



# Every child matters

Inspection of children's services: key judgements and illustrative evidence



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## Preamble

### Introduction

1. **Joint area reviews** and **annual performance assessments** aim to judge the contribution which services make to the well-being of children and young people. Well-being is defined in terms of the five outcomes of: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being. This document illustrates how these outcomes will be measured. It also identifies the key judgements about the contributions which services make to those outcomes. It should be read alongside the *Framework for the inspection of children's services* (2005) and papers detailing the *Every child matters: joint area reviews of children's services* and *Every child matters: Arrangements for the annual performance assessment of council children's services*.<sup>1</sup>

2. The scope of each key judgement is defined by illustrations of the evidence which will be used to make a judgement. This has been framed in a way which enables it to be applied to a range of services, each of which can be expected to make a different contribution to delivering the intended outcomes for children and young people. This echoes a key theme of *Every Child Matters*: that key outcomes can at best, and in some cases can only, be delivered through effective collaborative working.

### Making judgements

3. The key judgements and illustrative evidence provide a comprehensive picture of the contributions of services to improving outcomes for children and young people. The key judgements will be used as a basis to apply the inspection methodology set out in the documents, which explain the arrangements for annual performance assessment and joint area reviews.

4. It is not the intention of the annual performance assessment to use all these key judgements to judge the local council services or for the joint area review to conduct fieldwork to gather evidence on all key judgements and the evidence which is identified as illustrative. The annual performance assessment will focus on the key judgements which cover the council's services for children and young people, using existing evidence such as performance data and the local council's self-assessment of its own performance. It will make an important contribution to identifying those key judgements which require a more in-depth analysis in the joint area review.

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<sup>1</sup> The papers are available on the website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

5. The joint area review includes all relevant services for children and young people whether by statutory, voluntary or private providers.<sup>2</sup> It will undertake proportionate fieldwork on up to 10 specific key judgements where there is a profile of under-performance or which reflect local priorities.

## Grading the judgements

6. A small number of judgements will be graded, using a four point scale. A separate grade will not be given for each key judgement.

Grade	Descriptor
<b>Grade 4:</b> <b>A service that delivers well above minimum requirements for users</b>	A service that delivers well above minimum requirements for children and young people, is innovative and cost-effective and fully contributes to raising expectations and the achievement of wider outcomes for the community.
<b>Grade 3:</b> <b>A service that consistently delivers above minimum requirements for users</b>	A service that consistently delivers above minimum requirements for children and young people, has some innovative practice, and is increasingly cost-effective whilst making contributions to wider outcomes for the community.
<b>Grade 2:</b> <b>A service that delivers only minimum requirements for users</b>	A service that delivers minimum requirements for children and young people, but is not demonstrably cost-effective nor contributes significantly to wider outcomes for the community.
<b>Grade 1:</b> <b>A service that does not deliver minimum requirements for users.</b>	A service that does not deliver minimum requirements for children and young people, is not cost-effective and makes little or no contribution to wider outcomes for the community.

7. The **annual performance assessment** will make four graded judgements which include separate, graded judgements for the education service and the social care service, as well as an overall grade for local council services for children and young people and their capacity to improve. For the

<sup>2</sup> The scope of joint area reviews is defined by section 23 of the Children Act 2004 and regulations to be made under it. Subject to consultation, regulations will provide that, in general, the scope includes services for children and young people aged 0–19 inclusive, whether by statutory, voluntary or private providers, which are assessed by any of the 10 inspectorates and commissions listed in section 20 of the Children Act 2004. It also includes services for those over 19 who are receiving services as care leavers under sections 23C and 24D of the Children Act 1989, and those over 19 but under 25 with a learning difficulty within the meaning of section 13 of the Learning and Skills Act 2000 and receiving services under that Act. However, for certain services in secure training centres, prisons and immigration removal centres, by youth offending teams, local probation boards and police forces, only services for children up to their 18<sup>th</sup> birthday are within the scope of joint area reviews. New functions introduced by the Children Act 2004, on cooperation to improve well-being, information databases, local safeguarding children boards, children and young people's plans and director of and lead member for children's services, are also within the scope.

social care judgement, key thresholds (formerly known as key performance indicators) will be used to provide a consistency check. A council is not expected to be performing well (grade 4 – delivering well above minimum requirements) if it fails to reach the specified level of performance for any of these indicators.

8. The **joint area review** will make 12 graded judgements. These include the overall contribution of all services to each of the five outcomes, judgements on the council's children's services overall, with separate graded judgements on education, social care and health. The overall judgement about the local services' management will be graded for all services. The capacity to improve will be graded for all services and local council services. The latter judgements will reflect both the services' proven track record of improvement and the extent to which key building blocks for further improvement are in place.

## Using the document

9. This document provides the full set of key judgements, illustrative evidence, performance data and key documents for use in the joint area review. The annual performance assessment draws on these but only covers those that apply to council services. For information on the key judgements, illustrative evidence, performance data and key documents which apply to annual performance assessment, please refer to *Every child matters: Arrangements for the annual performance assessment of council children's services –2005*.<sup>3</sup>

10. This document is divided into six sections with two annexes. The first five sections cover the outcomes for children and young people highlighted in *Every Child Matters* and include a focus on support for looked after children and children with learning difficulties and/or disabilities.

11. Section 6 focuses on generic management processes which underpin the delivery of all public services for children and young people. The inspection of service areas should contribute, alongside the Comprehensive Performance Assessment's corporate assessment, to the evidence base on service management. To this end, this section makes use of the Audit Commission's *Key Lines of Enquiry*, interpreting them to apply to the most significant aspects of services for children and young people.

12. The two annexes detail the performance data and key documents that will be used to contribute to the judgements.

13. Each section of this document follows the same format:

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<sup>3</sup> The papers are available on the website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

- Table 1 provides a list of key indicators, which will form the basis of reporting in joint area reviews on the outcomes that are achieved by children and young people in the area
- Table 2 provides a list of key judgements, against which the contribution of all services to delivering the outcomes covered by Table 1 will be assessed. Each key judgement is illustrated by the evidence that may be gathered to make the judgement. However, the judgements will always be made on the basis of how far the activities or services improve outcomes for children and young people and not on the basis of criteria about service processes.

## **Table 1. Reporting current outcomes for children and young people in joint area reviews**

14. Table 1 provides a range of key indicators as a guide for review teams in describing the outcomes for children and young people in the local area. For sections 1–5, the indicators are grouped to reflect the 25 aims set out in the Department for Education and Skills (DfES) publication *Every Child Matters: Change for Children*.

15. Reporting should focus on the key distinguishing features of the area. Many of the indicators in Table 1 are well established and data have been collected locally and nationally for some time. This enables comparisons to be made between data for the local area and the national average, as well as with areas that share similar demographic and socio-economic features. Reporting should cover both. The primary focus should be on providing a snapshot of current outcomes. However, reference can also be made to significant recent trends.

16. In some cases, however, outcomes are listed in Table 1 for which no established indicators exist in a way which allows for straightforward national or similar area comparisons. In particular, the views of children and young people have not been gathered in a sufficiently systematic way to enable such comparisons to be made.

17. Current outcomes as demonstrated by key indicators will be reported but not graded.

## **Table 2. The contribution of services to delivering the outcomes**

18. The purpose of Table 2 is to guide judgements of the contribution made by services to delivering the outcomes reported in the first section of the report. The key judgements in Table 2 are illustrated by examples of evidence that will be collected to make a judgement. These reflect what are considered to be the

key activities for delivering and improving outcomes. Some of these relate directly to one or more of the eleven standards in the National Service Framework for Children, Young People and Maternity Services, published jointly by the Department of Health (DoH) and the DfES in September 2004. Where this is so, the table includes a cross-reference to the relevant standard or standards.

19. For each outcome, a key judgement will be made regarding services for looked after children, and for children and young people with learning difficulties and/or disabilities. All key judgements, will where appropriate and where data or other information is available, take account of the extent to which service provision, usage and management reflect and respond appropriately to the needs of all ethnic groups and are sensitive to the language, dietary, cultural and religious requirements of children and young people from black and other minority groups.



## Section 1 – Being healthy

### Table 1. How healthy are the children and young people in this local area?

- Reporting should reflect comparisons, where available, with both national and similar area averages.
- Similar area groupings will, at least at the outset of joint area reviews, be those currently used by the participating inspectorates. These have been designed in some cases to reflect particular characteristics of areas known to correlate highly with specific outcomes.

#### **The health of children and young people will be measured using the following indicators:**

##### **Children and young people are physically healthy**

- The 0–17 year-old mortality rate by cause of death
- The proportion of 0–19 year-olds with infectious diseases
- Under18 year-olds admitted to hospital with asthma
- Emergency hospital admissions of under16s
- Elective hospital admissions of under16s
- Incidence of whooping cough
- Incidence of measles
- Oral health in children – number of decayed/ missing/ filled teeth in children aged 5, 12 and 14.

##### **Children and young people are mentally and emotionally healthy**

- Death rates from suicide and undetermined injury.

##### **Children and young people are sexually healthy**

- The proportion of new episodes of sexually transmitted infections among under16s
- The under16 and under18 conception rates.

##### **Children and young people have healthy lifestyles**

- The proportion of mothers initiating breast-feeding
- The extent of participation of 5–16 year-olds in physical education (PE) and school sport
- The proportion of expectant mothers smoking during their pregnancy.

##### **Children and young people choose not to take illegal drugs**

- Harm caused by illegal drugs
- Drug related mental health and behaviour problems by age group.

**Looked after children stay healthy**

- The regularity with which looked after children receive health and dental checks
- The proportion of looked after children registered with a GP
- The take-up by age of Child Adolescent Mental Health Services (CAMHS) by looked after children
- The proportion of looked after children who consider they have been given sufficient advice and guidance on health issues.

**Children and young people with learning difficulties and/or disabilities stay healthy**

- The proportion of 5–16 year-olds with learning difficulties and /or disabilities undertaking PE and school sport for at least two hours per week.

**Table 2. How far do local services contribute to improving children and young people’s health?**

Key Judgements	Evidence
<p><b>1.1 Parents and carers receive support to keep their children healthy</b></p>	<ul style="list-style-type: none"> <li>• Maternity provision is accessible and targeted to individual needs National Service Framework (NSF 11)</li> <li>• Breast feeding is promoted (NSF 11)</li> <li>• Parents and carers are informed about preventative and treatment provision for their children and are encouraged to ensure that proper use is made of each (NSF 1)</li> <li>• Educational programmes are provided to help current and future parents and carers understand the emotional needs of children and young people (NSF 2)</li> <li>• Parents are given advice about healthy lifestyles, healthy eating and good hygiene practice (NSF 2)</li> <li>• There are community outreach programmes of health education for parents from hard-to-reach groups (NSF 2).</li> </ul>
<p><b>1.2 Healthy lifestyles are promoted for children and young people</b></p>	<ul style="list-style-type: none"> <li>• There is a coordinated approach to promoting the health and well-being of children and young people (NSF 1)</li> <li>• Children and young people are discouraged from smoking and substance abuse (including drugs, volatile substances and alcohol) and supported in giving up (NSF 1)</li> <li>• Children and young people receive sex and relationship education and have access to</li> </ul>

	<p>impartial and confidential advice and guidance</p> <ul style="list-style-type: none"> <li>• Children and young people are educated about sexual health risks (NSF 1)</li> <li>• Children and young people are encouraged and enabled to eat healthily and drink water at regular intervals in and out of school (NSF 1)</li> <li>• Children and young people are enabled and encouraged to take regular exercise (NSF 1)</li> <li>• Children and young people are educated about personal stress and how to manage it (NSF 9).</li> </ul>
<p><b>1.3 Action is taken to promote children and young people’s physical health</b></p>	<ul style="list-style-type: none"> <li>• Universal health screening is provided within a common framework at appropriate ages, and reaches groups on whom health services have traditionally not focused (NSF 1)</li> <li>• Children and young people who may be disabled, ill, or injured receive expert referrals and have early access to assessment services (NSF 6, NSF 8)</li> <li>• Environmental health risks to children and young people are identified and minimised (NSF 1)</li> <li>• Action is taken to minimise adverse environmental effects on children and young people’s health (NSF 1)</li> <li>• Health provision is age-appropriate and addresses children and young people’s health, social, educational and emotional needs throughout the period of their illness (NSF 4, NSF 6, NSF 7).</li> </ul>
<p><b>1.4 Action is taken to promote children and young people’s mental health</b></p>	<ul style="list-style-type: none"> <li>• Children and young people have access to an appropriate range of support if they feel troubled (NSF 9)</li> <li>• Staff working with children and young people are advised and supported in identifying possible mental health problems and in making appropriate referrals (NSF 1, NSF 9)</li> <li>• Children and young people with mental health problems and their families have access to integrated assessment, treatment and support services (NSF 9)</li> <li>• Mental health services provide non-stigmatising assessment and treatment for young people with mental health problems and disorders (NSF 9)</li> <li>• Mental health services work closely with services for young offenders and for children and young people involved in substance abuse.</li> </ul>
<p><b>1.5 Looked after children’s health needs are addressed</b></p>	<ul style="list-style-type: none"> <li>• Looked after children are immunised and have regular health screening and dental and optical checks</li> <li>• Health assessments of looked after children are</li> </ul>

	<p>carried out and health plans agreed, implemented and reviewed regularly</p> <ul style="list-style-type: none"> <li>• Looked after children are given advice and support in accessing appropriate local health services</li> <li>• Looked after children are provided with guidance and support which promotes healthy living</li> <li>• A designated doctor and nurse for looked after children are identified for the area</li> <li>• Health providers are informed, when necessary, about the particular needs and circumstances of looked after children</li> <li>• Looked after children have access to appropriate CAMHS.</li> </ul>
<p><b>1.6 The health needs of children and young people with learning difficulties and/or disabilities are addressed<sup>4</sup></b></p>	<ul style="list-style-type: none"> <li>• Clinical provision for individual children and young people is accessible, coordinated, meets their needs and is provided in a way which supports inclusion wherever possible (NSF 8)</li> <li>• Children and young people with learning difficulties and/or disabilities have access to appropriate CAMHS (NSF 9)</li> <li>• Children and young people with learning difficulties and/or disabilities are properly prepared and supported for the move from paediatric care to adult health services (NSF 8).</li> </ul>

Note: NSF= National Service Framework (DoH/DfES)

<sup>4</sup> The term learning difficulties and/or disabilities is used to refer to individuals or groups of learners who have either a learning difficulty in relation to acquiring new skills or who learn at a different rate to their peers. The term is used to cross the professional boundaries between education, health and social services and to incorporate a common language from 0–19. The Disability Discrimination Act defines that, 'a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' Physical or mental impairments can include sensory impairments and learning difficulties. The definition also covers medical conditions when they have long-term and substantial effects on pupils' everyday lives.

Those designated with special educational needs (SEN) under current legislation (education) all have learning difficulties and/or disabilities that make it harder for them to learn than most learners of the same age.

## Section 2 – Staying safe

**Table 1. How safe are children and young people in this local area?**

- Reporting should reflect comparisons, where available, with both national and similar area averages.
- Similar area groupings will, at least at the outset of joint area reviews, be those currently used by the participating inspectorates. These have been designed in some cases to reflect particular characteristics of areas known to correlate highly with specific outcomes.

### **Children and young people are safe from maltreatment, neglect, violence and sexual exploitation**

- The proportion of children and young people subject to Section 47 enquiries
- The proportion of children and young people that are on the Child Protection Register
- The proportion of children and young people in each category on the Child Protection Register
- The proportion of children and young people on the Child Protection Register that have previously been registered
- The proportion of children and young people on the Child Protection Register that have been registered for two years or more
- The number of Serious Case Reviews completed in the last 12 months
- Children and young people's perceptions of their safety from maltreatment, neglect and sexual exploitation.

### **Children and young people are safe from accidental injury and death**

- The incidence of 0–15 year-olds injured or killed in road traffic accidents
- The incidence of children and young people admitted to hospital as a result of other accidents
- Children and young people's perceptions of the risk of accident at school and in the community.

### **Children and young people are safe from bullying and discrimination**

- The proportion of children and young people reporting that they have been affected by bullying, harassment or discrimination at school or in the community
- Children and young people's confidence in the systems for reporting bullying, harassment or discrimination at school or in the community.

### **Children and young people are safe from crime and anti-social behaviour in and out of school**

- The proportion of children and young people reporting that they feel safe from crime and anti-social behaviour
- The proportion of children and young people that have been victims of crime in the last

12 months.

**Children and young people have security, stability and are cared for**

- See Section 4, Table 1 ‘Children and young people develop positive relationships and choose not to bully and discriminate’.

**Looked after children stay safe**

- The proportion of children and young people looked after in proportion to the overall population
- The percentage of care cases completed in the courts within 40 weeks
- The proportion of looked after children who report being affected by bullying at school or in the community.

**Children and young people with learning difficulties and/or disabilities stay safe**

- The proportion of children and young people with learning difficulties and/or disabilities that are on the Child Protection Register
- The proportion of children and young people with learning difficulties and/or disabilities subject to Section 47 child protection enquiries.

**Table 2. How far do local services contribute to children and young people staying safe?**

Key Judgements	Evidence
<p><b>2.1 Children and young people and their carers are informed about key risks to their safety and how to deal with them</b></p>	<ul style="list-style-type: none"> <li>• Parents and carers are advised how to keep children safe, including their safety in the home (NSF 1, NSF 2, NSF 5)</li> <li>• Children and young people are educated about road safety and how to respond to other environmental hazards (NSF 1)</li> <li>• Children and young people are taught about the dangers posed by some adults and how to minimise them.</li> </ul>
<p><b>2.2 Children and young people are provided with a safe environment</b></p>	<ul style="list-style-type: none"> <li>• Staff are trained to identify risks of harm and manage them</li> <li>• There are health and safety assessments of facilities, and activities that are acted on and updated regularly (NSF 5)</li> <li>• The safe storage and use of medicines is promoted (NSF 10)</li> <li>• Emergency and disaster planning reflects the particular needs of children and young people</li> </ul>

	<ul style="list-style-type: none"> <li>• Children affected by domestic violence are identified, protected and supported</li> <li>• Clear policies on combating bullying are implemented and monitored</li> <li>• Action is taken to challenge and reduce discrimination and harassment by children and young people (NSF 2)</li> <li>• Children and young people who are the victims of bullying, discrimination, harassment or crime are supported.</li> </ul>
<p><b>2.3 The incidence of child abuse and neglect is minimised</b></p>	<ul style="list-style-type: none"> <li>• The contribution of each service to preventative support is clearly identified and understood, and inter-agency policies and procedures are consistently implemented</li> <li>• Families and children and young people at risk of harm, or where there are concerns about their welfare are identified, and coordinated support is provided to them in a timely way</li> <li>• Private foster carers are identified, monitored and supported in developing and maintaining positive relationships with their children</li> <li>• Agreed referral, assessment, planning and review arrangements are consistently applied (National Assessment Framework, Working Together, NSF 5)</li> <li>• Criminal Records Bureau and other vetting checks are undertaken for adults starting to work with children and young people, or who have regular unsupervised contact with them, and these are regularly updated</li> <li>• Complaints about staff working with children and young people are monitored and acted on</li> <li>• There is a joint agency approach to the management of sex offenders in the community, including the maintenance of a risk register, multi-agency public protection arrangements, and registration with the police.</li> </ul>
<p><b>2.4 Agencies collaborate to safeguard children according to the requirements of current government guidance</b></p>	<ul style="list-style-type: none"> <li>• Inter-agency policies and procedures are comprehensive and up-to-date, and they reflect regulatory requirements (National Assessment Framework, Working Together, NSF 5)</li> <li>• Inter-agency policies and procedures are regularly reviewed and any concerns addressed</li> <li>• Guidance and training is provided to staff, paid carers and volunteers working with children and young people on how to recognise and raise safeguarding and welfare concerns; training needs are regularly reviewed (NSF 5)</li> </ul>

	<ul style="list-style-type: none"> <li>• Information is provided to the public on how to recognise and raise safeguarding and welfare concerns</li> <li>• Settings and services providing for children and young people have designated members of staff for safeguarding and promoting their welfare, and they receive regular training (NSF 5)</li> <li>• Staff with responsibility for safeguarding and promoting the welfare of children and young people are supported and supervised, commensurate with their roles (NSF 5)</li> <li>• There are secure arrangements for the recording and sharing of information on children and young people at risk of harm</li> <li>• Threshold criteria for making and responding to safeguarding referrals are clear and widely understood (NSF 5)</li> <li>• Agencies’ accountabilities are clear at each stage of the safeguarding procedures (NSF 5)</li> <li>• Children and young people on the child protection register (or equivalent) are allocated to a key worker who is a professionally qualified social worker</li> <li>• Case records are clear, accurate, comprehensive and up-to-date (NSF 5)</li> <li>• Serious Case Reviews are undertaken in line with national requirements and their findings inform service planning, practice and management</li> <li>• The involvement of parents, carers, children and young people in safeguarding processes is encouraged and supported</li> <li>• There are clear procedures for children and young people and carers to make complaints, and support is available.</li> </ul>
<p><b>2.5 Services are effective in establishing the identity and whereabouts of all children and young people 0–16</b></p>	<ul style="list-style-type: none"> <li>• There are secure procedures and monitoring systems for ensuring that all children and young people 0–16 are known to the health and education services</li> <li>• Targeted services bring children and young people who they support to the attention of the education department when the children and young people are not attending education or training</li> <li>• There are secure arrangements for sharing information when children and young people 0–16 move across areas, including unknown destinations.</li> </ul>



<p><b>2.6 Action is taken to avoid children and young people having to be looked after</b></p>	<ul style="list-style-type: none"> <li>• Families are offered timely and coordinated support to prevent the need for children and young people to be looked after</li> <li>• The decision to look after a child is taken only when there are no appropriate alternatives and with clear accountability.</li> </ul>
<p><b>2.7 Looked after children live in safe environments and are protected from abuse and exploitation</b></p>	<ul style="list-style-type: none"> <li>• Foster and adoptive placements are sufficient to meet local need, and foster carers, prospective adoptive parents and residential care staff are suitably trained and supported in understanding and meeting the particular needs of children and young people</li> <li>• Residential care placements comply with National Minimum Standards and Regulations</li> <li>• Looked after children have care plans which are regularly and independently reviewed</li> <li>• Looked after children are reviewed regularly, irrespective of where they are being looked after</li> <li>• Looked after children are able to report concerns about their care and treatment</li> <li>• Care placements are monitored on a regular basis, including those outside the local area</li> <li>• Changes of care placement are clearly managed, minimised as far as possible and include support for the children and young people concerned</li> <li>• Information is shared effectively between carers and others working with looked after children</li> </ul>
<p><b>2.8 Children and young people with learning difficulties and/or disabilities live in safe environments and are protected from abuse and exploitation</b></p>	<ul style="list-style-type: none"> <li>• Information is shared effectively between carers and others working with children and young people with learning difficulties and/or disabilities</li> <li>• Respite care and other placements are sufficient to meet local needs, and carers are suitably trained and supported</li> <li>• Residential care placements comply with National Minimum Standards and Regulations</li> <li>• Continuity of care is supported for children and young people with learning difficulties and/or disabilities</li> <li>• Children and young people with learning difficulties and/or disabilities are able to report concerns about their care and treatment</li> <li>• Transitions between settings and from children's to adult services are well managed</li> <li>• Staff are provided with guidance and support on safeguarding children and young people with learning difficulties and/or disabilities</li> <li>• Carers of children and young people with learning</li> </ul>

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	difficulties and/or disabilities are offered assessments of their own needs.
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## Section 3 – Enjoying and achieving

**Table 1. How much do children and young people enjoy themselves and how well do they achieve in the local area?**

- Reporting should reflect comparisons, where available, with both national and similar area averages.
- 'Similar area' groupings will, at least at the outset of joint area reviews, be those currently used by the participating inspectorates. These have been designed in some cases to reflect particular characteristics of areas known to correlate highly with specific outcomes.

### **Children are ready for school**

- The proportion of early years education settings where children's progress towards the early learning goals is satisfactory or better and the proportion where it is good or better
- The standards achieved at the end of the Foundation Stage (as and when data becomes available).

### **Children and young people attend and enjoy school**

- The percentage of half-days missed through absence
- The proportion of pupils permanently excluded from school
- The proportion of pupils receiving fixed term exclusions from school
- The proportion of schools where behaviour is satisfactory or better and the proportion where it is good or better
- The perception of children and young people of how well they are learning at school.

### **Children achieve stretching national educational standards at primary school**

- The proportion of pupils achieving Level 2 or more at the end of Key Stage 1 in reading, writing and mathematics
- The proportion of pupils achieving Level 4 or more at the end of Key Stage 2 in English and mathematics
- The proportion of pupils achieving Level 2 or less at the end of Key Stage 2 in English and mathematics
- The proportion of schools where learners' progress is satisfactory or better and the proportion where it is good or better.

### **Children and young people achieve personal and social development and enjoy recreation**

- The proportion of schools where learners' response to provision for spiritual, moral, social and cultural development is satisfactory or better and the proportion

where it is good or better

- The proportion of young people aged 13–19 who engage in council-provided youth work which delivers informal learning and personal and social development opportunities.

### **Children and young people achieve stretching national educational standards at secondary school**

- The proportion of pupils achieving Level 5 or more at the end of Key Stage 3 in English, mathematics, science
- The proportion of pupils achieving Level 3 or less at the end of Key Stage 3 in English and mathematics
- The proportion of pupils achieving five or more GCSE grades A\*– C or equivalent at the end of Key Stage 4
- The proportion of pupils achieving no GCSE grade A\*– G or equivalent at the end of Key Stage 4
- The proportion of Year 11 pupils attaining a national accredited award in ICT
- The proportion of schools where learners' progress is satisfactory or better and the proportion where it is good or better
- The progress made by pupils overall between the end of Key Stage 2 and GCSE
- The progress made by pupils achieving Level 5 at the end of Key Stage 2 between the end of Key Stage 2 and GCSE.

### **Looked after children enjoy and achieve**

- The educational achievement of looked after children
- The school attendance of looked after children
- The rates of exclusion from school of looked after children
- The proportion of looked after children and their carers who consider that the educational provision made for them meets most of their needs
- The proportion of looked after children who participate in cultural and leisure activities.

### **Children and young people with learning difficulties and/or disabilities enjoy and achieve**

- The educational attainment of children and young people with learning difficulties and/or disabilities
- The participation rates of children and young people with learning difficulties and/or disabilities in leisure and cultural activities
- The proportion of children and young people with statements of SEN educated beyond their local authority area.

**Table 2. How far do local services contribute to children and young people enjoying and achieving?**

Key Judgements	Evidence
<b>3.1 Parents and carers receive support in helping their children to enjoy and achieve</b>	<ul style="list-style-type: none"> <li>• Targeted guidance and support is provided to parents and carers, in line with their expressed wishes, in helping children and young people to enjoy play, achieve educationally and make productive and enjoyable use of leisure time</li> </ul>
<b>3.2 Early years provision promotes children's development and well-being and helps them meet early learning goals</b>	<ul style="list-style-type: none"> <li>• There is an integrated strategy for under 5s covering health, child care and preparation for learning</li> <li>• Childcare provision of acceptable quality is accessible for all under 3s whose parents and carers want it</li> <li>• Early years educational provision of acceptable quality is accessible free of charge for 3- and 4-year-olds whose parents want it</li> <li>• Provision is planned in a way which is sensitive to the needs of potentially underachieving groups</li> <li>• Childcare and early years education providers are monitored, challenged and supported to improve the quality of their provision</li> <li>• Integrated provision and services are effective in supporting parents and improving the well-being of young children</li> <li>• Training is provided for early years staff, with particular attention to the needs of vulnerable and underachieving groups.</li> </ul>
<b>3.3 Action is taken to ensure that educational provision 5-16 is of good quality</b>	<ul style="list-style-type: none"> <li>• Schools are encouraged and supported in self-evaluation to ensure continuous improvement, especially in the curriculum and the quality of teaching</li> <li>• Support is given to implementing national strategies for raising attainment, targeted at areas of relative weakness</li> <li>• Schools are monitored, challenged and supported in improving their provision, especially the curriculum and the quality of teaching, and intervention is undertaken, when necessary, to ensure the provision of acceptable standards</li> <li>• Patterns of under-performance by minority ethnic or other groups of pupils, or in particular localities, are identified and action is taken to redress inequalities</li> <li>• Inclusive practice by schools is promoted and monitored.</li> </ul>

<p><b>3.4 Children and young people are enabled and encouraged to attend and enjoy school and to achieve highly</b></p>	<ul style="list-style-type: none"> <li>• There are sufficient, suitable and accessible school places</li> <li>• School buildings and facilities are in an acceptable condition</li> <li>• Admission arrangements allocate the available school places to reflect need, minimise stress for children and young people and their parents, and give priority to the most vulnerable groups of children and young people</li> <li>• Targeted action is taken to promote good behaviour and attendance, particularly for pupils who are difficult to manage; specialist support is given to them and their parents and carers as necessary (NSF 9)</li> <li>• 5–16 year-olds’ personal and academic development are monitored; challenging but realistic targets for improvement are set; provision is planned to reflect this</li> <li>• Young people are encouraged and helped to have a growing awareness of their own development needs, to take increasing responsibility for meeting them, and to have high self-esteem and high aspirations</li> <li>• The needs of young carers are addressed.</li> </ul>
<p><b>3.5 Educational provision is made for children who do not attend school</b></p>	<ul style="list-style-type: none"> <li>• A full and accurate database is maintained of all young people of statutory school age educated at home and action is taken to ensure that such provision meets their needs</li> <li>• Action is taken to ensure that children and young people who have been permanently excluded from school attend appropriate alternative settings aimed at securing re-integration into mainstream education or work</li> <li>• Action is taken to ensure that children who are not able to attend school receive education suitable to their needs (NSF 6, NSF 7).</li> </ul>
<p><b>3.6 All children and young people can access a range of recreational activities, including play and voluntary learning provision</b></p>	<ul style="list-style-type: none"> <li>• There are safe and accessible places where children and young people can play and socialise</li> <li>• A range of affordable, accessible, challenging and rewarding recreational and voluntary learning opportunities is provided</li> <li>• Action is taken to ensure that the cost or availability of transport are not undue barriers to participation in recreational and voluntary learning activities</li> <li>• Recreational and voluntary learning opportunities reflect the needs and interests of individuals as well as groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Recreational and voluntary learning opportunities reflect the needs of socially excluded groups, and they are given particular encouragement to take them up.</li> </ul>
<p><b>3.7 Children and young people who are looked after are helped to enjoy and achieve</b></p>	<ul style="list-style-type: none"> <li>• Action is taken to ensure that looked after children have education and training placements which reflect their particular needs</li> <li>• Looked after children have an effective personal education plan which is implemented, and support is given to carers to ensure that children participate in education and achieve to their potential</li> <li>• Educational providers are informed about the particular needs and circumstances of looked after children</li> <li>• Every school has a designated teacher for looked after children</li> <li>• Looked after children are encouraged and given practical support in participating in a range of cultural and leisure activities, and in developing their individual interests</li> <li>• Supplementary educational support is provided to those looked after children who need it</li> <li>• The educational achievement, school attendance and cultural experiences of looked after children are monitored on an individual basis, and collectively in reports to senior officers and elected members and action is taken to address the findings</li> <li>• Action is taken to maximise attendance and avoid exclusion of looked after children, and to encourage their participation in post-16 education and training.</li> </ul>
<p><b>3.8 Children and young people with learning difficulties and/or disabilities are helped to enjoy and achieve</b></p>	<ul style="list-style-type: none"> <li>• Children with learning difficulties and/or disabilities are identified and their needs are assessed at a sufficiently early stage for their needs to be met (NSF 8) and funding policies encourage early intervention</li> <li>• There are clear protocols which are consistently applied across agencies for assessing the individual needs of children and young people and for deciding on provision</li> <li>• Parents contribute to the assessment of need and are supported in doing so</li> <li>• Educational and training provision for individual children and young people broadly meets their curriculum, staffing, equipment and transport needs</li> </ul>

	<ul style="list-style-type: none"><li>• The progress of individual children and young people in educational, personal, social, and emotional outcomes is regularly reviewed and communicated between agencies, and targets revised accordingly</li><li>• A key worker has responsibility for coordinating support for each individual</li><li>• SEN statements are of good quality and are produced speedily, but are reducing in number as a result of earlier assessment and provision</li><li>• The impact of policies and provision on the achievement of children and young people with learning difficulties and/or disabilities is monitored and evaluated</li><li>• Children and young people with learning difficulties and/or disabilities will normally have their needs met in mainstream settings, and these settings make reasonable adjustments to provide access for children with disabilities</li><li>• Children and young people with learning difficulties and/or disabilities are supported in participating in a range of appropriate cultural and leisure activities.</li></ul>
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## Section 4 – Making a positive contribution

**Table 1. How far do children and young people make a positive contribution to this local area?**

- Reporting should reflect comparisons, where available, with both national and similar area averages.
- 'Similar area' groupings will, at least at the outset of joint area reviews, be those currently used by the participating inspectorates. These have been designed in some cases to reflect particular characteristics of areas known to correlate highly with specific outcomes.

### **Children and young people engage in decision making and support the community and environment**

- The extent to which children and young people contribute to key decisions affecting their lives
- The proportion of children and young people who feel that their views are listened to and make a difference to decisions taken
- The extent to which children and young people understand their legal and civil rights and responsibilities
- The proportions of 18-year-olds participating in local, European and general elections (if available).

### **Children and young people engage in law-abiding and positive behaviour in and out of school**

- The proportion of children and young people offending
- The proportion of children and young people re-offending.

### **Children and young people develop positive relationships and choose not to bully and discriminate**

- The extent to which children and young people develop positive relationships with adults and their peers
- The extent of bullying and discrimination by children and young people.

### **Children and young people develop self-confidence and deal successfully with significant life changes and challenges**

- How well children and young people deal with major changes to their lives and with personal crises and challenges.

### **Children and young people develop enterprising behaviour**

- The extent to which children and young people initiate and/or manage a range of organised activities in schools and voluntary and community organisations.

**Looked after children make a positive contribution**

- The proportion of minority ethnic children and young people looked after
- The percentage of under 16s who have been looked after for 2.5 or more years, living in the same placement for at least two years, or placed for adoption
- The proportion of looked after children returning home within 6 months
- The proportion of looked after children in foster placements or placed for adoption
- The proportion of looked after children placed outside the local area
- The proportion of looked after children with three or more placements during the year
- The proportion of looked after children who feel that placements provide both stability and enable reasonably good attachments to be made
- The proportion of looked after children who are issued with final warnings, reprimands and convictions from the youth justice system
- The proportion of looked after children who acknowledge that their views are invited, listened to and have some impact on decisions taken
- The proportion of looked after children making representations and complaints
- The proportion of care leavers with whom the council is still in contact.

**Children and young people with learning difficulties and/or disabilities make a positive contribution**

- The proportion of children and young people with learning difficulties and/or disabilities who participate in consultative and representative forums
- The proportion of children and young people with learning difficulties and/or disabilities who consider that their views are listened to and taken account of.

**Table 2. How far do local services enable children and young people to make a positive contribution?**

Key Judgements	Evidence
<p><b>4.1 Children and young people are supported in developing socially and emotionally</b></p>	<ul style="list-style-type: none"> <li>• Planned opportunities are provided for children and young people to develop a range of secure and positive relationships with adults and other children</li> <li>• Mentoring and other support is provided for children and young people having difficulties in developing and maintaining positive relationships with others</li> <li>• Parents and carers having difficulties in maintaining positive relationships with their children have access to support</li> <li>• Children and young people have opportunities to provide mentoring support to others.</li> </ul>

<p><b>4.2 Children and young people, particularly those from vulnerable groups, are supported in managing changes and responding to challenges in their lives</b></p>	<ul style="list-style-type: none"> <li>• Children, young people and their parents are supported at key transition points in their lives</li> <li>• Children and young people are supported in coping with traumatic events and major changes in their lives</li> <li>• Children and young people are empowered to deal positively with threatening circumstances</li> <li>• Young carers are supported to enable them to lead as normal a life as possible.</li> </ul>
<p><b>4.3 Children and young people are encouraged to participate in decision making and in supporting the community</b></p>	<ul style="list-style-type: none"> <li>• Individual children and young people are consulted and listened to when key decisions affecting their future are made</li> <li>• Children and young people are consulted and listened to when key decisions are made about local provision, particularly focusing on what they most enjoy</li> <li>• Children and young people are encouraged to participate in the planning and management of services and activities</li> <li>• Children and young people are encouraged to take part in and to initiate voluntary activities to support the community and environment</li> <li>• Children and young people are helped to acquire the knowledge and understanding to become informed and responsible citizens.</li> </ul>
<p><b>4.4 Action is taken to reduce anti-social behaviour by children and young people</b></p>	<ul style="list-style-type: none"> <li>• Measures are in place to identify children and young people at risk of anti-social behaviour</li> <li>• There is a range of activities to deter children and young people from anti-social behaviour</li> <li>• Agencies cooperate to reduce anti-social behaviour in local trouble spots.</li> </ul>
<p><b>4.5 Action is taken to prevent offending and to reduce re-offending by children and young people</b></p>	<ul style="list-style-type: none"> <li>• Children and young people who have offended or are at risk of offending are provided with a range of activities and support to assist them in leading law-abiding and constructive lives and to raise their self-esteem</li> <li>• Arrangements are in place to address specific educational and training needs of young offenders and to coordinate the education of young people who are taken into custody</li> <li>• Arrangements are in place to address specific mental health needs of young offenders</li> <li>• Young offenders are given support after serving their sentences.</li> </ul>

<p><b>4.6 Children and young people who are looked after are helped to make a positive contribution</b></p>	<ul style="list-style-type: none"> <li>• Looked after children and their carers, are encouraged to participate in planning, placement and review meetings where key decisions are made and their views are taken into account</li> <li>• Transitions of placement, education and other services are managed effectively</li> <li>• Looked after children and their carers are consulted on procedures and provision and their views are taken into account</li> <li>• There is an independent advocacy service for looked after children and their carers, and procedures for them and their carers to submit representations and complaints</li> <li>• Action is taken to secure and retain a range of foster and residential care placements that enables children and young people’s cultural, religious and linguistic heritage needs to be met</li> <li>• Action is taken to ensure reasonable access for the families of looked after children placed away from home and the maintenance of contact is encouraged</li> <li>• Looked after children who offend receive specific guidance and support</li> <li>• Roles and responsibilities in terms of corporate parenting are clear and understood by all concerned.</li> </ul>
<p><b>4.7 Children and young people with learning difficulties and/or disabilities are helped to make a positive contribution</b></p>	<ul style="list-style-type: none"> <li>• The views of children and young people with learning difficulties and/or disabilities, individually and collectively, are sought, recorded and shared between agencies to inform every key decision about them</li> <li>• Children and young people with learning difficulties and/or disabilities are supported in submitting their views, including making complaints, and feedback is provided to children and young people in a form they can understand</li> <li>• Children and young people with learning difficulties and/or disabilities and schools are properly prepared and supported for transition to the next phase of education</li> <li>• Young people with learning difficulties and/or disabilities receive impartial information, advice and guidance on educational, training, and employment opportunities post-16</li> <li>• Extended day care and respite care are available to support children and young people with learning difficulties and/or disabilities and their families.</li> </ul>

## Section 5 – Achieving economic well-being

### Table 1 – How well are children and young people achieving economic well-being?

- Reporting should reflect comparisons, where available, with both national and similar area averages.
- 'Similar area' groupings will, at least at the outset of joint area reviews, be those currently used by the participating inspectorates. These have been designed in some cases to reflect particular characteristics of areas known to correlate highly with specific outcomes.

#### **Young people engage in further education, employment or training on leaving school**

- The proportion of 16–19 year-olds in education or training
- The proportion of 16–18 year-olds not in education, employment or training (NEET)
- The proportion of teenage mothers in education or training
- The proportion of young offenders in education or training
- The retention rates for 16-, 17- and 18-year-olds on education and training programmes
- The perception of 16–19 year-olds of how well they are learning at school or college
- The success rates of 16–19 year-olds in education or training
- The progression rates of young people into further and higher education, training and employment.

#### **Young people are ready for employment**

- The proportion of 19-year-olds with GCSE grade A\*–C passes in English and mathematics
- The proportion of 19-year-olds with qualifications at Level 2 or above.

#### **Children and young people live in decent homes and sustainable communities**

- The proportion of dependent children who live in a home that does not meet the set standard of decency
- The length of stay of families with children in bed and breakfast
- The length of stay of families with children in hostels
- The proportion of teenage parents unable to live with family or partner who are offered supervised, semi-independent housing with support (subject to confirmation of data availability).

**Children and young people have access to transport and material goods****Children and young people live in households free from low-income**

- The proportion of child benefit recipients claiming child tax credit
- The proportion of children living in households where no one is working.

**Looked after children achieve economic well-being**

- The involvement of looked after children in education, employment and training post-16
- The proportion of care leavers who become homeless.

**Children and young people with learning difficulties and/or disabilities achieve economic well-being**

- The proportion of children and young people with learning difficulties and/or disabilities not in education, employment or training
- The proportion of children and young people with learning difficulties and/or disabilities who engage in work experience.

**Table 2. How far are local services contributing to the economic well-being of children and young people?**

Key Judgements	Evidence
<b>5.1 Action is taken by partners to support families in maximising their economic well-being</b>	<ul style="list-style-type: none"> <li>• Parents and carers are informed about the range of childcare facilities available to them</li> <li>• Parents and carers are encouraged to take up in and out of work benefit and tax credit entitlements</li> <li>• Partners are aware of and minimise the financial stress on families of childhood activity, such as cost of school trips, transport, and entry to libraries and sports facilities.</li> </ul>
<b>5.2 Young people 11–19 are helped to prepare for working life</b>	<ul style="list-style-type: none"> <li>• Young people are supported in developing self-confidence, team working skills and enterprise</li> <li>• Steps are taken to ensure that young people are financially literate</li> <li>• Opportunities for vocational studies are available for all Key Stage 4 pupils</li> <li>• All Key Stage 4 pupils undertake work-related learning and useful work experience</li> <li>• Careers education and guidance is provided to all pupils in Key Stages 3 and 4</li> <li>• Impartial information, advice and guidance on education, training and employment opportunities is available to all 13–19 year-olds</li> <li>• Action is taken to identify groups under-represented in education and training post-16 and to target recruitment strategies accordingly</li> <li>• Personal, financial, welfare and advocacy support is available to 16–19 year-olds to support their education or training</li> <li>• 16–19 year-olds' personal and academic development are monitored; challenging but realistic targets for improvement are set; provision is planned to reflect this.</li> </ul>
<b>5.3 Action is taken to ensure that 14–19 education and training is planned and delivered in a coordinated way, and to ensure that education and training (16–19) is of good quality</b>	<ul style="list-style-type: none"> <li>• 14–19 provision is planned collaboratively in response to an evaluation of the needs of children and young people in the context of the local and national economy</li> <li>• Provision is planned to give access to a range of affordable and structured learning opportunities post-16, with smooth transition from one to another, to support progression to further and higher education, training and employment for all learners</li> <li>• Provision is planned in a way which is sensitive</li> </ul>

	<p>both to race and other equality issues and to the needs of potentially underachieving groups</p> <ul style="list-style-type: none"> <li>• Provision is sufficiently flexible to enable young people to review and revise the choices they have made</li> <li>• Education and training providers (16–19) are monitored, challenged and supported in improving their provision, especially the curriculum and the quality of teaching. Intervention is undertaken, when necessary, to ensure the provision of acceptable standards of education and training</li> <li>• Education and training providers (16–19) are encouraged and supported in self-evaluation to ensure continuous improvement</li> <li>• Inclusive practice by schools, colleges and training providers (16–19) is encouraged</li> <li>• Education and training providers (16–19) are implementing appropriate race equality schemes and promoting good race relations.</li> </ul>
<p><b>5.4 Community regeneration initiatives address the needs of children and young people</b></p>	<ul style="list-style-type: none"> <li>• Initiatives are targeted at the most needy areas and address the broad range of family needs in an integrated way</li> <li>• Residents, including children and young people, are involved at all stages in the identification of need and the planning, management and review of community regeneration initiatives.</li> </ul>
<p><b>5.5 Action is taken to ensure that young people have decent housing</b></p>	<ul style="list-style-type: none"> <li>• Action is taken to maximise the proportion of children and young people living in homes that meet the Decent Homes Standard</li> <li>• Support is available for families and young people seeking to transfer within or enter the social housing market</li> <li>• The use of temporary accommodation for families with children and young people is minimised (NSF 1)</li> <li>• Teenage parents unable to live with family or partner are offered supervised, semi-independent housing with support.</li> </ul>
<p><b>5.6 Children and young people who are looked after are helped to achieve economic well-being</b></p>	<ul style="list-style-type: none"> <li>• All looked after children over 15 years of age have pathway plans and, as appropriate, transition plans which they have been involved in drawing up and which are regularly reviewed</li> <li>• Care leavers are encouraged and supported in engaging in education, training or employment</li> <li>• Personal and welfare support are available to all looked after children aged 16–19 to support their education or training</li> </ul>



	<ul style="list-style-type: none"> <li>• Care leavers are able to access age-appropriate services to support their mental health and well-being</li> <li>• Care leavers are supported in their social development</li> <li>• Care leavers receive financial support which meets their needs</li> <li>• Care leavers are provided with suitable and affordable accommodation, including residential or sheltered provision.</li> </ul>
<p><b>5.7 Children and young people with learning difficulties and/or disabilities are helped to achieve economic well-being</b></p>	<ul style="list-style-type: none"> <li>• A transition review takes place for all Year 9 pupils with learning difficulties and/or disabilities, and a transition plan is produced</li> <li>• Transitions are managed by a multi-agency approach which includes healthcare, education, social care and housing</li> <li>• Children and young people receive the advice they need for education and training post-16, are properly prepared and given the support they need</li> <li>• Personal and welfare support is available to all young people with learning difficulties and/or disabilities aged 16–19 to support their education or training</li> <li>• Information and support is provided on benefit entitlement</li> <li>• Direct payments are available and promoted for families with disabled children and/or disabled 16- and 17-year-olds.</li> </ul>

## Section 6 - Service management

Evidence from studies of the contributions of services to improving outcomes for children and young people will be integrated with the judgements of CPA corporate assessment to obtain findings on service management. This includes judgements regarding leadership and value for money. The partners referred to below include those agencies placed under a duty to cooperate by the provisions of the Children Act 2004 and other local partners who deliver publicly-funded services, including those in the private, voluntary and community sectors.

**Table 2. Judging the contribution of services to delivering the outcomes – Illustrations of adequate performance**

- The criteria which form the basis for judgements on service management are included in the Key Lines of Enquiry for CPA corporate assessment. This section summarises the key issues arising from these Key Lines of Enquiry as they apply to the management of services for children and young people.
- Where a pilot Local Area Agreement is in place this should be reflected in inspection activities.
- All these activities link to key aspects of the Children’s NSF.

Key Judgements	Evidence of the management of services for children and young people
<p><b>6.1 Ambition</b> a) There are clear and challenging ambitions for the area</p>	<ul style="list-style-type: none"> <li>• Local services share common objectives and targets for improving the well-being of children and young people in the local area</li> <li>• Objectives and targets are clearly set out in the Children and Young People’s Plan or equivalent plans.</li> </ul>
<p>b) Ambitions are based on a shared understanding of local needs amongst partner organisations and with the community</p>	<ul style="list-style-type: none"> <li>• Intentions are based on a comprehensive analysis of needs, including economic circumstances, undertaken through the Children and Young People’s Plan, which takes into account the views of parents, carers, children and young people</li> <li>• The needs have been mapped against the provision made by local services and gaps in service provision have been identified</li> <li>• Local partners are implementing appropriate race equality schemes, including impact assessments, and are promoting good race relations</li> <li>• Local partners have responded to the Special Educational Needs and Disability Act 2001.</li> </ul>

<p><b>6.2 Prioritisation</b> a) There are clear and robust priorities within the ambitions for the area</p>	<ul style="list-style-type: none"> <li>• Priorities have been set in improving outcomes for children and young people and these are shared by partner agencies, parents and carers, children and young people</li> <li>• The priorities are based on the findings of the analysis of need and include the development of an effective preventive strategy</li> <li>• The priorities give significant attention to the full range of equality and diversity issues (NSF 3).</li> </ul>
<p>b) There is a robust strategy to deliver the priorities</p>	<ul style="list-style-type: none"> <li>• The Children and Young People’s Plan (or equivalent plans) sets out clearly defined actions which will lead to improvement for children and young people and which demonstrate the contributions of all partners</li> <li>• The Plan includes a realistic assessment and identification of the resources required for implementation and consideration of actions to achieve value for money.</li> </ul>
<p>c) Robust action is taken to deliver the strategy</p>	<ul style="list-style-type: none"> <li>• Priority is given to providing a range of preventive services for children and young people so that needs are addressed before problems become intractable</li> <li>• There are effective inter-agency processes for planning and reviewing provision for individual children and young people</li> <li>• Services provided to children and young people take account of the full range of equality and diversity issues</li> <li>• Services are provided in venues that are accessible to children and young people and their families (NSF 6, NSF 7, NSF 8).</li> </ul>
<p><b>6.3 Capacity</b> a) There is clear accountability and decision making to support service delivery and improvement</p>	<ul style="list-style-type: none"> <li>• All local partners cooperate, as defined in the Children Act 2004, and services work together to achieve improvements in outcomes</li> <li>• The responsibilities placed on the director of children’s services and the lead member for children’s services are discharged</li> <li>• The Children and Young People’s Partnership, or its equivalent, is convened and services work together in a coordinated way</li> <li>• Partners have established or are working effectively towards a Children’s Trust.</li> </ul>

<p>b) Capacity is used efficiently and effectively and is developed to deliver ambitions, priorities and value for money</p>	<ul style="list-style-type: none"> <li>• Local commissioning strategies ensure that children’s services are developed in a flexible way to cover the gaps in local services, meet needs as they arise, and are of an acceptable level of quality.</li> <li>• Use is made of local providers from the local public, private, voluntary, community and social enterprise sectors who have the capacity and track record to provide effective services</li> <li>• Voluntary and community services are engaged in developing the strategy to deliver priorities and the capacity of their services is enhanced through local cooperation</li> <li>• Budgets are pooled, where this provides improved impact</li> <li>• Workforce planning takes account of the needs of all services and collective action is taken to recruit and retain staff, to improve quality and to train staff in new ways of working.</li> </ul>
<p>c) The needs of individual children, young people and their families are effectively identified, recorded and communicated</p>	<ul style="list-style-type: none"> <li>• Children and young people, parents and carers are involved in identifying their needs and designing services</li> <li>• A single assessment and recording system is in place, or being developed, to ensure that information about individuals is provided to local services once only and that the actions which agencies take are well coordinated and facilitate tracking of individuals.</li> </ul>
<p><b>6.4 Performance management</b> a) There is a consistent, rigorous and open approach to performance management</p>	<ul style="list-style-type: none"> <li>• Children and young people contribute to performance management and their views are listened to.</li> </ul>
<p>b) Partner organisations know how well they and each other are performing against planned outcomes</p>	<ul style="list-style-type: none"> <li>• Agencies serving children and young people regularly and collectively review service performance to ensure that needs are met, value for money is provided, and services are contributing to improving outcomes for children and young people.</li> </ul>
<p>c) Knowledge about performance is used to drive improvements in outcomes</p>	<ul style="list-style-type: none"> <li>• Services for children are regularly monitored, evaluated and reviewed in the light of the outcomes they achieve for children and young people</li> <li>• The findings are reported to the responsible authorities and used to ensure that services improve in a timely way</li> <li>• When service development needs are identified,</li> </ul>

	the contributions of different services are integrated, where appropriate, or new services commissioned.
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## Annex A. Table 3 – Key indicators

### Introduction

20. This annex lists key outcome and activity indicators to be scrutinised in reaching judgements. The key outcome and activity indicators will be collected and analysed by the commissions and inspectorates in a consistent way. Local services will be sent the data annually so that they can conduct their self-assessment for the annual performance assessment and, when programmed, for a joint area review.

21. The entries include information about both outcomes and relevant service activity. They focus on information, including findings from the inspection of settings, which is available or which we believe can be made available for each local area. All the targets and indicators set out in the *Every Child Matters: Change for Children Programme Outcomes Framework* are included, where such data are available at area level. The indicators are those which will always be looked at in a joint area review, and will include trend data, where it is available.

22. Review teams may also look at other indicators, where necessary, to pursue particular lines of enquiry. These will often be sub-divisions of the indicators in Table 3 (for example, a breakdown of test results by gender). No data will be used that are unavailable to the service providers. Providers can draw inspectors' attention to other information, collected locally, if they feel that this information supports key aspects of their self-assessment.

23. Each key indicator is listed once only, within the area where it has the greatest relevance. For example, school attendance rates are known to have a close association with rates of criminal offending by children and young people. However, they are not a measure of offending as such. Accordingly, they are not included in 'making a positive contribution' but are in 'enjoying and achieving', where they have the most direct relevance.

24. Data on issues like staff recruitment, retention and training, are also listed once only. In some cases, the best location is relatively clear, such as the recruitment of teachers for 'enjoying and achieving'. For others, such as the recruitment of social workers, it is less straightforward. In this case, the data have been listed under 'staying safe'.

25. A limited number of indicators, which will be the primary focus of annual performance assessments is indicated by bold type. It may be necessary, however, to look at other indicators in an annual performance assessment in the course of following up specific areas for development highlighted in previous assessments or reviews.

26. Key indicators need to be used with due regard to contextual factors. For example, changes in local demography can materially affect the ability to deliver improvements in outcomes. Also, comparisons with similar authorities will be of limited value if the similarities are more relative than real.

27. References to school and college inspection judgements are based on the current inspection frameworks. These will be replaced by new frameworks from September 2005. Joint area reviews will use data relating to the current frameworks, until sufficient data on judgements, made under the new frameworks, are available. This is likely to be a year from the start of joint area reviews.

28. The Commission for Social Care Inspection (CSCI) is committed to using evidence from its regulatory inspections to inform the performance assessment of councils. However, many children resident in a children's home come from outside the council area in which the home is situated, and are placed there by their own council. Similarly, children placed through fostering or adoption agencies may also come from outside the council where the agency is situated. CSCI are currently considering ways of taking this into account when using inspection evidence to assess the provision made by the placing authorities.

## Section 1 – Being healthy

### Healthy lifestyle and preventative care data

- Proportion of expectant mothers smoking during pregnancy
- Percentage of babies with low birth weight
- Proportion of mothers initiating breast feeding
- Immunisation rates by 2nd birthday
- Immunisation rates by 5th birthday
- Emergency admissions to hospital for under 18s with gastroenteritis
- Emergency admissions to hospital for under 16s with lower respiratory tract infections
- Admissions to hospital for under 18s with asthma
- Diagnosis of chlamydia amongst under 16 and 16–19 year-olds
- **Teenage pregnancy, conceptions below age 16 and 18**
- Patients provided with GP practice child health surveillance service (per child aged under 5)
- Percentage of general medical service GPs participating in health promotion programmes
- Percentage of under 5s having first contact with health visitors
- **Percentage of schools participating in the National Healthy Schools Standard**
- **s5 school inspection judgement 5.8 – participation in sport**
- s5 school inspection judgement P4 – sex and relationships education
- Initial registration and Children Act inspections of childcare – physical environment; equipment; health; food and drink
- Children's accident and emergency facilities, opening hours.

### Physical health data

- Infant mortality rate (deaths per 1,000 live births – infant under 1 year)
- Perinatal mortality (number of stillbirths and deaths of infants at ages under 7 days)
- Deaths of children under age 15 per 10,000 under 15s
- Incidence of measles, ages under 1 year and under 15 years
- Incidence of whooping cough, ages under 1 year and under 15 years
- Oral health in children – number of decayed/ missing/ filled teeth in children aged 5, 12 and 14
- Percentage of 0–15 year-olds seen by a doctor within 1 hour in A&E
- Percentage of 0–15 year-olds leaving A&E within 4 hours
- Percentage of nurses in A&E that are children's nurses
- Access to a GP within 2 working days
- Access to a primary care professional within 1 working day
- Primary Care Trust (PCT) patient questionnaire - access and waiting domain score
- PCT patient questionnaire - better information, more choice domain score
- Young patient questionnaire for in-patient/ day cases, access and waiting domain score.



<b>Mental health data</b>
<ul style="list-style-type: none"> <li>• Substance misuse related admissions to hospital, ages under 20</li> <li>• Percentage of Child and Adolescent Mental Health Service (CAMHS) new cases with length of wait under 4 weeks and under 26 weeks</li> <li>• CAMHS performance indicator for PCTs</li> <li>• Spend on CAMHS by LA</li> <li>• <b>Number of full-time equivalent social workers employed or working closely with multi-disciplinary CAMHS teams.</b></li> </ul>
<b>Looked after children and care leavers data</b>
<ul style="list-style-type: none"> <li>• <b>PAF C19: The average of the percentages of children looked after who had been looked after continuously for at least 12 months who had their teeth checked by a dentist during the previous 12 months, and have had an annual health assessment during the previous 12 months.</b></li> </ul>
<b>Children with learning difficulties and/or disabilities</b>
<ul style="list-style-type: none"> <li>• PAF CF/E67 (previously DIS 1604) children in need with disabilities.</li> </ul>

## Section 2 – Staying safe

<b>Environmental and other safety data</b>
<ul style="list-style-type: none"> <li>• Number of children aged 0–15 killed or seriously injured in road traffic accidents</li> <li>• Admission to hospital due to injuries for ages under 18 (accidental and non-accidental)</li> <li>• The incidence of identifiable crimes against children (abandoning a child under the age of 2, abuse of trust, child abduction, cruelty or neglect, gross indecency, unlawful sexual intercourse)</li> <li>• Initial registration and Children Act inspections of childcare – safety</li> <li>• S5 school inspection judgements P9 – health and safety requirements</li> <li>• <b>Stage in implementing joint agency arrangements for the management of sex offenders in the community, including the maintenance of a risk register, multi-agency public protection arrangements and registration with the police.</b></li> </ul>
<b>Child protection data – prevention</b>
<ul style="list-style-type: none"> <li>• <b>Initial registration and Children Act inspections of childcare – suitable person</b></li> <li>• <b>Section 5 (s5) school inspection judgement 6A – pupils' care, welfare, health and safety</b></li> <li>• Independent school inspections: suitability of proprietor and staff in those schools not affiliated to the Independent School Inspection body</li> <li>• Child protection performance indicator for health organisations (composite indicator at NHS Trust level)</li> <li>• s5 school inspection judgement P8 – child protection procedures.</li> </ul>

**Child protection data – child protection procedures**

- **CH141: number of referrals of children per 10,000 population**
- **CH142: percentage of children whose referral occurred within 12 months of a previous referral**
- **CH143: percentage of referrals of children in need that led to initial assessments**
- **Percentage of referrals that are repeat referrals within 12 months, where the reason for re-referral indicates that the response to the original referral did not appropriately meet the child's needs**
- **CH02: initial child protection conferences per 10,000 population aged under 18**
- **Percentage of initial assessments within seven working days of referral**
- **CH145: number of core assessments of children in need per 10,000 population aged under 18**
- **The percentage of core assessments that were completed within 35 working days of their commencement**
- **CH01: children and young people on the Child Protection Register per 10,000 population aged under 18**
- **Percentage of children and young people on the Child Protection Register who are not allocated to a social worker**
- **The number of cases which were held 'on duty' during the survey week**
- **The percentage of open case files have been audited in the past 12 months**
- **CH03: registrations per 10,000 population aged under 18**
- **PAF A3: the percentage of children on the Child Protection Register who have previously been registered**
- CH04: first time registrations as a percentage of total registrations
- CH121: percentage of children on the Child Protection Register who are white
- CH122: percentage of children on the Child Protection Register who are of mixed ethnic origin
- CH123: percentage of children on the Child Protection Register who are Asian or Asian British
- CH124: percentage of children on the Child Protection Register who are Black or Black British
- **PAF CF/C20: the percentage of child protection cases which should have been reviewed during the year that were reviewed**
- **CH10: de-registrations per 10,000 population aged under 18**
- **PAF CF/C21: the percentage of children de-registered from the Child Protection Register during the year who had been on the Register continuously for two years or more**
- CH12: the percentage of children who were subject to S47 enquiries which led to initial child protection conferences which were held within 15 working days
- **Percentage of eligible, relevant and former relevant children that have pathway plans, have been allocated a personal adviser and are resident outside the council's boundaries**

- **The ratio of the proportion of children on the Child Protection Register that were from minority ethnic groups to the proportion of children in the local population that were from minority ethnic groups**
- **PAF CF/E45 ethnicity of Children in Need**
- **Assessment of the impact of policies on promoting race equality for children**
- HMI Probation Effective Supervision Inspection (ESI) findings for child protection cases: "B3.8 Does the supervision plan integrate a multi agency public protection arrangements action plan?"
- HMI Probation ESI findings for child protection cases: "C5.4 Has there been Probation Area involvement in child protection arrangements?"

### **Inspection findings**

- s5 school inspection judgement 3.5 – pupils' freedom from bullying, racism and other forms of harassment.

### **Looked after children and care leavers data**

- **CH39 Children looked after per 10,000 population aged under 18**
- **PAF CF/A1 (BV49): the number of children looked after with three or more placements during the year**
- **PAF CF/D35: the percentage of children who had been looked after continuously for at least four years, who had been in their foster placement for at least two years**
- **Percentage of looked after children who are not allocated to a social worker**
- **Effectiveness of safeguarding arrangements for [looked after] children placed in your area by other local authorities**
- **The number of looked after children reviews within the preceding six months that are completed within the required timescales**
- **CH151: percentage of children looked after aged under 10 who were in foster placements**
- **CH152: percentage of children looked after aged under 10 in foster placements placed within the council's boundary**
- **CH153: percentage of children looked after under 10 who were placed at home with parents**
- **CH154: percentage of children looked after aged under 10 who were placed for adoption**
- **CH44: percentage of children looked after in residential accommodation**
- **CH45: percentage of children looked after who were in foster placements**
- **Percentage of looked after children fostered by relatives or friends**
- **PAF CF/C22: of children looked after (excluding those placed with parents) and under the age of 10, the percentage who were in foster placements or placed for adoption**
- **PAF CF/B7: of children looked after (excluding those placed with parents) the percentage who were in foster placements or placed for adoption**
- **The percentage of looked after children placed for adoption**

- **The percentage of looked after children adopted during the year who were placed for adoption within 12 months of their best interest decision being made**
- **PAF CF/C23: the number of looked after children adopted during the year as a percentage of the number of children looked after who had been looked after for six months or more**
- **Percentage of looked after children with a named social worker who is qualified as a social worker.**

### Section 3 – Enjoying and achieving

<b>Childcare data</b>
<ul style="list-style-type: none"> <li>• <b>Yearly change in providers and places – by types of provider.</b></li> </ul>
<b>KS1 data</b>
<ul style="list-style-type: none"> <li>• <b>Teacher assessment results on reading: achievement at KS1, Level 2+ and Average Point Scores (all pupils)</b></li> <li>• <b>Teacher assessment results on writing: achievement at KS1, Level 2+ and Average Point Scores (all pupils)</b></li> <li>• <b>Teacher assessment results on mathematics: achievement at KS1, Level 2+ and Average Point Scores (all pupils).</b></li> </ul>
<b>KS2 data</b>
<ul style="list-style-type: none"> <li>• <b>Tests results on English: achievement at KS2, Level 4+ and Average Point Scores (all pupils)</b></li> <li>• <b>Tests results on mathematics: achievement at KS2, Level 4+ and Average Point Scores (all pupils)</b></li> <li>• <b>Tests results on science: achievement at KS2, Level 4+ and Average Point Scores (all pupils)</b></li> <li>• <b>Value added measures KS1 to KS2.</b></li> </ul>
<b>KS3 data</b>
<ul style="list-style-type: none"> <li>• <b>Tests results on English: achievement at KS3, Level 5+ and Average Point Scores (all pupils)</b></li> <li>• <b>Tests results on mathematics: achievement at KS3, Level 5+ and Average Point Scores (all pupils)</b></li> <li>• <b>Tests results on science: achievement at KS3, Level 5+ and Average Point Scores (all pupils)</b></li> <li>• <b>Value added measures KS2 to KS3.</b></li> </ul>
<b>GCSE/GNVQ data</b>
<ul style="list-style-type: none"> <li>• <b>Percentage achieving 5+ A*–C (all pupils)</b></li> <li>• <b>Percentage achieving 1+ A*–G (all pupils)</b></li> <li>• <b>Average Point Scores (all pupils)</b></li> <li>• <b>Capped Average Point Scores (all pupils)</b></li> <li>• <b>Value added measures KS2 to GCSE/equivalents</b></li> <li>• <b>Value added measures KS3 to GCSE/equivalents</b></li> <li>• <b>Percentage of schools not attaining floor targets.</b></li> </ul>
<b>Inspection findings</b>
<ul style="list-style-type: none"> <li>• s5 school inspection judgement 1E – leadership and management</li> <li>• s5 school inspection judgement 1H – overall effectiveness of the school</li> <li>• s5 school inspection judgement 1G - inclusion</li> <li>• s5 school inspection judgement 3.4 – pupils willingness to be enterprising and take responsibility</li> <li>• s5 school inspection judgement 3N – spiritual, moral, social and cultural development</li> <li>• <b>Initial registration and Children Act 2004 inspections of childcare - indicator: overall quality; care, learning and play; special needs</b></li> <li>• <b>Section 122 inspections of nursery education – overall quality;</b></li> </ul>

### **communication, language and literacy; quality of teaching; leadership and management**

- s5 school inspection judgement 3A – pupils' achievement
- s5 school inspection judgement 4A – quality of teaching
- **s5 school inspection judgement 3L - pupils' attitude**
- s5 school inspection judgement 3M – behaviour, including exclusions
- s5 school inspection judgement 8.15 – monitoring performance data, reviewing patterns and taking action
- **s5 school inspection judgement 5B – opportunities for enrichment**
- **s5 school inspection judgement 5.7 – support for learning outside the school day**
- **Performance Indicators (PI) 49a - % of schools requiring special measures since 1993; PI 53 - % of schools identified as having serious weaknesses since January 1994; PI 54c - % of schools judged by Ofsted to be under achieving since 2000**

### **Attendance data**

- **Authorised and unauthorised absences at primary schools**
- **Authorised and unauthorised absences at secondary schools**
- Ofsted Form 4 PI 139 – % of prosecutions for poor school attendance in relation to number of referrals
- Ofsted Form 4 PI 140 – total number of truancy sweeps.

### **Exclusions data**

- **Ofsted Form 4 PI 142 – percentage of permanent exclusions in relation to the number of pupils in primary phase**
- **Ofsted Form 4 PI 143 – percentage of permanent exclusions in relation to the number of pupils in secondary phase**
- Ofsted Form 4 PI 146 - percentage of fixed term exclusions of more than five days in relation to the number of pupils in primary phase
- Ofsted Form 4 PI 147 - percentage of fixed term exclusions of more than five days in relation to the number of pupils in secondary phase.

### **Education otherwise than at school data**

- **Ofsted Form 4 PI 151 - % of pupils receiving alternative tuition for any reason, with the exception of medical and home educated children, in relation to the number of pupils of compulsory school age on the roll of schools**
- BVPI 159a, 159b, 159c and 159d – percentage of pupils permanently excluded from school who receive full-time education provision
- Ofsted Form 4 PI 153 - percentage of pupils educated by parents at home
- **Ofsted Form 4 PI 154 - % of those receiving alternative tuition for more than one school year compared with all pupils who are receiving alternative tuition**
- **Ofsted Form 4 PI 155 - % of those receiving alternative tuition that have been reintegrated**
- Ofsted Form 4 PI 157 - percentage of Year 11 pupils who received alternative tuition and who attained 5 or more GCSE passes at grade A\*–G (or equivalent).

<b>Youth Services data</b>
<p>Note – Enhanced inspections of local authority youth services will take place concurrently with joint area reviews where they have not been previously inspected during the January 2004 to September 2005 youth inspection cycle. In these cases the joint area review team will use as its evidence the judgements made by the youth service inspection team. In remaining cases the joint area review team will consider the following:</p> <ul style="list-style-type: none"> <li>• <b>Contact - % of young people aged 13–19 reached by publicly funded youth services</b></li> <li>• <b>Ratio of FTE youth workers to young people aged 13–19.</b></li> </ul>
<b>Culture and leisure data</b>
<ul style="list-style-type: none"> <li>• Annual returns on attendance at the library and museums</li> <li>• School pupil visits to museums BVPI 170c.</li> </ul>
<b>Looked after children and care leavers data</b>
<ul style="list-style-type: none"> <li>• <b>The percentage of children looked after who were pupils in Year 11, who were eligible for GCSE (or equivalent) examinations, and who sat at least one GCSE equivalent exam</b></li> <li>• <b>PAF CF/A2 The percentage of young people leaving care aged 16 or over with at least one GCSE grade A*–G</b></li> <li>• <b>The percentage of young people leaving care aged 16 or over with five or more GCSEs at grade A*–C or a GNVQ</b></li> <li>• Proportion of unaccompanied asylum seeking children who left care with at least one GCSE A*–G or GNVQ</li> <li>• <b>PAF CF/C24: percentage of children looked after continuously for at least 12 months, of compulsory school age, who missed at least 25 days schooling for any reason during the previous school year</b></li> <li>• Ofsted Form 4, PI 170b: Ratio of children looked after who were permanently excluded in relation to all permanent exclusions.</li> <li>• <b>PAF CF/D66 PSS User Experience Survey indicator: Are you offered choices about the type of care and support you need?</b></li> <li>• <b>PAF CF/D65 PSS User Experience Survey indicator: Overall, how satisfied are you with the care and support you receive?</b></li> </ul>
<b>Children with learning difficulties and/or disabilities data</b>
<ul style="list-style-type: none"> <li>• s5 school inspection judgement 3F – achievement of pupils with SEN</li> <li>• s5 school inspection judgement 5.1 – provision for pupils with SEN</li> <li>• <b>Ofsted Form 4 - PI 66 - percentage of pupils with a statement of SEN</b></li> <li>• <b>DfES SEN2 – number of new statements of SEN</b></li> <li>• <b>DfES SEN2 – percentage of new statements with special school place named</b></li> <li>• <b>Audit Commission BVPI – percentage of new statements of SEN prepared within 18 weeks</b></li> <li>• SENDIST - number of appeals upheld by tribunals</li> <li>• SENDIST - percentage of appeals to tribunals withdrawn</li> <li>• DfES SEN2 - percentage of statements discontinued</li> <li>• <b>DfES SEN2 - percentage of pupils with statements placed in special schools</b></li> </ul>

- Ofsted Form 4 – PIs 77a/77b - % of pupils with statements placed in maintained schools/independent and non-maintained special schools which are outside of the LEA as at January
- Ofsted Form 4 PI 78 – total FTE educational psychologist staff
- Ofsted Form 4 PI 79 – total vacant full-time permanent educational psychologist posts
- Ofsted Form 4 PI 82 – ratio of referrals to Parent Partnership Service (PPS) in relation to FTE PPS staff
- **Ofsted Form 4 PI 144 - percentage of permanent exclusions in relation to the number of pupils in special schools**
- **Ofsted Form 4 PI 145 – percentage of permanent exclusions in relation to the number of pupils with statements of SEN**
- Ofsted Form 4 PI 148 - percentage of fixed term exclusions of more than five days in relation to the number of pupils in special schools
- Percentage of FE college students aged under 19 with SEN or a disability
- Percentage of work-based learners living in the area and aged under 19 who had a disability and/or learning need.

#### Section 4 – Making a positive contribution

##### Care information

- **Initial registration and Children Act inspections of childcare – equal opportunities; behaviour; partnership with parents**
- **Section 122 inspections of nursery education – personal, social and emotional development; working in partnership with parents and carers**

##### Youth offending information

Youth Justice Board data:

- **recidivism – the rate of re-offending**
- the number of first timers in the Youth Justice System
- **education, training and employment (ETE)– proportion of supervised juveniles in full-time ETE**
- **the referral of juveniles manifesting mental health difficulties to Child and Adolescent Mental Health Services**
- Joint inspection reports on youth offending teams
- Youth Justice Board monitoring information on the performance of youth offending teams against recommendations of the previous inspection report

##### Participation and other activity information

- s5 school inspection judgement 6C – involvement of pupils through seeking, analysing and acting on their views
- s5 school inspection judgement 3.7 – pupils' self-confidence and self-esteem
- s5 school inspection judgement 3.15 – responsibilities of living in a community
- s5 school inspection judgement 3.16 – appreciation of their own and others' cultural traditions.

##### Inspection evidence

- s5 school inspection judgement 5.5 – preparation for later stages of education/employment
- s5 school inspection judgement 6.4 – induction arrangements for pupils.



**Looked after children and care leavers data**

- **PAF CF/C18: final warnings, reprimands and convictions of children looked after**
- **The number of children and young people who communicated their views specifically for their latest statutory review as a percentage of the number of children and young people who were looked after during the year for more than four weeks.**

**Section 5 – Achieving economic well-being****Post 16 education and training data**

- s5 school inspection judgement 5.2 – curriculum programmes for students aged 14–19
- s5 school inspection judgement 1HP16 – overall effectiveness of post-16 provision
- **Schools with sixth forms: Average Point Scores of students entered for GCE/VCE A/AS**
- Schools with sixth forms: Average Point Scores per GCE/VCE A/AS entry
- **Ofsted Form 4 – PI 54d - % of schools judged by Ofsted to have inadequate school sixth form since September 2001**
- Further education institutions/sixth form colleges/specialist colleges/work-based learning providers: achievement data by level
- Further education institutions/sixth form colleges/specialist colleges/work-based learning providers: success rate by level
- Further education institutions/sixth form colleges/specialist colleges/work-based learning providers: retention data by level
- Further education institutions/sixth form colleges/specialist colleges/work-based learning providers: value added data for Level 3 graded qualifications
- NVQ success rate for all work-based learners living in the area and aged under 19 at the start of their programme (leavers during 2002/03).

**Employment and not in education and training data**

- **Connexions Partnership data - % of young people aged 16–19 who are not in education, employment and training (NEET) broken down by active in labour market and not active in labour market**
- Connexions Partnership data - % of young people aged 16–19 joining the NEET group (young people not in education, employment and training)
- Connexions Partnership data - % of young people aged 16–19 leaving the NEET group (young people not in education, employment, training)
- Connexions Partnership data - % of young people aged 16–19 who are in education, employment and training (EET) or not in education, employment or training (NEET)
- Connexions Partnership data - % of young offenders, teenage mothers and drug and substance mis-users in education, employment and training (EET data on vulnerable groups).

**Connexions Service data**

- Connexions Partnership data - average number of 13–19 young people per personal advisor

- Connexions Service data - interventions by age 13–16, 16–19 and total
- Connexions Service data - interventions by level of intervention for young people aged 13–16.

**Housing data**

- BVPI 183a Length of stay in bed & breakfast accommodation (weeks)
- BVPI 183b Length of stay in hostels (weeks).

**Household circumstances data**

- Sure Start data: the proportion of children, aged 0–4 and 5–14, living in households where no-one is working (Department for Works and Pensions).

**Looked after children and care leavers data**

- **PAF CF/A4: percentage of young people looked after on 1 April in their 17th year (aged 16) who were engaged in education, training or employment at the age 19**
- Percentage of care leavers at age 19 who are living in other accommodation (includes bed and breakfast and emergency accommodation)
- **Percentage of care leavers at age 19 who are living in suitable accommodation (as judged by the council)**
- **The number of disabled children supported by their families or living independently, receiving services in the census week, as percentage of the estimated total population of disabled children in the council area**
- **The percentage of children with disabilities have had their transition from children's services to adult services well managed**

**Section 6 - Service management**

**Overall council**

- FF4: Total council budget per capita.

**Social care**

- **FF7: percentage of council budget relating to Personal Social Services (PSS)**
- **BU07: Total PSS budget per capita**
- EX12: Percentage of PSS expenditure on provision for children and families
- BU01: PSS budget for children and families per population aged under 18
- EX61: Gross expenditure on services to children per capita aged under 18
- **EX63: Gross expenditure on other children in need per capita under 18**
- **EX65: Gross expenditure on field social work and care assessment for children's services per capita under 18**
- **EX77: Expenditure on family support services per capita aged under 18**
- **PAF CF/E44 Relative spend on family support.**

**Education**

- **Youth service budget as a percentage of the overall education budget**
- **Youth service budget per young person aged 13–19**
- **Youth service budget as a percentage of the youth and community sub-block budget**
- Net cost of each young person aged 13–19 reached.

## Staffing and related data

### Recruitment & Retention

- **DIS: percentage of SSD directly employed staff that left during the year**
- **DIS: percentage of SSD directly employed posts vacant on 30 September**
- **DIS: the percentage of social services working days/shifts lost to sickness absence during the financial year**
- **The extent to which recruitment and retention difficulties with any of the following groups of staff represent risks to delivery: central and strategic staff; field social work; OT; residential care; foster carers; adopters; leaving care personal advisors. Training and Development Indicator**
- **DIS: the percentage of SSD gross current expenditure on staffing that was spent on training the council's directly employed staff during the financial year**
- **DIS: the percentage of residential childcare workers who have achieved Level 3 in the NVQ 'caring for children and young people'**
- **DIS: the percentage of social workers and residential managers working with children who need to obtain the child care PQ who have achieved the PQ1 award in child care**
- **DIS: the estimated percentage of current staff working with children in need who are suitably skilled and qualified as at 31 March 2004 as in the VCI audit**
- **DIS: practice learning: The number of assessed social work practice learning days per whole time equivalent (WTE) social worker for employees working in children's services**
- ST03: SSD operational staff working specifically for children's services (WTEs) per 10,000 population aged 0–17
- ST12: social workers and care managers specifically for children (WTEs) per 10,000 population aged 0–17.
- Ofsted Form 4 - PI 13 – % of headteachers leaving their current post in the school year
- **Ofsted Form 4 - PI 22 – % of permanent teachers leaving during and at the end of the school year**
- **Ofsted Form 4 - PI 23 – % of unfilled full-time vacancies in relation to the number of FTE teachers employed as at the January preceding the joint area review**
- Ofsted Form 4 - PI 24 – number of working days lost through sickness per teacher in the school year
- Ofsted Form 4 - PI 30 – % unfilled vacancies for LEA nominated governors on 1 September preceding the joint area review
- EX 62: gross expenditure on children looked after per capita aged under 18
- Ex 66: gross expenditure on adoption service per capita aged under 18 (subject to confirmation)
- **PAF CF/B8: cost of services for children looked after (BVPI 51).**

### School places and admissions data

- Ofsted Form 4 - PI 128 - % of parents who received a place for their child in a school of their first preference in relation to all applicants for school places
- Ofsted Form 4 - PI 130a - % of primary school appeals heard which were rejected

by an Appeals Panel

- Ofsted Form 4 - PI 130b - % of secondary school appeals heard which were rejected by an Appeals Panel
- **Ofsted Form 4 - PI 135 - % of primary schools with 25% or more surplus places as at Easter statutory return to the DfES**
- **Ofsted Form 4 - PI 136 - % of secondary schools with 25% or more surplus places as at Easter statutory return to the DfES.**

## Annex B. Table 4 – Key documents

### Introduction

29. This annex lists key documents to be scrutinised in reaching judgements. The listed key documents will be requested by the commissions and inspectorates when writing to the director of children's services to set up the joint area review.

30. The Community Plan will be of obvious relevance to all judgement areas and so will the Children and Young People Plan (proposed from April 2006). To avoid repetition, these are only included in Table 4 for Section 6. There may also be other documents available in local areas (reports to elected members etc.) which include useful evidence. However, the possible nature and coverage of such documents are very wide and their number very large. The entries are restricted to those documents which might reasonably be expected to be available in most areas. Providers' self-assessments will be expected to draw, as appropriate, from whatever else has been produced locally.

### Section 1 – Being healthy

Director of Public Health report
Patient and Public Involvement Strategy, including surveys, for the locality
Youth section of Drug Action and Advice Team Plan
LEA strategy for promoting children and young people's health and physical development*

\* Until replaced by the Children and Young People Plan in 2006 (or similar document drawn up before 2006 which brings existing strategy documents together).

### Section 2 – Staying safe

Local authority policy and procedures for off-site and hazardous activities
Summary reports on accidents to children and young people taking part in outdoor activities
Area Child Protection Committee/Local Safeguarding Children Board annual report and business plan for previous and current year
Children's Services Plan*
Inter-agency safeguarding procedures and any local protocols, guidance and monitoring arrangements
Local preventative strategy*
Area safeguarding plans*
Information sharing protocols
Staff/ carers vetting policies and data on action taken
Procedures for placement and monitoring of sex offenders – risk policy
Safeguarding training policies and plans
Multi-agency public protection arrangements

Staff supervision, appraisal or competency papers
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\* Until replaced by the Children and Young People Plan in 2006 (or similar document drawn up before 2006 which brings existing strategy documents together).

### Section 3 – Enjoying and achieving

The Education Development Plan*
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The Asset Management Plan*
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The Behaviour Support Plan*
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The council's procedures for monitoring, challenging and intervening in schools*
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LEA information for parents on school admission procedures
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Youth service annual plan
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\* Until replaced by the Children and Young People Plan in 2006 (or similar document drawn up before 2006 which brings existing strategy documents together).

### Section 4 – Making a positive contribution

Minutes of meetings involving children and young people in local decision making
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Records of participation of children and young people in community service and volunteering
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The inter-agency strategy or programme for reducing crime and disorder, and monitoring reports*
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The inter-agency strategy or programme for reducing racial harassment, and monitoring reports*
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Annual reports from the youth offenders team to the Youth Justice Board
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Crime and Disorder Reduction Partnership annual reports
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Youth Justice Plan
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Youth Justice Board information template
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Leaflets for children and young people regarding their rights and access to training, health care
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<b>LEA strategy for reducing bullying*</b>
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\* Until replaced by the Children and Young People Plan in 2006 (or similar document drawn up before 2006 which brings existing strategy documents together).

### Section 5 – Achieving economic well-being

Neighbourhood Renewal strategic plan (if applicable)
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Local Learning and Skills Council strategic area review
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Summary record of current educational provision for 14–19 year-olds with numbers participating in each type of provision, broken down by type of institution
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Connexions Services Business Plan
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New Deal for Communities Plan (if applicable)
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Market Renewal Pathfinder prospectus (if applicable)
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Regional Development Agency strategic plan
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## Looked after children and care leavers

• Strategy documents for looked after children*
• Guidance on drawing up personal education plans, transition plans, and pathway plans
• Information for looked after children and their carers on available services and how to access them
• Details of Information and training on the needs of looked after children provided to carers and other providers
• Information for looked after children on benefits
• Monitoring reports for elected members and senior officers on educational and other outcomes for looked after children
• Minutes of meetings at which the views on looked after children have been sought
• Surveys of the views of looked after children and their results
• Policy on financial support for care leavers

\* Until replaced by the Children and Young People Plan in 2006 (or similar document drawn up before 2006 which brings existing strategy documents together).

## Children with learning difficulties and/or disabilities

• Strategy for the inclusion of children and young people with learning difficulties and/or disabilities with accompanying action plans*
• Criteria for SEN statutory assessment and review, placement and resource allocation
• Formulae for delegating/devolving SEN funding to schools
• Local authority accessibility strategy
• Information for parents on assessment procedures, SEN provision and parent partnership and disagreement resolution services
• Information on advocacy support for children and young people
• Service level agreements with schools <i>re</i> SEN provision
• Details of arrangements to monitor, challenge and intervene in schools and early years education/childcare settings in relation to SEN policy and practice
• Guidance provided to schools and early years education/childcare settings, for example on formulating their own policies for SEN, the admission of SEN pupils, partnership working and inclusive practices
• Data collated by local 'valuing people support teams'
• Details of the procedures for the monitoring of pupil attainment and other outcomes for different groups of pupils with learning difficulties and/or disabilities
• Information on SEN training provided
• Records of meetings at which the views of representative children and young people with learning difficulties and/or disabilities were sought
• Details of surveys undertaken of children and young people's views and their results

\* Until replaced by the Children and Young People Plan in 2006 (or similar document drawn up before 2006 which brings existing strategy documents together).

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## Section 6 – Service management

The Community Strategy
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Children and Young People Plan (from April 2006)
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