develop specific approaches for preventing & intervening in violence against women and girls (including sexual bullying, trafficking, domestic violence, forced marriage & FGM)</p> <p>Reduce youth crime by focusing on what is proven to work in prevention & reducing repeat offending</p>	<p>Deliver outstanding services for children who have been or may be abused. We will:</p> <p>Continuously challenge and improve core safeguarding services</p> <p>Deliver timely, proportionate, evidence based interventions based upon good quality assessments & care plans</p> <p>Strengthen quality assurance functions ensuring sufficient systematic checks & balances</p>	<p>Commission or deliver outstanding services for disabled children, children in trouble and children in care. We will:</p> <p>Enable disabled children & their families to access activities, prevent family breakdown & secure effective transition to adult services</p> <p>Reserve public care for those children for whom there is no safe & appropriate alternative</p> <p>Deliver or commission outstanding social work services, fostering, private fostering & adoption services for children in care</p>
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Aim: Building resilience through local accessible services which improve children's life chances

Objective	Key milestones	Lead	Timescale
Deliver flexible & diverse solutions to domestic abuse, parenting difficulties, and drug & alcohol problems	Deliver revised children's centres strategy Deliver refreshed CAF/LPR strategy	CL BF	March 2012
Develop specific approaches for preventing & intervening in violence against women and girls (including sexual bullying, trafficking, domestic violence, forced marriage & FGM)	BF new milestones required Fully implement a local strategy to combat violence against women & girls		March 2012
Reduce youth crime by focusing on what is proven to work in prevention & reducing repeat offending	Move to Basildon ?? Dealing with performance and resource threats	BF	March 2012

Aim: Outstanding services for children who have been or may be abused

Objective	Key milestones	Lead	Timescale
Continuously challenge and improve core safeguarding services	Implement all inspections & review Action Plans Develop and implement R&R strategy	BF	March 2012
Ensure interventions are timely, appropriate & based upon good quality assessments & care plans	Deliver the T&D plan for social workers and first line managers		March 2012
Strengthen quality assurance functions ensuring sufficient systematic checks & balances	Deliver a strong routine & measured QA system for all local services (??) Deliver the recommendation which result from the above	BF	March 2012

Aim: Outstanding services that build resilience and transform the life chances of disabled children, children in trouble and children in need of care

Objective	Key milestones	Lead	Timescale
Enable disabled children & their families to access activities, prevent family breakdown & secure effective transition to adult services	Deliver & evaluate high quality local services	BF	March 2012
Reserve public care for those children for whom there is no safe & appropriate alternative	Achieve a reduction of 30 CLA	BF	March 2012
Deliver outstanding fostering, private fostering & adoption; develop & maintain excellent services for children in care	Achieve year on year improvement in inspection outcomes Ensure that all services remain up to date with national requirements, including the Children in Care Council	BF	March 2012

LEAN AND FIT FOR THE FUTURE

<p>Strong & resilient governance & leadership across the Children’s Partnership & LSCB. We will:</p> <p>Deliver, through partnerships, joint strategic & operational plans which ambitiously & successfully respond to children’s needs</p> <p>Balance challenge & delivery roles of the Partnership & the Local Safeguarding Children Board</p> <p>Engineer new models of leadership across schools & services through federations, amalgamations & co-location</p> <p>Develop local clusters & partnerships with increased resources & responsibilities for responding to local needs</p>	<p>Strong organisational discipline. We will:</p> <p>Deliver effective & efficient business processes</p> <p>Implement performance management arrangements which ensure robust challenge & effective use of resources across all agencies</p> <p>Enhance skills, quality & capacity within our workforce</p> <p>Build policy & strategy development capacity</p>	<p>Effective resource use through integrated strategic commissioning, capital and financial planning. We will:</p> <p>Further develop our framework & capacity for single & joint commissioning</p> <p>Develop forward financial planning across all agencies</p> <p>Reduce our carbon footprint & increase sustainability</p> <p>Deliver transformation in quality of schools & co-located community facilities through good strategic capital planning & asset management</p>
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Aim: Strong & resilient governance & leadership across the Children's Partnership & LSCB

Objective	Key milestones	Lead	Timescale
Deliver, through partnerships, joint strategic & operational plans which ambitiously & successfully respond to children's needs			
Balance challenge & delivery roles of the Partnership & the Local Safeguarding Children Board	Build an integrated support team to lead and manage the work of both the Children's Trust and the LSCB Recruit permanent officers Review the role of LSCB independent chair post Munro review	BF	
Engineer new models of leadership across schools & services through federations, amalgamations & co-location	Produce an amalgamation protocol clarifying roles and responsibilities ensuring a less transactional and more person centred process		
Develop local clusters & partnerships with increased resources & responsibilities for responding to local needs	Develop with schools and partners a protocol that clarifies the role of schools in commissioning, both as providers of commissioned services and as commissioners of services, either individually or in groups, for their local community Publish the protocol		

Aim: Strong organisational discipline.

Objective	Key milestones	Lead	Timescale
Ensure business processes are effective & efficient	Put in place an integrated financial strategy shared and agreed by key partners which sets out funding agreements in support of our Children's Plan priorities and ambitions		
Implement performance management arrangements which ensure robust challenge & effective use of resources across all agencies	Develop a new joint performance management strategy which is agreed and implemented across schools, Children's Health Services, third sector providers and Council Children's Services Secure and publish an accurate picture of the condition and suitability of all our facilities such as schools, Children's Centres and Youth Centres		
Enhance skills, quality & capacity within our workforce	Further develop additional leadership in our schools, including how to use the good leadership in our secondary & primary schools to improve the overall quality of leadership at primary level BF on social worker workforce	CL	
Improve policy & strategy development	Build on our policy framework to ensure all relevant policies and strategies are in place and that they are timely and fit for purpose		

Aim: Effective resource use through integrated strategic commissioning, capital and financial planning

Objective	Key milestones	Lead	Timescale
Further develop our framework & capacity for single & joint commissioning	Refresh and update Joint Commissioning Framework with SW Essex PCT to prepare for the transition to Health and Wellbeing Boards and GP Consortia commissioning.	NS and S. McArthur	May 2011
Develop forward financial planning across all agencies	Engage with Schools Forum, Head Teacher Briefings and Cluster Groups to build knowledge and capacity for individual schools and/or clusters or federations.	NS	Ongoing through 2011
Reduce our carbon footprint & increase sustainability	Skills audit being undertaken in Jan/Feb 2011. Write Commissioning Unit Operational Protocol and place on INFORM.	NS and Colin Stewart	June 2011
Deliver transformation in quality of schools & co-located community facilities through good strategic capital planning & asset management	Board and Executive to lead on pooled funding potential with PCT to ensure that universal and targeted provisions are provided on a needs led basis in schools and children's centres.	Commissioning Unit with direction from Board and Exec.	December 2011

Outcomes Framework (Revised December 2010)

SCS Vision	"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 improved"											
SCS Priorities	Priority 1: Improving the education and skills of local people					Priority 4 : Provide & commission high quality & accessible services that meet, wherever possible individual needs			Organisational Aim To become a confident, well managed council regarded by residents, ambitious for the people of Thurrock, focused on meeting their current aspirations			
Corporate Plan Objective	1. All schools good or better	2. Give younger children a good head start in education	3. Equip young people with the qualifications they need to compete for the best jobs	4. Accelerate the achievement and attainment of disadvantaged children and young people		4. Reduce inequalities in health and well being	1. Support families in need and intervene to protect vulnerable adults and children		3. Change the way we do things to reduce costs and improve choice	Performance Management / Workforce Development	Local Market	
CYPP Pillar	PILLAR ONE: Excellent settings, schools, colleges and services			PILLAR TWO: Everyone succeeding			PILLAR THREE: Protection when needed			PILLAR FOUR: lean and fit for the future		
CYPP Aims	Raising aspirations & promoting engagement, resilience, active learning & economic well-being	Personalisation of education, training and services for children, young people and families.	Ensuring sustainable progression routes to higher level qualifications.	Narrow the gaps in attainment & achievement of children with different backgrounds so that all fulfil their potential	Promote and support inclusion	Intervene early to mitigate the impact of child poverty and disadvantage	Building resilience in the community.	Outstanding services for children who have been or may be abused.	Outstanding services that build resilience & transform the life chances of disabled children and children in need of care.	Capital planning & commissioned services.	Strong organisational discipline.	Strategic Leadership
CYPP Objectives	<ul style="list-style-type: none"> Strengthening school improvement so that all schools in Thurrock are good or outstanding Developing schools, youth facilities and children's centres at the heart of local communities.. Increasing participation in learning and assuring high quality learning opportunities for all. Promoting family learning to support the whole school community 	<ul style="list-style-type: none"> Commissioning/providing high quality early years settings and family support. Integrating service delivery to meet the needs of children families and communities. Ensuring a comprehensive programme of Positive Activities and engagement. Ensuring effective early identification and intervention, to ensure equal access 	<ul style="list-style-type: none"> Delivering the 14-19 Entitlement, including Diplomas and Specialist Learning. Expanding the delivery of Apprenticeships and work-related learning. Developing 21st Century specialist learning facilities. 	<ul style="list-style-type: none"> Ensure there is personalisation and alignment in teaching & learning through transition between early years, primary & secondary phases of education. Improve effectiveness of identification and tracking of under-performing groups through better monitoring and disaggregation of data Improve the sharing of good practice in raising attainment of targeted groups from within and beyond Thurrock. Improve the attainment of under-performing boys, particularly white boys Continue to reduce gaps in basic literacy and numeracy skill development between most and least disadvantaged pupils by the age of 5 	<ul style="list-style-type: none"> Ensure effective strategies are in place to support vulnerable children and young people, particularly those at risk of exclusion. Review and revise the SEN and LDD strategies to meet the needs of children and young people more effectively. Ensure that outcomes for pupils in short stay school provision are positive educationally and improve life chances. Improve quality and accessibility of behaviour support services to schools and settings to reduce levels of fixed term exclusions 	<ul style="list-style-type: none"> Develop strategies to deliver a full range of early intervention support to reduce health inequalities. Improve school attendance, tackle persistent absence and develop strategies to reduce fixed term exclusions. Ensure there is an integrated approach between Trust partners to remove barriers to learning. Further improve accessibility and availability of affordable child care to support parents into work or education and training Develop and implement a partnership child poverty strategy Improve benefits advice, support and signposting to secure maximum take up of support available to families and to young people 	<ul style="list-style-type: none"> 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 Improve community cohesion by working innovatively and creatively to find family and community based solutions to anti-social behaviour, hate crime and so on Develop specific approaches for preventing and intervening in sexual, homophobic, racist and gender based bullying in all settings schools colleges and services 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 	<ul style="list-style-type: none"> Develop and maintain excellent practice in core services Ensure interventions are timely and appropriate including those aimed at improving emotional and mental wellbeing Develop a local strategy and intervention plan to respond to gender based abuse and violence (including sexual bullying trafficking, domestic violence, forced marriage, FGM) 	<ul style="list-style-type: none"> 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 Ensure disabled young people have proper support as they get older so they can live fulfilled adult lives Ensure public care is reserved only for those children for whom there is no safe and appropriate alternative Achieve good or outstanding inspection judgements in fostering, private fostering and adoption by developing and maintaining excellent corporate parenting services. 	<ul style="list-style-type: none"> Further develop framework and capacity for single and joint commissioning Develop financial forward planning across all agencies Improve Capital Strategic Planning and asset management Reduce our carbon footprint and increase sustainability Deliver transformation in quality of schools and co-located community facilities through Building Schools for the Future and other programmes 	<ul style="list-style-type: none"> Ensure business processes are effective and efficient Improve the use of performance management across all agencies within the Trust and the LSCB Enhance skills, quality and capacity within our workforce Improve policy and strategy development 	<ul style="list-style-type: none"> joint plan resourcing delivered LSCB lead services ambition responsible delivery

CYPP outcomes and targets

National indicators		Inspection	Voices									
<p>NI 72 78 pts and at least 6pts - Foundation Stage: (Q4: 2008/09 - 45: 2011/12 - 56) NI 73 KS2 % attaining L4 in Maths and English: (Q4: 2008/09 - 66: 2011/12 - 75) NI 75 5+A-C inc Maths and Eng: (Q3: 2008/09 - 46.6: 2011/12 - 54.8) NI 76 Achievement at level 4 or above in both English and Maths at KS2 Schools below: (Q4: 2008/09 - 19.4: 2011/12 - 6.5) NI 78 5+ A-C inc Maths and Eng (schools below 30%) inc Academies: (Q: 2008/09 - 7: 2011/12 - 0) NI 93 Progression by 2 levels in English between Key Stage 1 and Key Stage 2: (Q4: 2008/09 - 80.2: 2011/12 - 84.7) NI 94 Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2: (Q4: 2008/09 - 75.7: 2011/12 - 81.2) NI 97 KS4 - 2 levels progress English: (Q4: 2008/09 - 53.6: 2011/12 - 63.2) NI 98 KS4 - 2 levels progress Maths: (Q2: 2008/09 - 23.8: 2011/12 - 28.3)</p>	<p>NI 161 Number of Level 1 in literacy achieved: (Q:Thur : TQ) NI 162 Number of entry level qualifications in Numeracy: (Q:Thur : TQ) NI 163 Adults qualified to Level 2 or higher: (Q4: 2008/09 - 55.6: 2011/12 - 72.8) NI 164 Adults qualified to Level 3 or higher: (Q4: 2008/09 - 35.2: 2011/12 - 53.5) NI 165 Adults qualified to Level 4 or higher: (Q4: 2008/09 - 17.8: 2011/12 - 34.7) NI 174 Skills gaps in current workforce reported by employers: (Q3: 2008/09 - 15: 2011/12 - 14)</p>	<p>Inspections of Child minders / childcare / judged as good or better NI 109 Delivery of Sure Start Children's Centres: (number) NI 88 (%) schools providing access to extended services: (Q1: 2008/09 - 96: 2011/12 - 96) Percentage inspected services judged good or better for positive contribution</p>	<p>NI 110 Participation in positive activities: (Q4: 2008/09 - 58.9: 2011/12 - 89.6)</p>	<p>NI 79 Achievement of a Level 2 qualification by the age of 19 : (Q4: 2008/09 - 65.4: 2011/12 - 76) NI 80 Achievement of a Level 3 qualification by the age of 19 : (Q4: 2008/09 - 37.6: 2011/12 - 52) NI 84 (%) Achievement of 2 or more A*-C grades in Science GCSEs or equivalent: (Q3: 2008/09 - 52.7: 2011/12 - 59.2) NI 85 Post-16 participation in physical sciences (A Level Physics, chemistry, maths.): (number) NI 90 (number) takeup of 14 to 19 learning diplomas: (Q:Thur : TQ) NI 91 Participation of 17 year-olds in education or training: (Q4: 2008/09 - 66.3: 2011/12 - 80.5) NI 106 Young people from low income backgrounds progressing to higher education: (Q4: 2008/09 - 11.7: 2011/12 - 23.5) NI 117 Percentage of 16-18 yo Not in Education, Employment or Training: (Q3: 2008/09 - 6.6: 2011/12 - 5.2)</p>	<p>NI 81 Inequality gap in the achievement of a Level 3 qualification by the age of 19 (FSM): (Q3: 2008/09 - 28: 2011/12 - 20.7) NI 82 Achievement of FSM level 2 at 19: (Q4: 2008/09 - 33.4: 2011/12 - 27.5) NI 92 Narrowing the gap foundation stage (lowest 20% and the rest): (Q4: 2008/09 - 36.5: 2011/12 - 31.5) NI 99 Children in care reaching level 4 in English at Key Stage 2: (Q2: 2008/09 - 54.5: 2011/12 - 55) NI 101 Children in care achieving 5 A*-C GCSEs inc M & E: (Q: 2008/09 - : 2011/12 -) NI 102a KS2 FSM / non FSM gap (L4+ inc M and E): (Q4: 2008/09 - 27: 2011/12 - 20) NI 102b KS4 FSM/nonFSM gap: (Q2: 2008/09 - 27.6: 2011/12 - 23) NI 107 Ethnic attainment at KS2: (multiple) NI 108 Ethnic attainment at KS4: (multiple)</p>	<p>NI 103a Statements within 26 weeks (exc exceptions): (Q3: 2008/09 - 93: 2011/12 - 100) NI 103b Statements within 26 weeks (inc exceptions): (Q3: 2008/09 - 78: 2011/12 - 96) NI 104 KS2 - SEN / non SEN gap (L4+ inc E and M): (Q3: 2008/09 - 52.1: 2011/12 - 48.3) NI 105 KS4 - SEN gap: (Q2: 2008/09 - 44.4: 2011/12 - 41.5) NI 114 Permanent exclusions - All Schools: (Q1: 2008/09 - 0: 2011/12 - 0)</p>	<p>NI 52a Take up of School Meals – Primary / secondary: (Q3: 2008/09 - 36.2: 2011/12 - 47.9) (Q4: 2008/09 - 25.2: 2011/12 - 43.4) NI 53 Prevalence of breastfeeding at 6–8 weeks from birth : (Q2: 2008/09 - 45.1: 2011/12 - 53.1) NI 55 Obesity in Primary - Reception: (Q4: 2008/09 - 11.3: 2011/12 - 8.7) NI 56 Obesity in Primary - Year 6: (Q3: 2008/09 - 20.8: 2011/12 - 16.5) NI 57 Children and young people's participation in high-quality PE and sport : (Q2: 2008/09 - 91: 2011/12 - 92) NI 87 Persistent absence in Secondary school: (Q2: 2008/09 - 5.1: 2011/12 - 4.7) NI 112b Teenage Conception Reduction: (Q1: 2008/09 - 34.7: 2011/12 - 34.7) NI 113 Prevalence of Chlamydia: (Q: 2008/09 - : 2011/12 -) NI 116 Children in poverty: (Q: 2008/09 - : 2011/12 -) NI 118 Take up of formal child care by low income families: (Q: 2008/09 - : 2011/12 -)</p>	<p>NI 19 Rate of proven re offending by young offenders: (Q1: 2008/09 - 31.5: 2011/12 - 31.5) NI 43 Young people receiving custodial sentence: (Q3: 2008/09 - 6.6: 2011/12 - 4.2) NI 44 Ethnic composition of offenders on Youth Justice disposals: (Q: 2008/09 - 2011/12 -) NI 45 Young offenders engagement in suitable EET: (Q4: 2008/09 - 62.1: 2011/12 - 79.2) NI 46 Young offenders access to suitable accommodation: (Q3: 2008/09 - 93.6: 2011/12 - 98.1) NI 70 Hospital admissions caused by unintentional and deliberate injuries to children and young people: (Q1: 2008/09 - 92.2: 2011/12 - 92.2) NI 71 Children missing from Home or Care: (Q3: 2008/09 - 8: 2011/12 - 10) NI 111 % change to First time entrants to YJS: (Q3: 2008/09 - 15.1: 2011/12 - 23.8) NI 147 % Care leavers in suitable accommodation: (Q3: 2008/09 - 88.2: 2011/12 - 95.5) NI 148 % Care Leavers in EET: (Q4: 2008/09 - 52.9: 2011/12 - 70.6)</p>	<p>NI 51 CAMHS self assessment: (Q4: 2008/09 - 12: 2011/12 - 15) NI 59 Initial Assessments in 7 working days: (Q2: 2008/09 - 76: 2011/12 - 80) NI 60 Core Assessments in 35 days: (Q3: 2008/09 - 79: 2011/12 - 86) NI 61 Timeliness of adoptions LAC: (Q1: 2008/09 - 92.3: 2011/12 - 92.3) NI 62 % LAC 3 or more placements: (Q2: 2008/09 - 9: 2011/12 - 8.5) NI 63 LAC Same placement for 2 years: (Q2: 2008/09 - 68.3: 2011/12 - 70.8) NI 64 Ceased to be subject of Child protection (2 years): (Q2: 2008/09 - 5: 2011/12 - 4) NI 65 CPR re registration: (Q4: 2008/09 - 21: 2011/12 - 10) NI 66 % LAC reviewed on time: (Q4: 2008/09 - 87.7: 2011/12 - 97.3) NI 67 CPR reviewed on time: (Q3: 2008/09 - 99: 2011/12 - 100) NI 68 The percentage of referrals of children in need that led to initial assessments: (Q3: 2008/09 - 55: 2011/12 - 80)</p>	<p>Achieve good or outstanding inspection judgements in fostering, private fostering and adoption by developing and maintaining excellent corporate parenting services</p>	<p>NI 50 Emotional health of children: (Q1: 2008/09 - 59.1: 2011/12 - 59.1) NI 58 Emotional and behavioural health of children in care : (Q3: 2008/09 - 15.4: 2011/12 - 13)</p>	<p>NI 54 Parents views on services for disabled children: (Q: 2008/09 - : 2011/12 -)</p>

NI 13 Migrants English language skills and knowledge: (Q: 2008/09 - : 2011/12 -)
 NI 48 Reduction in casualties from 1998 baseline: (Q4: 2008/09 - 43.9: 2011/12 - 66.5)
 NI 159 Satisfaction with Parks and open spaces: (Q2: 2008/09 - 55.7: 2011/12 - 59.2)