



**The Children's Plan
One Year On:
a progress report**



Contents

Introduction	3
What is the Children's Plan?	3
Priorities for 2009	6
What the Children's Plan means for Children and Young People Aged 0–19	9
Children aged 0–7	9
Children aged 8–13	10
Young people aged 14–19	12
Foundations for success at all ages	13
Chapter 1: Happy and Healthy	15
What the world is like for children, young people and families today	15
What children, young people and families want	16
What we said in the Children's Plan	17
What we have done so far	18
Addressing future challenges	43
Chapter 2: Safe and Sound	44
What the world is like for children, young people and families today	44
What children, young people and families want	45
What we said in the Children's Plan	46
What we have done so far	47
Addressing future challenges	56
Chapter 3: Excellence and Equity	57
What the world is like for children, young people and families today	57
What children, young people and families want	58
What we said in the Children's Plan	59
What we have done so far	60
Addressing future challenges	87

Chapter 4: Leadership and Collaboration	89
What the world is like for children, young people and families today	89
What children and young people and families want	90
What we said in the Children’s Plan	91
What we have done so far	91
Addressing future challenges	112
Chapter 5: Staying On	113
What the world is like for children, young people and families today	113
What children, young people and families want	115
What we said in the Children’s Plan	115
What we have done so far	116
Addressing future challenges	128
Chapter 6: On the Right Track	129
What the world is like for children, young people and families today	129
What children, young people and families want	130
What we said in the Children’s Plan	131
What we have done so far	131
Addressing future challenges	143
Chapter 7: Making it happen	144
What the world looks like for children, young people and families today	144
What children, young people and families want	145
What we said in the Children’s Plan	146
What we have done	147
Addressing future challenges	179
Annex A: Children’s Plan and the UNCRC	181
Annex B: Glossary	189
References	193

Foreword by the Secretary of State for Children, Schools and Families



Our goal is to make our country the best place in the world for children and young people to grow up. That is why, a year ago, we published the first ever Children's Plan, with the aim of putting children and young people at the heart of everything we do.

To prepare the Children's Plan, we listened to children, young people, parents and professionals up and down the country about the things that mattered to them and what life is like today. We are still listening.

Parents want the best for their children. They want them to be safe, happy, healthy, doing well in a good school with high standards, and able to get good qualifications and eventually a good job. They know the world is changing, and so are the skills, attitudes and aspirations that children and young people need to succeed in a changing global economy. They tell us that now is a great time to be growing up, with more opportunities than ever before to learn, experience the world and enjoy childhood in new and exciting ways.

But bringing up children, and being a child in today's world can be tough. Parents tell us that juggling work and family life can be hard. Children and young people have experiences and opportunities that their parents may never have had and this can mean tough choices for parents who want to let their children take advantage of these new opportunities whilst trying to keep them safe. Despite the fact that most families are doing well, too many young people still suffer an unhappy childhood and fail to reach their potential because of poverty and disadvantage, or problems that are not addressed, or tackled too late. And while the vast majority of parents provide safe and loving homes for their children, in the very small minority of families where this is not the case, it is our top priority to take the action needed to protect those children from harm.

Over recent years, since the publication of the *Every Child Matters* framework, a quiet revolution in children's services has been unfolding in local communities around the country – with schools, health and social services, police and other services working together and with families and children to put children at the heart of local services.

In 2007, building on this progress, we went further. This is why we created the Department for Children, Schools and Families eighteen months ago, and why we drew up the Children's Plan a year ago: to put the needs of children, young people and families at the heart of everything we do.

The Children's Plan looked at all aspects of a child's wellbeing – their safety and health, enjoyment and play, achieving their potential, and preparing for their future – and set out clear steps, building on a decade of reform, on how the Government and local services could support families as they strive to give their children the best possible start in life. And it set out bold and ambitious policy commitments to support families everywhere.

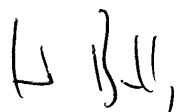
One year into the Plan a great deal has already been achieved. This progress is thanks to the hard work of the millions of people who help and support children and families, in thousands of organisations across the country, every day. It is right that we celebrate this.

But we also know that there is still much more to do. Too many young people are still not doing as well as they could, there are still schools where standards are not high enough for all pupils, and we can never be satisfied until we have done all we can to protect every child from harm.

We will only achieve this by working together – through close partnership between schools, children's services, the voluntary sector and government, and the strengthening leadership role played by local authorities and their partners through Children's Trusts.

Here we set out the steps we are going to take in 2009 as we continue to work to make sure that every child and young person gets the best start in life.

With everyone playing their part, we can make this the best place in the world to grow up.



Ed Balls
Secretary of State for Children, Schools and Families

Executive Summary

In December 2007, we published the first ever Children's Plan – our vision for making this the best place in the world for children and young people to grow up.

The Plan looked at all aspects of a child's wellbeing – their safety and health, enjoyment and play, achieving their potential, and preparing for their future. And it set out clear steps on how services – including early learning and childcare, schools, colleges and more specialist services – should support families as they strive to give their children the best possible start in life.^a

The Children's Plan was based on discussions with children, young people, parents and professionals across the country, and was based on five fundamental principles:^b

- parents bring up children, not government – but families need help and support to do their job;
- all children have the potential to succeed and should go as far as their talents can take them;
- children and young people need to be safe, healthy and enjoy their childhood as well as grow up prepared for adult life;
- all children and families deserve services that work together for them and meet their individual needs; and

a The vision for world-class services for children, young people and their families in the Children's Plan supports the Government's wider ambitions set out in *Excellence and Fairness: achieving world-class public services* (Cabinet Office, 2008). In particular, in line with the Government's main principles for public service reform, the Children's Plan and this progress report set out steps towards empowering children and their families in shaping responsive and personalised services, ensuring that services are provided by a consistently world class workforce, and that strategic leadership is provided at the national and local levels to ensure improved outcomes for all children and young people.

b The ambitions set out in the Children's Plan also reflect, and are informed by, both the General Principles and the Articles of the United Nations Convention on the Rights of the Child (UNCRC): see Annex A.

- it is always better to prevent failure than tackle a crisis later.

In the chapters that follow, we set out the progress that has been made in 2008 towards the ambitions set out in the Children's Plan. Each chapter also sets out the next steps we need to take if we are to achieve our ambitious vision for all children in all areas of the country. And alongside this progress report we are publishing the Department for Children, Schools and Families' Autumn Performance Report, setting out the progress we are making in improving outcomes for children and young people.

Chapter 1: Happy and healthy

Parents want their children to enjoy happy and healthy childhoods. Through the *Every Child Matters* framework, huge progress has been made in putting health, enjoyment and wellbeing at the heart of services for children and young people, and on an equal footing with other outcomes. We have made further progress since the launch of the Children's Plan, including:

- **more families benefiting from Sure Start Children's Centres** in their local communities, getting advice on health and parenting, and information on going back to work and childcare, all under one roof;
- helping more parents juggle work and family life, providing **more free childcare** places to 2-, 3- and 4-year-olds;
- setting up Parent Know How, a range of **free services to give all parents access to expert advice**, and increased the number of parenting experts working locally, in children's centres and schools;
- establishing Family Nurse Partnerships in 20 local authority areas **helping the most vulnerable first-time young mothers**;
- launching an independent review of **child and adolescent mental health services** which provided a clear set of recommendations to improve the access to and quality of mental health services for vulnerable young people;
- promoting children's **healthy weight** through improved nutrition and exercise backed by £372 million, and we provided £150 million to improve school kitchens and dining areas, encouraging more children to eat school meals;

- publishing a *Play Strategy* setting out our vision to **improve play opportunities in all communities**, and to rebuild or renew up to 3,500 playgrounds and make them accessible to disabled children; and
- we have begun to offer more **short breaks and equipment for disabled children**, with more opportunities for them and their families to enjoy and benefit from help and support.

We need to continue to work to give all families the support they need to ensure that every child and young person grows up with the foundations for lifelong health and wellbeing.

Our priorities for 2009 are to:

- enshrine in law our commitment to eradicate **child poverty** by 2020, and publish a route map for achieving this;
- extend our offer of a **free childcare** place to more 2-year-olds, making sure more children benefit from early learning;
- introduce new ways to support parents at times when their **relationships** come under strain, and give more support to children when family relationships break down;
- publish a new **child health strategy**, *Healthy Lives, Brighter Futures*, to improve children's health services and set out plans to expand Family Nurse Partnerships;
- take forward the recommendations of the **CAMHS** review, and increase the number of areas in which mental health services for young people are provided through schools to 55 new areas, as part of our plan to make this nationally available by 2011;
- continue to invest in **creating exciting spaces and activities** that children and young people want to get involved with, with plans to deliver 500 new playgrounds by April 2009; and
- further expand the number of **short breaks for disabled children and their families**, including those with the most acute needs.

Chapter 2: Safe and sound

Keeping children and young people safe from harm is everyone's responsibility and a top priority for the Government. We are taking action to ensure that the most effective arrangements are in place in every area of the country to safeguard the most vulnerable children. And we are providing new support and guidance to parents and services as they try to balance the need to let children experience new opportunities and technologies while keeping them safe from harm. We have taken action since the Children's Plan including:

- publishing a **Staying Safe Action Plan** to set out how we would help keep children safe from all sorts of risks – from traffic accidents to bullying – as well as protecting those who are most vulnerable. We will continue to deliver the commitments we have made, including the Home Safety Equipment Scheme and the National Safeguarding Unit for the Third Sector; and
- asking Dr Tanya Byron to review how we could help parents manage the risks to their children from using the **internet and video games** – and we have set up the new UK Council for Child Internet Safety in response to her recommendations.

Big challenges remain to keep children safe in a changing and more complex world. We are determined to do all we can for the most vulnerable children and have announced new actions to make sure that arrangements for protecting them from harm are being implemented as effectively as possible across the country.

Our priorities for 2009 are to:

- respond to Lord Laming's report to **strengthen the arrangements for safeguarding children**;
- establish a new taskforce to **strengthen and reform the social work profession**, because social workers play a vital role in keeping some of our most vulnerable children safe;
- respond to the independent review of the **impact of the commercial world on children's wellbeing** which will report in the spring; and
- require schools to record all incidents of **bullying**.

Chapter 3: Excellence and equity

Parents want their children to have the best start in life, to enjoy their education and achieve their potential. This requires world class early years services and world class schools, where parents are treated as partners, and where all children, including those with special educational needs and disabled children, experience personalised learning and development to meet their individual needs, with one-to-one tuition to support and challenge them to make good progress and achieve their best.

In Chapter 3 we set out a wide range of actions which we have taken to ensure all children and young people can benefit from world class early years settings and schools that have high ambitions for their learning and development. These include:

- introducing the **Early Years Foundation Stage** so that parents can be sure of the quality of early learning and care for children from birth to age 5;
- **extending personalised learning** in schools, offering one-to-one tuition in English and mathematics, through the Every Child A Writer, Every Child a Reader and Every Child Counts programmes;
- reforming testing, trialling **new single level tests** in primary schools to motivate pupils and teachers by focusing on individual learning goals; and
- more than two thirds of **schools now providing extended services to meet the wider needs of children** – including breakfast clubs, study support, sports, music and arts activities, parenting support and swift and easy access to specialist services for those who need extra support.

Our priorities for 2009 are to:

- work with schools to **help more parents get involved in their child's learning**, for example by ensuring that all new teachers are trained to work with parents;
- Sir Jim Rose will make his final recommendations on the **primary curriculum** to create fresh momentum in raising standards in primary schools, strengthening subject knowledge alongside improved skills and understanding for children;
- schools will begin to offer **one-to-one tuition** on a national basis for children aged 7 to 14 and more young people will benefit from personal tutors;
- begin to invest an additional £31 million to demonstrate best practice in improving outcomes for children with **special educational needs**, raising schools' expectations and aspirations for these children; and
- take forward John Bercow's recommendations on **improving speech, language and communication provision**, backed by an additional £12 million.

Chapter 4: Leadership and collaboration

To continue to make progress towards our vision for excellent personalised learning, we must create a system where all institutions are consistently achieving the level of the best. That means continuing to improve the quality of the workforce and leadership, promoting diversity of provision, strengthening accountability and governance, fostering greater collaboration and creating the right conditions for teaching and learning. Since the launch of the Children's Plan, we:

- have launched the **National Challenge** and our plans for **coasting schools** to ensure that no school is left behind and that all children are taught in schools with high ambitions;

- have set out plans and launched 12 new pilot projects around the country to **improve alternative educational provision** for children who are not able to attend mainstream school in *Back on Track*; and
- are improving **behaviour in the classroom**, implementing the recommendations of Sir Alan Steer's review, with 98 per cent of schools working in new behaviour partnerships with other schools and encouraging more Safer Schools Partnerships.

We are setting out further actions to ensure that all early years settings and schools aspire to the level of the best.

Our priorities for 2009 are to:

- publish a strategy to help all **primary schools** to improve and ensure no child is left behind;
- **National Challenge** advisers will work with headteachers to improve standards in their schools, backed by £400 million;
- the new **Masters in Teaching and Learning** will be available to teachers in National Challenge schools to improve their professional skills and subject knowledge; and
- set out next steps on achieving our **vision for schools to deliver a 21st century service**, with greater co-location of services and greater partnership between schools and other services – with a new School Report Card to help parents understand how their local schools are performing and a Schools White Paper in the spring.

Chapter 5: Staying on

Parents want their children to grow up learning the skills they need to succeed in life. Many parents hope their children will go on to better jobs than they themselves had. To succeed as adults in an increasingly competitive global economy, we want all young people to have the right skills and opportunities to participate in further and higher education, training and work. With our partners, we have started to transform the 14-19 education system, providing new

opportunities for all young people to participate in education and training to 18 and beyond. Since the launch of the Children's Plan:

- we have increased ways for young people to stay engaged in learning, with **new Diplomas** introduced in September 2008 and have introduced **new A-levels and GCSEs** with scope for more stretch and challenge and more relevant, engaging content; and
- we have seen, in 2008, the highest ever number of 16-19 year olds continuing their education and we have passed historic **new laws to raise the participation age from 16 to 18** in the future.

We want to make sure all young people are supported to achieve their full potential.

Our priority for 2009 is to:

- introduce **five more Diplomas** and a **national apprenticeships service to double the number of Apprenticeships**, so even more young people can make learning choices that will take them on to future success.

Chapter 6: On the right track

We want young people to be happy, healthy and safe and for their teenage years to be enjoyable and fulfilling in their own right, as well as fully preparing them for adult life. More than ever before, young people need to be resilient to the things that can throw them off course and have the confidence and ability to manage the risks they may encounter. We have made progress in supporting children and young people to make a positive contribution and stay on the path to success. Since the launch of the Children's Plan, we have:

- published a **Youth Alcohol Action Plan** and committed to a hard-hitting campaign to make young people think about the consequences of drinking too much alcohol;
- launched **myplace**, to invest over £200 million in creating a wide range of world class youth facilities – and we are giving young people a central part in deciding how this money should be spent;

- launched our Youth Crime Action Plan, backed by nearly £100 million, setting out our **plans to tackle offending and re-offending by young people**. As part of these plans, new Family Intervention Projects are tackling the behaviour of families with multiple difficulties such as substance misuse and offending; and
- provided new guidance for teachers and others working in local services on **preventing violent extremism** to support and empower young people to come together with their families and the wider community to expose those who seek to sow division in our communities and reject cruelty and violence in whatever form it takes.

We want to ensure that all young people have the opportunities and support they need.

Our priorities for 2009 are to:

- publish, for the first time, guidelines on young people's **alcohol consumption**, helping parents to help their children make sensible decisions about the amount they drink.
- extend the **Family Intervention Project** into more areas, to work with the most challenging families where children and young people are at risk of poor outcomes;
- ensure more **youth facilities** are open on Friday and Saturday nights.

Chapter 7: Making it happen

In the Children's Plan, we set out our vision for world class services in every local area to work together to meet the needs of individual children, young people and their families. The challenge is for services – brought together by Children's Trusts, offered through 21st century schools and provided by an outstanding workforce – to keep children and young people safe, and intervene early where additional help is needed so that all children and young people are supported to fulfil their potential. Since the launch of the Children's Plan:

- we have opened more than **1,150 new children's centres**, taking the total to nearly 3,000 – well on track to a children's centre for every community;
- to make it easier for families to access services all on one site, we are establishing a **new £200 million fund to support the co-location of services**; and
- we have set out a long-term **strategy for the more than 2 million people who work with children and young people every day**, to ensure they have the capacity and skills to deliver the high quality services needed to deliver our ambitions.

We want all services to work together to provide the best possible support for children and young people.

Our priority for 2009 is to:

- legislate to strengthen Children's Trusts in every local area to ensure that all local services – including schools, health services and the police – work together to improve outcomes for children and young people.

What the Children's Plan means for Children and Young People Aged 0-19

The Children's Plan is the first time government has set out a plan for all children and young people from birth to 19. The approach set out in the Children's Plan helps smooth the often challenging times of transition, between different settings and styles of teaching – from early years to primary school, from primary to secondary school, and as young people become adults.

Children aged 0-7

The experiences of babies and children in their first few years – including during pregnancy – set the foundations for their future. Children's brains develop faster, and they learn more quickly in the first 24 months of their lives than at any other stage. As they develop, their opportunities to meet and play with other children increase, and this informal and unstructured time helps them to develop self-confidence and resilience. These social and personal skills are vital, not only when formal education begins, but for the rest of a child's life. In addition, research increasingly demonstrates that the quality and stability of a child's early relationships with parents or carers underpins their later social and emotional wellbeing.

The importance of supporting families, by giving young children the opportunities they need to thrive and develop in the earliest years, identifying and addressing problems early, is one of the strongest themes of the Children's Plan. Sure Start Children's Centres – which provide health, education and other services for 0-5-year-olds and their parents – play a crucial role in delivering our vision for children and parents during the early years of life. To help parents further, we have directed additional funding to local authorities to enable them to increase the number of outreach workers from Sure Start Children's Centres to reach some of the most vulnerable families who need support the most. There will be a significant expansion in the intensive support provided to vulnerable first time young mothers through Family Nurse Partnerships.

The Children's Plan recognises that one of the most important ways in which children can be given the best possible start in life is through high quality care and education in the early years. High quality early years education helps children to learn through play, ensures that they are ready to succeed at school and that problems, such as speech, language and communication difficulties, are picked up early so that the right support can be put in place. Building on the substantial investment already made in early years education and childcare provision, including the introduction of the play-based Early Years Foundation Stage, we have extended free childcare and early learning to more disadvantaged 2-year-olds. The fact that more young children are now developing well across all areas of learning by age 5, and that the children from the most disadvantaged backgrounds have begun to catch up with their peers, demonstrates the important impact of these policies.

The Children's Plan seeks to ease children's transition into formal schooling, from play-based learning to the primary curriculum. As a result of the Children's Plan, Sir Jim Rose is now reviewing the primary curriculum, which, when implemented, will promote a seamless experience for young children, and encourage a good grounding in important areas of development, including communicating, talking, reading, writing, numeracy and social and emotional development – preparing children for later life.

We are also continuing to increase the number of schools offering access to extended services, such as breakfast clubs, parenting support and swift and easy access to specialist services, which benefit children, parents and communities. We know that parents' involvement is central to their child's successful learning and development both in the early years and as they move into school. The Children's Plan set out the steps we need to take to improve parental engagement, particularly for those parents who need more help and support to get involved.

Children aged 8-13

The period between the ages of 8 and 13 is a no less important phase in a child's development. It should be a period characterised by security in a child's family attachments, but also a greater sense of independence. While the early years establish the foundations for development, the period from ages 8 to 13 sustains and builds on this as well as preparing children for the emotional and physical changes that happen later in life. The experiences of children at this time are likely to have a profound effect on later outcomes, particularly as this age group goes through significant changes. Puberty may take place roughly at the same time as moving schools, shifting children's peer groups and social relationships. Children need to be supported before, during and after this occurs. And children will not only be exposed to a range of new opportunities, but may encounter a new set of risks – for example related to sexual awareness and interest, starting to deal with the information and social networking possibilities of new technologies and the possible anxieties of becoming a teenager.

The Children's Plan emphasises the need to sustain the benefits of the best start in life from the early years. In addition to high quality childcare, it places our vision of the 21st century school at the heart of our ambitions for the next decade. This vision is underpinned by commitments in the Children's Plan to develop a new relationship between parents and schools so that parents become partners in their children's learning. Through one-to-one tuition, additional support for those with special educational needs and access to extended services, including for disadvantaged groups, we want provision for all children to be personalised and opportunities for the most disadvantaged extended. This will ensure that all children make good progress and experience effective transitions between stages of learning. The Children's Plan set out our ambition that all secondary school pupils will have access to a personal tutor who knows them well, is the main contact for their parents or carers, and supports children through transitional points in their learning. The Children's Plan also put in place measures to ensure these commitments are delivered in world class schools, led and staffed by the highest quality workforce – including by making teaching a Masters level profession.

In addition to ensuring that all pupils have the opportunity to learn and achieve, the Children's Plan recognises that children and young people need to enjoy their childhood as well as grow up prepared for adult life. The Children's Plan puts play at the heart of this ambition. In helping prepare the Plan, children, young people and parents told us that one of the things they thought government could do was provide more attractive, safe, places for children to play. In response to this, we are now investing £235 million to rebuild or renew up to 3,500 playgrounds and make these accessible to disabled children, and to create 30 new adventure playgrounds for 8-13-year-olds. This will ensure that, in every residential area, there are a variety of safe, accessible and exciting places for children to play free of charge.

Young people aged 14-19

The years from 14 to 19 are characterised by the transition from childhood to young adult life. This brings with it significant physical, emotional and social change, alongside the move from compulsory schooling to further or higher education, or to employment. It is a period during which young people develop a sense of, and need for, independence, and take increasing responsibility for themselves and their future, although parents remain the most important influence on the choices they make. It is also a period when young people increasingly face choices involving risk, including risks related to alcohol or substance misuse or sexual behaviour.

In recognising the particular challenges that 14-19-year-olds face, the Children's Plan builds on our ambitions to ensure that more young people achieve higher levels of skills and qualifications that will enable them to prosper in a high skills economy. The Education and Skills Act 2008 means that, from 2015, all young people will have to stay in some form of education and training until they turn 18.

The Children's Plan also recognises that, while changing the law will help set new expectations and entitlements for young people, we need teenagers to want to learn. That means we have to make learning more engaging, more relevant and more attractive. We are therefore reforming the curriculum and qualifications system to provide more routes to further learning, routes that help to build the confidence and motivation young people need to succeed. New Diplomas, including those announced through the Children's Plan, will offer both theoretical and practical skills, together with first hand experience of the world

of work. Reformed GCSEs and A-levels will continue to support high quality learning. We will expand vocational learning through more Apprenticeships. The new Foundation Learning Tier will give young people who need it a pathway to get onto these learning routes, with the opportunity to make progress at a rate that suits their abilities and circumstances.

Young people's development is about more than formal education and training. Positive activities and experiences are crucial for happy and enjoyable teenage years, and the Children's Plan set out our proposals to ensure that more is done to give young people safe places to go, where they can get involved in a wide range of exciting activities. The Children's Plan also recognised that taking risks is a part of growing up. It therefore introduced measures to ensure that young people have the information, advice and guidance they need to develop resilience, choose an active and healthy lifestyle and make decisions about their future careers. The Children's Plan is about ensuring that every young person is on a path to success, where success is measured by young people's positive participation, progression and resilience to risk as they make the exciting transition to adulthood.

Foundations for success at all ages

Underpinning the changing support for children and young people as they reach different ages, there are some foundations for success for all ages. First and foremost, keeping every child and young person safe from harm is the essential foundation for their wellbeing and future success, and is the responsibility of everyone. While children and young people today are safer in many ways than previously, there remain significant challenges to keep all children safe – especially the most vulnerable. We are continuing to take action to ensure the most effective arrangements are in place in every area of the country to safeguard the most vulnerable children, and we have established the Independent Safeguarding Authority which is responsible for vetting people who want to work with children and vulnerable adults. And we are providing new support and guidance to parents and services as they try to balance the need to let children experience new opportunities and technologies while keeping them safe from harm. Since the Children's Plan was published we have accepted all of the recommendations arising from Dr Tanya Byron's Review, which looked at how children and young people's online safety could be improved, taken steps to set up a new Home Safety Equipment Scheme and provided new guidance to schools to tackle bullying in all its forms.

Good health is essential for children and young people to enjoy their childhood and achieve their full potential. In the Children's Plan, we set out our commitment to improve the health of children and young people of all ages from maternity services at birth to mental health services for young people and specialist health services for those with particular needs. We are establishing a new National Advisory Council on child mental health that will ensure the recommendations arising from the review of Child and Adolescent Mental Health Services are addressed, and we will shortly publish, with the Department of Health, a child health strategy: *Healthy Lives, Brighter Futures*.

Growing up free of poverty is also essential for children and young people of all ages to be given the opportunities they need to fulfil their potential and release pressures that families can face. We are committed to eradicating child poverty by 2020. We have made progress, but there is much more to do. We are piloting a number of pioneering approaches to tackling child poverty and the Government will enshrine in law the commitment to eradicate child poverty by 2020, through a Child Poverty Bill to be introduced in 2009.

The Children's Plan is about making things happen for children and young people of all ages and all abilities. It is also about a new way of thinking and a new way of working. It seeks nothing less than a social transformation – to achieve a society that puts the needs of families and children at its heart. This report sets out the progress we are making – and what more we must do to achieve our ambition to make this the best place in the world to grow up.

Chapter 1: Happy and Healthy

Parents want their children to enjoy happy and healthy childhoods. Through the Every Child Matters framework, huge progress has been made in putting health, enjoyment and wellbeing at the heart of services for children and young people, and on an equal footing with other outcomes. But there is more to do if we are to give all families the support they need to ensure that every child and young person grows up with the foundations for lifelong health and wellbeing.

What the world is like for children, young people and families today

- 1.1 There are currently 12.4 million children and young people aged 0-19 in England.¹ In 2007, around three quarters of households with children were couple households, with the remaining children living in lone parent households.² More than seven per cent of all families with dependent children in Great Britain in 2006 were step families.³ The amount of time parents spend with their children has increased from an average of 25 minutes per day in 1975 to an average of 99 minutes per day in 2000,⁴ although the number of households where both parents are working is increasing.⁵
- 1.2 Most children and young people say they are happy with life. They tell us that their families and family relationships are of central importance to them and that they do not see the changing nature of family structures as a problem.⁶
- 1.3 The majority of children and young people also say that they think their general health is good,⁷ and the number of children and young people doing at least two hours a week of PE and school sport has increased in recent years.⁸ However, obesity rates have risen among all children, and

there has been a decline in the proportion of children walking to school.⁹ Rates of obesity are much higher in the UK than for most other European countries,¹⁰ and there is evidence that British children eat less healthy food than their international peers – although the majority do eat several portions of fruit and vegetables every day.¹¹

- 1.4 There is also mixed evidence on mental health. Recorded conduct disorders increased substantially in the 1980s and 1990s, although more recent data suggests rates of mental disorder in children are stable.¹²
- 1.5 Many of the wellbeing and health issues faced by children are related to social disadvantage. This includes incidence of infant mortality and of low birth weight, which are high by international standards and strongly linked to parental socio-economic background.^{13,14} Since 1998-99, 600,000 children have been lifted out of relative income poverty in the UK, although there were still 2.9 million children living in relative poverty in the UK in 2006-07, highlighting the continued progress that is needed.¹⁵

What children, young people and families want

- 1.6 Parents tell us they think it is their primary responsibility to love, care for and provide practical and emotional support for their children.¹⁶ But they also tell us that being a parent today can be tough and that they can sometimes find it hard to cope with a changing world, juggling the pressures of work and family life. They tell us that they often want help – and that support from their communities and local services is important especially at times of increased pressure or transition.¹⁷
- 1.7 Parents tell us that they want more information and guidance to help them. If their children do experience problems or difficulties, they want support to get back on track. And when they use services, they want problems dealt with swiftly and effectively without having to speak to lots of different people, repeating the same information again and again.
- 1.8 Children and young people tell us that – although they are generally happy with life – they want more places to go to enjoy growing up, including more opportunities to play.¹⁸ They also have a number of common concerns, including worries about friendships or being bullied, and – for young people particularly – worry about exams and their future.¹⁹

- 1.9 Families also tell us they are aware of the stresses and strains that financial difficulties and inequalities can cause and want to ensure that everyone can access the opportunities they need for all children to enjoy themselves and achieve excellent outcomes.

What we said in the Children's Plan

- 1.10 Based on what we know about the health and wellbeing^c of children and young people today, and on what they and their parents told us would help, we made significant commitments in the Children's Plan to:
- improve the information, advice and support available to parents and increase their involvement in policy making and the design of services, with the aim that, by 2020, parents will be satisfied with the information and support they receive;
 - reach the most vulnerable families by providing intensive support to families when they need it;
 - make an unprecedented investment to improve play facilities;
 - publish a new strategy for improving children's health;
 - reduce obesity to 2000 levels by 2020;
 - enhance children's wellbeing; and
 - continue our commitment to tackling child poverty and eradicating it by 2020.

c The measures in this chapter fall primarily within both the Basic Health and Welfare and Family Environment and Alternative Care clusters of articles of the UN Convention on the Rights of the Child. These include articles relating to Government support to parents and the right to adequate standard of living (articles 18 and 27); the rights of disabled children, rights to the highest attainable standard of health; and children's right to play and recreational activities (articles 23, 24 and 31 respectively). Annex A summarises how the measures in this chapter, along with those in other chapters will address the Concluding Observations from UN Committee on the Rights of the Child.

What we have done so far

A family policy for the 21st century

- 1.11** One of the key principles underpinning the Children's Plan is that parents bring up children, not government. We know that parenting has a bigger impact on children's wellbeing, learning and development than anything else. While families are inherently private, it is the importance of securing good life chances for all children, and the impact of family on wider society, that gives rise to the role of government to support families. The evidence suggests that this is best achieved by supporting family capability – for example, through relationship and parenting skills – and reducing the pressures families face.
- 1.12** In the Children's Plan we set out our vision that, by 2020, all public services will act to help families to help themselves, treating parents as partners wherever they engage with professionals.
- 1.13** Parents can only play their full role if they are given accurate and up to date information on how their child is progressing. Many parents also want expert advice and guidance on how they can best respond to information on their child's development. Yet many parents have told us that they have practical problems getting the information and help they want and need.

Informing and involving parents

- 1.14** Recognising the importance of informing and involving parents, we have set ourselves a goal for 2020 that parents will be satisfied with the information and support they receive. To assess the progress we are making on this goal, we are setting up an annual Parental Opinion survey which will ask parents how confident they feel in their parental role and how satisfied they are with the information and support services available to them.
- 1.15** Early years settings and schools are used by most families and it is therefore particularly important that these services provide parents with accurate information on their child's progress. Chapter 3 sets out what early years providers and schools are doing to supply more and better information to parents about their child's development, learning and wellbeing.
- 1.16** Information on progress is also important in health, particularly in the early years, when parents want timely and meaningful information about their

child's development. To help provide this, we are updating the content of the red book (Personal Child Health Record) for children aged 0-5 to include additional information to reflect better the updated Healthy Child Programme²⁰ and the contribution of early years services. This will include signposting to information on health promotion and early years services.

What we will do next

There is much more to do to make sure parents have the information they need and want about how their child is developing. Providing parents with information at the right time, on the right issues and in an accessible way, is an important way of ensuring that they can engage fully in their child's development. From the autumn of 2009, we will run a pilot to assess the impact of an online, parent-centred service that combines information and records related to a child's wellbeing, learning and development in one place.

Advice and guidance

- 1.17** In April 2008, we launched the Parent Know How programme, a suite of free services to give everyone in a parenting role – mothers, fathers and carers – access to expert advice through a variety of channels.²¹ This is designed to improve provision to all parents, particularly fathers, parents with disabled children, and parents of teenagers, bringing together new and existing services to provide support online, through telephone helplines, and through printed and virtual media. Supporting parents effectively, on the full range of issues on which they may need help is a challenge, but Parent Know How aims to reach over three million parents a year by 2010-11.
- 1.18** Alongside Parent Know How, we have also committed to increasing the number of parenting experts working locally with parents, through Sure Start Children's Centres and schools. By April 2009, we expect most local authorities to have parenting experts in place, including parent support advisers in schools. Parent support advisers work with parents to tackle the issues that can get in the way of learning, including supporting parents to improve their child's behaviour and school attendance. We have built on the successful pilot of this approach and provided funding to all local authorities for parent support advisers working in and across schools. Early findings show this is having a positive impact.

What we will do next

We want to do more to help mothers and fathers access services and support in ways that they find easy to use. We will continue improving the quality and breadth of information and guidance available by launching an information system for parents and providers which will enable parents to search for local and national support services online and in places they visit, such as schools and children's centres. This will be available from September 2009.

The Children's Plan in action – parenting advisers in the North East

Sheila* has four children aged 18 months, 9, 12 and 14 years. The family was identified as having children in need, with particular concern around parenting as the 14-year-old daughter was said to be out of parental control and rebelling with her peers. Through assessment work by the parenting expert it was identified that Sheila had mental health issues and very low self-esteem. The parenting expert offered her individual sessions around assertiveness and went with her to her GP and community mental health services. Through home visits Sheila's partner was also encouraged to engage. The parenting expert helped to organise transport and child care services for the younger child so that Sheila and her partner could attend the *Triple P* parenting programme.

Sheila is now open to trying new ways to manage her children's challenging behaviours. She is avoiding confrontational situations with her daughter and using positive reinforcement more effectively. The school report for Sheila's daughter has indicated that she is managing well at school and attendance has improved.

*names have been changed

Involving mothers and fathers

1.19 In the Children's Plan we also said that we wanted to put parents' views at the heart of all future policymaking, so that we are able to respond to the concerns and challenges mothers and fathers face. We are currently in the process of setting up a national Parents Panel which will provide direct advice to Ministers on a range of issues that affect parents in England. Panel members will be representative of parents from all parts of England,

including fathers and mothers with children of all ages, parents from ethnic minority communities and parents of children with disabilities. The first meeting of the panel is expected to take place in early 2009.

- 1.20 As well as providing information, advice and guidance, all those working with children need to engage parents in a genuine partnership. Because we know that parents have a bigger impact than anyone else on their child's wellbeing and progress, services will only be able to help children achieve their full potential if they invite and support parents to work in partnership with them.
- 1.21 Early years services often exemplify the very best in services working in close partnership with parents. Sure Start Children's Centres – which provide health and parenting advice, childcare and information for parents all under one roof – play a central role in ensuring all families get the tailored support and advice they need to give their children the best start in life.
- 1.22 Since the publication of the Children's Plan, children's centres have opened in more than 1,150 more neighbourhoods, bringing the total to over 2,900. This means we are well on track to meet our ambition of having a children's centre for every community by 2010.
- 1.23 Our best schools also work in close partnership with parents. We must do more to ensure that all schools invite and support parents to work with them to secure the best outcomes for children. Chapter 3 sets out the progress that schools are making and what more they can do in the future to support both mothers and fathers to act as partners in their child's development and learning.
- 1.24 Those providing help and support to families must engage with fathers as well as mothers, except where there is a clear risk to the child to do so. We have made good progress in engaging and supporting fathers with the joint birth registration proposals, making it easier for fathers to register births jointly with mothers, and will set out in the forthcoming child health strategy, *Healthy Lives, Brighter Futures*, further policies aimed at improving ante- and post-natal support, including for fathers.
- 1.25 We are also encouraging family services, where possible and appropriate, to identify and communicate with non-resident parents – often but not always fathers – about their children. In November 2008, we announced a

long-term social change campaign to encourage everyone to 'Think Fathers'. As set out in Chapter 3, we will also revise the school records regulations to clarify the importance of schools reporting to everybody with parental responsibility as well as issuing guidance to schools, children's centres and early years and childcare providers on effective engagement of mothers, fathers and other carers. But there is more to do to make sure that fathers feel engaged and able to get involved in their child's learning and development.

What we will do next

A key focus of the Think Fathers campaign will be on developing working practice. In early 2009, we will publish guidance for the children's workforce on how to communicate with non-resident fathers. We will also seek the views, thoughts and feelings of fathers and mothers about fatherhood and the changing role of fathers through an online dialogue in early 2009. As part of the response to this dialogue, we will bring together employers, children's services, practitioners and voluntary organisations to look at what more can be done to give fathers the support they need.

The Children's Plan in action – better support for families, Staffordshire

Staffordshire is working towards meeting the vision set out in the Children's Plan by improving the way practitioners involve and engage with fathers. Working with the Fatherhood Institute, practitioners developed a service for fathers and fathers-to-be called Hit The Ground Crawling. This is a simple, flexible and inexpensive peer mentoring programme for new dads, designed specifically around the way men access information and support.

The first Hit the Ground Crawling workshop was held at the East Staffordshire children's centre in June 2008, and was attended by three fathers and their babies and five fathers-to-be. Parts of the workshop were recorded and broadcast by BBC Radio 4 which helped raise the profile of the programme. A further 16 workshops are planned for 2009 across four different districts, with the possibility of training more practitioners to expand the project's coverage to all districts.

"I thought it was a good idea to set up the Hit the Ground Crawling workshop because you learn a lot about becoming a dad from other dads."
(Father-to-be)

"I think that was actually one of the best things that I've done in my working career and something that I feel very strongly about. I have had phone calls and emails from the dads and dads-to-be just expressing how much they enjoyed the whole experience." (Practitioner)

Reaching the most vulnerable families

Outreach

1.26 In the Children's Plan, we recognised that some families need more intensive support than others, and help to access that support. Parents who, for whatever reason, lack the confidence, motivation or time to get involved in their child's learning and development may need extra specialist help to get involved. Families are often their own experts on what is right for them. However, it is important to recognise that families also have responsibilities to fulfil – for example, to provide a safe and supportive environment for their children.

- 1.27 As noted above, we are well on track to meet our ambition of a Sure Start Children's Centre for every community by 2010. But there is more to do to make sure that the people who most need the help and support that children's centres can provide can access them. To meet this challenge, we have provided additional funding from 2008-09 to enable local authorities to fund two additional outreach workers in children's centres in the most disadvantaged areas. In 2009, we will continue our review of outreach activities to make sure the workforce has the skills and the tools it needs to reach the most vulnerable families.

The Children's Plan in action – providing outreach through mobile Sure Start Children's Centres

Difficulties arose around finding a suitable location for a children's centre in the highly rural areas of East Hampshire and the New Forest. In both of these areas, there were few suitable buildings from which a full service could be delivered. As a result of consultation with parents and practitioners, the concept of a mobile children's centre was developed.

The consultation helped to shape the final design of the units, which provide as much flexibility of space as possible. The specification for the mobile unit was drawn up in partnership with children's centre managers and heads of community nursing and midwifery, to ensure that the units are suitable for delivering ante-natal and baby clinics. The centre manager and co-ordinators have been recruited and mobile units are due to be delivered in January 2009.

The mobile children's centres can be used as self-contained units for delivering services or to extend existing provision, for example to park next to a village hall and provide child and family health services to an existing parent and toddler group.

This new method of service delivery should improve accessibility of services for over 2,800 children under 5 in these two rural areas and ensure more effective engagement of rural communities and partner organisations.

What we will do next

Outreach is important in making sure that help and support gets to the people who need it most. We are committed to doing more to establish effective outreach and we are working to identify a core training programme for effective outreach work, ensuring it meets the diverse needs of different families and communities. Work is also underway to identify best practice in outreach through children's centres and establish core standards and principles for outreach work. Over the course of 2009-10, we will test, refine and publish these standards as we roll out the training programme. We will also make available appropriate training and development materials and provide additional funding for practitioners without other sources of funding to enable them to build their outreach skills.

Intensive family services

- 1.28** As well as ensuring that the most vulnerable families benefit from universal services available to all – like children's centres – we are also developing and extending new intensive forms of help and support tailored to families with the greatest needs.
- 1.29** In the Children's Plan we said we would strengthen intensive support for the neediest families by piloting a key worker approach to help coordinate the services they receive. Family Intervention Projects provide support tailored to the needs of the most vulnerable families, taking into account all their issues and the relationship between them. They have demonstrated that key worker-led intensive support covering the needs of the whole family, can make a real difference to the most vulnerable families.

The Children's Plan in action – Family Intervention Project

The Edwards* family were living in very chaotic circumstances when they were first referred to the Family Intervention Project. Alcohol misuse, poor levels of school attendance, a lack of vocational aspirations and a history of domestic violence, often compounded by reports of anti-social behaviour, were all problems faced by various family members.

Once the family had agreed to work with the project, they were allocated a key worker who arranged for a meeting between the family and all the people they needed support from. After completing a Common Assessment Framework,^{d,22} the key worker was able to put in place a package of support that addressed the family's particular needs. The key worker played a crucial role in engaging the family, helping them get the specialist support they needed and providing help and assistance when required, such as transporting family members to and from appointments with domestic violence and drug and alcohol services. This helped motivate family members to start to change their behaviour.

Following the support of the project, the mother, Claire*, now regularly attends parenting group sessions and has additional one-to-one follow up sessions at home with trained staff. After having been unemployed for fourteen years, with the help and support of project staff, Clare is now attending vocational training and her eldest child has passed the entrance test for the Army. Members of the project team have worked extremely hard to empower Clare, offering practical support as she introduced appropriate boundaries and routines into the home for the first time.

*names have been changed

- 1.30** We are now developing plans to ensure that this kind of help and support is available in every local authority area and are expanding the project – which was originally targeted at families involved in persistent anti-social behaviour – to cover a much wider range of families at risk. We have set up ten Family Intervention Projects to work with families experiencing poverty and problems such as substance abuse. As announced in the *Youth Crime Action Plan* in July 2008, Family Intervention Projects will also be

d A standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met.

established with families where children and young people are at risk of offending.²³ By 2010, we aim to have reached 20,000 families across the country.

- 1.31** In addition, 15 local authorities have set up Family Pathfinders to test how to implement the Think Family model to provide intensive support to the neediest families. Family Pathfinders are designed to deliver system change across all services, ensuring that those working with children and adults work together more closely. The Think Family model focuses on the strengths and difficulties of the whole family rather than those of the individual parent or child. Family Pathfinders aim to improve outcomes for families caught in a cycle of low achievement, by supporting them in an integrated way, responding to the needs of the whole family and ensuring contact with any service provides an open door into a system of joined-up support.

What we will do next

We need to do more to make sure that the most vulnerable families are getting the support they need so that children are not being disadvantaged and missing out on opportunities to reach their potential. Between 2009 and 2011, we will roll out the Think Family model to all local authorities. This will build on the learning from the Family Pathfinders to deliver better systems for joining up services and making sure that they reach families at risk. Over the same period, we plan to extend the Family Intervention Project model to all local authorities.

Supporting stability and coping with breakdown

- 1.32** Strong family relationships are fundamental to the wellbeing of children, adults, communities and society. While family relationships are fundamentally private, we all have a shared interest in supporting their success. Growing up in a family with healthy and stable relationships has a positive impact on child outcomes and, for adults, being in a loving relationship can bring many benefits to health and wellbeing.
- 1.33** Parental relationship breakdown has a significant negative impact on families causing emotional distress for all involved, with wider detrimental effects on the couple's health and financial stability. Parental conflict accounts for nearly half of children's emotional and behavioural difficulties and children from separated families are less likely to gain educational

qualifications and more likely to leave home and become a parent at a younger age. Relationships are particularly likely to be under strain at this time of economic pressure.

- 1.34** Compared with some other countries, government's role in supporting relationships is less established than its role in many other areas of families' lives. But we can help to empower people to develop and sustain positive, stable relationships throughout their lives. We have a long history of working with organisations who support families and we already fund a range of voluntary organisations providing services for families including Relate and One Plus One – organisations that work to strengthen couple and family relationships, not just when times get hard, but also to provide couples with general relationship advice and skills to prevent conflict and breakup.
- 1.35** Ideally, we want to help families avoid relationship conflict and breakdown in the first place by building the skills which enable relationships to flourish and to support relationships when times get tough. We want everyone to recognise the importance of developing relationship skills throughout their lives and to be able to access support at every stage of life. We have already announced our intention to make relationships education a compulsory part of the school curriculum through personal, social and health education. And the Social and Emotional Aspects of Learning programme in schools is helping all pupils to develop the social and emotional skills they will need to sustain strong, stable relationships as adults.
- 1.36** Certain events in our lives make us particularly vulnerable to relationship difficulties. Research shows that relationship quality can deteriorate significantly after the birth of a first child. We want to prevent and mitigate against this by improving relationship support for new parents to help reduce conflict and create the best possible environment for a new child to grow up in.
- 1.37** Even with the best support in the world, there will always be some families who separate. We, therefore, want to do more to minimise stress and conflict for separated parents and its negative impact on children. We want to see services for separated parents becoming more accessible and better co-ordinated. And we also want to provide more support to children experiencing family relationship problems. This ambition to support separating parents and their children chimes with that of the recent Kids in the Middle campaign, launched by leading charities in the sector with support of national media agony aunts.

- 1.38** We recognise that government's role in supporting adult relationships is relatively new and untested. There are many views about what government's role should be and how we can best support relationships. Therefore, we will bring experts from across the sector, including many of the nation's agony aunts, together at a Relationship Summit in December 2008 to take forward the debate and inform future work.

What we will do next

We will be bringing together experts from across the sector, including many of the nation's agony aunts, to take forward the debate on how government can best support strong relationships at a Relationships Summit in December 2008.

Supporting children and young people with additional needs

Young carers

- 1.39** We are working to improve the lives of children and young people who need extra help because they care for others in their family – our aim is to prevent children and young people taking on inappropriate caring. Extended Family Pathfinders (EFPs), which are modelling how better support can be delivered to families with young carers, are now well underway. In addition, in June 2008 further new investments for young carers were announced as part of the new cross-government carers strategy.²⁴ These new measures – worth an additional £6 million during the period to 2011 – include expansion of the EFPs from 6 to 18 areas, new support for the voluntary sector in their work to lift young carers out of inappropriate caring, and further action to strengthen support through schools and other settings.

Disabled children

- 1.40** We are also working to improve the lives of children who need extra help because they themselves have disabilities or special educational needs. Aiming High for Disabled Children (AHDC), launched in May 2007, is our transformation programme for disabled children's services. This includes investment of £90 million of new capital funding between 2008-09 and 2010-11 to improve facilities for disabled children to take short breaks. So far, we have provided 21 pathfinder local authorities with £4.5 million.
- 1.41** AHDC also includes a national programme to improve disabled young people's transition to adulthood, as well as funding to empower parents

to engage in disabled children's service planning and delivery, and pilots to explore approaches to increase disabled children's access to childcare.

- 1.42 In order to provide a measure of progress in developing services for disabled children – both locally and nationally – we have introduced an indicator into the national indicator set that will report on parental satisfaction with services for disabled children. We will also shortly begin testing how individual budgets can help families with disabled children exercise a greater degree of user control and choice when accessing services. We will also shortly begin testing how individual budgets can help families with disabled children exercise a greater degree of user control and choice when accessing services.

The Children's Plan in action – Bradford Aiming High for Disabled Children

At consultation events in Bradford, disabled children and their parents and carers highlighted the limited opportunities to have fun together as a family.

The Nell Bank Centre is an outdoor day and residential educational facility set within open fields and woodland owned and managed by Bradford Council in partnership with a charitable trust. A number of improvements have been made over recent years to ensure the facilities are inclusive – for example newly created accessible woodland paths which enable disabled users to access a range of educational activities. Another recent acquisition was the Nellmobile – an electronic buggy that provides access to the woodland trails and other resources on site. As a result of the Nellmobile, access to the bluebell woods became possible for wheelchair dependant children and young people for the first time.

Suitable overnight accommodation for disabled children and young people with mobility needs was identified as a gap in provision at Nell Bank. Negotiations are currently underway to build a wooden lodge with disabled bathing, sleeping, kitchen and educational facilities on site.

In developing this resource, using funding from DCSF, Bradford hopes to provide facilities that are fully accessible, inclusive, available within and outside of the school calendar, open to all public, private and community and voluntary sector organisations and involve parents, carers and disabled children and young people in their design and development.

- 1.43** To provide further support for families with disabled young people, in the Children's Plan we committed to invest £8.4 million to extend Family Fund Trust grants to 16- and 17-year-olds. These grants provide money for things that make life easier and more enjoyable for severely disabled children and their families, such as holidays, outings and computers. So far, we have extended grants to 16-year-olds and as of November 2008, 943 families with 16-year-olds had received grants. In 2009, we will extend the grants to families with 17-year-olds.
- 1.44** We are also investing £5 million in supporting parent participation over the period to March 2011. The parent forum scheme is already offering grants and adviser support to enable parents to play a more active role in how services for disabled children are shaped and delivered locally so that they are more focused on the needs of families with disabled children.

What we will do next

There is more to do to meet our ambition of transforming help and support for families with disabled children. This will take time to deliver but is vital if disabled children and their families are to have the level of support and quality of services they need to meet their potential. We have asked Together for Disabled Children, a national support body, to work with local authorities to ensure that capital projects using Children's Plan funding progress quickly, providing new facilities for disabled children, and we continue to expand the number of short breaks for disabled children and their families.

Similarly, there is more to do to make sure that those with severe disabilities get the support they need. Between 2009 and 2011, Family Fund Trust grants will be extended to 17-year-olds so that they can benefit from grants to make their lives a bit easier.

Children in care

- 1.45** Children in care are amongst the most vulnerable children in the country. The majority come into care as a result of neglect or abuse or neglect and it is vital that all children's services partners work to support local authorities in their role as corporate parents. The Government is determined that children in care should receive the same level of care and support that any child should expect to receive from a good parent. Our aim is to ensure that

children in care are protected from harm, are supported to achieve and are encouraged in their aspirations for adult life.

- 1.46** The Government's Care Matters programme outlined in the *Care Matters* White Paper in 2007, is an ambitious and radical programme to transform the lives of children in care. It takes a holistic approach to the wellbeing of these children, including ensuring they can access positive activities, that placements are of high quality, that their educational potential is fulfilled and that care leavers are supported into the transition to adult life.
- 1.47** In the autumn of 2008, the Children and Young Persons Act was passed, putting in place the necessary statutory framework for delivering many of the commitments outlined in the *Care Matters* White Paper.²⁵ As a result of the Act, the Secretary of State is now under a duty to promote the wellbeing of children, and the Act also strengthens the framework for the support given to looked after children – reflecting our high ambitions for these children and young people to achieve their potential.
- 1.48** The Act includes provisions to ensure that placement moves do not disrupt a child's education at crucial stages and that children must be placed close to their home unless there are very good reasons not to do so. The legislation enables children and young people in care to receive high quality care and support which should help those who enter the care system to achieve the aspirations that all parents have for their own children.
- 1.49** Children in care are particularly likely to experience mental health difficulties. Recognising this, the emotional and mental health of every child in care has been assessed since April 2008. Initial results from this new data collection will be available in late 2009. For the first time, this will give a comprehensive picture for each local authority of the psychological wellbeing of looked after children and young people. Revised guidance is currently being developed for local authorities and PCTs which will emphasise the importance of meeting these children's emotional and mental health needs.

The children's social care workforce

- 1.50** Providing world class services for children, young people and their families with additional needs depends on the dedication and skill of the workforce. Excellent social workers are vital to protecting and supporting vulnerable children and young people.²⁶ There is much more we need to do to

develop clarity about the roles that social work professionals should be playing, to improve the quality of initial training and continuous professional development and to address recruitment problems and attract high quality entrants into the profession.

1.51 Over recent years, we have made a number of significant commitments to improve the capacity, skills and quality of the social care workforce, and we are already investing £73 million between 2008-09 and 2010-11 to tackle recruitment and retention problems and to support social workers to gain the skills and training they need to do an effective job. We have introduced a newly qualified social work status for 3,000 new social workers which will offer a year of supported induction, protected caseloads, improvements in supervision and more consistent professional development for social workers as they move into their second and third year of employment. Other measures include:

- a specialist social work role to encourage experienced social workers to stay on the front line;
- a fast-track entry and progression route into social work for mature graduates and a postgraduate sponsorship scheme that builds on the success of local sponsorship schemes. This will be supported by a national marketing and communications campaign from 2009;
- testing innovative approaches to tackling recruitment and retention in London and the West Midlands;
- improvements in social work roles and practice through 11 pilots looking at remodelling the delivery of social work and testing new ways of working to give social workers greater ownership of decision making, where decisions are made closer to children and young people; and
- setting up 6 Social Work Practice pilots starting in 2009, backed by £6.12 million. They will test out whether independent, social worker-led organisations can deliver innovative new ways of working and better outcomes for children in care, alongside increased social worker job satisfaction.

What we will do next

As set out in the *2020 Children and Young People's Workforce Strategy*, we will bring forward a long-term change programme for children and family social work to:

- improve initial training;
- drive quality in professional practice;
- attract and retain the brightest and best in social work; and
- strengthen professional leadership and institutional support.

The Expert Group for the Children and Young People's Workforce, working with the Government since April 2008, has advised that we need a comprehensive programme of reform in social work. To take this work forwards we will set up a Social Work Taskforce, chaired by Moira Gibb, Chief Executive of Camden local authority and a former social worker. The Taskforce will look at frontline social work practice and to recommend how long term improvements should be made in social worker training, recruitment and leadership. The Social Work Taskforce will publish its findings in summer 2009.

We will also set up a development programme that will offer structured training and support to every Director of Children's Services. This will have a particular focus on the challenges related to leading safeguarding and integrated services.

Active childhood

Play

- 1.52** Play is integral to a happy childhood. We also know that play has real benefits for children's development including raising physical activity levels, helping to build social and emotional resilience, strengthening friendships, and helping children learn to deal with risk.²⁷ In the *Time to Talk* consultation, parents and children told us that they wanted more safe places to play outside. Therefore, in the Children's Plan and in subsequent announcements, we have committed to spend a total of £235 million between 2008-9 and 2010-11 to:

- rebuild or renew up to 3,500 playgrounds and make these accessible to disabled children; and
- create 30 new adventure playgrounds for 8-13-year-olds in disadvantaged areas, supervised by trained staff.

1.53 An accelerated roll-out of our new investment will mean that every local authority will have been offered at least £1 million capital funding by April 2009.

1.54 In April 2008, we published a national play strategy for consultation.²⁸ This generated nearly 10,000 responses, including 9,400 from children and young people themselves, with 12 per cent from disabled children. It reaffirmed our view that play is good for children, good for families and good for communities.

1.55 Building on these responses, we have published the first national *Play Strategy*, setting out how we will work with local partners to create safe and exciting places for all children to play. The strategy, which has been endorsed and commended by a wide range of delivery partners and stakeholders:

- sets out a long-term, cross-government, vision for how we will support local partners to improve local play opportunities for children and parents, in direct response to public consultation;
- launched our final ten large scale Play Pathfinders, and announced a faster roll-out of our capital programme to local areas so we can get better facilities available to children sooner and support the economy. Every top tier local authority^e will be offered at least £1 million capital funding, and be able to begin developing local play areas from April 2009;
- describes how the full participation of children, parents and communities is central to how investment will be used locally, with new support from Play England to ensure community groups can get involved;

e Special allocations will be agreed with Rutland and the Isles of Scilly.

- shows how schools, children's centres, youth provision and other settings will support play and recreation;
- shows how we are promoting inclusion and access for disabled children, including working with the Every Disabled Child Matters consortium; and
- sets out a package of actions to improve children's safety as they travel and play in their neighbourhoods, including through joint working with community police teams and through new volunteering pilots.

1.56 Since the summer of 2008, new play areas are being built across the country and more than 25,000 copies of our new design guide for creating good play spaces have been distributed. Early feedback from our national evaluation shows that children and parents tend to be overwhelmingly positive about new kinds of play areas we are building, and feel that they have benefited from them.

The Children's Plan in action – creating safe places to play for disabled children, Dudley, West Midlands

Providing safe places to play outside for children and young people with disabilities or learning difficulties was the highest priority of the Dudley Play Strategy in 2006. The fear of playing outside and the lack of specialist support and facilities were preventing many disabled children from enjoying playing outside and in public spaces.

Significant changes in the use of public space takes time, but by working closely with the whole community, including consulting children, young people and community representatives, Dudley has made a start at reclaiming public space for children to play safely. Dudley has received DCSF Play Pathfinder funding, and will use this to provide a new, purpose built £800,000 specialist adventure playground for children between the ages of 8 and 13 – especially for children with disabilities. This is currently scheduled for completion by August 2009. The funding will also ensure the creation and refurbishment of at least another 28 play areas in public parks in Dudley by March 2010. A new children's play service is also being established working with the third sector providers Kids and me2Mencap, together with local volunteers from Rollercoaster's, Kids Orchard and the Phoenix Centre.

Over the last few months, the Dudley Play Strategy has provided over 250,000 additional play hours for Dudley children and young people, including 15,000 hours for children and young people with disabilities. New specialised activities and play facilities have been provided in public parks and local schools, including specialised equipment for those children who use a wheelchair. Young people with a disability have taken on the role of volunteer play rangers to help other disabled children to play outside safely.

- 1.57** We also made a commitment in the Children's Plan to provide funding to enable 4,000 play workers to – who support and supervise play – to achieve recognised play qualifications. Over the summer of 2008, playwork employers were invited to express interest in this Level 3 initiative and indicate likely take up from their employees. The response was very encouraging and was a clear indication of the enthusiasm within the sector to increase professionalism throughout the workforce of people who support and supervise play.
- 1.58** A delivery and funding model has been agreed to fund the Level 3 National Vocational Qualification in playwork, initially through the Learning and Skills Council's Train to Gain programme. The Children's Workforce Development Council has also agreed to fund training providers to deliver this Level 3 award to early years and childcare workers.
- 1.59** Parents want their children to grow up in places where they can play safely and have fun, and children have told us they want more opportunities to be able to play outside. Through supporting local partners in the implementation of this *Play Strategy* we will continue to expand opportunities for play in creative and child-friendly spaces. Building child-friendly spaces at the heart of communities takes time and depends on people in local areas working together, but it is possible and we will continue to work to make this happen.

What we will do next

We will continue to roll out funding to local authorities over the next two years, enabling a further 87 local authority pathfinders to create safe places to play that meet design, risk management and planning guidance. From 2009, children and young people will be asked, via the Tellus survey, how satisfied they are with their local play areas and parks – allowing local authorities to establish benchmarks and measure their success. Nationally, we want to see at least 100,000 more children telling us every year that their local play areas and parks are good or very good. We will also:

- work with local authorities to support them in communicating with children and parents to raise awareness of the range of local facilities;
- monitor the impact that our new guidance is having on the Building Schools for the Future programme, to see whether design and delivery is supporting good outdoor play and recreational space for children on school sites, in line with demand from the consultation; and
- monitor the impact that our new guidance is having on local authorities' health and safety policy in relation to design and management of public play areas, to see whether a more balanced approach is being taken towards benefits and risks so that sites can be exciting and challenging – which is what children and parents have told us they want to see.

Improving children's health

1.60 Good health and social and emotional wellbeing are vital if children and young people are to enjoy their childhood and achieve their full potential.

Child health strategy

1.61 To improve children's health and wellbeing we said in the Children's Plan that we would publish the first ever child health strategy produced jointly between the Department for Children, Schools and Families and the Department of Health. The two departments will shortly publish *Healthy Lives, Brighter Futures*, setting out our vision for improving the health of children and young people, including reducing health inequalities and improving health services for children and young people.

1.62 The strategy is based on a series of discussions with parents, young people and practitioners, building on the *National Service Framework for children, young people and maternity services*, and the NHS Next Steps Review published in the summer of 2008. It will set four overarching ambitions:

- excellent health outcomes;
- high quality services;
- excellent experiences of services by children, young people and their families; and
- reducing health inequalities.

1.63 The strategy will set out what children and families can expect across all the age ranges including developments such as:

- the development and testing of a new ante-natal and preparation for parenthood programme. There will also be a significant expansion in the Family Nurse Partnership programme beyond the 30 sites that will be in place by April 2009 – these provide individual support for the most vulnerable first time mothers;
- the establishment of a £20 million pilot to test the impact of extending free school meals – including to all pupils in some areas;
- the introduction of sports co-ordinators in every further education college; and
- the roll out across the country of the You're Welcome standards – standards that young people should expect when accessing health care.

1.64 The strategy will also set out actions for children with disabilities and additional health needs, as well as a range of actions to support stronger partnership working between the NHS and local government, including the work of Children's Trusts.

What we will do next

The policies set out in *Healthy Lives, Brighter Futures* will help achieve our vision for health outcomes and health services for children and young people. There is much to do over the coming months to implement these policies and make our vision a reality. This is reflected in the NHS Operating Framework for 2009-10, which includes a specific priority for children of “keeping adults and children well, improving their health, and reducing health inequalities”, and in the development of Children's Trusts.

In 2009, we will publish revised guidance on the health of looked after children. This will, for the first time, be statutory for health bodies as well as local authorities and will provide clear information on how to ensure a rigorous and comprehensive approach to the health of these children.

Child obesity

- 1.65** The Children's Plan recognised that obesity is one of the most serious health challenges for children with evidence linking it to increased risks of diabetes, cancer, heart and liver diseases.²⁹ We set a goal for 2020 to reduce the proportion of obese and overweight children to 2000 levels.
- 1.66** In January 2008, the Government published *Healthy Weight, Healthy Lives: a cross-government strategy for England* which sets out the ambition to reverse the trend in increasing obesity with an initial focus on children.³⁰ The strategy, which is backed by £372 million, sets out what the Government will do to promote children's healthy weight through improved nutrition and greater physical activity – for example, promoting breastfeeding, teaching practical cooking skills, and encouraging full participation in PE and sport. Many of these activities are being delivered through children's centres, extended schools and schools participating in the Healthy Schools programme – we expect all schools to be extended and healthy by 2010.

1.67 In addition, we are investing £783 million in school physical education and sport, and we are working to create an offer of five hours of sport for all 5-16-year-olds by 2011. Over the same period, we are also investing £650 million in improving school food, including £150 million to help local authorities and schools to build or improve school kitchens and provide attractive dining areas. Data shows that over three million children are eating school dinners every day, an increase of around 50,600 from 2007.³¹ We have also published a new, free cookbook for all 11-year-olds to help them learn how to cook healthy meals.³²

What we will do next

The rise in excess weight will not be halted overnight. Addressing such a significant societal problem will require long-term behavioural and cultural change. The *Healthy Weight, Healthy Lives* strategy is the first step in a long-term programme that will need to involve all members of society to deliver real and permanent change. To monitor the progress that we are making, we will publish the first annual report on *Healthy Weight, Healthy Lives* in the spring of 2009. This will assess the progress that has been made, report on the latest research and evidence, and commit to the next steps we need to take to help everyone achieve and maintain a healthy weight.

The Children's Plan in action – tackling childhood obesity, North Tyneside

The 2006 survey of children's weight and height within the reception and Year 6 age groups showed that levels of obesity within North Tyneside exceed the national average and were even higher within the most deprived communities.

The Children's Plan sets out a vision for improving the health and wellbeing of children and places at the heart of that a commitment to help children and young people enjoy healthy lifestyles and outcomes. In response to this, North Tyneside local authority and the Primary Care Trust developed a new approach to childhood obesity, featuring two key elements:

- the Fuel 4 Kids project, which provides free healthy food to every child under 11. Each child is entitled to a free breakfast provided at school, free milk and a piece of fruit at morning break. Evidence from an external evaluation of the project showed that providing breakfast has had a positive impact on pupils and healthy snacks such as milk and fruit helped to keep energy levels and concentration up throughout the day. Following the success of the pilot, the scheme is now being rolled out across the borough; and
- the Kids Get Active programme, which gives children and their families access to information on healthy eating, physical activity and targeted services. The programme works with schools to identify children at risk of obesity from a lack of interest in physical activity and invites the children and their families to join the programme, participate in physical activities and receive support and advice on healthy eating and lifestyles.

Both programmes have made a difference – teachers have reported that children are better prepared to learn, with improved concentration during class and 102 families participated in Kids Get Active, with 65 per cent continuing to take part in regular exercise.

Emotional health and mental wellbeing

- 1.68** In the Children's Plan, we set ourselves a goal to enhance the wellbeing of children and young people, particularly at key transition points in their lives, so they become increasingly resilient to the difficult situations and experiences associated with growing up in the 21st century.
- 1.69** Children's psychological wellbeing is currently measured using a proxy measure of good relationships, through which we can assess children's resilience and emotional wellbeing.^f In addition to this measure, we are committed to developing an outcome measure for children's emotional wellbeing more generally, and have commissioned work to examine how this could be developed.

Promoting social and emotional skills

- 1.70** The Social and Emotional Aspects of Learning (SEAL) programme³³ is an important building block to support children's resilience. It develops the social and emotional skills of all pupils through a whole-school approach, and across the curriculum on self-awareness, managing feelings, motivation, empathy, and social skills. These skills underpin positive behaviour, regular attendance, learning, employability and wellbeing. SEAL is a voluntary programme that has been adopted by large numbers of schools – primary SEAL was launched in September 2005 and secondary SEAL in September 2007. By July 2008, about 80 per cent of primary schools and 30 per cent of secondary schools were involved in the programme, and we anticipate that the great majority of schools will be involved by 2010/11. About £10 million per year goes to local authorities to fund SEAL training for school staff.

Child and adolescent mental health services (CAMHS)

- 1.71** In the Children's Plan, we set out the importance of effective and responsive mental health services and recognised the challenges of developing these services. In light of this, DCSF and the Department of Health (DH) launched an independent external review of child and adolescent mental health services. This looked at the priority actions that need to be taken jointly by the two Departments in order to deliver a fully responsive, integrated service that supports children and young people's emotional health and wellbeing.

^f Based on questions in the TellUs survey, a survey involving children and young people from across a sample of schools and age groups, asking them about their views and experiences.

1.72 In November 2008, the final report of the independent CAMHS Review, chaired by Jo Davidson, Chief Officer at Gloucestershire Council, was published. The report, *Children in Mind*, contained the Review's findings, conclusions and recommendations. The Government has already committed to implement two of the report's key recommendations:

- to set up a National Advisory Council that will act as a champion for children's mental health and psychological wellbeing issues. Its remit will be to advise government on implementing the recommendations that have been set out in the Review's report and to hold Government to account on successful delivery. The new body will be chaired by Dame Jo Williams, former Chief Executive of Mencap, and the vice-chair is Dr Lesley Hewson, Consultant Child and Adolescent Psychiatrist and Director of CAMHS, Bradford District Care Trust; and
- to build on the work of the National CAMHS support service and other field forces to put in place a National Support Programme to drive improvements at a national, regional and local level.

1.73 We have also agreed in principle to take forward other recommendations within the report on:

- improving access for children, young people and their families to mental health support through universal services;
- improving the access, quality and impact of mental health services for vulnerable children and young people; and
- ensuring that parents and carers have access to high quality advice and support when they are concerned about their child's mental health.

1.74 An important way in which we will be delivering the CAMHS Review recommendations is through the roll-out of our Targeted Mental Health in Schools programme. We will roll out phase two of this £60 million project from 2009 in an additional 55 authorities. This will enable us to build on and test out innovative approaches to promoting children's emotional wellbeing in and through schools, and to ensure that children, young people and their families who need additional support can access this through their local school. We are also making additional funding available in 2008-09 to authorities in phase one of the programme to enable them to build on their existing work with pupil referral units and special schools, to

ensure this vulnerable group of children, young people and their families can access help if required.

What we will do next

Alongside implementing the agreed recommendations from the CAMHS Review, we will increase the number of areas delivering the Targeted Mental Health in Schools pathfinder to 80 in 2009-10, with national roll-out to all local authority areas in 2010-11.

Child poverty

- 1.75** Poverty blights children's lives, puts enormous pressure on families and limits the opportunities of children and young people.³⁴ While some children who grow up in low income households will go on to achieve their full potential, many others will not. This is why we have set ourselves the goal to eradicate child poverty by 2020.
- 1.76** Since 1997, the Government has reformed the system of financial support for families with children which has been key to the progress that has been made. Since 1998-99, 600,000 children have been lifted out of relative poverty and absolute poverty has halved. Looking towards 2020, public services will play an increasingly central role in achieving the sustainable eradication of child poverty. In the Children's Plan, we recognise that issues other than income are a problem for poor families, in particular poor housing. We committed to tackling poor housing by targeting overcrowding and prioritising children's needs in housing decisions. Eradicating child poverty will mean improving children's life chances so that no child is disadvantaged by their family background and intergenerational cycles of poverty are broken. This theme was reflected throughout the Children's Plan.
- 1.77** In March 2008, we published *Ending Child Poverty: Everybody's Business* which set out the causes and consequences of child poverty and the impact of government action so far.³⁵ Budget 2008 invested an additional £125 million across the UK for pilots to develop new methods of tackling child poverty. The pilots will be rigorously evaluated to assess the effectiveness of different approaches and guide longer term work. We have also worked with delivery partners in London to find ways to increase the co-ordination and effectiveness of support to enable parents to enter, stay

and progress in work in the capital and have set a target on parental employment to maintain focus and momentum.

What we will do next

Eradicating child poverty is a massive challenge but one that we must address if we are to support families and help children achieve their potential. This means tackling the underlying causes of poverty and not just treating the symptoms. We will enshrine in law the commitment to eradicate child poverty by 2020, through a Child Poverty Bill to be introduced in 2009. This will ensure a long-term focus on ending child poverty.

- 1.78** Housing issues can impact adversely on life chances and are an important part of the approach to tackling child poverty. In *Tackling Overcrowding in England: An Action Plan*,³⁶ the government announced an additional £15 million to fund local authority pathfinders to develop their own strategies and action plans to tackle overcrowding. We have introduced a major package of cross-government measures, including introducing a £200 million Mortgage Rescue scheme that will help 6,000 of the most vulnerable families avoid repossession during the current economic downturn. We are promoting the provision of housing advice and funding two trailblazer projects to test the approach of addressing the root causes of housing problems. We have also published good practice guidance to ensure housing authorities and children's services can respond to homelessness and the wider needs of young people.

Addressing future challenges

- 1.79** Putting the health, happiness and wellbeing of children and young people at the heart of sustainable communities is a long-term challenge. There is more to do to ensure parents have the full range of support they need to address the issues facing modern families, including juggling the pressures of work and family life, being able to get involved in their children's learning and development and in some cases coping with breakdown in relationships. And there is more to do to make sure all children have opportunities to play and enjoy childhood, to grow up with the foundations for health and wellbeing in adult life, and to eradicate the inequalities some children face due to disadvantage.

1.80 Since the Children's Plan was published, we have continued to make progress through development of the *Play Strategy*,³⁷ the forthcoming child health strategy and the growing support available to families through the expansion of children's centres and family services. There is more to do to support parents, families and their relationships so that all children enjoy the benefits of family life. And there is a huge challenge ahead to address the effects of poverty and disadvantage if we are to reach our ambition that all children grow up happy, healthy and doing well.

Chapter 2: Safe and Sound

Keeping children and young people safe from harm is everyone's responsibility. We have started to make progress in this area but big challenges remain to keep children safe in a changing and more complex world and to strike the right balance between letting children take advantage of new opportunities and experiences while ensuring they stay safe from harm. We are determined to do all we can for the most vulnerable children and have announced new action to make sure that arrangements for protecting them from harm are being implemented as effectively as possible across the country.

What the world is like for children, young people and families today

- 2.1 Evidence shows that children and young people today are safer in many ways than previously. But there remain significant challenges for all of us if we are to fulfil our responsibility to keep all children safe from harm.
- 2.2 Children and young people are growing up in a society more complex than ever before. Family structures are changing, communities are more diverse, and some traditional support networks are not available to many families.³⁸ Growth in new technologies has brought wonderful new opportunities for education, information, communication and leisure. But it has also brought new potential challenges and greater risks for children and their families.
- 2.3 Rates of death from injury have fallen³⁹ and good progress has been made in reducing road traffic accidents.⁴⁰ But accidents remain the biggest cause of non-medical deaths for children, with most accidents happening in the home. Safety varies according to disadvantage, with accident levels in the home and on the road higher for children from poorer backgrounds.⁴¹

- 2.4** About a third of all children experience bullying.⁴² Research has shown this can have long-term negative effects, including loss of confidence and mental health problems. Some groups of children and young people are particularly vulnerable to bullying.⁴³ A survey by Mencap of children and young people with a learning disability found that eight out of ten respondents had been bullied, and six out of ten had been physically hurt.⁴⁴
- 2.5** The internet is an integral part of daily life for children and families – over 84 per cent of children aged 9-19 access the internet at least weekly, with 41 per cent using it on a daily basis.⁴⁵ It brings exciting new opportunities for learning, development and socialising, but at the same time presents new challenges. Sixty six per cent of parents and 30 per cent of children have concerns about content on the internet⁴⁶ and 31 per cent of 9-19-year-olds who go online at least weekly report having received unwanted sexual comments via email, chat, instant messenger or text message, with 46 per cent of children saying they have given out personal information to someone they met online.⁴⁷
- 2.6** Some children are particularly vulnerable and face increased risks to their safety. A minority of children are at risk from neglect and abuse. As at March 2008, 29,200 children and young people were subject to a child protection plan.⁴⁸

What children, young people and families want

- 2.7** For parents, safety is a primary concern. They see it as their responsibility to keep their children safe,⁴⁹ but they also want help to understand the new risks children face today – for example from unsupervised access to the internet⁵⁰ – and they would welcome clear, easily accessible information about the risks of harm to their children.⁵¹
- 2.8** Most children say they feel safe.⁵² But they are aware of many of the potential threats they face and they worry about bullying and safety on public transport and in the local area. Both children and parents have told us that they want more safe access to public spaces where children can play.⁵³ This is important, so that children can enjoy themselves and benefit from the many positive things that play can bring, but also to allow parents

to feel more confident about balancing the risks between letting their children develop and ensuring that they stay safe.

- 2.9 Parents want to know the people caring for, teaching or working with their children are fit to do so and do not pose a risk to their safety. One of government's main roles in safeguarding the young and vulnerable is to help prevent unsuitable people from gaining access to them through their work.
- 2.10 The public also want to know that there are robust arrangements in place for protecting the most vulnerable children in society. It is the Government's top priority to ensure that all children, particularly the vulnerable, are safe and protected from harm and that the child protection system is being implemented robustly and consistently across the country.

What we said in the Children's Plan

- 2.11 The commitments made in the Children's Plan⁹ reflect the concerns of parents and recognise the challenges and risks that children face growing up today. We said we would:
- publish the *Staying Safe Action Plan* to put in place co-ordinated cross-government action to safeguard children and young people;
 - foster greater collaboration to keep all children safe, through effective Local Safeguarding Children Boards and related safeguarding arrangements;
 - establish the new Independent Safeguarding Authority as a key step towards implementing a new Vetting and Barring Scheme to prevent unsuitable people from working with children;

g Whilst the General Principles of the UNCRC underpin all our ambitions for children and young people, the measures set out in this chapter fall directly within the General Principle articles, namely the right to life and healthy development (article 6), best interests of the child (article 3), respect for the views of the child (article 12); and the right to be protected from all forms of discrimination (article 2). Some measures in this chapter also address protection from and exploitation (articles 19, 34 and 36). Other measures fall within the Civil Rights and Freedoms cluster of articles including the right to access appropriate information (article 17).

- publish Dr Tanya Byron's Review on the potential risks to children from exposure to harmful or inappropriate content on the internet or in video games;
- commission an independent assessment of the impact of the commercial world on children's wellbeing;
- reduce accidents by funding a new Home Safety Equipment Scheme to prevent the accidents which happen to young children in the home, and by encouraging local authorities to create 20 miles per hour zones where appropriate because they can reduce child deaths by up to 70 per cent;
- strengthen the complaints procedure for parents whose children experience bullying, and publish guidance for tackling bullying of children with special educational needs and disabilities; and
- ensure that the concerns of children and young people are listened to.

What we have done so far

Staying Safe Action Plan

2.12 In February 2008, informed by a wide ranging consultation, we published the *Staying Safe Action Plan*. The Plan sets out an extensive range of actions for the period 2008 to 2011 to improve the safety of all children and young people and to drive delivery of the Government's Public Service Agreement in this area.⁵⁴ These actions are intended to:

- enable children and young people to enjoy safe environments, and empower them, and their parents and carers, to develop a good understanding of risks to safety and how to manage these;
- protect vulnerable children and young people including looked after children, children from families facing multiple disadvantage, disabled children, young offenders and children growing up in deprived areas; and
- respond effectively when children and young people have been harmed.

2.13 This chapter sets out how the *Staying Safe Action Plan* is helping to deliver the commitments we set out in the Children's Plan.

Collaborating to keep children safe

2.14 We are determined to take every action necessary to ensure the most vulnerable children are protected from harm and that the most effective arrangements are in place in every area of the country.

Local Safeguarding Children Boards

2.15 Local Safeguarding Children Boards (LSCBs) have been established in all local areas to coordinate the delivery of safeguarding activity by local partners and ensure its effectiveness. We have committed to supporting and improving the impact of LSCBs, bringing them together to share learning and good practice and we have published a self-improvement tool for LSCBs to help them identify where they can improve.

2.16 Since April 2008, LSCBs have had the statutory responsibility to put in place Child Death Overview Panels which will take an overview of all child deaths (from birth, excluding stillborn babies, up to 18 years) in the local area in order to improve understanding and reduce the number of preventable child deaths in future. We have taken a range of steps to support these new processes, including:

- holding a series of regional seminars to continue to share learning to support the implementation of these processes;
- producing a familiarisation DVD *Why Jason Died* to illustrate roles and responsibilities of those responding to unexpected deaths within the context of the LSCBs' responsibilities;
- producing a multi-agency training resource to support LSCBs in implementing the child death review processes and enable professionals to understand and implement these processes;
- publishing templates for LSCBs to use when collecting data on child deaths;
- publishing a research study – *Preventing Childhood Deaths – A study of 'Early Starter' Child Death Overview Panels in England*; and

- amending the Coroners Rules 1984 to place a duty on coroners to notify LSCBs of all child deaths over which they take jurisdiction.

Improving practice

- 2.17** Another critical function of LSCBs is to undertake Serious Case Reviews to ensure that when a child has been killed or seriously harmed, and abuse or neglect is suspected, lessons are learned to help prevent similar cases in future.
- 2.18** To help local agencies improve their practice, we have disseminated widely the biennial overview reports published in January 2008 which draw together the learning from Serious Case Reviews. The next overview report will be published in the spring of 2009.
- 2.19** In October 2008, we announced a new study to improve the quality, consistency and impact of Serious Case Reviews. This work is now being taken forward by Lord Laming as part of his wider report on the effectiveness of safeguarding arrangements, as announced in November 2008.
- 2.20** While Lord Laming himself and the Joint Chief Inspectors in their report in July 2008 have said that the Government's Every Child Matters reforms have significantly strengthened the framework for safeguarding children, there is still much work to do to ensure these reforms are being implemented robustly in every area so that we have the best possible arrangements everywhere for keeping vulnerable children safe.

What we will do next

We have asked Lord Laming to prepare an independent report of progress being made across the country in implementing effective arrangements for safeguarding children. Lord Laming's work will focus on improving practice and will include recommendations on how to improve the effectiveness of Local Safeguarding Children Boards and the quality, consistency and impact of Serious Case Reviews. This Government is determined to strengthen the system for safeguarding and we look forward to Lord Laming's report early in 2009.

Targeted action to safeguard vulnerable children and young people

2.21 In addition to actions set out above to strengthen arrangements in every area of the country to safeguard children and young people, and protect the most vulnerable from harm and abuse, we have:

- committed to introducing a duty for the UK Border Agency to safeguard and promote the welfare of children and young people to improve safeguarding for children in the immigration system;
- launched pilots for the new arrangements for the disclosure of information on sex offenders to individuals with a registered child protection interest;
- consulted on updated guidance on safeguarding children and young people from sexual exploitation; and
- developed awareness-raising materials for schools on forced marriage, implemented the Forced Marriage (Civil Protection) Act 2007 and published new statutory guidance for professionals to safeguard children and young people from forced marriage.

What we will do next

We have published the first part of our response to the 2008 Third Joint Chief Inspectors' Safeguarding Review^h – and we will publish the second part of our response this month. We will also publish shortly guidance on: child employment; safeguarding children and young people from: sexual exploitation; and safeguarding children and young people from guns and gangs.

A world class workforce keeping children safe

An excellent social care workforce

2.22 As set out in Chapter 1, excellent social workers are vital to protecting and supporting some of our most vulnerable children and young people – and are essential in delivering the *Staying Safe Action Plan*.

^h In 2008 these were Ofsted, the Healthcare Commission, the Commission for Social Care Inspection, Her Majesty's Inspectorate of Constabulary, Her Majesty's Crown Prosecution Service Inspectorate, Her Majesty's Inspectorate of Court Administration, Her Majesty's Inspectorate of Prisons, and Her Majesty's Inspectorate of Probation.

- 2.23** Alongside this progress report we have published the *2020 Children and Young People's Workforce Strategy*.⁵⁵ This strategy sets out the need for a long-term programme to tackle recruitment and retention problems and better support social workers to gain the skills and training they need to do an effective job.
- 2.24** As a first stage in the long-term programme, we will set up a Social Work Taskforce to undertake a review of frontline social work practice. We will also set up a development programme that will offer structured training and support to every Director of Children's Services, with a particular focus on the challenges related to leading safeguarding and integrated services.

Preventing unsuitable people from working with children

- 2.25** To keep children and young people safe from harm, we want to prevent unsuitable people gaining access to them through their work. We committed to strengthen further our existing arrangements for a safe workforce by implementing the new vetting and barring scheme, recommended by Sir Michael Bichard in his inquiry following the Soham murders.⁵⁶
- 2.26** In 2006, we legislated to create a scheme for vetting people who want to work with children and vulnerable adults, and in January 2008 the Independent Safeguarding Authority (ISA) was established. Since March 2008, the ISA has been advising the Secretary of State on the decisions about referrals made under the existing barring schemes. The ISA has also begun the process of including, or considering to include, on its new barred lists individuals who are currently barred under the existing schemes. Subject to Parliamentary approval, from January 2009, the ISA will take the decisions on new referrals to the existing barring schemes as part of our managed transition to the new scheme. The ISA will decide on a case by case basis whether each person who applies to work or volunteer with children or vulnerable adults should be barred from doing so.

What we will do next

The Independent Safeguarding Authority marks a significant change in strengthening our systems for preventing unsuitable people from working with children, but there is more to do to ensure that local delivery partners understand their responsibilities under the new vetting and barring scheme and to help communicate that to local groups, employers and employees. We will finalise legislation and provide detailed guidance for employers and employees, as well as raising awareness among parents. The new scheme is scheduled to go live in the autumn of 2009.

Reducing risks associated with media and the commercial world

Risks from potentially harmful media content

- 2.27** In March 2008, following extensive consultation with stakeholders including children and young people, Dr Tanya Byron published her report setting out proposals on how the online safety of children and young people could be improved.⁵⁷ In June 2008, we set out our response in the cross-government *Byron Review Action Plan*. This accepted all Dr Byron's recommendations and set out our plans to make them a reality, including establishing a UK Council for Child Internet Safety, funding a public information and awareness campaign on child internet safety and getting all schools to take action to ensure e-safety is mainstreamed throughout teaching, learning and other practices.⁵⁸
- 2.28** The UK Council for Child Internet Safety was a key recommendation in Dr Byron's Review. The Council was launched in September 2008 and is a forum for all those with an interest in child internet safety – currently including over 100 organisations from education, industry and the third sector – to develop a strategy for improving child internet safety, due to be published in the spring of 2009. The strategy will be based on two core elements: better regulation – in the form of voluntary codes of practice that industry can sign up to – and better information and education for children, young people, parents and carers.

What we will do next

The Byron Review set out a clear direction for future work on keeping children safe online and there is more to do to ensure Dr Byron's recommendations are fully implemented:

- we will work with the UK Council for Child Internet Safety to develop a child internet safety strategy in the spring of 2009 and to challenge industry to establish transparent and independently monitored codes of practice to protect children and young people better;
- in the spring of 2009, we will launch a website on child internet safety which will be combined with education to improve the skills of children and their parents around e-safety; and
- we will introduce specific measures to support vulnerable children and young people, such as removing illegal internet sites that promote harmful behaviour.

The impact of commercial activity

- 2.29** Children today are more involved in commercial activity than in previous generations. The last decade in particular has seen the size of markets for children's products and services increase and young people's commercial awareness rise. The amount of money children are spending has risen and the age at which they begin shopping has fallen.
- 2.30** The Children's Plan recognised the concerns people have about the number of commercial messages children are exposed to and the impact these can have. This is why we made a commitment to undertake an independent assessment into the impact of the commercial world on children's wellbeing.
- 2.31** To meet our commitment, we have established a panel of experts across different professional expertise, chaired by Professor David Buckingham, Professor of Education at the Institute of Education, University of London, to gather evidence and reach a consensus on how children's engagement with the commercial world has changed, and the impact those changes are having on children's wellbeing.

- 2.32 This assessment will examine the risks and benefits young people encounter from engaging with the commercial world and has so far consulted children, parents, industry, non-governmental organisations and other interested parties. A final report will be produced for Ministers in both DCSF and in the Department for Culture, Media and Sport in the spring of 2009.

What we will do next

We will respond to Professor David Buckingham's final report on the impact of the commercial world on children when it is published in the spring of 2009.

Reducing the number of accidents

- 2.33 In the Children's Plan we set out how we would reduce accidents and help families manage everyday risks to children.
- 2.34 We made the commitment to fund a new national Home Safety Equipment Scheme targeted at families in disadvantaged areas, totalling £18 million over three years. The *Staying Safe Action Plan* set out more detailed plans for this scheme, which provides home equipment such as stair gates, fire guards and window locks to reduce the risk of accidents in the home.
- 2.35 To extend practical safety education for children and young people to help them keep themselves safe, in November 2008 we launched a new Child Safety Education Coalition, backed by over £1.6 million over three years. This will encourage more high quality provision of practical safety education for children in England and evaluate its effectiveness, ensuring that more children, including disabled children, have access to practical safety education.
- 2.36 Alongside this, in June 2008, we began a major new communications campaign on children's safety, backed by £9 million, using TV and radio adverts to give parents and carers practical advice on how to mitigate every day risks.

- 2.37 We are undertaking a range of measures to help reduce child deaths and injuries in road accidents. These include encouraging local authorities to create 20mph zones where appropriate, as well as other highly effective highway engineering measures such as:
- improved crossings and junctions;
 - encouraging local authorities to adopt Kerbcraft⁵⁹ child pedestrian training, where pedestrian training skills are taught to 5- to 7-year-olds by means of practical road-side training rather than in the classroom;
 - significant funding to roll out Bikeability⁶⁰ cycle training, the Cycling Proficiency Test for the 21st century, designed to give the next generation the skills and confidence to ride their bikes on today's roads;
 - continuing the THINK! road safety publicity campaign;
 - the new Tales of the Road campaign⁶¹ for primary age children, launched in November 2008;
 - the 2007 Copycat campaign for parents and a new teen campaign in 2009; and
 - developing a new comprehensive suite of road safety educational materials for all age groups.
- 2.38 To coincide with the recent launch of our *Play Strategy*, five Departmentsⁱ have written jointly to all local authorities in England to emphasise the importance of child-friendly approaches to highways and built environment planning.

i DCSF, the Department for Culture, Media and Sport, the Department for Transport, the Department of Health, and the Department for Communities and Local Government

The Children's Plan in action – school travel plan, Cramlington Northburn Primary School, Northumberland

During 2006, concerns were raised at Cramlington Northburn School about the high volume of cars outside at peak times and the congestion and risk to child safety this raised.

In response, the school consulted children, parents, school governors, staff and local residents to draw up a school travel plan. Since the implementation of the plan, the school has launched Northumberland's first walking bus⁶² which has been greeted with enthusiasm and success. All walking bus routes are risk assessed by highways engineers, children must wear high visibility jackets and caps and agree to a contract to ensure good behaviour and volunteers receive road safety training.

During 2008, the school installed modern scooter and cycle storage facilities to encourage greater cycle and scooter use and this is being supported by the launch of Northumberland's first cycle train⁶³ and the installation of a toucan crossing⁶⁴ outside the school.

The implementation of the school travel plan has contributed to positive outcomes, reducing traffic congestion near the school and helping the children stay fit and develop active lifestyles and improve their emotional wellbeing.

Tackling bullying

2.39 The *Staying Safe Action Plan*⁶⁵ sets out how we will implement the Children's Plan commitments to prevent and tackle bullying. We will monitor ongoing progress using the Tellus survey. Specific proposals include:

- in September 2008, we announced proposals to introduce a statutory requirement for all schools to record incidents of verbal or physical abuse which are linked to bullying, for which we will legislate in 2009;

- in September 2008, we announced proposals for a fairer way to handle complaints from parents – including those about bullying. A new independent service is proposed to help mothers, fathers and young people who feel their concerns cannot be resolved at school level. We have consulted on this in *A new way of handling parents' complaints about school issues*.⁶⁶ The consultation closed in November 2008 and we are currently analysing the responses to this. We will shortly publish our response to the consultation findings;
- in May 2008, we published guidance on *Bullying involving children with special educational needs and disabilities*.⁶⁷ Tackling this unacceptable behaviour is part of schools' statutory responsibilities to promote disability equality and to eliminate disability discrimination;
- we are working through the Anti-Bullying Alliance and the National Strategies to spread good anti-bullying practice in local authorities and schools. Advisors are providing support and challenge to local authorities and schools, helping them improve their anti-bullying policies. We are also working with Parentline Plus who are funded by the Parent Know How programme to run a helpline for parents whose children are being bullied and provide other materials and support for parents through the Be Someone to Tell campaign; and
- we have contracted with 4Children to develop guidance and training materials to tackle bullying outside schools, in children's homes, youth groups, extended schools services, further education institutions, journeys to and from school, public transport and leisure activities.

What we will do next

Bullying remains a serious issue and one of the main safety concerns of children, young people and their families. We will continue to tackle bullying wherever it takes place by ensuring that children, parents and teachers can get the help they need to deal with bullying and by requiring schools to record all incidents of bullying. New anti-bullying guidance related to gender and gender identity and to cyber-bullying of teachers will be published in the spring of 2009 and guidance and training materials to tackle bullying outside schools will be published in February 2009. We are also working to address cyberbullying and have established a Cyberbullying Taskforce to help take this forward.

Listening to the concerns of children and young people

2.40 In the Children's Plan we said we would give more children and young people the ability to raise concerns and seek advice and support in a safe, confidential environment. We announced in 2007 an additional £30 million to support the expansion of NSPCC's listening services. The case study below sets out the impact this is having.

The Children's Plan in action – helping NSPCC fulfil its unique role in safeguarding children

ChildLine – 0800 11 11 – is the helpline service for children provided by the NSPCC. It operates 365 days a year and, in 2005, nearly 160,000 children received counselling from the telephone service and through similar online provision, There4me.com. The NSPCC Child Protection Helpline receives calls from members of the public and professionals who are concerned about children. It makes referrals to other services where appropriate, and provides specific safeguarding advice, information, counselling and support to members of the public who have serious concerns for children.

Recognising that, despite the scale of the NSPCC listening services, some calls were not always able to be answered, DCSF has provided £30 million between 2007-08 to 2010-11 to expand, modernise and strengthen NSPCC's listening services. The aim, backed with NSPCC's own significant investment, is to create a unified national service for all children by bringing together ChildLine, There4me.com and SMS text and to expand and promote the Child Protection Helpline – 0808 8005000 – for adults, so that any child needing advice or support, or any adult with concerns about a child, will always have someone to turn to.

As a result of this partnership, NSPCC has increased the numbers of its staff and volunteers in ChildLine and counselled 89,000 more children. NSPCC have also purchased the core IT infrastructure and are on track for the implementation of the new network.

In response to the Government commitment, Dame Mary Marsh, former NSPCC Director and Chief Executive, said:

"Every day abused children call ChildLine for help and for many this is the first time they have felt able to speak about the abuse they are suffering. Thanks to this funding, we will be able to take thousands more calls from children in distress, and to help many more adults who are worried about a child's safety."

Fully implementing the *Staying Safe Action Plan*

2.41 This chapter sets out the measures we have taken to implement the Staying Safe Action. In addition to those actions set out above, we have also taken further steps to help protect vulnerable children and young people by reviewing local area accident prevention, publishing a *Young Runaways Action Plan*,⁶⁸ and passing the Children and Young Persons Act 2008. But there is more to do to implement the *Staying Safe Action Plan* in full.

What we will do next

There is more to do to deliver the commitments set out in the *Staying Safe Action Plan* and we will undertake further work to put these in place. For example, we will launch the National Safeguarding Unit for the Third Sector in early 2009^j and will publish guidance on safeguarding children and young people from guns and gangs.

Addressing future challenges

2.42 It is the Government's top priority – and everyone's responsibility – to keep children safe. Parents and the public need to be confident that all children, particularly the vulnerable, are protected from harm. We need to ensure that we manage the risks children face, whether from accidents in the home or on the road, bullying at school and, in the worst cases, from neglect and abuse.

2.43 As the world changes with new opportunities from developments in technology and communication, we will need to respond to new risks and to make sure all children are safe. Today's children are growing up sooner and want more independence at an earlier age, creating difficult dilemmas for mothers and fathers about striking the right balance between letting their children make the most of new opportunities and experiences whilst making sure that they stay safe.

j This will provide advice and assistance to all third sector organisations on safer recruitment procedures, risk management in activity provision and anti-bullying policies.

2.44 We have continued to make progress in 2008, through the *Staying Safe Action Plan* and our response to the Byron Review, but there is more to do to embed these changes and make them a reality on the ground and to drive further improvements in day-to-day practice. We are determined to do everything possible, working with parents, national and local partners, and practitioners, to keep children and young people safe across the country.

Chapter 3: Excellence and Equity

Parents want their children to have the best start in life, to enjoy their education and achieve their potential. This requires world class early years services and world class schools with world class standards, where parents are treated as partners, and where all children experience personalised learning and development to meet their individual needs, with one-to-one tuition to support and challenge them to make good progress and achieve their best.

What the world is like for children, young people and families today

- 3.1 Parental aspirations for their children and their involvement in their child's learning are one of the most important influences on a child's long-term achievement and wider wellbeing.⁶⁹ We can only achieve the very best for all our children if parents are involved at every stage in their child's learning, working in partnership with professionals. While much progress has been made, particularly in Sure Start Children's Centres and primary schools, more needs to be done to reach out and involve all parents.⁷⁰
- 3.2 Alongside parental involvement, the quality of provision – in early years settings, schools and colleges – is critical to attainment. Research has shown the impact that high quality early years education has on children's cognitive and behavioural development and future attainment at school.⁷¹ The supply⁷² and quality⁷³ of early years provision has improved over the last five years, and in 2008 nearly half of all 5-year-olds achieved a good level of development, up from 45 per cent in 2007.⁷⁴
- 3.3 Children are doing better at school. In primary schools, provisional results suggest that attainment at age 11 rose for the fifth consecutive year in 2008, with 72 per cent of pupils achieving Level 4 in both English and

mathematics, an increase of one percentage point since 2007.⁷⁵ In secondary schools, provisional results indicate that 65 per cent of students in Year 11 in all schools achieved five or more GCSEs or equivalents at grades A*-C in 2008 compared with 61 per cent in 2007.⁷⁶

- 3.4** But there is still too much variation in quality and not all children and young people are getting the support they need to fulfil their potential. Pupils with special educational needs (SEN) tend to make less progress than their peers⁷⁷ and tend to be from deprived backgrounds.⁷⁸ Despite some signs of improvement over recent years, social disadvantage remains a key determinant of future attainment with children from disadvantaged backgrounds tending to do less well than their peers at all stages. At age 11, the gap between pupils eligible for free school meals and their peers was 24 percentage points in 2007 compared with 25 in 2006.⁷⁹

What children, young people and families want

- 3.5** Mothers and fathers want to be involved in supporting their children to learn, but for some parents this can be difficult. Some parents feel unsure about what to do to help, or feel they lack the opportunities or skills to support their child's learning. Others are less involved because they find it hard to engage with schools and other services, or because they lead busy and complicated lives and need advice and support to help them manage.⁸⁰
- 3.6** Children and young people on the whole say they are happy with school,⁸¹ although children also say they feel the pressure of school work⁸² and exams.⁸³ They want to know how they, as individuals, are progressing and that they will receive the personalised support they need. They want to be stretched with new challenges, so that they can make good progress and enjoy their education, and, if problems arise, parents want help to deal with these quickly and effectively so that their child can cope without falling behind. If they do experience problems or get into trouble, they want support to get back on track. Children and young people also told us there need to be more services for children with special educational needs.⁸⁴
- 3.7** Parents, pupils and teachers still see unsatisfactory behaviour as a problem, even though its incidence is falling.⁸⁵

What we said in the Children's Plan

3.8 The Children's Plan set out our vision for world class education and our ambition for the next decade.^k By 2020, we want every child at age 5 to be ready for success in school with at least 90 per cent developing well across all areas of the Early Years Foundation Stage Profile. By age 11, all children should be ready for secondary school with at least 90 per cent achieving at, or above, the expected level in both English and mathematics. And by age 19, we want every young person to have the skills for adult life and further study, with at least 90 per cent achieving the equivalent of five higher level GCSEs, and 70 per cent achieving the equivalent of two A-levels. Progress against this final goal is discussed in Chapter 5.

3.9 These are challenging goals. There is still much to do to make faster progress in raising standards and closing the gaps that exist for disadvantaged and vulnerable children. This is why we made significant commitments in the Children's Plan to:

- support parents to become partners in their children's learning;
- ensure all children get the best possible start in the early years with high quality and personalised support;
- provide personalised teaching in schools and an enhanced focus on wellbeing for all children, and extend the opportunities available to the most disadvantaged;
- ensure all children make good progress, and experience smooth transitions between different stages of learning; and
- improve provision for those with special educational needs.

3.10 Underpinning all of these commitments is the need for improved quality throughout the wider early years, school and further education systems, with services led and staffed by the highest quality workforce working

^k The measures set out in this chapter, together with Chapters 4 and 5, fall primarily within the cluster of articles under Education, Leisure & Cultural activities of the UNCRC. These include the child's right to education (article 28) and the Government's role in ensuring every child reaches their full potential (article 29). Measures set out in this chapter also fall within article 18 – Government's support to parents in bringing up their children.

collaboratively to drive up standards and improve wellbeing. Progress on this is set out in Chapter 4.

What we have done so far

Parents as partners in learning

- 3.11** From birth to when a young person leaves school, parents' engagement in their child's learning is the most important influences on that child's achievement and wider wellbeing.
- 3.12** Engagement in a child's education can take many forms, but we know that some things make a bigger difference than others. It is more important for a child's education that their mother, father or carer is involved in that child's individual learning and development than, for example, the running of their school.⁸⁶
- 3.13** Most parents already help their child learn – reading to or with them, talking to them and their teachers about their learning, helping them with their homework, taking them to interesting places, and discussing subject and career options. But not all parents do this to the same degree.⁸⁷ This has many causes – some parents don't realise how important their contribution is, others may feel that they lack time or the confidence in their own skills to be able to help their children.
- 3.14** Partnership with parents is a unifying theme across the whole Children's Plan, which promised action on three fronts:
- an enhanced dialogue and partnership working between schools and parents;
 - parental involvement in school governance; and
 - an expansion of family learning opportunities.

- 3.15** We have already driven forward parental engagement in learning in various ways – for example, through encouraging parents and children to read together by providing free books to all families with young children through Bookstart,⁸⁸ by improving access to information through Parent Know How,⁸⁹ and by putting parent support advisers in place in many schools.
- 3.16** These measures have made a difference. Evidence shows that mothers and fathers now feel more involved in their child's school life – up from 29 per cent in 2001 to 51 per cent in 2007 – and have an increasing appetite for involvement.⁹⁰ But these figures also show that more can be done to bring parents centre stage in their child's learning.
- 3.17** Parents have told us they want to be more involved in their children's learning and development and have a growing belief that the responsibility for a child's learning is shared between parents, the school, college or early years setting, and the child or young person.⁹¹ We must help all parents appreciate the importance of their involvement and remove barriers so that parents can get involved in their child's learning and development. Schools, childcare settings and children's centres need to share information and engage parents in decisions and encourage learning in the home.
- 3.18** To drive this forward, we are proposing a two-pronged approach, which empowers parents and places parental engagement more centrally in the education and early years system.

Empowering parents to engage

- 3.19** Parents are not always aware of what they can expect from schools and other settings to help them engage in their child's learning. They need better information about their own child and some parents will also need extra help to improve their skills and confidence. We are determined that parents should have a good and consistent experience regardless of where they live. Parents of children from birth to 5 will be able to expect:
- engagement from health visitors to check their child is developing well, to offer advice, support and referral to other services as required;
 - free books and resources when their child is 6-9 months, 18 months and 3 years;
 - access to a Sure Start Children's Centre offering activities for children with their parents, including access to specialist services for children with special needs;

- support from local children's services in early identification of any special educational needs;
- regular dialogue with staff in early learning and childcare settings, so that the settings understand the child's needs, and parents know what their child is experiencing and learning in their early years provision;
- a written summary of their child's progress, learning and development in the final year of the Early Years Foundation Stage, before they enter Year 1 at primary school, and the opportunity, if they want it, to discuss it in more detail; and
- access to advice and support, as necessary, including specialist health, social and parenting support, through their local children's centre.

3.20 Parents with children at school will be able to expect:

- regular contact from the school about their child's progress in learning in a form that suits them, reaches all parents and includes involvement in decisions, their child's learning priorities, and how their child's particular needs are being met;
- information from schools and local and national sources to help them understand what their child is, and will be, learning at school, how they can find out more, and how they can best support their child's learning and development;
- opportunities to meet staff to discuss their child's progress and a point of contact for all matters relating to their child's learning who can support easy access to other teaching staff and school leaders if needed;
- information, including meetings, to support their child's transition into primary school and from primary to secondary school;
- information to support them in understanding the options and career choices open to their children; and
- a point of contact on the child's wider wellbeing including behaviour and attendance, family and other issues, who can support easy access to specialist services provided locally.

3.21 All parents will be able to expect:

- information on the range of services available in their local area, available online and through other routes e.g. text, phone, newsletter;
- advice and support, including online help, with information on specific parenting challenges such as behaviour;
- access to local parenting sessions and opportunities to improve their own skills and to learn with their children; and
- access to specialist services when needed, through children's centres and schools and services available in other places locally, including more intensive family support, health services and social support.

3.22 From 2010 we expect all secondary school pupils to have a personal tutor to support their transition from primary to secondary school and to provide pupils, and their families, with a continuity of support throughout their secondary school career. Working with the range of specialist support services, personal tutors will play a key role in ensuring schools understand each child in the round and offer an appropriate tailored response to ensure that every child reaches their potential. We will work with schools to support them in developing this role.

3.23 We also want any complaints that parents and young people may have about school issues to be managed in a straightforward and open way. In September 2008, we launched a consultation seeking views on how to improve the way that complaints are handled at a school level and new arrangements for an independent service to consider complaints that cannot be resolved – *A new way of handling parents' complaints about school issues*.⁹² This consultation closed in November 2008, and we are currently analysing the responses to it. We will shortly publish our response to the consultation findings.

The Children's Plan in action – Lent Rise Combined School, Buckinghamshire.

*"As the parent of a Year 1 pupil at Lent Rise School, I have found the vital link between parents and teaching staff to be of great support. All aspects of the co-operation are pursued with enthusiasm and dedication to the benefit of all concerned. The result of this is very evident in the confident approach and academic progress of my son, Michael.**

I have found that as a family we have directly benefited from the school's explicit strategy to make sure parents are not only kept fully involved in their children's life at school but that we are encouraged to directly share in their learning through the Lent Rise Learning World, available online through the school's website. This space has allowed both my husband and I to support Michael so much better as we understand more about the standards expected for each year group and how attainment levels are assessed.

We are also kept up to date with the homework set as once a week this is given through the Learning World. Michael is particularly enthusiastic about this homework and I quote in his own words "Learning World is my favourite homework of the week, I love it because it makes me feel very grown up. My daddy always does it with me and then we show it off to mummy, it's lot's of fun".

The whole school approach has certainly given added value in the visible development of Michael's learning journey. We have taken great pleasure in sharing this experience with him." (Parent, Lent Rise Combined School)

*names have been changed

Information for parents

- 3.24** Mothers and fathers need information about their child's learning and development at the right time – from the earliest years, right through to the end of their schooling. As noted in Chapter 1, there are already plans for the Personal Child Health Record (or 'red book') for young children, to be expanded to include additional information to reflect better the full breadth of a child's development.

- 3.25** For the parents of school age children, information remains essential which is why all schools – at secondary level by 2010 and primary by 2012 – will be expected to report online to parents on their child's attendance, attainment, achievements, special educational needs and behaviour. Becta, the government agency leading the national drive to ensure the effective and innovative use of technology throughout learning, will continue to support schools in developing their online reporting systems. The Parent Held Record pilot will also be used to develop new ways of providing parents with information on their child's specific needs and progress, alongside wider information, including on the curriculum, local and extended services and suggestions of things to do in the home.
- 3.26** There are also times when parents need more information about their child – for example, when making subject choices at age 14 or when the young person is considering career choices. To enhance this, we are looking at ways of sharing with parents the information, advice and guidance young people receive.
- 3.27** Evidence shows that generally children do better if both their parents are involved in their lives – irrespective of whether their parents are living together. We believe that non-resident parents should have the same rights to updates about their child's progress and opportunities to support their child's learning. So, we will revise the school records regulations to clarify the importance of schools reporting to everybody with parental responsibility, including non-resident parents.

Parental attitudes and skills

- 3.28** Providing mothers and fathers with information is important, but some parents lack the confidence to engage in their child's learning and want more help.

- 3.29** We know that parents particularly value support from other parents. Children's centres, health settings, schools as well as numerous web forums, such as Netmums, already support parent networks. We want to support these existing networks, helping them to focus on parental engagement in learning and reach a wider range of parents – particularly those who may find it harder to be actively involved such as working parents and fathers. As the National Council for Educational Excellence recommended in its recent report,⁹³ we will strengthen support for networks of parents to help them support other parents, for example by creating materials relating to parental engagement in their child's learning. We will also work with Becta, and others, to explore how schools and other settings can benefit from online networks to help parents support each other.
- 3.30** The vast majority of parents want the best for their children. However, some mothers and fathers do not have positive attitudes towards education, which can affect how they engage with their child's learning. These attitudes can be shaped by a number of things, including having had a poor experience of education themselves. Effective action to shift attitudes on other issues has been based on a deep understanding of where attitudes come from and what influences them. A great deal is already known about what motivates parents to engage in their child's learning, but we need to build on this to understand better how to target the most disengaged parents. To this end, we will conduct detailed analysis of parents' attitudes and motivations in order to shape future policy and communications.
- 3.31** A lack of skills, including parenting skills, literacy and numeracy, can also hinder parents engaging with their child's learning. Evidence suggests that opportunities for parents to learn alongside their children are particularly effective at tackling this. So, £20 million of the £30 million already committed to family learning through the Children's Plan will be used to help strengthen parental skills to engage in their child's learning. Other targeted family programmes – such as the Parenting Early Intervention Programme (PEIP) – will be strengthened to ensure that those families who need additional help to engage in their child's learning are fully supported. We plan to accelerate the roll out of PEIP to all local authorities from April 2009 and will work to ensure that help and support gets to those who are the hardest to reach.

Engaging parents in their child's learning

3.32 As well as supporting professionals to work with parents, we also need to consider how institutions help support parents to engage more effectively in their child's learning. This guidance to schools, children's centres and early years and childcare providers will be issued on effective engagement of mothers, fathers and other carers. This guidance will help schools and other institutions understand and meet the needs and aspirations of particular groups of parents including black and minority ethnic parents (which was recommended in the REACH report⁹⁴ on raising attainment for black boys and young black men), non-resident parents, parents of children with SEN and parents who are disabled. We will work with the Specialist Schools and Academies Trust to build support for parental engagement in learning into the specialist schools re-designation process.

3.33 Home School Agreements (HSAs) – a powerful tool in setting out for parents what they can expect from their child's school – are already mandatory. But it is clear that their full potential is yet to be realised. To address this, guidance on the content and use of HSAs and school prospectuses will be revised in 2009.

3.34 To support improvement throughout the system, it is crucial that we understand what constitutes effective practice in engaging parents in their child's learning, and share the best practice widely across the system. In order to do this, new research will be commissioned to look at:

- how early years settings can help promote learning at home; and
- what effective practice in schools looks like.

The Children's Plan in action – the Lister Community School, Newham, London

The Lister Community School serves an extremely diverse community, with over 80 per cent of pupils speaking English as an additional language. The school's inclusion team identified that some groups of parents needed extra support and encouragement to engage with, and build a positive relationship with, the school. Many Somali parents in particular tended to come into contact with the school only when dealing with behaviour or attendance issues, so their experiences of dealing with the school tended to be largely negative.

Recognising this, the school set up two parent support groups, one for Somali and one for Bengali parents, consulting them to find out what support they wanted. Parents were keen to get more information about how the school worked and its policies, plus opportunities to learn skills, such as ICT, themselves.

Both parent groups meet regularly, and are well attended. Visiting speakers give information about the UK education system and parents can get information about support beyond the school, including help with housing and benefits. Parents in the Somali group have now started to play an active part in steering its development. The school is now taking steps to involve parents from both groups in mainstream activities, where they can meet and share experiences with parents from a range of different backgrounds and ethnic groups. Parents have grown in confidence, and are now more likely to seek help and support from the school. Seeing their parents coming into the school has also had a positive impact on pupils, building their confidence and giving them a sense of pride.

The best start in the early years

3.35 All children should be provided with high quality, personalised learning and development from the earliest years. Evidence shows that early education, particularly from age 2, helps children in the long term by boosting their communication, language and social skills.⁹⁵ Our vision is to deliver universal, high quality early years services to every child – provision that is accessible and affordable for all families, with support available to meet wider needs around health, nutrition and parenting.

3.36 To develop a universal early years service, we have committed to extend access to early years support to all communities. As set out in Chapter 1, we are well on track to meeting our ambition of having a Sure Start Children's Centre⁹⁶ in every community by 2010, with more than 1,150 centres opening across the country since the Children's Plan was published in December 2007. Research confirms that children's centres are having an increasing impact. The latest independent Sure Start evaluation, published in March 2008, highlighted that children behave better and are more independent if they live in areas with centres, and that parents have more positive parenting skills and provide a better home learning environment.⁹⁷

The Early Years Foundation Stage

3.37 In September 2008 we introduced the Early Years Foundation Stage⁹⁸ to help all professionals working with children under 5 in providing personalised learning and development. This is a play-based framework for early learning and childcare, to help all children reach a good level of cognitive, social, physical and personal development by the age of 5. It is rooted in the philosophy of personalisation – helping children learn and develop at a pace which matches their unique needs.

Access, affordability and availability

3.38 In order to ensure all children benefit from these early years services – particularly the more disadvantaged who can benefit most from high quality childcare – we need to address the challenges of access and affordability. Provision has to reach those who need it most which is why, as set out in Chapter 1, we are committed to extending outreach provision. We have provided additional funding from 2008-09 to enable local authorities to fund two additional outreach workers in children's centres in the most disadvantaged areas. In 2009, we will continue our review of outreach activities to make sure the workforce has the skills and tools it needs to reach the most vulnerable families.

3.39 Currently, every 3- and 4-year-old is entitled to at least 12.5 hours of free early years learning and development each week, for 38 weeks a year, and we are extending this to an entitlement of 15 hours for all 3- and 4-year-olds by 2010. In 2006, we began piloting an extension of this offer of free early years learning and development to disadvantaged 2-year-olds and, in 2008, we expanded this pilot to include 31 new local authorities who will offer up to 15 hours a week of free, high quality, flexible early learning to the most disadvantaged 2-year-olds.

- 3.40** Our longer-term ambition is to offer every 2-year-old in the country free early education starting with those who will benefit the most. There is strong evidence that 2-year-olds from the most disadvantaged families benefit most from high quality free early education and we will be publishing a formal evaluation of our 2-year-old pilot in June 2009.⁹⁹ But there can be benefits for all 2-year-olds and their families and our commitment remains that, in the long term, we will extend free early learning and childcare places for 2-year-olds across the country, for every parent who wants them.
- 3.41** Further details will follow early in 2009 when we publish an update on our *Ten Year Childcare Strategy*.

The Children's Plan in action – 2-year-old pilot, Peterborough

Peterborough has been part of the two year-old pilot, allowing many of the city's 2-year-olds, identified as being amongst the most disadvantaged, to access high quality early years learning and development. Take-up has increased in some of the city's most deprived areas – one ward in particular, among the ten per cent most disadvantaged nationally, has seen a substantial increase with 22 per cent of the children accessing places in the summer term coming from this one area. These children would not previously have attended provision until they were able to access their funded 3- and 4-year-old entitlement or, for some, until they started school.

To help measure the impact the pilot is having, Peterborough used a simple questionnaire to gather parents' views. It was very clear from the responses that many felt their children's communication had shown definite improvements, with 54 per cent of parents making a direct reference to increased communication.

Effective outreach has been key to ensuring those children most in need have been able to access, and continue to access, the pilot. The outreach post provides a direct link between the parent and available services. The 2-year-old outreach support worker visits families to help them with identifying potential providers, completing registration forms, looking at support required to attend a setting, or following up where children may have stopped attending or had difficulties. They discuss reasons and look at how to remove potential barriers. This could be as simple as using translators to explain clearly to the families what they are entitled to or providing support for transport costs. It may also involve negotiating with the setting to have more suitable hours that meet parents' needs.

By working on the good relationship between one of the settings and the gypsy and traveller community, a historically hard to reach group, take-up from this group has increased.

What we will do next

From January 2009, seven more local authorities will start to deliver the free offer for 2-year-olds. By April 2010, a total of 63 local authorities will be providing free childcare and early years learning and development for 2-year-olds – a further step towards the Government's long-term vision of free childcare for all 2-year olds, announced by the Prime Minister in September 2008. Further details will follow early in 2009 when we publish an update on our ten year childcare strategy.

Personalised teaching and learning to aid progression

3.42 Personalised learning in schools and colleges is the key to ensuring that all children and young people, whatever their background or ability, are supported and challenged to fulfil their true potential and realise their talents. It requires that the progress and needs of each child and young person are regularly assessed and that learning is tailored around their individual goals.

3.43 This personalised approach should focus not only on a child's learning and development needs, but also on a child's wider wellbeing, which we know can have a big impact on achievement. Schools and colleges have a central role to play in ensuring the wider wellbeing of children and young people, engaging parents and the wider community, and working collaboratively

with other services to deliver personalised support for each individual child or young person.

3.44 This commitment to personalised learning, focusing on both attainment and wider wellbeing, is at the heart of our vision for schools in the 21st century. As well as a consultation on the general principles that should govern the new School Report Card, we have recently published a consultation on our vision for 21st century schools – *21st Century Schools: A World-Class Education For Every Child*.¹⁰⁰ This sets out how schools should:

- provide excellent teaching, personalised education and development in an environment of good behaviour for every child and young person – an education which is highly responsive to their learning needs and their wider development and which ensures that all are able to progress, achieve and participate – narrowing the gap between disadvantaged children and those with special education needs and their peers;
- be at the centre of a system for early intervention and targeted support, supporting children and young people's health and safety, including those who are disabled or have health difficulties, playing a key role in identifying and addressing, where appropriate, any additional needs a child or young person might have and helping parents to access support for their parenting role; and
- provide a range of activities and opportunities to enrich the lives of children, young people, families and the wider community offering a range of activities and enabling them to access wider services.

3.45 To help school leaders and practitioners understand where they are in providing personalised learning for their pupils and give advice on what resources and materials are available to help, in November 2008 we launched *Personalised learning – a practical guide*.¹⁰¹ The guidance is designed to help school leaders, school improvement partners and teachers explore key aspects of personalised teaching and learning – such as target setting, focused assessment and supporting children's wider needs – in an accessible format which encourages the evaluation of priorities for further development.

3.46 Unless schools have good tracking systems underpinned by strong and consistent teacher assessment, they cannot know how each pupil is progressing or intervene at the point of need. The Making Good Progress pilot¹⁰² has been trialling measures to improve pupil progress, including one-to-one tuition for pupils who are identified as falling behind in English or mathematics. Pupils, parents, teachers and tutors report that one-to-one tuition is having a positive impact on pupils' confidence, motivation and engagement in learning as well as their overall attainment.

What we will do next

As the Making Good Progress pilot develops, we continue to learn lessons to inform the national roll-out of individual tuition to 300,000 pupils a year in each of English and mathematics by 2010-11. 2009 will see the first year of the national tuition offer which will be available to children in Key Stages 2 and 3, and in National Challenge schools to pupils in Key Stage 4. We will strengthen this package by offering one-to-one tuition as a right to every child in Key Stage 2 who has fallen behind and is making slow progress from 2010-11. This will ensure that all pupils leave primary school ready for secondary education.

Assessment for learning

3.47 Making personalised learning a reality means developing an understanding of the whole child and tailoring teaching and learning to their individual needs. Assessment for Learning (AfL) describes the process of getting and interpreting evidence for use by learners and their teachers to decide where the learners are in their development, where they need to get to and how best to get there. Having already said that we would invest £150 million between 2008-09 and 2010-11 in AfL, in the Children's Plan we committed to make AfL practices universal across all schools, extending them beyond English and mathematics. We published a three year AfL strategy¹⁰³ in May 2008, which outlines how schools can make use of the resources available to embed this approach.

Single level tests

3.48 We announced in the Children's Plan that we would consider implementing new single level tests in reading, writing and mathematics if the evidence from pilots was positive and the approach was endorsed by the regulator. Under single level tests, teachers can enter pupils for tests when they judge them to be working at the appropriate level. The tests are designed to

confirm the teacher's judgement of the level at which a pupil is working, and to motivate pupils and teachers by focusing them on achieving the next steps in their learning throughout the Key Stage.

- 3.49** In June 2008, we trialled the second round of the single level tests. Early evidence from this pilot suggests that the tests worked better for primary school pupils than for secondary school pupils, effectively differentiating between pupils of different abilities. However, when older pupils, aged 11 to 14, took the same tests, the tests did not differentiate between different abilities as they should. As a result of these findings, we announced in October 2008 that single level tests would no longer be trialled at Key Stage 3.
- 3.50** Over the summer of 2008, we also evaluated the case for wider changes to the existing assessment system. We heard from a range of experts and partners – including Ofsted, headteachers, teachers and parents – and an expert group on assessment has been set up. These experts told us that Key Stage 2 tests are essential for giving parents, teachers and the public the information they need about the progress of each primary age child and the performance of every primary school. However, as part of a wider overhaul of Key Stage 3 assessment, we have decided that children will no longer be required to sit national tests at age 14.
- 3.51** We will continue to offer single level tests to the pilot primary schools for a further two rounds and ask the new expert group on assessment and accountability to consider the contribution that tests might make to the future of assessment as schools embed Assessment for Learning.¹⁰⁴ We know that the tests work well with pupils and can play a positive role in confirming teacher assessments and bringing fresh motivation to pupils whatever age or stage they may be. By the autumn of 2009, we will decide if and how to take the pilot findings forward.
- 3.52** At Key Stage 3, we will ensure that schools properly focus in Years 7 and 8 on the progress of those children who did not reach the expected standard at Key Stage 2, with effective one-to-one tuition and catch-up learning. There will be regular reports for parents on their child's progress in the early years of secondary school.

- 3.53 To make sure that national performance is still measured at Key Stage 3, there will be an externally marked test, taken by a sample of pupils, so that the public can hold Government to account. The expert group on assessment will advise on the development of this new system and will report to the Secretary of State in the spring of 2009.

The Children's Plan in action – personalisation, Swavesey Village College, Cambridgeshire

In Swavesey Village College, school leaders and teachers could see that, while many students were doing well across all five *Every Child Matters* outcomes, this was certainly not the case for all. There was a strong feeling that 'every child' should mean just that – that the school should have the same ambitions for 100 per cent of students.

Thinking about what this simple but challenging conclusion meant in practice, Swavesey looked at 100 per cent access to achievement through relevant courses and then expanded this to a target of 100 per cent of students achieving five good GCSEs or equivalent by age 16.

Similarly, Swavesey set an ambition that the school should know and support every young person personally – not just the high achievers or the most vocal students, but 100 per cent of students. The school explored, then introduced, a robust House team structure with mixed aged tutor groups (vertical tutoring). This has reduced the tutor:student ratio in a year group from 1:30 to 1:4/5, which has had a significant impact upon the quality of support for students (and parents) from induction into Year 7 through to preparation for their final exams in Year 11. In addition, all tutors contacted their pupils' parents after each reporting point. This has transformed the school's knowledge and support for each individual child and has helped improve relationships with parents.

To help retain 100 per cent of students within the school, Swavesey recognised that they had to meet all the needs of young people, and that the best way to do this was to bring multi-agency teams together around the child. The school set up a caring professionals group, which has since evolved and led to the co-location of a number of external service providers within the school – a team around the child.

The '100 per cent' mentality and the determination to prove it was possible has helped to improve outcomes for young people. Provisional results suggest there has been a significant improvement in numbers of pupils achieving Level 2 in 2008. The school believes that it will exceed 95 per cent in 2009, and the magic 100 per cent should happen in 2010. The uncompromising focus of the school on these targets, and the belief that they were possible has done much to transform the culture and achievement within the school.

Targeted support to catch up

- 3.54** Looking at how we can help all primary school children master the most difficult areas of writing, we started pilots of the new Every Child a Writer programme in the autumn of 2008 in nine local authorities, offering children intensive one-to-one tuition. From September 2009, the programme will expand to a further 60 local authorities, alongside the Every Child a Reader¹⁰⁵ and Every Child Counts programmes. Evidence from the Every Child a Reader pilot showed children who receive reading recovery support through the programme are getting higher than average results for their age.¹⁰⁶
- 3.55** Personalised learning helps all children to develop and achieve and focuses on progress for all pupils, whatever their starting point. We recognise that there is a particular need to improve the attainment of specific groups who are currently underperforming and this is part of our long-term ambition to ensure that every child can reach their potential. The Extra Mile project is a step towards this goal, aiming to raise the aspirations of children from deprived communities. Launched in July 2008, the project is investigating how, by trialling activities which have been shown to be effective with pupils from disadvantaged backgrounds, schools can raise the attainment of disadvantaged pupils to the level of others. Each of the 23 trial schools in the Extra Mile project – all of which serve disadvantaged pupils – has drawn up plans for the specific actions it wishes to take and has now begun to implement them. In addition, each Extra Mile school is being partnered with a school which already has a track record in this area. Early indications suggest that the programme is having a positive impact.

What we will do next

We will continue to develop the Extra Mile project to raise the aspirations of children from deprived communities and help close the attainment gap between them and their peers. In 2009, we will evaluate the projects and, subject to findings, we will extend the project to other schools.

Focusing on wellbeing

- 3.56** A world class education system with world class standards must prepare every child and young person to make a success of their lives, and be able to intervene early so that any issues encountered do not become entrenched problems. As the main universal service for the majority of children and young people aged 5-18, schools have a key role to play in supporting the wider wellbeing of children, promoting community cohesion and identifying and helping to address any additional needs, so that all children and young people are able to succeed in later life. A child who is happy and healthy is more likely to achieve academically and a child who achieves academically is more likely to experience better outcomes as an adult. We have recently published details of how we propose to deliver this vision in *21st Century Schools: A World-Class Education for Every Child*.¹⁰⁷
- 3.57** Schools have had a duty to promote the wider wellbeing of their pupils since September 2007, and in September 2008 we completed our consultation on guidance to schools on this duty. As set out in Chapter 4 of this report, we are also consulting jointly with Ofsted on indicators that evaluate each school's contribution to promoting wellbeing,¹⁰⁸ and have agreed with Ofsted that these indicators will be reflected in inspection from September 2009. Schools have also had a duty to support community cohesion since 2007 and Ofsted inspection of that duty began this September. Chapter 6 sets out more detail of the work we are doing to promote cohesive and resilient communities, including through support to schools.
- 3.58** As well as these new wellbeing indicators, in October 2008 we announced our intention to introduce a new School Report Card to set out clear and simple information on how schools are raising standards, improving, and playing their role in supporting the wider development and wellbeing¹⁰⁶ of children. We are consulting on the general principles that should govern this new School Report Card alongside our consultation on the next steps in developing a 21st century school system.¹⁰⁹

- 3.59** Schools across the country are already responding to the need to make the 21st century school a reality in every local community. There are currently over 14,700 schools – more than two-thirds of the total – providing access to extended services in partnership with other local schools and providers. These services, including breakfast clubs, study support, sports, music and arts activities, parenting support and swift and easy access to targeted and specialist services can help to remove barriers to learning and ensure that all children have the opportunity to reach their potential. We are on track to ensure that all schools provide extended services by 2010.
- 3.60** Complementing these programmes, nine out of ten schools are currently participating in the National Healthy Schools programme, with over two thirds having achieved full Healthy Schools status. This means that they are, as a minimum, meeting a range of criteria in:
- emotional health and wellbeing (including bullying);
 - healthy eating;
 - physical eating; and
 - personal, social and health education.
- 3.61** To build on this success, an enhanced Healthy Schools Programme will be developed. This will help schools to promote both universal health improvement for all pupils and provide additional support targeted on those identified as most at risk. The criteria underpinning this programme will focus on improving health outcomes for children and young people, and will coincide with the new Ofsted inspection framework to be introduced in September 2009, which will incorporate the new wellbeing indicators.

The Children's Plan in action – extended services in South Hunsley schools, East Yorkshire

"Other schools now pay us to come in and have a look around. We're raising the aspirations of staff as well as pupils." Chris Abbott, Head teacher.

South Hunsley, a large secondary school, offers a wide range of extended services. Open from 7am to 10pm on weekdays and 7am to 5pm at weekends, the school provides an extensive range of after school clubs and activities, courses for parents and year round community access. It also runs summer clubs for school-age children and has a lifelong learning centre. The centre is the base for an extensive adult education programme and a resource for community groups and local businesses.

The school leads a cluster of eight primary schools and has set up a formal partnership with a nearby college, offering joint vocational and applied courses with guaranteed progression to Foundation and Higher Degrees. *"Of course, we offer the main core subjects but our partnership with the college allows us to offer personalised programmes for a wider range of pupils"*. Chris Abbott, Head teacher

The school and its cluster have an extended services coordinator, who links the schools to health and social services. The school is working with Hull and Lincoln universities to place trainee social workers in schools. Pupils can get one-to-one and group support in areas including self-esteem, confidence-building, bullying and anger management. The cluster schools have also worked with local services to set up four local parenting advice centres with one specifically for parents of children with special needs or disabilities.

As well as providing support for individual pupils and their families, agencies work with the school to run a range of activities. Connexions and youth services help to run the breakfast club, youth services support an after-school club for Year 7 pupils and the school is also working with adult education to offer family learning courses.

The school uses partnerships with businesses to help develop its specialism in engineering and technology, and broaden pupils' education. Collaboration is helping to raise standards. BAE Systems, as well as teaching part of the GCSE Engineering course and offering scholarships for students, has expanded its community group giving pupils the chance to get involved. The school has also developed a mentoring programme for sixth form students with students being allocated a personal mentor from business and industry according to their individual aspirations.

This has all led to improved outcomes across the board. GCSE results have risen steadily since the introduction of extended services, with the proportion of pupils achieving five A* to C grades (including English and mathematics) up from 57 per cent in 2004 to 68 per cent in 2007.

- 3.62** As the main universal service for children and young people, schools have a clear role to play both in the promotion of wider outcomes for children and helping children to access the support they need. All local areas should be implementing the Common Assessment Framework and the lead professional role, as well as introducing multi-agency support within schools and other services for children and young people as part of the targeted youth support reforms. These changes will help children's needs to be identified earlier.
- 3.63** To achieve the best for their pupils, schools also need to play a strong and active role working with other services in their area. As set out in Chapter 7, schools will become an active partner in local Children's Trusts, helping to develop plans to meet local needs and priorities, and shape the development of local services so they can get the support they need. They will determine the support from other services that they need, and agree the role that schools should play in providing services to children and young people. This will help bring together the services that children, young people and families need both to support their wellbeing and to make sure that those who need extra help can get it quickly and easily.
- 3.64** However, we know there is more to do to ensure that all schools know the exact role they should play in promoting the wellbeing and learning of all children in their local area – including those not on their roll – and in early intervention for those with additional needs. Chapters 4 and 7 set out how schools need to work with other schools in their area and with other

services through the Children's Trust to meet this ambitious agenda. As part of this, we believe there needs to be a clearer national framework for early intervention which sets out the roles and responsibilities of schools and local services.

What we will do next

As part of our consultation on 21st century schools, we are seeking views from all stakeholders on an effective system for early intervention.

An inspiring and engaging curriculum

3.65 The Children's Plan set out our ambition that the curriculum should support a seamless experience of education between phases, so that children's learning does not stall as they move from early years to primary school, or from primary school to secondary school.

3.66 There have been significant recent changes in the early years with the introduction in September 2008 of the new single framework for the under fives – the Early Years Foundation Stage. And in September 2008, we introduced a new secondary curriculum which introduces more time for personalised teaching practices, including catch-up lessons when they are most needed and new opportunities for pupils to deepen and extend their learning.

3.67 But the primary curriculum – which provides the vital link between early years and secondary education – has remained largely unchanged since 2000. This is why we announced a root and branch review of the primary curriculum by Sir Jim Rose, aiming to:

- provide greater continuity between the Early Years Foundation Stage and Key Stage 1, and Key Stage 2 and Key Stage 3;
- continue the focus on literacy, numeracy, scientific understanding and the effective use of ICT;
- introduce children effectively to the knowledge and understanding of key subject areas;
- facilitate greater flexibility to narrow the attainment gap between disadvantaged pupils and their peers;

- ensure all pupils have the time and the space they need to make expected levels of progress;
- examine how to introduce languages as a compulsory subject in Key Stage 2;
- secure pupils' personal, moral, social and emotional development through a more coherent curriculum framework, reflecting the *Every Child Matters* outcomes; and
- create more opportunities for pupils to experience more learning outside the classroom.

3.68 We also asked the review to consider how to develop a more integrated and simple framework for personal development skills which all pupils should expect to develop throughout their time at school.

3.69 The interim report, setting out the early findings of the review, was published in December 2008.¹¹⁰ It proposes a new model for curriculum design where the essential knowledge, skills, understanding and attitudes we want children to acquire between the ages of 5 and 11 are set out in six areas of learning. Literacy – speaking, listening, reading and writing – and numeracy will continue to be priorities throughout primary education. The report recommends that these crucial skills should be secured through rigorous teaching and used and applied across the curriculum in all areas of learning and through high quality subject teaching. The report also recommends increased opportunities across all areas of learning for children to acquire the range of ICT skills and personal, social and emotional attributes that are essential to their health and wellbeing.

3.70 Children cannot be expected to reach their potential at secondary school if they do not leave primary school secure in the basics of reading, writing and mathematics. Only one in ten of those who did not achieve Level 4 in both English and mathematics at the end of primary school in 2002 went on to get five good GCSEs – including English and mathematics – in 2007. This is why we set ourselves the ambitious goal for 90 per cent of 11-year-olds to achieve Level 4 or above in English and mathematics by 2020.

What we will do next

In 2009, Sir Jim Rose will make his final recommendations on the primary curriculum, and we will publish a strategy for all primary schools to ensure that no child is left to fall behind in their learning. This will be about what we can do to help all primary schools improve and work towards our Children's Plan goals.

Helping children with special educational needs to fulfil their potential

- 3.71** One fifth of all children and young people in schools have special educational needs (SEN) or disabilities, and too many do not fulfil their true potential. In 2007, less than 10 per cent of children with SEN achieved five GCSEs at A*-C, including English and mathematics, compared to 54 per cent of their peers without SEN.¹¹¹
- 3.72** Although the vast majority of parents of children with SEN are satisfied with their child's school, nearly 20 per cent report that their school provides little encouragement for them to have high aspirations for their child.¹¹² If we are to achieve our ambitious goals for 2020, we must raise expectations across children's services and wider society about what children with SEN and disabled children can achieve.
- 3.73** In the Children's Plan we recognised that more needs to be done to improve outcomes and provision for children with SEN and disabled children, and to increase parental confidence that children's individual needs are being met, by making progress in the following areas:
- improving the knowledge, skills and understanding of the workforce in relation to SEN and disability;
 - providing better data to schools on how well children with SEN are progressing;
 - strengthening the position of SEN co-ordinators in schools;
 - preparing for specialist provision for pupils with dyslexia; and
 - addressing factors that hold back children with SEN and disabled children, for example bullying and high levels of exclusion (progress on these areas is reported in chapters 2 and 4).

3.74 Since the Children's Plan, we have also worked with experts and leaders in the field to inform the future development of policies and services for pupils with SEN and disabled children. We have:

- received the report of John Bercow's review into the provision of services to children and young people with speech, language and communication difficulties;
- asked Sir Jim Rose to make recommendations on the identification and teaching of children with dyslexia; and
- asked Brian Lamb, chair of the Special Educational Consortium, to lead an inquiry into parental confidence in SEN processes, assessment and provision which will report in the autumn of 2009.

Improving the skills of the workforce

3.75 The workforce needs the right skills if outcomes for children with special educational needs and disabilities are to be improved, and we have committed £12 million to make progress in developing workforce skills. The Training and Development Agency for schools is rolling out specialist SEN units for primary initial teacher training and, to help improve the skills and understanding of serving teachers and other staff, new training materials under the Inclusion Development Programme (IDP) are being promoted to early years settings and schools. The first IDP materials, currently in circulation, focus on speech, language and communication needs and dyslexia.

Strengthening the role of SEN co-ordinators

3.76 The SEN co-ordinator (SENCO) within a school has a central role to play in co-ordinating SEN provision and ensuring mothers and fathers have confidence in the provision being made for their children. To ensure that every SENCO has the necessary status and influence within their school, we have introduced a new requirement for SENCOs to be qualified teachers from 2009. We will also introduce a requirement for all those new to the SENCO role to undertake nationally approved training.

What we will do next

We are in the first year of a three year programme for improving workforce skills in SEN and disability. In 2009, the Training and Development Agency will roll-out training resources for secondary undergraduate initial teacher training, primary and secondary PGCE and a model post-graduate course for experienced teachers. Alongside this we are piloting materials for tutors and mentors to use with trainees and beginner teachers to develop their understanding of SEN and disability, and enhancing online support and information through the SEN portal on the Teacher Training Resource Bank.

For serving teachers and the wider school workforce, in 2009 the Inclusion Development Programme will focus on autism and in 2010, on behavioural, emotional and social difficulties. To boost specialist capacity in the workforce we will be funding additional places on courses for teachers of children and young people with sensory impairments from September 2009. There will be an independent, three year evaluation of DCSF funded initiatives to develop workforce skills in SEN and disability.

Providing better data to schools

3.77 Building on our commitment in the Children's Plan to improve data on how children with SEN and disabilities are progressing, schools are now required to submit data for all children with SEN working below Level 1 of the National Curriculum. For the first time, special schools have also been included in RAISEonline – an interactive analysis of pupil and school performance data, which allows schools to monitor pupils' progress and assess how well they are performing.

Strengthening specialist support

3.78 John Bercow's review into the provision of services to children and young people with speech, language and communication difficulties reported in July 2008. His report included the findings that too many parents feel they have to fight for services and that the school workforce needs better skills in addressing their child's needs. The Government has welcomed John Bercow's report. We will shortly publish an action plan giving a full response to each recommendation and we have committed £12 million to implement this work.

- 3.79** As well as the review of the primary curriculum, we also asked Sir Jim Rose to make recommendations on the identification and teaching of children with dyslexia and how to take forward specialist provision. Responses to Sir Jim Rose's call for evidence indicate that many parents find it difficult to obtain sufficient or appropriate help with their children's dyslexia through their schools. Responses from people with dyslexia tell of the frustration and anxiety they experienced at school because they did not feel they got the help they needed. Sir Jim Rose will report on his findings April 2009.
- 3.80** We are providing funding to leading dyslexia organisations to establish the Dyslexia – Specific Learning Difficulties Trust,¹¹³ a forum for joint working across organisations to improve outcomes for children with dyslexia. The Trust will hold a series of formal launch events in March 2009 to promote its work.

What we will do next

In 2009 we will publish an action plan giving a full response to each recommendation made by John Bercow in his July 2008 report on the provision of services to young people with speech, language and communication difficulties, backed by £12 million.

The Children's Plan in action – the British Dyslexia Association helpline

The British Dyslexia Association operate a telephone helpline, providing information and advice to parents and teachers on best practice in identifying and supporting children and young people with dyslexia. Working parents and teachers found it difficult to seek advice and support from the helpline as it only opened Monday to Thursday from 10am – 12noon and 2pm – 4pm. As a result children were potentially missing out on getting appropriate help in overcoming learning difficulties resulting from dyslexia, because parents and teachers found it hard to obtain advice. To enable the helpline to open for longer, we provided £150,000 over two years, whilst the charity developed its capacity to generate sufficient surplus income to fund the improved service.

The helpline can now open from 10am until 4pm Monday to Friday, with later opening on Wednesday from 5pm until 7pm. This has resulted in an 8 per cent increase in calls being answered by helpline operators. One of these callers was a teacher who wanted advice on how best to support two Year 6 pupils with dyslexia and help them build up to SATS. The helpline operator signposted the teacher to resources and software solutions and made them aware of the Inclusion Development Programme, suggesting whole-school training to raise awareness of how to identify and support pupils with dyslexia.

“When I first contacted BDA, I felt trapped; not knowing which way to turn. With advice from the helpline, I feel that I have developed an understanding of my son's difficulties; learnt how to work with my son's school; made friends with parents of children with similar difficulties and learnt about how to access support to help support my son” (Parent, helpline user)

Improving parental confidence

3.81 In response to the Education and Skills Select Committee's report on SEN assessment and funding,¹¹⁴ we have asked Brian Lamb, chair of the Special Educational Consortium, to lead an inquiry into parental confidence in SEN processes, assessment and provision which will report in the autumn of 2009.

- 3.82** His initial findings, based on evidence from expert advisers and consultations with parents, have already highlighted key areas where he believes action should be taken to improve parental confidence. These include:
- increasing compliance by schools and local authorities in their duties in relation to children with SEN and disability equality; and
 - improving transparency and information about special educational provision.
- 3.83** We have accepted Brian Lamb's advice on these matters and have asked him, as part of his inquiry, to oversee a comprehensive examination of the information requirements on schools and local authorities in relation to SEN and disability to ensure they meet the needs of parents, encourage greater transparency in the system and focus on outcomes for children with SEN and disabled children. This should include advice on how to improve compliance with these duties and will report in April 2009 to inform the implementation of the SEN (Information) Act 2008.

Making better progress

- 3.84** Pupils with SEN and disabled children make the best progress in schools where there is a strong ethos that all pupils should make good progress academically as well as in their personal and social development. Further findings from Brian Lamb's inquiry include ensuring all pupils with SEN and disabled provision benefit from schools with this approach, through:
- a much clearer focus on outcomes for children with SEN and disabled children at every level of the system; and
 - embedding SEN and disability considerations in mainstream policies and programmes, such as training for school leadership.
- 3.85** Learning from the best schools and building on existing personalised learning approaches, we will now invest £31 million to demonstrate best practice approaches to improving outcomes for children with SEN. It will require schools to rethink their expectations of children with SEN, assess how well mainstream and specialist support is impacting on progress and check whether resources are being used effectively.

What we will do next

We are committing an additional £31 million over the next two years to demonstrate best practice in schools in improving outcomes for children with SEN. The pilot will showcase how schools should work together with children with SEN and their parents to agree stretching objectives and provide regular reports of progress. This pilot will show the way that we want all 21st century schools to deliver improved outcomes for all of their children. We have asked Brian Lamb to advise on the design of the pilot.

3.86 To make sure all pupils with SEN and disabilities benefit from schools with a strong focus on improving outcomes for these children, we need to increase the focus on SEN and disability within mainstream programmes. We intend to invest £7 million between 2009 and 2011 to:

- work with the National College for School Leadership to embed high aspirations for children with SEN in school leadership training;
- ask the Assessment Expert Group to consider the particular needs of children with SEN and disabled children as part of its review;
- take forward with Becta online reporting to parents of information on SEN; and
- further support schools in assessing what constitutes good progress for children with SEN.

3.87 For these proposals to deliver improvements in outcomes for children with SEN and disabled children, parents must be able to hold schools and local authorities to account. Our consultations on 21st century schools and School Report Cards set out proposals for streamlined accountability arrangements for schools which recognise the value of schools' work for all children and across all outcomes, including children with SEN and disabled children.

3.88 Brian Lamb will consider how well this significant package of new measures will address parents' and others' concerns, and improve outcomes for children, in his final report in the autumn of 2009.

The legal framework

- 3.89** The Secretary of State published on 1 December 2008 his first disability equality report showing progress towards achieving greater equality for disabled people across the children's and education sector and setting out the challenges ahead. The report contains a range of commitments showing how we will work with partners to meet these challenges.
- 3.90** In the Children's Plan, we said that Her Majesty's Chief Inspector of Schools (HMCI) would review progress on SEN in 2009, including looking at how well the needs of disabled children are being met, in the light of the impact of greater personalised learning. This review, which is due to begin in April 2009, will provide an independent assessment of progress.
- 3.91** There are particular groups of children with SEN or disabilities who have the most complex needs and should benefit most from local agencies working together. However, we recognise that there are different legal frameworks for SEN, disabled children's equality and their social care. These frameworks pre-date the major reforms under *Every Child Matters* and the Aiming High for Disabled Children (AHDC) programme, which is seeking to transform local services for families with disabled children. We will ask HMCI's review to focus particularly on how well these frameworks and the AHDC programme meet the needs of the most vulnerable children.

21st century special schools

- 3.92** As part of our ambition for 21st century services working together to meet the needs of all children and young people, our vision is for a comprehensive range of provision at a local level to meet the diverse needs of children with SEN and disabled children, particularly those with the most complex needs. We want special schools to work closely with mainstream schools, sharing their expertise, facilities and encouraging their pupils and those in the wider community to learn and play together. Special schools are also playing an active role in establishing Trust arrangements: special schools represent seven per cent of all Trust schools despite comprising less than five per cent of all schools. Since the Children's Plan, the number of special schools which have been successful under the specialist school scheme has grown from 131 to 188 and we want to encourage more to apply. We will be asking the Specialist Schools and Academies Trust and the Youth Sport Trust to make support for special schools a priority.

The Children's Plan in action – the Grange Special School, Bedfordshire

The Grange Special School is part of a shared trust with three mainstream schools – Hastingsbury Business and Enterprise College, Daubeney Middle School and Robert Bruce Middle School. The aim of the Kempston Education Trust is to raise achievement by strengthening collaboration and community cohesion, providing students and the community with a wide range of educational opportunities, as well as creating integrated services that will provide access to childcare, adult learning, cultural experiences, and parenting support.

The Grange Special School has a cognition and learning specialism, which it is able to share with other schools, whilst benefiting from the business and enterprise specialism of Hastingsbury Business and Enterprise College. The trust partners include the Bedfordshire Primary Care Trust, Bedford College, The Harpur Trust and the University of Bedfordshire. By working with these partners, the trust is aiming to strengthen a focus on health, increase personalisation from Key Stages 3 to 5, develop vocational opportunities, and build links with Bedford Independent Schools for shared staff development, leadership skills and master class provision.

The single voice of the trust will advocate a joined up approach of educational and extra-curricular provision for all young people, regardless of which schools they attend and their abilities. The governing bodies of all four schools will be strengthened through the trust-appointed governors, who will bring new skills, ideas and different approaches to working to all of the schools. The added benefits for the Grange Special School are that the trust will drive forward strategies for raising achievement alongside the other schools in the trust.

Addressing future challenges

- 3.93** Our ambition is for every child to receive world class learning and development from early years settings, schools and colleges. That means engaging more with parents, who we know have the biggest impact on their child's future success, providing personalised teaching and learning for all children and young people so they are supported and stretched, and focusing on the wider wellbeing of children and young people so that they have the best opportunities to fulfil their potential.
- 3.94** We have started to put many of the building blocks in place, but there is more to do. Whilst increasing quality in the early years, embedding the role of personal tutors, to enabling more children to benefit from one-to-one tuition and providing support for catch-up and stretch, our big challenge is to make sure all schools are equipped to identify children's individual learning needs – as well as any barriers to learning they face – and to take the right steps to address them. We also want to achieve a step change in parental engagement which we know is so important to children's learning and development.
- 3.95** We need to take significant steps if we are to meet our 2020 goals and our consultation on 21st century schools seeks views on changes to the school system to achieve these aims. Higher ambitions mean tackling barriers that have never really been broken down before, ensuring social disadvantage is not a determinant of future success, and giving children with special educational needs and disabilities the same chances for success as everyone else.

Chapter 4: Leadership and Collaboration

The previous chapter set out the progress we are making towards our ambitious goals for early years settings, schools and colleges providing excellent, personalised learning for all children and young people. To continue to deliver progress and raise standards, we must create a system where all institutions are consistently achieving the level of the best. That means continuing to improve the quality of the workforce and leadership, promoting diversity of provision, strengthening accountability and governance, fostering greater collaboration and creating the right conditions for teaching and learning.

What the world is like for children, young people and families today

- 4.1 The quality of children's services – including early years, schools and colleges – depends on the dedication and quality of those people who work in them. People who work or volunteer with children, young people and their families have a significant impact on their development and progression. We estimate that there are more than two million people working with children and young people,¹¹⁵ as well as those who work with both children and adults – such as GPs and police officers. The strong professional identities and leadership of all these different sectors contribute to the overall strength of the workforce, and the quality of many parts of the workforce has improved in recent years.¹¹⁶
- 4.2 Over the last five years, the supply and quality of early years provision has improved. Ofsted's recent report on early years provision made clear that quality has improved each year since 2005 and found that 97 per cent of provision is at least satisfactory and nearly two thirds is good or outstanding.¹¹⁷ However, it also found that quality is generally poorer where there is most poverty and social deprivation. Provision in the 30 per

cent most disadvantaged local authorities tends to be of poorer quality than in the rest of the country, although there are notable exceptions.

- 4.3 Schools are also improving. Since 1997, there have been large falls in the number of underperforming and failing schools – schools in special measures. In August 2008, there were around 230 schools in special measures compared with 515 at the end of the 1997/98 academic year. As a result, around a quarter of a million children have received a better education.¹¹⁸ But there is still more to do to ensure no child loses out.
- 4.4 As part of our drive to improve the quality of schools and colleges, over the last ten years we have promoted diversity of provision throughout 0-19 learning. There are now 130 academies open in 62 local authorities, over 120 Trust schools, nearly 3,000 specialist schools and informal feedback suggests that the number of schools in federations is increasing.
- 4.5 We are also making progress in creating the right conditions for the best teaching and learning. Reports show that standards of behaviour are good or better in the overwhelming majority of schools¹¹⁹ and, since September 2007, nearly all secondary schools have been working in partnerships to improve behaviour and tackle persistent absence.¹²⁰

What children, young people and families want

- 4.6 Parents have told us that they want childcare to be reliable, affordable and tailored to meet different needs and demands.¹²¹ When parents and the public were asked their opinion of education generally, around half thought the standard of primary provision was good or very good – but only around a third thought the same of secondary provision.¹²²
- 4.7 Children and young people have told us that their learning is hindered by the disruption of classes by other students.¹²³ Nearly one in three teachers have identified pupil behaviour and discipline as one of their main demotivating factors.¹²⁴

What we said in the Children's Plan

- 4.8 In Chapter 3, we set out the Children's Plan vision for how we want to work with parents to personalise learning to support children and young people's development and progression, and to tackle underachievement in specific groups. To achieve these ambitions, we need to create a system where all early years settings, schools and colleges are consistently achieving the level of the best.
- 4.9 The Children's Plan committed us to take action in four key areas:
- developing a world class early years and schools workforce, improving the quality of frontline practitioners and supporting leaders and managers;
 - supporting diversity and collaboration – our vision is for a diverse system in which institutions work together to secure improvements for all;
 - making sure accountability and governance drives improvement, where everyone plays their part in improving quality and standards; and
 - putting into place the right conditions for teaching and learning – providing buildings and a learning environment suited to the needs of the 21st century, taking tough action on poor standards of behaviour and providing better alternative education so that excluded pupils can get back on track quickly.

What we have done so far

World class workforce

- 4.10 Our ambition of supporting all children to fulfil their potential can only be delivered through the commitment and hard work of a world class children and young people's workforce. Alongside this progress report, we are publishing the *2020 Children and Young People's Workforce Strategy*¹²⁵ which sets out our priorities for building the capacity and quality of all sectors of the children's workforce. It includes commitments to action in a number of priority areas affecting the whole workforce, including to strengthen support for leadership and management, to ensure that everyone in the

workforce understands when and how they should be working in integrated ways and to embed the key skills, knowledge and behaviours for working with children, young people and their families, across the whole workforce.

- 4.11 In Chapter 1 of this document, we summarise the *2020 Children and Young People's Workforce Strategy* proposals relating to the social work and social care workforce. This chapter summarises the specific measures we are taking to develop the workforce in early years, schools, 14-19 and youth services. Chapter 7 provides an overall summary of the strategy.

Recruitment and retention in the early years workforce

- 4.12 High quality leadership and a high quality workforce are essential for children to get the best possible start from early years provision. In the *2020 Children and Young People's Workforce Strategy*, we have set out our intention to work with partners to build on, and maintain the success of, the *Ten Year Childcare Strategy*, ensuring that this is a workforce which attracts, retains and develops people who can make a real difference for children in their earliest years.
- 4.13 To attract the highest quality entrants to work in the early years, we have developed the Early Years Professional Status (EYPS) to introduce graduate-level professionals leading in early years settings. Our aim is to have a graduate early years practitioner leading practice in each Sure Start Children's Centre in every community by 2010, and in every full day care setting by 2015. To date around 2,400 people have already gained EYPS and a similar number are undergoing training.
- 4.14 We have also strongly emphasised the need for everyone working with children and young people to be committed to continuing their professional development.
- 4.15 To raise the skills and expertise of the early years workforce further, and to help professionals access training for on-going professional development, we have given all local authorities additional funding for early years settings and schools to pay for supply cover and other costs. Between 2008 and 2011, we will allocate £47 million to improve skills within the early years workforce through the Every Child a Talker and Social and Emotional Aspects of Development programmes. This will ensure the workforce is better equipped to support young children in the important areas of

speaking, listening and social and emotional development. This funding will help providers release practitioners to attend training, spend time working with parents and share best practice across areas. Every Child a Talker and the Inclusion Development Programme – which provides continuing professional development materials on supporting children with SEN – will help deliver the aspirations of the Bercow Report by giving early years practitioners understanding of the importance of speech, language and communication, and the skills and confidence to support children with speech, language and communication needs.

What we will do next

There is further to go in order to make a reality of our commitment to have a graduate in every full day care setting by 2015 and build a truly highly skilled early years and childcare workforce at all levels. We are fully committed to this 2015 target and are now considering requiring all full day care settings to be graduate-led by 2015. Further details will follow early in 2009 when we publish an update on the ten year childcare strategy.

Recruitment and retention of excellent school teachers

- 4.16** Improving teacher quality is one of the biggest drivers for improving educational standards.¹²⁶ We want teaching to be of the highest standard, attracting the highest quality entrants.
- 4.17** To ensure all routes into teaching have equally high standards, we committed in the Children's Plan to establish a minimum training time for those on the Graduate Teacher Programme – an on the job training programme that allows graduates to qualify as a teacher while they work. From September 2008, all trainees on a one year programme will receive at least 60 days training and development.
- 4.18** Teaching is a highly skilled, high status occupation. Recognising that the best teachers constantly seek to improve their professional skills and subject knowledge, and to boost the status of the teaching profession further, we set out our ambition in the Children's Plan to make teaching a masters-level profession. With our partner, the Training and Development Agency, we are working to develop a Masters qualification in Teaching and Learning to be rolled out from September 2009. We are also working with partners to put in place a continuing professional development entitlement

for every teacher. Continuing professional development, and an entitlement to it, is grounded in the belief that raising the professionalism of teachers and headteachers will both enable them to develop further throughout their careers but also and crucially contribute to further raising standards in our schools.

What will we do next

From September 2009, the new masters qualification in teaching and learning will be offered to newly qualified teachers in the North West of England, and to newly qualified teachers and new heads of department in all National Challenge schools in England. We have made £30 million available between 2008-09 and 2010-11 for the initial roll-out of the qualification and an additional £25 million will be made available to fund the Masters in Teaching and Learning for teachers in National Challenge schools in 2009-11. We believe this will help the recruitment and retention of the best teachers in these schools and consequently have a direct impact on outcomes for their pupils.

- 4.19** Our reforms to the educational entitlement of 14-19-year-olds are aimed at giving young people the opportunity to pursue a wider range of options, tailored to their talents and aspirations. As discussed in Chapter 5, our reforms include the introduction of new qualifications such as Diplomas and functional skills – successful delivery of which depends upon the capability of the workforce. We need all practitioners to understand the entitlement and progression routes for young people and for those teaching the new qualifications to be skilled in applied learning pedagogy and to have a good and current understanding of their sector. We have invested £81 million in a tailored training and support package for teachers and lecturers to help achieve this.
- 4.20** Training for staff supporting the implementation of the 14-19 reforms such as exams officers, assessors, curriculum designers and information, advice and guidance leads is also available. We are taking steps to include training to teach the Diploma in initial teacher training and have commissioned the Training and Development Agency and Lifelong Learning UK to develop a strategy for the future of 14-19 workforce development.
- 4.21** We also recognise the need for further action to support schools to recruit and retain an effective workforce to help children from disadvantaged

backgrounds to get ahead and get on. This is an important part of our vision to ensure that all schools are achieving the standards of the best. The forthcoming *Social Mobility White Paper* will set out further details of our plans for addressing this issue.

4.22 In the Children's Plan we set out our intention to work with social partners to address performance of teachers who have the greatest difficulty in carrying out their role effectively. We are progressing work on a number of fronts, including:

- actively considering how we can influence the revision of the staffing guidance made under the Education Act 2002 so that schools are clear about their responsibilities in this area; and
- producing a diagnostic toolkit and guidance to help schools manage the performance to teachers and headteachers.

4.23 We are also working with the General Teaching Council for England (GTCE) and social partners to look at the referral and non-referral of teachers by schools to the GTCE on grounds of serious professional incompetence. We will maintain a continuing emphasis on teacher and head teacher performance as a key part of ensuring that teaching remains a highly skilled, high status occupation.

Mathematics and science

4.24 The Children's Plan also committed to addressing gaps in the teaching workforce by attracting more people with science, technology, engineering and mathematics backgrounds. In July 2008, the Transition to Teaching programme¹²⁷ was launched. This aims to get employers to encourage employees with a suitable degree who may be thinking about a mid- to late-career change to consider teaching science, mathematics or IT. Over 100 organisations have already signed up to the programme to promote teaching to their science, mathematics and ICT employees.

Support staff

4.25 School support staff make a huge difference to teaching and learning, enabling teachers to concentrate on teaching and for individual children to get personalised support, and the numbers of school support staff have grown in recent years.¹²⁸ To ensure they are fairly rewarded for the work

they do, we have set up a new negotiating body to develop and implement a pay and conditions framework for support staff.

- 4.26** To capture the full potential of the workforce, we asked the Training and Development Agency (TDA) to work with the National College for School Leadership to refresh the 2006 skills strategy for school support staff to increase the provision of training and development opportunities for these staff. The TDA will now bring together its approaches to the professional development of teachers and support staff in one place. It will publish a new, integrated strategy which will support schools in effectively managing the development and deployment of all members of the children's workforce in schools to improve outcomes for children and young people.

What we will do next

The Training and Development Agency will bring together plans for support staff development and continuing professional development for teachers into a single professional development strategy for the children's workforce in schools for 2009-12.

Leadership

- 4.27** World class schools and early years settings need world class leaders. To ensure we develop, recruit and retain the best leaders and improve leadership skills still further, in the Children's Plan we committed to invest £15 million over three years to promote buddying and other joint work between schools and early years settings. Thirty local authorities (including five of the ten 0-7 partnership pilots, discussed in Chapter 7) are introducing buddying and other joint working arrangements to promote shared learning between leaders and staff in schools and early years settings, better information sharing about individual children's progress to help support transitions, and greater understanding about child development.
- 4.28** School leaders will need a greater breadth of skills and knowledge to run 21st century schools and ensure they deliver excellent, personalised learning, and early intervention and integrated working, as well as broadening links with their local communities. To ensure the next generation of leaders have these skills, the Children's Plan committed to introduce a redesigned qualification for headship in schools – the National Professional Qualification for Headship. This new qualification was fully

rolled out by the National College for School Leadership (NCSL) in September 2008 with over 140 initial participants. From April 2009, it will be mandatory for most school leaders to have the National Professional Qualification for Headship before they can take up their first headship post.

- 4.29** Some of our primary and secondary schools continue to face significant challenges. NCSL's National Leaders of Education programme pairs up leading professionals with these schools to help them benefit from high quality leadership, capacity and support. We have increased the number of National Leaders of Education by a third, and by January 2009 we will have almost 250. More than 50,000 children have already benefited from the programme and attainment in supported schools is improving.
- 4.30** As part of the NCSL's succession planning strategy, they are piloting targeted support in local authorities which have the highest risk of hard-to-fill headship vacancies. All local authorities have entered into partnership agreements with the College to address succession planning and more than half have started to implement their local strategy. Early indications from the Targeted Support project, which is helping 71 local authorities, suggest this is having a positive impact. As a result of this project, National Professional Qualification for Headship graduates are being helped to achieve headship positions in these areas. NCSL is also recruiting and training local leaders of education to provide coaching and mentoring to National Challenge schools and those in City Challenge areas. And we know of some truly innovative leadership schemes in place in federations, where school leaders within the federation share a common education ethos and have access to wider development opportunities and mentoring.
- 4.31** To help get the best leaders into disadvantaged areas, we have set up the Future Leaders programme. The aim of this programme is to develop senior leaders for challenging urban schools by recruiting, developing and supporting existing or former teachers with the potential to become a senior leader in one year and a head in four. We made the commitment that, by 2011, there would be over 500 Future Leaders in schools in major city regions working to improve outcomes for children. The pilot for the Future Leaders programme began in London and was extended to Greater Manchester in September 2008, when a new cohort of 50 Future Leaders began work in schools in both cities. Early, independent evaluation has been very favourable and the programme is already helping to address the imminent succession planning needs in London school leadership teams.¹²⁹

In early 2010 we will also offer a wider, complementary scheme to provide accelerated leadership development for all schools.

What we will do next

In 2009, we will extend the pilot of the Future Leaders programme to the West Midlands and Merseyside, and to Yorkshire and the North East in 2010. Through these programmes, we will harness the skills and talents of our best leaders to support more than one school, and we will attract, train and retain high calibre individuals to lead our urban schools.

- 4.32** Being a leader is a demanding job. We want to ensure that school leaders are fully supported, with the time to focus on what they do best – leading teaching and learning. To help school leaders meet the complex management challenges they face, we have asked the National College for School Leadership to run 24 demonstration projects testing the new roles of advanced school business manager and school business director. These roles are designed to give headteachers the space to focus on teaching and learning and improving performance. 30 projects are now underway.
- 4.33** In order to make the reforms to the educational entitlement for 14-19-year-olds a success, we need our leaders to collaborate across sectors and institutions to plan and lead the provision. We have asked the National College of School Leadership and the Learning and Skills Improvement Service to support leaders by providing tailored services including consultancy, workshops and coaching to help strategic, operational and project level planning and effective collaboration.

Youth

- 4.34** For the youth support workforce, we have already begun a programme of work, based on the commitments outlined in *Aiming High for Young People*. This will provide leadership and management training for those running integrated youth support services, with up to 5,000 current and future leaders, including those in the third sector, undergoing training by 2011. We will support the development of people in the third sector delivering youth support services by helping them to access training and accredit their experience with a focus on supporting the delivery of current priorities.

4.35 A set of measures is also being developed to raise the level of skills and competencies of the workforce across all levels and address the current confusion in the system over roles and progression. These measures will also aim to raise the status of workers in the sector. They include establishing a skills and knowledge framework, including a youth professional status, and developing a common foundation degree and common apprenticeship route. We will test a fast track graduate recruitment programme for the sector. We will also develop a longer-term comprehensive plan, building on this current work, to give this part of the workforce the support it needs to help young people face challenges in and out of learning, particularly in the context of raising the participation age and new 14-19 pathways.

Diversity and collaboration for success

4.36 As discussed in Chapter 3, we have recently published *21st Century Schools: A World-Class Education for Every Child* which sets out in detail plans for greater collaborative and partnership working as a key part of our vision for 21st century schools.

4.37 Schools working together and in partnership with parents, other local services and Children's Trusts will be able to offer much more to children and young people than when acting alone. As set out in Chapter 7, best practice should be shared, for example through 0-7 partnerships, and schools need to become active partners in their local Children's Trusts, helping both to develop plans to meet local needs and priorities, and to shape the development of local services. They will determine the support from other services that they need, and agree the role that schools should play in providing services to children and young people.

4.38 Schools should also play a role in supporting the development and wellbeing of all children in their area – not just those on their roll. Again, this will require greater collaborative working between schools, colleges and learning providers and with Connexions and employers to improve outcomes for all children and young people in a local area. They will embrace the increasing diversity of provision post-14 as young people begin to learn in a broader range of settings that reflect their differing needs and aspirations.

4.39 Many schools are already working in close partnership with other schools in their area – for example to deliver extended services and Diploma qualifications, in school sports and behaviour partnerships, or to pool

resources for specialist provision. As discussed in Chapter 7, in the years ahead, we want to see more collaborative working between schools and with other services.

School diversity

- 4.40** Alongside greater collaboration between schools and other services, to meet the needs of children, young people and their families we need to ensure a diverse system which offers choice in learning and which shares best and innovative practice.
- 4.41** In the Children's Plan, we said that we wanted to see every secondary school working towards specialist, academy or Trust status. Currently, there are 130 academies open in 64 local authorities, around 120 Trust schools, and nearly 3,000 specialist schools. This represents around 92 per cent of secondary schools.
- 4.42** Our increasing experience of Trust schools has demonstrated a variety of Trust models. It is proving to be a highly flexible vehicle within which schools can work with other schools as well as non-school partners. It can be adapted to the particular priorities of schools, whether greater inclusion for SEN pupils, better access to wrap-around and early intervention services to secure broader *Every Child Matters* outcomes and closing the attainment gap, improved 14-19 collaboration or widening participation in higher education, or simply to add to already outstanding school improvement. In addition, 40 schools have become foundation schools, significantly more than anticipated, adding further to the range of provision available to families.
- 4.43** Specialism encourages excellence in teaching and learning – providing opportunities for schools to work to their strengths and enabling them to take the lead in their area of expertise and to drive innovation. Most mainstream secondary schools and an increasing number of special schools are now specialist. Specialist schools spread the benefits of their specialist status by working with partner schools, including primary schools, and with other groups in the wider community. The high performing Specialist Schools Programme gives around a third of specialist schools the opportunities to take on additional leadership roles, working with school and community partners to raise achievement.
- 4.44** In September 2008 we opened 47 new academies, taking the overall figure to 130 in 64 local authorities. This represented the largest number ever to

open in one year. We are on course to open even more next year and are fully committed to the target of 400 academies. Results in academies continue to improve at faster rates than the national average, and a recent independent report¹³⁰ confirmed that sponsors make a significant contribution to school improvement, that academies are popular with parents, and that they are meeting the needs of a wide range of pupils.

The Children's Plan in action – the John Madejski Academy, Reading

The John Madejski Academy opened in September 2006. Its predecessor school had been in special measures and, in 2007, it was one of the lowest performers nationally with only seven per cent of pupils gaining more than five good GCSEs, including English and mathematics.

The Academy opened in existing buildings before moving into its new premises in January 2007 and students now benefit from modern and innovative facilities in what is recognised as an exemplar building design. It serves the South Reading community with an admissions policy that gives priority to local residents. The Academy has formed a key partnership with other local schools through its membership of the Whitley Excellence Cluster which comprises Reading Borough Council, secondary schools, Thames Valley University and others in the development of vocational pathways for Reading residents aged 14-19.

The transformation in provision has been down to clear and strong leadership from the top. The principal, Catherine Shaw, sets a positive tone for the Academy's work, and staff and governors at all levels share a firm commitment to continuing improvement. The Academy offers individualised learning programmes, providing each pupil with a learning mentor.

The Academy's specialism of PE and sport allows it to act as the hub for local sports development and to offer specialised courses in fitness and sports science. Through its sponsor, it has strong links with Reading Football Club and makes full use of the nearby Madejski Stadium.

Its first full Ofsted inspection praised it as a good and rapidly improving school, noting significant improvements on a number of fronts, of which the Academy can be proud.

Accountability and governance to drive improvement

4.45 Greater collaboration and diversity will help improve quality across early years, schools and colleges. But we also need to ensure the right accountability, governance and improvement strategies are in place.

Improving early years provision

4.46 Alongside the introduction of the new Early Years Foundation Stage (EYFS), setting out the first single quality framework for learning, development and wellbeing of children under age 5, between September and November 2008 we consulted on proposals to create a duty on Ofsted to inspect Sure Start Children's Centres. Ofsted inspection in the early years will look in more depth than ever before at how well provision is supporting children's early learning and development as well as their welfare, helping to inform parents and to support the early years sector to give children a high quality experience.

4.47 Strengthening the inspection system for children's centres in this way will improve quality. But Children's Trusts also need to play a strong role in improving the quality of early years in their area to meet the standards set out in the EYFS. All Children's Trust partners need to work together to provide tailored and personalised support that reaches all families, including the most disadvantaged, to ensure that every child has access to high quality early years provision no matter what their circumstances.

School improvement

4.48 Every child deserves to go to a school where they are supported to fulfil their potential. We know that children's life chances now depend more on their education and skills than in previous generations. Schools in England have made great strides in recent years, with primary and secondary schools recording their highest ever levels of attainment and more young people than ever before going to university. But there is much more to do if we are to ensure that every school is world class.

4.49 The central principle of our strategy is that each school is responsible for its own improvement. Schools need to work with each other, other agencies and with parents, carers and the wider community to secure this improvement. In addition, local authorities, through Children's Trusts, need to lead educational transformation in their areas and we will hold them to account for improvement in all our schools. Ofsted has a critical role to play in providing parents, governing bodies and local authorities with information on school performance.

4.50 Similarly, there is a clear role for government in supporting transformation. The National Strategies¹³¹ develop and help deliver programmes for early years, primary and secondary school teachers, practitioners and managers. They are one of the Government's principal vehicles for improving the quality of learning and teaching in schools and early years settings and raising standards of attainment.

National and City Challenge

4.51 Good qualifications are central to young people's success in life. In 1997 over half of all secondary schools – 1,610 – had fewer than 30 per cent of pupils gaining five GCSEs at grade A*-C including English and mathematics. In 2007, that number was 638. This is a significant achievement – but we must do more to accelerate and sustain our recent successes. We have set a clear and ambitious goal that every school should be above the 30 per cent threshold by 2011 – or will be subject to a formal intervention.

4.52 In June 2008, we introduced the National Challenge setting out clear plans for delivering this goal. We have published the National Challenge toolkit,¹³² which sets out the range of support available to schools and which will be supported by £400 million according to schools' needs. The National Challenge brings together our work on school improvement for the highest priority group of schools facing some of the most significant challenges. It learns the lessons from the successful London Challenge programme, as well as our wider school improvement strategies and academies programme. We are not imposing a one-size-fits-all solution: we are working in partnership with local authorities, schools and national partners to develop tailored solutions which reflect individual schools' needs and circumstances, using solutions that have worked.

4.53 We are making good progress with the National Challenge. We have agreed tailored support plans for a significant number of schools below or at risk of being below the 30 per cent threshold by 2011. National Challenge advisers, trained and accredited as part of the existing School Improvement Programme, are now in post and are helping schools to implement their plans. We have recently outlined further steps towards making every school a good school and by the end of 2008 we will have transferred over £41 million of National Challenge funding for school improvement activity to local authorities across the country. In addition, we have announced £1 million to support gifted and talented pupils in around 50 National Challenge schools, additional support for secondary modern

National Challenge schools, and changes to in-year admissions allowing schools with fewer than 20 per cent of their pupils achieving five good GCSEs, including English and mathematics, to decline to take on pupils with challenging behaviour from other schools mid-year.

- 4.54 There is also strong progress with the City Challenge programme, which directly supports the National Challenge goal to ensure there is no secondary school with fewer than 30 per cent of pupils achieving five good GCSEs including English and mathematics. Secondary schools below the floor target in City Challenge areas are supported under existing arrangements by City Challenge advisers. The City Challenge programme supports both primary and secondary schools in the Black Country, Greater Manchester and London in seeking to break the link between deprivation and educational under-achievement and to raise the aspirations of parents and pupils.¹³³ It is an extension of the successful London Challenge approach seeking to raise standards at pace, and is supported by £160 million between 2008-09 and 2010-11. The City Challenge programmes have a broader focus than the National Challenge with additional objectives to increase the number of great schools and narrow attainment gaps between disadvantaged groups of pupils and their peers.
- 4.55 We expect these additional school improvement measures to lead to significant improvements. Early indications are that the numbers of schools below the floor target will significantly decrease this year – but there is clearly more to do to maintain momentum in this area.

What we will do next

Parents rightly have high expectations for their children and we have more to do to ensure that all children and young people can benefit from world class schools. National Challenge and City Challenge advisers will help headteachers to drive up standards in their school. We will work with local authorities to monitor the progress these schools are making and regularly review the impact that support packages are having, ensuring the right support is in place to improve outcomes for pupils. In addition, September 2009 will see the opening of further new academies and the first National Challenge Trusts, replacing schools where fresh impetus and a new structure is needed to raise standards.

Coasting schools

4.56 As well as focusing on eliminating low attainment and poor progression through the National and City Challenge programmes, tackling coasting schools is central to ensuring every child achieves their potential and all schools become world class institutions. In November 2008, we published our strategy to support and challenge these schools.¹³⁴ This focuses on schools where reasonable numbers of pupils achieve five or more good GCSEs including English and mathematics but where there are low progression rates or has been little or no improvement in several years. Our strategy consists of various measures to improve performance, including:

- a school-to-school support programme;
- targeted delivery of Assessment for Learning training to establish pupil tracking in every school;
- additional training for school improvement partners and governors on how to support the drive to improve pupil progress; and
- additional funding for these schools to deliver high quality study support to their pupils to re-engage them with their learning.

School inspection and accountability

4.57 Schools' central mission is to promote their pupils' achievement and to help them realise their potential as learners. This cannot be achieved without schools looking at the development of the whole child and young person and focusing on their wider wellbeing.

4.58 As signalled in the Children's Plan, DCSF and Ofsted have been considering how schools are measured and rewarded for fulfilling their duty to promote wellbeing, as well as for standards achieved. To help improve the information available to schools to assess the wellbeing issues faced by their pupils, and to evaluate each school's contribution to promoting wellbeing, in October 2008 DCSF and Ofsted launched a joint consultation on school level wellbeing indicators.¹³⁵ We have agreed with Ofsted that these indicators will be reflected in inspection from September 2009.

4.59 Much information is already published about schools' performance, but we know that parents can find this confusing and that, beyond academic

achievement, it can be difficult for parents to find out about how well schools do in supporting children and young people's outcomes. Ofsted reports do give a wider view of schools' effectiveness, and these reports are used by many parents. However, most schools are only inspected once every three years and, in addition, schools sometimes see the evaluations in Ofsted reports as being contradictory to their pupils' performance in exams, published in the Achievement and Attainment Tables.

- 4.60** We would like to achieve greater coherence and coordination in the arrangements for holding schools to account. In October 2008 we announced our intention to introduce a new School Report Card to set out clear and simple information on how schools are raising standards, improving, and playing their role in supporting the wider development and wellbeing of children.
- 4.61** Alongside *21st Century Schools: A World-Class Education for Every Child*, we have recently launched a consultation on our detailed proposals for the new School Report Card – *A School Report Card: consultation document*.¹³⁶ We believe that there is an opportunity to make the school accountability system more coherent, better co-ordinated, more streamlined and better able to recognise the full range of each school's achievements. However, this will only be possible if each school's performance is reported in a way which is clear, powerful, easily understood and easily used by school governors, parents and the public. Our intention is that the School Report Card with an overall score should be the means by which we achieve this. It will complement rather than compete with Ofsted inspection reports and form the core of the process by which Ofsted selects schools for inspection. It will underpin a school's dialogue with the School Improvement Partner and its governors. At the same time, it will incorporate information currently presented in the Achievement and Attainment Tables, supplement it with other available information to provide a broader picture of each school's performance, and present it in a way that is fair, balanced, comprehensive and easily understood by parents and the general public. The School Report Card will set out the range of outcomes for which schools will be held to account, show the relative priority given to each outcome, and provide an indication of the degree of challenge faced by each school. Categories of performance this could report on include:

- attainment;

- the progress – the progress pupils make during their time at school;
- wider outcomes – for example health, safety, enjoyment, opportunity and ability to make a positive contribution, and prospects of future economic wellbeing;
- narrowing gaps by raising the achievement of disadvantaged and vulnerable groups of pupils; and
- parents' and pupils' views of the school.

What we will do next

In light of the consultation responses and our further work, in the spring of 2009 we will consult on more detailed proposals on the format and content of the School Report Card. In our consultation on 21st century schools, we will also look at the wider accountability framework that will underpin the delivery of 21st century schools, such as the range of school improvement and intervention actions that would follow the Schools Report Card.

Governing bodies

4.62 As the people ultimately responsible for everything that goes on in schools, governors are critical to achieving excellent standards and ensuring the wellbeing of children in their schools. Since we published the Children's Plan we have set up a working group of stakeholders to review the current school governance arrangements and look at how they can be made more effective. The working group has met five times so far and is due to report in early 2009.

Putting parental engagement at the heart of the system

4.63 Schools, children's centres, and early years and childcare providers need to view developing good partnerships with mothers and fathers as central to their work.

4.64 If all those who work with children and parents are to promote parental engagement in children's learning actively, they need the skills and knowledge to do so. As announced in the *2020 Children and Young People's Workforce Strategy*,¹³⁷ and building on the National Council for Educational Excellence's recommendation¹³⁸ to develop professional skills in parental engagement, working in partnership with parents will be a key part of the

refreshed common core of skills for everyone working in children's services. This will be complemented with a range of resource materials on parental engagement to support:

- training for early years professionals and children's centre leaders; and
- initial teacher training, teachers' continual professional development and training for headteachers.

4.65 The forthcoming Masters in Teaching and Learning will also outline how teachers can best promote parental engagement in their child's learning. By 2010, all pupils in secondary schools and their families will have a named personal tutor who will support parents in engaging with children's learning. And we are considering ways in which the wider schools' workforce can further enhance the dialogue with parents.

4.66 Effective engagement by parents can drive school improvement but some schools have large numbers of parents facing particular challenges which make them less likely to engage in their child's learning. To acknowledge and address this, National and City Challenge schools will be fully supported in engaging parents in their child's learning.

4.67 To drive improvement through the system, schools and childcare settings must be accountable for how well they engage with parents in their child's learning. We will consult on how parental engagement can be incorporated into the new School Report Card. Parental engagement in learning will also have an enhanced place in the self assessment and Ofsted inspection processes for schools.

4.68 Action in support of this agenda also needs to be led at the local level. Local authorities have a key role in supporting parental engagement through their existing parenting strategy within their Children and Young People's Plan. We will work with local areas to ensure that parents' engagement in children's learning and development is recognised as being a key aim of their parenting strategies and Children's Trusts.

What we will do next

To make sure all those who work with children and parents have the skills and knowledge they need to promote parental engagement in children's learning actively, we will be working to develop professional skills in parental engagement, producing resources to support initial teacher training, continuous professional development and training for headteachers, as well as materials to support early years workers and children's centre leaders, and including skills in promoting parental engagement within the forthcoming Masters in Teaching and Learning.

The right conditions for teaching and learning

4.70 Children need the right environment to learn and to thrive. Poor behaviour and other forms of disruption harm the learning of other children in the classroom. We want to support schools to improve standards of pupil behaviour and ensure that those children who are disengaged or disaffected can get back on the path to success.

Behaviour and discipline

4.71 In December 2007 we asked Sir Alan Steer to review the progress made in improving behaviour in schools in recent years and to look at what more might be done. Sir Alan Steer produced an initial report in March 2008 which recommended that, building on best practice, all secondary schools become involved in partnerships with other schools for improving behaviour and tackling persistent absence. Ninety eight per cent of secondary schools are now in Behaviour Partnerships. There are 455 partnerships across 148 local authorities, typically composed of six to ten schools who share funding or resources to provide support and provision for pupils with challenging behaviour and attendance.

4.72 Sir Alan Steer issued a further report to the Secretary of State in July 2008 on specific behaviour-related issues including alternative provision, strengthened parental engagement, and a new and wider power to search pupils for dangerous and inappropriate items. The recommendations of these reports are now being implemented.

The Children's Plan in action – behaviour partnerships, Tower Hamlets secondary schools, London

Tower Hamlets has 15 secondary schools within a densely populated area, which work in close partnership to address issues of behaviour and attendance. In the summer of 2007 they agreed to:

- ensure alternative education was in place from the sixth day of any exclusion by September 2007;
- develop a consistent approach to behaviour management across all schools;
- develop a fair access protocol and review the use of managed moves; and
- review the impact of pupils taking holidays in term time and develop a consistent approach to these across the borough.

Priority was given to providing sixth day exclusion provision which was put in place at the start of the autumn term of 2007 with a commitment to review it annually. Because of the high levels of deprivation in the borough, headteachers committed to using internal exclusion wherever possible for the first five days of any exclusion as an alternative to sending children home.

The heads also agreed a model for a one year trial whereby, in the case of either permanent exclusion or a managed move, the pupil should attend a period of provision in a pupil referral unit (PRU) prior to entry to their new school to address the issues that led to the exclusion or managed move and prepare for re-entry. When the pupil first attends the PRU, the new school is assigned and they send a representative to reviews at the PRU to prepare for the pupil's entry to the new school. Where parents and pupils agree, managed moves are always substituted for permanent exclusion.

Work for the second year of the behaviour and attendance partnership includes:

- developing the reporting systems and structures so heads and other partners can monitor progress and implementation of their fair access protocol;
- the use of budget holding lead professional resources to try to find innovative ways to prevent exclusion, support transition and reduce persistent absence; and
- a pilot of a borough anti-bullying helpline provided by a voluntary sector organisation.

The impact of this joint working can be seen in improved outcomes. In 2007/08 permanent exclusions dropped by 26 per cent, fixed term exclusions dropped by 13 per cent, and the number of days of exclusion dropped by 41 per cent.

- 4.73 In the Children's Plan, we said we would identify good practice in reducing exclusions of pupils with special educational needs (SEN). This work is underway and we have also started work to gain a better understanding of the local factors that affect disproportionate numbers of SEN exclusions.

What we will do next

Sir Alan Steer's final report to the Secretary of State, due in January 2009, will include his analysis of current behavioural issues that can arise around children with SEN. It will also make recommendations on how to improve the effectiveness of school partnerships for improving behaviour and tackling persistent absence and about how school teaching and learning policies can contribute to improving pupil behaviour.

Improving alternative provision

- 4.74** Some of our most vulnerable children – for example pupils with medical needs, teenage mothers, pupils who have been excluded and pupils without a school place – are not able to attend a mainstream school, and we know that there is a need to improve the provision made for them outside schools. It is the responsibility of local authorities to ensure that all children have access to high quality education.
- 4.75** Alternative provision should be focused on getting young people back on track. This means enabling schools to access a wide range of high quality alternative provision that meets the needs of their pupils as soon as problems are identified. Early identification and intervention for pupils at risk of exclusion, supported by schools working together in behaviour partnerships, all contribute to this.
- 4.76** Our White Paper *Back on Track* was published in May 2008.¹³⁹ This sets out our plans to invest £26.5 million in a pilot programme to test innovative ways of working with the voluntary and community sector to deliver alternative provision that better meets the needs of young people. Measures to help achieve improvement in alternative provision include:
- collecting and publishing performance data for pupils in alternative provision – and we published for the first time in September 2008 local level data on achievements for pupils not on a school roll;
 - recommending the most appropriate curriculum for pupils in alternative provision;
 - introducing new legislation to require local authorities to replace failing pupil referral units with a specified alternative;

- piloting new ways of delivering alternative provision;
- introducing information passports and personalised learning plans;
- publishing guidance to help local authorities and schools to commission alternative provision more effectively;
- launching a national database of providers of alternative provision; and
- asking the National Strategies to look at opportunities to promote further continuing professional development for staff working in Pupil Referral Units and alternative provision.

In October 2008, we published a further document, *Taking Back on Track Forward* which set out our plans to implement the strategy outlined in the White Paper¹⁴⁰ and announced 12 new innovative pilot projects using partnership with the private and voluntary sectors to improve alternative provision. It sets ambitious and unequivocal expectations that the vast majority of pupils in alternative provision should receive a full-time education that includes at least functional English, mathematics, ICT and personal, social and health education.

What we will do next

Meeting the needs of children and young people in alternative provision is an important part of our ambition to see every child reaching their full potential. There is more to do to make sure that alternative provision meets the needs of young people and we will publish guidance on information passports, personal learning plans and the core entitlement in early 2009. We expect the first pilots to start by January 2009 and plan to pilot publishing performance data for pupils in alternative provision early in 2009.

World class buildings

4.77 Our unprecedented capital investment programmes are helping to change the face of education and children's services. Between 2008 and 2011, we will invest over £23 billion in capital development for all types of children's services – from early years to play schemes through to further education and youth facilities. To ensure this investment supports our aims for integrated services, our ambition is that – where possible – new buildings

should make space for co-located services. Local areas are increasingly co-locating services to provide integrated support to children, young people and their families.

- 4.78 As set out in Chapter 7, we will be setting up a dedicated £200 million fund to support co-location of services. This will help local projects that co-locate services to move forward quickly by providing funds from a single source. In early 2009, we will publish guidance on how to apply to this fund, alongside a toolkit to help local areas develop innovative plans for co-located services.

The Children's Plan in action – co-located facilities, North Tyneside

In North Tyneside, as part of their Primary Capital Programme plans, the authority is developing a range of co-located services on the site of the existing secondary school – Longbenton Community College – to provide a focus for the community and to support the transition of pupils between primary and secondary phases. The co-located services include a 420-place two-form entry primary school for 5-11 year olds, a 39-place nursery, an 80-place primary special school for children with moderate learning difficulties and autistic spectrum disorders, and a range of therapeutic and support services located within the site of the existing secondary school.

Sustainable environments

- 4.79 In response to the growing awareness and concern among children and young people about the environment, we set an ambition that all new school buildings would be zero carbon by 2016. We have set up a zero carbon task force to provide advice on meeting this ambition. As a first step, the task force has consulted stakeholders on the issues they think will need to be tackled. Proposals are now being developed and an interim report is due in early 2009. The task force will then set out a plan of action to achieve our zero carbon ambition in the long term.
- 4.80 Children and young people are also concerned about sustainable development. We have an ambition for all schools to be sustainable schools by 2020, and have published guidance on what this means and how it can be achieved.¹⁴¹

Addressing future challenges

- 4.81** World class early years and childcare settings, schools and colleges are essential to delivering our ambitious vision for excellence and fairness. A world class workforce is central to this and we need to continue to attract high quality graduates into a children's workforce that is managed by confident leaders, delivering excellence in their institutions, and supporting all members of the workforce to excel in their role.
- 4.82** To achieve our ambitious vision for 21st century schools, more schools will need to work in collaborative partnerships – with parents, other schools and other services – to share resources and expertise and deliver the best outcomes for all children in their area.
- 4.83** We will continue to work with schools, eradicating failure and challenging complacency so that every child can reach their potential. We will support children and young people to learn by improving behaviour in the classroom, and ensuring those who are disaffected are helped back into learning so that they don't fall behind.
- 4.84** In 2008, we have continued to work to improve standards and raise the quality of the workforce to help ensure we can achieve world class standards for all our children and young people. But we have a very ambitious vision to deliver – this is a big challenge and will take time. In the years ahead, we must redouble our efforts to ensure we have the world-class services in place to ensure that every child can fulfil their potential.

Chapter 5: Staying On

Parents want their children to grow up learning the skills they need to succeed in life. Many parents hope their children will go on to better jobs than they themselves had. To succeed as adults in an increasingly competitive global economy, we want all young people to have the right skills and opportunities to participate in further and higher education, training and work. With our partners, we have started to transform the 14-19 education system, providing new opportunities for all young people to participate in education and training to 18 and beyond. But there is more to do to make sure all young people are supported to achieve their full potential.

What the world is like for children, young people and families today

- 5.1** Levels of skills and qualifications amongst young people have risen over recent years. In 2007, nearly three quarters of 19-year-olds were qualified to at least Level 2¹⁴² – around 75,000 more than in 2004.¹⁴³ More young people than ever before are entering further¹⁴⁴ and higher education¹⁴⁵ and achieving Level 3¹⁴⁶ qualifications – around 55,000 more in 2007 than 2004.¹⁴⁷
- 5.2** These improvements are helping to meet the rising expectations and demands of employers. In 2007, the majority of employers who had recruited a young person directly from education in the previous 12 months reported that young people tend to be well prepared or very well prepared for work. Sixty seven per cent found that 16-year-old school leavers were well or very well prepared, and 84 per cent thought that higher education leavers were well or very well prepared, an increase from the last survey in 2005.¹⁴⁸

- 5.3 As our economy continues to respond to global pressures in the years ahead, employers will demand ever more highly qualified young people with the right skills for the modern workplace. Young people without skills and qualifications will find it increasingly difficult to gain and keep employment in the future. The Leitch Review – an independent review of the UK's long-term skills needs – highlighted the importance of improving workers' skills in the UK if businesses are to remain competitive internationally.¹⁴⁹
- 5.4 There are still too many young people who are not getting the skills that employers and higher and further education providers say they need – and so are failing to fulfil their true potential. Although post-compulsory participation rates are increasing, they are relatively low by international standards – in 2006 the UK was ranked 28th out of 30 OECD countries for participation in education at 17.¹⁵⁰
- 5.5 There are too many young people who are not in education, employment or training at all – which evidence shows is a major predictor of later unemployment, low income and poor mental health, reducing the opportunities available to young people and stopping them reaching their potential.¹⁵¹ We are making progress in reducing the size of this group and between 2006 and 2007 the proportion of 16 to 18-year-olds not in education, employment or training (NEET) fell from 10.4 per cent to 9.4 per cent – equivalent to 20,000 young people.¹⁵² But there is more to do.
- 5.6 There are significant and sustained gaps in participation in post-16 full-time education and training based on gender, ethnicity, social class and region. For example, all ethnic groups are more likely to be in education and training than white students at 16 who, as a consequence, are more likely to take up new offers of Apprenticeships.¹⁵³ There are also clear regional differences – with some regions, such as Yorkshire and Humber and the East Midlands, having notably lower participation rates in full-time education at age 16 than the highest.¹⁵⁴
- 5.7 Attainment gaps at school between different social groups feed into gaps in participation in full-time education post-16.¹⁵⁵ Differences in parental aspirations for young people¹⁵⁶ and advice they are given¹⁵⁷ also play a role. Students from lower socio-economic groups are less likely to apply

to our highest quality universities.¹⁵⁸ And some groups – including looked after children – are far less likely to go to university at all.¹⁵⁹

What children, young people and families want

- 5.8** As young people move towards adulthood they want to understand their options and be able to get information and support to help them make important choices about their futures. In the *Time to Talk* consultation, young people told us they would like people to come into school to offer advice and guidance on future jobs and that they want to speak to, and hear from, people they aspire to be like.
- 5.9** Parents want education to prepare children and young people better with the life skills they will need to help them get good jobs in a changing economy and thrive as adults. They want their children to do well and to get better qualifications and jobs than they themselves did. They see schools as a big source of potential support, helping their children develop key skills and giving advice on how to help their children.¹⁶⁰
- 5.10** As young people grow up they take increasing responsibility for themselves but parental support remains crucial. Parents are the key influence on the choices young people make at 14 and 16 and they want to be able to help their children make the best decisions they can.

What we said in the Children's Plan

- 5.11** The Children's Plan set out our ambition that, by 2020, every young person will have the skills for adult life and further study, with at least 90 per cent of 19-year-olds achieving the equivalent of five higher level GCSEs and 70 per cent the equivalent of 2 A-levels. We also want young people to have much stronger functional skills and personal, learning and thinking skills so that employers are confident that young people are ready for work.

5.12 To achieve these ambitions and ensure all young people reach adulthood able to thrive in a global economy, we committed to:

- reform the curriculum and qualifications to engage more young people with greater choice and flexibility;
- give young people the support they need to succeed in their learning, or to re-engage in learning if not already in education, employment or training; and
- reform aspects of the system, including assessment, funding and accountability to create a system that provides a personalised approach to learning for all young people.

What we have done so far

Raising the participation age

5.13 Last year we made the historic commitment to legislate to raise the participation age to 17 from 2013 and 18 from 2015. We fulfilled this commitment earlier this year with the passing of the 2008 Education and Skills Act. For the first time since 1972, the Act increases the minimum age at which a young person can leave learning meaning that all young people will be required to continue in education or training post-16. The new Act should galvanise the whole system into delivering for every young person the best chance to achieve and succeed.

5.14 The Act places a new requirement on all young people to participate in education or training until their 18th birthday, but young people will be able to choose how they participate. This could be through full-time education, work-based learning or part-time education or training if they are employed, self-employed or volunteering for more than 20 hours a week.

5.15 We are increasing the minimum age at which young people can leave learning in two stages – to 17 from 2013 and to 18 from 2015. The first pupils who will have to stay in education and training post-16 began Year 7 in September 2008.

5.16 This legislative change is essential if we are to achieve the reality of all young people being in education or training until at least 18.

Reforming curriculum and qualifications

- 5.17 The new Act alone will not, however, deliver our Children's Plan ambitions for all young people. As well as legislating to require young people to stay in education or training, we must also provide greater opportunities and more engaging and non-traditional routes into learning and training to suit the different needs and preferences of young people.
- 5.18 That is why the Children's Plan emphasised our ambition to provide a choice of routes to help all young people participate, achieve and progress to higher education or skilled employment. And earlier this year, we set out our plans to deliver on this ambition in *Promoting achievement, valuing success: a strategy for 14-19 qualifications*.
- 5.19 In future, all young people will be able to choose from any one of four learning routes – Apprenticeships, Diplomas, the Foundation Learning Tier and general qualifications (such as GCSEs and A-levels).
- 5.20 In many instances, to develop a more personalised approach to meet the preferences of individual learners, it will be possible to combine qualifications from more than one route. There will be flexibility to move between routes as learners' interests and aspirations develop. There will also be opportunities for personalised learning in formal and informal settings that will enable young people to reengage and progress onto one of these routes.

Apprenticeships

- 5.21 Apprenticeships are structured programmes of training which give young people the opportunity to work for an employer whilst building up knowledge and transferable skills and nationally recognised qualifications that will be needed throughout a working life.¹⁶¹
- 5.22 In the Children's Plan we said that we would expand post-16 Apprenticeships further. In January 2008, DCSF and the Department for Innovation, Universities and Skills (DIUS), published *World-class Apprenticeships*¹⁶² which set out our aim for Apprenticeships to become a mainstream option for 16-18-year-olds and for there to be an entitlement to an Apprenticeship place for each suitably qualified young person from 2013.

- 5.23** To ensure high quality learning that is productive for young people and ultimately for employers, we will strengthen the Apprenticeship blueprint to be published early in 2009. The blueprint will set out apprentices' entitlement to off-the-job training and will also require them to undertake high quality theoretical and competence-based learning.

What we will do next

We have set out our plans to introduce a new National Apprenticeships Service which will have overall responsibility for delivering the Government's policy on Apprenticeships and which will be operational from April 2009. The 2009 Children, Skills and Learning Bill will establish a statutory basis for the Apprenticeship programme along with the Apprenticeships blueprint.

Diplomas

- 5.24** In September 2008, over 140 consortia of schools, colleges and other providers across the country started teaching the first Diplomas.^m These new qualifications are a central part of our 14-19 reform programme, combining theory and practical skills with first hand experience and insight into the world of work.

^m These are in construction and the built environment, creative and media, engineering, information technology, and society, health and development

The Children's Plan in action – studying towards a Diploma, Norwich

"I think it's really important to choose subjects that you enjoy and that will help you get to where you want to be in the future. It helps you to stay motivated if you like what you're studying and it's important that you choose qualifications which will help you get a job you want.

My dream would be to go to drama school and become a film or theatre actress, but if this doesn't happen or I change my mind I know that the Diploma in Creative and Media will help keep my options open. I could go into another type of creative job or even go to university.

We do lots of exciting things as part of the Diploma, like going on trips to the theatre. At the moment we're organising a performance, which means I am gaining experience of writing, directing, costume-making and performing. We're learning about all aspects of the theatre, not just acting.

I still go to my school, but I also have Diploma lessons at a college and at another school in my area. We go by ourselves and have to make sure that we get there on time. I'm enjoying being given the extra responsibility – it makes me feel more like an adult. I also get to use the college's additional facilities which are more specialised than those we have at my school."
(Learner, age 14)

- 5.25 With our partnersⁿ we are making good progress in developing and delivering the Diploma programme. In August 2008, we announced the membership of the group of experts who will be involved in developing the new Diplomas in science, humanities and languages, including national employers and academics from leading universities. We expect these will become available for first teaching in September 2011.
- 5.26 In March 2008, we announced the expansion of the Diploma programme to include an Extended Diploma which will be available from September 2011. This will offer young people an additional challenge in mathematics and English with the scope for young people to add even greater breadth and depth to their programme of study.

ⁿ Qualifications and Curriculum Authority, the UK Commission for Employment and Skills, awarding organisations and Diploma Development Partnerships

What we will do next

September 2009 will see the further roll out of Diplomas, with up to ten Diploma subjects available to young people across 335 consortia, involving 72 per cent of schools and 88 per cent of colleges.

By 2013 all 14-16-year-olds will have an entitlement to the first 14 Diplomas and all 16-18-year-olds to all 17 Diplomas at an appropriate level for them, wherever they are in the country. We will continue to work closely with schools, colleges and local authorities to expand provision to meet this entitlement.

Evaluation of the Diploma in the run up to 2013 will provide valuable feedback to help us improve implementation and understand the impact of Diplomas on young people's achievement and future progress.

Foundation Learning Tier

- 5.27** To help meet the needs of all young people and adults, particularly some of those with learning difficulties or disabilities, we are introducing a Foundation Learning Tier. This will rationalise the current complex range of provision below Level 2 (five GCSEs at A*-C or equivalent) and will make it easier for learners and providers to understand the routes and qualifications on offer at Entry Level and Level 1. It will enable young people to gain credit for learning that improves their chances of success in adulthood and employment, supporting them to progress more readily up the qualifications ladder. We aim to roll out the Foundation Learning Tier nationally by 2010/11.
- 5.28** A key feature of the Foundation Learning Tier is the creation of progression pathways – clear progression routes to a particular Level 2 qualification, and also to positive destinations such as employment or independent living. There are three progression pathways for 14-19 learners, leading to one of three routes:
- Foundation Diploma or GCSEs;
 - Skilled Work (Apprenticeship); and
 - independent living or supported employment.

General qualifications – A-levels and GCSEs

- 5.29** High quality general qualifications – including A-Levels and GCSEs – remain a central learning route for 14-19 year olds. We are reforming and strengthening A-levels and GCSEs to ensure that their content is up to date and engaging, and that their assessment is robust and challenging.
- 5.30** From September 2008, schools and colleges have been teaching new A-levels which include additional stretch and challenge to allow the most able to demonstrate a broader understanding of their subject. A-level learners, as well as Diploma learners, are now also able to do an Extended Project – a more in-depth piece of work that demonstrates the research and learning skills valued by universities and employers.
- 5.31** New specifications in the majority of GCSE subjects have now been accredited and are available to schools and colleges for first teaching in 2009/10. They have been updated to make them more relevant and engaging for today's students and coursework has been replaced by controlled assessment which will be subject to tighter controls. New mathematics, English and ICT GCSE specifications will be taught from 2010/11.

The Children's Plan in Action – developing learning routes for students with learning difficulties, Thurrock

“Working with colleagues nationally on the Foundation Learning Tier pilot, I am confident that in future we will be able to ensure that all our young people are participating and achieving their potential to 18 and beyond”
Head teacher

The Beacon Hill School in Thurrock is a specialist college for students with physical and sensory needs. The head teacher was keen to explore with staff and partners how the school could offer students, many of whom have severe, profound and complex needs, the same opportunities to have their achievements recognised as those students receiving recognition through the Diploma route to qualification.

The opportunity to make this happen came when the school participated in a national pilot for the Foundation Learning Tier, to develop resources and accredited pathways for students with profound multiple learning difficulties aged 14-19.

The work with the Foundation Learning Tier has started to raise the profile of the students involved, giving them the opportunity to achieve meaningful certification. Work around the Foundation Learning Tier is also helping the school to refine and deliver the school's specialist development plan targets for individual pupil achievement in literacy, numeracy and personal, social and health education. The school is also developing robust systems to measure learning outcomes, planning for individual learning and developing effective progression pathways which will be sustainable into adult life. The pilot has already had a positive impact with:

- 90 per cent plus of the school's specialist development plan year one targets being achieved. These are in individual pupil achievement in literacy, numeracy and personal, social and health education, and for the school's engagement with the community;
- every student aged 14 to 19 having the offer of one day a week placement at the local further education college in 2008/09; and
- several students with the most complex needs already accessing progression pathways.

Beacon Hill is dedicated to developing progression pathways for all of its students, to establish suitable routes for learning and the development of skills necessary for independent living.

Functional skills

5.32 Whatever route young people choose, the higher education sector and employers want reassurance that when they leave compulsory education young people have the skills to apply what they know. To give young people these skills we have led the development of functional skills qualifications in English, mathematics and ICT. These will form a single set of easily understood qualifications for both young people and adults, reflecting the skills needed by employers and for further learning. They are currently being piloted, and will be incorporated into all of the four learning routes for young people.

New secondary curriculum – a foundation for all 14-19 learning

5.33 The new secondary curriculum is the foundation for all 14-19 learning. It was introduced in September 2008 for children in their first year at

secondary school and will be rolled out in 2009 and 2010. The curriculum introduces more time for personalised teaching practices – including catch-up lessons when they are most needed, and new opportunities for pupils to deepen and extend their learning.

Securing confidence in the curriculum, qualifications and tests

- 5.34** There is still an annual debate about standards, which undermines the achievements of millions of students. In the Children's Plan we committed to consult on our proposal to create a new independent regulator which would report directly to Parliament on the standards of qualifications and assessment. The regulator will have no line of accountability to Ministers, and it will be completely separate from the organisation that develops the curriculum and delivers related qualifications or tests. There will therefore be no room for doubt about its independence and the credibility of its judgements.
- 5.35** In April 2008 we launched the independent regulator, the Office of the Qualifications and Examinations Regulator (Ofqual) in an interim form using the existing regulatory powers of the Qualifications and Curriculum Authority. Provision for the set up of Ofqual as a statutory body, with a reporting line direct to Parliament, will be included in the Children, Skills and Learning Bill to be introduced in the 2009 session of Parliament.

Increasing Support

- 5.36** As part of our reforms to improve participation and attainment, we want to ensure that all young people have access to the information and support they need for their individual circumstances.

September Guarantee

- 5.37** In 2007, we introduced the September Guarantee for 16-year-olds. This meant that, by the end of September 2007, all young people who no longer had to participate in compulsory education received an offer of a suitable place to carry on their learning. In 2008, 94 per cent of 16-year-olds – compared to 91 per cent in 2007 – said they intended to continue learning and have received a suitable offer.¹⁶³
- 5.38** In 2008, we extended the September Guarantee to 17-year-olds. This gives young people who were on short courses a chance to continue their learning and also provides the chance to re-engage young people who did not carry on at 16 or who dropped out during Year 12.

Information, advice and guidance

- 5.39** Moving to a reality of full participation in education and training for all 18 years olds will challenge the whole education system to continue to raise its game and focus on the needs of all young people. As well as streamlining the curriculum and qualifications framework, we need to make sure that every young person has the support they need to make the right choices for them and make the most of increased opportunities.
- 5.40** To ensure that all young people receive high quality and impartial information, advice and guidance (IAG) on their options for post 16 learning, we are working with local authorities, schools and colleges, and teachers, lecturers and the wider workforce to achieve a step change in provision.
- 5.41** In October 2007, we published the *Quality Standards for Young People's Information, Advice and Guidance*¹⁶⁴ and, in April 2008, we transferred responsibility for managing the delivery of IAG to local authorities. We will be providing free consultancy support for 14-19 consortia to audit provision of IAG against the quality standards. The Specialist Schools and Academies Trust will follow this up by supporting consortia in addressing areas of weakness.
- 5.42** The recently enacted Education and Skills Act 2008 requires schools to provide careers education impartially, and we will follow this up with statutory guidance to define how schools should do this in 2009. We are also working with the Training and Development Agency to improve IAG elements of initial teacher training and to look at the continuing professional development on offer for careers co-ordinators. In the spring of 2009 we will publish our overall IAG strategy setting out how we will take all this work forward.
- 5.43** As well as strengthening IAG, we will also be making it easier to find out what learning and support opportunities are on offer and how to apply for them. Every local area will strengthen its 14-19 Prospectus so that this information for their area is comprehensive, easy to understand and accessible. Every local area will also develop a Common Application Process that is linked to the Prospectus so that young people can apply through one system regardless of where or what they want to learn. In 2009, we will publish an action plan for the 14-19 Prospectus and the Common Application Process.

Helping young people not in education, employment or training

- 5.44** We are also doing more to support those who need our help the most. Two of our immediate priorities are to reduce the proportion of 16-18-year-olds not in education, employment or training (NEET) and the number of young people in jobs without training.
- 5.45** Learning Agreement Pilots have tested the effectiveness of individually tailored learning agreements along with financial incentives to encourage young people to return to learning and employers to support training. They have demonstrated that, with the right support and availability of suitable provision, young people in jobs without training can progress in education or training alongside or as part of their job.
- 5.46** We have also been testing the effectiveness of conditional financial incentives along with intensive support and tailored activities through Activity Agreements for young people aged 16-17 who have been NEET for at least 20 weeks. These are being piloted in eight areas and are designed to break down barriers to participation in education, employment or training. Evaluation of the original pilot showed some positive results and we are extending the Activity Agreement approach to September 2009 to test earlier intervention in the context of raising the participation age.
- 5.47** In the Children's Plan we said that we would invest over £30 million in a new programme designed to re-engage those not currently engaged in post-16 learning. Entry to Learning pilots, which started in November 2008, build on the approach of Activity Agreements and provide further support to young people to engage in learning opportunities. The pilots will support over 200 young people with trusted adult mentors and a weekly allowance. We are on track to extend the pilot to a further four local areas in 2009.

What we will do next

To help ensure that every young person has the right support they need to make the right choices for them and to make the most of increased opportunities, we will publish early in 2009 an Action Plan for the 14-19 Prospectus and the Common Application Process. In the spring of 2009, we will publish our overall IAG strategy setting out how we will achieve high quality and impartial information, advice and guidance for every young person and wherever they are learning.

Promoting access to higher education

5.48 It is our belief that a university education is a good way to get on in life and that greater participation in higher education is the only way of keeping the UK internationally competitive in the years ahead. We are supporting more young people to participate in higher education – the total number of higher education students at UK higher and further education institutions rose from 2.522 million in 2005/06 to 2.54 million in 2006/07.¹⁶⁵

5.49 One group needing additional support to enter higher education is young people leaving care. In 2001, just one per cent of care leavers progressed to higher education. This has now increased to seven per cent,¹⁶⁶ a step towards ensuring we meet our ambition of giving every young person, whatever their background, the chance to fulfil their potential. In 2008 we introduced the higher education bursary, worth £2,000, for all children in care who progress to higher education, recognising the extra challenges faced by these young people.

Delivering on the ground

5.50 At the time the new Department for Children, Schools and Families was formed, we announced that funding for the education of 16-19-year-olds would be transferred from the Learning and Skills Council (LSC) to local authorities from 2010. Between March and June 2008 we consulted on how the 16-19 system could be enabled to deliver under these new arrangements and published our response to this consultation in July 2008, with further detail provided in *Delivering 14-19 reform: Next Steps*.¹⁶⁷ This sets out how we will develop the delivery system that will underpin full participation of young people.

5.51 In 2010, local authorities will assume responsibility for making sure all 16-19-year-olds in their area have access to the right learning and support for them. This means that local authorities will have a strategic overview of all provision from ages 0 to 19 and will become the single point of accountability for all 0-19 children's services and key to the planning, co-ordination and integration of services in their area. Local authorities will be supported in their new responsibilities to plan, commission and fund learning for 16-19 year olds by a new, slim-line agency – the Young People's Learning Agency (YPLA).

5.52 The YPLA's role will be restricted to the functions of the Learning and Skills Council not passed to local authorities from the autumn of 2010, including

ensuring budgetary control. The Local Government Association is working with us through the REACT programme to develop the capacity of local authorities to take on these new responsibilities. Through the REACT programme, the LGA will work closely with the Association of Directors of Children's Services to support local authorities in building capacity to ensure the smooth transfer of commissioning and funding from the LSC.

What we will do next

We will produce a blueprint clearly setting out the respective roles and responsibilities of all those involved in the delivery of high quality learning experiences to young people, including:

- local authorities collaborating effectively as strategic commissioners reflecting the needs of young people;
- YPLA as the national body setting the commissioning and budgetary control frameworks supporting and enabling intelligent commissioning in local authorities;
- Government Offices supporting and challenging local authorities in fulfilling their statutory duties; and
- schools and colleges delivering high quality learning experiences to young people.

By September 2009, we aim to have these new roles and responsibilities operating in shadow form to allow a full year's transition before the start of the 2010/11 academic year in September 2010. We anticipate LSC staff will have transferred to their new organisation by April 2010.

We will continue to develop the capacity in local authorities through the REACT programme which becomes fully operational from January 2009. More details can be found at www.lga.gov.uk/react

- 5.53** We are also looking at the performance and accountability of further education providers, including school sixth forms who generally perform very well and are popular with students. The joint DCSF and Department for Innovation, Universities and Skills consultation paper, *Raising Expectations: Enabling the system to deliver*, published in March 2008, sets

out proposals for creating a common performance management framework for schools and colleges. The Framework for Excellence (FfE) is a central feature of the new performance management arrangements set out in the consultation paper and will make clear how each college and provider is performing in delivering high quality and responsive provision to learners and employers. The consultation paper proposed extending FfE to include school sixth forms and other 16-18 providers. Work is now taking place for a model of FfE which can be piloted by schools and local authorities from September 2009.

- 5.54 At the moment there is scope for greater clarity about where the accountability for school sixth forms lies. Whilst the transfer of 16-19 commissioning to local authorities in 2010 will help clarify this, there are still issues to resolve in the short term, including ensuring better use is made of post-16 data. We have commissioned the LSC to develop a clear process for identifying school sixth forms causing concern and an accompanying intervention strategy. The LSC will consult on the intervention strategy in 2009, reporting regularly to Ministers on underperformance in the sixth form sector from the spring of 2009.

What we will do next

In the longer term we want to develop a set of performance indicators that apply to all post-16 providers. Sixth form and further education colleges are currently piloting the Framework for Excellence with standard indicators on quality, responsiveness and finance. This will be introduced nationally for the further education sector from 2010/11. We will also work with partners to ensure that the further education Framework for Excellence aligns with the School Report Card that we are consulting on as part of our proposals for delivering 21st century schools.

From 2009, the post-16 progression measure data will be available to all maintained schools for publication in their school profile. The measure shows what proportion of young people completing Year 11 in school participate in learning the year after they leave what is currently compulsory education and go on to achieve Level 2 and Level 3 by age 19. It will help schools focus on supporting their pupils to make appropriate choices at the end of compulsory schooling.

Addressing future challenges

- 5.55 A changing global economy means we need to ensure our children and young people have the right skills as they become adults and move into further or higher education, or into work. Declining numbers of low skilled jobs make it all the more important that young people have the skills they need to prosper. Standards are rising and so are expectations but we need to make sure that these are rising across the whole country, in all our communities. We want young people, their families and all those who work with them to have high expectations, aspiring for all young people to do their best.
- 5.56 This is our goal and we know it is one that young people, their parents and employers share. All young people participating in education and training and fulfilling their potential at 18 will not be achieved overnight but it is an ambition that we must deliver. In October 2008 we published *Delivering 14-19 Reform: Next Steps* which shows how our whole reform programme fits together, starting from the perspective of our young person and the learning and support available to them and building out to the system needed to deliver this offer. It sets out the timetable to 2015 and the next steps that we and our partners will take to ensure that we achieve our ambitious goals for all young people.¹⁶⁸

Chapter 6: On the Right Track

We want young people to be happy, healthy and safe and for their teenage years to be enjoyable and fulfilling in their own right as well as fully preparing them for adult life. More than ever before, young people need to be resilient to the things that can throw them off course and have the confidence and ability to manage the risks they may encounter. We have made progress in supporting children and young people to make a positive contribution and stay on the path to success, but there is more to do to ensure that they have the opportunities and support they need.

What the world is like for children, young people and families today

- 6.1 This is a great time to be growing up, with more opportunities than ever before for young people to learn, communicate and enjoy themselves. Today's children and young people are growing up sooner, but they need to be resilient to the risks and behaviours that can stop them achieving their full potential.
- 6.2 Positive activities and experiences are an important part of happy and enjoyable teenage years and something that children and young people value.¹⁶⁹ Outside school, most young people are enjoying positive leisure or structured activities, like music and sport, including community activities and volunteering.¹⁷⁰
- 6.3 The transition from childhood to adult life is often a time of experimentation as young people seek to try new experiences and test boundaries. This can expose young people to risks and, where they fail to make informed and sensible choices, can knock them off course. Teenage pregnancy rates in the UK remain high compared to similar countries¹⁷¹ – although the latest annual figures are at their lowest level for 20 years,¹⁷² –

and rates of sexually transmitted infections are increasing.¹⁷³ There has been a downward trend in the proportion of young people taking drugs,¹⁷⁴ with the biggest falls in cannabis use.¹⁷⁵ Whilst the prevalence of alcohol consumption has not increased much since the late 1980s, those who do drink are drinking more.¹⁷⁶

- 6.4 The vast majority of young people are law-abiding – over three quarters report never having committed an offence and, of those that have, just six per cent are persistent offenders.¹⁷⁷ Recent official figures show that there has been a significant drop in 2008 in the number of young people entering the criminal justice system for the first time,¹⁷⁸ and there has also been a recent fall in the overall rate of juvenile offending.¹⁷⁹

What children, young people and families want

- 6.5 In the *Time to Talk* consultation,¹⁸⁰ children and young people told us that they were not given enough opportunities to get involved in things they enjoy, like sports and music. They want to be able to take part in interesting and exciting activities in their local communities. In consultation events with young people in 2008, the great majority agreed that young people should be entitled to activities that help them develop new skills and confidence and that enable them to participate in the community.
- 6.6 Crime is one of the things that young people worry about most and they want to see crime levels reduced. Some young people feel they won't be listened to if they report a crime, or worry that they will be labelled a 'grass'.
- 6.7 Having a say is important to young people. They want to be able to make their voice heard about the matters that affect them, such as the kinds of activities that are available in their communities, and their role in dealing with the issues affecting society today, including crime and extremism. Children and young people tell us they are increasingly worried about the world they are inheriting.¹⁸¹ Today's generation of children are more than ever aware that it is they who will need to respond to the challenges of diminishing resources and climate change.

What we said in the Children's Plan

- 6.8 The Children's Plan set out a range of measures to help young people stay on the right track.^o In particular, we committed to:
- provide all young people with opportunities to participate in positive activities;
 - tackle behaviour that puts young people at risk – in particular in relation to alcohol consumption and substance misuse; and
 - help create more cohesive and resilient communities.
- 6.9 We also set ourselves two goals for 2020. Firstly, that all young people will be participating in positive activities to help to develop personal and social skills, to promote their wellbeing and to reduce behaviour that puts them at risk. Secondly, we committed to reduce significantly by 2020 the number of young people receiving a conviction, reprimand or final warning for a recordable offence for the first time, and to set out a specific measure for this goal in the *Youth Crime Action Plan*.
- 6.10 Together with the commitments in Chapter 5 to reform qualifications and the curriculum and raise the participation age, these measures are aimed at ensuring every young person has the chance to fulfil their potential.

What we have done so far

Places to go, things to do

- 6.11 We have made good progress in implementing *Aiming High for young people: a ten year strategy for positive activities*,¹⁸² resulting in many more activities being available to young people with growing evidence of their positive impact.
- 6.12 One of the main achievements has been the investment in improving the quality and range of places for young people to go. We have launched the

o Whilst there is some overlap with other chapters, the measures in this chapter primarily fall within the Special Protection Measures cluster of articles. These include the child's right to protection from drug abuse (article 33), sexual abuse (article 34), trafficking (article 35) and all forms of exploitation (article 36). It includes the right for children who break the law to be treated humanely (article 37) and the use of custody as a last resort (article 40).

myplace capital programme,¹⁸³ investing £202 million in creating a wide range of world class youth facilities. Projects are being driven by the active involvement of young people and their views on what activities are needed. Our first projects were announced in late 2008, and we will make further announcements about new projects by the end of February 2009 and will launch a second funding round shortly afterwards. New legislation now enables money from dormant bank accounts to be used to invest in the community, including improving places for young people to go.

The Children's Plan in action – the Bradley Youth Hub, Pendle

The Bradley Youth Hub, Pendle, has received £1.33 million from the *myplace* capital programme to replace an existing poor quality youth centre with a world class youth-led facility designed by local young people.

The facility will focus on providing activities to 13-19 year olds which will include arts, music and drama workshops, outdoor activities, residential opportunities and the Duke of Edinburgh Award. There will be a café with internet access, an IT suite, a music studio and an indoor sports area. Young people will also be able to access advice on careers and sexual health, as well as educational courses.

- 6.13** To monitor progress against our goal to ensure that by 2020 all young people are participating in positive activities, we have introduced a national indicator to track participation in positive activities. We are continuing work to develop local entitlements to activities and to link these to new opportunities around learning options and the information, advice and guidance that young people need.
- 6.14** More young people are being given a say in how money is spent at local level. Over 1.5 million young people have so far benefited from the Youth Opportunity and Capital Funds which give young people working together a direct influence over the quality of services provided by their local authority. Recent evaluation shows that giving young people control over funding decisions has had a real impact on increasing their participation in positive activities, improving relationships between adults and young people, and transforming the quality and diversity of provision on offer.¹⁸⁴ During 2008 we have provided £5 million additional revenue and just

under £23 million capital investment to build on this success and enable young people living in the most deprived communities to take decisions about local provision and to benefit from the funds.

- 6.15** We have provided further investment and support to help the most vulnerable groups to access activities. This includes additional funding to the 15 local authority areas most affected by gang crime and other problems to sustain provision across the year, particularly on Friday and Saturday nights. In 2009 we will increase this funding and make it available to all local areas. We have also launched the Youth Sector Development Fund, a package of funding and business support for voluntary organisations working with young people. Pathfinder projects earlier this year supported five major charities to expand the work they do in helping young people at risk. We have now expanded support to a further 13 organisations helping to reduce youth crime and in 2009 we will be supporting locally based voluntary organisations providing positive activities for disadvantaged young people.
- 6.16** In the Children's Plan we said we would explore opportunities for further investment in supporting local authorities to improve the information available to young people and their families. We particularly want to focus on improving the use of new technologies that young people use on a daily basis, such as social networking, to enable them to generate and share their own information and views about provision. We have launched the Signposting project in 20 local authority areas, which will build better information on places to go and things to do for young people aged 13 to 19 and test new ways of publicising it. The learning from this project will be shared to help all local authorities collect and provide information on activities.
- 6.17** In May 2008 we announced ten Find Your Talent pathfinders across England which will trial different ways of delivering a five hour cultural offer for children and young people aged 0 to 19, supported by £25 million between 2008-09 and 2010-11. The pathfinders working in partnership with schools and local and national organisations, will build on existing cultural programmes and develop a co-ordinated cultural offer in their area. They will provide opportunities for children and young people to have a range or high quality cultural experiences, both within schools and in professional art settings, and are expected to reach a broad range of children including those who do not normally participate in cultural activities.

- 6.18 The pathfinders will run until March 2011. There will be rigorous evaluation and we will look to ensure that messages about progress are communicated to other areas of the country. We are also developing a programme of support to maintain interest in other areas which could contribute to the development of a universal high quality cultural offer for all children and young people.

What we will do next

Despite this progress, important challenges need to be addressed to ensure all young people have the opportunities they deserve and that the most disadvantaged groups are reached. These include continuing to support and challenge local authorities, schools, third sector providers and other partners, to ensure activities are available where and when young people want them, including on Friday and Saturday nights.

Tackling behaviour that puts young people at risk

- 6.19 To tackle behaviour that puts young people at risk, in the Children's Plan we committed to:
- address concerns about drug misuse through the cross-government drugs strategy;
 - publish an action plan to impact upon young people's alcohol consumption;
 - review best practice in effective sex and relationships education and how it is delivered in schools;
 - examine the effectiveness of current delivery arrangements for all drugs education, including alcohol, and act to strengthen them if necessary; and
 - take forward work to promote more cohesive and resilient communities.

Reducing the use of drugs and alcohol

- 6.20 Drugs and alcohol can cause real problems for young people's health and wellbeing as well as their ability to do well at school. Evidence suggests we are continuing to make progress in reducing both drug and alcohol use. The 2008 Tellus survey shows that more young people say they have never

tried drugs, up from 80 per cent to 86 per cent, and fewer young people report having got drunk in the last four weeks. But there is still more to do to reduce the harm caused to young people by drugs and alcohol.¹⁸⁵

6.21 In February 2008, we launched a new ten year drug strategy, which focuses on the need to protect families and communities from the harm caused by substance misuse.¹⁸⁶ This took a long-term view of prevention, committing to:

- intervening early with families at risk, including strengthening the role of schools and children's services in identifying problems;
- improving treatment for parents with drug problems and protecting their children;
- improving drug education and building on the successful FRANK communications campaign;
- promoting the integration of substance misuse issues within mainstream children's services and targeted youth support; and
- setting out measures to ensure effective specialist treatment for all under-18s who need it.

6.22 This was followed in June 2008 by the *Youth Alcohol Action Plan*,¹⁸⁷ which aims to reduce young people's alcohol consumption and associated anti-social behaviour and health harms. The action plan set out our intention to work with the Chief Medical Officer to develop guidelines for young people on alcohol consumption, alongside the development of a communications campaign to inform young people and their parents about the risks of alcohol use. It also sets out measures to tackle the problems arising from young people drinking in public places and proposals to take action with industry to reduce underage sales.

Improving young people's sexual health

6.23 We have conducted two important parallel reviews on our approach to sex and relationship education,¹⁸⁸ and to drug and alcohol education.¹⁸⁹ The reports were published in October 2008 together with the Government's responses. Common to both was the recommendation that personal, social and health education (PSHE) should be made statutory and supported by a

statutory programme of study to give it greater priority in schools. The Government has accepted these recommendations, and has decided that PSHE should have statutory status.

What we will do next

There is more to do to ensure that young people have the help and support they need to build resilience and manage the behaviours that might put them at risk. The Government has accepted the recommendation to make PSHE a statutory requirement and has asked Sir Alasdair MacDonald to conduct an independent review of how the decision to give PSHE statutory status can be translated into a practical way forward, taking account of the need for local flexibility, parents' views and the ethos of individual schools.

We will also do more to make sure that young people and parents have better information about the effects of alcohol. We are working with the Chief Medical Officer to produce, for the first time, guidelines on young people's alcohol consumption, as part of wider guidance and a communications campaign to support young people to make sensible drinking decisions.

Effective delivery in every local area

Youth Taskforce

6.24 In the Children's Plan we set out the need to improve outcomes for some of our most deprived and problematic young people. To meet this commitment, in March 2008, we launched the *Youth Taskforce Action Plan*,¹⁹⁰ backed by a total funding package of £218 million.

6.25 The Youth Taskforce is now working right across the country to drive improved local delivery of services and support for young people, ensuring that every local area has an effective approach for young people at risk of getting into serious difficulties, whether that is anti-social behaviour, youth offending, or other damaging activity. It is particularly focused on:

- better prevention – to tackle problems before they become serious and entrenched;
- more integrated and persistent support – to address properly the underlying causes of poor behaviour and serious difficulties; and

- tough enforcement where behaviour is unacceptable or illegal.
- 6.26 The Youth Taskforce has set up pioneering Intensive Intervention Projects – projects which use assertive key workers and a mixture of support with sanctions to tackle the anti-social behaviour and complex needs of young people that other services can struggle to deal with – in 20 areas of the country, to turn around the lives of up to 1,000 of the most challenging and troublesome young people each year.
- 6.27 In addition, it has established 52 challenge and support projects in areas where youth crime and anti-social behaviour are a problem. These are working with police, Youth Offending Teams, local authorities and others, to stop anti-social behaviour locally and reduce first time entrants to the criminal justice system. They systematically identify young people involved in anti-social behaviour and ensure they get the support they need to address the underlying causes of their behaviour – where necessary using individual support orders¹⁹¹ alongside anti-social behaviour orders.
- 6.28 The Youth Taskforce is also leading an ambitious programme of reform to ensure every area has systematic and joined up approach to prevention, early intervention and support for teenagers who are or might be at risk. These reforms are already having an impact in reducing exclusions, improving attendance and participation and reducing poor behaviour. We have challenged all areas to have these reforms in place by the end of 2008. The majority of local areas will achieve this.

The Children's Plan in action – individual support orders, Doncaster

Paul* first came to the Doncaster Acceptable Behaviour Contract Plus team's attention at the local neighbourhood action group and was referred to various preventative services. Other interventions did not succeed in addressing his behaviour so he was issued with an anti-social behaviour order, with an individual support order put in place to support him.

Paul agreed that if he received the individual support order, he would engage with his caseworker in interventions to address the needs that had been highlighted through the ASSET assessment tool and the Common Assessment Framework. A support plan was drawn up with Paul consisting of regular support and signposting to mainstream youth services, including one-to-one support and anger management, regular contact with a Connexions personal adviser to address education, training and employment needs, increased support to participate in positive leisure activities and one-to-one sessions to address Paul's drug and alcohol use.

Paul is doing very well and has kept to every appointment. His three month review has been positive with no reported incidents of anti-social behaviour or having entered the criminal justice system. He has kept out of further trouble and is awaiting an interview date with an interested employer.

As a result of the order, Paul got help to tackle his underlying problems and the opportunity for extra help to reintegrate into the community. Three-monthly reviews enable Paul to see how far he has come and remind him of any targets he still needs to achieve as well as giving the opportunity to highlight any other interventions.

*names have been changed

Cohesive and resilient communities

- 6.29** Young people are growing up today in a world that is increasingly interconnected and in increasingly diverse communities. In the Children's Plan we set out our aim to ensure children and young people understand others, value diversity, apply and defend human rights and have real and positive relationships with people from different backgrounds. We also want young people to feel part of a community at a local, national and international level.
- 6.30** Schools have had a statutory duty to promote community cohesion since September 2007 in recognition of the important role they can play in building mutual respect and understanding – through teaching and learning and through being focal points for local communities. To help schools deliver their duty to promote cohesion, we have provided support through conferences and online resources and we are investing £2 million between 2008-09 and 2010-11 in the Schools Linking Network to support schools and local authorities to give pupils the opportunity to interact with others from different backgrounds.
- 6.31** Beyond schools, we are investing £4.5 million in Do it 4 real,¹⁹² a national residential programme delivered by the Youth Hostel Association aimed at providing 10 to 16-year-olds with structured and creative activities during the summer holidays, as well as other positive activities to help bring together young people from different backgrounds, developing their social skills and building understanding and appreciation of others.

The Children's Plan in action – providing opportunities to get involved in activities for young people from diverse backgrounds, Southampton

The 'Project Honour Cultural Fusion' media project, set up by Southampton community CAMHS, has given young people from diverse cultures the chance to work together on a shared project. Working together on film making, photography, editing, promoting and showcasing their work, the young people involved have experienced challenges, learned to solve problems and negotiated, set and agreed targets, and demonstrated commitment and resilience. The project has also promoted emotional wellbeing and allowed those involved to work with others from different backgrounds and make a positive contribution to their communities.

- 6.32 We also need to recognise that there are a minority who deliberately seek to sow division and hatred in our communities, often exploiting fears based on ignorance or prejudice. Young people can be vulnerable to being drawn into criminal behaviour in support of extreme political or religious ideas. The greatest threat the UK currently faces is from violent extremists influenced by Al-Qaida. As part of the Government's strategy to prevent violent extremism, we committed in the Children's Plan to consult young people on their views and to consult headteachers on the role schools can play in empowering young people to stand up to violent extremism and reject cruelty and violence in whatever form it takes.
- 6.33 As a result of feedback from teachers, we published a toolkit for schools in October 2008, *Learning Together to be Safe*¹⁹³ which explains the issues and provides practical advice on building resilience to extremism through the curriculum, supporting vulnerable pupils and managing risks. We are also engaging directly with young people through the creation of a new young Muslim's advisory group and answering calls for spaces to debate through a series of regional conferences for young people on extremism led by the UK Youth Parliament. A national youth conference on preventing violent extremism will be held in early 2009 to encourage open debate and dialogue.
- 6.34 Local partnership work is central to building resilience to violent extremism. Government guidance to local partners on preventing violent extremism¹⁹⁴ published in June 2008 emphasises the importance of supporting children and young people and involving a range of children's services and partners in local work. We have given local authorities and the police £4.68 million to lead on rolling out the *Learning Together to be Safe* toolkit to local schools and provide support to them, alongside other pupil safety and crime prevention work.

What we will do next

Building resilience to violent extremism is a challenging agenda. Raising awareness of the risks and confidence amongst all parts of the children's workforce and within communities about what they can do to support young people is a priority for the months ahead. We will do this through continued support for the local roll-out of the schools toolkit and through working with partners across government and externally to make further training and resources available and to learn from emerging good practice at a local level.

Sustainable communities

6.35 We are empowering children and young people through our Young Activists programme to work towards a more just and green future by asking them what they would like to change about their local communities and giving them the skills and tools to drive that change. In October 2008, all maintained schools were sent a copy of the book *Teach Your Granny to Text*, which sets out 30 simple but potentially world-changing actions, including a strong environmental message.

Reducing youth crime

6.36 Young people have told us that one of the things they worry about most is the threat of crime. We know that the vast majority of young people do not commit crimes, and that around half of all youth crime is committed by a small minority of prolific offenders.

6.37 In the Children's Plan, we committed to publishing an action plan on youth crime to support efforts to create safer communities. This was published in July 2008,¹⁹⁵ and sets out the further action that is needed to tackle offending and re-offending by young people. It sets out a triple-track approach of enforcement and punishment where behaviour is unacceptable, non-negotiable support and challenge where it is most needed, and better and earlier prevention.

6.38 The action plan includes a goal to reduce by one fifth, by 2020, the number of young offenders receiving a conviction, reprimand or final warning for a recordable offence for the first time. Backed by close to £100 million between 2008-09 and 2010-11, the plan is the principal vehicle through which we will seek to achieve this goal. Recent data suggests an encouraging start with the number of first time entrants to the criminal

justice system in England aged 10-17 falling by 10 per cent between 2006-07 and 2007-08.¹⁹⁶

- 6.39** We have engaged with 69 priority local authority areas which were chosen on the basis of levels of youth crime, deprivation, school absences and perceptions of youth anti-social behaviour. Each area will receive additional funding of around £700,000 between 2008-09 and 2010-11 to increase capacity for dealing with unacceptable behaviour and intervene early to support vulnerable children, young people and their families.

Crime prevention

- 6.40** We are determined to break the cycle of offending and re-offending by young people. Effective intervention requires that we work with families as well as young people. As set out in Chapter 1 we are expanding the Family Intervention Projects, which are targeted at tackling the behaviour of families with multiple difficulties so that by 2010, we aim to have reached 20,000 families across the country. Projects are being set up to work with families with difficulties such as poverty, substance misuse or offending, where children do not get the support they need from their parents whose own problems may put their children at risk.
- 6.41** We are also taking steps to ensure that we can better identify and engage those families with children at risk of becoming prolific offenders – estimated to be up to 110,000 – who will receive targeted intervention from a range of agencies and services working together to deal with problems. Prevention is an underlying principle of the Children's Plan and to ensure we identify potential problems at an early stage, we have made exclusion from school an automatic trigger for a comprehensive assessment of risk and need which will include increasing the take up of parenting support for parents whose children are at risk of offending. We are piloting innovative ways to support young victims with the first pilots up and running by the end of November 2008. And we are working with the Department for Health and the Ministry of Justice to develop a strategy to address the physical and mental health needs of children and young people in contact with the criminal justice system, including those in secure settings. We expect to publish this strategy in the spring of 2009.

What we will do next

By 2010 all areas of England will have been offered funding to provide advice and support to families with the most entrenched and complex problems. We will also continue to expand the Family Intervention Projects so that, by 2010, intensive family support will have been delivered to around 20,000 families with the most complex problems.

We also need to ensure that good practice in working with the most disadvantaged young people is shared and lessons applied more widely. The Youth Taskforce will have an ongoing role in supporting improved delivery of services and support for young people, in particular those facing disadvantage or complex difficulties. The Taskforce will help to ensure that learning and good practice emerging from the pilot initiatives and new projects established to support, and where appropriate challenge, young people and their families become part of mainstream local service delivery.

Consequences for young offenders

- 6.42** In the Children's Plan we made a commitment to pilot a restorative approach to youth offenders. The Youth Restorative Disposal programme (YRD) will provide this for those young people who have committed a very low-level first offence. The YRD allows young people to modify their behaviour without unnecessary involvement in the criminal justice system. The pilots began in October 2008 and will be evaluated over the coming months.
- 6.43** The *Youth Crime Action Plan* set out our proposals to develop a long-term package of reforms underpinned by a triple track approach to tackling youth crime and reforming youth justice, based on prevention, non-negotiable support and enforcement. A central part of those reforms is a commitment to improving the education of young offenders. We will legislate within the 2009 Children, Skills and Learning Bill, making local authorities responsible for education in juvenile custody. The changes are scheduled to follow a phased implementation timetable, beginning in September 2010. This will mean that, for the first time, young offender education and training in custody can be brought more in line with arrangements in the mainstream education sector, thereby providing greater consistency of provision and support within custody, across the transitions and into the community. The Plan also consulted on a more

comprehensive package of support for young people leaving custody. We will publish our response to this consultation in 2009.

What we will do next

There is more to do to make sure that young people leaving custody have the support they need to move back into their communities successfully. From April 2009, we will invest an extra £6 million to expand resettlement provision. This will include expanding the Youth Justice Board's resettlement and aftercare programme to give intensive specialist support to more young people leaving custody. We have consulted on a wide range of resettlement issues including how we can improve the relationship between Youth Offending Teams and wider children's services and how we can provide a more comprehensive package of support for young people. The consultation ended in October 2008 and we will publish our response early in 2009. We will also place new duties on local authorities to fund and commission education and training in juvenile custody, meaning that, for the first time, young offenders in custody will be brought under the education legislative regime.

Addressing future challenges

- 6.44** Young people growing up today have new and exciting opportunities to help them enjoy happy, healthy and safe teenage years. But society today is more complex than ever before and a complex world brings more difficult problems for our young people like drug use and gang culture. We know more now about how to get to problems early and to stop them becoming more difficult to solve later on and have started to take steps to put in place the opportunities and support that young people need to achieve their best.
- 6.45** Parents and young people have high ambitions for the future, ambitions we share and want to help to deliver. We will build on the foundations that we have started to lay to ensure all young people stay on the path to success.

Chapter 7: Making it happen

In the Children's Plan, we set out our vision for a world class service in every local area to work together to meet the needs of individual children, young people and their families. The challenge is for all services – provided by an outstanding workforce and working as a single system – to keep children and young people safe and intervene early where additional help is needed so that all children and young people are supported to fulfil their potential.

What the world looks like for children, young people and families today

- 7.1 Previous chapters have set out progress on many of the essential building blocks of a 21st century children's services system. These include improvements in the provision and quality of universal services such as Sure Start Children's Centres, early years and childcare provision, schools, colleges and youth services. They also include expanding and improving services to support children with additional needs, including health, social services, alternative education services and child and adolescent mental health services. Almost all children, young people and their families benefit from one or more of these services on a regular basis.
- 7.2 These services are provided by a growing and increasingly high quality workforce. The number of people working with children has increased – there are more teachers and support staff in schools now than for a generation and record numbers of GPs, doctors and nurses in the NHS – and the quality of their work has improved. Professional standards have been defined to make clear what is expected from those who work with children and to provide a benchmark for judging excellent practice. But there remain problems of capacity and quality in some areas of the workforce.

- 7.3 Increasing numbers of local areas are developing new integrated working arrangements to join together their various services for the benefit of individual children and families. Children's centres are bringing services together for young children and their families, and over two thirds of schools are linking up with health and other services and with other schools to provide a range of extended services for families. In many areas teams made up of different professionals with different specialisms are used in and around early years, school and community settings to build support around the needs of individual children and families.
- 7.4 This local partnership working between different services is embodied in Children's Trusts – now operating in every area of the country. Children's Trusts bring together all local services which impact on children, young people or families, including statutory services, the voluntary and community sector, and the private sector. Increasingly they are setting a clear vision of how they will improve the wellbeing of children in their area and, through their Children and Young People's Plan, the joint actions needed to secure it. The aim of local areas is to deliver improved outcomes for all children and young people, particularly reducing the gap between disadvantaged children and their peers, and to drive early intervention as common practice.
- 7.5 We know that a lot of local areas have made steady progress in developing partnership working and integrated, child focused services, but some areas are making better progress than others. To deliver the results necessary for a world class system, a step change in progress is needed including the development of consistent high quality arrangements for identifying children needing extra help and ensuring early intervention.

What children, young people and families want

- 7.6 In the *Time to Talk* consultation, the services that people tended to mention as providing the best experiences were education services, health services and services provided by charity and voluntary organisations.¹⁹⁷ Trust and strong relationships with those providing support were felt to be central to a positive experience, as was consistency.

- 7.7 The priorities of adults and young people differ when it comes to improving services and support. Adults are concerned that different services do not link up enough – they would like to see more interagency working. Children and young people focus on the need to provide more funding for activities for them to do.¹⁹⁸
- 7.8 Both adults and young people have told us that services need to listen to what people want and need and that this, combined with better interagency working, is the only way that support can be tailored to individual needs. Adults told us that, in order to support this, there need to be more skilled staff with better training to enable them to join up more effectively.

What we said in the Children's Plan

- 7.9 To drive partnership working, and ensure universally high quality services focused on the needs of children, young people and their families, in the Children's Plan^r we made some significant commitments to:
- strengthen the role of Children's Trusts to drive forward local partnership working so that services are commissioned which genuinely meet the needs of local children and young people;
 - ensure integrated working between different practitioners so children and families receive a seamless service – with different agencies forming teams around the needs of individual children, often co-locating their services, and with 21st century schools playing a central role; and
 - develop a professional children's workforce, whose members are skilled and motivated, who achieve excellence in their specialism and who work to a shared ambition for the safety and success of every child.

^r The measures in this chapter are underpinned by all the articles in the UNCRC, as strengthening the system is fundamental to the effective implementation of the Convention.

What we have done

Working together to deliver services for children

Children's Trusts leading change

- 7.10** Children's Trusts are local partnerships, bringing together the organisations responsible for services for children, young people and families. Their role is to deliver better outcomes for children and young people in all aspects of their lives. The lead for Children's Trusts lies with local authorities, and it is the responsibility of the Director of Children's Services, working with the Lead Member for Children, to bring together all local agencies and wider interests as a strong and dynamic Children's Trust.
- 7.11** In the Children's Plan we set out high expectations for Children's Trusts as the main driver of delivering the Children's Plan in every local area. And we said that we expected Children's Trusts to have in place, by 2010, consistent, high quality arrangements to help identify and provide early intervention for all children and young people who need additional help.
- 7.12** We know that some Children's Trusts have developed more quickly than others, and that improving the effectiveness of Children's Trusts will mean learning from the best. In November 2008, we published revised guidance for Children's Trusts reflecting lessons learned so far and stating what more is needed for Children's Trusts to drive the ambitions of the Children's Plan.¹⁹⁹ This guidance clarifies what a Children's Trust is, what it does and how it relates to the wider children's services delivery system.
- 7.13** In July 2008 we launched a consultation²⁰⁰ on how to strengthen the effectiveness of Children's Trusts. This consultation closed in September 2008, and over 140 organisations and people working with children and young people gave their views. Our proposed responses to the consultation are set out below.

Children's Trust Boards

- 7.14** Children's Trusts are currently managed in different ways. Most have formal Boards with representatives from all partners. Some – especially in larger authorities – are made up of a number of small local partnerships. The majority of people who responded to the Children's Trust consultation felt that a statutory Children's Trust Board would strengthen the effectiveness of Children's Trusts and help improve outcomes for children and young people.

- 7.15 We are therefore proposing to legislate to require each local area to have a Children's Trust Board. These new Boards will embody the shared responsibility between partners to meet the needs of, and improve outcomes for, children and young people in their area. They will set the vision and strategy for local services in a local Children and Young People's Plan which should explicitly set out the role and specific commitments of local education, health, social care, and safeguarding services. In this way, the Boards will support and drive the close collaborative partnerships needed to improve outcomes.

What we will do next

In response to the consultation on Children's Trusts, we are proposing to legislate in 2009 to strengthen and clarify governance arrangements for Children's Trusts, making clearer their accountability to children, young people and their families in the area by:

- requiring each local area to have a Children's Trust Board; and
- making this Board responsible for the development and monitoring of the Children and Young People's Plan for the local area.

Partnership working

- 7.16 Partnership working is at the heart of the vision for Children's Trusts. All local agencies – including Primary Care Trusts and the police – have a shared responsibility for improving outcomes for children and young people. This partnership working particularly needs to include the voluntary and private sectors, as well as adult services that have an important role to play in working with children's services to provide the right support for the most vulnerable families. When people who are mothers or fathers seek support from any local service, this service should also ensure the needs of their children are recognised and met.
- 7.17 The legislative changes we are proposing will formally extend this shared responsibility to all individual maintained schools and sixth form and further education colleges. These services engage with children, young people and their families on a daily basis, and must be at the heart of Children's Trusts. We will also extend the shared responsibility to JobCentre Plus, which works closely with many families in most need of support. These changes will give these services a stronger voice within Children's

Trusts, helping to establish priorities based on the needs of the children and young people they serve, and helping to meet those priorities by giving them more influence over the planning and commissioning of local services, and better access to support from other Children's Trust partners.

What we will do next

As part of our proposed legislation in 2009 to improve the way in which services are planned and delivered through Children's Trusts, we will extend the duty to co-operate to all schools, colleges and to Jobcentre Plus.

Local strategic partnerships

7.18 It is vital that each Children's Trust is firmly positioned within its Local Strategic Partnership (LSP). The LSP provides the forum for setting the overarching strategic vision for each local area (through the Sustainable Community Strategy) and for agreeing the priorities for improvement in the Local Area Agreement. It is the responsibility of Children's Trusts to ensure that the local needs of children, young people and their families are fully reflected in local priorities and targets. They should identify and champion the interests of children and young people as part of the process of agreeing and implementing targets in Local Area Agreements.

Safeguarding

7.19 Strategic partnerships to safeguard and promote the welfare of children and young people – Local Safeguarding Children Boards (LSCBs) – now exist in every local area. Working in partnership with Children's Trusts, LSCBs are responsible for ensuring that the whole local system focuses on safeguarding, and should be consulted by Children's Trusts as part of the development of the Children and Young People's Plan on issues that affect how children are kept safe. Through co-ordinating and challenging local services, LSCBs work to ensure the effectiveness of what its member organisations do individually and together, and that lessons are learnt from serious case reviews and the new child death review processes that have been in place since April 2008.

7.20 In October 2008, DCSF announced the terms of reference for a review of LSCBs and through this will consider how to improve further the impact of LSCBs on strengthening safeguarding arrangements locally. This piece of work has been brought under the remit of Lord Laming's report on the

effectiveness of safeguarding arrangements nationally. Lord Laming is due to report early in 2009.

What we will do next

Lord Laming will report in February 2009 on the effectiveness of arrangements nationally for safeguarding children, including recommendations for improving the effectiveness of LSCBs so that they can all perform at the level of the best, and for strengthening the role of LSCBs within Children's Trusts.

Health

- 7.21** Primary Care Trusts (PCTs) are major partners in Children's Trusts, and the strongest Children's Trusts have clear joint working relationships with health partners. But, while there are some excellent examples of Children's Trusts engaging with PCTs and GPs, problems remain in some areas. This was also noted in a review of the early impact of integrated services,²⁰¹ which reported a lack of sign up from all agencies to integrated working, noting particularly schools, GPs and health services.
- 7.22** The Government will shortly publish the child health strategy, *Healthy lives, brighter futures*, which will set out how health services can work better to improve children's health, working with schools and other partners. It will identify the specific improvements needed to align the delivery system around the health and wellbeing needs of children, young people and their families, including strengthening local leadership and joint working, building on the expertise of GPs, and stronger joint commissioning.
- 7.23** The proposed changes to Children's Trusts should enable greater consistency in the level of engagement of health partners. Our current statutory guidance sets an expectation that senior representatives from PCTs, with expertise and accountability for children's health, will sit on the Children's Trust Board. The Children and Young People's Plan will, following the proposed legislation, be owned by the Board – and thus will be owned by all Children's Trust partners, including health agencies.

- 7.24** Strengthened Children's Trust arrangements provide an opportunity for GPs to become more involved in the planning of children's services. Our statutory guidance on Children's Trusts sets out an expectation that Directors of Children's Services will consult with PCTs to secure GP membership on the Children's Trust Board.

What we will do next

We will initiate work to see how effectively GPs are being involved in Children's Trust work, to identify best practice and to assess the impact of their involvement. We will support steps to share learning and spread best practice.

Commissioning

- 7.25** Commissioning is the overall process by which services are planned and delivered. Effective commissioning should begin with a sophisticated understanding of the community which a Children's Trust serves, derived from local consultation and a robust needs analysis. All partners should use this analysis to agree strategic priorities to be set out in the local Children and Young People's Plan. The Plan should then set out how local partners intend to commission services to meet those needs and priorities, with a particular focus on prevention.

The Children's Plan in Action – engaging young people, Newham

Newham Council wanted to engage directly with its young people and hear their concerns about needs for the local area.

The Council developed new ways to help get this input, including:

- a democratically elected, budget holding young mayor;
- consulting with young people in more friendly environments such as local cafés and restaurants; and
- commissioning a third sector-led cultural harmony project to help school pupils identify things which make them feel safe in school and to organise their own conferences and newsletters – as well as a trip to New York.

These creative approaches have resulted in every secondary school and 80 per cent of primary schools founding their own school councils and in direct youth involvement in the development of Youth Offending Teams and school food policy. Crime has been made a higher priority as a direct response to young people's concerns, and children in care have been consulted so that services are now better tailored to their needs. Over 80 per cent of young people said that their views were listened to in a recent youth satisfaction survey.

7.26 To date, while there are some examples of excellent commissioning practice in some local areas, we do not see this across all local areas or across the full range of services for children and young people. More meaningful user engagement, making sure the third sector has a strong voice and a significant role to play in commissioning arrangements and strengthening market management and development functions are just some of the commissioning challenges facing Children's Trusts. The creation of a level playing field for third sector provides, where the potential benefits they can bring are fully understood by commissioners, and ensuring that the third sector has a strong voice and significant role to play in strategic commissioning partnerships – as well as appropriate knowledge of the commissioning process itself – are also important issues.

- 7.27** In the Children's Plan we made a commitment to develop a new programme to help Children's Trusts improve their commissioning practice. In response to this commitment, DCSF and the Department of Health (DH), together with practitioners from a range of Children's Trust partners, have developed the Commissioning Support programme²⁰² for Children's Trusts, a programme which is consistent with the vision and principles of DH's world class commissioning strategy. From early 2009, Children's Trusts will be able to access both service-specific support and support which is focused on improving the commissioning capacity and capability of the whole Children's Trust. This will be complemented by the work of the new Centre for Excellence and Outcomes (C4EO), which will work with Children's Trusts to identify and apply the best evidence of what works in delivering services which improve outcomes.
- 7.28** From 2010, local authorities will have a new commissioning responsibility for post-16 education, giving them responsibility for commissioning services for children and young people from 0-19. Having identified priorities through the 14-19 Plan, local authorities will develop a 16-19 commissioning plan which will ensure there are sufficient high quality learning places for young people in their area.
- 7.29** The new Young People's Learning Agency will be operational from 2010 and will support local authorities in carrying out their 14-19 duties whilst ensuring budgetary control. It will set out a framework to ensure consistency in commissioning and make easier the job of bringing together provision and funding at a sub-regional, regional and national level. Again, the new Commissioning Support programme will help local authorities meet the challenge of implementing these new arrangements.

What we will do next

From early 2009, we will make the Commissioning Support Programme available to all Children's Trusts in order to transform the way in which all services for children, young people and families are commissioned.

The Children's Plan in Action – the Solihull Children and Young People's Trust

Solihull's Children and Young People's Plan sets out a clear description of their vision and goals, and these are routinely revisited to confirm local focus and priorities.

Solihull has set up a single partnership governance framework to ensure coherence across the strategic plans for healthier, safer, stronger and prosperous communities. This framework brings together a partnership governing board and five strategic groups, one of which is the Trust Board.

Solihull's explicit focus in commissioning is on securing outcomes, and this binds partners together. The development of a common commissioning framework across the whole local strategic partnership is helping to overcome the confusion caused by lack of consistency in language and approach.

The Children's Trust helps partners to navigate the complex children's agenda by using a structured approach – for example outcome focused commissioning workshops involve stakeholders to identify sustainable services for children, young people and their families.

Solihull is investing in tailoring communications to different audiences, as well as exploring different mechanisms to involve and listen to stakeholders. Each leader on the Trust Board has a responsibility to engage their stakeholders.

As with other Children's Trust partnerships around the country, some aspects of Solihull's partnership are strong, and others need more work and development. Solihull will build on its solid foundations to tackle the issues that remain, such as how to make the active involvement of children, young people and their families routine in all that Solihull does, and how to help all key stakeholders understand and contribute to the Children's Trust approach.

Integrated services and early intervention

- 7.30** Partnership working between different agencies at the strategic level can only deliver improved outcomes for children and young people if matched by professionals from different services working together on a day-to-day basis to help individual families.
- 7.31** We know that integrated working provides a better service for children, young people and families who are in contact with several agencies. It is frustrating for parents who are trying to get help for their child, having to speak to different services and repeat the same information many times over. We want every child or family to have access to a system of joined up support: their experience should be of a seamless, well-coordinated service, centred on their individual needs and with a clear liaison point, without having to repeat the same information or co-ordinate complex services for themselves.
- 7.32** Crucially, where integrated working begins with universal services that see many children and young people on a daily basis – like early years, schools and colleges – emerging problems can be spotted earlier and appropriate help provided. This allows families to receive the support they need and get back on track as quickly as possible. Effective early intervention also often requires us to consider the family context in which children and young people live. Good children's services should form appropriate links with adult services, recognising the vital role that these have to play in tackling problems for whole families and determining children's future life chances.
- 7.33** Many local areas are well on the way to embedding more integrated services, building on the Common Assessment Framework for children and young people. Many areas are developing multi-agency support teams in and around early years and childcare, school and community settings, or using virtual multi-agency teams. Successful integrated working involves all relevant services and also the child's family – both mother and father as appropriate. The best approaches should include a lead professional or key worker to act as the main contact for the family and to coordinate services, with all members of the team being clear about their own roles and taking shared responsibility for providing support.

- 7.34 Just as they drive partnership working at the strategic and institutional level, Children's Trusts have a vital role to play in shaping integrated working among practitioners, uniting those who work with children and families around a common purpose, language and identity, and ensuring that they have the skills and knowledge to work in partnership across professional and service boundaries. To reinforce the importance of workforce issues, we are proposing to introduce legislative changes to require workforce strategies to be developed and owned by partners in Children's Trusts as part of each local area's Children and Young People's Plan.
- 7.35 In 2008, we gave each local authority an additional £45,000 through the Children's Workforce Development Council to engage in workforce reform and to develop integrated working practices. Further funding will be available in 2009-10 and 2010-11. To reinforce the importance of workforce issues, we are proposing to introduce legislation to require workforce strategies to be developed and owned by partners in Children's Trusts as part of each local area's Children and Young People's Plan.
- 7.36 The *2020 Children and Young People's Workforce Strategy*, published alongside this report, also sets out a number of proposals to help clarify the roles of different professionals in integrated working and encourage practitioners to work more effectively together as teams. This means:
- a shared understanding about the circumstances in which working together will make the most difference, underpinned by individuals' confidence in their own role and understanding of the contribution that others in the workforce make;
 - locally determined strategies, structures and services that help people to work closely together;
 - providing guidance, tools and training that Children's Trusts and employers in the private, public and third sectors can use to ensure their workforce has the skills and knowledge they need to work in integrated ways;
 - steps to remove practical barriers to integrated working;

- professional and occupational training and development that prepares and equips people to work with others across the workforce;
- local training and development opportunities that prepare and equip people to work with others across the workforce, including opportunities to learn with and from people from other professional backgrounds;
- managers and leaders who support their staff to work in integrated ways, and have the skills they need if they manage integrated services; and
- access to evidence about when and how integrated working makes the most difference to outcomes for children and young people.

What we will do next

As set out in the *2020 Children and Young People's Workforce Strategy*, we will take measures to strengthen the role of Children's Trusts in developing and delivering local workforce strategies that drive the development of integrated working. We will also improve the evidence base on integrated ways of working and undertake a review of registration and regulation requirements in the children's workforce to ensure that these support the workforce in meeting the needs of children and young people.

The Children's Plan in Action – using the Common Assessment Framework, Warrington

A group of practitioners from across children's services met to review how they shared information, obtaining consent to look at individual cases to see how many assessments, referrals and care plans were in place for individual children. A number of cases showed high re-referral rates, key pieces of information missing or held by one agency, and numerous assessments. Practitioners identified where more integrated working could have brought about earlier benefits for children, and made recommendations on what they would like to see in an integrated working model.

The practitioners' findings informed development of a Common Assessment Framework (CAF) pilot, aimed at creating a model for integrated working using tools established by the Government (e.g. CAF, the then Child Index). Schools, children's centres and other services all took part and their views helped to inform the development of the Warrington Family Support Model. Following two pilot phases, the Model has been adopted and provides:

- an information hub – practitioners concerned about a young person can check if other services are working with that young person and get guidance on processes;
- multi-agency service allocation meetings – one per area every half term – at which schools and a range of other services discuss individual assessments and determine options for families; and
- family support meetings at which practitioners meet with young people and their families and set up individual support packages.

This integrated approach has helped improve relationships and practice between agencies, particularly around information sharing. Guidance on the CAF and the lead professional role has given practitioners the support they need to take on new roles and engage previously hard to reach services. Many services now reflect the Family Support Model in their thresholds and referral documents and practitioners now know which agencies to refer to for which needs. Overall, referrals have become more appropriate.

The impact of this has been a reduction in the number of young people on the child protection register, and teenage pregnancy rates and permanent exclusions are down. More than 50 per cent of young people with support packages show their level of need scores have improved.

7.37 Universal services – early years, schools and colleges – have a critical role to play at the heart of effective integrated working. Most children and families come into regular contact with these services, so they are ideally placed to help spot emerging problems early and to act as an access point for families into a wide range of other additional support services. Bringing different services together in places that children, young people and their families visit the most means that families are more likely to find the support, advice and information that they need.

The early years

7.38 Sure Start Children's Centres embody some of the very best practice in integrated working. They provide a convenient single point of access for families to many different services, with professionals forming teams to meet the needs of individual families and children. This can include easy access to health services, family support, advice for parents, outreach services, integrated early education and childcare, and links to training and employment opportunities.

7.39 Children's centres have a pivotal role to play in driving forward integrated working and ensuring all children get the best possible start in life. But they currently have no established legal existence and are just one way in which local authorities and their partners can choose to provide integrated early childhood services to meet their duties under the Childcare Act 2006. To address this, between September and November 2008 we consulted on proposals to ensure that children's centres become an established part of the services available for young children and their families, and that local authorities and their partners have clear duties to establish and maintain sufficient children's centres to meet local needs.²⁰³ Responses to the consultation were strongly supportive of our proposals. We therefore plan to establish Sure Start Children's Centres on a legal basis in the Children, Skills and Learning Bill.

7.40 As part of our ambition to increase access to high quality integrated services designed around the needs of children and families, we are also piloting 0-7 partnerships. Funded with £10 million between 2008 and 2011, ten local authority pilots have begun to develop these partnerships across schools, early years settings and children's centres and health services to identify collaborative working practices and effective transitional arrangements that ensure seamless progression from birth to age 7 and beyond.

What we will do next

We are proposing to establish Sure Start Children's Centres on a statutory legal basis in 2009 to ensure that they become an established part of the services available for young children and their families in every area.

Schools

7.41 As set out in Chapters 3 and 4, our expectations are that 21st century schools will help all children and young people to fulfil their potential, support their wider needs through collaborative working, and ensure parents are engaged and satisfied with the services provided by schools. They will do this through:

- offering excellent personalised learning and development which is highly responsive to every child and young person's learning needs and their wider development;
- capitalising on schools' role as the main universal service for most children and young people to help keep them safe, identify early any issues experienced by children and young people, and to work with parents and other services to respond to these; and
- provide a range of activities and opportunities to enrich the lives of children, young people and their families, and the wider community, offering opportunities for children, young people and their families to take part in a range of activities and enabling them to access wider services.

7.42 Many schools are already leading the way, and we will continue to work to ensure the practices of the best schools and children's services are extended throughout the system. However, our school system as a whole will need to change significantly in order to rise to these challenges.

7.43 Our vision for the future school system is one in which many more schools are strongly linked up with each other, with leadership and services much more often working across more than one school and with co-location of wider children's services on school sites. To support delivery of this vision, we will need to re-align the way we hold schools to account, the way we fund schools and how we intervene where necessary. We will also need to develop and deploy a world class workforce as well as excellent leadership.

7.44 To achieve this, we want to encourage schools to increase the levels of partnership working – with parents, with other schools and colleges, with early years providers and with wider children's services – to deliver the 21st century school vision. Our vision is of increasing alignment of partnerships and, where appropriate, greater formality so that, wherever this would deliver significant benefits, they become single partnerships with several purposes and with collective responsibility for outcomes for children in a local area.

7.45 These partnerships will:

- ensure a more personalised approach, for example through involving parents in their child's learning and development;
- deliver a wider offer to children, young people and their families, ensuring all children have access to a broad curriculum, that young people have the opportunity to learn in a style that engages them and that the full range of extended activities can be offered to pupils and their families;
- help identify and meet additional needs, forming part of a wider network of children's services with a range of professionals working with children and young people as part of the team working in schools;
- contribute to school improvement, maximising the impact of our best leaders and governors; and
- make best use of resources, for example sharing staff and facilities across sites.

7.46 We have set out more details on our vision for a 21st school system in *21st Century Schools: A World-Class Education for Every Child*. We would like to invite a debate on the content of this paper, and views can be fed in at www.teachernet.gov.uk/21stcenturyschools. We will build on these responses and set out in a White Paper in the spring of 2009 how we will realise our vision of 21st century schools. This will set out:

- how we can support schools to focus closely on the needs of all pupils through a personalised approach to learning and development;

- a clear national framework for early intervention, setting out the roles and responsibilities of schools and other services;
- how we can support schools in their contribution to sustainable and cohesive communities;
- proposals for deeper, more consistent and more extensive partnership working;
- a new streamlined framework for school improvement and accountability, with the new School Report Card at its heart (see Chapter 4);
- how to strengthen further workforce arrangements in schools; and
- the implications of the 21st century schools vision for school funding as part of the review of the Dedicated Schools Grant.

What we will do next

We will involve a wide range of stakeholders in the consultation on 21st century schools, and, building on their responses, will set out how we can realise the 21st century school vision in a White Paper in the spring of 2009.

The Children's Plan in action – Carr Junior School, York

Carr Junior School in York is an average sized junior school serving a socially mixed area. The school has developed strong links with parents and the local community and has used these to help shape the services that it offers. It is also working hard to improve standards in the core subjects and to embed an ethos of early intervention.

The school prides itself on treating pupils as individuals, matching work carefully to their ages and abilities. Teachers plan lessons to take account of different levels of learning and cater for all pupils according to their individual needs. Pupils and staff set targets for their achievement which are discussed and agreed with parents as part of a programme to encourage and welcome parents to be partners in their children's education. To support this personalised approach to learning, the school is redeveloping its existing buildings to create space for personalised learning areas and has set up web-based learning systems so that children can learn independently at home or at school. Parents and grandparents can also access learning – for example courses in English, mathematics and parenting.

There is a strong focus in the school on early intervention and prevention, driven mainly through the role of the pastoral support officer. The pastoral support officer runs a listening hour at lunchtimes, where children can go for help, advice or just a listening ear. They also work with individual pupils who need a bit more support (for example to cope with family break up) and with parents to help them access training or support through other services. Through liaising with outside agencies, the pastoral support officer builds the links that help them quickly access other services for children in need, and also frees up the time of the special educational needs co-ordinator and the school head. The pastoral support officer role is supported by a range of mediation services within the school, including peer mediators who help solve small scale problems between pupils, mediation from a trained counsellor for pupils who need more formal support, and neighbourhood mediation to mediate between families and neighbours so their issues do not impact on children in school.

Carr Junior School has built strong links with all their local partners (Carr Infant School, health services, social services, family learning, playgroup and the police), and these are consolidated through the development of the children's centre on the Carr campus. This will provide support to the whole community, offering access to development workers, health visitors, a toy bus and a whole range of locally based opportunities. The school actively seeks to engage the community, including through street sport for children aged 5-18, a grandparents' group to help them support children with learning, and community courses for parents.

The result of this is that the school is seen as a one stop shop, meeting the needs of children, families and the local community.

Delivering 14-19 reform

- 7.47** As set out in Chapter 5, we have embarked upon a major programme to reform education, training and other services available to 14-19-year-olds. This is an ambitious agenda and, in October 2008, we published *Delivering 14-19 reform: next steps*²⁰⁴ showing how the reform programme fits together.
- 7.48** The reforms begin from the perspective of the young person – and their family – and the learning and support available to them, and expand out to the system required to deliver this. As with 21st century schools, placing 14-19 providers at the heart of integrated working in local areas will be central to ensuring the provision of high quality learning and wider support for young people.
- 7.49** New arrangements for integrated working are already in place in many areas. Groups of schools, colleges and work-based training providers have begun to come together in 14-19 consortia to deliver a range of qualifications and curriculum choices – particularly the new Diplomas. These innovative new arrangements allow the pooling of resources and facilities to deliver maximum benefits to young people, and also allow individual institutions the opportunity to deploy their own specialisms and strengths for the benefit of all young people in an area. Greater collaboration also helps young people to engage effectively with the integrated youth support services that respond to all their needs, circumstances and aspirations.

- 7.50** Local strategies for 14-19-year-olds are determined by 14-19 Partnerships, which are a subgroup of Children's Trusts. They have responsibility for working with providers and other partners to identify young people's needs and interests and to set the strategy for all 14-19-year-olds in their local area. This strategy is set out in each local area's 14-19 Plan – part of the Children and Young People's Plan. The challenge now is to strengthen this partnership working.

What we will do next

We will spread good practice in integrated working for 14-19-year-olds and facilitate sector-led support through 2009 and beyond. We will shortly produce further guidance to give greater clarity on the role of 14-19 Partnerships in the longer term. We will also hold a conference in January 2009 for the core cities^q to work through the implementation of the *Next Steps* document, and will fund our most developed consortia to publish guides to delivery by March 2009.

Working with employers

- 7.51** Our vision for partnership and collaboration is far reaching. We want all parts of communities to work together to support learning and development of children and young people. The Children's Plan set out an expectation that the National Council for Educational Excellence (NCEE) – an advisory group established by the Prime Minister – would bring together influential business people, Vice Chancellors and leaders from early years providers, schools and colleges, to rally businesses and universities to support educational excellence. In response, the NCEE's members have shaped a clear set of priorities for business engagement and for higher education institutions to link with schools to raise attainment and aspirations.
- 7.52** In October 2008, the Council published its recommendations²⁰⁵ and in response to these we have published an employer engagement strategy *Building Stronger Partnerships*²⁰⁶ which outlines how we will seek to work with employers in all areas of our agenda. Through this, we are announcing the establishment of an employer-led taskforce to champion employer links with education and children's services. With the Department for Innovation, Innovation and Skills, we will shortly publish an implementation plan in

q Birmingham, Bristol, Leeds, Liverpool, Manchester, Newcastle, Nottingham and Sheffield

response to recommendations on building links between higher education institutes and schools and colleges.

Locating services together

- 7.53** We know that physically locating services together under one roof can help children, young people and families access services simply and directly, and support integrated working. The 2007 evaluation of the full service extended schools programme showed that the benefits of multi-agency working and co-location combine to improve outcomes for children and families, especially those facing difficulties. Children benefited from the programme in terms of attainment at school as well as improved access to health care, engagement in learning and family stability.
- 7.54** In the Children's Plan we said that we would ensure that our capital investment programmes, including Building Schools for the Future (BSF), supported co-location of additional services, for play and community access, and are linked with wider regeneration programmes. We have set out clear expectations for co-location in both BSF and the new Primary Capital Programme. Beyond BSF, in the past year we have established a pilot project to support co-location. Local partners in 15 areas are investigating the barriers to joined-up planning and delivery of facilities, developing options for the future and collating examples of good practice.
- 7.55** There is no 'one size fits all' model of co-location – it must be driven by local decisions, informed by existing multi-agency working, local population demographics, local needs and community involvement. Experience shows that impact and sustainability are greatest where a co-located initiative is the product of a wider area strategy.
- 7.56** Children's Trusts and Local Strategic Partnerships are well placed to take a leading role in the development of innovative plans for capital investment. These would underpin Local (and Multi) Area Agreements and new models of service delivery, and maximise the potential for co-location and the value for money of strategic partnership arrangements such as Local Education Partnerships (LEPs) and NHS Local Improvement Finance Trust (LIFT) Companies. We will look to continue to work with other government departments and local agencies to develop ways in which existing planning frameworks can be streamlined and brought together to facilitate such area-wide strategic planning.

- 7.57** Whilst many areas are working hard to co-locate services and achieve the benefits this can bring, feedback suggests there are some barriers that are preventing services from co-locating as a matter of course, particularly those projects involving co-location on school sites. These include concerns around site security, safeguarding, health and safety and the compatibility of additional services with school environments. Good design and real engagement with all relevant stakeholders are central to alleviating these concerns. Nevertheless, there is more work to be done in publicising ways in which local areas have already solved these problems.
- 7.58** We are also aware of other barriers related to managing the complexity of joining up different delivery agencies, funding streams and timetables. This means that planning and delivery takes longer, particularly for large scale building projects. In these circumstances local partners may choose swifter and simpler routes and, in doing so, miss out on the longer-term benefits of co-location.
- 7.59** In response to this, we will be setting up a dedicated £200 million fund to support co-location of services. This fund will be specifically to assist local areas, where there is already significant evidence of local partnership working, to move ahead rapidly on capital investment projects where the co-location of services will help join up work between professionals and promote better outcomes for children and young people. In general, we expect partnerships to be centred on services for children, young people and their families, involving education, health, local housing, police and play and leisure services.
- 7.60** Other government departments, including the Department of Health, the Department for Communities and Local Government and the Department for Culture, Media and Sport, support the aims of this fund. They will be working with DCSF to remove barriers to joined up working at local level as necessary so that the fund can provide a single source of additional capital investment to drive rapid co-location of services.
- 7.61** In early 2009, we will publish further details of how the fund will operate, alongside guidance for local areas and a toolkit to help local areas develop innovative plans for co-located services. Our aim is to start to release funding from April 2009. We expect to be able to support a range of projects through this fund, ranging from large scale new builds to smaller scale refurbishments, developed by agencies at local level.

What we will do next

We will create a dedicated co-location fund of £200 million to support up to 100 projects, ensuring that the learning and good practice from these projects is spread to other areas. To support the establishment of the fund, we will develop guidance and a toolkit for local areas on co-located projects in early 2009.

The Children's Plan in action – co-location

Havering

The local authority and PCT are working closely together to develop plans for the rebuild of Rainham Village Primary School and co-locate a health centre, along with GP surgeries, a children's centre and specialist health facilities on the same site. DCSF are providing £3 million capital funding to pump-prime this multi million pound development and are looking to develop innovative approaches to procurement and design through this project.

Solihull

Through the North Solihull Partnership, a range of agencies from the public and private sectors are working together on a 15 year regeneration programme to transform the education opportunities, facilities and village centres across the area. Already, the partnership has delivered full-service extended school type facilities that have become a real focus for the engagement of their local communities. In the next phase of work, the partnership is looking to co-locate health services and develop further the availability of key-worker housing as part of the extended school offer. By providing £2 million capital for this project, DCSF is supporting the next phase of the education transformation, and helping local agencies pool their own funding to deliver their aims for regenerating and re-engaging their communities.

Norfolk

Norfolk County Council, working with Norwich City Council and other partners, is converting a number of former primary school sites to become new community hubs – centres that provide agencies with facilities from which to base their outreach work and engage with young people and families in some of the more economically deprived areas of the city. DCSF has provided the County Council with £3 million to support the conversion of the existing buildings, and possibly introduce additional facilities, at the sites. Partnership work will ensure that services are designed around the needs of the communities involved and are sustainable in the long term.

North Yorkshire

To provide a better offer to young people attending pupil referral units in two areas of the county, the council is developing facilities for vocational education, including space suitable for delivery of 14-19 provision. It is envisaged that this could include a variety of curriculum areas such as engineering, construction, catering, art, crafts and design, ICT and child care. It will also provide recreational facilities both for the pupils themselves and the wider community to support the re-engagement process. DCSF are providing an additional £1 million to support the development of this model for extended services around alternative provision and will explore the rural dimension of such developments in more detail.

The children and young people's workforce

- 7.62** The quality of services for children depends above all else on those who work within them. Without the commitment, dedication and skill shown by the children's workforce, the improvement in children's lives that we have seen over the last decade would not have been achieved.
- 7.63** The children's workforce is a very diverse group, made up of more than 2 million people working in different sectors and in a variety of roles.²⁰⁷ While workforce reforms have led to significant improvements in some sectors of the children's workforce and to improved joint working between some sectors and professionals, there are a number of issues which need to be tackled if we are to support the whole children's workforce in delivering consistently excellent services for children and young people.
- 7.64** Following the launch of *Building brighter futures: next steps for the children's workforce*²⁰⁸ in April 2008, we have published alongside this progress report a strategy for development of a world class children's workforce – *2020 Children and Young People's Workforce Strategy*.²⁰⁹ This is a long-term strategy which looks forward to 2020, developed in partnership with an Expert Group drawn from across the children and young people's workforce, and sets the context for future development of all parts of the workforce. It builds on the progress achieved to date, establishing a clear vision and direction for 2020. Some of the specific propositions within it will be the subject of consultation, running into the early months of 2009.

- 7.65** To support delivery of the strategy, we will set up a new National Children and Young People's Workforce Partnership, made up of members of the workforce, their representatives and others with relevant expertise. This Partnership will ensure that workforce policy is informed by the views and experience of the children and young people's workforce. Informed by the Partnership, we will review progress and consult on priorities across the whole children and young people's workforce every three years as we move towards 2020.

What we will do next

We will establish the new National Children and Young People's Workforce Partnership to help deliver the wider set of commitments made in the Workforce Strategy. The new Social Work Taskforce will publish its finding in the summer of 2009.

Leadership

- 7.66** The Every Child Matters reforms have brought together responsibility for education and children's social services under a single Director of Children's Services – creating a single line of accountability for Local Authority services to children and a strong local figure with responsibility for driving partnership across the Children's Trust. It is critical that people in these roles, and their successors, are skilled in setting a clear vision and direction for the local workforce, in bridging cultures and in ensuring that local systems and practice are effective and robust. They need to be confident that every child and young person is safe and is learning well, and that services are helping them to achieve across all five outcomes. And it is critical that all leaders and managers in children's services are equipped to lead integrated services and multi-agency teams.
- 7.67** As set out in the 2020 Children and Young People's Workforce Strategy, our first priority is to set up a new development programme which will offer structured training and support to every Director of Children's Services and to those close to stepping up to that role. To do this, we will extend the remit of the National College of School Leadership to enable it to lead this work, in partnership with the Association of Directors of Children's Services and the Children's Workforce Development Council. The programme will have a particular focus on the challenges related to leading safeguarding and integrated services.

7.68 We will also ask NCSL to chair a group of partners to develop proposals for a more coherent offer of support for senior and middle managers throughout the workforce.. This work will need to consider the needs and potential of all leaders and managers in the children and young people's workforce, including the voluntary and community sector and the private sector. It will build on Leading and managing children's services in England: a national professional development framework which was published in April 2008 to provide a basis for nationally and locally delivered training and development for managers and leaders. We will expect the organisations involved to draw on both their own considerable expertise, and on emerging knowledge such as the DCSF/LGA Narrowing the Gap report about what works in leadership and management due to be published at the end of 2008.

Capacity and quality

7.69 Over the last ten years there have been significant improvements in the children and young people's workforce. Increased numbers of highly effective people have been recruited into the workforce and a higher proportion of people in the workforce are now suitably qualified for the work they do. Leadership and management have been strengthened and there has been progress in building integrated working between professionals and services.

7.70 However, a number of key challenges remain. There are continuing high levels of vacancies in some professions and regions, concerns about the quality of initial training, the low status of some professional groups, the clarity of purpose within some professions, the quality of management and leadership, and obstacles to effective integrated working between professionals from different backgrounds and services.

7.71 In addition, there are a range of issues in the delivery system which help to explain why people in the workforce do not always get the help they need to overcome these challenges. Key issues include unclear responsibilities at local level in relation to the workforce, different approaches across sectors to the regulation of professions and to qualifications and skills, and the complexity of the delivery system itself.

7.72 As discussed in Chapter 1, the Expert Group advised that we need a comprehensive programme of reform in social work. We will set up a Social Work Taskforce, chaired by Moira Gibb, Chief Executive of Camden local

authority, to look at frontline social work practice and to recommend how long term improvements should be made in social worker training, recruitment and leadership.

What we will do next

We will ask the Training and Development Agency and the Children's Workforce Development Agency to develop a strategy for recruitment to the children and young people's workforce. In addition, we will work with sector leaders and training providers to improve the quality of initial and continuing training for people in parts of the workforce which currently suffer from quality and capacity problems.

Support and development

- 7.73** Working with partners, particularly Children's Trusts, we will strengthen leadership and management of the children's workforce at local level and will help people in the workforce to be clear about when and how they need to work together – and will ensure that they have the skills and capacity to do so. We will promote a shared set of values for the children's workforce and improve access to a common core of skills and knowledge for those working with children and young people and in partnership with parents. Finally, we will ensure that qualifications, training and progression routes make sense to people in the workforce and their employers.
- 7.74** In the Children's Plan, we said we would publish a national professional development framework for leaders and managers of children's services to provide a basis for the professional development of leaders across all Children's Trust partners. This framework was published in April 2008,²¹⁰ and describes the knowledge, skills and behaviours relevant to all leaders and managers of children's services.
- 7.75** Over the past year, national, regional and local partners, led by the Children's Workforce Development Council, have come together to develop an overarching framework for workforce reform. In October 2008 the Children's Workforce Development Council began testing a toolkit with Children's Trusts, giving them practical ways to explore their progress against the framework and helping them understand what more they need to do to address whole workforce challenges.

What we will do next

We will ask the Children's Workforce Development Council to undertake review of the common core of skills and knowledge to ensure that it acts as a strong basis for everyone in the workforce in the common skills and knowledge they need to work with children, young people and their families.

Cross sector working

7.76 It is also important that those from other sectors who work with children – such as health, justice, further education and sport and culture – understand what integrated working means for them, so they can develop as leaders and managers of more integrated services and benefit from the support available to people in the children's workforce. The *2020 Children and Young People's Workforce Strategy* discusses the steps we will take to ensure these workforces that work with children are also of high quality and capacity.

What we will do next

We will work with partners and relevant government departments to ensure that the measures set out in the *2020 Children and Young People's Workforce Strategy* can be accrued by everyone who works with children and young people in health, the police, further education and the sport and culture workforce.

Supporting children with additional needs

7.77 It is particularly important that people in the children and young people's workforce are able to support effectively those children and young people who are most vulnerable - and to close the gap in outcomes between the most disadvantaged children and young people and their peers, including for looked after children and young people, disabled children and young people and those with mental health needs. Ensuring that the workforce has the skills and knowledge to include and work successfully with children with additional needs or from disadvantaged groups will be a key priority for the the new National Children and Young People's Workforce Partnership. The *2020 Children and Young People's Workforce Strategy* sets out a framework for understanding the skills needed in different parts of the workforce. In addition, as part of the review of the Common Core of

Skills and Knowledge, we will ensure that it fully addresses the needs of these groups.

What we will do next

As part of the review of the common core of skills and knowledge, we will ensure that it supports people from all parts of the workforce to develop the skills, knowledge, behaviours and training they need to have in order to meet the needs of children and young people who are vulnerable to poor outcomes.

Support and accountability for success

7.78 From central government through to practitioners working on the front line, there are a large number of people and organisations involved in providing services to children and young people. The web of different relationships between these organisations is complex, and there is a role for government to help ensure that incentives are fully aligned and barriers to partnership and integrated working between practitioners are broken down. At the local level, local authorities are uniquely placed to champion the needs of local communities, to take a strategic view across a range of services, and to prioritise spending where it will have biggest impact. This will require strong local leadership from Chief Executives, Directors of Children's services and councillors, who will often have to make tough decisions in driving forward change.

7.79 Those working in children and young people's services tell us that, for services to be effective and efficient, funding streams need to be flexible, performance management systems should align with priorities, improvement support needs to be coherent and easily accessible, and communications – particularly from central government – should be clear and consistent.

Funding

7.80 The way that services are funded must support and enable the delivery of 21st century children's services, particularly universal services such as 21st century schools and children's centres. We want schools, through their engagement with Children's Trusts, to provide access to services that get the best outcomes for children and get the most out of the resources they have.

- 7.81** The last ten years have seen unprecedented investment in children's services reflecting our ambitions for the nation's children. We need to ensure that we maximise the value we get from those resources to deliver the best outcomes for children and families. This can be achieved through the effective deployment of staff within and across institutions; through services working together and across boundaries; flexibility in budgets and creative commissioning.
- 7.82** Local priorities and aims for children and young people should be set out in each area's annual Children and Young People's Plan, developed by each Children's Trust. Our view is that local areas should be able to align and pool their budgets where appropriate to help focus on these local priorities.
- 7.83** At the same time, the principle of the Dedicated Schools Grant should be maintained so that schools, at the heart of the system, have secure and predictable funding to enable them to provide both excellent teaching and learning to their pupils and to act as commissioners and providers of additional services.
- 7.84** The current funding allocation system – SpendPlus – is based on increasing the amounts that local authorities spent per pupil in 2005-06. This was set up to make funding stable and predictable. In November 2007 we provided schools and local authorities with a three year settlement from 2008-2011 so that they now have indicative budgets and can plan effectively.
- 7.85** However, SpendPlus reflects historic, not future, patterns of spending and therefore is not sensitive to any changes in need in local areas. We want to reflect need more accurately, particularly given tighter settlements. Therefore, since the publication of the Children's Plan, we have started a review of the formula for the distribution of the Dedicated Schools Grant, with the aim of developing a funding formula that distributes resources in line with relative need, recognising the different costs of educating particular groups of pupils and providing education in different areas.
- 7.86** As well as reviewing the formula for the distribution of the Dedicated Schools Grant, we will also look to clarify the rules around its use so that, whilst it will remain ringfenced for schools, schools will be able to spend it more freely on wider outcomes for children and for the benefit of children at other local schools. We will seek to remove barriers so that funding can support local arrangements for schools to work with each other and with

additional services for the benefit of children in their area. The Dedicated Schools Grant Review is also looking at how incentives can be developed in the distribution of funding locally to support these national priorities, and will also consider how we can rationalise and simplify the funding streams from central government.

- 7.87** These arrangements will help schools and local partners get the most out of their collective resources and secure the best possible outcomes for children. In addition, to support schools to make the most of their resources, we are developing a new package of practical advice and support. All schools can ask for a free day's consultancy from independent and informed practitioners to improve their resource planning and make the most of their staffing budgets. A network of regional procurement advisers is also in place, and there are new websites to help schools compare their spending with other schools and learn from best practice.²¹¹

What we will do next

We will set out proposals in 2009 on how the Dedicated Schools Grant can support 21st century schools, and we will publish proposals arising from the review of the Dedicated Schools Grant by early 2010.

Aligning assessment

- 7.88** We made clear in the Children's Plan that we would use new and developing forms of performance information to provide sharper accountability for progress at the local level – and that, where performance fell short, we would intervene quickly and work to identify areas for improvement.
- 7.89** The Comprehensive Area Assessment (CAA), carried out by six inspectorates,^r will, from April 2009, look at how all partners in a local area – statutory and non-statutory – are contributing to improving the lives of citizens, including children and young people. A key part of this assessment will be views from children, young people and their families on the services in their area. This multi-inspectorate approach will help ensure that different inspection regimes join up together, building links between the performance of local services.

^r Audit Commission, Ofsted, HM Inspectorate of Constabulary, HM Inspectorate of Prisons, HM Inspectorate of Probation, and the new Care Quality Commission (formed from the merger of the Healthcare Commission and the Commission for Social Care Inspection)

- 7.90** From September to December 2008, Ofsted consulted on their proposals for the assessment of children's services as part of CAA.^{s 212} They have proposed the introduction of a performance profile for each local authority area, which will be used to give a rating, updated annually, for the performance of each area in improving outcomes for children and young people. Using indicators from the National Indicator Set, alongside other data and information from judgements on inspected services (for example schools, childcare providers and children's homes), Ofsted propose to publish a children's services scorecard which will summarise data on how well local areas are doing in delivering each of the five *Every Child Matters* outcomes and prospects for further improvement in them.
- 7.91** Inspection has a particularly important role to play in providing assurance about the quality of services for the most vulnerable children. As part of their contribution to CAA, Ofsted will be undertaking a three year rolling programme of inspections of services for safeguarding and looked after children in each authority area. Ofsted will also be carrying out an unannounced annual safeguarding fieldwork visit to areas that are not due a three-yearly inspection. The outcome of this visit will contribute to the CAA annual assessment and, where concerns are identified, this may bring forward the three-yearly inspection of looked after children and safeguarding.
- 7.92** Schools will also be assessed on how they are contributing to children's wider wellbeing. As discussed in Chapter 4, indicators assessing the level of this contribution will be included in inspection from September 2009²¹³ and we will also introduce a new School Report Card to set out clear and simple information on how schools are raising standards, improving, and playing their role in supporting the wider development and wellbeing of children and young people. Together with the wellbeing indicators, the School Report Card will help sharpen the focus of schools on their role in improving the wellbeing of children and young people.
- 7.93** In the Children's Plan, we also said that we would look at how the NHS Operating Framework could provide greater accountability. The Framework for 2009-10,²¹⁴ published in December 2008, sets out a small number of 'must do' priorities for all Primary Care Trusts (PCTs) – including a specific

^s See <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Consultations/Comprehensive-area-assessment-proposals-for-assessing-local-authority-services-for-children-and-young-people>

priority for children of “*keeping adults and children well, improving their health, and reducing health inequalities*”.

- 7.94 The 2009-10 Operating Framework calls on PCTs to renew their local service offer in line with the forthcoming child health strategy, and makes clear that Strategic Health Authorities will need to develop strategic workforce plans in order to deliver improved health outcomes and to reduce inequalities in maternity, neonatal and children's services.

What we will do next

Comprehensive Area Assessment will begin in April 2009, with the first annual reporting in November 2009. School wellbeing indicators will be reflected in inspection from September 2009. In the spring of 2009 we will consult on more detailed proposals on the format and content of the School Report Card. We will also look at the wider accountability framework that will underpin the delivery of 21st century schools.

Improvement support

- 7.95 In the Children's Plan, we said that we would work with the Local Government Association (LGA) and the Association of Directors of Children's Services (ADCS) to build capacity in the children's services delivery system. Currently, challenge and support to the system is provided through regional Government Office Children and Learner (GO C&L) teams and through DCSF's field forces (groups of advisers providing challenge and support to authorities on particular policies and programmes), including the National Strategies and other improvement support bodies.
- 7.96 Following the Children's Plan we have undertaken a review of GO C&L teams and field forces. In the light of this, we have clarified the role of C&L teams in supporting delivery of the Children's Plan in the regions and in strengthening Children's Trusts. In particular, C&L teams will annually review progress on Local Area Agreement targets for children and young people and identify local priorities for the year ahead. They will also co-ordinate the provision of support to meet those priorities in accordance with the *Children's Services Improvement Support Protocol*,^{t215} published in October 2008. The support will be agreed with the Director of Children's Services and recorded in a Joint Improvement Support Plan for each

t See <http://www.childrens-centres.org/SupportDocuments/Improvement%20Support%20Protocol%20271008.pdf>

authority. The C&L teams will also identify improvement priorities for the region as a whole and convene a children and young people's forum to oversee improvement activity at regional level.

- 7.97** In 2009, we will set out how we will streamline the number of field forces to remove duplication and make best use of their resources. We will also identify any additional areas where support is needed and fill these in a planned, coherent and sustainable way, including making greater use of sector-led approaches.
- 7.98** Models of sector-led improvement are being tested through the LGA sponsored *Narrowing the Gap* project, which has just reported on its first year of work. The project aims to answer in simple terms the question, 'what is it that, if applied universally and pursued relentlessly, would make the most significant differences to the outcomes for vulnerable groups of children and young people?' The final guidance identifies a Top Twelve Golden Threads which need to be in place, incorporates useful self evaluation tools for service managers and practitioners and includes 114 case studies, drawn from effective practice across the country, demonstrating how to put policy into practice, in order to make real differences to children's lives. The next phase of the project will focus on local leadership and governance.
- 7.99** The new Centre for Excellence and Outcomes (C4EO),²¹⁶ which was launched in July 2008, is building on this work. The Children's Plan said that C4EO would review the evidence base on what works to improve outcomes, and to work with local areas to apply this in their context. C4EO will identify and coordinate local, regional and national evidence of what works, to create a single and comprehensive picture of effective practice in delivering children's services. Using this information, C4EO will provide an offer of tailored specialist support to local authorities and their Children's Trust partners to help them apply the lessons learnt from elsewhere to their local circumstances. This will include regional knowledge workshops and support from C4EOs sector specialists – professionals drawn from across the children's sector who will be trained and accredited by C4EO as peer advisors or mentors – to work with local authorities and their Children's Trust partners to understand and overcome local challenges that are preventing them from achieving better outcomes for their local populations.

7.100 In its first three years, the Centre will explore seven national “Every Child Matters” outcome themes, set by DCSF, working on three priorities under each. Work has commenced on the first four themes: Early Years, Disability, Vulnerable Children (particularly children in care) and a new theme on Child Poverty. Work will commence on the remaining three themes – Youth; Parents, Families and Carers; and Schools and Communities – in 2009-10.

What we will do next

We will develop specific proposals for streamlining the number of field forces. These will be reflected in our plans to tender for a new phase of the National Strategies. We will also seek to improve the integration and coordination between GO C&L teams and National Strategies at a strategic level, and will provide support for the development of Children's Trusts through the recently launched C4EO and the new Commissioning Support Programme, which will be available to Children's Trust partners from early 2009.

Information and data sharing

- 7.101** Sharing information and data is essential to enable early intervention and preventative work, for safeguarding, and for promoting the welfare of individual children and young people. Only through sharing data and information can a full picture be built of the needs of each child and young person.
- 7.102** To provide effective and efficient services, agencies and practitioners need to share personal information, particularly when it would help prevent an individual's life or life chances being jeopardised. We know that practitioners recognise the importance of information sharing and that there is much good practice. However, some practitioners have told us that in some situations they feel constrained from sharing personal information because they are uncertain about when they can do so lawfully.
- 7.103** In October 2008, we published revised cross-government guidance for front-line practitioners and managers who have to make decisions about information sharing on a case-by-case basis.²¹⁷ This guidance reflects current policy and has been extended to cover practitioners working with adults and families as well as those working with children and young people.

- 7.104** The term 'data sharing' is used to describe the bulk of regular sharing of information between IT systems or organisations. DCSF is in the process of developing ContactPoint, a simple online tool that will enable practitioners delivering services to children and families to find out quickly who else is working with the same child, in order to deliver a coordinated response to their needs. We are also in the process of implementing a single national IT system to support the Common Assessment Framework (e-CAF). This national system will allow a practitioner to electronically create, store and share a Common Assessment Framework electronically and securely. Ultimately, e-CAF will support multi-agency working and working between different local areas, thus helping the delivery of coordinated services focused on early intervention.
- 7.105** We are also working to harmonise children's workforce data standards, looking at how data about the children's workforce in the social care and education sectors can be more easily collected, shared and used. This should improve services by enabling enhanced workforce capacity planning, including in terms of numbers and skills, and enabling more effective policies for workforce recruitment and retention. A revised Data Sharing Framework is also being developed which will help to promote more effective and secure information sharing between public sector organisations and service providers.

What we will do next

We will deploy ContactPoint from early 2009, and eCAF from late 2009. The Department of Health and Department for Children, Schools and Families will work with Together for Children, a partnership formed to bring together national expertise in children's services and programme management, to develop a programme of support that will enable more appropriate and effective information sharing locally which will be rolled out from the spring of 2009. To help with data sharing, we will work to agree a set of data definitions for the children's workforce and will finalise and sign off the Data Sharing Framework.

Addressing future challenges

- 7.106** The children's services system is responsible for meeting the differing needs of all children. Therefore, it is – by necessity – highly complex. It is essential that all parts of this system are aligned, that they all work together to put

the needs of children, young people and families first, and that the funding and support we provide joins up with the way that we hold organisations to account so that there are no barriers that stop needs being met.

7.107 Through Children's Trusts, we want to bring together early years and childcare settings, schools and colleges, social care, health, adult, housing and other local services so that they can collectively tackle the issues children, young people and their families face – issues that left unchecked could prevent children and young people from reaching their full potential.

7.108 At the heart of the Children's Plan is the vision of 21st century universal services – high quality, integrated services that are responsive to the individual needs of children, young people and families, helping to intervene early and link up with more specialist services. For young children, these are exemplified by Sure Start Children's Centres. For older children, we have set out our vision of a 21st century school – a school that achieves high standards and wider wellbeing for its pupils as well as embracing its role in the wider development of all children and young people in their area – and of 14-19 partnerships.

7.109 The cultural shift needed to deliver our vision for the children's services delivery system has begun. Changes are starting to make a difference to outcomes for children and young people. It is vital that we continue to build on this in the years ahead.

Annex A: Children's Plan and the UNCRC

The Children's Plan set out the Government's ambitions for all children and young people and how these are underpinned by the UN Convention on the Rights of the Child (UNCRC).

September 2008 saw the completion of the UK's reporting year on the implementation of the UNCRC, culminating with an Oral Hearing at the UN in Geneva. The UN Committee on the Rights of the Child issued the UK Government with their 'Concluding Observations' in October 2008.

The Committee welcomed the UK Government's progress in implementing the Convention and our unwavering ambition to improve the lives of all children and young people. They specifically welcomed the Children's Plan and its links to the UNCRC, making implementation of the Convention a reality on the ground.

The Government is committed to the UNCRC and its implementation, as further demonstrated by the lifting of the remaining Reservations against the Convention – against article 22 (refugee children) and article 37c (children in custody with adults). The Concluding Observations provide a helpful framework for further action by Government, building on measures already in place, to make children's rights under the Convention a reality.

There remain areas where the UK Government and the UN Committee differ in views, such as the need for legal incorporation of the Convention into domestic law (which is not standard UK practice), the appropriateness of a legal ban on smacking children, the minimum age of criminal responsibility and the use of anti-social behaviour orders (ASBOs). We have considered all the UN Committee's recommendations and set out below key priorities for action.

In taking forward the UN Committee's Concluding Observations we will continue to build on our strong links and partnerships with non-government organisations

(NGOs), the Children’s Commissioner and his office, 11 MILLION, our colleagues in the devolved administrations and in particular children and young people.

The table below summarises key priorities for England in taking forward the UN Committee’s Concluding Observations as set out in this document. The UK Government will continue to work closely with the Devolved Administrations who will be reflecting on the Concluding Observations within their own jurisdictions.

Summary of the Concluding Observations of the UN Committee on the Rights of the Child	Priorities for action outlined in the Children’s Plan and other key policy documents
<p><i>General Measures of Implementation</i></p> <p>The UN Committee acknowledged the progress made by the Government in implementing the UNCRC, however they recommended that the Government take further steps in terms of coordination and raising awareness of the Convention. The Committee recommended working in partnership with civil society to implement the Convention and to take forward the Concluding Observations.</p>	<p>As state party, the Westminster Government remains responsible for the overall coordination of the UNCRC across the UK and we will maintain the overview role through the ‘four nations’ approach taken during the reporting process with the four devolved administrations working together.</p> <p>This document, together with the 2007 Children’s Plan, sets out the Government’s priorities for addressing the UN Committee’s Concluding Observations. We are committed to working closely with key stakeholders in considering and taking forward the recommendations with a particular focus on raising awareness of the Convention among children, young people and practitioners.</p> <p>Making children’s rights a reality for all children requires services to work together at every level. With this in mind, Chapter 7 outlines the importance of services being in place locally to provide children and families with the support they need. It sets out our vision for 21st century children’s services achieved through system-wide reforms, led by Children’s Trusts. Chapter 7 also outlines how we will strengthen children’s workforce through the Children’s Workforce Strategy.</p>

<p>Summary of the Concluding Observations of the UN Committee on the Rights of the Child</p>	<p>Priorities for action outlined in the Children’s Plan and other key policy documents</p>
<p><i>General Principles</i></p> <p>The UN Committee recommended that the Government should introduce automatic, independent and public reviews of any unexpected death or serious injury involving children – whether in care or in custody.</p> <p>The UN Committee were extremely positive about the Government’s commitment to improving children’s lives and in doing so, listening to their views.</p> <p>However, the Committee recommended that more be done to ensure full protection against discrimination including addressing intolerance and negative perceptions of children and young people.</p> <p>They also recommended that the Government promote the best interests of the child in juvenile justice and immigration settings.</p>	<p>The Children’s Plan is underpinned throughout by the General Principles of the UNCRC.</p> <p>It is a core statutory function of Local Safeguarding Children Boards (LSCBs) to collect and analyse information about the death of every child in England, and to put in place procedures for ensuring that there is a co-ordinated response by the local authority, their Board partners and other relevant persons to an unexpected child death. Keeping children and young people safe is a top priority and Chapter 2 sets out further measures the Government will take to implement the <i>Staying Safe Action Plan</i>, which contains an extensive programme of actions to improve all children and young people’s safety.</p> <p>We are committed to embedding the views of children and young people into policy development and practice. The development of the <i>Play Strategy</i>, outlined in Chapter 1 was based on over 9,000 consultation responses from children and young people and demonstrates the strength of our commitment to giving children and young people a voice in policies that affect them.</p> <p>In addition, the Government has successfully put forward an amendment to the Education and Skills Act which will place a direct duty on schools’ governing bodies to invite and consider the views of pupils. We are also going to be examining the appeals processes for children and, working with 11MILLION, will look at the appropriateness and accessibility of the existing complaints processes.</p> <p>Various policies addressing discrimination are outlined throughout this document: for example, Chapter 2 outlines measures to address gender identity bullying and Chapter 6 sets out measures to promote community cohesion and to tackle the specific challenges posed by violent extremism.</p> <p>We have produced guidance for schools on bullying related to race, religion and culture, homophobic bullying and bullying related to special educational needs (SEN) and disabilities. The final part of the suite of guidance covering gender and gender identity will be published early next year.</p>

<p>Summary of the Concluding Observations of the UN Committee on the Rights of the Child</p>	<p>Priorities for action outlined in the Children’s Plan and other key policy documents</p>
	<p>Much is being done to address negative perceptions of children and young people. Chapter 6 outlines the Government’s commitment to participation in positive activities. In addition the positive perception strand of <i>Aiming High for Young People</i>, published in July 2007, sets out a range of activities to address this issue, including exploring the potential of a ‘youth week’. We have also set up <i>myplace</i>, backed by investment of £202 million, informed by the views of young people, to deliver world-class places for young people to go and take part in positive activities.</p> <p>We have made great improvements to health, education and welfare of children and young people in custody and with the <i>Youth Crime Action Plan</i> outlined in Chapter 6 we will continue to build on this progress. In addition, the UK Border Agency (UKBA) are committed to ensuring the treatment of children is as sensitive as possible and have introduced a code of practice together with a statutory duty on UKBA to ensure that while children are in the UK they are safe from harm.</p>
<p><i>Civil Rights and Freedoms</i></p> <p>The UN Committee highlighted concerns with regards young people’s privacy in the media and their participation in reality TV shows.</p> <p>Recommendations were made by the UN Committee around the right to peaceful assembly, in terms of the use of measures such as ASBOs. They also raised the use of restraint and recommended that it should only be used as a last resort to prevent harm.</p>	<p>Chapter 2 sets out measures to protect children from the risks posed by the media and commercial world and the establishment of the UK Council for Child Internet Safety.</p> <p>The use of ASBOs has been independently examined on a number of occasions and we currently have no intention to stop their use. They are not designed to prevent peaceful assembly but to protect the public from harm. Chapter 6 outlines the measures in place to address anti-social behaviour, including £20 million investment between 2008-09 and 2010-11 to ensure young people who receive ASBOs get the help they need to address the underlying causes of their behaviour. This includes early intervention initiatives and the issuing of Individual Support Orders alongside ASBOs.</p> <p>Legislation and the Youth Justice Board’s code of practice <i>Managing the Behaviour of Children and Young People in the Secure Estate</i> makes it clear that restraint is only to be used as a last resort and never as a punishment.</p>

Summary of the Concluding Observations of the UN Committee on the Rights of the Child	Priorities for action outlined in the Children's Plan and other key policy documents
<p><i>Family environment and alternative care</i></p> <p>The UN Committee recommended that the Government intensifies support provided to families. For those children who have been separated from their families, the Committee recommended regular monitoring and review of their care. The Committee is particularly concerned with the high numbers of children with disabilities in long-term care.</p> <p>The Committee recommended establishing mechanisms for monitoring cases of violence, abuse and exploitation, together with access to adequate services for recovery and reintegration.</p>	<p>Prevention is a key principle of the Children's Plan –early support and intervention to prevent problems occurring later is a theme running throughout. For example, through the expansion of Sure Start Children's Centres and initiatives such as the Family Intervention Projects. Throughout this document and specifically in Chapter 1 we set out a range of support for parents and parenting programmes, including support around positive parenting without recourse to physical punishment.</p> <p>Chapter 1 outlines the measures we are taking for improving the lives of children in care. The Children and Young Persons Act 2008, puts in place the reforms, set out in <i>Care Matters, Time for Change</i> (June 2007), needed to transform the life chances of children in care, including the centrality of the voice of the child. The Act also introduces requirements to improve the quality and stability of placements, including those for disabled looked after children.</p> <p>The Children Act 2004 has put in place a much stronger framework for children's services and for safeguarding children in particular. Chapter 2 focuses on our ambition to keep children safe from harm. In addition, the <i>Staying Safe Action Plan</i> sets out how we will deliver our commitments in the Children's Plan and beyond, including responding effectively when children have been harmed.</p>

<p>Summary of the Concluding Observations of the UN Committee on the Rights of the Child</p>	<p>Priorities for action outlined in the Children’s Plan and other key policy documents</p>
<p><i>Basic Health and Welfare</i></p> <p>The UN Committee recommended the Government intensifies efforts to meet the 2020 child poverty target.</p> <p>The Committee also highlighted inequalities in access to health services and the need for additional resources to meet the needs of children with mental health problems.</p> <p>The Committee had a particular interest in disabled children recognising that the needs of this group of children should be identified early so that they receive appropriate support and protection.</p> <p>Recommendations were also made in terms of adolescent health, including addressing the issues of substance misuse. The Committee also recommended that the Government intensifies efforts to provide appropriate reproductive health services and health education in schools.</p>	<p>The Government will enshrine in law the commitment to eradicate child poverty by 2020 and will consult further on this.</p> <p>The Government’s progress and continued ambitions for children’s health and welfare are outlined in Chapter 1. In particular this covers policies on health and child poverty. The forthcoming child health strategy, <i>Healthy Lives, Brighter Futures</i>, will set out our ambitions for improving children’s health and reducing inequalities. <i>Health Inequalities: Progress and Next Steps</i> (Department of Health, 2008) identifies the need for a further strategic review of health inequalities, building on previous strategies, and addresses the impact of poverty on child health.</p> <p>Chapter 1 also sets out our priorities following the independent review of Child and Adolescent Mental Health Services. This includes setting up a National Advisory Council to hold Government to account for delivery policies in this area, and further roll-out of the targeted mental health support pathfinder programme.</p> <p>Measures for transforming services for disabled children are outlined in Chapter 1. <i>Aiming High for Disabled Children</i> is the Government’s transformation programme for services for disabled children and their families and sets out our commitments to improvement and system change. We are aware that there is more to do to meet our ambitions and as highlighted in Chapters 1 and 3 we will continue to drive delivery so that we achieve real improvements in the lives of disabled children and their families.</p> <p>Chapter 6 outlines the work we are putting in place to tackle risk-taking behaviours by young people. This includes addressing concerns through the <i>Ten Year Drug Strategy</i>, the <i>Youth Alcohol Action Plan</i> and the Drug and Alcohol Education Review which will provide advice for parents.</p> <p>Following the evidence and recommendations from the reviews of sex and relationship education (SRE) and drug and alcohol education, Ministers have decided to make personal, social, health and economic education, including SRE, a statutory subject with statutory programmes of study.</p>

Summary of the Concluding Observations of the UN Committee on the Rights of the Child	Priorities for action outlined in the Children's Plan and other key policy documents
<p><i>Education, Leisure & Cultural activities</i></p> <p>The UN Committee recommended that the Government strengthen efforts to provide children, including disabled children, with adequate and accessible playground spaces.</p> <p>In terms of education, the Committee recommended that the Government continues with its efforts to reduce the achievement gap and the numbers of school exclusions, ensuring they are used only as a last resort.</p> <p>The Committee called for further focus on bullying and violence in schools. In addition, they recommended children's participation in all matters of school, classroom and learning which affect them be strengthened.</p>	<p>Chapter 1 sets out how the Government is investing £235 million between 2008-09 and 2010-11 to build and refurbish up to 3,500 play areas across the country for all children, including those with disabilities. This chapter also outlines the Government's <i>Play Strategy</i>, which sets out how the Government will work with key stakeholders to create safe and exciting places for all children to play.</p> <p>Measures to address the Government's aim for a world-class education system with an emphasis on personalised learning, ensuring that all children are equipped to meet the challenges of entering a changing global economy are set out in Chapters 3, 4 and 5.</p> <p>The Children's Plan sets a clear expectation for children's centres to work in partnership with other early years settings to drive up the quality of provision to help close attainment gaps and improve access to services. Chapters 3 and 4 outline our strategy to tackle underachievement in specific groups and in particular to narrow the gap in educational achievement for children from disadvantaged families.</p> <p>Chapter 7 sets out how the 21st century school will play a central role in helping children achieve their potential. Furthermore, we recognise the importance of providing children with the opportunity to experience a wide range of activities, enjoy their childhood and develop talents as an extension of their learning at school. The implementation of extended schools provides the opportunity to help make this a reality.</p> <p>Bullying and violence in schools remains a serious concern and we outline in Chapter 2 further measures we intend to take to address this issue. Also, Chapter 4 sets out how we will tackle challenging behaviour in schools and ensure high quality provision of alternative education.</p>

<p>Summary of the Concluding Observations of the UN Committee on the Rights of the Child</p>	<p>Priorities for action outlined in the Children’s Plan and other key policy documents</p>
<p><i>Special Protection Measures</i></p> <p>The UN Committee called for the Government to develop a broad range of alternative measures to detention and to ensure that those children deprived of their liberty have a statutory right to education.</p> <p>The Committee backed the implementation of the Government’s <i>Anti-Trafficking Action Plan</i> and called on the Government to collect information in order to monitor the extent of sexual exploitation and abuse and to provide appropriate recovery and reintegration for victims.</p> <p>In relation to asylum seeking children, the Committee made a number of recommendations around detention, training of United Kingdom Border Agency (UKBA) staff and recommended that adequate safeguards are put in place for children being returned to their country of origin.</p>	<p>A range of early intervention measures to prevent children at risk of coming into conflict with the law is outlined throughout the Children’s Plan and this document, in particular in Chapter 6. We have also legislated in the Criminal Justice and Immigration Act 2008 for two direct alternatives to custody to be provided for under the new generic community sentence for under-18s, the Youth Rehabilitation Order.</p> <p>Young people in juvenile custody already have a right to education. In addition, chapter 6 of this document outlines measures set out in the <i>Youth Crime Action Plan</i>, including bringing children and young people in juvenile custody under the education legislative regime for the first time. These reforms are designed to ensure that children and young people in juvenile custody receive education and training which meets their personal needs and is in line with provision in the ‘mainstream’ education sector.</p> <p>Home Office data collection arrangements are currently under review including the focus of more data about victims of sexual exploitation. We have published multi-agency guidance on the prevention of child sexual exploitation. We are seeking views on changing the law to prevent children being prosecuted where they are involved in selling sex. Progress in implementing the <i>UK National Action Plan on Tackling Human Trafficking</i> was published in July 2008.</p> <p>The establishment of the UK Border Agency provides an opportunity to bring a stronger focus not just on the status of children and young people arriving in the UK, but on their safety and welfare. We have transformed policy relating to asylum seeker and refugee children, introduced a code of practice and have legislated to impose a duty on UKBA to ensure that while children are in the UK they are safe from harm. The Government will give careful consideration on how we take forward each of the UN Committee’s recommendations in this area.</p>

Annex B:

Glossary

Becta	Becta is a government agency that leads the national drive to ensure the effective and innovative use of technology to help learners of all ages and abilities.
Building Schools for the Future (BSF)	BSF is a programme of investment in rebuilding or renewing every secondary school in England.
Children and Adolescent Mental Health Services (CAMHS)	CAMHS promote the mental health and psychological wellbeing of children and young people by providing high quality, multidisciplinary mental health services to all children and young people with mental health problems and disorders.
Children and Young Peoples Plan (CYPP)	The CYPP is the single, strategic, overarching plan for all services affecting children and young people in a local area.
Children's Workforce Development Council (CWDC)	The CWDC works to ensure that all those who work with children and young people have the best possible training, qualifications and support.
Children's Trust	Children's Trusts are local area partnership arrangements that bring together key agencies delivering services for children, young people and their families.
Children's Commissioner	The Children's Commissioner promotes awareness of views and interests of children.
Common Assessment Framework (CAF)	The CAF for children and young people is a standardised approach to conducting an assessment of a child's additional needs. The CAF has been designed to help practitioners assess needs at an earlier stage and then work with families, alongside other practitioners and agencies, to meet them.
Early Years Foundation Stage (EYFS)	EYFS is the national framework which sets the standards of learning, development and care for children from birth to five.
Every Child Matters (ECM)	ECM is the programme that sets out the Government's aim for every child, whatever their background or circumstances to have the support they need to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic wellbeing.

Extended School	A school open to pupils, families and the wider community throughout the school day and beyond it at weekends and during school holidays. Extended schools provide a core offer of services including childcare in primary schools, parenting support and a range of additional activities.
Field Force	Field forces are the groups of advisers and specialists who provide challenge and support to local authorities and through them to schools, children’s centres and other providers of services to children and young people.
Independent Safeguarding Authority (ISA)	The ISA is non-departmental public body sponsored by the Home Office, which will take the decisions to bar unsuitable people from working with children and vulnerable adults.
Key Stage	<p>The National Curriculum is organised around four key stages. The key stages breakdown as follows:</p> <p>Key Stage 1: pupils aged 5 to 7 – year groups 1 and 2</p> <p>Key Stage 2: pupils aged 7 to 11 – year groups 3 to 6</p> <p>Key Stage 3: pupils aged 11 to 14 – year groups 7 to 9</p> <p>Key Stage 4: pupils aged 14 to 16 – year groups 10 and 11</p>
Local Safeguarding Children Board (LSCB)	LSCBs are the main statutory mechanism to coordinate and ensure the effectiveness of their member agencies in safeguarding and promoting the welfare of children. Their membership includes local authorities, health bodies, the police and others.
Local Strategic Partnership (LSPs)	LSPs bring together at a local level the different parts of the public, private, community and voluntary sectors; allowing different initiatives and services to support one another so that they can work together more effectively.
National College of School Leadership	A non-departmental body which provides learning and development for school and college leaders – headteachers, principals and other senior managers.
National Strategies	The National Strategies is a key delivery agent for raising standards of achievement and rates of progression for children and young people in all phases and settings. Its principal focus is the Government’s targets on progression, and closing the gap in educational achievement for children and disadvantaged families.

Office for Standards in Education, Children’s Services and Skills (Ofsted)	Ofsted is a non-ministerial government department accountable to Parliament. It now brings together the wide experience of four formerly separate inspectorates and inspects and regulates care for children and young people, and inspects education and training for learners of all ages.
Office of the Qualifications and Examinations Regulator (Ofqual)	Ofqual are the new regulator of qualifications, exams and tests in England. Their work will ensure that learners get the results they deserve and that the qualifications they receive count, both now and in the future.
Primary Capital Programme	The Primary Capital Programme started in April 2008 supported by investment of £1.9 billion over three years. The programme will support local authorities in renewing at least half of all primary and primary-age special schools by 2022-23.
School Food Trust	The remit of the SFT is to transform school food and food skills, promote the education and health of children and young people and improve the quality of food in schools.
Qualifications and Curriculum Authority (QCA)	QCA is committed to building a world class education and training framework by regulating, developing and modernising the curriculum, assessments, examinations and qualifications.
Special Educational Needs (SEN)	A child is defined as having special educational needs if he or she has a learning difficulty that needs special provision. A learning difficulty means that the child has a significantly greater difficulty in learning than most children of the same age.
Special Educational Needs Co-ordinator (SENCO)	A Special Educational Needs Co-ordinator is a member of early years or school staff with responsibility for co-ordinating Special Educational Needs provision.
Specialist Schools and Academies Trust (SSAT)	The SSAT seeks to give more young people access to a good secondary education by building networks, sharing practice and supporting schools.
Sure Start Children’s Centre	A multi-agency centre offering integrated early learning, childcare and a wide range of health and family support to children under five and their families.
TellUs survey	The Tellus survey is a national web based survey involving children and young people across a sample of schools and age groups. It asks children and young people for their views on their local area, with questions based around the five Every Child Matters outcomes.
Time to talk	A consultation carried out to help put the Children’s Plan together. It included children’s focus groups, deliberative events, online and postcard responses and toolkits.

<p>Training and Fvelopment Agency for Schools (TDA)</p>	<p>The TDA work with schools to develop the workforce and ensure that schools can recruit good-quality, well-trained people. The TDA also supports schools and local authorities to provide extended services for parents, children and young people.</p>
---	---

References

1. ONS mid-2007 population estimate
2. ONS (2008) *General household survey* in ONS Social Trends 38
3. ONS (2008) *General household survey*
4. Gershuny (2004) *Utility of Time Use Data*
5. Labour Force Surevy analysis in ONS (2007) *Labour Market Trends July 2005*
6. Ofsted (2007) *TellUs2 survey*
7. NHS Information Centre (2006) *The Health Survey for England 2005*
8. TNS (2006) *School Sport Survey, 2005/6* DfES
9. NHS (2006) *Information Centre, Statistics on Obesity, Physical Activity and Diet, England 2006* www.ic.nhs.uk
10. http://www.enhis.org/object_document/o4745n27385.html
11. National Statistics (2008) *Statistics on Obesity, Physical Activity and Diet England*
12. DCSF (2007) *Children and young people today: Evidence to support the development of the Children's Plan*
13. OECD (2007) *Health data 2007*
14. ONS (2007) *Childhood, infant and prenatal mortality statistics (DH3)*
15. Department for Work and Pensions (2008) *Households Below Average Income 1994/95-2006/07*. Available online at http://www.dwp.gov.uk/asd/hbai/hbai2007/pdf_files/full_hbai08.pdf
16. DCSF (2007) *Report of the findings from the DCSF 'Time To Talk' Consultation Activities*
17. DCSF (2007) *Report of the findings from the DCSF 'Time To Talk' Consultation Activities*

18. DCSF (2007) *Report of the findings from the DCSF 'Time To Talk' Consultation Activities*
19. DCSF (2007) *Report of the findings from the DCSF 'Time To Talk' Consultation Activities*
20. *The Child Health Promotion Programme: Pregnancy and the First Five Years*, DCSF/Department of Health, 2008
21. www.everychildmatters.gov.uk/parents/parentknowhow/
22. www.everychildmatters.gov.uk/deliveringservices/caf/
23. Home Office (2008) *Youth Crime Action Plan*. Available at <http://www.homeoffice.gov.uk/documents/youth-crime-action-plan/>
24. DH (2008) *Carers at the heart of 21st century families and communities: a caring system on your side, a life of your own*
25. DfES (2007) *Care Matters: time for change*
26. www.publications.dcsf.gov.uk/
27. DCSF (2007) *Children and young people today: Evidence to support the development of the Children's Plan*
28. DCSF (2008) *Fair Play: A consultation on the Play Strategy*
29. Parliamentary Office of Science and Technology (2003) *Childhood Obesity* Postnote no 205
30. Department of Health (2008) *Healthy Weight, Healthy Lives: A cross-government strategy for England*
31. School Food Trust (2008) *Third annual survey of take-up of school meals in England*. Available at www.schoolfoodtrust.org.uk
32. <http://www.teachernet.gov.uk/wholeschool/healthyliving/schoolfoodanddrink/realmeals/recipes>
33. <http://www.teachernet.gov.uk/seal>
34. HMT, DWP, DCSF (2008) *Ending Child Poverty: Everybody's business*
35. HMT, DWP, DCSF (2008) *Ending Child Poverty: Everybody's business*
36. Communities and local government (2007) *Tackling Overcrowding in England: An Action Plan*. Available at www.communities.gov.uk/documents/housing/pdf/10.pdf

37. <http://publications.dcsf.gov.uk/>
38. Cabinet Office (2008) *Realising Britain's Potential: Future Strategic Challenges for Britain*. Available at www.cabinetoffice.gov.uk/strategy/publications.aspx
39. Edwards, P. et al (2006) *Deaths from injury in children and employment status in family: analysis of trends in class specific death rates*, BMJ
40. DfT (2008) *Road Casualties Great Britain 2007: Annual Report*
41. Audit Commission (2007) *Better safe than sorry*
42. Ofsted (2007) *TellUs2 Survey*
43. See for example, Children's Rights Director for England (2007) *Safe From Harm*; Stonewall (2007) *The School Report: the experiences of young gay people in Britain's schools*, and Bullying UK (2006) *The National Survey*, www.bullying.co.uk
44. Mencap (2007) *Bullying wrecks lives: the experiences of children and young people with a learning disability*
45. Livingstone, S. and Bober, M. (2005) *UK children go online*. ESRC
46. Ofcom (2007) *Ofcom's Consumer Panel in Children and the Internet*
47. Livingstone, S. and Bober, M. (2005) *UK children go online*. ESRC
48. DCSF (2008) *Referrals, Assessments and Children and Young People who are the subject of a Child Protection Plan, England - year ending 31 Mar 2008*
49. DCSF (2007) *Time to talk*
50. Livingstone, S. and Bober, M. (2005) *UK children go online*. ESRC
51. DCSF (2008) *Staying Safe Action Plan* (consultation activity)
52. Ofsted (2007) *TellUs2 Survey*
53. Make Space for Young People, Youth Review: Transforming the offer for young people in the UK, 2002
54. DCSF (2008) *Staying Safe: Action Plan*. Available at <http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-00151-2008.pdf>
55. www.publications.dcsf.gov.uk
56. Home Office (2004) The Bichard Inquiry Report. Available at <http://police.homeoffice.gov.uk/publications/operational-policing/bichard-inquiry-report?view=Binary>

57. Byron Review (2008) *Safer children in a digital world: the report of the Byron Review*. Available at <http://www.dcsf.gov.uk/byronreview/>
58. HMG (2008) *Byron Review Action Plan*. Available at <http://www.dcsf.gov.uk/byronreview/>
59. See <http://www.kerbcraft.org/>
60. See <http://www.bikeability.org.uk/>
61. See <http://talesoftheroad.direct.gov.uk/>
62. A walking bus is like a normal bus - but on foot. It takes the same route to school every day and picks children up along the way.
63. A cycle train is a group of children riding to school under adult supervision.
64. Toucan crossings are provided for pedestrians and cyclists (where they do not have to dismount to cross), usually at locations where cycle routes cross busy roads.
65. www.dcsf.gov.uk
66. DCSF (2008) *A new way of handling Parents' complaints about School Issues*. Available at <http://www.dcsf.gov.uk/consultations/conDetails.cfm?consultationId=1570>
67. DCSF (2008) *Bullying involving children with special educational needs and disabilities*. Available at http://www.teachernet.gov.uk/_doc/12626/7655-DCFS-Anti-Bullying.pdf
68. DCSF (2008) *Young Runaways Action Plan*. Available at <http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=RUNAWAYS08&>
69. Page, B. (2006) *Creating a High Aspiration Culture for Children in the UK*, MORI/Sutton Trust
70. Williams, B et al (2002), *Parental involvement in education, DfES research report 332*
71. The Effective Provision of Pre-School Education (EPPE) Project
72. Ofsted (2007) *Registered childcare places at March 31st and day care facilities survey*
73. Mathers, S. et al (2007) *The Quality of Childcare Settings in the Millennium Cohort Study (QCSMCS)*
74. DCSF (2008) *Foundation Stage Profile Results in England, 2007/08*

75. DCSF (2008) *National Curriculum Assessments at Key Stage 2 in England, 2008 (provisional)*
76. DCSF (2008) *GCSE and Equivalent Results in England, 2007/08 (Provisional)*
77. DCSF (2007) *National Curriculum Assessments, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, In England 2005/06, SFR 04/2007*
78. DCSF (2008) *Special Educational Needs in England: January 2008*
79. See <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000759/index.shtml>
80. Williams, B et al (2002) *Parental involvement in education, DfES research report 332*
81. DWP (2004) *Families with children in Britain: Findings from the 2004 Families and Children Study (FACS)*
82. WHO (2002) *Health Behaviour in School-age Children Study 2001/2(HBSC)*
83. OFSTED (2007) *TellUs2 Survey*
84. DCSF (2007) *Time to Talk*
85. DfES (2006) *Parents and Public survey: 2005/06 findings (4 survey waves)*
86. Desforges, C. & Abouchaar, A. (2003) *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review.*
87. BMRB (2008) *Parental involvement in children's education*
88. A national books-for-babies programme, delivering free packs of books to babies and toddlers in the UK. See <http://www.bookstart.org.uk/>
89. <http://www.everychildmatters.gov.uk/parents/parentknowhow/>
90. BMRB (2008) *Parental involvement in children's education*
91. DCSF (2007) *Report of the findings from the DCSF 'Time to talk' consultation activities*
92. See <http://www.dcsf.gov.uk/consultations/downloadableDocs/Document.pdf>
93. Department for Innovation, Universities and Skills and DCSF (2008) *National Council for Educational Excellence: Recommendations.* Available at <http://www.dcsf.gov.uk/ncee/docs/7898-DCSF-NatCouncilEd.pdf>
94. Department for Communities and Local Government (2007) *REACH: An independent report to Government on raising the aspirations and attainment of black boys and young black men*
95. The Effective Provision of Pre-School Education (EPPE) Project
96. <http://www.everychildmatters.gov.uk/earlyyears/surestart/centres/>
97. National Evaluation of Sure Start (2008) *The impact of Sure Start Local Programmes on three-year-olds and their families*

98. <http://www.standards.dfes.gov.uk/eyfs/>
99. Further details can be found on at www.everychildmatters.gov.uk/earlyyears/
100. See www.teachernet.gov.uk/21stcenturyschools
101. See <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00844-2008&>
102. See <http://www.teachernet.gov.uk/teachingandlearning/schoolstandards/mgppilot/>
103. See <http://www.standards.dfes.gov.uk/primaryframework/assessment/dafl/>
104. See <http://www.standards.dfes.gov.uk/personalisedlearning/five/afl/>
105. http://www.standards.dfes.gov.uk/primary/publications/literacy/pri_every_chld_rdr0003408/
106. More information is available at www.everychildareader.org.uk. and <http://www.everychildachancetrust.org/counts/index.cfm>
107. See www.teachernet.gov.uk/21stcenturyschools
108. See www.ofsted.gov.uk
109. See www.teachernet.gov.uk/21stcenturyschools
110. The report is available at www.dcsf.gov.uk/primarycurriculumreview
111. DCSF (2007) *National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2006/07*
112. See <http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RW041.pdf>
113. See <http://www.thedyslexia-spldtrust.org.uk>
114. Education and Skills Select Committee (2007) *Education and Skills Select Committee's report on SEN assessment and funding*. Available at <http://www.parliament.the-stationery-office.com/pa/cm200607/cmselect/cmeduski/1077/107702.htm>
115. DCSF (2008) *2020 Workforce Strategy*
116. DCSF (2008) *2020 children and young people's workforce strategy*
117. Ofsted (2008) *Early Years – Leading to Excellence*. Available at <http://www.ofsted.gov.uk/Ofsted-home/Leading-to-excellence>
118. Ofsted estimate
119. Ofsted (1998 and 2007) *The annual report of Her Majesty's Chief Inspector of Schools, 1997/98 and 2006/7*
120. www.dcsf.gov.uk
121. DCSF (2007) *Time to Talk*
122. EdComs (2006) *DfES parents and public survey 2005/06 findings*

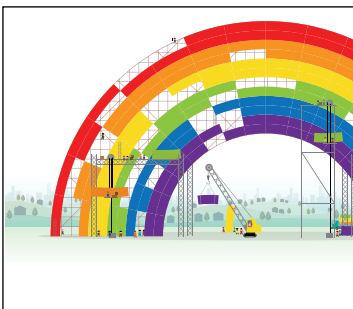
123. OECD (2000) *Programme for international student assessment*
124. The General Teaching Council for England (2003) *Teachers on teaching, a survey of the teaching profession*
125. www.dcsf.gov.uk/publications
126. DCS (2007) *Children and young people today: Evidence to support the development of the Children's Plan*
127. http://www.tda.gov.uk/Recruit/adviceandevents/transition_to_teaching.aspx
128. DCSF (2008) *School Workforce in England (including Local Authority level figures), January 2008 (Revised)*
129. For further information, see <http://www.future-leaders.org.uk/>
130. By PriceWaterhouseCoopers
131. <http://www.nationalstrategies.org.uk/Home.aspx>
132. See <http://www.dcsf.gov.uk/nationalchallenge/downloads/7715-National%20ChallengeWEB.pdf>
133. <http://www.dcsf.gov.uk/citychallenge/>
134. DCSF (2008) *Gaining Ground – Improving progress in coasting secondary schools*. Available at <http://www.standards.dcsf.gov.uk/sie/documents/gainingground.pdf>
135. Ofsted (2008) *Indicators of a schools contribution to wellbeing*. Available at <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Consultations/Indicators-of-a-school-s-contribution-to-well-being>
136. See www.teachernet.gov.uk/21stcenturyschools
137. www.publications.dcsf.gov.uk
138. www.dcsf.gov.uk
139. DCSF (2008) *Back on Track – A strategy for modernising alternative provision for young people*. Available at <http://www.dcsf.gov.uk/exclusions/uploads/7668-DCSF-Back%20on%20TrackWEB.pdf>
140. DCSF (2008) *Taking Back on Track forward – Response to consultation and next steps*. Available at [http://www.dcsf.gov.uk/exclusions/uploads/BACK%20ON%20TRACK%20Next%20Steps%20231008%20final%20\(3\).pdf](http://www.dcsf.gov.uk/exclusions/uploads/BACK%20ON%20TRACK%20Next%20Steps%20231008%20final%20(3).pdf)
141. Available from <http://www.teachernet.gov.uk/sustainableschools/>
142. Level 2 is equivalent to 5 GCSEs at grades A*-C, or level 2 vocational qualifications such as apprenticeships and NVQs.
143. DCSF (2008) *Level 2 and 3 attainment by young people in England, measured using matched administrative data: attainment by age 19 in 2007 (provisional)*

144. DIUS (2008) *Further Education, Work-Based Learning, Train to Gain and Adult Safeguarded Learning - Learner Numbers in England: October 2007*
145. UCAS data
146. Level 3 is equivalent to 2 A levels at grades A-E or level 3 vocational qualifications such as NVQ level 3.
147. DCSF (2008) *Level 2 and 3 attainment by young people in England, measured using matched administrative data: attainment by age 19 in 2007 (provisional)*
148. LSC (2008) *National Employers Skills Survey 2007*
149. http://www.hm-treasury.gov.uk/leitch_review_index.htm
150. OECD (2008) *Education at a Glance*
151. DCSF (2008) *Reducing the number of young people not in education, employment or training (NEET) The strategy*. Available at http://www.dcsf.gov.uk/14-19/documents/neet_strategy_0803.pdf
152. DCSF (2008) *Participation in education, training and employment by 16-18 year olds in England*
153. DCSF (2008) *Youth Cohort Study and Longitudinal Study of Young People in England: The Activities and Experiences of 16 Year Olds: England 2007*
154. DCSF (2008) *Participation in Education, Training and Employment by 16-18 Year Olds in England*
155. DfES (2004) *Youth Cohort Study (Wave 12, sweep 1)*
156. Page, B. (2006) *Creating a High Aspiration Culture for Children in the UK, MORI/Sutton Trust*
157. Blenkinsop, S et al (2006) *How do young people make choices at 14 and 16? NFER*
158. HESA (2006), *PIs 2004/05: Widening participation of under-represented groups*. Available at <http://www.hesa.ac.uk/index.php/content/view/416/141/>
159. DCSF (2007) *Outcome Indicators for Looked-after Children, Twelve months to 30 September 2007, England*.
160. DCSF (2007) *Report of the findings from the DCSF 'Time To Talk' Consultation Activities*
161. See <http://www.apprenticeships.org.uk/>
162. Department for Innovation, Universities and Skills and DCSF (2008) *World-class Apprenticeships: Unlocking talent, Building Skills for All – the Government's Strategy for the Future of Apprenticeships in England*. Available at http://www.dius.gov.uk/publications/world_class_apprenticeships.pdf
163. See http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0275
164. See <http://www.everychildmatters.gov.uk/iag/>

165. DIUS (2008) *DIUS: Higher Education Statistics for the United Kingdom 2006/07*
166. DCSF (2008) *Children looked after in England (including adoption and care leavers), year ending 31 March 2008*
167. DCSF (2008) *Delivering 14-19 Reform: Next Steps*. Available at <http://www.dcsf.gov.uk/publications/14-19nextsteps/downloads/7923-DCSF-Delivering%2014-19%20Reform.pdf>
168. DCSF (2008) *Delivering 14-19 Reform: Next Steps*. Available at <http://www.dcsf.gov.uk/publications/14-19nextsteps/downloads/7923-DCSF-Delivering%2014-19%20Reform.pdf>
169. DCSF (2007) *Report of the findings from the DCSF 'Time To Talk' Consultation Activities*
170. Park, A. et al (2004) *Young People in Britain: The Attitudes and experiences of 12-19 yr olds DfES RR564 Base 663*
171. Teenage Pregnancy Independent Advisory Group (2008) *Annual Report 2007/08*
172. ONS (various) under-18 conception data published in *Health Statistics Quarterly*
173. Health Protection Agency (2006) *Diagnoses of selected STIs by Strategic Health Authority, country, sex and age group, 2006, England*
174. NHS Information Centre (2008) *Drug Use, Smoking and Drinking among young people in England 2007*
175. ESPAD (2003) *Alcohol and Other Drug Use among Students in 35 European Countries*
176. NHS Information Centre (2008) *Drug Use, Smoking and Drinking among young people in England 2007*
177. Home Office (2008) *Young people and crime: findings from the 2006 Offending, Crime and Justice Survey, Home Office Statistical Bulletin 09/08*
178. DCSF (2008) *First-time Entrants Aged 10-17 to the Criminal Justice System in England, 2000-01 to 2007-08*
179. Home Office (2008) *Young people and crime: findings from the 2006 Offending, Crime and Justice Survey, Home Office Statistical Bulletin 09/08*
180. DCSF (2007) *Report of the findings from the DCSF 'Time To Talk' Consultation Activities*
181. DCSF (2007) *Report of the findings from the DCSF 'Time To Talk' Consultation Activities*
182. HMT and Department for Children, Schools and Families (2007) *Aiming High for young people: a ten year strategy for positive activities*. Available at http://www.dcsf.gov.uk/publications/tenyearyouthstrategy/docs/cyp_tenyearstrategy_260707.pdf

183. See http://www.biglotteryfund.org.uk/prog_myplace.htm
184. NFER evaluation report (2008), *Outcomes of the Youth Opportunity Fund/ Youth Capital Fund*
185. Ofsted (2008) *TellUs 3 National Report*
186. Home Office (2008) *Drugs: protecting families and communities*. Available at <http://drugs.homeoffice.gov.uk/publication-search/drug-strategy/drug-strategy-2008>
187. DCSF, Home Office and Department of Health (2008) *Youth Alcohol Action Plan*. Available at <http://www.dcsf.gov.uk/publications/youthalcohol/pdfs/7658-DCSF-Youth%20Alcohol%20Action%20Plan.pdf>
188. See <http://www.teachernet.gov.uk/docbank/index.cfm?id=13030>
189. See <http://www.teachernet.gov.uk/wholeschool/healthyliving/drugsandalcohol/>
190. See http://www.everychildmatters.gov.uk/_files/YouthTaskActionPlan.pdf
191. Court orders only available for 10-17-year-olds which impose positive conditions on a young person to address underlying causes of behaviour that have led to an anti-social behaviour order
192. See <http://www.teachernet.gov.uk/teachingandlearning/resourcemat/roit4real/>
193. DCSF (2008) *Learning together to be safe*. Available at www.dcsf.gov.uk/publications/violentextremism/toolkitforschool
194. www.dcsf.gov.uk/publications/violentextremism/strategy
195. Home Office (2008) *Youth Crime Action Plan*. Available at <http://www.homeoffice.gov.uk/documents/youth-crime-action-plan/>
196. DCSF (2008) *First-time Entrants Aged 10-17 to the Criminal Justice System in England, 2000-01 to 2007-08*
197. DCSF (2007) *Report of the findings from the DCSF 'Time to talk' consultation activities*
198. DCSF (2007) *Report of the findings from the DCSF 'Time to talk' consultation activities*
199. See <http://www.everychildmatters.gov.uk/aims/childrenstrusts/>
200. See <http://www.dcsf.gov.uk/consultations/conResults.cfm?consultationId=1568>
201. LARC (2008) *Evaluating the early impact of integrated children's services*
202. See <http://www.commissioningsupport.org.uk/>
203. See <http://www.dcsf.gov.uk/consultations/conResults.cfm?consultationId=1575>
204. See www.dcsf.gov.uk/14-19

205. Department for Innovation, Universities and Skills and Department for Children, Schools and Families (2008) *National Council for Educational Excellence: Recommendations*. Available at <http://www.dcsf.gov.uk/ncee/docs/7898-DCSF-NatCouncilEd.pdf>
206. <http://publications.dcsf.gov.uk/>
207. DCSF (2008) *2020 Workforce Strategy*
208. See <http://www.dcsf.gov.uk/publications/childrensplan/downloads/7482-DCSF-WorkforceMatters.pdf>
209. <http://publications.dcsf.gov.uk/>
210. See <http://www.dcsf.gov.uk/publications/childrensplan/downloads/7483-DCFS-Lead%20&%20Manage.pdf>
211. See <http://www.dcsf.gov.uk/valueformoney/index.cfm> for further details.
212. See <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Consultations/Comprehensive-area-assessment-proposals-for-assessing-local-authority-services-for-children-and-young-people>
213. See <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Consultations/Indicators-of-a-school-s-contribution-to-well-being>
214. See http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_091445
215. See <http://www.childrens-centres.org/SupportDocuments/Improvement%20Support%20Protocol%20271008.pdf>
216. See <http://www.c4eo.org.uk/>
217. <http://www.everychildmatters.gov.uk/deliveringservices/informationsharing/>



You can download this publication or order copies online at www.teachernet.gov.uk/publications

Search using ref: DCSF-01049-2008

Copies of this publication can be obtained from:

DCSF Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ
Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60

Please quote the ref: 01049-2008DOM-EN

ISBN: 978-1-84775-313-7

D16(7930)/1208/53

© Crown copyright 2008

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged. For any other use please contact hmsolicensing@opsi.gsi.x.gov.uk