

# Children's Services Improvement Support for local authorities and Children's Trusts

A National Prospectus  
2009-10



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# Foreword



The Children's Services Improvement Support Protocol, which we published in October 2008, was an important step in the journey towards improving the delivery of support and challenge to local authorities as leaders of Children's Trusts. Local authorities have consistently said that they want improvement support from the Department's field forces to be proportionate, targeted and differentiated to meet their needs.

To help achieve this, we are now publishing this prospectus which sets out the full range of the Department for Children, Schools and Families (DCSF) funded improvement support available to local authorities, including other additional areas of support which are jointly funded with other Government Departments. It is important that we get the best value for money from such a significant investment. The aim of the prospectus is to provide a clearer national picture of the support which is available and enable this to be accessed in an efficient way.

We are also currently looking at ways to improve how improvement support is commissioned and organised in the future and to ensure it aligns to the Department's key priorities in the Children's Plan. We will wish to consult with our partners widely to help with our thinking on shaping these future arrangements.

A handwritten signature in black ink that reads "David Bell". The signature is written in a cursive style with a horizontal line underneath the name.

David Bell  
Permanent Secretary  
February 2009

# Introduction

Central and local government share a commitment to wanting England to be the best place for children and young people to grow up, which means:

- a society which helps all children and young people achieve their full potential and where the momentum of success, enjoyment and learning continues into their adult lives; and
- that all young people will be on the path to success and achieve the five outcomes set out in *Every Child Matters*: to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.

The DCSF provides a wide range of support to help local authorities and their Children's Trust partners to deliver better outcomes for children and young people. Local authorities also commission their own improvement support and can access other support from Government, for example, through the Regional Improvement and Efficiency Partnerships.

This document sets out the range of DCSF funded improvement support that is available to local authorities for children's services. It includes: support delivered directly by DCSF and its Non-Departmental Public Bodies or through centrally contracted field forces; Government Offices (GOs) and Regional Improvement and Efficiency Partnerships; and DCSF supported sector-led approaches e.g. the Centre for Excellence and Outcomes and the Commissioning Support Programme, which will work closely with local authorities and Children's Trust partner organisations to develop tailored support offers.

This document also sets out some of the areas of support which are jointly funded with other Government Departments i.e. Department of Health, Department for Culture, Media and Sport, and the Department for Transport, but acknowledges that further mapping work is needed to enable all areas of available support to be included. DCSF will consider options for delivering

support other than the creation of new programmes or field forces as part of plans to simplify and rationalise the existing improvement support landscape and to ensure unnecessary overlaps are minimised.

This prospectus does not however include those programmes of support which are delivered directly to schools, colleges and other children and young people's services.

The prospectus will be refreshed and updated each year to include the full range of improvement support available across Government, including development of any new provision where gaps in current support have been identified.

## Context

At local level, the GO (Children and Learner Teams) will coordinate the production of the *Joint Improvement Support Plan (JISP)*, working closely with Directors of Children's Services and field forces to agree a tailored package of support in response to local authority needs. DCSF has published detailed guidance on the format and development of the JISPs – *Children's Services Joint Improvement Support Plans*.

It will be critical to link DCSF improvement support with local authorities and Children's Trusts bespoke support. GOs will ensure that there is a clear interface between local activity and the range of field forces and ensure all this support adds real value for localities.

The DCSF is also publishing guidance for local authorities to help them access the *Children's Services Improvement Framework*, enabling them, if they wish, to procure additional support using their own funding.

The *Children's Services Improvement Support Protocol* (revised version published October 2008) sets out the framework for coordinating support from the large number of improvement support bodies. This will require agencies working more effectively together and building on current partnerships to provide a more coherent offer to local authorities.

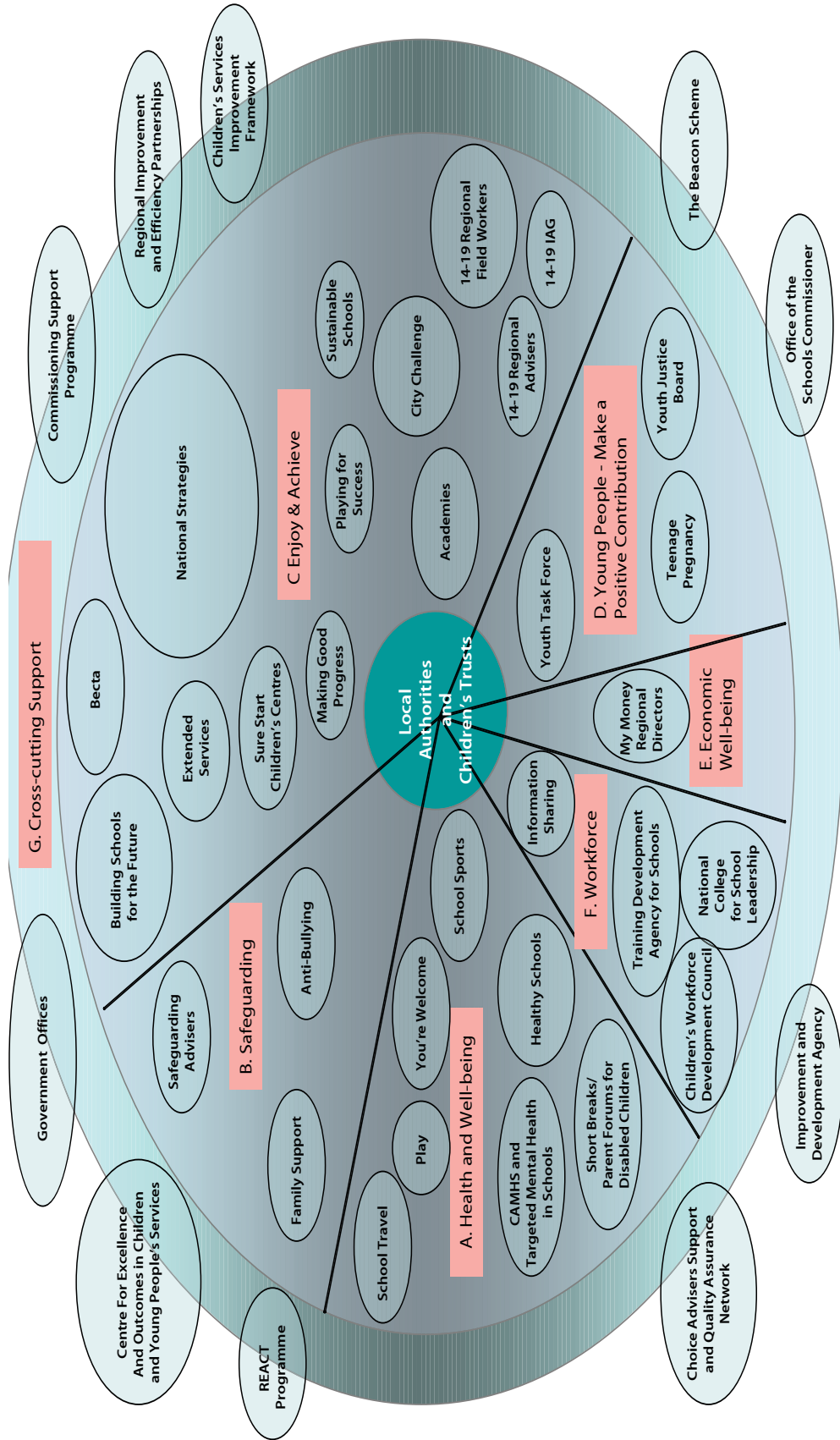
The new *Local Performance Framework* for local authorities provides the basis for facilitating sector-led interventions to drive up performance and improve outcomes for children and young people. This will include:

- new, statutory *Local Area Agreements (LAAs)* – to set out how local and national priorities will be delivered;
- a new risk-based monitoring system – the *Comprehensive Area Assessment (CAA)* starts in April 2009, with first annual reports in November 2009, and will be a key driver for improvement at the local level – helping to deliver high quality services for children, young people and their families; and
- support and challenge for local authorities and partners – the new *National Improvement and Efficiency Strategy (NIES)* sets out an ambition that local government will increasingly own and drive improvement activity in the sector. The Strategy proposes a greater role for the sector via new Regional Improvement and Efficiency Partnerships (RIEPs), working alongside GOs and other partners, to commission and coordinate support for improvement and efficiency.

### **What programmes of support are available?**

For ease of reference, the range of improvement support in this document has been grouped under broad themes to reflect delivery of the *Every Child Matters* outcomes and the priorities in the *Children's Plan*. It is acknowledged however, that many areas of support are not mutually exclusive and could quite easily be signposted in more than one theme – reflecting the joint working between improvement support agencies. The thematic groupings in this document therefore only aim to reflect where the major focus of each improvement support activity lies.

### Children's services improvement support landscape





# Part A: Child health and well-being

Good health and social and emotional wellbeing are vital if children and young people are to enjoy their childhood and achieve their full potential. Schools and school health services, GP practices, children's services including behaviour support and social care services, Child and Adolescent Mental Health Services (CAMHS) and others play a hugely important role in supporting children and families to lead healthy lives.

The range of child health improvement support comprises:

- A1. Healthy Schools
- A2. You're Welcome Regional Leads
- A3. Short-breaks and Parent Forum programmes for families of disabled children
- A4. CAMHS and Targeted Mental Health in Schools
- A5. Play
- A6. School Travel
- A7. School Sport

DCSF and the Department of Health (DH) are working closely together to support the organisations and individuals that together plan, commission and deliver services that promote child health and wellbeing.

The forthcoming Child Health Strategy will give further detail both on the range of services for children and families and on action to support joined up local delivery.

## A1. Healthy School Coordinators (based in Government Offices)



### **Advisory help to support the work of local healthy schools coordinators.**

The National Healthy Schools Programme (NHSP), led by the DCSF and DH provides the structure, resources and support to help schools achieve healthy school status.

More than 97% of schools nationally are now involved in the programme and over 68% of schools have achieved National Healthy Schools Status.

Local healthy schools programmes, grounded in local education and health partnerships, are key to supporting schools in the process of achieving National Healthy School Status.

### **Generic support**

- support and challenge local programmes to achieve national targets, providing extra targeted support if required;
- provide feedback and intelligence to the national programme;
- develop the strategic links and profile of the programme in the region;
- provide termly regional business meetings for all local healthy schools programme coordinators to include updates, facilitated discussion around new policies and strategies, identifying and disseminating good practice and new initiatives;
- organise and deliver regional training events;
- undertake annual support visits to all programmes; and
- work with partners across the region to ensure that outcomes for children and young people are addressed through a joined up approach.

### Possible areas of bespoke support

Additional support can be made to local authorities – for example:

- provide targeted and differentiated support to local programmes who are not meeting milestones, targets or quality standards;
- one-to-one support on developing action plans, interrogating data, spending plans, self evaluation reviews; and
- support with recruitment and induction of new local coordinators.

In addition to advising local authorities and PCTs on establishing the healthy schools programme in every local area, Regional Coordinators also provide GOs with expertise to inform discussions about the Local Area Agreement (LAA) and related improvement actions needed.

Launched:	Programme launched 1999, support based in GOs from 2007
Delivered by:	Jointly funded by DH/DCSF – funding devolved to GOs
Further Information contacts:	Richard Sangster, Head of Programme DH/DCSF Email: richard.sangster@dh.gsi.gov.uk or richard.sangster@dcsf.gsi.gov.uk Tel: 020 7972 4340
Field Force	12 Regional Healthy School Coordinators (seconded located within GOs)

## A2. You're Welcome Regional Leads (based in Government Offices)



### **Advisory role to support the roll-out of You're Welcome across PCTs and local authorities.**

You're Welcome quality criteria sets out minimum standards for all health care settings to ensure they are young people friendly. The vision is that by 2020 all health services that young people use will meet this criteria.

To help local areas apply You're Welcome consistently, further materials and events for commissioners and service providers have been made available (e.g. a self-assessment tool for services and a moderation guide for local areas). These support tools can be found at [www.dh.gov.uk](http://www.dh.gov.uk)

### **Generic support**

- develop the strategic links and profile of You're Welcome in the region;
- incorporate You're Welcome into the documentation for Joint Strategic Needs Assessments and planning; and
- promote the benefits of young people's involvement in the quality assurance and commissioning cycle of health services.

Contact for further information: Lily Makurah, Project Lead, Department for Health.

[Lily.Makurah@dh.gsi.gov.uk](mailto:Lily.Makurah@dh.gsi.gov.uk)

### **A3. Together for Disabled Children – Short break and Parent Forum programmes for families of disabled children**



**A national delivery support programme to help local authorities and Primary Care Trusts (PCTs) transform short break services for families with disabled children while improving parental engagement in disabled children’s service planning and delivery.**

DCSF and DH are providing local statutory partners with major funding between 2008 and 2011 to transform short break services. This is a challenging agenda and local partners are being supported through Together for Disabled Children (Serco Education and Contact a Family).

Local authorities are being provided with both revenue and capital funding so as to increase the volume and range of provision, while also ensuring that eligible children that commonly miss out on breaks due to weaknesses in services are no longer disadvantaged.

*Contact a Family* are supporting parent forums locally, while also providing information to aid the Department in running a grant scheme to support parental engagement.

#### **Generic support**

- provide networking support – including facilitating learning sets, developing and sharing best practice and producing case studies;
- support joint working between authorities and PCTs;
- support parent forums; and facilitate activities to engage parents in the planning and commissioning of services;
- undertake awareness raising with PCT and authority workforce leads, to guide them on developing strategic approaches to spending new resources;

- provide a challenge role on local plans and help local authorities and PCTs to develop their own capacity to deliver new services – including a focus on readiness checks for April 09 onwards.

**Possible areas of bespoke support**

Concentrated short break delivery support in higher risk areas through significant and dedicated resource being provided to local bodies and parent groups.

Launched:	May 2008
Delivered by:	Together for Disabled Children, a national support body Contact: Rita Wiseman Tel: 07738 898546
Further Information contacts:	Chris Bestwick, DSCF Tel: 020 7273 4760
Field Force	16 advisers, contracted until May 2010

## A4. CAMHS Regional Development Workers & Targeted Mental Health in Schools Advisers



### **A network of advisers supporting transformation of working practices.**

Psychological wellbeing and good mental health are crucial for every aspect of a child's life – effective and responsive mental health services are vital to support children and young people with emerging or existing conditions.

Children and Young People's Psychological Wellbeing and Mental Health Services, including specialist child and adolescent mental health services (CAMHS) promote the psychological wellbeing of children and young people, and provide high quality, multidisciplinary mental health services to all children and young people with mental health problems and disorders.

The **CAMHS Regional Development Workers** primary role is to provide support to local authorities and PCTs to help them improve joint planning, commissioning and delivery of Children and Young People's Psychological Wellbeing and Mental Health Services – with a specific focus on change management.

### **Generic support**

- facilitate networking between local authority/PCT practitioners and encourage sharing of ideas and developing joint solutions;
- provide an advocacy, challenge and monitoring role in the regions to help drive local services towards meeting the PSA 12 Indicator – Improve the Health and Wellbeing of Children and Young People;
- bring together local authorities and PCTs to ensure more early intervention takes place in schools, as well as services working better together across the different boundaries;
- offer advice to ensure effective referral of children and young people to more specialist services;

- build up an evidence base of what works well and capturing innovative practice – working alongside the Office for Public Management (OPM) to develop action learning sets;
- support with CAMHS mapping; and
- develop approaches to commissioning and needs assessments.

### **Possible areas of bespoke support**

One to one support can be negotiated as needed, for example:

- partnership development;
- roll-out of evidence from the targeted mental health in schools pathfinders; and
- advice on improving access to therapy services for disabled children and those with complex health needs.

**Targeted Mental Health in Schools Advisers (TaMHS)** support local authorities in the roll-out of the Targeted Mental Health in Schools programme. Between 2009 and 2011, £60 million is being invested to test a range of preventative and early intervention approaches through the school pathfinder projects.

### **Generic support**

- 2 days per month support and challenge per pathfinder area, including scrutiny and comment on initial and updated project plans;
- support to resolve challenges in operational and strategic partnership working;
- project and change management support according to agreed DCSF guidance;
- delivery of bi-monthly regional network meetings to enable sharing of practice between pathfinder and potential phase 2 areas;
- identification of and feedback of pathfinder area learning needs to Action Learning Set provider; and
- formal agreement with the GO on communication and interface between the National CAMHS Support Service (NCSS) support and challenge remit and GO performance management.



### Possible areas of bespoke support

- facilitating the Equality Impact Assessment of TaMHS project plans;
- drafting, providing guidance on or support for the commissioning of local evaluation plans;
- actively linking TaMHS with other regional workstreams through regional fora, i.e. regional Public Health group, National Healthy Schools Programme, Targeted Youth Support, Youth Justice Boards, Behaviour and Attendance lead, Training Development Agency Regional Adviser, Strategic Health Authority (SHA), GO Children’s Services Adviser;
- embedding TaMHS in local CAMHS partnerships through involving the pathfinder project manager and lead, including facilitating links with commissioning and Common Assessment Framework arrangements;
- work with project managers to scope and provide advice on specific project posts, e.g. PMHWs, and their required resources, including signing-off Service Level Agreements with local Mental Health Trusts for new TaMHS posts;
- facilitating joint work between the project manager and CAMHS service manager to define the role of the TaMHS pathfinder in joint working and to understand referral pathways into and out of specialist CAMHS;
- organising, facilitating and attending stakeholder events with the project manager;
- managing the recruitment of the project manager on behalf of the pathfinder and providing mentoring; and
- attending meetings with headteachers and governing bodies to ensure school engagement.

Launched:	2004
Delivered by:	Jointly funded by DH/DCSF: Co-located with GOs
Further Information contacts:	Richard Vaughan, DCSF Tel: 020 7925 6613
Field Force	9 CAMHS regional development workers & 9 Targeted Mental Health in Schools advisers – contracted until March 2011

## A5. Regional Play Support Teams



### **Support for local authorities to roll out a new major capital programme to rebuild and renew playgrounds and create new adventure playgrounds.**

Play is integral to a happy childhood. We also know that play has real benefits for children's development including helping to build social and emotional resilience, strengthening friendships, and helping children learn to deal with risk.

The Government has committed to spend a total of £235 million over the next three years to:

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

This capital programme will be rolled out on a phased approach with aim of all local authorities being offered funding from 2010 and delivering commitments by 2011. Play Support Teams work closely with GOs to provide targeted support as required.

### **Generic support**

- to assist local authorities with their plans for commissioning and developing new infrastructure;
- support and challenge local authorities to develop better play strategies and secure VFM in the capital build programme;
- organising and facilitating and stakeholder events;
- publication of good practice tools and guidance;
- cross-professional training for local authorities and partners; and

- support with communicating with children and parents to raise awareness of the range of local facilities.

#### **Possible areas of bespoke support**

- establishing benchmarks to measure success;
- critical friend to support development of adventure playground business plans;
- advise on implementation of guidance on Play Design, Risk Management and Strategic Planning;
- provide up to date information on good play practice;
- facilitate strategic thinking and planning around play provision; and
- support local play partnership development.

Launched:	April 2008
Delivered by:	Play England
Further Information contacts:	Richard Vaughan, DCSF Tel: 020 7925 6613 Play England Contact: Adrian Voce Tel: 020 7843 6094
Field Force	9 FTE advisers additional to the Play England regional teams, contracted until March 2011

## A6. Regional School Travel Advisers



department for  
**children, schools and families**

Department for  
**Transport**

**Advisers to assist in delivery of the *Travel to School Initiative*, providing effective regional and local support and challenge to local authorities.**

The *Travel to School Initiative* (a joint initiative with the DfT) aims to develop a strategic approach to school travel issues promoting the use of walking, cycling and public transport and reducing car dependency for journeys to school – contributing to schools achieving Healthy Schools status.

A team of around 250 local authority based School Travel Advisers (STAs) is funded, with responsibility for working with schools, and local authorities and transport authorities to produce strong and effective travel plans – ensuring all schools have a school travel plan in place by 2010.

### Generic support

- work with the STAs to enable them to help schools develop effective sustainable school travel plans;
- fulfil an advocacy role in the regions promoting safe, sustainable and environmentally friendly travel;
- support local authorities in delivery of their annual *Sustainable Modes of Travel Strategies*;
- coordinate a regional network of meetings a minimum of three times per year;
- deliver regional training (including supporting inductions to all newly appointed local authority based STAs) and continued professional development through the regional network to familiarise STAs and other partners with areas of emerging policy; and
- meet with the local authority based STA a minimum of once per year for 1:1 visits, to discuss progress within the local authority and review delivery mechanisms and identify further support/improvements as necessary.

### Possible areas of bespoke support

- deliver bespoke training to address School Travel Plan weakness, through workshops and work shadowing and include opportunities to share and promote good practice;
- work with partners in considering the travel implications of extended schools and the delivery of the 14-19 diplomas;
- facilitate meetings with key agencies working with schools to consider shared priorities, working practices and arrangements;
- identify projects currently being delivered in the region where an STA might link up at a local level to deliver initiatives which support tackling childhood obesity; and
- support STAs in working with schools to address issues of bullying on the school journey through behaviour policies.

Launched:	2004
Delivered by:	Jointly funded DCSF/DfT
Further Information contacts:	John Britton, DCSF Tel: 01325 391170
Field Force	11 PT advisers, contracted through secondments until March 2010

## A7. School Sport Partnership – support by YST Development Managers



**Youth Sport Trust**

### **Support to increase the quantity and quality of opportunities in PE and sport for all.**

Physical Education (PE) and Sport are an important part of every young person's development. The National Strategy for PE and School Sport for Young People (PESSYP) was introduced in 2003, and is being delivered jointly by DCSF and DCMS. The strategy has increased the percentage of young people taking part in at least two hours of high quality PE and sport each week from an estimated 25% in 2002, to 90% in 2008.

But the Government wants to do more. We want to create a world class system for PE and sport and to make a new 'five hour offer' for young people. We aim to ensure that all 5-16 year olds are offered at least two hours high quality PE and sport at school (with the expectation that this is within curriculum time), and all 5-19 year olds receive up to three further hours of sport beyond the school day.

The national network of School Sport Partnerships (SSPs) is now firmly embedded and now includes every maintained school in the country. These SSPs will work with County Sports Partnerships (CSPs) to help deliver the five hour offer to young people.

### **Generic support**

The Youth Sport Trust (YST) is currently grant aided by DCSF to support schools and School Sport Partnerships in delivering opportunities for PE and sport for young people. The YST has a team of Development Managers, funded by DCSF, which works alongside schools to advise, guide and support them in their delivery of PE and sport. These Development Managers are deployed in each of the nine GO regions. Three National Development Managers are responsible for three GO regions each and oversee the deployment of the Development Managers within the regions.

As we move towards delivering the five hour offer, the YST is working with local authorities and CSPs to roll out delivery of PESSYP within and beyond the school day to provide tailored and targeted support to SSPs according to their individual needs.

Examples of bespoke support that can be provided are:

- work with dedicated local authority PESSYP lead to evaluate current PESSCL data and identify future priorities;
- help facilitate strategic thinking and planning around sport provision and participation in the local area;
- support Building Schools for the Future and the PE stakeholder group within the local area;
- provide up to date information on good practice within other counties and local authority areas;
- facilitate partnership working to help achieve a 5 hour offer for all young people, particularly with CSPs and local authority Sport and Leisure teams; and
- work with local authorities in their role as Local Delivery Agency for Continuing Professional Development (CPD) to promote high quality CPD opportunities to teachers and adults supporting learning in order to raise standards in PE.

Launched:	2003
Delivered by:	Jointly funded by DCSF and DCMS
Further Information contacts:	Philip Parker, PESSYP Programme Director, DCSF/DCMS Tel: 020 7340 8183 Clare Stretch, YST Development Director Tel: 01509 226632
Field Force	28 Development Managers deployed in each of the nine Government Office regions

## Part B: Safeguarding the young and vulnerable

Keeping children and young people safe from harm is a key priority and responsibility for everyone – local authorities are expected to take a proportionate approach to health and safety to allow children to take advantage of new experiences while ensuring they stay safe from harm.

The range of improvement support comprises:

- B1. Safeguarding
- B2. Anti-bullying
- B3. Family Support



## B1. Safeguarding Advisers (based in Government Offices)



GOVERNMENT OFFICES  
FOR THE ENGLISH REGIONS

### **An adviser network providing specialist support to GOs and local authorities.**

The previous network of GO-based 'Allegations Management Advisers' was reformed in 2008 to take on wider remit for safeguarding and promoting the welfare of children. As part of their support and challenge role, they work with the Local Safeguarding Children Boards (LSCBs) and local authorities to improve performance and address emerging issues, providing direct support to other agencies with safeguarding responsibilities.

#### **Generic support**

- support and challenge local authorities to ensure that the safeguarding framework is implemented effectively across all local areas;
- offer advice on implementing 'Working Together';
- support and challenge LSCBs on the conduct and implementation of Serious Case Reviews;
- drive forward commitments in PSA 13 (improve children and young people's safety);
- disseminate national policy developments and new initiatives in relation to the safeguarding agenda; and
- support established regional networks and identify good practice and areas of development.

### Possible areas for bespoke support

- providing information and support for organisations to prepare for the implementation of the Vetting and Barring Scheme under the Safeguarding Vulnerable Groups Act;
- facilitating LSCB and local authority designated officer networks;
- supporting LSCBs to self-assess progress in a number of areas; and
- providing training or organising conferences on specific safeguarding issues.

Launched:	Reformed in 2008
Delivered by:	Advisers on secondment to DCSF
Further Information contacts:	Joanne Harker, DCSF Tel: 01325 391391
Field Force	15 advisers: individual secondees contracts, until March 2010 – based in GOs

## B2. Anti Bullying Advisers



### **Support to local authorities and schools to embed and disseminate effective anti-bullying practice.**

The *Staying Safe Action Plan* builds on the Children's Plan with specific commitments to prevent and tackle bullying.

The Department is working through the Anti Bullying Alliance and the National Strategies to sustain, embed and disseminate effective anti-bullying practice in local authorities and schools. The Anti-Bullying Alliance (ABA) was founded by NSPCC and the National Children's Bureau (NCB) in 2002. It is hosted and supported by the NCB, and the Alliance brings together a large number of organisations (including many national children's charities) into one network with the aim of reducing bullying.

#### **Generic support**

The ABA advisers offer support to all local authorities for anti-bullying work, largely provided through termly network meetings. In addition to this, the ABA Advisers provide targeted support to local authorities and schools who are identified as being in need of improvement support for anti-bullying work.

The National Strategies deliver a universal offer of support and challenge to all local authorities and schools to tackle bullying as part of a wider programme of behaviour, and attendance activity. This includes support and challenge in the implementation of the social and emotional aspects of learning (SEAL).

There are clear links between this work and the overarching work of the National Strategies as outlined in *Section C – Enjoying and Achieving*. The National Strategies work closely with the ABA to support their targeted work.

### Possible areas of bespoke support

The areas of support on offer are described in full on the ABA Consultancy Menu (available via [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)) and include:

- assistance with developing and embedding local authority/Children's Trust anti-bullying strategies;
- support for the creation and development of local authority/Children's Trust multi-agency anti-bullying steering groups; and
- advice on the development of anti-bullying materials and support for schools based on DCSF Safe to Learn guidance (e.g. Cyberbullying).

Launched:	2002
Delivered by:	The Anti-Bullying Alliance/National Children's Bureau
Further Information contacts:	Robert Beattie, DCSF Tel: 020 7273 5600 Anti-Bullying Alliance Contact: Lauren Seager (Regional Strategy Co-ordinator) Tel: 020 7833 6808
Field Force	10 PT ABA advisers, contracted until March 2011 28 National Strategies regional advisers who support the work of a range of colleagues in local authorities involved in anti bullying work including 251 behaviour and attendance consultants employed by local authorities.

### B3. Families Delivery Team



**Direct work with local authority Family Intervention Projects as expert practitioners, building capacity of local authority staff to work effectively in the field with the most vulnerable families.**

In the Children’s Plan and Youth Crime Action Plan we announced a significant expansion of parenting and family support programmes.

Family Intervention Projects (FIPs) provide whole family support to the most challenging families. The projects balance help for families with supervision and enforcement tools to provide families with incentives to change.

The ‘Think Family’ model involves reforms to local authority systems to improve the links between children’s and adults’ services. This will lead to better identification, assessment and support for families at risk and ensure early intervention to prevent poor outcomes for children and young people.

The Youth Crime Action Plan announced funding for all local authorities from 2009 to deliver FIPs and ‘Think Family’. Through the Parenting Early Intervention Programme from 2009-10, we are also providing all local authorities with funding to deliver parenting support to the parents of 8-13 year olds at risk of poor outcomes.

#### Generic support

- support to service heads and commissioners about setting up effective whole family support services; and
- work directly with project teams to guide them in their day to day work with families.

#### Possible areas of bespoke support

- support to set up and deliver FIPs;
- training for local authority staff e.g. Keyworker training days;
- advice and support to implement the ‘think family’ reforms;

- support to plan and deliver parenting support; and
- local and national network meetings to discuss best practice.

Launched:	August 2008
Delivered by:	Inward Secondees to DCSF
Further Information contacts:	Donna Molloy, DCSF Tel: 020 7925 5035
Field Force	6 FTE advisers, contracted through secondments until August 2009

# Part C: Enjoying and Achieving

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

The range of improvement support comprises:

- C1. National Strategies
- C2. Building Schools for the Future
- C3. Becta
- C4. Academies
- C5. Playing for Success
- C6. Making Good Progress
- C7. Sure Start Children's Centres
- C8. Extended Services
- C9. Sustainable Schools
- C10. City Challenge
- C11. 14-19 Regional Advisers
- C12. 14-19 Regional Field Workers
- C13. Information, Advice and Guidance (IAG) Support for 14-19 Diploma Consortia

## C1. National Strategies

# The National Strategies

### **Providing professional development programmes and support for teachers, practitioners (including childminders) and managers in early years settings and primary and secondary schools**

The National Strategies is one of the Government's principal vehicles for improving the quality of learning and teaching in early years settings and schools; raising standards of achievement for all children and narrowing the achievement gap; and improving management and leadership.

The Strategies is the single largest improvement function and provides about half of the total DCSF Children's Services improvement support to local authorities. Its work on DCSF programmes is supported by a number of substantial grants made by the Department to local authorities, schools and settings.

The support places emphasis in personalising learning for each child and securing high quality teaching. This includes securing Quality First teaching whilst integrating Assessment for Learning (AfL) for progression into day to day teaching practices and developing the whole school/setting leadership and management of teaching and learning to ensure a continued focus on improved rates of individual children's progress. The programme will take forward the lessons and findings of the Making Good Progress (MGP) Pilot (section C6), particularly in improving the quality and accuracy of teacher assessment and inform planning for progression through the use of progression targets and individual tuition.

The National Strategies has four principal functions:

- (i) they are the Department's lead agent in the dialogue with local authorities about the setting and progress towards the Department's statutory early years and education targets (PSAs 10 and 11);
- (ii) they provide guidance and materials free to local authorities, early years settings, schools and initial teacher training institutions, and associated practitioners;



(iii) they develop training programmes and provide consultancy support on core programme and specialist intervention programmes; and

(iv) they have a challenge and performance management function on local authorities' delivery of priority National Strategies' programmes.

Support programmes cover a wide range of priority programmes under the policy themes of:

- Early Years, including Every Child a Talker (ECaT) and Communication, Language and Literacy Development (CLLD);
- English/literacy – split into primary, including Communication, Language and Literacy Development (CLLD), Every Child ... a Reader (ECaR),... a Writer (ECaW), and secondary phases, including Modern Foreign Languages (MFL);
- Mathematics/numeracy (split into primary and secondary phases), including Every Child Counts (ECC);
- School Improvement (SI) programme, including supporting the National Challenge, and coasting school strategy in secondary schools, and the Improving Schools Programme (ISP) in primary schools;
- The recruitment, accreditation and quality assurance of School Improvement Partners (SIPs) and National Challenge Advisers (NCAs);
- Behaviour and Attendance (B&A) and Social and Emotional Aspects of Learning (SEAL);
- Ethnicity, Social Class and Gender Achievement (ESCGA);
- Special Educational Needs (SEN)/Learning Difficulties and Disabilities (LDD);
- Gifted and Talented (G&T);
- Secondary Science; and
- Secondary Information and Communication Technology (ICT), and functional skills in English, mathematics and ICT.

Further details on each of these can be found in the National Strategies: Annual Plan Summary 2008-09.

Each of the National Strategies' programmes is structured at three levels of activity:

- a **universal element of the programme** that is made available to all local authorities and/or schools e.g. EYFS Framework; Primary Framework; renewed Secondary Frameworks for English, mathematics, science and ICT; behaviour and attendance.
- a **targeted element of the programme**, where activity is differentiated and aimed at groups of children, particular local authorities or groups of schools e.g. intervention work; in many cases this will be a focused dimension of the universal element of the programme;
- an **intensive element of the programme** designed to offer dedicated support to local authorities, schools or settings which are significantly underachieving or are below the floor targets, e.g. the Making a Big Difference (MaBD) work in early years; 'hard to shift' schools and schools in an Ofsted category of concern.

Each local authority is supported by a team of advisers through resources, training, consultancy and web-based activity.

Improvement support is delivered through nine regional teams, led by Senior Regional Directors. Regional Advisers lead on:

- training of local authority 'trainers' (local authority managers and National Strategies consultants) who cascade a universal training offer to all schools (who receive Standards Fund grant to access the training, approx 12 days for primary schools and 14 days training for secondary schools);
- specialist training and resources for targeted schools and settings identified by the local authority; and

- ‘consultancy’ support at local authority, school and setting level covering: leadership and management; teaching and learning; AfL and assessing children’s performance; subject level and school improvement support. This supplements the local authority resources where the actions from the Standards meetings have identified areas for additional National Strategies support.

Launched:	1998
Delivered by:	The Strategies at a national and regional level are delivered by Capita Strategic Children’s Services on behalf of the DCSF.
Further Information contacts:	0845 8501444 <a href="http://www.standards.dcsf.gov.uk/nationalstrategies">www.standards.dcsf.gov.uk/nationalstrategies</a> David Sleep, DCSF 020 7925 6984
Field Force	325 advisers

## C2. Partnership for Schools – Building Schools for the Future



### **Management of the overall national Building Schools for the Future (BSF) programme as well as support to local projects.**

Partnership for Schools (PFS) is a Non Departmental Public Body set up to deliver the BSF programme. BSF is a capital investment programme to provide world-class secondary school teaching and learning environments for all pupils, teachers and communities in England, over the next 15–20 years.

#### **Generic support**

PfS provides the following support:

- educational advisers who focus on pre-procurement;
- project directors who manage the procurement stage; and
- commercial advice as projects progress to financial close.

On a day to day level, advisers:

- challenge local authorities to define their local education strategy and to plan how they will use the investment opportunities of BSF to achieve transformation;
- support and advise the procurement team in each local authority, providing expertise on ICT, design, project management, procurement, financial and legal matters; and
- coordinate related support of other partners.

Advisers will typically spend around 3 years working with local authorities on these activities before operations (building construction) begin.

They are supported with a small central team who are London-based with responsibility for quality assuring projects, shadowing programme delivery and providing legal advice.

PfS is also now responsible for delivering related areas of support for local authorities through CABE (Commission for Architecture and the Built Environment); 4ps (an arm of the Local Government Association); and the NCSL input to the BSF programme.

In March 2006, PfS took over responsibility for delivering the Academies building programme – part of the overall Academies programme which will see 400 new Academies across the country.

#### Possible areas of bespoke support

- support to local authorities as they develop their *Strategy for Change*;
- support as individual projects progress through key milestones (*Strategy for Change*; Outline Business Case; Selected Bidder; Financial Close; Operation); and
- communications support to local authorities at key publicity points.

Launched:	2004
Delivered by:	Partnership for Schools
Further Information contacts:	Kirsten Flynn, Partnership for Schools email: <a href="mailto:info@partnershipsforschools.org.uk">info@partnershipsforschools.org.uk</a> Tel: 020 7273 0001
Field Force	60 advisers

### C3. Becta Regional Delivery and Engagement Team – Harnessing Technology for Learning



**Providing strategic and operational support on effective and innovative use of ICT and delivery of the *Harnessing Technology: Next Generation learning strategy*.**

#### **Generic support**

Providing effective strategic, technical, curriculum and procurement support to local authorities to enable them to embed the effective use of technology into their strategies to support improved outcomes for learners.

There are two distinct groups of advisers:

- **Regional Delivery Advisers** – located on a regional basis, offering differentiated, strategic and operational support to local authorities across all areas of the Harnessing Technology: Next Generation Learning agenda. Such support would be linked to local priorities; and
- **Capital Programmes Advisers** – located on a regional basis, offering differentiated support for the ICT element of the Building Schools for the Future, Primary Capital and Academies programmes.

#### **Possible areas of bespoke support:**

- ICT Strategy Development;
- Local authority Self-Review;
- Local authority support for school's ICT;
- Use of technology to support school improvement;
- E-safety; and
- Aggregated procurement.

- Management Information Systems and data integration.
- Support for local authority visioning pre-engagement with the BSF Programme.
- Primary Capital Programme.
- Academies Programme.

Launched:	September 2007
Delivered by:	Becta
Further Information contacts:	Becta: Colin Penfold Colin.penfold@becta.org.uk Tel: 020 7925 6671
Field Force Team	16 advisers

## C4. Academies Advisers



### Supporting the set up of new Academies which will be managed by independent sponsors.

#### Generic support

Advisers support Academy projects through conception through to opening. Advisers do not have a challenge role – they develop an advisory relationship with local authorities to ensure that effort is targeted with lowest achieving schools.

#### Possible areas for bespoke support

Academies advisers agree support packages with academy principals/principals designate which may be delivered via SSAT, National Strategies or other providers and cover:

- all subject curriculum areas;
- curriculum design;
- leadership support at different levels;
- finance and administrative arrangements; and
- governance.

Launched:	September 2008
Delivered by:	DCSF
Further Information contacts:	Paul Hann, DCSF Tel: 020 7925 6671
Field Force	19 advisers, contracted until August 2010



## C5. Playing for Success Advisers



*Playing for Success*



**Support to establish study support centres (out of school hours learning) at top sports clubs' grounds and sporting venues with a focus on literacy, numeracy and ICT for underachieving pupils at KS2 and KS3, using the environment and medium of sport as motivational and curriculum tools.**

The programme has an in-school extension called 'Double Club' which is a classroom based initiative focusing mainly on year 8 pupils. This is a partnership between schools and the Playing for Success centre which works with underachieving pupils in Key Stage 3, providing them with a 'double experience' of classroom education (literacy, numeracy and ICT) which normally precedes a sports session.

### Generic support

Advisers are responsible for operational delivery of the programme – providing expert support to centre managers (162 centres nationally) and providing a network of critical friends. The advisers have a direct day to day working relationship with centre managers where support is differentiated according to development priorities.

In addition to their primary role of supporting centre managers, the advisers encourage involvement of local authority line management and the host club to further develop centres and the tuition and learning for pupils that they provide.

The range of generic support includes:

- developing a range of programmes to sustain, improve, expand and promote Playing for Success;
- developing and supporting implementation of study support strategies;
- disseminating best practices in the delivery of study support activities;

- termly meetings of the regional study support network;
- supporting local authorities to work collaboratively to develop quality assured study support; and
- developing tools and procedures for measuring and evaluating the impact of study support.

**Possible areas for bespoke support**

- training events and workshops tailored to needs of local authorities and school or centre based staff;
- critical friend support offering challenge and support within a developmental structure; and
- evaluation of PfS centres – monitoring and assessment of participants' performance.

Launched:	1997
Delivered by:	Rex Hall Associates/DCSF
Further Information contacts:	Richard Page, DCSF Tel: 020 7273 5622 Rex Hall Contact: Tel: 020 8888 8456
Field Force	22 Advisers contracted until March 2011

## C6. Making Good Progress Advisers



The Pilot aims to improve progression rates in English and Maths at Key Stage 2 and 3 by trialling 5 key elements, including: an increased focus on assessment for learning and tracking pupil progress; single level tests for pupils in KS2; targeted one-to-one tuition; progression targets; and, an incentive payment to schools which support children coming from behind to make good progress.

### Generic support

Advisers supporting 10 local authority pilot areas and helping them model strategies for delivering targeted support to pupils in schools (covering 450 schools).

Launched:	July 2007
Delivered by:	DCSF
Further Information contacts:	Elizabeth Smith, DCSF Tel: 020 7925 6097
Field Force	4 advisers, pilot ends in July 2009

## C7. Sure Start Children's Centres Advisers



**A national programme of support to all local authorities – to help them deliver the commitment to establish a Sure Start Children's Centre in every community by 2010.**

The main focus of support activity for the next 1-2 years will be on delivery of the infrastructure, so by 2010, centres will be in place and delivering prescribed levels of service.

### **Generic support**

All authorities receive a core package of support which includes:

- a named person to act as single point of contact for each local authority to support problem resolution, sharing of good practice and access to the toolkit of support;
- access to the Together for Children (TfC) knowledge management website;
- telephone access to specialist support and support for the knowledge management website;
- support from the programme management function for planning and monitoring progress;
- development events and specialist workshops/seminars/cluster events;
- access to the contractor's change and development programme with toolkits to facilitate multi-agency working, team working and sustainability;
- and for children's centre leaders, access to a Children's Centre Leaders' Network.

### Possible areas of bespoke support

- building more effective partnership working including: work with local partners across the childcare sector, the health sector such as PCTs; and employment services especially Jobcentre plus;
- development and embedding local approaches for the children’s centre programme in risk assessment and risk management;
- developing project management expertise and the application of this to the development and delivery of children’s centres. This can involve working with the local authority and partner organisations at a strategic or an operational level;
- enhancing the local authority strategic approach to performance management of children’s centre services. This can include establishing an approach to the children’s centre Self Evaluation Framework, developing an outcomes based approach to measuring performance;
- working on strategies for taking services to families that may be considered a priority;
- mentoring, coaching and workshops for the local authority and partner organisations at strategic and operational level to promote integrated working and the development of fully up and running children’s centres;
- practical help in financial planning and resourcing of children’s centre to include development of a range of funding models that reflect the local context. This includes working with the local authority to develop and apply approaches for rural areas, formula funding, unit costing;
- local solution building to unblock barriers to progress in:

Working effectively with schools and governing bodies

Engaging strategic sponsorship

Working well with elected members

- working with the GO Children's Services Adviser and other field forces to provide intensive support for a specified period, to a small number of local authorities. This usually involves working with the local authority on a number of agreed areas, in parallel, to bring maximum benefit and progress.

Launched:	October 2006
Delivered by:	Consortium led by Serco Education and Children's Services working as Together for Children along with 4Children, Continyou and PA consulting
Further Information contacts:	Together for Children Contact: <a href="mailto:annamarie.hassall@togetherforchildren.co.uk">annamarie.hassall@togetherforchildren.co.uk</a> Tel: 07718195440 – direct mobile 0870 990 8945 – Tfc helpline Jane Whitfield, DCSF Tel: 020 7273 5149
Field Force	31 advisers, contracted until September 2010

## C8. Training Development Agency Regional Advisers: Extended services



### **A programme of support to secure access to extended services through all primary, secondary and special schools by 2010.**

The programme aims to ensure that by 2010 all schools provide access to high quality, sustainable provision linked to the extended schools core offer:

- childcare (in primary and special schools);
- varied menu of activities including study support, sport and music clubs;
- parenting support including family learning;
- swift and easy access to targeted and specialist services, and
- community access to facilities including adult and family learning, ICT and sport facilities.

#### **Generic support**

Policy implementation support and challenge linked to the grant deliverables is provided to LAs through a network of nine regional delivery partnerships (RDPs) led by regional advisers (RAs). Support and challenge is provided through meetings with key LA officers, regional network meetings and focused events, access to a programme of national training and support events.

#### **Possible areas of bespoke support**

Working in partnership and supported by change management specialist relationship management consultants and over 100 trainers, the RAs offer a package of support tailored to and agreed with the individual local authority to enable them to provide high-quality support to their schools and the children's workforce. This might include:

- provide training in the use of the School Improvement Planning Framework, a suite of tools and techniques designed to assist in collaborating with all stakeholders in developing strategies to deliver extended services which raise standards of attainment and promote pupil well-being;
- Parent Support Adviser (PSA) training packages, plus local authority train the trainer support;
- support work in schools (SWiS) vocational qualification courses;
- Extended schools remodelling adviser (ESRA) training and support;
- support for the implementation of the Extended Schools Disadvantage Subsidy to ensure inclusive participation in extended services;
- diagnostic coaching intervention for those schools most challenged by extended schools implementation;
- cluster manager training and development; and
- measurement of impact and benefits support.

Delivered by:	Consortium – TDA led – 4Children and Continyou
Further Information contacts:	Nina Hughes DCSF 020 7273 6073 Howard Kennedy – TDA howard.kennedy@tda.gov.uk
Field Force	Nine regional Delivery Partnerships led by Regional Advisers



## C9. Sustainable Schools: Network Support (based in Government Offices)



GOVERNMENT OFFICES  
FOR THE ENGLISH REGIONS

**Helping local authorities to understand how best to support schools in generating a whole school culture of sustainability and prepare young people for life in a sustainable world.**

### Generic support

GOs are funded to encourage and maintain sustainable schools networks in their regions. Some of them will do this by funding 'sustainable schools network adviser posts' – but not all of the GOs operate in this way and may seek to use funding to support a wide range of activities, such as good practice dissemination events (e.g support delivered on sustainable schools to the local authorities Governors training services) and developing resources such as the s3+ self-evaluation for local authorities which promote sustainable schools with local authorities.

For further information, contact the GO or Janice Lawson, Head of Sustainable Development Unit, DCSF

Tel: 020 7925 7427

## C10. City Challenge Advisers



**A small team of advisers which provides specialist support for schools and local authorities in City Challenge areas.**

City Challenge is the expansion of the successful London Challenge; it will provide support over three years from 2008 to improve outcomes for young people in the Black Country and Greater Manchester and continued support for the London Challenge. The Challenge aims to break the link between disadvantage and educational underachievement. A Key focus of City Challenge is the Keys to Success/Pathways to Achievement programme; a major drive to support schools in the most challenging circumstances.

City Challenge Advisers are educational experts with a history of school improvement and form a crucial part of the Keys to Success/Pathways to achievement programme. They work closely with schools and local authorities, providing them with expert support and challenge. They commission additional support for schools according to their needs further to support provided by local authorities and the National Strategies to accelerate and help sustain improvements.

Launched:	2008
Delivered by:	DCSF
Contact:	Inderjit Dehal, DCSF, Head of the City Challenge programme Tel: 020 7925 6099

## C11. 14-19 Regional Advisers



**To support GOs, local authorities and 14-19 partnerships to implement the 14-19 reform programme, providing expert advice on planning and delivery; and providing effective communication links with the Department on progress.**

### Generic support

The Advisers have, to date, been focused on making sure that the Consortia delivering Diplomas from September 2008 were prepared, including supporting GOs with the Gateway review panels. The focus of their work moving forward will be to help develop the capacity of 14-19 partnerships and local authorities to implement the reforms.

They will also provide support and challenge to consortia where specific issues have been escalated by the 14-19 Consortium Leadership Consultants (CLC) based at the Learning and Skills Improvement Service and the National College of School Leadership.

They will help local authorities build the capacity of local partnerships to self manage and take greater ownership of the 14-19 reforms.

Although there will generally be limited scope for bespoke support, advisers may offer support through attending local Diploma consortium and strategic meetings wherever possible, providing advice and networking opportunities to access good practice for local consortia, local authority staff and external partners.

Launched:	September 2007
Delivered by:	DCSF
Further Information contacts:	Felicity Read, DCSF Tel: 020 7925 5901
Field Force	11 Advisers, contracted until 2010

## C12. 14-19 Regional Field Workers



### The National Strategies

**Working both with local authorities and providing support direct to schools and colleges with the aim of building collaborative leadership; preparing workforce consortia for diploma delivery; and preparing for delivery of functional skills.**

#### Generic support

There are a wide range of advisers involved with supporting the 14-19 reforms including helping consortia as they prepare to provide Diplomas and the roll-out of Functional Skills by 2010.

**Learning and Skills Improvement Service (LSIS) and National College for School Leadership (NCSL) Consortium Leadership Consultants:** Work with the 14-19 Leads/Strategy Managers and Consortium Leads to:

- plan appropriate levels of support;
- discuss emerging needs and signpost extra support as appropriate;
- challenge, where necessary, to support consortia effectively in maintaining and following its implementation plan; and
- act as central point of contact for all support providers working with the consortium.

**Specialist Schools and Academies Trusts (SSAT) Regional Diploma Coordinators:** Link with the Consortium Leadership Consultants to work with the Professional Development Leads and Diploma Line of Learning Leads to

ensure that the professional development support available for practitioners in the consortium is the most appropriate.

**SSAT National Diploma Line Leads:** Link with the Consortium Leadership Consultants to work with the Professional Development Leads and Diploma Line of Learning Leads to provide specific Line of Learning advice and support.

**LSIS Functional Skills Regional Co-ordinators:** Support practitioners (other than English, mathematics and ICT practitioners) in Diploma consortia, adult centres, FE colleges, work based providers and the secure estate with delivery of functional skills. This includes embedding functional skills within Diploma teaching, and managing the transition from key skills/Skills for Life qualifications to functional skills.

**National Strategies Functional Skills Regional Advisers:** responsible for managing the delivery of functional skills in schools with a particular emphasis on English, mathematics and ICT subject leaders and teachers. This includes ensuring that functional skills practitioners are prepared to deliver the new qualifications and that functional skills knowledge and skills are disseminated to other practitioners in the consortium.

The advisers are also accountable to local 14-19 partnerships who have overall responsibility for ensuring that support is effective on the ground.

Launched:	2008
Delivered by:	See below
Further Information contacts:	Anfal Saqib, DCSF Tel: 020 7925 5638
Field Force	Approx 50 advisers across: Consortium Leadership Consultant (LSIS/NCSL); <ul style="list-style-type: none"> <li>● Regional Diploma Coordinator (SSAT)</li> <li>● National Diploma Lead (SSAT)</li> <li>● FE Functional Skills Regional Co-ordinator (LSIS)</li> <li>● Schools Functional Skills Regional Adviser (National Strategies)</li> </ul>

### **C13. Information, Advice and Guidance (IAG) Support for 14-19 Diploma Consortia**

DCSF is offering all 14-19 Diploma consortia free consultancy support to assist them in assessing and improving the quality of Information, Advice and Guidance (IAG) offered on Diplomas. The support is being delivered by the Leeds based Careers, Information, Advice and Guidance company, igen and takes the form of an in-depth independent audit of arrangements and provision followed by support to develop and agree an improvement plan. Support to implement the plan is being provided by the SSAT through their Regional 'IAG Champions'

Further details on the igen consultancy offer can be found at:  
[www.14-19iagconsultancy.co.uk](http://www.14-19iagconsultancy.co.uk) and on the SSAT support at:  
[www.diploma-support.org](http://www.diploma-support.org)

# Part D: Making a positive contribution – keeping children and young people on the path to success

Positive activities and experiences are a vital part of happy and enjoyable teenage years and preparing young people for adult life. We have made progress in supporting children and young people to make a positive contribution and stay on the path to success, but there is more to do to ensure that they have the opportunities and support they need.

The range of improvement support comprises:

- D1. Youth Task Force
- D2. Teenage Pregnancy
- D3. Youth Justice Board

## D1. Youth Task Force Area Leads



### **Working directly with local authorities to oversee implementation of the Youth Task Force Action Plan.**

The Youth Task Force was created in 2007 from the Respect Task Force (formerly in the Home Office) and the Targeted Youth Support (TYS) team in DCSF. The Youth Taskforce Action Plan was launched in March 08, setting out action to deal with the minority of young people who get into trouble, based on tough enforcement, support and prevention of problems before they become serious. The Task Force is now responsible for overseeing its implementation, working directly with local authorities (often at Heads of Services level) and other local partners including the Police, Youth Offending Teams, voluntary sector and housing providers.

The Task Force also has a role in supporting delivery of the Youth Crime Action Plan.

Most local authorities have made good progress in implementing targeted youth support. Local authority self-assessment and GO information indicate that some support is required to help all Children's Trusts deliver embedded practices for the TYS reforms and to help them meet the Children's Plan commitment for 2010 for delivery of integrated working.

### **Generic support**

The Youth Task Force is responsible for supporting and monitoring delivery on range of projects that have been set up following bidding exercises or allocated according to levels of deprivation, youth crime and other measures.

The regional leads provide expert advice (and challenge in respect of delivering projects) to local authorities and also act as a focal point to facilitate sharing of good practice, networking and identification of case study material. This includes regional and national events for practitioners to share ideas and learn from each other. They also provide intelligence back to the centre on progress against projects.



### Possible areas for bespoke support

- support and advice on tackling and preventing youth crime, with ‘expert practitioners’ advice on local strategy or provide training to front line workers;
- help in joining up different initiatives and projects dealing with young people, including improved positive activities; and
- supporting delivery of targeted youth support reforms, and helping ensure that systems set up by local authorities become fully embedded in front-line practice – with additional external consultancy for those areas facing challenging circumstances and yet to achieve full implementation of the reforms.

Launched:	October 2007
Delivered by:	DCSF
Further Information contacts:	Adriarna Goodinson, DCSF Tel: 0114 259 3402
Field Force	8 advisers, funding for 2 years

## D2. Teenage Pregnancy Regional Coordinators (based in Government Offices)



GOVERNMENT OFFICES  
FOR THE ENGLISH REGIONS

**Helping local partnerships meet their teenage pregnancy targets and providing more intensive support for areas significantly off their trajectory for their 2010 target to reduce the Under 18 conception rate.**

### Generic support

- provision of support and challenge from Regional Teenage Pregnancy Co-ordinators (RTPCs) based in GOs to drive forward the Teenage Pregnancy Strategy and delivery of local targets aimed at tackling both the causes and the consequences of teenage pregnancy;
- 'menu' of support available to local areas to strengthen local strategy delivery – requested through the RTPC. This includes a priority to improve provision and uptake of effective contraception. In addition to new funding in PCT baselines, a further £10 million has been provided through Strategic Health Authorities (SHAs) which is prioritised to areas with high and increasing teenage pregnancy rate areas or high rates of repeat abortion. A further £1 million is available through SHAs for developing and extending contraception/sexual health services in Further Education colleges. All funding is recurring for the next two years;
- help local authorities and PCTs to plan coordinated action locally and subsequently monitor implementation of agreed plans;
- act in an advocacy role, supporting local teenage pregnancy coordinators and promoting effective practice through network meetings, seminars and progress reviews (delivered in partnership through local authorities and PCTs);

- support GOs in wider strategic planning on child health and well-being – making clear the interdependencies between teenage pregnancy and other relevant indicators in the National Indicator Set and NHS Vital Signs; and
- in addition to the specialist support of the RTPC, areas facing the biggest challenges can benefit from intensive support from the DH’s Teenage Pregnancy National Support Team (TPNST). The TPNST offers an intensive three-day ‘diagnostic’ visit by an expert team and a package of follow-up support. Areas offered this support are selected by the RTPC in liaison with the GO and the Teenage Pregnancy Unit in DCSF.

#### Possible areas for bespoke support

- helping local authorities to develop new sexual health policy for young people;
- visits to carry out challenge and support discussions to review progress building on prevention and support self assessments;
- provide a specified number of case studies/good practice of where things are working well and facilitate visits for Children’s Trust members;
- provide advice to help local managers develop business cases i.e. for new contraceptive funding; and
- intensive support on developing local action plans, performance monitoring frameworks, and specific areas of local strategies where appropriate.

Launched:	2000
Delivered by:	DCSF/DH, regional teams. Based in GOs
Further Information contacts:	Alison Hadley, DCSF, National Teenage Pregnancy Support Unit Tel: 020 7273 4876
Field Force	9 Advisers

**Coming soon...**

DCSF are developing new arrangements for Youth Sector support in response to the consultation and 'Call for Evidence' – the outcomes and next steps will be published shortly.

For further information contact:

Hazel Wright, DCSF

Tel: 0114 259 5269

[hazel.wright@dcsf.gsi.gov.uk](mailto:hazel.wright@dcsf.gsi.gov.uk)

### D3. Youth Justice Board for England and Wales (YJB)



**Helping local authorities to monitor the performance of the youth justice system, identifying areas of underperformance and putting in place robust actions plans and support designed to enhance performance.**

#### **Generic support**

Regional Youth Justice Board teams monitor the performance of the Youth Offending Teams (YOTs) and help them improve where necessary and identify and promote effective practice across all youth justice services.

To provide further support to youth justice services seeking to improve their practice, a Directory of Emerging Practice has been developed – providing a database of programmes and processes, developed by youth justice services themselves that have been identified as examples of promising practice. The directory is available on the YJB website, and provides a means of sharing the examples to avoid services duplicating effort.

For further information, contact the Youth Justice Board for England and Wales.

Tel: 020 7271 3033

[www.yjb.gov.uk](http://www.yjb.gov.uk)

# Part E: Achieving Economic Well-being

A changing global economy means that we need to ensure our children and young people participate in education or training to give them the skills they need to prosper and achieve their full potential.

The range of DCSF improvement support includes:

E1. My Money Regional Directors

## E1. My Money Regional Directors



### **Working with local authorities to help schools introduce a new programme of study on economic well-being and financial capability.**

The PSHE non-statutory programmes of study at KS 3 and 4 have recently been reviewed (July 2007) and reforms to the secondary curriculum from September 2008 include the introduction of a new programme of PSHE study which includes 'economic wellbeing and financial capability'.

#### **Generic support**

The 'My Money' Regional Directors (RDs) help local authorities develop resources and curriculum materials and offer schools advice on financial capability (this is done by a separate field force though there are links between the two) including intensive in-school support as part of rolling out the Learning Money Matters Programme. Other strands of work (not undertaken by My Money RDs) will include working with partners (including PSHE advisers) to develop national CPD programmes and ensure teachers receive high quality training and support so that they have the skills and confidence to teach financial education well. There is an evaluation of the impact of this targeted investment (£11.5million over 3 years) on the quality of financial capability education in schools.

Launched:	April 2008
Delivered by:	Personal Finance Education Group
Further Information contacts:	Shanti Rebello, DCSF Tel: 020 7925 5583
Field Force	9 advisers, contracted until March 2011 (HMT funded)

## Part F: Building workforce capacity

The Government is committed to developing a world class and integrated children's workforce delivering better outcomes for children young people and their families.

The implementation of the 2020 children's workforce strategy will support this aim. This will require Children's Trusts and local authorities to lead workforce reform locally, to have a strategic plan for the children's workforce and to have an effective approach to workforce planning and development that secures a strong workforce in each sector, which is able to deliver outcomes by working more effectively together.

The Government will look to the Children's Workforce Development Council (CWDC), the National College for School Leadership (NCSL) and the Training Development Agency for Schools (TDA) to build on their current partnership and work collaboratively to achieve this reform at national, regional and local level.

The three agencies will work together to address the challenge of achieving better outcomes particularly for vulnerable groups of children and young people and to ensure the workforce has the skills and confidence to work in partnership with children, parents and carers and with each other.

### **Improvement support**

The three organisations will agree joint delivery priorities for regional and local support in 2009-2010, with each agency using their existing resources and remit focus to complement these. These priorities will be set in the context of a coherent offer to local authorities and Children's Trusts within an agreed framework for developing a reformed workforce.



The range of improvement support comprises:

- F1. Children’s Workforce Development Council regional managers
- F2. Training Development Agency regional advisers
- F3. National College of School Leadership (NCSL) Leadership Network Regional Leaders
- F4. NCSL National Succession Consultants
- F5. NCSL Multi Agency Team Development
- F6. DCSF led Improving Information Sharing and Management Implementation Coordinators

## **F1. Children's Workforce Development Council (CWDC) regional teams**



CWDC exists to improve the lives of children, young people, their families and carers by ensuring that all people working with them have the best possible training, qualifications, support and advice. It also helps children and young people's organisations and services to work together better so that the child is at the centre of all services. It does this by:

- leading workforce reform across the wider children's workforce including the development of the integrated qualifications framework and embedding integrated working practices; and
- working to increase recruitment into the children's workforce and improve the retention of high quality employees, helping councils deliver better services across a range of providers.

CWDC provides improvement support to a wider group than local authorities, involving employers, private and voluntary sector organisations.

In response to employers and to local Children's Trusts, CWDC have led the development with partners of a framework for workforce reform and integrated working and a suite of self assessment tools for local areas.

### **Partnership working**

CWDC works in partnership with NCSL and TDA using the One Children's Workforce Framework to support local authorities and Children's Trusts in delivering an effective children's workforce. All three organisations are working towards creating joint improvement and support plans in each GO region for all LAs.

### **Generic support**

CWDC regional managers act as the link between the CWDC and a wide range of partners in the regions and with local authorities and Children's Trusts. Their role is focused on supporting workforce reform and integrated working.

A key part of their role is to act as a catalyst for workforce development including:

- providing advice on using the workforce reform framework and self assessment tool;
- funding each local area to support engagement of the private and third sectors in workforce strategy development and delivery; and
- delivering regional learning programmes for local integrated workforce strategy leads, providing opportunities to identify and implement solutions to common challenges.

#### Possible areas of bespoke support

CWDC's are responsive to sector-led approaches – encouraging children's workforces to develop their own solutions through collaborative working and sharing best practice: for example helping set-up networks for new early years professionals.

In addition, to further support and embed integrated working and to address other specific issues regional managers can provide:

- packages of joint support negotiated with other regional partners;
- targeted support for local integrated workforce reform in negotiation with Regional Development Manager; and
- diagnostic intervention to tackle specific issues identified by local authorities and who are looking for external improvement support.

Launched:	2006
Delivered by:	CWDC
Further Information contacts:	<a href="http://www.cwdcouncil.org.uk/">http://www.cwdcouncil.org.uk/</a> DCSF: Stuart Mathers Tel: 0114 259 3439
Field Force	9 regional managers 3 Cluster Managers

## F2. Training Development Agency (TDA) regional delivery partnerships



The TDA's mission is to support and challenge schools to secure an effective children's workforce that improves children's and young people's achievement and well-being through:

- the supply of a high-quality teaching workforce, including recruitment, initial teacher training and the development of a masters in teaching and learning qualification;
- the development and deployment of the whole children's workforce in schools, through the provision and promotion of professional and occupational standards, performance management and continuing professional development (CPD); and
- workforce reform, including collaboration with the local social partnership to embed national agreement implementation and remodelling in schools and integrated working with other services and organisations to deliver the workforce aspects of the *Every Child Matters* and *Children's Plan* policy initiatives.

The TDA's modernising and development principles are to:

- promote change management and remodelling;
- build sustainable capacity and capability within the system;
- build coherence across the wider agenda;
- collaborate with stakeholders and building relationships; and
- demonstrate evidence-based impact.

### Partnership working

The TDA works in partnership with NCSL and CWDC using the *One Children's Workforce Framework* to support local authorities and Children's Trusts in delivering an effective children's workforce. All three organisations are working towards creating Joint Improvement and Support Plans in each GO region for all local authorities.

### Generic support

The TDA provide local authorities with grants linked to a set of required deliverables related to the supply, development and modernisation of the children's workforce in schools. Policy implementation support and challenge linked to the grant deliverables is provided to local authorities through a network of nine regional delivery partnerships (RDPs) led by regional advisers (RAs). Support and challenge is provided through meetings with key local authority officers, regional network meetings and focused events, access to a programme of national training and support events.

### Possible areas of bespoke support

Working in partnership and supported by change management specialist relationship management consultants and over 100 trainers, the RAs offer a package of support tailored to and agreed with the individual local authority to enable them to provide high-quality support to their schools and the children's workforce. This might include:

- training to build capacity and capability to lead change at local authority and school level, using a range of specially developed tools and techniques;
- support on performance management and CPD initiatives;
- training and support for whole workforce including roles such as school business managers, cluster managers, PSAs, higher level teaching assistants (HLTAs) and the SWiS qualification;
- tools and techniques to support school improvement planning;
- support for local social partnership working;
- impact and evidence measurement support;
- building capability to measure impact; and

- opportunities to take part in pilot and pathfinder programmes.

Delivered by:	Training Development Agency for Schools (TDA)
Further Information contacts:	David Duffet, DCSF Tel: 020 7925 5557 TDA Tel: 020 7023 8000
Field Force	Nine regional Delivery Partnerships led by Regional Advisers

### F3. Leadership Network Regional Leaders



The National College for School Leadership (NCSL) is a national organisation serving school leaders across England.

NCSL's Leadership Network is a national network for school leaders, with a membership of over 20,000 school leaders from all phases contributing to leadership learning and drawing policy issues from professional practice.

#### Generic support

The Leadership Network is led by Leadership Network Regional Leaders, who are serving headteachers and who take strategic responsibility for the development of the Network within the nine Government regions.

The Leadership Network aims to bring the best of school leadership into local, regional and national debate by sharing the latest thinking and practice of school leaders.

#### Possible areas of bespoke support

Focused support in response to identified local need as well as addressing national issues such as curriculum reform and narrowing the achievement gap at a local and regional level.

Delivered by:	National College of School Leadership (NCSL)
Further Information contacts:	Chris Carraro, DCSF Tel: 020 7925 6332 NCSL: <a href="http://www.ncsl.org.uk/leadershipnetwork">www.ncsl.org.uk/leadershipnetwork</a>
Field Force	18 school leaders (9 fte), contracted until March 2010

## F4. National Succession Consultants



Succession planning is a key strategic challenge for schools and for the College. Over 43 per cent of primary headteachers and 47 per cent of secondary heads are expected to retire in the next 10 years, and so sustaining the flow of high-quality school leaders is critical to achieving the best outcomes for all children and young people.

NCSL is working with schools, local authorities and partners to support the development of local solutions and to improve the supply of headteachers.

As part of the NCSL succession planning strategy, 148 local authorities have entered into partnership agreements with the College to implement a local strategy.

NCSL are also providing targeted support in local authorities which have the highest risk of hard-to-fill headship vacancies. Early indications from the Targeted Support project, which is helping National Professional Qualification for Headship (NPQH) graduates in 71 local authorities, suggest this is having a positive impact.

### **Generic support**

The primary purpose of support is to help local authorities to develop a systematic approach to leadership recruitment and development of 'talent' in order to tackle shortages in supply of head teachers.

### **Possible areas of bespoke support**

Support for a local solution is at the heart of the succession strategy, and so all support is bespoke to a local area's need. It can include support for planning, conferences, workshops and training delivery. National Succession Consultants work with local authorities, local diocese, schools heads and governors, and potential future leaders. The support is agreed with a local authority named 'Local Succession lead'.

Advisers are deployed geographically – on a differentiated basis according to need for support in particular areas.



Local authorities with the highest risk of hard-to-fill headship vacancies also receive targeted support for NPQH graduates to support their progress to headship.

Delivered by:	National College for School Leadership (NCSL)
Further Information contacts:	Dominic Hudson, DCSF Tel: 020 7925 5918 Dominic Judge, NCSL
Field Force	23 advisers, contracted until March 2009 (likely to be extended to 2010)

## F5. Multi Agency Team Development



NCSL's Multi Agency Team Development (MATD) programme has been designed to address the challenges faced by multi-agency teams in the delivery of the *Every Child Matters* (ECM) agenda and the development of extended schools. In January 2009 this programme will be co-owned by TDA, CWDC and NCSL.

### Generic support

The 6 month programme provides a structured pathway for team development. Multi-disciplinary professionals, alongside their locality teams, are given the space to develop different ways of working and to establish themselves as communities of practice. During this process they will share knowledge, ideas and information that will ensure a more coherent service provision within their communities.

Teams joining the programme need to include representatives from at least three statutory government agencies, plus one extended school. Voluntary and community sector members can also take part.

The MATD programme was designed by NCSL working with consultants from a mix of agencies associated with delivering the ECM agenda, and was piloted successfully with 19 multi-agency teams between April 2004 and September 2006. The programme is experiential with learning primarily taking place through reflection and dialogue. The facilitation process of the programme is led by facilitators from multi-agency backgrounds.

### Possible areas of bespoke support

The programme has four local training providers (Brathay, HTI, Best Practice Network and VT Education and Skills). Programme facilitators work closely with the team sponsor and members to tailor the programme to the needs of the team at their particular stage of development.

It is acknowledged that participants will be facing different issues and come from different contexts, so the programme is designed to offer flexibility for the skilled facilitators to draw out the real issues faced by the team.

A key element of the programme is the developing of a project selected by the team to tackle a real issue they are facing in their locality. The project forms the basis of the team's journey through the six month programme.

There is also an opportunity for teams and their sponsors to further bespoke the support they receive from providers by taking up the offer of additional consultancy days to support the locally based work.

Launched:	2007
Delivered by:	Providers commissioned by NCSL
Further Information contacts:	NCSL MATD Programme Team matd@ncsl.org.uk

## F6. Improving Information Sharing and Management – Implementation Coordinators



The regional coordinators work as part of a national team with the objective of supporting local authorities in pre-deployment and deployment of ContactPoint and the national electronic-enablement of the Common Assessment Framework (eCAF).

They work closely with all authorities to ensure that authorities are ready for deployment at the appropriate time and that the new systems are deployed effectively across the region.

### Generic support

- provide practical support to help local authorities plan for development and implementation of the systems, drawing on a national framework, toolkit and related guidance;
- help local authorities prepare for practitioners to access and use the systems; and
- monitor implementation and provide feedback on local authority readiness.

Launched:	2007
Delivered by:	DCSF
Further Information contacts:	ProgrammeManagementOffice.IISaM@dcsf.gsi.gov.uk
Field Force	17 Implementation Coordinators

## Part G: Cross-cutting Support (including sector-led approaches)

A range of other improvement support is also available and comprises:

- G1. Government Offices
- G2. Commissioning Support Programme
- G3. The Improvement and Development Agency (IDeA)
- G4. The Centre for Excellence and Outcomes in Children and Young People's Services (C4EO)
- G5. Regional Improvement and Efficiency Partnerships
- G6. Children's Services Improvement Framework
- G7. REACT Programme
- G8. The Beacon Scheme
- G9. Office of the Schools Commissioner
- G10. Choice Advisers Support and Quality Assurance Network (CAS&QAN)

## G1. Government Offices (GOs) for the English Regions



### GOVERNMENT OFFICES FOR THE ENGLISH REGIONS

GOs are responsible for maintaining the principal relationship between central government and local authorities and partners, providing assurance about delivery of children and young people's services.

Within GOs, the Children and Learners Team develops a regional overview of performance across children and young people's services and leads the annual LAA review process in relation to priorities for children and young people.

Children's Services Advisers (CSAs) take the lead within the GO to coordinate high-level strategic support and challenge to local authorities. CSAs ensure that improvement support to local authorities is proportionate, coordinated and coherent, agreeing this through the Joint Improvement Support Plan (JISP).

In addition to the specific support and interventions provided by GOs through the work of Teenage Pregnancy Coordinators, Safeguarding Advisers, Sustainable Schools networks and Healthy Schools Coordinators, they also provide a wide range of tailored support to local authorities to help them deliver specific programmes, for example, Childcare Sufficiency, Childcare take Up and Free Early Education Entitlement. In respect of these programmes, the 'Childcare Regional Networks (CRNs) provide action learning for all local authorities, independently facilitated and organised by GOs on a regional basis. Bespoke support can take the form of facilitated problem solving meetings, twinning and buddying or individual consultancy support.

For further information, contact the GO

[www.gos.gov.uk](http://www.gos.gov.uk)

## G2. Commissioning Support Programme



**The new Commissioning Support Programme was launched in October 2008, to help local authorities and Children’s Trusts transform and improve local commissioning practice. The Programme has been designed to offer a range of nationally and regionally co-ordinated activities that local authorities and Children’s Trusts can draw on and shape, in addition to available bespoke support to address local barriers to effective strategic commissioning.**

The Commissioning Support Programme will be designed around the clearly identified needs of Children’s Trusts. This means supporting their development of effective strategic commissioning of local services that can help to deliver better outcomes for children, young people and families.

The Programme team will work with Children’s Trusts and other stakeholders to create a community of practice for Children’s Trusts that will facilitate shared learning, sharing of good practice and joint problem solving. Working together in this way, and through direct support to individual Trusts, will enable a step change in the improvement of commissioning practice across the country – building on the best of what Children’s Trusts are already doing.

In shaping all activities the Commissioning Support Programme, will work with Children’s Trusts to ensure that support is focused on creating capacity within the system (locally, regionally and nationally) which will be sustainable beyond the life of the Programme.

The Commissioning Support Programme will work to ensure that its activities are coherent with of other those sources of support described in this prospectus, for example support for commissioning of CAMHS, and the world class commissioning competencies.

The Programme website is available at:

Launched:	October 2008
Delivered by:	The Programme is co-sponsored by the DCSF and the DH
Further Information contacts:	<a href="http://www.commissioningsupport.org.uk">www.commissioningsupport.org.uk</a>



### G3. The Improvement and Development Agency (IDeA)



The IDeA works for local government improvement so councils can serve people and places better. It is owned by the Local Government Association (LGA) and belongs to local government.

The Children’s Services programme focuses on developing member, lead member and officer capacity; a “Supporting Better Outcomes” programme; innovation around children not in education, training and employment; and a focused programme on safeguarding children - aimed particularly at supporting councils with Grade 1 or 2 for children’s safeguarding.

Principal methodologies include peer support and challenge; a focused Leadership Academy programme, networks and practical support for councillors; identifying and developing innovative practice; practice support for individual councils, and collaboration with LGA to influence policy at a national level.

For further information, contact Jessica O’Brien at [jessica.obrien@idea.gov.uk](mailto:jessica.obrien@idea.gov.uk), or on 020 7296 6191

## G4. The Centre for Excellence and Outcomes in Children and Young People's Services



The C4EO was launched in July 2008 and its principal aim is to identify, coordinate and disseminate 'what works', in order to significantly improve the outcomes of children, young people and their families. In its first three years of work, the C4EO will focus on seven national themes – early years; children with disabilities; vulnerable children (particularly children 'in care'); youth; parents, carers and families; schools and communities and a new theme on child poverty. Each theme will have three 'key lines of enquiry' (priorities).

Local authorities and their Children's Trust partners will be provided with evidence showing them 'what works' nationally and regionally, relating to the seven themes and supporting them to determine how to improve practice locally. This will include research, data and examples of effective local practice, drawn from across the country. They will also have access to tailored specialist support from the sector, to help them apply the lessons from elsewhere to their local circumstances, enabling them to plan, with local partners, how to improve outcomes. This includes being given access to accredited specialist practitioners and, in turn, being encouraged to offer their own specialists to help others.

Working with organisations across the children's sector and drawing on the lessons and experience of local areas, the C4EO will encourage a culture of improvement – nationally, regionally and locally – to ensure the best outcomes for children, young people and their families.

C4EO also manages *Narrowing the Gap*, a two-year research and development project which is funded by the DCSF, hosted by the LGA and supported by IDeA. It began in June 2007 and will be completed by June 2009.

The project's purpose is to make a significant difference to our ability to narrow the gap in outcomes between vulnerable and excluded children and the rest in this country, while improving outcomes for all. The focus is on 3–13 year olds but with some consideration of the under-3s and 14–19 year olds too.

The project should allow us to identify:

- best practice about ‘what works’ in narrowing the gap for children;
- models for developing current and future leaders of Children’s Services; and
- models of how local authorities can support each other’s work in delivering improvements for people and the places in which they live and work, thus strengthening the ‘family of local government’.

This project is concerned, in particular, with improving outcomes for vulnerable children and those who are most at risk of failing to succeed, with a view to reducing the differences between these groups and our population of children as a whole, while at the same time improving outcomes for all.

The findings of the work to date are available on the C4EO website, [www.c4eo.org.uk](http://www.c4eo.org.uk) and will feed into C4EO’s work to be taken forward and developed further.

Launched:	July 2008
Delivered by:	C4EO Consortium
Further Information contacts:	Gwen Davidson, DCSF Tel: 020 7273 5038
Improvement Support Available:	Regional workshops plus a flexible pool of 120 Sector Specialists planned until March 2011

## G5. Regional Improvement and Efficiency Partnerships

Regional Improvement and Efficiency Partnerships (RIEPs) are now established in each region as a network of local authorities and others and are supported by £185 million over three years. They are intended to act as a hub to coordinate and focus resources, working alongside GOs, to help drive improvement and efficiency and deliver excellent LAA outcomes. While each region's programmes differ common features include:

- supporting innovation and efficiency to help local authorities and partners deliver excellent LAA outcomes;
- commission and provide tools, training and development opportunities that support improvement and efficiency;
- act as a hub to coordinate resources;
- help struggling local authorities by establishing strong local partnerships and working with bodies such as GOs and inspectorates. This ensures that resources are dedicated to prevention and support, particularly peer support, thereby avoiding government intervention;
- stimulate and facilitate innovation and new ways of working; and
- act as a forum for identifying and sharing good practice rather than reinventing the wheel to problems that are often shared by local authorities.

Each RIEP has published a regional improvement and efficiency strategy. Based on an analysis of regional needs and subject to widespread consultation, the strategies describe in broad terms how the RIEPs will support local authorities and their partners deliver better public services.

For further information on the support they can provide contact your local Partnership.

Or contact the Local Government Association

Tel: 020 7664 3131

## G6. Children’s Services Improvement Framework



Local authorities wishing to commission their own independent improvement support may wish to consider using the Children’s Services Improvement Framework. This allows any local authority to procure consultancy support across three lots under previously negotiated terms and conditions. The type of support that can be procured through the framework includes:

Lot 1: strategic improvement support – for example performance management (covering both service delivery and staff management); joint commissioning arrangements; strategic/business planning; recruitment and retention strategies/workforce development; and change management.

Lot 2: operational improvement support – for example expertise in such areas as: frontline social work practice – child protection, access and assessment, care planning, supervision, audit processes, fostering and adoption; Looked After Children – attainment and placement balance; vulnerable children – which may include issues around social exclusion, NEET, teenage pregnancy; school improvement.

Lot 3: interim management support – for example providing people to act as short term interims, independent ‘Chairs’ of partnership/improvement/stakeholder boards and also to facilitate, manage and monitor support from outside/third party bodies.

Further information on the framework and advice on using it can be downloaded from [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications) (using reference DCSF-00921-2008)

For further information, contact: [enquiries.csif@dcsf.gsi.gov.uk](mailto:enquiries.csif@dcsf.gsi.gov.uk)

## G7. REACT Programme

**React is a new programme launched in November 2008 to support local authorities as they take on responsibility for the commissioning of learning for 16-18 year olds from the Learning and Skills Council (LSC).**

React is funded by the DCSF, and is staffed by a small team based within the LGA and supported by experts in local authorities. The React Programme will work closely with the Association of Directors of Children's Services and the Regional Planning Groups (RPGs).

The React team will support local authorities in building capacity to ensure the smooth transfer of commissioning and funding responsibilities from the LSC.

The React Programme aims to help local authorities through:

- working to develop local understanding of the positive impact that integrating 16-18 education with other services for young people can have on young people's lives and to local communities;
- working to ensure that the transfer of responsibility for 16-18 education is considered as a cross-Council activity;
- providing a unified network for effective communications and the provision of authoritative advice and guidance across the local authority sector, including council leaders, lead members for children and young people, chief executives, and Directors of Children's Services;
- working with council finance officers as they prepare for the transfer of funding and duties;
- ensuring a clear focus on integrating support for young people aged up to 25 with additional needs;
- ensuring an effective focus on learner support, including transport and maintenance, particularly for vulnerable young people;
- gathering information from across the country, providing and disseminating examples of effective practice; and

- through regional arrangements, support local authorities as they prepare their plans for the transfer of duties.

Due to the small size of the React team it will not usually be possible to provide bespoke support to individual local authorities.

For further information contact Lee Turner, DCSF,  
Tel: 020 7783 8481 or [www.lga.gov/react](http://www.lga.gov/react)

## G8. The Beacon Scheme



The Beacon Scheme is run by the Department for Communities and Local Government (DCLG) and through a competitive process identifies and celebrates centres of excellence across a range of local authority services. The scheme is in its 10th year and enables authorities to learn from each other and improve the services they deliver by focusing on services important to people's everyday lives.

The Improvement and Development Agency (IDeA) has the role of managing the dissemination of beacon authority good practice and strategies through a range of events and media. IDeA will work with successful local authorities to organise learning events and activities. More information about the Beacon Scheme and specific events can be found at [www.beacons.idea.gov.uk](http://www.beacons.idea.gov.uk)

DCSF sponsored two themes this year, *'Better Brighter Futures 14 – 19 Reform'* and *'Care Matters: Improving the Outcomes for Children in Care'*. In total, 34 Beacon awards were given to 44 authorities. 5 authorities were awarded Beacon status for the two DCSF themes: for *'Better Brighter Futures 14-19 Reform'* – Cumbria City Council, Sheffield City Council and Wolverhampton City Council; and for *'Care Matters Improving the Outcomes for Children in Care'* – Leicester City Council and South Gloucestershire Council.

The winners will hold Beacon Status for 15 months and will each hold open days to disseminate their excellent practice (and receive payment to support dissemination). IDeA has the role of managing the dissemination of beacon authority good practice and strategies and works with successful local authorities to organise learning events and activities.

As part of this dissemination of good practice, local authorities can continue with their Beacon work beyond their normal term through the DCLG funded Beacon Peer support fund. Two previous Departmental Beacon theme winners currently disseminate good practice through this route: Durham for School Improvement; and Merseyside Fire and Rescue Service for Early Intervention: Children at Risk.

The two DCSF Beacon themes in the next round of awards in 2009 are: *'Preventing and Tackling Child Poverty'*; and *'Strategic Commissioning'*.



## G9. The role of the Office of the Schools Commissioner (OSC) in DCSF



The role of the Office of the Schools Commissioner (OSC) was laid out in the White Paper *Higher Standards, Better Schools for All* (October 2005).

The OSC has a wide remit focused on promoting four key themes:

### 1. Promoting choice and diversity

The OSC challenges local authorities to provide a diverse range of schools to match the needs of their local area and to tackle poorly performing schools. For this, the OSC develops early academy proposals and attracts potential partners for trust schools, looking for a diverse range of good school places tailored to the needs of every child.

### 2. Championing fair access

The revised School Admissions Code, which came into force in February 2007 was first used for the September 2008 admissions process and will ensure that the admissions system is fair, clear and easy to understand for all. Innovative transport solutions will also be promoted along with the use of Choice Advisors. No child will be denied access to a good school place.

### 3. Parental involvement, choice and satisfaction

The OSC supports the greater involvement of parents in the school system by encouraging local authorities to take account of parents' views and by specifically supporting parent promoter groups. A choice between a good school and a poor school is no choice at all.

### 4. Local authority commissioning role

The OSC helps local authorities to develop their new role as strategic commissioners of schools. This role allows local authorities to challenge poorly performing schools more effectively, plan for the long term and be more responsive to parental wishes.

You can contact OSC in a number of ways.

**Email:** [info@dcsf.gsi.gov.uk](mailto:info@dcsf.gsi.gov.uk)

**Telephone:** 0870 000 2288

**Textphone/Minicom:** 01928 794274

**Fax:** 01928 794248

Phone lines are open 9.00-17.00, Monday to Friday.

If you know the name of the person you want to speak to, please telephone 0870 001 2345.

## G10. Choice Advisers Support and Quality Assurance Network (CAS&QAN)



The DCSF funds local authorities to provide a Choice Advice service targeted at those parents who most need support in navigating the secondary school admissions process and in making informed and realistic decisions about which schools to apply for in the best interests of their child.

The DCSF has contracted with A4E who, in conjunction with CENTRA, deliver the Choice Advisers Support and Quality Assurance Network (CAS&QAN).

### Generic support

- regional events for local authority Choice Advisers and their managers
- provision of guidance and information about all aspects of the delivery of Choice Advice at [www.dcsf.gov.uk/choiceadvice](http://www.dcsf.gov.uk/choiceadvice)
- facilitation of online discussion forums and on line live chat sessions in order to support the sharing of good practice between Choice Advisers and create a peer support network

### Areas of bespoke support

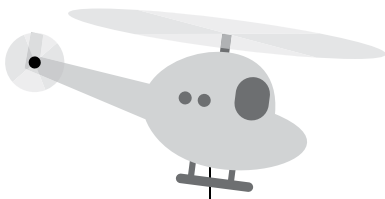
- provision of customised support and advice to individual Choice Advisers and their managers by phone and email
- support for local authorities in quality assuring and ensuring the impartiality of their Choice Advice service

Launched:	CAS&QAN launched 2006
Delivered by:	A4E in conjunction with CENTRA. Funded by DCSF
Further information contacts:	DCSF – Sarah Hamilton Tel: 01325 391100 – or contact CAS&QAN direct at <a href="mailto:enquiries@centra.org.uk">enquiries@centra.org.uk</a> 01257 244937

# Organisations providing improvement support

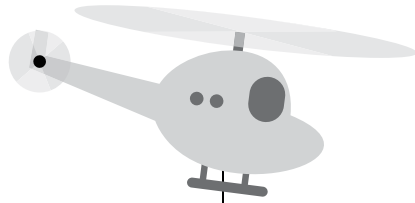
ABA	Anti-Bullying Alliance
Becta	
CABE	Commission for Architecture and the Built environment
C4EO	Centre for Excellence and Outcomes in Children and Young People's Services
CfBT	CfBT Education trust Continyou
CWDC	Children's Workforce Development Council
DCSF	Department for Children, Schools and Families
DCLG	Department for Communities and Local Government
DH	Department for Health
DCMS	Department for Media Culture and Sport
DfT	Department for Transport
GOs	Government Offices for the English Regions
IDeA	Improvement and Development Agency
LSIS	Learning and Skills Improvement Service
LGA	Local Government Association National Strategies
NCB	National Children's Bureau
NCSL	National College for School Leadership
OSC	Office for the Schools Commissioner Personal Finance Education Group
PE	Play England

PfS	Partnership for Schools
QiSS	Quality in Study Support
RHA	Rex Hall Associates
RIEPs	Regional Improvement and Efficiency Partnerships
SSAT	Special Schools Academies Trust
TDA	Training and Development Agency for Schools
TfC	Together for Children
TDC	Together for Disabled Children
YST	Youth Sports Trust
	4Children



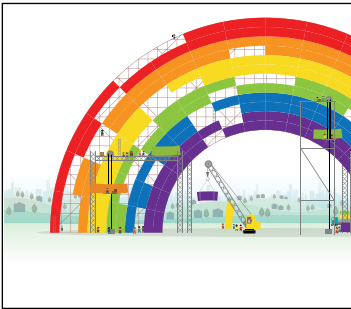
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