

## Children and Young People's Plan - Action Plan 2009

## Our detailed plan to deliver -Be Healthy

Priority	Action	Success criteria	Measurable outcomes/ indicators (includes relevant NIS and/or local indicators)	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
Priority 1.1	Decrease the levels of substance/alcohol misuse among young people								
1.1.1	Establish brief intervention nurse support for Bournemouth children and young people, linking with service in Poole <b>AMENDED</b>	Brief intervention nurse appointed and in place Consistency of work with Poole. 2 DAATs jointly agree and fund priorities with regard to substance/ alcohol services	No of CYP who access service	No current service	1 BIT nurse (wte to be determined)	Dec 2009	Yes	PCT	LA DAAT
1.1.2	Undertake further detailed analysis of A&E attendance and use DAAT needs assessment information to further develop our Joint Strategic Needs Assessment <b>AMENDED</b>	Needs assessment completed	Informs development of JSNA	-	-	Dec 2009	No	DAAT PCT	LA/PCT
1.1.3	Review access to and uptake of mental health support for young people and families who are hard to engage and have a history of substance/alcohol misuse	Increase in the number of primary mental health workers for children and young people with a focus on teenagers. Expansion of the primary mental health workers based on locality teams.	Increase in the number of hours available and in number of children and young people seen in this service.  Reduction in number of referrals to tier 3.	3 wte primary mental health workers in place	Increase by 1 wte for a PMHW for teenagers	March 2009	Yes  Hoping to fund from within existing resources	PCT	LA

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.1.4	Implement the NICE guidance for school-based interventions on alcohol	Guidance embedded as part of the core curriculum in PHSE	Increased knowledge of young people with regard to alcohol use Decrease in binge drinking			Dec 2009	Within existing resources	Schools	
1.1.5 <b>NEW</b>	Assess demand and capacity of services and increase numbers of young people with substance misuse problems in treatment. Raise profile of specialist services and how these can be accessed *	Mapping and assessment informs number of young people in treatment Schools advertise specialist health services Commissioning of YP specialist services	Increase in number of young people in treatment Participation of problem substance users in treatment	Compare. 2007/08 and 2008/09	At least 90% of young people in treatment catered for in a young people's service	31 March 2010	Within existing resources	DAAT	Providers
1.1.6 <b>NEW</b>	Support parents of misusing young people	Parents of misusing young people identified and supported. Feedback is positive	Numbers of parents of misusing young people supported	-	TBC	31 March 2010	DAAT funding	DAAT	Providers
* Note: the Bournemouth Drug and Alcohol Action Team (DAAT) treatment plan contains a detailed range of action that covers and supports the above.									
<b>Priority 1.2</b>	<b>Work in a more integrated way to support children and young people with disabilities</b>								
1.2.1 <b>AMENDED</b>	Implement improved strategy for children and young people with disabilities, linked to the Aiming High for Disabled Children Short-Breaks Pathfinder Programme	Integration of disabled children's services into mainstream. Inclusive services for disabled children and their families Increase in resources and services to fund respite provision for children with complex needs Improved participation of children and young people with disabilities	New arrangements in place All disabled children and young people are provided with experiences and opportunities that are consistent with the need to develop independence and maintain family relationships	Short Breaks Pathfinder Plan agreed by DCSF April 08	Services integrated into mainstream /core offer	Mar 2011	Within existing resources and Aiming High grant  Linked Short Breaks Pathfinder bid with Poole & Dorset	LA/PCT	Children's Social Care

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.2.2	Improve transfer to adult services for young people with disabilities	Transitions Protocol ensures areas of good practice form part of future working arrangements Timing of process meets needs of care leavers/young people approaching adulthood	Increase in young people experiencing a smooth transition Pathways in place and used by all agencies Number of complaints received Transitions Planning tool in use			March 09-2010	Funding from Adult Services	LA	CCFS/ PCT/ providers
1.2.3	Review physiotherapy/ occupational therapy provision and develop an action plan for implementation of recommendations <b>COMPLETE</b>								
1.2.4	Review health support to children with disabilities/medical conditions in mainstream schools through appointment of school nurse and, as part of 0 to 5 years pilot, lead health visitor <b>AMENDED</b>	Review of current service and plan for recommendations	Increase in school nurse activity in supporting children with complex health needs in educational settings		0.6 school nurse attached to Linwood School	Lead HV pilot running from Nov 2008 to April 2009.  School nurse appointed from Feb 2009	Yes	PCT Provider Services	LA
1.2.5	Implement Aiming High for Disabled Children Short Breaks Pathfinder Programme in Bournemouth <b>BEING TAKEN FORWARD WITHIN 1.2.1</b>								

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.2.6 NEW	Improved co-ordination of (a) information via the Family Information Service Directory and (b) access to services for professionals through the 'single-gateway' Access to Resources Team (ART)	Information about resources easily accessible and readily available to members of the public	Family Information Service Directory in place  'Single Gateway' in place  Reduction in no of complaints	-	tb			LA	
1.2.7 NEW	Pilot 'Virtual' Disabled Children's Council to provide a voice and improve planning of services for disabled children and young people	Disabled Children's Council established	Disabled children have a voice in planning and improvement of services		Council is established and effective	June 09	Within Aiming High Grant	LA	Children's Social Care
Priority 1.3	Improve the sexual health of young people and decrease the under 18 conception rate								
1.3.1	Review current services, identifying 'hot spots' of high teenage conceptions  COMPLETE								
1.3.2	Strengthen links between Youth Service and emergency contraception pharmacy scheme  COMPLETE								
1.3.3	Strengthen links between schools and sexual health promotion services	Clear accountability in schools for sex and relationships education	Schools have a named teacher and school nurse who has undertaken the CPD programme  (Audit to be undertaken in 2009)	-	75% of schools to have named School Nurse/teacher trained	March 10	Within existing resources	LA/PCT Provider Services	PCT Schools

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.3.4	Further develop integrated sexual health services which are easily accessible, including establishment of sexual health service at the Junction and SUSSED, together with provision in targeted areas of Bournemouth  <b>AMENDED</b>	Community facilities in place	Reduction in the number of under 18 conceptions  Reduction in the number of births to under 18 year olds  Numbers screened for Chlamydia in 15 to 24 age group	1998 for under 18 conceptions  Chlamydia target based on 25% of 15 to 24 year old population	National target 45% reduction by 2010	March 2010	Local Implementation Grant for Teenage Pregnancy Strategy	LA/PCT Provider Services	Multi-agency partnership board
1.3.5	Develop accessible community based sexual health projects  <b>BEING TAKEN FORWARD WITHIN 1.3.4 ABOVE</b>								
1.3.6 <b>NEW</b>	Development of 12-week project with targeted young women within schools	Planned programmes implemented	Reduction in number of under 18 conceptions.  Increase in number of young people accessing contraceptive service	1998	-24.8% 2010	2010	Local Implementation Grant for Teenage Pregnancy Strategy	LA	Teenage Pregnancy Board  Schools  CLE
1.3.7 <b>NEW</b>	Review the current approach on reducing Teenage Pregnancy, working closely with young people		Reduction in number of under 18 conceptions.  Increase in number of young people accessing contraceptive service	1998	-24.8% 2010	2010	Local Implementation Grant for Teenage Pregnancy Strategy	LA	Teenage Pregnancy Board  PCT Provider Services  CLE
<b>Priority 1.4</b>	<b>Decrease levels of obesity among children and young people and improve health</b>								

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.4.1	Continue to implement the Healthy Schools Strategy and in areas of highest health inequalities Healthy Schools Plus programme <b>AMENDED</b>	Targeted work in place in schools with higher proportion of children recorded as 'overweight and/or obese on the school monitoring programme	Tailored programmes increase the participation of obese and overweight pupils in PE and sporting activities  Schools develop healthy lunch box policies, to ensure those not yet taking up school lunches are eating healthily  100% of schools registered with Healthy School Status	In 2006  22% of the reception year children who took part in the survey were overweight /obese  29% of the year 6 children who took part in the survey were overweight or obese	100% of schools registered and achieve Healthy School Status  To establish an accurate baseline over the next three years (2010)  From 2010 to see a year on year decrease in the number of children in reception year and Year 6 recorded as being overweight /obese	2009  2010  2011	Within existing resources  Commissioning of evidence based targeted weight management programmes for children	LA  PCT/ LA	

Priority	Action	Success criteria	Measurable outcomes/ indicators (includes relevant NIS and/or local indicators)	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.4.2	Implement obesity pathways linked to parenting programmes	Obesity pathways in place and utilised by front line practitioners  At-risk families are identified as early as possible and breastfeeding promoted as the norm for mothers	Number of children and young people referred to services through the pathway and outcome for CYP using the pathways  25% increase in the number of women still breastfeeding their children at 3 months by 2010	No current pathway for children and young people	Pathway in place	March 2010	Within current resources	PCT	LA
1.4.3	Work towards developing curriculum requirements within the Children's Plan in relation to food/nutrition	Cooking skills a core element of the school curriculum	Number of children with knowledge and skills in basic cooking and nutrition	Not in place	tbc	tbc	School facilities, skilled staff for this curriculum development	LA/CSS	DCSF Schools
1.4.4	Implement Hot School Meals programme across Bournemouth  <b>COMPLETE</b>								
1.4.5	Implement the National Youth Agency Healthy Youth Clubs Strategy  <b>AMENDED</b>	Successful trial of scheme and introduction of the Strategy	Number of youth centres achieving healthy youth club standards	New scheme being trialled	50% by March 2010	2010	Within existing resources of LA	LA/CLE	PCT
1.4.6	Support the development of the Healthy Early Years programme	Healthy Early Years programme embedded in the early years core curriculum	75% of early years providers signed up to this programme	50% of settings HEY accredited (2007 figure)	75%	2010	Within existing resources	LA	PCT

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.4.7	Provide better information for parents about their children's health by providing their child's results from the National Child Measurement Programme	100% uptake of the programme across all schools Bournemouth	Data on all eligible children regarding their weight	85% have been weighed and measured	100%	2010	Within existing resources	PCT	LA/Schools
1.4.8	Implement Nutrition in Schools programme <b>AMENDED</b>	Year 3 pupils in targeted schools across Poole & Bournemouth will have improved nutritional knowledge & behaviour	Decrease in number of overweight/obese CYP  Approx 30% of pupils who complete a baseline questionnaire will show improvement in dietary habits at pilot end	6-8 schools with Yr 3 pupils. Approx 60% will complete baseline questionnaire and 30% to show dietary improvement at end	Yr 3 pupils of which 48 to receive intensive dietetic support	Autumn 2009- 2011	Service commissioned by PCT (Public Health)	PCT	LA /Schools

Priority	Action	Success criteria	Measurable outcomes/ indicators (includes relevant NIS and/or local indicators)	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.4.9 NEW	Implement antenatal obesity pathway for pregnant mothers and 0 to 3 years obesity pathway programme	Ante-natal pathway: 30 mothers to be referred into ante natal weight management programme pilot  Post birth - infants/children will have weight checked in line with Child Health Promotion Programme and pathway. Those most at risk (parental obesity and/or rapid weight gain) will be identified for further advice/input	Weight/BMI of mothers  Analysis of Food diaries  Achievement of personal goals (both dietary and physical activity)  Birth weights and experience during labour  Breastfeeding initiation and maintenance rates  Agreed pathway and plan for implementation. Numbers of children identified as most at risk that are being actively managed by HV team and/or referred into other obesity programmes	Baseline info to be established in 2009 at beginning of project	30 mothers to go through pilot by Dec 2009	March 2009 to December 2009  Pathway due for ratification May 2009 and then implementation plan to be developed.	Service commissioned by PCT (Public Health)	PCT	
1.4.10 NEW	Appoint breastfeeding peer supporters to work in localities	Posts filled and working established in localities	Increase in number of infants breastfed at 6-8 weeks (50% Mar 2010, 52% at March 2011)		Increase in number of infants breastfed at 6-8 weeks (50% Mar 2010, 52% March 2011)	March 2011	Yes  (Partly funded in 2008/09 with FYE funded in 2009/10)	PCT	Bournemouth & Poole Community Health Services

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.4.11 NEW	Develop and implement smokefree homes programme (working with Children's Centres)	Pregnant women, parents of infants, carers and their families sign up to gold, silver or bronze promises regarding smokefree homes/zones	Numbers signing up to promises:  Gold: totally smokefree home and vehicle  Silver: smoking allowed in only one ventilated room and never in the presence of children  Bronze: never smoke in the presence of children	-		June 2009	Yes	LA/PCT Provider Services	
Priority 1.5	<b>Improve the emotional health and wellbeing of children and young people (NEW PRIORITY)</b>								
1.5.1 NEW	Update the pan-Dorset CAMHS Commissioning Strategy. From this develop implementation plan for emotional health and wellbeing services in Bournemouth	Updated pan-Dorset CAMHS strategy published and Bournemouth Implementation Plan produced  Implementation Plan links with the review of provision for Behavioural Emotional and Social Difficulties	Updated pan-Dorset CAMHS strategy published and Bournemouth Implementation Plan produced	-	-	March 2010	No	PCT	LA/providers/Dorset CC and NHS Dorset
1.5.2 NEW	Develop plan and implementation programme for Targeted Mental Health in Schools Pathfinder (to be implemented in 2010/11)	Plan and implementation programme produced ready for implementation in 2010/11	Plan and implementation programme produced ready for implementation in 2010/11	-	-	Oct 2009	No	LA	PCT/Schools

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.5.3 NEW	Embed SEAL across all schools in the Borough	Rainbow materials disseminated across Key Stages 2 and 3  All schools promoting Social and Emotional Aspects of Learning through use of materials such as SEAL resources or Rainbow materials Key Stages 1, 2 and 3. Targeted and personalised support available to vulnerable pupils through schemes such as ELSA	Improved attendance and reduced exclusions  Proportion making 2-3 levels progress in English and Maths	75% of schools involved	All schools	2010	Existing resourced	LA (CLE)	Schools
1.5.4 NEW	Increase capacity of primary mental health workers team (Tier 2)	Additional primary mental health workers recruited and in post	Waiting times from referral to initial assessment less than 8 weeks.  Satisfaction rates via SDQ questionnaires.  100% data collection noting trend patterns etc.	-	100% seen within 8 weeks for initial assessment 75% satisfaction rate with the service  100% data collection	March 2010	Yes  Hoping to fund from within existing resources	PCT	N/A
1.5.5 NEW	Develop care pathways for Tier 2 services, including links to Tier 1 and Tier 3 services	Care pathways developed and agreed, staff trained	Care pathways developed and agreed, staff trained	-	-	March 2010	Yes  Hoping to fund from within existing resources	PCT Provider Services	LA/Providers

## Our detailed plan to deliver - Stay Safe

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
Priority 2.1	Reduce the impact of domestic abuse on children and young people								
2.1.1	Agree and implement a coherent approach to reducing the impact of domestic abuse on children <b>AMENDED</b>	Coherent approach is developed and actions in place, co-ordinated via the LSCB Board and sub-groups Processes and protocols agreed	To be established and developed through this process Increase in the number of children reported as being directly affected, followed by a reduction	tbc	To have baselines in place	Ongoing	Within existing resources	Children's Social Care	LSCB partners
2.1.2	Strengthen partnership working with local area partners and links with adult-focused services (Thinking 'child' not just 'adult')	Awareness of all partners is raised via the Local Safeguarding Children Board	Children and young people affected by domestic abuse are identified, information shared and resources identified to improve outcomes	None	n/a	Ongoing	Within existing resources	Children's Social Care	LSCB partners
2.1.3	Map and review the availability of services to support children and young people who are affected by abuse	Children and young people affected by domestic abuse are protected and supported	Improved outcomes overall for children and young people affected by domestic abuse	None	n/a	Ongoing	Within existing resources	Children's Social Care	LSCB partners

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
Priority 2.2	<b>Reduce the impact and incidence of bullying on children and young people</b>								
2.2.1	Improve co-ordination and effectiveness of data gathering on the incidence and nature of bullying	Data set, practices and processes are agreed to inform and agree baselines and future target setting	Data set and targets in place	Existing data set	Data set in place and processes effective	Ongoing	Within existing resources	Children's Social Care	LSCB partners
2.2.2	Promote anti-bullying approaches and support to children and young people across the borough in Bournemouth schools and within the community <b>AMENDED</b>	Anti bullying approaches are embedded in practice Identified adults working with or on behalf of children and young people feel confident to manage bullying situations and know when to refer on Children and young people who are victims of bullying are supported	Tell Us Survey indicates fewer children and young people report they have been bullied  Complaints made that cite bullying  Reduction in exclusions where bullying is a factor		Measures indicate reducing incidence of bullying	November 08 and ongoing	Within existing resources	Children's Learning & Engagement	LSCB partners
2.2.3	Improve co-ordination and effectiveness of anti-bullying work across the borough	Anti-Bullying Strategy is implemented and effective  Zero-tolerance achieved across settings	Strategy in place  Outcomes improve	n/a	Measures indicate reducing incidence of bullying	2008-2010	Within existing resources	Children's Learning & Engagement/Children's Social Care	LSCB partners
2.2.4	Continue to raise awareness of schools, parents and communities and secure focused support to combat cyber-bullying	Children, young people and their parents/carers are provided with information about what action to take	Tell Us Survey reports	tbc	Measures indicate reducing incidence of bullying	2008 and ongoing	Within existing resources	LSCB partners	Children's Learning & Engagement

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
2.2.5	Continue to develop opportunities for free play that are safe	Play Rangers working in public spaces within communities enable children to play freely outdoors	Young people are involved in service development	-	Project is sustainable in the longer term	Summer 08 - Dec 2010	BLF three-year Play Strategy funding	Children's Learning & Engagement	Leisure Extended Services Police/Community support officers
2.2.6 NEW	Support implementation of the Rights Respecting Schools initiative	Schools actively working towards the RRS Award from UNICEF	Schools achieving the RRS Award (levels 1 & 2)	Two schools at level 1	50% of schools at level 1	2011	Within existing resources	Children's Learning & Engagement	Schools UNICEF
Priority 2.3	<b>Improve support for parents</b>								
2.3.1	Continue to develop and implement our revised Parenting Strategy	Strategy in place that is owned by all stakeholders and outlines needs, consultation with parents, targets and actions to be taken	A range of measures to be developed, as set out in the Strategy	n/a	As set out in Strategy Action Plan	2008-2011	Existing resources plus various grants including DCSF Grant for Parenting	Children's Social Care	All partners, as set out in Strategy document
2.3.2	Continue to commission parenting support programmes	Coherent, collaborative approach to commissioning, reducing duplication across all tiers of need	Outcome focused commissioning arrangements in place Reduction in families needing higher tier services	tbc	Parenting programmes in place that are in line with the needs analysis	2008-2011	Existing resources plus DCSF Parenting Grant	Parenting Strategy Group	All partners, as set out in Strategy document

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
2.3.3	Continue development of a network of children's centres throughout the borough, so that by 2011 every community has easy access to children's centre services	All families with young children are able to access services and co-ordinated professional support at a centre that is local to them	Communities have easy access to children's centre provision, with targeted support  Range of indicators set out in Children's Centre Management Guidance 06	7 centres (April 2008)	All communities have easy access by 2011	By 2011	Sure Start Children's Centre revenue funding to March 2011	Children's Learning & Engagement	All partners
2.3.4	Continue to ensure sufficiency of childcare places to meet the needs of children, young people and their families	Families are able to access quality childcare places that meet their needs	There are sufficient places for all eligible 3-4 year olds to access their free entitlement	-	Ongoing consultation indicates all parents' needs are met	Full consultation every three years	Sure Start Early Years Grant and Standards Fund	Children's Learning & Engagement	All children's services, housing, transport, Jobcentre Plus, Inland Revenue
2.3.5	Embed the use of the Common Assessment Framework to secure early identification of additional need	Quality assurance of CAF process and outcomes embedded in practice  Training and support available for staff and managers  Reviews are programmed and completed	Improvements in inclusion focused indicators  Increase in number of CAFs completed	470 CAFs (March 2008)		2008 and ongoing	Within existing resources	Children's Social Care	All partners
2.3.6	Provide intensive support for families through the Family Intervention Project	The most difficult and challenging behaviour in families of 0-16-year-olds is addressed	Improvements in inclusion focused indicators	tbc	tbc	Three-year programme	3 year tapered funding from DCSF	Family Intervention Programme	All partners

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
2.3.7	Continue to offer family support services including Family Solutions (FAST), using models that empower parents to deal with difficulties within families ('Team around the Family' approach)	Families find solutions that enable positive relationships inside and outside of the home, contributing to positive outcomes for children and young people  Family breakdown prevented  Negotiating skills of family members are enhanced	Rates of children needing to be looked after below national average	157 children looked after (2008)	Aim is for rates of children needing to be looked after to be in line with or below those of statistical neighbours	2008 and ongoing	Within existing resources	Children's Social Care	
2.3.8	Continue to offer a programme of family learning that builds the relationship between parents carers and their children	Parents are helped to build a positive relationship with their children  Parents are supported to help their children at home with school work	Family members participating in family learning		Identified target groups	Programme runs August - July annually	Within existing resources	Information, Culture & Community Learning	Schools, Children's Centres  Voluntary Sector

## Our detailed plan to deliver - Enjoy and Achieve

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
Priority 3.1	Provide targeted intervention to schools and settings causing concern so that standards rise								
3.1.1	Continue to ensure accurate identification of issues in schools and settings where outcomes for pupils are of mutual concern	SIP reports clearly identify issues and improvement actions	OFSTED inspection judgements show that schools identified have capacity to improve	-	Year on year improvements	Annual audit	Within existing resources and SIPs grant	Children's Learning & Engagement	LA and schools
3.1.2	Continue to provide support and challenge so that schools' and settings' processes of self evaluation help them arrive at an accurate judgement of how well identified pupils are progressing	Analysis of needs is used to provide effective support, including the tracking and progress of pupils with identified needs  SIP reports show impact of intervention strategies	School's self evaluation judged satisfactory or better (Ofsted school inspection judgement)	-	Year on year improvements	Annual audit	Part of SLA with schools	Children's Learning & Engagement	LA and schools
3.1.3	Continue to develop and implement intervention plans for schools and settings causing concern	School improvement plans show clear focus on raising standards and achievement  Identified schools meet intervention plan targets  Schools and settings removed from categories of concern	LA monitoring indicates good progress in identified schools/ settings	-	% of schools achieving above floor targets in English and Mathematics (NI 76,77)	Annual audit	Existing resources	Children's Learning & Engagement	LA and schools

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
3.1.4	Ensure effective challenge to schools and settings where progress has not been sufficient for significant groups of pupils <b>AMENDED</b>	Annual improvements in VA and CVA performance across all schools and settings	Proportion of schools whose VA and CVA measures show significant improvement  Settings judged satisfactory or better by OfSTED	-	Year on year improvements	Annual audit	Existing resources	Children's Learning & Engagement	LA and schools
3.1.5	Continue to enable identified schools and settings to improve by designing and providing or brokering an effective package of support and monitoring	Monitoring of support plans shows LA staff or commissioned staff support leads to improvements in pupil outcomes	Identified schools and settings demonstrate improved results in end of Key Stage assessments		All identified schools/ settings demonstrate improved results	Annual audit	Early Years, Primary and Secondary Grant	Children's Learning & Engagement	LA, schools and Regional Partnerships
3.1.6	Continue to improve the quality and impact of intervention programmes in identified schools and settings	Strategies are targeted and impact is measured against agreed success criteria	Improvements in 2 or 3 levels of progress indicators		All identified schools/ settings demonstrate improved results	Annual audit	Early Years, Primary and Secondary Grant	Children's Learning & Engagement	LA, schools and Regional Partnerships
3.1.7	Develop and implement an early years foundation stage improvement strategy that dovetails with the School Improvement Strategy <b>AMENDED</b>	Settings are involved in the process and clear about their level of need and intended outcomes  Settings receive an appropriate level of support that meets their needs  Targeted settings showing improvement	Ofsted inspection judgements common to both schools and settings in relation to <ul style="list-style-type: none"> <li>Effectiveness of provision in meeting the needs of children in the EYFS</li> <li>How effectively children are helped to learn and develop</li> <li>How effectively the welfare of children is promoted</li> <li>How effectively the provision is led and managed</li> </ul>		Overall effectiveness judged good or better in 100% of schools/settings  Overall progress is good in 100% of schools/settings	Annual audit	Existing resources	Children's Learning & Engagement	LA and schools

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
Priority 3.2	<b>Improve pupils' progress at school</b>								
3.2.1	Continue to provide effective challenge and support for school leadership by implementing the School Improvement Strategy including the secondary National Challenge, 'Gaining Ground' initiatives and primary Improving Schools Programme <b>AMENDED</b>	Leaders are clear about their strategic direction Succession planning is in place in all schools/ settings Raising Achievement Plans (RAPs) in place in all National Challenge (NC) and Gaining Ground schools and impacts identified. Local National Challenge Board (LNCB) reports progress in NC plans	Proportion of schools in which leaders and managers at all levels set clear direction that leads to improvement and promotes high quality of care and education <i>(Ofsted school inspection judgement)</i>		Leadership and management set clear direction in all schools/ settings	Annual audit	Existing resources	Children's Learning & Engagement	LA, schools and Regional Partnership
3.2.2	Embed and sustain assessment for learning/personalised learning with earlier identification and specialist support/personalised programmes for children likely to benefit <b>AMENDED</b>	Assessment for Learning ensures pupils make good or better progress in their learning	Proportion of schools in which learners make good progress, taking into account any significant variations between groups <i>(Ofsted school inspection judgement)</i> Proportion making 2 or 3 levels progress in English and Maths		Learners make good progress in all schools	Annual audit	Primary and Secondary Strategies	Children's Learning & Engagement	LA and schools

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
3.2.3	Continue to implement the Primary and Secondary Strategies including the National Challenge and Gaining Ground to sustain and accelerate progress from Key Stage 1-2 and through into Key Stage 4 <b>AMENDED</b>	Strategic planning leads to effective targeting of resources	Overall progress as measured at the end of key stages in tasks and tests KS2 and KS4 VA and CVA measures Proportion making 2 or 3 levels progress in English and Maths		Overall progress at KS2 and KS4 is in line or better for all schools	Annual audit	Primary and Secondary Strategies	Children's Learning & Engagement	LA and schools
3.2.4	Provide high quality support for development of a more personalised 0-19 curriculum for Bournemouth, linked to and underpinning Building Schools for the Future developments <b>AMENDED</b>	Pupils have effective learning pathways at all key stages	Achievement of a level 2 qualification by age 19 (NI 79) Achievement of a level 3 qualification by age 19 (NI 80) Proportion making 2 or 3 levels progress in English and Maths		Linked to BSF programme Statutory targets are met	Linked to BSF programme	Existing resources & SLA with BSF	Children's Learning & Engagement	LA and schools
3.2.5	Implement the LAA target action plan for Early Years	Standards overall are raised and progress in Personal Social & Emotional Development (PSED) and Communication, Language and Literacy (CLL) improved LAA targets with 'stretch' are achieved	LAA targets with 'stretch' in relation to the level of development reached by children at the end of the Foundation Stage in PSED and CLL	LAA baselines and targets	LAA baselines and targets	LAA timelines	LAA reward grant	Children's Learning & Engagement	LA and Early Years Settings

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
3.2.6	Continue to secure transfer and transition between Early Years settings and schools, between and within Key Stages and into lifelong learning <b>AMENDED</b>	Provision in the early years is of good quality and there is a good range of alternatives for parents and carers Children settle well in school Rates of progress are sustained or improved across each Key Stage	Proportion of EYFS settings where provision is deemed to be good or better Exclusions/persistent absence rates fall Proportion making 2 or 3 levels progress in English and Maths		Provision deemed good or better in 100% of settings	Annual audit	Existing resources	Children's Learning & Engagement	LA, Early Years settings and schools
Priority 3.3	<b>Reduce the inequalities gap of achievement</b>								
3.3.1	Implement the Early Years outcomes duty action plan to reduce the inequalities gap at the end of the Foundation Stage	Development of integrated children's centres in providing support for vulnerable children and families Children are provided with a good start through high quality early years provision	Impact of Sure Start programmes Improved PSED and CLL outcomes at the end of the foundation stage	PSED profile (boys/girls) CLL outcomes (boys/girls)	PSED profile (boys/girls) CLL outcomes (boys/girls)	Annual audit	Existing resources	Children's Learning & Engagement	LA, Children's Centres and Early Years settings and all partners
3.3.2	Provide support to further develop teaching and learning strategies that address inequalities and focus on literacy and numeracy	Improved progress evident in end of Key Stage tests and tasks	Statutory targets for vulnerable groups CYPP targets for closing the gap and end of Key Stage assessment	% achieved 2 levels of progress 2006-07	% achieving 2 levels of progress 2007-08	Annual audit	Existing resources	Children's Learning & Engagement	LA and schools

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
3.3.3	Ensure all plans and activities maximise opportunities to improve capacity for inclusive, personalised learning and address inequalities in achievement <b>AMENDED</b>	All pupils are engaged in their learning and make at least expected progress, including those from identified vulnerable groups, eg LAC, LDD, FSM, SEN, minority ethnic groups, G&T, EAL	Progress in tests and tasks shows evidence of improvement for all identified groups  Absence/exclusion rates fall among vulnerable groups		Gaps in outcomes are reduced	Annual audit	Existing resources	Children's Learning & Engagement	LA and schools
3.3.4	Continue to sustain and enhance the progress that has been made for identified groups <b>AMENDED</b>	A high number of pupils in identified groups achieve expectations at end of Key Stages for attainment and progress	The gap between identified groups and their peers is closing		Evidence of improvement for all identified groups	Annual audit	Existing resources	Children's Learning & Engagement	LA and schools
3.3.5 <b>NEW</b>	Lead SW regional work on progression for pupils with special educational needs	Better collation and use of comparative data for pupils with SEN  Improved target setting for other pupils leading to improved progress	Measures of good progress available at LA, school and individual level		Measures available and in use	Dec 2010	Existing resources and Regional Hub	Children's Learning & Engagement	South West LAs
<b>Priority 3.4</b>	<b>Increase enjoyment of learning</b>								
3.4.1	Review our Play Strategy to reflect requirements of the National Strategy, jointly with Poole <b>AMENDED</b>	Strategy is effective in promoting a cultural shift in the use of shared play space	Play areas developed in response to Play Builder programme and associated funding	Strategy launched Feb 2007	Forum holds annual conference	Ongoing	Existing resources	B & P Play Partnership Forum	Bournemouth and Poole Play Partnership Forum

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
3.4.2	Establish guidelines for a creative curriculum that promotes enjoyment and ensures progression, including through the Education Arts Strategy and the use of ICT <b>AMENDED</b>	Reviewed curriculum supports schools to raise standards and motivates and engages individuals  High quality provision for pupils, professional development for teachers	Identification of ways to improve the offer for pupils  All pupils have access to high quality activities  Schools gaining Artsmark  Work towards the 'Cultural Offer' entitlement of 5 hours of high quality cultural activity per week	% PA schools  % schools providing extended services core offer	Schools meet PA and attendance targets  Increased number of schools achieving kite marks and recognised awards eg Artsmark	Ongoing	Existing resources	Children's Learning & Engagement	LA, schools, Libraries, Leisure
3.4.3	Develop the use of local open spaces for learning outside the classroom	All suitable local open spaces are available to schools to enhance the delivery of environmental education  Pupils' enjoyment of the environment and understanding of environmental issues is enhanced	Links with Leisure identify spaces and the offer is taken up by schools	-	Access to local open spaces is available to all schools	Ongoing	SLA with schools	Environmental teams with Leisure	CFS, Leisure and Schools
3.4.4	Promote enjoyment of learning through review of the use of schools' open spaces and refurbishment of play areas	Completion of play strategy review within Leisure Strategy  All open spaces and play areas are inviting and well maintained	Improvements targets in annual programme  Regular evaluation by children, young people and their parents shows they are pleased with what is on offer	-	Annual playground improvements targets	Annual programme	Section 106 funding and playground improvement fund	Leisure	LA and schools, community engagement

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
3.4.5	Implement the PE and Sports Strategy, with a co-ordinated multi-agency response to national five-hour target <b>AMENDED</b>	All children and young people are physically active and develop their knowledge and understanding of health and fitness  All children enjoy and achieve their maximum potential in PE and sports  An increased number of children make a positive contribution to their community through PESS and have access to a range of purposeful work-related opportunities	PE and sport offered in schools both within and outside the curriculum	81% of pupils participate in a minimum of 2 hours high quality PE every week Achievement of Activemark in 2007 by 12 schools	PESS Strategy targets eg: All children access a minimum of 2 hours high quality PESS in curriculum time and 2 hours OSHL by 2010	Ongoing	Existing resources, Children's Fund	Children's Learning & Engagement	LA and schools
3.4.6	Continue to provide support for behaviour and attendance in schools	Attendance is improved and exclusion reduced	Ofsted judgements for behaviour and attendance Persistent absence rates fall (NI 87)	LA Targets for behaviour and attendance	Standards of behaviour in all schools judged good or outstanding	Ongoing	Existing resources + SLA	Children's Learning & Engagement	LA and schools
3.4.7	Ensure that extended services are impacting on the progress pupils make at school <b>AMENDED</b>	Outcomes for children and young people seen to be improving in schools meeting the extended services core offer	Percentage of schools providing access to extended services (NI 88) PA rates and exclusions Children and young people reporting they are enjoying learning (TellUs survey)		Extended Services Strategy targets	Until 2010	Grant funding	Children's Learning & Engagement	LA, schools and all partners
3.4.8 <b>NEW</b>	Creation of flexible, agile spaces to enable creative approaches to learning delivery, through the Primary Capital Programme and Building Schools for the Future	Programme plans in place Schools within programme are refurbished or rebuilt	BSF/PCP programmes completed	Strategy for Change submission	PCP/BSF targets	2010 onwards	PCP/BSF funding	Children's Strategic Services	LA and schools

## Our detailed plan to deliver - Make a Positive Contribution

Priority	Action	Success criteria	Measurable outcomes/ indicators (includes relevant NIS and/or local indicators)	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
Priority 4.1	<b>Improve the opportunities for young people to take part in positive activities</b>								
4.1.1	Continue to implement our Integrated Youth Support and Development Framework and develop the 'Strategy for Change' <b>AMENDED</b>	Multi-agency teams working from hubs	Decrease in targeted support referrals	-	Young people engaging in positive activities	Ongoing	Within existing resources	Children's Learning & Engagement	Youth Service, Leisure, Connexions, voluntary sector, Safer & Stronger Communities, YOT
4.1.2	Expand opportunities for young people to participate in the development of positive activities	Range of initiatives in place to collect views of young people on positive activities	Single measure of young people's views established	-	December 09	Ongoing	Capacity to support co-ordination of data	Children's Learning & Engagement	Young People's Participation Group Schools CSS
4.1.3	Secure 'Connexions' transition into the new framework	Three-year commissioned service in place in 2011	Service Level Agreement signed and three-year competitive Commissioning Plan in place for 2011	-	SLA in place and agreed	Commissioning agreement signed by December 2010	Service Level Agreement with Connexions; consultation and contracting costs	Children's Learning & Engagement CSS	Connexions, Local Authority Poole and Dorset LAs

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
4.1.4	Provide and co-ordinate a range of opportunities for young people that engage, excite, challenge and empower them, and improve self-esteem	Wide range of activities in place eg direct delivery of a range of activities and events via 'V,' outreach sports projects, arts and environmental work	Range of activities in place and promoted via the Family Information Service Directory, and developing in line with young people's views	-	Range of activities established and increased	Ongoing	Within existing resources	Children's Learning & Engagement	Many partners including: Youth Service, 'V', Connexions, Leisure, Libraries, local clubs, schools, Bournemouth University and local colleges, Police, Voluntary Sector, Safer & Stronger Communities, YOT, Arts Hub, Active Dorset, Golf Foundation, Dorset Wildlife Trust
4.1.5	Develop more opportunities for volunteering in partnership with 'V' <b>AMENDED</b>	Key partners signed up to Partnership Agreement by September 08	Increases in volunteering opportunities for young people and in young people volunteering	New baseline to be set reflecting new process	As set out in Volunteering Strategy	Funded until 2011	Funded by 'V' bid	V in partnership with LA	Local businesses and range of partners, Poole LA
4.1.6	Develop a borough-wide approach to participation of children and young people, working with the Children's Champion <b>AMENDED</b>	Improved co-ordination and reach of positive activities	Costed action plan in place. Judgement of co-ordinating young people's participation is good	-	In place by June 08	Within re-commissioning process for integrated Youth Support (report due December 09)	Diverse funding streams	Children's Learning & Engagement	Voluntary Sector, Youth Service, Connexions YOT Partnership & Improvement

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
4.1.7	Co-ordinate provision of information on activities from all partners through the Family Information Service Directory <b>AMENDED</b>	Directory holds comprehensive information about positive activities	No of hits to website	-		Ongoing	See 6.3.8	Children's Strategic Services	Youth Service, Early Years, Extended Services, Children's Information Service (CIS), Leisure, Voluntary Sector, Police
4.1.8	Promote use of the 'Healthlink special' 50% discount card for looked after children and care leavers	Care leavers and looked after children take up their entitlement to access low-cost activities at local leisure centres	Verbal feedback from users		All care leavers and looked after children have a card and are physically active	Ongoing	Being investigated	Leisure	
4.1.9	Ensure the work of the Looked After Children team links closely with the Youth Support and Development Framework	Partnerships developed between Youth Services and the Looked After Children team	Looked after children receive targeted support through universal services	To be developed	To be developed	Ongoing	Right2bCare d4 Participation Worker	Children's Learning & Engagement	Youth Service, Children's Social Care
Priority 4.2	<b>Improve opportunities and support for all care leavers (transition to adulthood)</b>								
4.2.1	Provide opportunities for Looked After Children and care leavers to access work and apprenticeships within the Council and with other employers	A range of opportunities are available to meet the needs and aspirations of all care leavers	To be developed	None available (April 2008)	To be agreed as part of the Apprenticeship Scheme	Ongoing	Staff support for Apprenticeship Scheme	Children's Social Care	All Council services acting as Corporate Parents

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
4.2.2	Work in partnership with housing and Supporting People Services to secure suitable and supported accommodation, and a wider range of housing options	Recommendations of the Supporting People Review are implemented  Joint Leavers Protocol is developed and agreed  Housing options are developed for up to six young people per year, in addition to support	Percentage of care leavers at age 19 who are living in suitable accommodation (NI 147)	92.3%	95% (2009)	Ongoing	Subject to ongoing negotiations	Children's Social Care	Housing, Supporting People and other providers
4.2.3	Provide dedicated support to increase participation of care leavers. Develop empowerment through the Right2beCared4 project, including advocacy for care leavers  <b>AMENDED</b>	Work programme in place in line with Right2BCared4  Young people are confident to express themselves at Pathway meeting and services respond	All care leavers have a person-centred Pathway Plan, drawn up and reviewed with the young person  Participation standards for care leavers are met  Young people feel listened to and that their needs are being addressed	To be developed	100% of young people have Pathway Plans	Ongoing	Sustainability post Right2bCare d4 initiative/funding to 2011	Children's Learning & Engagement  Children's Social Care	
4.2.4	Develop care leavers' life skills including being a good tenant through use of a 'Training Flat'	Lifeskills needs identified in Pathway Plan are addressed Foster carers continue to prepare young people for transition	Pathway reviews indicate positive outcomes  Standards to be developed	To be developed	To be agreed	Ongoing	Sustainability post Right2bCare d4 initiative/funding	Children's Social Care	Housing Landlord
4.2.5	Develop empowerment through the Right2beCared4 project, including advocacy for care leavers  <b>BEING TAKEN FORWARD WITHIN 4.2.3 ABOVE</b>			-					

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
4.2.6	Continue to provide support for transition to adulthood (young people leaving care)	All care leavers receive support according to their need  Timing meets needs of young people with learning difficulties and/or disabilities  Better links with partners to support young people	Young person have Pathway Plans and an allocated personal advisor. Transition Plans completed on time and quality standards are met  Care leavers EET	77.3% care leavers EET	100% care plans meet quality standards  75% care leavers EET	Ongoing	Sustainability post Right2bCare d4 initiative/funding	Children's Social Care	Connexions, Housing
Priority 4.3	<b>Reduce anti-social behaviour in children and young people (NEW PRIORITY)</b>								
4.3.1 NEW	Implement the Youth Crime Action Plan	Successful evaluations agreed with DCSF Youth Task Force	Decrease in offending and anti-social behaviour  NI 111 First time entrants to the Youth Justice System aged 10-17	To follow	To follow	Until 2011	Three-year funding	Safer & Stronger Communities	Police, YOT, Children's Learning & Engagement, Children's Social Care, Schools
4.3.2 NEW	Action planning in the light of the Behaviour Review (Autumn 08)	Action plan in place	Action plan measures	-	Linked to action plan	Linked to action plan		Children's Learning & Engagement	Police, YOT, Children's Social Care, Schools

Priority	Action	Success criteria	Measurable outcomes/ indicators (includes relevant NIS and/or local indicators)	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
4.3.3 NEW	Co-ordination and further development of positive activities that children and young people want to take part in (see 4.1.4 above)	Wide range of activities in place eg direct delivery of a range of activities and events via 'V,' outreach sports projects, arts and environmental work	Indicators linked to PSA 14: (Increasing the number of young people on the path to success)  Range of activities in place and promoted via the Family Information Service Directory, and developing in line with young people's views	-	PSA targets  Range of activities established and increased	Ongoing	Funding in place	Children's Learning & Engagement	Many partners including: Youth Service, 'V', Connexions, Leisure, Libraries, local clubs, schools, Bournemouth University and local colleges, Police, Voluntary Sector, Safer & Stronger Communities, YOT, Arts Hub, Active Dorset, Golf Foundation, Dorset Wildlife Trust
4.3.4 NEW	Development of specific Friday night and weekend activities	Multi-agency response/co-ordination of activities  Increase in provision of positive activities at these times	Indicators linked to PSA 14: (Increasing the number of young people on the path to success)  Number of Youth Service interventions on Fridays and at weekends		PSA targets	3 years to 2011	'Tapered' funding via Youth Task Force	Safer & Stronger Communities	Police, YOT, Children's Learning & Engagement, Children's Social Care, Schools
4.3.5 NEW	Increase detached youth work on the streets, in liaison with the police	Fewer reported incidents of ASB being committed by young people	Contact rate for detached workers Police figures for 'hot spot' areas				'Tapered' funding via Youth Task Force	Safer & Stronger Communities	Children's Learning and Engagement, Police

## Our detailed plan to deliver - Achieve Economic Wellbeing

Priority	Action	Success criteria	Measurable outcomes/ indicators (includes relevant NIS and/or local indicators)	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
Priority 5.1	Reduce the incidence of 16-18 year olds who are NEET (ie not in education, training or employment)								
5.1.1	Continue to implement the NEETs strategy, revise the plan in the light of any new data analysis and prioritise short term / high impact actions <b>AMENDED</b>	Schools and all partners are actively engaged with the Strategy and implementing the delivery plan  Targets in the delivery plan are met  LAA 16-18 NEETs targets met	Strategy approved by Programme Group	2005/6 16-18 NEETs (Nov-Jan) 8.1%	NEETs Strategy in place 2010/11 Nov-Jan NEETs 5.9%	Jan 2011	LAA pump-priming	LA/Connexions	Economic Well-being Partnership Board
5.1.2	Identify the specific needs of vulnerable groups who are NEET or at risk of becoming NEET, building particularly on the NEETS research project <b>AMENDED</b>	BDP Research project identifies NEET risk indicators  Secondary schools implement NEET risk indicators identified through the research and local pilot	Greater numbers of students identified at an earlier stage  Increased number of schools utilising risk indicator methodology	Methodology in place in Oakmead during academic year 06-07	80% of secondary schools implementing NEET risk indicators	Sept 09	-	Secondary schools	Connexions Youth Service Colleges

Priority	Action	Success criteria	Measurable outcomes/ indicators (includes relevant NIS and/or local indicators)	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
5.1.3	Target provision for identified vulnerable groups (NEET or at risk of becoming NEET), eg support for housing <b>AMENDED</b>	Intensive 1-1 provision provided for identified young people and priority given for Connexions interviews  Intended destinations exercise completed in all secondary schools  All NEET young people have a named Connexions PA and a personal action plan Those with multiple barriers have CAF and Lead Professional in place	Students make effective transition to post-16 learning and employment  <b>Increases in:</b> <ul style="list-style-type: none"> <li>Retention rates for vulnerable groups</li> <li>Numbers in learning</li> </ul> <b>Decreases in:</b> <ul style="list-style-type: none"> <li>Young people EET</li> <li>Young people in jobs without training</li> </ul>	Young people: Aged 17 in learning: 72.7% (07-08)  In EET: 86.6% (06-07) 87.7% (07-08)  In jobs without training: 12.3% (06-07)  Who complete their course (retention rate): LSC % (07-08)	Young people: Aged 17 in learning: 75% (08-09)  In EET: 88.9% (08-09)  In jobs without training: 11% (08-09) 10% (09-10)  Who complete their course (retention rate): 75 % (08-09)	08-10	LAA pump priming	LSC/ LA	Connexions Youth Service Colleges Work-based learning providers Adult Learning Extended Services Voluntary organisations YOT
5.1.4	Expand the Key Stage 4 Engagement Programme for further cohorts of students <b>AMENDED</b>	There is maximum take up of the number of funded places available  Personalised programmes in place for all targetted students	Percentage of students engaged with mainstream provision throughout KS4  Increase in the number of students who complete the programme	07-08 105 students (1 cohort)	100% uptake of DCSF allocated places.  90% of students engaged with KS4 process	08-10	National funding in place	LA	Targetted secondary schools All providers who offer KS4 programmes Connexions Aim Higher Employers Health professionals
5.1.5	Secure a core learning offer that includes sufficient pre-entry and level 1 provision, with a particular focus on post-16, targeting gaps identified in the curriculum audit and evaluating the impact of new provision <b>AMENDED</b>	Wider range of provision included in core learning offer	<b>Increase in:</b>  The number of students in learning post-16	Young people aged 17 in learning: 72.7% (07-08)	Young people 16-18 in learning: 75% (09-10)	08-10		LSC/ LA/ Connexions	Colleges Work-based learning providers Voluntary organisations

Priority	Action	Success criteria	Measurable outcomes/ indicators (includes relevant NIS and/or local indicators)	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
5.1.6	Extend and consolidate the September Guarantee to include both 16 and 17-year-olds <b>AMENDED</b>	September Guarantee is extended to all 16 and 17-year-olds	16 and 17-year-olds have an offer of a place by September in each year	96% of 16-year-olds (07-08)  Baseline for 17-year-olds to be established	98% of 16-year-olds (08-09)  98% of 17-year-olds (09-10)	08-10		Connexions/LSC	Work-based learning providers Colleges Secondary schools
<b>Priority 5.2</b>	<b>Ensure young people aged 14-19 have access to a wide range of vocational opportunities</b>								
5.2.1	Implement the 14-19 Partnership Plan, jointly with Poole BC <b>AMENDED</b>	Broader range of vocational opportunities available to young people	See 14-19 Partnership Plan	See 14-19 Partnership Plan	See 14-19 Partnership Plan	2008-2011		LA/Poole BC	Poole BC
5.2.2	Ensure access to the diploma lines of learning at all three levels for students in Bournemouth from September 2009	Annual increases from September 2010 in the number of diploma lines of learning available	Number of students accessing diplomas at each level	To follow	To follow	Gateway 2 delivery 2010 Gateway 3 delivery 2010 Gateway 4 delivery 2011		LA/LSC	Secondary schools Colleges Work-based learning providers Connexions Employers

Priority	Action	Success criteria	Measurable outcomes/ indicators (includes relevant NIS and/or local indicators)	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
5.2.3	Secure greater engagement of employers in 14-19 agenda and creation of more apprenticeships	Employers involved in design of vocational courses, including diplomas, and delivery of work-based learning  Increased number of apprenticeships available	Number of Young Apprenticeships/ Apprenticeships available	35 young apprenticeships (pre-16) for 2007 start in 5 vocational areas  80 places (BDP) for 2008 start  243 post-16 (BDP?) as at 1st January 08	Annual increases in number of apprenticeships pre and post-16	April 2008 - 2011	Many small businesses have limited capacity to engage in this way	LSC	Employers Work-based learning network LA Secondary schools Connexions
5.2.4	Strengthening commissioning arrangements to secure high quality curriculum provision	Commissioning/decommissioning arrangements lead to high quality provision post-16	Participation, retention and success rates	Key indicators to be agreed with LSC Summer 09	Key indicators to be agreed with LSC Summer 09	Apr 09 - Mar 2011		LA	LSC Connexions Work-based learning providers Colleges
5.2.5	Further develop the area-wide prospectus, ensuring it is easily accessible to young people and develop a Common Application process  <b>AMENDED</b>	Area wide prospectus has comprehensive information that effectively guides student choice  The AWP is accessible remotely, links to Service Directory and Children's Information Service, and there is a common application process in place	Number of hits to AWP website CAP availability	Web-based area wide prospectus available 2007-  500 visits/month Sept 2008	All 14-19 courses in BPD provided on AWP by April 2009 and receiving:  1,000 visitors/month Sept 09  1,500 visitors/month Sept 2010  CAP beta testing July 09  CAP goes live October 2010	Began September 2007, in place by 2010	Dependent on bids initially, and on mainstream funding in the longer term	LA	LSC Connexions Secondary schools Colleges Work-based learning providers Youth Service

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
5.2.6	Ensure targeted provision for identified vulnerable groups eg appropriate provision for Travellers and young people with LDD or SEN	Range of courses are culturally appropriate and at the right level to meet the needs of all students from all vulnerable groups	Increased range of appropriate courses available	There is limited pre-entry to level 1 provision Work-based learning provision is not sufficiently accessible	To be established April 2009 based on results of full Curriculum Audit	April 08 - 2011	Likely to be limited capacity within all providers' annual budgets to fund increases ESF Funding	LA/ LSC	Secondary schools Colleges Work-based learning providers Youth Service Connexions

## Our detailed plan to deliver - Ensuring our services are 'fit for purpose'

Priority	Action	Success criteria	Measurable outcomes/ indicators (includes relevant NIS and/or local indicators)	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
Priority 6.1	<b>Strengthen our strategic joint planning and commissioning of services for children and young people</b>								
6.1.1	Develop the process of updating/revision of the CYPP as an integral part of 'Change for Children' strategy <b>AMENDED</b>	Plan is produced in full consultation with stakeholders and is successful in bringing about change	HMI judgements	Graded 2 (2007)	Graded 4 (2010)	Annual cycle of review/assessment	Pooled and aligned budgets	LA	Bournemouth's Children's Trust Board
6.1.2	Develop governance arrangements in line with changing requirements and the statutory role of the Children's Trust <b>AMENDED</b>	Robust arrangements in place ensure resources are successfully targeted at priorities  A self-assessment and review approach is embedded in multi agency activity  All partners engage in the annual cycle of review/assessment	HMI use of resources judgement  Accurate annual self assessment of current strengths, needs and gaps in provision	Graded 2 (2007)	Graded 4 (2010)	Annual cycle of review/assessment	Within existing resources	LA	Bournemouth's Children's Trust Board
6.1.3	Continue to develop Children's Trust commissioning arrangements with pooled or aligned budgets <b>AMENDED</b>	Provision of services meets identified needs and is achieved within budgetary constraints	Benchmarking data across national and local indicators indicates best value is being achieved	Graded 2 (2007)	Graded 4 (2010)	Annual cycle of review/assessment	Pooled and aligned budgets	LA	Bournemouth's Children's Trust Board

Priority	Action	Success criteria	Measurable outcomes/ indicators (includes relevant NIS and/or local indicators)	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
6.1.4	Continue to work in partnership and develop a thriving third sector <b>AMENDED</b>	Third sector making a significant contribution in the delivery of children's services  Working practice/arrangements support third sector involvement	Environment for a thriving third sector (NI 7)	Graded 2 (2007)	Graded 4 (2010)	Annual cycle of review/assessment	Support for commissioning process	LA	All Change for Children partners
6.1.5 <b>NEW</b>	Publish a joint commissioning strategy	Strategy equitably supports best value commissioning of services outside the remit of any one agency	Joint commissioning processes in place and effective	-	Strategy in place by xx?	By xx	Support for commissioning process	LA/ PCT	All Change for Children partners
6.1.6 <b>NEW</b>	Continue to develop commissioning for IAG, integrated youth services and the YOT	Successful commissioning supports integrated and effective services for young people	Services successfully commissioned and in place	-	Commissioning process meets specified timescales	As specified	Support for commissioning process	LA	Children's Strategic Services
6.1.7 <b>NEW</b>	Further develop joint commissioning arrangements with NHS Bournemouth and Poole of services for children with disabilities and complex needs	Effective arrangements in place for integrated best value provision of services  Improved experience of parents of children and young people with disabilities	Effective arrangements in place	-			Support for commissioning process	LA/ PCT	

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
6.1.8 NEW	Develop commissioning arrangements for Post-16 places	Arrangements are effective in securing a wide range of quality places with balanced provision across multiple providers that meets the needs and aspirations of young people	Effective transfer of arrangements from the Learning and Skills Council  Post-16 places successfully commissioned	-	Arrangements in place within statutory timescales	2010 (check)	Support for commissioning process	LA	Children's Learning & Engagement/ Children's Strategic Services
6.1.9 NEW	Continue to develop commissioning of school improvement services, including from schools for schools	Schools successfully developing and sharing services	Effective arrangements in place HMI judgements				Support for commissioning process	LA	Children's Learning & Engagement/ Children's Strategic Services
6.1.10 NEW	Strengthen commissioning of placements for looked after children to achieve more efficiencies and better value for money	Successful commissioning of services	HMI judgements	-				LA	Children's Social Care/Children's Strategic Services
Priority 6.2	<b>Review and improve the organisation of central and locality based services</b>								

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
6.2.1	Continue to implement an improved management structure across three Children's Services business units <b>AMENDED</b>	Review of functions, roles and responsibilities focuses operational activity on delivery of key priorities identified in Bournemouth's Children and Young People's Plan and those of the Council  Operational structures in place and fully functional that support delivery of better outcomes for children and young people	HMI capacity judgement	Graded 2 (2007)	Graded 4 (2010)	Annual cycle of assessment	Within current budget	LA	LA
6.2.2	Continue to work to secure overall locality strategy management <b>AMENDED</b>	Localities move successfully to a sustainable model of integrated front-line working  Local governance arrangements in place are effective in targeting resources at priorities identified in the CYPP	HMI use of resources judgement	Graded 2 (2007)	Graded 4 (2010)	Annual cycle of assessment	Additional funding from Children's Services Grant	LA	Children's Social Care
6.2.3	Continue to develop our Locality Strategy, aligning all local strategies for supporting children, young people and families <b>AMENDED</b>	Strategies are fully aligned and underpinning improved outcomes	HMI use of resources judgement	Graded 2 (2007)	Graded 4 (2010)	Annual cycle of assessment	Additional funding from Children's Services Grant	LA	Children's Social Care/All Change for Children Partners

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
6.2.4	Implement the Children's Services Workforce Development Strategy <b>(CONTINUING - FROM 6.3.1)</b>	Strategy in place that underpins a developing model of more integrated working and is integral to partners' own investment strategies	Workforce Strategy judged by HMI to be fit for purpose  Audit Commission judgement	Overall judgement of children's services Graded 2 (2007)	Overall judgement of children's services Graded 4 (2010)	Annual cycle of assessment	Training programme must be fully resourced if it is to be effective	LA	All Change for Children Partners
<b>Priority 6.3</b>	<b>Improve the efficiency of services</b>								
6.3.1	Implement the Children's Services Workforce Development Strategy <b>(BEING TAKEN FORWARD WITHIN 6.2)</b>								
6.3.2	Secure pooled and aligned budgets with partners for joint activities <b>(BEING TAKEN FORWARD AS PART OF 6.1.3)</b>								
6.3.3	Implement the Primary Capital Programme and revise the Children's Services Asset Management Plan <b>AMENDED</b>	Plans are in place in full consultation with all stakeholders that will create the environment for delivery of Every Child Matters outcomes across all primary schools	AMP sets out priorities for future investment and is agreed by all schools	HMI effectiveness judgement Graded 2 (2007)	HMI use of resources judgement Graded 4 (2010)	Annual cycle of assessment	Specific investment required by all partners	LA	Children's Strategic Services

Priority	Action	Success criteria	Measurable outcomes/ indicators (includes relevant NIS and/or local indicators)	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
6.3.4	Develop and implement proposals for the Building Schools for the Future Project in Bournemouth and Poole <b>AMENDED</b>	Plans are in place in full consultation with all stakeholders and reflected in the AMP that will regenerate secondary education and create the environment for delivery of Every Child Matters outcomes in Wave 6 schools	AMP sets out priorities for future investment and is agreed by all schools	HMI effectiveness judgement Graded 2 (2007)	HMI use of resources judgement Graded 4 (2010)	Annual cycle of assessment	Specific investment required by all partners	LA	BSF Team
6.3.5	Develop information systems in an integrated way to enable effective use of data	Systems are increasingly 'joined up' and enable aggregation and analysis of data to support self assessment and joint commissioning	Cross agency data reports are accessible and can be produced more speedily	HMI effectiveness judgement Graded 2 (2007)	HMI use of resources judgement Graded 4 (2010)	Annual cycle of assessment	Specific investment required by all partners	LA	All Change for Children partners
6.3.6	Deliver cashable efficiencies at least in line with the Council's revenue budget <b>AMENDED</b>	Efficiency savings are achieved through actions specified above	HMI/Audit Commission judgement	HMI effectiveness judgement Graded 2 (2007)	HMI use of resources judgement Graded 4 (2010)	Annual cycle of assessment	3% annual efficiency target Savings are made available for re-investment in priorities	LA	
6.3.7	Improve communication across Children's Services	All partners feel fully informed about progress and able to contribute	Effective communication contributes to improvement across all indicators	HMI effectiveness judgement Graded 2 (2007)	HMI use of resources judgement Graded 4 (2010)	Ongoing	3% annual efficiency target Savings are made available for re-investment in priorities	LA	All Change for Children partners

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
6.3.8 NEW	Improve information available to families through development of the Family Services Directory	Comprehensive information for families is readily available via a single point of access	Co-ordination of information streams achieved	HMI effectiveness judgement Graded 2 (2007)	HMI use of resources judgement Graded 4 (2010)	Ongoing	3% annual efficiency target Savings are made available for re-investment in priorities	LA	Children's Strategic Services
6.3.9 NEW	Ensure best value in the deployment of funding for placements and services	Placements and services are provided in ways that meet identified levels and patterns of need	HMI use of resources judgement	HMI effectiveness judgement Graded 2 (2007)	HMI use of resources judgement Graded 4 (2010)	Ongoing	3% annual efficiency target Savings are made available for re-investment in priorities	LA	All Change for Children partners