



Reading Children's Trust

Children and Young People's Plan
2009-2010 Review

Version 1.14 June 2010

Contents

Section 1	3
Introduction	3
Why review the plan	3
How have we reviewed the plan and our priorities?	3
Needs Analysis	4
Governance	4
<i>Children's Trust Priorities 2009-2012</i>	7
Section 2 - Comments on key areas of work in 2009-2010	8
<i>Parenting Programme and feedback from parents/carers</i>	8
Comments from the Chair of Reading Youth Cabinet	11
<i>Locality Working - Children's Action Teams (CATs)</i>	12
Commissioning	14
Workforce Development	16
ContactPoint	17
Every Child Matters Outcomes	17
Be Healthy	18
Stay Safe	24
Enjoy and Achieve	27
Make a Positive Contribution	32
Achieve Economic Wellbeing	36
Section 3	41
Performance report for 2009-2010 - Summary	41
Performance report for 2009/2010 - Full	42
Glossary	58

SECTION 1

Introduction

This document sets out our first annual review of Reading's Children and Young People's Plan (CYPP) 2009 -2012. The CYPP was developed by the Reading Children's Trust which consists of all the organisations that have statutory responsibility for children and young people and also includes representatives from the voluntary, community and faith sectors as well as young people.

This is our second Children and Young People's Plan (CYPP) and we continue to regularly review and monitor progress towards the objectives identified. All reviews and previous plans are published and these can be found at www.reading.gov.uk/childrenstrust (link to Reading Children's Trust - Documents Plans and Strategies).

This first annual review of our current three year plan has resulted in a refresh of the 2009-2012 plan and this will be finalised by July 2010.

Why review the plan

The purpose of our annual review is to:

- Measure progress against the priorities identified within our plan and consider if they still represent the most appropriate areas to target for improvement.
- Update our consultation with children, young people and their families/carers to ensure the plan continues to reflect their priorities.
- Update the plan in the light of a further comprehensive analysis of the changing needs of children, young people and their families/carers in Reading.
- Assess whether the programme of change within our children's services is helping to improve outcomes for local children and young people
- Update the plan in the light of other significant strategic developments (e.g. Completion of Reading's Local Area Agreement)
- Continue to take into account the lessons learned from inspections and reviews.

How have we carried out our first year review?

We have carried out quarterly reviews for each target within the plan throughout the first year, but at the end of March we visited each lead officer individually in order to fully understand our performance to date. We have asked each representative to consider:

- how much has been done?
- how well it has been done?
- how do we know whether children, young people and families are better off as a result?
- have we met the needs of all?
- how could we do better next year? (are the targets set last year still appropriate?)
- how have we supported universal provision for all?

Using this template and recorded statistical data, we have assimilated a realistic snapshot of our successes over the year 2009/2010, but also, more importantly the areas which still need focus.

The draft of the review has been scrutinised by the Children's Trust Board. The leads for each Every Child Matters outcome have been invited to sum up the successes of the year and highlight where they see the challenges for the remaining years of the plan.

Needs Analysis

The first edition of the Children and Young People's Needs Analysis for Reading was created for the Children and Young People's Plan in 2009, and has since been referenced in the Joint Strategic Needs Analysis, as well as a number of needs analyses completed for service areas. Our local Needs Analysis was updated in 2010 which highlighted a number of areas where outcomes for children and young people have improved, as well as some new areas of concern which are beginning to emerge. This is a document which changes regularly, and the executive summary for our latest version can be found at this link: www.reading.gov.uk/childrenstrust (link to Reading Children's Trust - Documents Plans and Strategies).

Key successes include:

- Teenage pregnancy rates have fallen
- Breastfeeding rates have risen from 66.2% to 76%
- Reading's overall crime levels have decreased by 14% including young first time entrants
- The number of eligible children taking up free school meals has risen considerably
- NEET rates have fallen.

Areas of concern include:

- A widening gap in attainment - low attaining groups are getting lower, while higher attaining groups are getting higher.
- Numbers of children referred to social care, and on child protection plans has risen
- Domestic Violence figures are high

Governance

Reading's Children's Trust Board brings together members of local organisations that work with children, young people and their families. The Trust is responsible for all work with children and young people. By working in partnership, we are better able to provide the support and services required to enable all Reading's children to achieve the five Every Child Matters outcomes.

The Children's Trust Board has a seat on and reports to the Local Strategic Partnership, ensuring high level joined up strategic planning. There are also a number of commissioning and delivery groups that are responsible for ensuring that strategies are effectively implemented and outcomes are achieved. These report into the Children's Trust Board - see the diagram below for details of this structure.

The Board is responsible for producing this Children and Young people's Plan (CYPP), which sets out the vision and key priorities for the Trust and how it aims to achieve them. Our vision is to create a positive and ambitious environment for Reading children and young people so that they:

- are happy, healthy, safe and coping with change and challenge
- are enthusiastic and skilled learners
- value themselves and others

The priorities within the CYPP (our revised priorities are shown on page 7) feed into the Sustainable Communities Strategy, which is produced by the Local Strategic Partnership, as well

as being reflected in the plans of all the organisations that form the Trust. The diagram overleaf shows how the Children and Young People's Plan links to other plans and strategies.

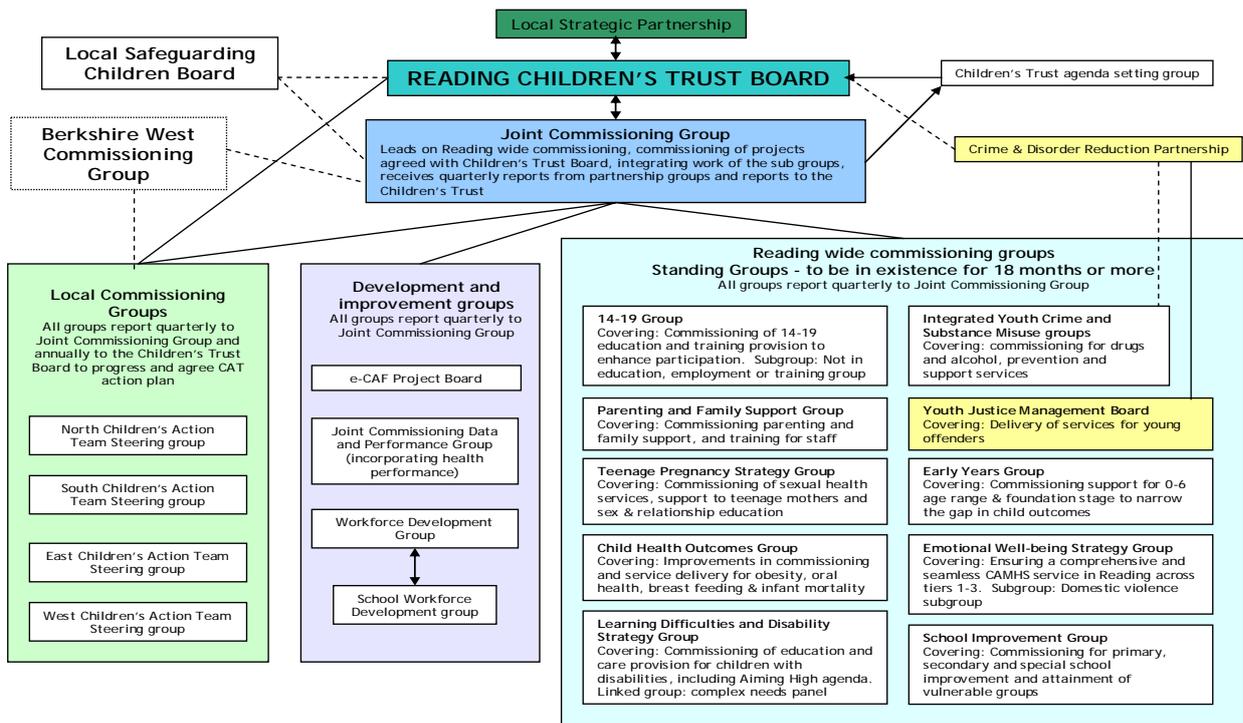
Reading Children's Trust Board Membership

Representatives from the following organisations currently make up our Children's Trust Board:

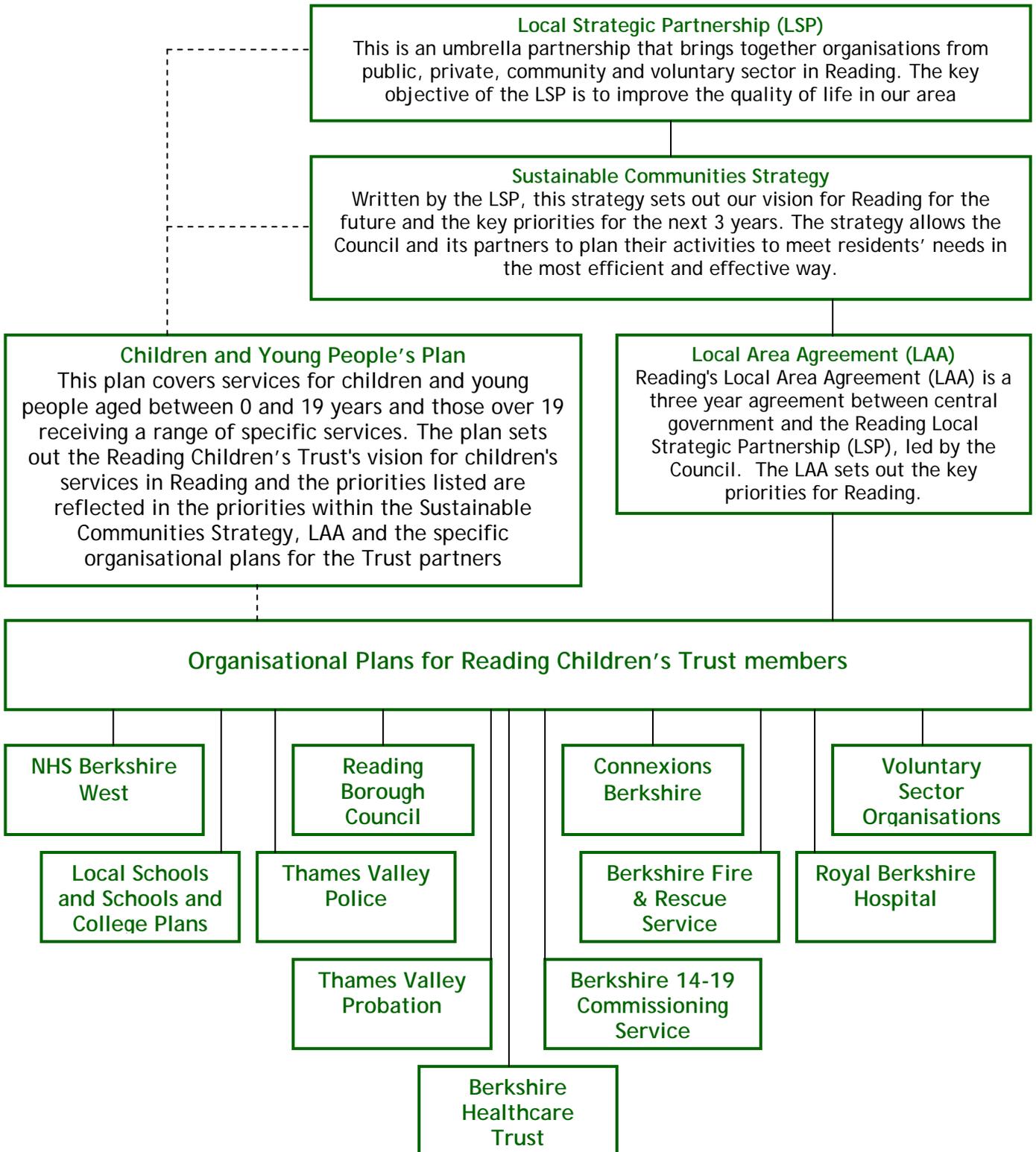
- | | | |
|---|-----------------------------|---|
| Reading Borough Council | NHS Berkshire West | Reading Youth Cabinet |
| Royal Berkshire Fire & Rescue Service | Thames Valley Police | Berkshire shared 16- 19 commissioning service |
| Reading Children's & Voluntary Youth Services (RCVYS) | LSCB | Schools/ nursery staff and governors |
| Royal Berkshire Hospital Foundation Trust | Berkshire Probation Service | Connexions |
| Reading College (previously TVU) | Job Centre Plus | Berkshire Healthcare Trust |

Our values include ensuring full participation and engagement of young people, adopting a solution focused approach to working with families and a very strong commitment to working together well.

Reading Children's Trust structure:



How the CYPP links to other strategic and operational plans:



Children's Trust Priorities 2009-2012

The 5 high level priorities for the Trust for 2009-2012 are presented in the diagram below, linked to the 5 Every Child Matters outcomes. Underneath each priority are additional key actions/inputs being undertaken to achieve the outcomes in our vision for Reading's children and young people (listed in the centre).



SECTION 2 – A FEW CASE STUDIES SHOWING OUR APPROACH TO STRENGTHENING FAMILIES 2009-2010

Barnardo's Today - Real Stories

The Community Mum and Dads programme is a partnership with Barnardo's and Reading Borough Council out of a desire to promote Early Intervention as identified through our Early Intervention and Family Support Strategy.

It is a community initiative that involves the recruitment and training of experienced and trustworthy mums and dads from disadvantaged areas to promote community health and the development of early parenting skills within their own communities.

How Barnardo's volunteers at Reading Community Mums and Dads brought happiness back to a troubled mum and her family **Words Dina Leifer**

When Linda first came into contact with Barnardo's Reading Community Mums and Dads, she was at an all-time low. She had faced a series of terrible problems in her family including domestic violence and child protection issues. She was isolated and struggling to cope with her four children.

"I had lost confidence and belief in myself" Linda says. "Then Community Mums and Dads came in and made a huge difference to me ... I don't know what I would have done without them".

Nowadays, Linda is able to smile again and cuddles her youngest son, Jamie, aged four, while she tells her story.

"My three older children (now aged 12, 15 and 17) and I had to move because of domestic violence by my first husband. We went to a refuge in a new area where we had no contacts, no family links, no friends. I got into a pattern of isolation.

"We were constantly moved, from the refuge, to temporary accommodation, to other places. The kids never had a chance to form links. My younger daughter went to six schools in five years."

Things seemed to look up when Linda met and married Jamie's father. But in spring 2009 Linda had to leave with the children because of child protection issues. It was around the time that Linda was diagnosed with pre-cancerous cells and her mother was diagnosed with cancer. When she was waiting for her medical results, her house was burgled and everything of value taken.

"I had reached a very low point" Linda says. "I used to be in tears all the time and I would think "why would anyone want to come and see me?" I was very ill and had got pitifully thin. I had lost the motivation to exist."

Jamie's behaviour deteriorated and Linda felt unable to cope, so they rarely went out. Luckily a health visitor referred Linda to Community Mums and Dads and manager Sunita Brah arranged for Linda's first community mum, Janice Clark, to visit.

"Janice helped me set boundaries so Jamie didn't run riot," Linda says, "But she also showed me that some of the stuff I thought wasn't acceptable was just him being a little boy. I began to feel confident going out again in public".

Janice also helped Linda get treatment for phobias she had of heights and lifts, which had severely limited where she could go. She also helped get treatment for Linda's older daughter, who has serious mental health problems.

Apart from Sunita, Community Mums and Dads is staffed by 20 volunteers who work with people who professionals find it hard to reach. They take on about four cases each and help them become more involved in the community, access the services they need and guide them through paperwork. They also give parenting advice and support.

The fact that the volunteers are not professionals is important, Sunita explains. The service users have often had a whole series of professionals coming in and out of their life and what they need is someone who can act as a friend and guide.

Because Linda's family had such complex needs, Sunita allocated a second community mum, Sylvina Beckford, to work with her as well. Sylvina explains that one of the most important things the community mums and dads do is listen. "Just talking through what's going on, letting Linda get it out - it's nice to talk".

Thanks to the support from Reading Community Mums, Linda feels life is worth living again. "I've got my sense of humour back, and I smile on a regular basis" she says.

Sunita agrees: "Linda's really come a long way. She's very positive now. She sees the light at the end of the tunnel".

Some comments from our Parents who have benefitted from our Triple P Parenting Programme:

'This parenting course has been a lifeline! The results have been unbelievable!'

'I quickly found ways to change towards my son to improve his behaviour'

"Eighteen months ago, I would never have thought I'd be where I am today. At first I thought I don't need a parenting course. But now I believe every parent should go on one"

Q. Did you receive the type of help you wanted from the program?

A. 'Yes, Definitely!'

" The health visitor mentioned it and I thought I'm not a bad parent. But the course has had an amazing affect on my home life, it's improved the relationship with my husband. We are much calmer now, we don't shout at each other—and if I do the kids say mum your shouting"

" It was just an amazing experience, it makes you stop and realise how hard it is to be young. One of my children has gone from being really aggressive and unmanageable to, whether he's with his mates or not, telling me he loves me every day"

'The results have been unbelievable - not only have I seen the difference but other people have as well. I feel much more positive as a parent. My son has developed much

more personality and so much confidence - my son's nursery have fed back brilliant reports.'

'I found the many ways of managing misbehaviour very important. I tried to use as many tactics as possible. Almost straight away I found they worked, leaving me much calmer with my son and being able to enjoy being a mum.'

'Not only do I have 2 beautiful sons, I have a happy, confident family in and out of our home'

'What's Changed? - Well I certainly have!! The support gained from the group on the programme - it was like free counselling to all of us and wouldn't have missed a session for the world!'

My husband and I are so together with tackling the bad behaviour through strategies that I learnt and brought home. We are proud of what we have achieved and know that we can continue to go forward and manage the situation whatever the future may bring'.

'My Child is not just going to change overnight because I have been on a course but I am much more laid back when dealing with the day to day issues, not everything has to be a battle and I feel a lot happier in myself'.

Comments from the Chair of Reading Youth Cabinet

Reading Youth Cabinet has really grown both in confidence and in the level of involvement we have had in the decision making which has taken place within the town. I am really proud to be this Cabinet's chair and have really enjoyed my time in the role.

In the elections this year, we had the highest turnout to date, and a new group of young people were elected to represent young people all over the town. The elections were highly successful and we thank the Youth Engagement Service for their contributions, help and organizational assistance.

During the voting process many issues were identified and the Cabinet prioritised the top three electoral concerns which are: Transport, Environments and Anti-Bullying. Campaign manifestos have been created for each and work is already underway. The full manifestos can be downloaded from www.ReadingYouth.com.

Reading Youth Cabinet were consulted on the Council's Anti-Bullying Strategy, which played a significant part in our Anti-Bullying campaign. We hope to work closely with the Council to ensure the strategy is used and applied effectively, whilst ensuring young people know they are safe and how to go about resolving bullying situations. This campaign is in line with the "Stay Safe" Every Child Matters outcome, ensuring our work ties in with national priorities.

Most recently, the Cabinet met with James Freeman, the Reading Buses CEO to talk about Reading Buses and young people. The Readi-ID came back into question, which was part of the Cabinet's first ever transport campaign. This meeting fitted perfectly into our current transport campaign and we have now established firm links with Reading Buses, to help develop their youth brand and the image of the bus service.

And finally, we have also recently established links, locally and nationally, with eco-friendly organisations that are interested in our local environment campaign. We are currently in a dialogue with them and hope to produce some really positive work through working with them on the same and similar environment issues we have in Reading.

Throughout the year, members of the Youth Cabinet have run sessions in the Directorate's Induction days for new staff, getting them to step outside of their comfort zone and participate in a drama-based activity. The activity that we devised was to emphasise the importance of youth participation and engagement in issues, as well as have a bit of fun!

We would also like to thank Councillor Ennis for his contributions and support to the work of the Youth Cabinet as Lead Member for Children's Services last year and would like to welcome Councillor Ralph, the new Lead Member, with whom we are looking forward to working with over the year.

This year the Youth Cabinet are determined to fight for issues affecting young people, get better results on both issues-raised and our campaigns and show the passion that we have for improving Reading for young people really is making a difference!

Signed: Saraniya Thayaparan, Chair of RYC

!

Locality Working - Children's Action Teams (CATs)

Children's Action Teams (CATs) in Reading were set up in July 2008 to improve both the quality and speed of our response in meeting the additional needs of children and young people. We have set up four multi-agency teams providing earlier intervention and preventative services to children, young people and parents in the area they live or go to school.

Key achievements by CATS in 2009-10

Across our secondary and primary schools attendance continues to rise, and fixed term exclusions drop, with recent academic year 10/11 term 4 data showing very good progress. A critical indicator of impact for the CATs is our ability to count the % of objectives that are met for children with open Multi-agency CAF's.

Last year we met our target with 67% of our objectives are being met. The three new services (Primary Mental Health Workers/ Family Workers/ Prevention and Support Workers) in the teams are now well established, as between them last year we were able to provide a direct service to over 1000 children. 344 parents received a parenting intervention against a target of 250.

Reading has been noted as a top performer in initiating and managing its CAF's (Common Assessment Framework) for children in need, as we have worked with over 850 Single and Multi Agency CAF's. The CATs have also established stronger communication with schools promoting early intervention and coordination, delivering 160 School Consultation Meetings this year.

Key improvements to be delivered in 2010-11

CATs continue to strive to sharpen their impact directly with children, young people and their families, by strengthening our case management and review processes and investing in key workforce development programmes. We intend this work to build stronger assessment skills, and increase the use of both solution focus approach and motivational techniques with adults.

CATs continue to recognise the importance of stronger working relationships with partners and will focus on deepening our work with local GP's, Reading's social care teams and its Adult services.

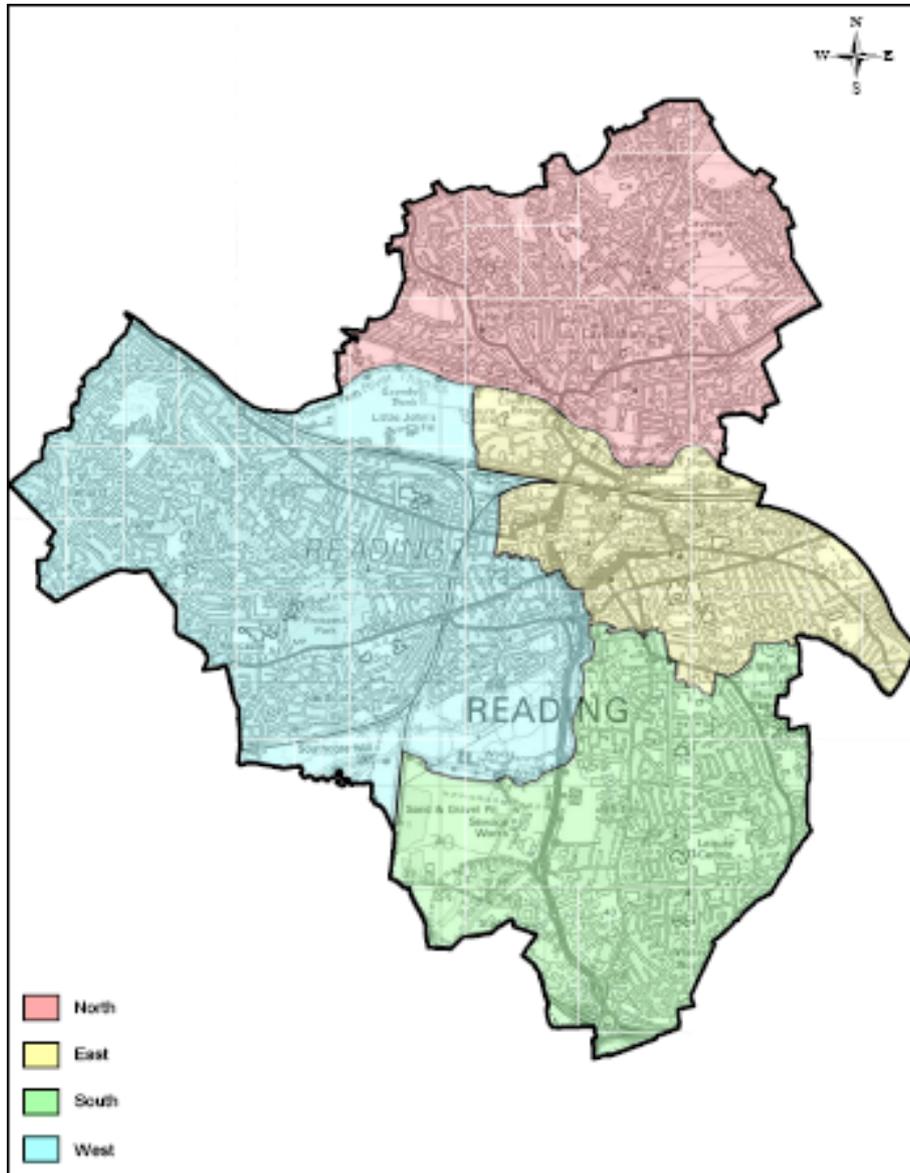
CATs have embraced more responsibility for delivering key parenting interventions in Reading and we will work hard to increase the number of parents that both start and complete an intervention, seeking a growth in both by at least 50% from 09/10.

CATs will be looking for increase in the impact from the Children's Centre programmes, with a focus in two areas in particular; firstly increasing the access into the programmes by Reading's under 5's and in particular a focus on vulnerable families. Secondly with health visitors improving breastfeeding up take and support, with the Royal Berkshire Hospital and voluntary peer supporters, to become a breastfeeding friendly town.

CATs are aware of the need to provide more evidence of impact of the work they undertake on children and families. They will be using the FIP negative costing tool to measure the impact and value for money of the interventions that they deliver, conscious of the fact that as local authority budgets reduce, we may need to sell CAT services to schools.

Finally CAT based health services will be working towards leading the child health programme across Reading; developing a more targeted approach to working with children and families as well as ensuring that new parents continue to receive universal support and advice through home visits and clinic sessions.

Below is a map of Reading, depicting the four locality areas:



Commissioning

Commissioning is very important to us in Reading's Children's Trust, as it is a system that can help public services to ensure they deliver improved outcomes for the best possible value for money. Services that are commissioned well are striving for continuous success, working from an evidence base, and keen to be challenged and developed to ensure they are meeting the needs of the community. Ultimately, by commissioning services, we can prove our services are making a difference, which is vital for anyone responsible for spending public money. Commissioning applies to services within the council and PCT, as well as those purchased from the private or voluntary, community and faith sectors.

In Reading, we started to use a commissioning approach in 2007 by using the 'Logic Model', a way of clearly identifying priorities, outcomes and outputs based on need, which can be used by the Children's Trust and its subgroups to help staff focus on the activities which will make a difference to children and young people. The Logic Model began a journey towards introducing commissioning within the council's children's services, introducing a systematic method of analysing need, planning effectively, implementing good services and evaluating the quality of those services. Now all our health services are fully commissioned, as well as services such as child and adolescent mental health, parenting, substance misuse and a number of youth services. In 2008, we recruited our first joint commissioning manager, who has been supporting the development of commissioning practice across even more of our children's services, making us realise we can go even further.

Reading's Children's Trust, and the groups underneath it, have started to use commissioning to improve services. Our recently developed 'Access to Resources' team has already made significant savings for children placed in residential homes through negotiating prices and exploring different kinds of provision. Children's Centres, CAT teams and many other statutory agencies now have a clear contract with the local authority which is helping everyone to focus on developing the best services for children and their families - we are also identifying opportunities for Children's Centres to jointly purchase services, and have achieved savings through our first jointly held Framework Agreement. We have run a number of bidding opportunities for the voluntary community and faith sector, utilising the unique skills of these organisations and ensuring we can evidence the remarkable difference they are making to the lives of children and families. We have looked at particular groups of children and young people and developed a number of needs assessments which include user and staff views and highlight key areas we need to focus on to improve outcomes for children, young people and their families. From these analyses, we were able to set priorities for our work last year and we had identified resources to meet those priorities. We have now refreshed our overall Needs Analysis for 2010 and the refreshed CYPP will show you what we decided.

Many more services are now using commissioning, particularly to develop multi-agency and multi-disciplinary work across partners. For instance, a number of our Children's Centres have contracted with the Primary Care Trust to provide enhanced maternity services, and the four co-located Children's Action Teams (CATs) have analysed the needs of their local populations to identify issues for joint focus. Schools have commissioned services for some time, and are now using their cluster groups to gain value for money by commissioning across areas with a number of schools. The Children's Trust has ensured that previously centrally purchased services, such as early intervention services for mental health, are now commissioned from CATs, and as a result they have been able to reach more families in more effective ways. We've also embarked on some joint commissioning ventures with neighbouring authorities, achieving economies of scale, and sharing our resources, such as a service for children with multiple and complex needs with 6 other authorities which will reduce costs of placements, and the new 14-19 shared commissioning service with other Berkshire LAs

Improved commissioning of the voluntary, community and faith sector is crucial in delivering better outcomes for all children and families in Reading. This is particularly important in Reading, where the sector is very well used, and has a strong influence over the health and wellbeing of Reading's residents. Representatives of the voluntary, community and faith sectors are partners on the Children's Trust, and are partners in the delivery of the Local Area Agreement, the PCT's Vital Signs, and the Children and Young People's Plan actions. Commissioning this sector requires a mutually supportive and developmental approach, acknowledging the ability of the voluntary, community and faith sectors to reach families who don't want to use statutory services.

Commissioning is very important to us in Reading's Children's Trust, and last year we recognised that our capacity for commissioning effectively was insufficient so we developed a team of commissioners who are now making savings and supporting a larger number of partners in commissioning, including the commissioning of new services to support children in need, children in need of protection and children in care.

Our priorities for commissioning in 2010-11 are:

- a new approach to commissioning for the under 5's (with the PCT, West Berkshire and Wokingham Councils)
- Commissioning new services for domestic violence, with Trust partners
- Commissioning for families who have repeated care orders (with the PCT, West Berkshire and Wokingham Councils)
- Joint commissioning of school improvement services with Berkshire LAs
- A new approach to commissioning in the early years including quality and sufficiency of places
- A new approach to commissioning support for children with behavioural, emotional and social difficulties
- Commissioning of provision for LLDD children and young people particularly those with complex needs and autism
- Commissioning of think family services in one area of Reading with NESTA support
- Joint commissioning with the voluntary sector and the PCT on a number of initiatives including Aiming High for Disabled Children and Generations Together, bringing older and younger people together to share cultures.
- Commissioning Children's Centres to achieve high standards.
- Commissioning internal and external providers to deliver the Think Family Agenda together.

Workforce Development

Over the last year we have made good progress, as the Children's Trust Partnership has continued to strengthen. By liaising with the Commissioning Support Programme we have improved our focus on commissioning in addition to evaluating and improving the benefits of partnership working. Our Children's Action Teams are now well established and this has been evidenced through the high numbers of CAFs being completed and used to support children and young people (highest per head of child/young person population in the South East). We have also made real progress in the recruitment and retention of Social Care Staff. At the time of writing we had reduced reliance on social care agency staffing by 40% over the last year (24 Agency Workers in April 2009 reduced to 14 in April 2010). We have also continued to successfully roll out Triple P parenting and Solution Focused working training to large numbers of staff and volunteers.

Over the coming year we have decided to focus on a small number of achievable priorities in relation to our workforce. They are to:

- Complete the setting up of a dedicated Children's Workforce Development Team
- Improve access to training through improved marketing and better use of technology
- Continued focus on recruiting and retaining high quality social care staff (frontline workers & managers)
- Improving alignment and integration of social care services with our Children's Action Teams
- Work with NESTA to develop a pilot project to work with whole families in a small pilot area with a view to developing improved services with a 30% reduction in overall costs.
- Develop further knowledge of coproduction to assist in innovative service redesign
- Improving assessment skills across our workforce
- Improving services for Children in Need
- Improving services for children in need of protection and looked after children care planning
- Developing skills across all services to narrow the gap between children living in poverty and others
- Work with schools and other services to increase the proportion of staff from BME groups
- Work to improve skills for supporting teaching and learning for BME groups
- Create a system to make sure National Occupational Standards are being met across the workforce and planning for following years.

ContactPoint

On the 13th May 2010 the new coalition government announced that ContactPoint is to be discontinued. At the time of writing we are awaiting further advice and clarification on this issue. There have been suggestions that a more limited database focusing upon children who have a CAF may be set up, but this has yet to be confirmed.

Every Child Matters Outcomes

Our CYPP contains a number of priorities under each of the five Every Child Matters themes. Each priority detailed what were the key needs, what had been achieved by Spring 2009, what we wanted to do better and how we were going to measure it. Below we have taken each of those priorities and asked what have we achieved in the past year to Spring 2010 and what do we still need to do. Where ever possible we have spoken to service users to gain their views on whether we have made a positive difference to their lives. Each Every Child Matters theme contains an overarching comment and the details of performance achieved on specific performance indicators during the last year are provided in section 3.

Equality and Diversity

The Children's Trust in Reading is strongly committed to equality of opportunity.

Our needs analysis has indicated that Reading is becoming an increasingly diverse town. We are continuing to increase our analysis of outcomes in terms of BME groups, gender, disability, faith and sexual orientation (see our Equalities Monitoring Report 2010). We are ensuring that our equalities impact assessments feed into service planning across the trust.

Being Healthy

Strategic work in 2009/10 continued to focus on the development and delivery of activities that are known to be effective in improving health outcomes for children and young people.

Interventions to reduce individual risk factors for mothers and babies and to ensure high quality healthcare in pregnancy and infancy have been key in the local programme of action to reduce infant mortality. Good progress has been made this year across the partnership on developing standards of care for pregnant women and breastfeeding mothers and babies to support achievement of Baby Friendly accreditation by December 2012. Peer supporters have made a significant contribution to supporting local improvements in rates of breastfeeding. A successful "Referral of Pregnant Smokers" initiative developed in partnership with midwifery services saw a significant increase in the number of pregnant smokers being referred to the NHS Berkshire West Stop Smoking Service. In addition performance around immunisations rose with the primary immunisation target being met for 2009/10.

Further development of preventative services and early interventions that tackle health inequalities, reduce downstream health burdens and build community resilience will require a continued partnership focus as will joint action to address social influences on the health of local children and young people e.g. poverty, poor housing and educational attainment.

Promoting children and young people's physical, emotional and mental wellbeing and taking action to improve lifestyle factors have also been key priority areas in 2009/10. Local commissioning of School Nutrition Action Groups (SNAGs) this year to enable children and their families to develop healthy eating habits and to make healthy choices about their diet has been cited by the Department of Health as an example of good practice. Building on the success of the cross sector Sport Reading Partnership, Reading is also now in an excellent position to be able to offer sport and physical activity to more and more children and young people and enable them to participate in exercise or physical activity each week.

In the areas of teenage pregnancy and sexual health, large scale consultations have been undertaken with young people to inform and guide the design of sexual health services for young people. As a direct project outcome 11 satellite services have been commissioned across Berkshire West (14 clinics). In addition young people were involved in the designing the new service brand, logo and information materials, including a new health information and service website.

Developing services with particular attention to accessibility and equity and embedding the development of outcome measures specify targeting of children at highest risk of poor health outcomes will also require continued focus.

Please find below headline points which highlight how much has been achieved this year and what needs to be focused upon for 2010/11 within the ECM outcome of Being Healthy

Improve healthy eating and physical activity levels of children and young people

What have we achieved this year?_

The Year 6 Obesity figures for 09/10 will not be available until December 2010, but the multi-agency, cross sector plan put in place in 2009 has been strongly led by the Obesity Strategy Group and a huge range of activities have been introduced and maintained by the partnership. The range of the plan covers early intervention and prevention, as well as continuing corrective opportunities for those children and young people identified as obese, along with their families.

- Healthier Food Choices are being promoted via our nationally recognised school meals contract. Thus we encourage young people to eat at least 5 portions of fruit and vegetables per day. We

also support young people to make healthy choices which will follow them into adult life.

- By accessing school meals children are able to maintain their weight issues by having at least one balanced nutritious sustainable school meal per day.
- Joint funding has been agreed via the PCT and RBC for the SNAG's which support schools and parents to get involved with providing healthy lunchboxes for their young people.
- Building on the success of the cross sector Sport Reading Partnership (strategic delivery system for sport and physical activity in Reading from cradle to grave) Reading is now in an excellent position to be able to offer sport and physical activity to more and more children and young people thus enabling them to fulfil the expectation of carrying out 5 x 1 hours worth of exercise or physical activity per week.
- A huge variety of settings can now be accessed such as children's centres, youth centres, parks and open spaces, clubs and community organisations, workplaces and leisure and cultural facilities. Programmes include:
 - Children's Active Start Programme
 - StreetGames
 - Sports Unlimited
 - Free Swimming for all under 16;s - All year round!
 - Targeted engagement programme for disable children through the Aiming High Partnership.

The outcome of this work has seen average waist circumferences decrease for those children taking part in the three MEND courses run over the last year and even more excitingly the engagement of well over 300 young people and family members in programmes which cater for all, but include children as young as 1 (Movers and Shakers) and children attending with their father's at 'Dad's Clubs'. In addition, a total of 1007 young people were engaged in a Sport Unlimited programme (8 week sports course) through either a breakfast, lunchtimes, after school or evening club in a school, youth club or community centre.

- A further 6 Reading Schools gained Healthy Schools status this year which takes our total up to 81% to date, with a further 5 schools hoping to achieve status by December 2010. We have exceeded this year's target with only two schools not now engaged in the programme
- Reading Healthy Schools Programme launched its new resources library in the Spring term 2010. This means that any school, youth organisation or relevant agency can borrow a range of Healthy Schools and PSHE related resources at no cost.
- The Healthy Schools half-termly newsletter and website have been well utilised allowing ease of communication between schools and linked professionals. Feedback regarding the newsletter has been very positive.
- A new PSHE Education curriculum adviser joined the team in January in order to review and refresh the highly successful DCSF PSHE CPD programme as it is now in its 7th year.

What do we still need to do?

Despite the very positive steps taken in 2009/10 we do not feel we have done enough to reduce to our target of 17% this year. There has been some discussion around the reliability of the trajectory for the target given the short amount of time since the measurement has been baselined in tandem with an increase in numbers of children measured; but regardless of the validity of the target the multi agency team will increase their initiatives to bring down the percentage of obesity in children and young people in Reading. The initiatives for the upcoming year include:

- Continuation of the MEND and Mini MEND programmes while funding is available and actively seek a cost effective solution, or secure further investment for an ongoing MEND treatment programme.
- Building on the breast-feeding initiation programme and providing comprehensive support for new parents through children's and leisure centres, to provide on going education of healthy eating/breast feeding, portion sizes and play activity.
- Building on the success of School Nutrition Action Groups throughout the 5 year plan
- Encouraging schools to access the School Meals Contractor to carry out nutritional workshops

within their Eat, Learn, Live Programme

- Improve walking and cycling participation through active travel to school as well as cycle training for young people to enable them to participate, while improving open space and cycle route infrastructure.
- Work in partnership with buy in at the highest possible level (eg through LSP, CTB) to ensure that the Tackling Childhood Obesity Steering group has a high profile with support across all sectors, in order that it may achieve the cultural and societal changes needed to stem childhood obesity.
- Roll out the 'Schools Health Challenge' programme across all schools in Reading
- Run a Reading wide multi agency communication campaign around the Government and DoH 'Change4life' initiative - creating links to local activities and healthy food choices.
- A minimum of 5 further schools achieving national Healthy Schools status.
- A new Healthy Schools Enhancement Model has been also been introduced which has been designed to help schools develop the wider thinking and planning needed to achieve better outcomes around health and well-being for children and young people. The platform will allow pupils to put in place behaviour changes which will allow them to strive for lasting health and well-being. Particular focus is being placed on providing targeted support for those at risk. At present 12 schools are working towards the new Enhancement Model and plans are in place for the next 5 years to support and encourage schools through this exciting process.
- It is vital that the vision of Healthy Schools and PSHE Education are universally embraced despite their status being non-statutory and voluntary. Recruitment to participate in the CPD Programme for PSHE Education will need to be improved to ensure consistent, high quality training and to build on professional partnerships across agencies.
- PSHE Education will re-launch and provide a scheme of work for all schools, with ample opportunities to ensure it is well-implemented using a confident and skilled workforce.

Decrease both overall levels of and inequalities in oral disease in children

What have we achieved this year?

- Review of salaried dental services
- Brushing 4 Life initiative is being rolled out across Children's Centres in Reading
- Toothbrushes and toothpaste available via Bounty Packs and Children's Centres
- Oral Health component in food policies in the PVI sector progressing
- Promotional teaching component for all workers complete

What do we still need to do?

- Need to identify hard to reach groups
- Distribution channels for promotional teaching materials need to be identified.
- Continued monitoring and support of service delivered from Children's Centre

Reduce Infant Mortality

What have we achieved this year?

Increase Breastfeeding at 6-8 weeks

We are not able to reliably collect data on this target and so at this point it is not possible to measure the impact of a range of initiatives we have undertaken this year. However we have:

- Employed a Baby Friendly Initiative Co-coordinator across Berkshire West
- Produced a draft Berkshire West Breastfeeding Strategy
- Developed plans with NHS Berkshire West Community Health and RBfHT setting out specific activities and outcomes to support achievement of BFI accreditation by December 2012.
- Increased the number of midwives and other health care professionals trained to BFI standards
- Reviewed and updated the PCT breast feeding policy Developed a joint breastfeeding Policy

between the RBFT and NHSBW

- Commissioned and undertaken a qualitative evaluation of the Reading Peer Support Programme
- Developed and implemented a performance improvement plan to improve performance against Vital Signs Target 6-8 week breastfeeding
- Made targeted contact with GP practices across Berkshire West during January 2010 to highlight the significance of the 6-8 week target to identify where further support could be provided.
- Funded 2,500 additional 6-8 week check forms and distributed these across all practices in Berkshire West to assist with improving data coverage
- Delivered breastfeeding peer support in the community and introduced peer support on Marsh Ward at RBH.
- Provided a range of Community clinics across six venues in Reading offering breastfeeding support in partnership with volunteers trained by the Breastfeeding Support Network.
- Piloted antenatal maternity services in 4 children's centers
- Provided a frenulotomy (tongue tie) service.
- Developed and implemented an ante-natal checklist on infant feeding for all women within RBH
- Undertaken a skin to skin and breast feeding audit within RBH
- Undertaken baseline audit of information given to breastfeeding mothers in the community.
- Developed a training curriculum for health visiting staff.

Increase number of pregnant smoking quitters

- Introduced and piloted the 'Referral of Pregnant Smokers initiative which ran out of RBH Midwives referred all pregnant smokers to the Stop Smoking Service.
- The results of the pilot were an unequivocal success with a 27 pregnant smokers quitting over the year.
- Midwives approved the services and are continuing to implement the model despite the end of the pilot.

Immunisation

- We are believed to have met target; uptake of primary immunisation is predicted to be around 90% for Reading (Final figures available at the end of May/Early June)
- There is variation between practices and those below target are being visited to identify problems and offer support and advice to increase uptake.
- Improvements to the processes collecting data from GP practices and to the Child Health Information data base have been implemented,
- GP Practices with lower uptake rates have been identified and visits planned to identify reasons for low uptake and to offer support and advice.
- Quarterly practice level uptake data is fed back to all GP practices.
- A comprehensive action plan to improve immunisation uptake rates has been developed.
- A Berkshire West Immunisation Steering Group is in place
- An MMR Road Show was held at the Oracle Riverside in August 2009 to raise awareness of MMR and other immunisations.
- The PCT accepted a visit from the Department of Health Vaccination and Immunisation National Support Team in March 2010. (They offer advice and support in improving immunisation provision)

What do we still need to do?

Breast Feeding

- Further develop mechanisms for improving breastfeeding data coverage at 6-8 weeks
- Continue to deliver plans to achieve our aim of securing Baby Friendly accreditation across the

Royal Berkshire Foundation Hospital Trust and community health-care settings by December 2012.

- Deliver our training plan to provide health professional education for acute and community staff, in line with BFI standards including pre-registration education
- Further develop acute and community health services and wider support for mothers, such as that provided through Children's Centres and peer support programmes
- Further develop programmes which support mothers to feel confident to breastfeed in public
- Develop a relevant local campaign to increase support for breastfeeding among the wider population

Smoking Quitters

- Review protocol for all smoking quitters
- Evaluate successful pilot and consider the implications of the review findings on future models of service delivery.
- Roll out the pilot into a sustainable service.

Immunisation

- Improve data collection and analysis Further improve data collection and recording processes through the implementation of a system of electronic data retrieval and upload onto the child health information system.
- Increase the capacity within public health to implement the immunisation action plan through the appointment of an Immunisation and screening programme lead.
- Carry out mapping of immunisation uptake rates to identify areas of low uptake
- Develop a Communications strategy and plan to promote immunisation and raise awareness of vaccine preventable diseases.
- Engage with parents to identify the barriers to immunisation uptake and gain intelligence that will inform the communications plan and future service development
- Review the immunisation training policy for health care staff
- Develop links with partner organisations working with children and families to ensure that immunisation is promoted during contact with families and at venues frequently accessed by families.

Increase earlier intervention for children with emotional and mental health problems

What have we achieved this year?

- We measure emotional well-being through a biennial survey using the SDQ in Reading schools. The last survey of 800 children was in early 2009 and the results showed an improvement in mental health. The next survey is due in Spring 2011, and will measure the impact of this year's plan.
- Introduction of 4 x Emotional Wellbeing Development Officers (1 per locality) who work either individually or with groups within school settings.
- Trained 23 Emotional Literacy Support Assistants and received a very positive response from Schools - Teachers, Parents and Pupils to these workers
- Trained over 50 Solution Focussed Champions to use the Solution Focussed Approach across all roles.
- SEAD and SEAL embedded across school culture
- New scheme of work for SEAL delivered into Primary Schools via PSHE Education 'Rainbow'
- Reading Anti-Bullying strategy has been completed with the involvement of young people and has been sent out for consultation.

What do we still need to do?

- Ensure referrals within Emotional Support hierarchy are taking place at the right level.
- Follow up on SEAL delivery via Rainbow by the PSHE consultant
- Anti-Bullying Working Party to review the impact of the strategy
- The equivalent of 'Rainbow' for KS3 has been developed and will be rolled out after September 2010
- The equivalent of 'Rainbow' for KS4 is in development.

Stay Safe

Much positive work continues in order to ensure the Children's Trust can deliver outstanding services to children in need and in need of protection. A number of achievements have been made over the past year and are to be celebrated. The Trust's commitment to earlier intervention saw the embedding of the CAT teams in their localities which has seen a number of positive outcomes for vulnerable children. Excellent progress has been made around teenage pregnancies and reducing the numbers of young people at risk of and engaging in crime,

With the national media attention on child protection, public concern and the continuing increase in numbers of cases referred to social care recent work by the Local Safeguarding Children Board (LSCB) found thresholds secure overall. However the continuing increase in numbers of children subject to child protection plans means that both the Trust and LSCB continue to prioritise work to address this issue. Excellent progress has been made in social work recruitment with vacancies reduced from over 30% to well under 10%.

We are also ensuring that the thresholds and processes around the Common Assessment Framework (CAF) are continuing its positive introduction and further embedding throughout the whole children's workforce.

This next year will also see the Family Intervention Project fully functioning and our successful parenting support programmes further enhanced to provide families support when they need it. The Youth Offending Service and substance misuse services will also be further building on its links in the localities.

Outcomes for children looked after continue to improve although we must not become complacent, outcomes need to improve further as outlined below and whilst the numbers of children being looked after have remained broadly static against a national picture of increases we still intend to reduce this where possible.

Please find below headline points which highlight how much has been achieved this year and what needs to be focused upon for 2010/11 within the ECM outcome of Stay Safe.

Deliver outstanding services for children in need and those needing protection

What have we achieved this year?

- LSCB thresholds audit found that thresholds for social care are generally sound.
- Strong focus on Initial and core assessments means that delays experienced at the start of the year improved during the year
- All IA's and CA's reported as within timescale are now completed and signed off by a manager within that timescale.
- 'Ideal Referral' guidance has been introduced to improve practice in these areas.
- Additional ongoing support provided via Social Worker and Social Worker Assistant for those being removed for a Child Protection Plan has seen a drop in the numbers of children becoming subject to a protection plan for a second or subsequent time.
- Tightened our arrangements for initiating legal proceedings ensuring effective use of the Public Law Outline where possible to reduce numbers of applications to court.
- Increased use of special guardianship orders to provide permanent placements outside of care for older children.
- Further developed MST and Directions fostering to prevent children coming into care, or

enabling children to be returned to their families.

- Number of permanent exclusions has fallen after the Pupil Referral Unit working creatively and flexibly with mainstream schools, especially in the arena of Managed Moves.
- CAT teams have become embedded within the localities the number of days lost to fixed term exclusion have fallen as they provide a strong focus on tackling emotional and behavioural issues and introducing personalised curriculum plans.
- Contained a large increase in workload within the service

What do we still need to do?

- Continue focus on IA's and CA's to continue effective multi agency working and good quality referral information is available.
- LSCB commissioned audit thresholds for legal proceedings for new born children to consider different options.
- Ensure close working partnership between CAT teams and Social Care to support families after they are closed to social care.
- Increase the numbers of young people who leave our care through the use of SGO's adoption or returning to their families.
- To reduce the number of teenagers coming into care through family breakdown. Multi agency working through use of MST, FiP and better working in crisis with the CAT teams and other colleagues.
- Consider the findings of the LSCB thresholds audit and implement any recommendations.
- To reduce the number of exclusions schools will be invited to form a partnership around behaviour and attendance.
- Schools need to work together to review the fair access protocol
- Greater access to CAT teams whilst pupils are at the PRU to improve behavioural issues.

To reduce teenage conceptions

What have we achieved this year?

- A 27% reduction in conceptions from 1998 to 2008
- A needs analysis has been carried out and is being implemented by a very proactive multi-agency group. Following initiatives have been put in place:
- A newly created post developing projects to target areas highlighted in the NA.
- Introduction of satellite Sexual Health Services within Schools, TVU and Connexions
- Good uptake of Long Acting Reversible Contraception (LARC)
- Commissioning of a Social Marketing exercise to inform of 'reality' at grass roots level.
- Taking forward Visions for Health scoping report to ensure services are more Young People friendly.

What do we still need to do?

- Work consistently with schools and PSHE Leaders to ensure every young person has access to the PSHE curriculum.
- Ensure all services are well promoted and easily accessed
- Engage more with parents.
- Use data gathered from the Social Marketing activity and implement initiatives based on findings to develop positive future stories and increase use of contraception by girls and boys.

Intervening earlier to prevent children and young people's engagement in crime and substance misuse

What have we achieved this year?

Increased the number of young people accessing substance misuse services and significantly reduced young first time entrants to crime by:

- Introducing greater rigour to children in need interventions in locality based children's action teams
- Improving the quality and performance of the Prevention and Support Service (PASS) including effective targeting for PASS through multi-agency working including:
 - CAT triage
 - YOS and Source (YP Substance Misuse Agency) referrals of younger family members of current offenders/substance misusers
 - YOS Triage meetings informing Police decision making process via multi-agency input
 - PASS attendance at Neighbourhood Policing Team Meetings
 - Strengthening links between YOS and Police Neighbourhood Team in West Reading
 - Training for ASB officers (RBC and Housing) in screening and referral to PASS
 - Liaising with YOS staff to deliver parenting support following concerns raised by staff in local schools
 - Effective liaison with YOS staff and other agencies to make appropriate use of information on CAR
- Rolled out of Pride and Confidence II training by Thames Valley Police (implementing Youth Restorative Disposal)

What do we still need to do?

- Continue to extend relationships between YOS and neighbourhood teams.
- Support the rollout of Family Intervention Project
- Support delivery of parenting programmes to parents, especially those historically known to be of concern.
- An evaluation will be started at the beginning of 2011 and will inform the service delivery for future years.
- Support further improvement of services offered by PASS including ongoing quality assurance, resulting action plans and fostering links between the FiP and PASS.
- An SLA between YOS, PASS and FiP will be completed.

Enjoy and Achieve

Strategic work in 2009/10 continued to focus upon the contribution towards the Children's Trust aim to create a positive and ambitious environment for children and young people by leading implementation of the school improvement and emotional wellbeing strategies. To that end meetings were held with head teachers through breakfast briefings and with key local authority staff to raise ambition in order that all schools in Reading are judged to be good or better

With that in focus the latter part of the financial year saw no school in an Ofsted category and a growing percentage of schools graded good, particularly in the secondary phase where now 5 out of 7 schools are good or outstanding. Equally overall outcomes at Key Stage 4 and Key Stage 5 continued to rise. Performance at both Key Stages 1 and 2 are mainly still below national outcomes and will continue to be focused on in those areas, specifically on mathematics, reading and writing where improvement is still much needed.

Performance in the Early Years rose, in part due to the additional time some children have in school due to Reading Borough Council ensuring a single point of entry and to the implementing of Language Link assessment and intervention.

Significant progress has been made with the commissioning for 16 to 19 year olds through the Sub Regional Planning Group consisting of the six Berkshire authorities. This has been an innovative approach and was celebrated by a cross Berkshire conference. In addition a new good provider (Oxford and Cherwell Valley College) for TVU/Reading College has been secured and a recent monitoring visit showed improvement in outcomes for FE learners.

Exclusion rates fell in 2009 - 10 which is to be commended, and schools take a robust approach to ensuring that provision is secure for their young people. Conversely Cranberry College has seen an increase in the number of pupil being placed who do not have an exit school as part of the Managed Move work. The whole of the Behavior Support Service will be reviewed in 2010 - 2011.

Other achievements:

- The inclusion and intervention service met readiness criteria for Short Breaks
- Continued 100% unbroken record for statutory assessments completed within statutory timescales
- The percentage of pupils from all backgrounds attaining well at the end of the secondary phase is in line with or higher than for similar pupils nationally. The exception is mixed Black Caribbean/White heritage pupils. However gaps still evident
- Development of seven Diplomas in Reading and on track to deliver on 10 Diplomas by 2010.
- reduction in permanent exclusions (LAA RT3 PEX targets met for 07-08 & 08-09 academic years)
- Continued progress towards challenging targets in raising attainment at 54% A* to C including English and Mathematics. A number of schools making significant progress

The gaps between some of the vulnerable groups still remains an issue and will be pursued in 2010 -11. Reading has one of the widest national gaps between performance of pupils in receipt of free school meals as opposed to those who do not receive FSM. A range of measures and information sessions have been put into place, with secondary schools collaborating on a 'Narrowing the Gap' Initiative.

The overarching work for 2010/2011 is to:-

- Narrow the gap between all pupils and those potentially vulnerable to underachievement
- Increase the proportion of good and outstanding schools so that they are at least in line with

those found nationally, by challenging practice which is not ambitious

- A smooth transition for raising the participation age to 17 by 2013
- Reduced incidents of challenging behaviour/exclusions
- Effective provision for children and support for parents by implementing the LLDD strategy
- Reduction in the number of Out of Borough placements for pupils with SEN

In order to achieve outcomes for the above we will use a range of strategies, which will start by celebrating the best practice in Reading, the core being: -

- Respond to the academies and free schools programme in a way that enhances the partnership and improves outcomes for children in Reading
- Working in partnerships with schools and other agencies, and developing strategies for partnerships between schools, so that they are able to take a lead in the process, and to develop action research strategies
- Ensuring that learning strategies are personalised for children and young people
- Working with families to support the learning process
- Empowering schools and agencies to work with their communities in supporting the learning process, and ensuring community cohesion
- Ensuring that safeguarding is paramount in all that we do

Please find below headline points which highlight how much has been achieved this year and what needs to be focused upon for 2010/11 within the ECM outcome of Enjoy and Achieve.

Raise attainment in children aged 3-11 years

What have we achieved this year?

- While improvements in reading and writing are evident, there has been a disappointing fall in the results for mathematics at both level 2B+ and Level 4.
- At a national level Reading has been chosen as a Primary Leading Local Authority to ensure consistency of results (PLLA) which has brought in additional funding. With the grant of 10k there is a project to pair up primary schools to work together in partnership with the strong supporting the not so strong sharing best practice.
- Reading Primary Heads fosters collegiate supporting relationships.
- Reading loves Reading campaign = positive images in school, major teacher focus and events outside of school.
- Many initiatives in place to narrow the SEN/non SEN gap including Language Link (an intervention for Children with speech, language and communication difficulties), Every Child a Talker, Every child a Reader.
- LDD strategy now in place with seven milestones being managed by partnership.
- Much better data analysis allowing earlier intervention.
- School Monitoring Group re-established with strong links to SEN to allow early intervention
- Personalising of individual children with a performance plan.
- Rigorous CPD for special needs co-ordinators
- Better training for Teaching Assistants and school workforce.
- Better engagement of the CAT teams and generally across the board with sharing of experience and good practice.
- SENCO network meeting with a 'buddy system' pairing experienced with new SENCOs.
- SENCOs have the opportunity to upskill at Reading University.
- SEN Governor network encourages questioning the schools in an informed way.
- Working group looking at developing practice for autism
- ASD friendly school handbook

What do we still need to do?

- Continue to focus on raising attainment at KS1 and KS2 in identified schools
- Improve focus of School Improvement Service and schools on all vulnerable groups
- Keep up the momentum gained in relation to reading and writing, but turn more focus now onto mathematics skills to redress the decline in SATs results.
- Continue using data forensically to identify needs and put in place early intervention meeting individual needs.
- Develop mathematics 'sweeps' undertaken by the School Improvement Service which include talking to children and staff, observing lessons and asking challenging questions.
- Bring forward the sweep to be carried out in Year 5 instead of waiting until year 6.
- Continue momentum and focus on the attainment gap for the individuals who make up the SEN cohort as part of implementing the LDD Strategy.
- Encourage working groups to develop practice around more specialist areas including dyslexia and dyspraxia.
- Schools and their partners to continue monitoring vulnerable groups.

Increase proportion of good schools and good providers as defined by Ofsted

What have we achieved this year?

- At the end of the year 60% of schools were identified as good or better by Ofsted
- A new national Self Evaluation Form has been introduced to allow continuous improvement.
- Workshops and paired observations were run in order to upskill senior leaders and teaching staff on the new Ofsted framework.
- One currently 'Satisfactory' School is receiving support from the National Challenge which has allowed the funding of an external school improvement partner, along with additional support from local consultants.

What do we still need to do?

- Continue to support and challenge two 'satisfactory' secondary schools to help them move to 'good'.
- Continue to share best practice of the 'good' and 'outstanding' schools with others.
- Develop the concept of 'good' to 'great' in all schools.

Improve percentage of 5 A* - C including English and mathematics at Key Stage 4

What have we achieved this year?

- Performance was 52.9% against a target of 53% 5 A* to C with English and Maths
- Year 11 Raising Achievement Project saw four out of the five schools taking part, improve their position.
- Gained additional funding through the DSG and along with extra funding from the LAA 48K was spend in 1:1 tuition and KS4 catch up for exams
- Consultant support in English, mathematics (and science)
- Relentless use of forensic data to identify special areas of need.

What do we still need to do?

- Strive to recruit quality teachers of mathematics and English
- Apply for additional funding from the DSG to reshape and continue the Year 11 Raising Achievement Project.
- Encourage innovative partnership working, fostering approaches for early intervention.
- Ensure that schools identify their vulnerable pupils as individuals.
- Continue to target support on resource in order to narrow achievement gaps

Raise level 2 and 3 attainment by 19 and beyond

What have we achieved this year?

- Raised level 2 attainment by 19 to 76%
- Reduced NEET to 6.5%
- Increased participation to 88%
- Recruited 33 apprentices to Reading Borough Council
- A clear commitment from the council to NEET, exemplified by the leader of the council who chairs a working group within the Local Strategic Partnership focusing specifically on NEET reduction;
- A NEET Task Group which meets once every two months to monitor and direct all NEET activity;
- A Connexions strategic plan for NEET reduction with targets for all managers and personal advisers;
- Very high quality data available from the Connexions Service to inform strategic thinking. Reading has always had one of the best 'not known' percentages in the country.
- A wide range of in-school activities and events supporting the most vulnerable students;
- Meetings involving Connexions staff and school senior leaders in September and October to review the progression of vulnerable school leavers;
- The council and Thames Valley University (TVU) jointly funding a Transition Key Worker (TKW) who liaises with schools, the Connexions service and E2E providers to secure successful progression post 16 and which significantly improved retention at the College;
- A team of Intensive Personal Advisers (IPAs) and Youth Workers working with a group of around 100 Year 11 students identified by schools as at risk of becoming NEET;
- Schools having access to engagement programmes ranging from short to full time programmes. A progression key worker supports the progress of young people on such programmes through to positive destinations post 16;
- A partnership of Entry to Employment (E2E) providers meeting regularly to coordinate activity and liaising with Connexions Service and others people working with vulnerable groups;
- A Skills Centre for young women which opened in September 2009 on the site of a girls' school situated in a ward with very high levels of deprivation. The centre, which has a nursery on site, is managed by TVU and delivers amongst other things, parenting and other courses targeted at our significant teenage parent population. 17 teenage mums are studying at the centre;
- Delivery of January start programmes at TVU;
- A range of other innovative programmes including Princes Trust, sports and arts related programmes, and a group of young people are being trained to secure an NVQ level 2 in Youth Work;
- Increasing apprenticeships locally. The council has a target of taking on 50 apprentices by April 2010 and has commissioned a company to encourage local employers to take on apprentices.

What do we still need to do?

- More work on those who are hardest to reach. A greater focus on YP achieved 17 who then drop out of the system.
- Find ways to overcome potential barriers such as the change to a Foundation Learning funding methodology and the removal of Entry to Employment as a provision runs the risk of providers becoming risk averse and not taking on learners who may struggle to achieve full qualifications

Increase access to positive activities

What have we achieved this year?

- Provided support to schools to help them achieve their statutory obligation (from September 10) to be a fully extended school.
- National aim = 100% by September 10 and this was achieved in March 10.
- Met youth service targets for reach and accredited outcomes - 30% of young people have contact with youth services against a target of 25% and 31% of these engaged in an accreditation against a target of 31%.
- In the last year the Operations Manager and Leadership Team have developed and implemented a range of support mechanisms to enable staff to continue to improve performance.
- A more confident workforce have been delivered a consistent and well communicated message which has improved working alliances across the board, but particularly in schools.
- Better Partnership working in projects (ie KIKZ)

What do we still need to do?

- Continue partnership working to ensure that all support the standards agenda through the extended school opportunities.
- Maintain the 100% FCO
- Embed the use of the disadvantage subsidy across Reading to ensure those most in need are supported.
- Continue to support Youth Workers to ensure a confident and competent workforce which engages positively in partnership working.

Make a Positive Contribution

In order to increase the confidence and skills of parents and encourage them to self refer, this year we have focused on raising awareness of the services available to parents. This has included a significant media campaign and has resulted in an increase in the take-up and completion of courses. Feedback has been positive. In addition, we have reviewed both the access pathways to services and the range of courses on offer. We continue to roll out training to all staff on Triple P at all levels, with Triple levels 3 to 5 being delivered most frequently. 344 parents received a parenting intervention against a target of 250.

In addition we have developed a high level family intervention " Family Intervention Programme" which aims to work with 30 families over a 12-month period. We have also been successful in securing consultancy and funding from the Innovations Unit to work with families to redesign our service delivery and intervention over the next 8 months.

Over the coming year we ensure that the new pathways are fully embedded across the Children's Actions Teams, and that all programmes are fully evaluated. We will renew our family support strategy this year, integrating the FIP and the learning from the Innovations research. We will continue to develop the skills of our staff through training in Triple P, ensuring more programmes are delivered especially at levels 1 and 2.

The Youth Offending Service has maintained a good level of service in relation to young offenders accessing suitable accommodation, ensuring that there are suitably assessed. This is achieved through good multi agency working and ensuring that the youth offending services needs are represented at the housing Panel. Support is provided to parent to help them cope with and better manage the challenges their young people present.

The youth justice board no longer requires local authorities to report on this indicator. However the youth justice management board continues to monitor this target on a quarterly bases and will continue to do so in the future. However for the purposes of this plan we will no longer retain this target.

Social Care has been successful this year in recruiting staff, reducing the need for agency social workers. This combined with a reorganisation of the Access and Assessment Team we anticipate will reduce the number of social worker changes young people who are looked after experience. The numbers of children looked after has risen to 206 against a target of 178. However this is in line with the national picture and therefore should not be seen negatively. However such increase in need means we need to increase the numbers of in house foster carers.

There has been a focus on improving the quality of personal education plans children in the care system and all looked after children in the first three quarters of the years received a plan on time, with a small drop in performance in the last quarter due to staff illness. Care's leavers in education, employment and training is generally good in Reading compared to the national picture and we continue to strive to improve this further. Stability of placements, both in terms of the numbers of placement changes and the length of placements continues to be good.

We will in the coming year work to recruit a minimum of 20 additional foster carers. In addition we will continue to work on our recruitment and retention programme to secure and retain a full compliment of skilled social work staff. We will implement the changes to the systems, processes and structures to ensure strong communication between staff and reduced changes of workers for families and children being worked with.

Participation is very well embedded in the children's workforce teams, as evidenced by the amount of consultation and engagement by services with young people and families and we need a new approach

to measuring improvement which includes coproduction. The Youth Cabinet has a strong and well-respected voice across children's services and has structured itself to ensure the most vulnerable of children are represented. 30% of young people have contact with youth services against a target of 25% and 31% of these engaged in an accreditation against a target of 31%. We are consulting young people to refresh and embed a new strategy on the voice and influence of young people.

Please find below headline points which highlight how much has been achieved this year and what needs to be focused upon for 2010/11 within the ECM outcome of Positive Contribution.

Increase parents confidence and skills in supporting all children, including our role as a corporate parent

What have we achieved this year?

- 344 parents received a parenting intervention against a target of 250 with positive evaluations
- Massive 'raising awareness' campaign to increase the number of referrals to Parenting Support. Staff meetings, events, leaflets and literature.
- Implementation of a refreshed central referral form to assist in decision making of parenting.
- Changed the referral pathway so it goes into locality with CAT managers now responsible for a named co-ordinator who operates within a stringent SLA.
- Use of interpreters and introduction of support groups in the East Locality specifically for the Asian community.
- Parenting Course chosen for implementation - 'Triple P' - is very highly regarded within the profession.
- Training to professionals is delivered at Levels between 1 and 5 and currently levels 3 4 and 5 have been delivered with (5 being high need and 1 being general awareness).
- Feedback has been very positive via Health Professionals, Parents (Parents Champions Group)

What do we still need to do?

- Number of parenting courses completed has risen, but there has been a high drop out rate not only of participants, but also a number of staff trained, went on to not deliver any courses. Work carried out with Triple P along with a Solution Focussed meeting was held to address these issues, consult with parents and identify solutions, particularly with respect to preparing parent in advance.
- Audit the new referral pathway to check if it is fully embedded within CAT teams.
- Improve data collection as currently there is not a central referral process and data is not collated.
- Recruit professional for evaluation of feedback pre and post parenting, provision of clinical supervision to those delivering parenting and support to practitioners.
- Integrate FiP and Parenting Support into wider 'Think Family' team.
- Complete 'Triple P' training at levels 1 and 2 to professionals and deliver via the Targeted Mental Health project into schools.

Ensure suitable accommodation for young people with support needs, for single young people aged 16 & 17 and also teenage parents, is provided.

What have we achieved this year?

- YOS has maintained performance in terms of young offenders accessing suitable accommodation.

- Every YP known to the YOS has an assessment of the suitability of their living arrangements.
- Parents receive support via a dedicated parenting worker and an accredited ADHD Coach to reduce the number of parental evictions due to difficulties managing adolescent behaviour.
- YOS representative is a regular member of the Young People's Housing Panel and access suitable accommodation via this route.
- Resettlement and Aftercare Provision (RAP) retains a bed at a local hostel to ensure appropriate accommodation is available for YP in need of substance misuse treatment.
- RAP also provides support via a ring fenced 'flexible fund' from a grant given by the YJB.
- Close multi agency working to support vulnerable YP requiring accommodation under S20 of the Children Act 89.
- For those young people with substance misuse issues, a bed is maintained at a local hostel through the Resettlement and aftercare provision. In addition support can be provided through the availability a flexi fund.
- Accommodation issues for teenage parents is addressed **under Being Healthy**.

What do we still need to do?

- Continue to focus on these strategies. Despite this target being withdrawn as a National Indicator and we are performing well against it, the Children's Trust Board has voted to retain this target in order to maintain focus.

Ensure stable, supportive and long term care arrangements for Children In Care

What have we achieved this year?

- The % of children in in-house foster care has fallen, but the numbers have not fallen and therefore need is greater.
- 9 social workers recruited following a campaign in Canada.
- Significantly reduced the numbers of agency workers covering vacant social work posts from 19 to 3 and implemented a recruitment drive to source suitable local social workers to cover ongoing vacancies.
- Reorganisation of the Access and Assessment service to reduce the number of changes or worker during the assessment process.
- First three quarter results for Children In Care having an up to date Personal Education Plan was 100%. This slipped in the last quarter due to staff illness and transition. Measure put in place as below.
- Huge focus on raising the quality and reputation of the PEP to make it both meaningful and achievable.
- Care leavers in EET is generally good compared to national averages and rose to 71%, but we strive for better than average in reading and the focus will remain on improving this target.

What do we still need to do?

- Critical target to recruit 20 new foster carers this year.
- Follow through on recruitment drive to source full time staff.
- Review the processes employed by 'long term' teams in order to reduce the need for change in workers.
- Re-organisation of the social care teams and relocation of Care Matters team to Western Elms will aid communication and greater focus on process.

Improving participation of children, young people and families

What have we achieved this year?

- Self Assessment was not conducted this year due to staff changes but other figures and consultation reports relating to YP's participation in positive activities suggest engagement.
- The youth Cabinet took a petition to Council this year and won a commitment to cheaper transport from Members

What do we still need to do?

- We will consult young people to refresh and embed a new strategy on the voice and influence of young people.
- We will increase the extend to which we coproduce services with young people

Achieve Economic Wellbeing

During the year we have made significant progress on a range of indicators relating to young people's achievement and participation 14-19, including improvement in reducing NEET, increasing % level 2 by 19, top performing level 3 results and raising participation including increasing the number of apprenticeships. We also had one of the lowest % of pupils who left school with no qualification in the country. Full details are set out in the Enjoy and Achieve section.

During 2009/10 an initiative called "Closing the Gap" was instigated. Its focus was to ensure the achievement gap between children and young people eligible for free schools meals and their peers is narrowed. Detailed analysis of the data and results is on going, revealing one school that has successfully bucked the trend with the children and young people eligible for free school meal out performing their peers. Good practice such as this is being shared across others schools. Other strategies used to improve practice in this area include the pairing of high performing schools with those not performing as well, and the training of Pupil Tutors. Each schools is encouraged to have a personal understanding of each child in the free schools meals group as opposed to just part of a group.

An Poverty Action Plan, with a performance framework has been established. Reading is well linked in with both the Government office and C4EO on this agenda. This work has resulted in projects such as Job Centre Points (JCP) being established in Adult education and creating strong links between children centres, adult education and JCP's in key areas. Promotional events and joint training have been well received. In addition a scrutiny to explore the issues of health inequality and their relationship with poverty was undertaken in the autumn and recommendations for improvement made. All staff in Reading schools by September 2010 will have received training in Framework for Understanding Poverty and the first Bridges Out of Poverty is being trialled.

Baseline figures for poverty in 2007 for Reading are 21.4% against an England average of 19.8%, a difference of 1.6%. Our target has been set as "narrowing the gap between the England average and Reading performance to no more than 1.5%", a reduction of 0.1% required. During this year we will complete the training in framework for understanding poverty across all of Reading and ensure the evaluation is completed to inform next steps. Similarly with Bridges out of Poverty. We will continue to have a strong focus on promoting the working tax credit system particularly in the light of the recession (current performance 17.9% against a target of 20% in 2008) as well as increasing the numbers of adult learner gaining skills for life.

Whilst there are some very encouraging improvements for young people in terms of reduction of teenage conceptions, reduction in youth offending and reoffending and decrease in the numbers young people not in education employment and training, we are very aware that teenage parents and young offenders are significantly over represented in the NEET cohort. The Youth Justice Management Board commissioned a review of young offenders and NEET during 2009 resulting 18 recommendations being made. The implementation of these is overseen by the NEET Task Force. A range of interventions are put in place, including work with parents and young person, other services and educational providers as early as possible once a young person becomes know to the youth offending service. Similarly with teenage parents, courses are commissioned specially to meet their needs and a 16+ provision with on site crèche has been developed in the interest of these young mothers. A drop in centre for young mums is well attended.

A review of Behaviour will be undertaken during 2010, exploring how young people with challenging behaviour can best be supported. This review recognises that the challenges these young people face require a holistic look, taking into account staff behaviours and attitudes, family support structures and learning environments.

The Youth Offending Service is working to ensure a stronger more robust framework of support for

families to keep their child engaged in education, greater use of solution focused techniques to resolve issues, and more intensive support at the start of work or education placements. For both teenage mothers and young offenders, a Personal Advisor for each of these cohorts provides high level of support, helping these young people access provision, however as funding reduces the teams will need to focus on how they can secure new funding or reshape the service to ensure this provision is maintained.

Aiming High/Shorts breaks is a national programme aimed at improving outcomes for children and young people with learning difficulties. A Transitions Strategy has been developed. During the year, Reading met the criteria for the allocation of the short breaks funds. This means they have significantly improved the range and type of short breaks provision available to these families. This provision can be accessed directly via the children's information centre. A transition panel meets bi-monthly to plan transitions for individual young people and has been awarded a grant from central government to develop this work further. An outreach worker has been appointed to work with Project Alafia, offering support to black and minority families caring for children and young people with LDD. The transition strategy group needs to be established to ensure the strategy is properly monitored this year and to ensure sustainability post March 2011.

In addition key actions for the coming year include;

- Allocation of lead professional to all those families who have a need for one
- Up skill all workers to better meet the needs of LDD young people
- Ensure the needs of young people from BME groups have their needs understood and recognised appropriately
- Ensure on going evaluations with families are undertaken.
- To develop an existing parents forum to include supporting children who have LDD.

Please find below headline points which highlight how much has been achieved this year and what needs to be focused upon for 2010/11 within the ECM outcome of Achieve Economic Wellbeing.

Raising attainment for vulnerable and disadvantaged groups and areas to ensure equality of outcome

What have we achieved this year?

- 'Closing the Gap' initiative has been instigated to ensure that the Achievement Gap between pupils eligible for FSM and their peers is narrowed.
- Forensic examination of data is ongoing and results being analysed.
- Best practice being shared from case study which shows one school bucking the trend with the FSM group outstripping their non FSM peers.
- Schools being paired - strong with not so strong to share working practice and give support.
- Training and use of Pupil Tutors

What do we still need to do?

- Build on all the good work started this year by SIPs.
- Encourage schools to take responsibility and use own initiatives to improve practice.
- Continue to use data to aid early intervention
- Personalise each pupil in FSM group so that they are not hidden as a 'percentage' rather than an individual.

Reducing of impact of poverty on children and families (In plan says Decrease the number of children in Poverty)

What have we achieved this year?

- Staff in all schools in South and West have been trained in the Framework for Understanding Poverty.
- Exceeded target for adult learners accessing skills for life courses for which results are not yet available
- Anti poverty group has developed an action plan and draft performance framework has been agreed.
- Data analysis improvements supported by engagement with CPU and C4EO
- Projects such as Job Centre Points in adult education and links between Children's Centres, Adult Education and Job Centre Plus have led to increased access to learning and jobs as evidenced by case studies
- Joint meetings have been held with Children's Centres and Job Centre Plus to promote the childcare element of working tax credits.
- Promotional Events were organised and well attended, with press coverage.

What do we still need to do?

- Staff in all schools in North and East to be trained in the Framework for Understanding Poverty.
- Work jointly with Healthy Reading Partnership to narrow the gap in health inequalities
- Will refresh our Child Poverty Strategy in line with requirements of the Child Poverty Act 2010.
- Continue focus on promotion of childcare element of working tax credits in face of increasing challenge due to current economic climate.

Increase participation in learning for 16-19 adult learners and hard to engage groups

What have we achieved this year?

For Young Offenders:

- YJMB commissioned a report on Young Offenders and NEET in 2009-10 containing 18 recommendations, implementation of which will be overseen by the NEET taskforce.
- YOS runs a motivational group 'Am I Bovered' and has just negotiated regular input from a local employer regarding what an employer would be looking for from a 'good' employee.
- EWS checks on every young person coming to YOS attention, including at triage stage, to clarify current ETE status and pass on information as appropriate.
- Close working with Thames Valley University to assist with risk assessment to minimise the number of young people with convictions who are refused a place.
- Monthly NEET check to ensure all NEET, including those at risk of becoming NEET, are referred to YOS Connexions worker.
- YOS engagement in Children Missing Education Panel
- YOS provision of Rapid English to improve literacy, communication skills and confidence/motivation
- Structured intervention for young people whose school places may be at risk by providing support for parents by:
 - Liaising with parents regarding school meetings eg PSP ensuring they attend and attending with them.
 - Sharing strategies with parents to help them take a more pro-active (rather than passive or reactive) approach to their child's education.

- Observing their child in lessons, providing feedback and sharing strategies to help them deal with the situation more effectively.

For Teenage Parents

- Commissioned courses especially for Teenage Parenting.
- Introduced 16+ provision with on site crèche and courses designed to be of interest for Teenage Parents
- Ensured all services are fully accessible (ie LDD specialist provision, teenage pregnancy midwife, multiagency referral meeting).
- Drop in centre very well attended.

What do we still need to do?

For Young Offenders

- More support for parents to help establish a robust framework of support in order to engage/keep their child engaged in education
- Make more use of Solution Focussed techniques to enable disaffected young people start the journey of "small steps" that are needed to get them back into ETE and to ensure they are able to acknowledge/appreciate their achievements even if they currently fall short of the desired goal.
- Ensure young person's Special Educational Needs are identified and advocate appropriately on their behalf, challenging limiting beliefs regarding their potential where appropriate.
- Challenging "barriers to learning" that exist for many of the young people to improve access to ETE provision
- Explore options for funding Connexions Intensive IPA support
- Provision of intensive support for young people at the start of work or training placements, for example taking them on the first day, liaising with college and parents to mark progress in the first week and address any concerns at the earliest stage

For Teenage Parents:

- After loss of funding, a Connexion worker targeted on the 16-19 age group has had their time reduced. If this is seen to have a significant impact on the numbers engaging in courses then may consider moving a school connexions worker to focus on this harder to reach group as the successful formula for getting individuals to engage is a lot of time and individual support.

Improve the support for transition to adulthood for young people with learning difficulties or disabilities

What have we achieved this year?

- Successfully met the readiness criteria to receive additional funds via Aiming High/Short Breaks.
- Developed a wide range of short breaks which include 1 hour activities, 'holiday clubs' and day and overnight breaks.
- Developed a variety of leaflets and booklets and good communications strategy which give clear guidance around services offered.
- Facilitated the Children's Centres as a one stop shop for families to make contact.

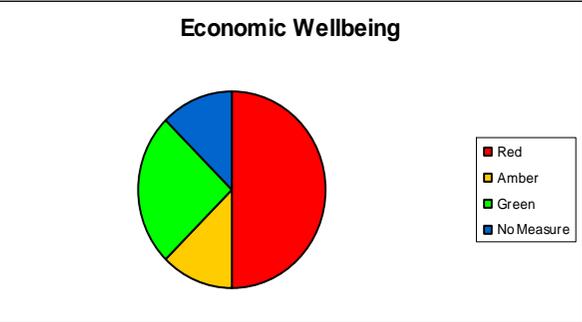
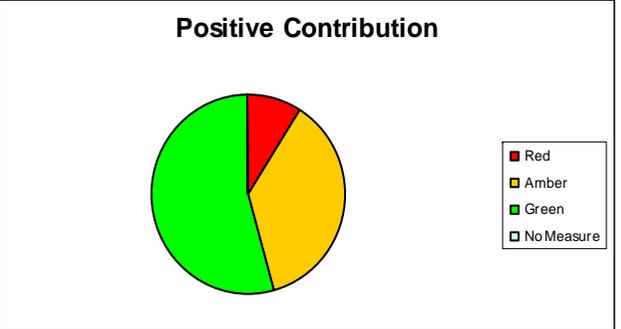
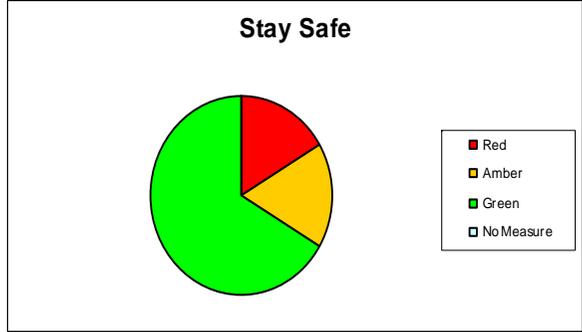
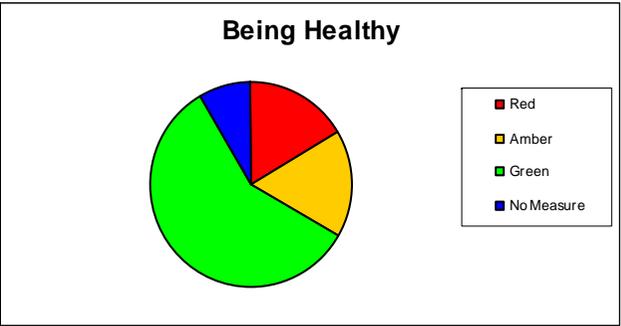
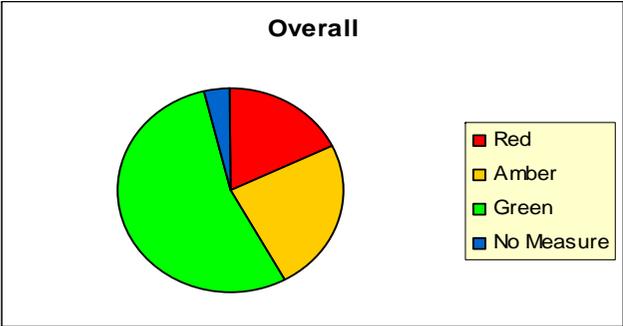
What do we still need to do?

- Need to concentrate on sustainable funding post March 11.
- Allocate a lead professional for families who have a need for one.
- All workers need to be upskilled in working with the needs of Young People with LDD
- Need to focus on meeting BME requirements, and have recently appointed an outreach worker to liaise directly with Alafia Health and Disability, which is a local group offering support to black and ethnic minority families caring for children and young people with a disabilities.
- Continue monitoring feedback via the evaluations completed by families who have accessed the service.
- Developing an existing parents' forum to include those supporting children who are LDD.

SECTION 3

Performance report for 2009-2010 - Summary: Of 55 Targets

30 have been rated as Green
13 have been rated as Amber
10 have been rated as Red
2 have not been able to be measured.



Children and Young People's Plan 2009/12
End of Year Performance Report to Children's Trust Board - May 2010

There are 55 specific targets within the current Children and Young People's Plan. As at 31st March 2009 the breakdown of data was:

- 30 have been rated as **Green**
- 13 have been rated as **Amber**
- 10 have been rated as **Red**
- 2 cannot yet be supplied

The full list is presented below, with comments where available:

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
Improve healthy eating and physical activity levels of children and young people						
Being Healthy	1	Reduce the level of obesity measured in primary age school children - year 6 (NI56, LAA2)	Dr Onteeru Reddy	17.00%	Against a target of 17.2% for 08/09 a result of 19.9% was recorded, with a confidence indicator of 2.2%.	09/10 Data not available until December 2010 but target for 08/09 was not met. This has not deterred however, a very robust multi-agency approach to reducing obesity measured in year 6 children, led by the Obesity Strategy Group. This has seen children and young people gaining increased access and opportunities to participate in regular sport / physical activity as well as making healthier food choices. Together, the various strands of the plan provide a comprehensive care pathway for obesity and covers cross sector provision for early intervention, prevention and treatment for all children and Young People within Reading. For example funding has been secured to run 7 MEND Family obesity intervention programmes over the next 2 years. For those families who complete courses they will receive incentive programmes through free family leisure memberships and on going family group support . To date 27 children have attended and on average their waist circumference decreased by 4.3 cm after the programme (ie from 82.7 to 78.4).

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
	2	Increase the number of young people participating in 5 x 1hour of sport and physical activity a week	Lisa Pearce	09/10 target was originally to be based on the National 5 hour per week offering, but this has yet to be baselined.	As previously the 2 hour PE and school target was set at 90% for 08/09. Current performance 89%	Building on the success of the cross sector Sport Reading Partnership, Reading can now offer an improved provision of sport and physical activities. This means more opportunities for children and YP to participate in a minimum of 5 x 1 hours of activity a week. A large variety of settings have been made available which include Children's Centres, Parks and Open Spaces. Programmes include activities such as Free Swimming for under 16's all year round and also targeted engagements such as involving disabled children in sport, leisure and cultural provision through the Aiming High Partnership. Early intervention is also a focus with programmes such as Movers and Shakers being used to encourage children age 1-4 years old to get more involved in healthy eating, exercise and activity, along with their parents.
	3	Increase the number of schools achieving National Healthy Schools Status.	Joanna Feast	75% by Dec 09	81% March 2010	A really excellent result sees a further 6 schools gaining Healthy Schools Status in 09/10 taking the total to 39. In addition 12 schools are working towards the new Enhanced Model with a 5 year plan in place to support them and this new and exciting process. The success of the programme is borne out by very positive feedback from staff and students alike.
Decrease both overall levels of and inequalities in oral disease in children						
	4	Implementation of a population based oral hygiene and fluoride containing toothpaste programme for children, with follow-up targeting on the CIC and LDL groups	Paul Batchelor	50% coverage	50% coverage	Following a directed approach, targeted children are being reached via Children's Centres and Health Visitors. The Brushing for Life initiative is being underpinned by a free toothbrush and toothpaste with ongoing free swaps available for ages up to 5. Success will be measured by reduction in extractions and use of general anaesthetic.
	5	Development of an oral health component in food policies in PVI .	Paul Batchelor	25% coverage	25% coverage	Ongoing.
	6	Development of oral health promotion teaching component for all workers	Paul Batchelor	complete	Materials complete.	The design of the promotional material is complete and contact has been made with children's centre workers. Work is in progress to identify suitable distribution channels.

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
Reducing Infant Mortality						
	7	Increasing breastfeeding at 6-8 weeks (LAA1)	Claire Masdeng-Taylor	37%	36% (Berkshire West figure)	A performance improvement plan has been developed and implemented to improve performance against Vital Signs Target 6-8 week breastfeeding. In the short term the focus is on improving data coverage. There is variation in data coverage across GP practices across Berkshire West has been made to highlight the significance of the 6-8 week target to identify where further support could be provided. 2,500 additional 6-8 week check forms have been funded and distributed across all practices in Berkshire West to assist with improving data coverage. Partners are continuing to deliver plans to achieve our aim of securing Baby Friendly accreditation across the Royal Berkshire Foundation Hospital Trust and community health care settings by December 2010.
	8	Improving immunisation coverage (children completing primary immunisations at 1 year)	Chris Cook	87%	91.09%	09/10 target has been exceeded but there is variation in uptake within Reading that has to be addressed. The target for uptake in 10/11 is 95%. This level of uptake also needs to be achieved with the other scheduled immunisations in children under 5 years; performance in these areas is currently lower than that for primary immunisations. A robust action plan is in place for 2010/2011 and from July an additional full time immunisation and screening programme lead in Public Health will be in place to support implementation of the action plan.
	9	Increase number of pregnant smoking quitters (LAA1)	Sue White/Linda Dines	14	27	There has been a successful pilot centred on the RBH for midwives to refer all pregnant smokers to the Stop Smoking Service. This has resulted in the target being achieved prior to the end of the third quarter, and the pilot is now being reviewed for efficiencies in cost and delivery prior to being rolled out to all midwives across all hospitals. Stretch targets have been proposed for the next two years in light of this level of improvement.

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
	10	Increase earlier intervention for children with emotional and mental health problems - Improved emotional wellbeing measured by TellUs (NI50, LAA2)	Helen Lesowiec/Kim Bergamasco	65%	55.1	We are very disappointed with this recorded outcome and feel that a lower than expected number of secondary school pupils completed the survey which may have resulted in a disproportionate sample. In contradiction to the red flag, our SDQ follow up (see below) with over 800 pupils in primary schools in early 2009 showed a significant improvement in pupils mental health in the schools surveyed. We believe this is a more in depth assessment of the enormous amount of work that has been undertaken and delivered in the past year including: Emotional Wellbeing Development Workers (EWDW) have been recruited and introduced into Schools by locality. In addition 23 Emotional Literacy Schools Assistants have been introduced across 17 schools as well as a Solution Focused Training Programme. The SF Champions promote better interaction with Children and their Families. The various programmes have been well received and we have some very positive feedback via EWDW, Solution Focused Case Studies and via Child Protection Conferences. Children, teachers and parents alike report that they feel more empowered – part of the solution rather than the problem.
	11	Improving social and emotional aspects of learning in all primary and targeted secondary schools- measure by SDQ score (LAA2)	Joanna Feast/Jackie Powell	7.2%	5.7%	SEAL is becoming embedded across all schools. In primaries SEAL is being delivered via a new scheme of work for PSHE Education known as 'Rainbow' and plans are in place for KS3 delivery of same after September 2010. The delivery of training is supported by all the additional emotional support to be found within schools as details in point 10.
	12	Increase earlier intervention for children with emotional and mental health problems - Reduction in bullying measured by Sentinel	Jenny Tuck	TBC	Cannot be measured. Suggest new target for 10/11	Sentinel as a data capture and management tool was not implemented following a pilot in 5 Reading Schools. At the current time there is no uniform method of collecting data relating to bullying in school, and there is no formal agreement by schools to report bullying to the local authority. There is currently a government consultation running relating to the needs and wishes of school

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
						<p>relating to the mandatory reporting of bullying, but there is no known deadline for findings. Reading's School Improvement Service have been working in Partnership with schools to review the Anti-Bullying Strategy and this has been sent out for consultation with schools. The suggested target for 10/11 is:</p> <ul style="list-style-type: none"> 60% of all schools have a refreshed anti-bullying strategy which has been submitted to Governors.
Deliver outstanding services for Children in Need and those needing protection						
Stay Safe	13	Timeliness of initial and core assessments	Kate Jahangard			
		<ul style="list-style-type: none"> Increase percentage of initial assessments for children's social care carried out within 7 working days of referral (NI 59) 		80%	62.5%	<p>Targets for both IAs and CAs were not met for a variety of complex reasons which have analysed and reported on a regular basis within DECS , the Safeguarding Improvement Board, the LSCB and Children's Trust. These are also being monitored by the DfE. One large factor is the sheer volume of referrals being made to social care (the 5th highest in the country) Audits within the year have shown that the quality of IAs is generally adequate/good. We will continue to develop analysis skills for Core Assessments. Within the context of both national and local performance and issues, targets have been revised for both IAs and CAs going forward but remain a priority area for action.</p>
		<ul style="list-style-type: none"> Increase percentage of core assessments for children's social care carried out within 35 working days of their commencement (NI 60) 		85%	62.43%	
	14	Reduction of children becoming subject to a protection plan for second or subsequent time (NI65, LAA2)	Judith Williams	13%	13.5%	<p>Performance against this target has been good against a background of a significant increase in numbers of children subject to CPPs. It is an area for continued focus however and will be monitored closely</p>
	15	Reduce the numbers of children in care	Judith Williams	205	206	<p>The target of LAC had not reduced however the national context shows a marked increase in numbers of children becoming looked after. Hence performance should not been seen negatively in this area. There has however been a marked increase in the numbers of children being subject to care proceedings.</p> <p>In response we have:</p> <ul style="list-style-type: none"> Tightened our arrangements for initiating legal

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
						<p>proceedings ensuring effective use of the Public Law Outline where possible to reduce numbers of applications to court where appropriate.</p> <ul style="list-style-type: none"> • Robust use of special guardianship orders to provide permanent placements outside of care for older children. • Further developed MST and Directions fostering to prevent children coming into care, or enabling children to be returned to their families. • LSCB has been commissioned to audit thresholds for legal proceedings for new born children to consider different options.
	16	Reduce the number of permanent exclusion (LAA1)	Gill Dunlop			
		<ul style="list-style-type: none"> • Secondary 		6	6	Excellent results have been achieved this year in reducing the number of exclusions for both Secondary and Primary school pupils. This has been possible by Pupil Referral Units working creatively and flexibly with mainstream schools, especially in the arena of Managed Moves. It must be noted however, that this is reducing the capacity of the PRU to respond to other demands.
		<ul style="list-style-type: none"> • Primary 		0	0	
	17	Reduce the number of days lost to fixed term exclusion (LAA1)	Gill Dunlop			
		<ul style="list-style-type: none"> • Secondary 		1140	1132	As the Children's Action Teams have become embedded within the localities there has been a very positive response to the way that children are being supported with personalised curriculum plans. A strong focus on tackling behavioral issues has also contributed to the success in reducing the number of days lost to FTE in both primary and secondary schools.
		<ul style="list-style-type: none"> • Primary 		360	225	
Reducing Teenage Conceptions						
	18	Reducing under 18 conception rate (NI 112, LAA2)	Tracey Daniel	37.1 per 1000	09/10 Target but will not be available until February 2011.	A lot of work is being undertaken to build on 1st quarter success of having the lowest rate since the baseline was set in 1998 equivalent to a 27% reduction. A Needs Analysis has been carried out and is being implemented by a very proactive multi-agency group, with initiatives

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
						including: <ul style="list-style-type: none"> • A newly created post is developing projects to target areas highlighted in NA.. • Introduction of satellite Sexual Health Services within Schools, TVU and Connexions. • Good update of Long Acting Reversible Contraception (LARC) • Commissioning of a Social Marketing exercise to inform of 'reality' at grass roots level. • Taking forward Visions for Health scoping report to ensure services are more Young People friendly. Early indications are that termination rates have fallen in the Reading area (TD to provide data)
Intervening earlier to prevent children and young people's engagement in crime and substance misuse						
	19	Reduction in First time Entrants to the youth Justice System aged 10-17 (NI111, LAA2)	Lindsey Bass	1900 per 100,000/ ie 236	88 per 1 st half year.	Key actions contributing to this outstanding success have been: <ul style="list-style-type: none"> • Embedding of locality based Children's Action Teams providing early intervention for children in need. • Quality and performance improvement by Prevention and Support Service (PASS) with effective targeting and constructive partnership working.
	20	Rate of proven re-offending by young offenders. Frequency rate of offences per 100 offenders after 12 months. (NI19, LAA2) (2005 baseline- 104 offences per 100 offenders)	Lindsey Bass	Q1 -14.8 Q2 -11.1 Q3 -7.4 Q4 -3.7	Q1 - 14.2 Q2 - 5.9 Q3 - 171	No cumulative figure is available because this is produced by the YSB. A complex equation is used: At the end of Q3 the current cohort have reoffended 17.1% less than the baseline. Hence performance is good (although 17.1% is as yet invalidated).
	21	Substance misuse by young people - 09/10 - Increase young peoples access to Drug & Alcohol Treatment	Lindsey Bass	111	120	A contributory factor to this success was the appointment of a Family Worker which allowed Source to support parents of young people who misuse substances whether or not the YP is willing to engage in treatment. This enables parents to develop skills to respond effectively to increasing the likelihood that they can support their young people into treatment.

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
Raise attainment in children aged 3-11 years						
Enjoy and Achieve	20	% achieving level 2B+ in reading at 7	Chris Tomkins	08/09 Target 71%	08/09 Achieved 71%	There has been a very positive approach in primary schools with the Reading loves reading campaign which has translated into a 3% improvement on last years figures. This initiative involved teacher focus, positive images in schools and events in external venues.
				09/10 Target 73%		
		% achieving level 2B+ in writing at 7		08/09 Target 62%	08/09 Achieved 53%	There has been an improvement in writing at level 2B but this has not been as great as hoped and this will remain an area of focus in order to achieve our target for next year. It is felt that with a solid platform of good reading skills (as above) then writing will develop more easily but this needs to be closely monitored.
		% achieving level 2B+ in maths at 7 (LAA2)		77% (78 target on QPR)	71%	There has been a slight decline in achievement at level 2B since 08/09 and this may be due to the increased focus on reading and writing. The SIPs have introduced Year 2 sweeps to refocus on maths, and to roll out the message that there must be a healthy balance between all disciplines to ensure a steady improvement across all three areas.
	21	% achieving level 4 in English and Mathematics at 11 (LAA2)		73%	69%	This combined figures reflects an improvement in the achievement in English but a decline in the achievement in Mathematics. Maths sweeps traditionally been run in Year 6 to focus both teachers and pupils on what is needed to produce good results, but this is now seen to be too late in the cycle, and will be brought forward to Year 5.
22	The Special Educational Needs (SEN)/non-SEN gap - achieving Key stage 2 English and Maths Threshold (NI104, LAA2)	Jenny Tuck	08/09 target 55%	08/09 actual 56.7%	A huge range of initiatives are in place to close the SEN/non SEN gap. The LDD Strategy is now in place with 7 different milestone tasks being closely monitored. Full and complete school by school data is available to aid early intervention and provision of Personal Learning Plans. There is more training available in order to skill up the school workshop with ongoing CPD for the Special Needs Co-ordinators and better training for	
			09/10 target 44%	Figure validated end 2010		

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
						Teaching Assistants. SENCO network meetings have been implemented as well as a 'buddy' system for existing and new SENCOs and new SENCO Upskill Training at Reading University. Several working groups are in place to look at developing practice for conditions such as autism, dyslexic and dyspraxia. A school monitoring group is in place with close links to SEN to allow Early Intervention.
Increase proportion of good schools and good providers as defined by OfSTED						
	23	Increase number of schools categorised as 'good' by OfSTED (LAA2)	Chris Tomkins	60%	60.4	Initiatives such as workshops led by Senior Leadership Teams on how to 'lead' the inspection have been introduced as well as paired observations upskilling Senior Leaders and teaching staff on new Ofsted framework. This meant that of the schools inspected in 09/10 all reached a minimum level of 'Good'. A continued push is in place for the preparation of 2 schools currently rated as 'Satisfactory' to meet the challenges of upcoming inspection in 10/11.
Improve language and communication skills in children and young people 3-16						
		% achieving 5 A*-C GCSE including English and mathematics (LAA1)	Ian Muir	08/09 Target 53%	08/09 Actual 52.9%	This target has been pursued vigorously throughout the year with initiatives including the Year 11 Raising Achievement Project, and the successful application through the DSG and LAA for additional funding for 1:1 tuition and KS4 catch up for exams. It was disappointing to not reach the target for last year, but as an indicator the % 'fail' represents just one pupil from the cohort.
Raise level 2 and 3 attainment by 19 and beyond						
	25	Percentage of 19 year olds achieving a Level 2 qualification by the age of 19 (NI 79)	Peter Shotts	08/09 target 76% 09/10 target 78%	08/09 Actual 75.9 09/10 data available end '10	RLA has historically been a NEET hotspot within the SE. In 2007/8 the Nov/Jan NEET% was 8.4% rising to 8.6 the following year for the same period, as the recession took hold. Following a concerted and coordinated plan of action engaging a very broad range of stakeholders, the % for Nov 2009 to Jan 2010 has fallen to 6.5% which is a significant achievement in the economic climate. Just some of the initiatives include:
	26	Percentage of 16-18 year olds not in education, employment or training (NEET) (NI117) (LAA1)	Peter Shotts	6.70%	66.6%	<ul style="list-style-type: none"> A targeted NEET Task Group meeting every two

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
						<p>months.</p> <ul style="list-style-type: none"> High quality data available from Connexions to inform strategic thinking. A Skills Centre for Young Women opened with crèche facilities in 2009 in a ward with high levels of deprivation. <p>A combination of focus, good partnership working and greater and easier access to learning allowed both targets to be met.</p>
Increase access to positive activities						
	27	Schools delivering core offer extended services	Steve Green	85% by Sept 09	100%	Exceptional focus has seen the Extended Schools Team assist Reading Schools to achieve their statutory obligation six months ahead of scheduled National Target. Universal provision has been provided, but there has been a highlight on targeting those most in need to help raise education attainment.
	28	Young people's participation in positive activities	Lynda Thomson			
		<ul style="list-style-type: none"> 09/10 & 10/11 Contact with Youth service (% of 13-19 population) 		25%	30%	This year the development of the partnership projects such as in schools and KIKZ has had a positive impact on this figure. A better management and communication framework has delivered a significant improvement in results.
		<ul style="list-style-type: none"> 09/10 & 10/11 Participants attain accredited outcomes (% of participants) 		30%	31%	In the last year the Operations Manager and Leadership Team have developed and implemented a range of support mechanisms to enable staff to continue to improve performance against this target. This has included the further development of the performance management framework for the service, team and individuals with performance assessments to measure progress, the introduction of project folders to ensure a consistent approach across the service and continued professional development for staff to ensure that they are both confident and competent in delivery.

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
Increase parent's confidence and skills in supporting all children, including our role in as corporate parent						
Positive contribution	29	Increase number of referrals to Parenting Support	Chris Hollingshead	220	344	This excellent result was due in part to a relentless campaign by the Parenting Team to raise awareness of the programme via staff meetings, disseminated literature and public events. The new 'ownership' of the referral pathway to the CAT teams has now been implemented. This will mean that we have a stronger platform on which to build upon the existing success for future years.
	30	Increase number of parenting programmes completed	Chris Hollingshead	57	43 group progs 36 1 to 1s	It has been recognized that there are significant gaps between the number of referrals received for parenting, the number of parents who go on to engage, and then the number of parents who fail to complete the programme. This pattern has been scrutinized and a Solution Focused meeting held to address issues such as the time delay between referral and the delivery of a suitable course as well as the number of trainers trained, but then do not deliver. It is felt that the new ownership of referral and delivery by locality within the CAT team will improve performance for the coming year. It must be noted however that the feedback received from parents and importantly safeguarding professionals has been exceptional and when the number of 1:1 sessions are also considered, then the target for this year has been exceeded.
	31	Increase percentage of Children in Care cases which were reviewed within required timescale (NI066)	Sarah Newman	96%	98.5%	Good performance has been achieved in this area. Of the reviews that were outside timescale, reasons were checked and they were re-scheduled for the earliest opportunity..

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
Ensure suitable accommodation for young people with support needs, for single young people aged 16 & 17 and also teenage parents is provided						
	32	Young offenders given access to suitable accommodation (NI46, LAA2)	Lindsey Bass	100%	96.6%	Every young person known to the YOS has an assessment of the suitability of their living arrangements and a rep of the Reading YOS is a regular member of the YP's Housing Panel and accesses suitable accommodation via this route. Where YOS has not achieved the 100% target for young offenders the performance generally reflects a single young persons in accommodation which cannot be counted as suitable (ie B&B) while YP is in transition to somewhere deemed suitable. Although this item will be removed as a National Indicator we are retaining it in the plan to ensure focus is maintained on this vulnerable group.
Ensure stable, supportive and long term care arrangements for Children in care						
	33	Percentage of Children in Care in in-house foster placements (BS12)	Karen Reeve	44%	40.8%	Although the actual numbers in in-house provision has not dropped the underlying denominator has risen, hence the decrease. Having said that the service has a critical priority to increase the number of foster carers it has and has a target of 20 new carers this year.
	34	Measure of change of social workers for Children in Care	Judith Williams/ Karen Reeve	20%	67.59%	<p>This target has not been met this year, but the following measures have been put in place:</p> <ul style="list-style-type: none"> Employed 8 social workers from a recruitment campaign in Canada who began work in March 10. We are now able to recruit suitable local social workers to cover ongoing vacancies. We have significantly reduced the numbers of agency workers covering vacant social work posts from 35% to 13%. We have reorganised our A&A service to reduce the number of changes during assessment. We are currently planning changes to our longer term teams which should from October reduce the need to change workers.

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
	35	Stability of placements of Children in Care: number of placements (NI 62)	Karen Reeve	10%	5.4%	Performance in this area remains good
	36	Stability of placements of Children in Care: length of placement (NI 63)	Karen Reeve	81%	73.8%	Performance overall is in the top quartile. However, due to some children moving to permanent placements (to be celebrated) the % figure reduced. The underlying trend is, and remains, positive.
	37	Percentage of Children in Care with an up to date Personal Education Plan (BS14)	Jan Harris/ Karen Reeve	100%	86.72%	For the first three quarters we were meeting target of 100% and this indicator was back to 100% by end June. In the background over the year a lot of work has been put into raising the quality of the PEP to ensure that it holds targets meaningful and achievable for the Young Person. Carers have become more aware of their role and school staff are much more accountable for the progress of the LAC.
	38	Care leavers in education, employment or training (NI148)	Debbie Curd/ Karen Reeve	08/09 Target 55% 09/10 Target 64%	08/09 Actual 59.1%	Performance is generally good overall compared to national averages, however we strive for better than average in reading and the focus will remain on improving this target.
Improving participation of children, young people and families						
	39	Result of self assessment carried out by services within the Children's Trust	Lynda Thomson	Engaged		Self assessment was not conducted due to staff changes. We are consulting young people to refresh and embed a new strategy on the voice and influence of young people.

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments	
Raising attainment for vulnerable and disadvantaged groups and areas to ensure equality of outcome							
Economic wellbeing	40	Achievement Gap between pupils eligible for FSM and their peers achieving expected level					
		<ul style="list-style-type: none"> KS2 - L4+ Eng & Maths 	Chris Tomkins	08/09 target 20%	08/09 actual 24.5%	Since being identified as a 'Wide Gap' Authority in July 09, a 'Closing the Gap – 09-11' initiative has been instigated. A forensic examination of the data is ongoing and has already yielded interesting results such as one school bucking the trend with the FSM group outstripping their non FSM peers. A case study has been drawn up from this and best practice has been extracted and shared. SIPS are being more challenging in their working and other initiatives such as training and introducing pupil tutors and linking the strongest schools with the not so strong, will ensure that the gap between FSM (along with other vulnerable groups) will be narrowed.	
		<ul style="list-style-type: none"> KS4 - 5+A*-C Eng & Maths 	Ian Muir	08/09 target 30%	08/09 actual 29.8% (QPR)		
	Decrease the number of children in poverty						
	41	Decrease the proportion of children in poverty (NI 116, LAA2)	Melani Oliver	Baseline figures for 2007 Reading 21.4% England 19.8% - a difference of 1.6%. Target: Narrow the gap with the England average rate to no more than 1.5%.			The anti poverty group have been meeting on a bi-monthly basis since February 09, with good levels of engagement across the partnership. An action plan has been agreed as has a draft performance framework. Reading has worked at a national level with the CPU and C4EO in order to develop national data tools to support needs analysis. Key to our CP strategy is the implementation of the 'Framework for Understanding Poverty'. All schools in the South and West have received training with the North and East being trained in 2010. In addition a pilot of 'Bridges out of Poverty' is underway with an evaluation expected later in 2010. The pace of change has been linked to the demands of key agencies caused by recession and a plethora of responses at both national and local level has made it difficult to get ahead of reactive working. However individual projects have been well received for instance Job Centre points in adult education and greater links

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
						between children's centers, adult education and Job Centre Plus.
	42	Number of adults getting skills for life qualifications	Jon White	08/09 target 1075 09/10 target 1200	08/09 actual 1576 Current 1577	09/10 final data will not be available until September but we have already exceeded our target for this year.
	43	% of eligible families benefitting from the childcare element of working tax credit (NI118)	Theresa Shortland	07/08 target 20% 09/10 target 21%	07/08 data has been verified at 17.9% 09/10 data not available until 11/12.	Significant promotional work has been undertaken with JobCentre + including events in the Butts Centre with Press Coverage. Unfortunately due to the economic climate, because more people in general are unemployed, this target is not likely to be reached. Cleansed data will not be available until 11/12.
Increase participation in learning for 16-19, adult learners and hard to engage groups						
	44	Young offenders engaged in suitable education, employment or training (NI45)	Lindsey Bass	70%	63.6	Reading YOS has achieved improved performance against the 2006-7 baseline in ETE outcomes for children and young people, but this area remains a challenge for Reading due to its mix of affluence and disadvantage. Whilst the job market remains relatively positive despite recession, and NEET in general performing well, there have been difficulties in terms of young offenders who are disadvantaged by lack of qualifications, lack of motivation and criminal conviction. Many initiatives have run over the past year including a report commissioned by YJMB on Young Offenders and NEET in 2009-10. This contained 18 recommendations, implementation of which will be overseen by the NEET taskforce. In addition YOS runs a motivational group, engages in the Children Missing Education Panel and provides Rapid English to improve literacy, and communication skills. Structured interventions at a family level are also run for young people whose school places may be at risk. . The coming year will see focus on 6 particular priorities including making more use of Solution Focussed techniques, challenging 'Barriers to

Reading Children and Young People's Plan 2009/10 Review

ECM	Priority	Target	Lead Officer	Target 09/10	Actual (R/A/G)	Comments
						Learning' and provision of intensive support for young people at the start of work or training placements.
	45	Increase the percentage of teenage parents in education, employment or training (EET)	Tracey Daniel	60%	33.6 (to Feb 10)	<p>This figure shows a significant fall in the % of teenage parents who are EET. Some of this can be attributed to the increase in the number of 'not knowns' as data has not yet been recorded on Connexions core information system. Reading remains to be within the top percentile within the South East. To support this there are many ongoing initiatives to encourage Teenage Parents to engage including:</p> <ul style="list-style-type: none"> Courses commissioned by RBC especially for Teenage Parents including Young Mums To Be and parenting Courses. Introduction of 16+ provision with crèche facilities. <p>It has been noticeable that a fall in engagement has arisen following the loss of a dedicated Connexions worker who hand held interested parties through the engagement process. To compensate for this there is discussion around how we can increase resource to the team.</p>
Improve the support for transition to adulthood for young people with learning difficulties or disabilities						
	46	A measure of the impact of our work through increased local satisfaction from families about the services accessed for C&YP with LDD	Chris Stevens	57% describe happiness	59%	By successfully meeting the readiness criteria to receive additional funds via Aiming High/Short Breaks the team have developed a wide range of short breaks with a comprehensive range of leaflets for guidance. The Children's Centres have also been briefed to allow them to become the single point of contact for families which makes accessing the breaks very straightforward.

Glossary

Abbreviation	Explanation
APA	Annual Performance Assessment
ASD	Autistic Spectrum Disorders
BESD	Behaviour, Emotional and Social Difficulties
BME	Black and Minority Ethnic
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CAT	Children's Action Team
CIC	Children In Care
CIN	Children In Need
CPA	Corporate Performance Assessment
CPD	Continued Professional Development
CPIG	Children's Partnership Information Group
CRB	Criminal Records Bureau
CTB	Children's Trust Board
CYP	Children and Young People
CYPP	Children and Young People's Plan
DCSF	Department for Children Schools and Families
DECS	Directorate of Education and Children's Services
DoH	Department of Health
DV	Domestic Violence
E2E	Education 2 Employment
ECM	Every Child Matters
EET	Education, Employment and Training
ELC	Early Language Consultant
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage
FE	Further Education
GCSE	General Certificate of Secondary Education
GOSE	Government Office for the South East
GP	General Practitioner
HE	Higher Education
HR	Human Resources
IAG	Information Advice and Guidance
ICT	Information Communication Technology
IMD	Index of Multiple Deprivation
IQF	Integrated Qualifications Framework
ISA	Information Sharing and Assessment
JAR	Joint Areas Review
KS	Key Stage
LA	Local Authority
LAA	Local Area Agreement
LAC	Looked After Children
LDD	Learning Difficulties and/or Disabilities
LSC	Learning Skills Council
LSCB	Local Safeguarding Children's Board
LSP	Local Strategic Partnership
MAPPA	Multi-Agency Public Protection Arrangements
MARAC	Multi-Agency Risk Assessment Conferencing

MST	Multi-systemic Therapy
MYPs	Members of the Youth Parliament
NEET	Not in Education, Employment or Training
NHS	National Health Service
NHSS	National Healthy Schools Standard
NICE	National Institute for Health and Clinical Excellence
NVQ	National Vocational Qualification
OFSTED	Office For Standards in Education
PA	Personal Advisor
PCT	Primary Care Trust
PE	Physical Education
PEP	Personal Education Plan
PIs	Performance Indicators
PRU	Pupil Referral Unit
PSED	Personal, Social and Emotional Development
PSHE	Personal, Social and Health Education
PVI	Private, Voluntary and Independent
RBC	Reading Borough Council
RBH	Royal Berkshire Hospital
RCVYS	Reading Children's & Voluntary Youth Services
REC	Racial Equality Council
RSE	Relationship and Sex Education
SATs	Standard Assessment Tests
SCS	Sustainable Communities Strategy
SDQ	Strengths and Difficulties Questionnaires
SEN	Special Education Needs
SHA	Strategic Health Authority
SIP	School Improvement Partner
SLA	Service Level Agreement
SLCN	Speech, Language and Communication Needs
SLT	Speech and Language Therapist
SOA	Super Output Area
TAC	Team around the Child
TP	Teenage Pregnancy
TVU	Thames Valley University
VCO	Voluntary and Community Organisation
VCS	Voluntary and Community Sector
YES	Youth Engagement Service
YOS	Youth Offending Service
YP	Young People