

Royal Borough of Kingston upon Thames

Children and Young People's Plan 2009 – 13



Action Plans and Performance Measures 2011 - 12

Kingston
Children & Young People's Trust
Making a Difference Together

Action Plans and Performance Measures

The priority outcomes and objectives in the Children and Young People's Plan set out an ambitious agenda for change and for improving children and young people's health, safety, achievements, positive contribution and economic well-being.

The Action Plans and Performance Measures provide an overall performance framework for managing the implementation of the Plan against milestones and performance measures. This document provides a summary of last year's performance as a result of our self assessment and contains detailed information about the activities to achieve our outcomes and objectives, the timelines for doing this and the performance indicators that will help us measure how we are improving outcomes for children and young people in the local area.

The Children and Young People's Trust Board carries out a bi-annual scrutiny of key children's services performance indicators and progress on priorities in the Children and Young People's Plan. There is an annual self assessment and evaluation of the Plan, which is approved by the Trust Board. The Children and Young People's Partnership and its sub-groups have, in their terms of reference, the more detailed scrutiny of progress for all the priorities and objectives in the Children and Young People's Plan.

Contents

Introduction		5
Summary of Progress 2010 - 11		6
Resources for Children's Services		10
Key Issues and Priorities for Improvement		11
Action Plans and Performance Indicators 2011-12	Action Plans	Performance Indicators
Outcome 1: All children and young people will have the benefit of living in a supportive home	14	56
Outcome 2: All children and young people will go to a good school and benefit from community support to enable them to enjoy learning and make good progress	16	59
Outcome 3: All children and young people will be able to achieve and maintain emotional and physical well-being	24	66
Outcome 4: All children by age 5 will be well developed and ready to make a successful start at school	29	72
Outcome 5: All young people will be able to make a successful transition to adult life, continuing education and employment	34	77
Outcome 6: All children and young people will be well protected from being physically, sexually or emotionally abused or neglected	37	79
Outcome 7: No families in Kingston will be living in poverty and no children will be affected by impacts of poverty	40	83
Outcome 8: All children and young people who are disadvantaged will achieve outcomes as good as other children in the local area, and those who need it will benefit from a multi-agency integrated package of support	43	86
Outcome 9: All disadvantaged young people at age 14+ will benefit from education, employment or training (to age 19) and participate positively in the local community	43	86
Outcome 10: All children and young people who leave care will be well educated, healthy and able to lead a fulfilling and independent life	46	88
Outcome 11: All children and young people at risk of offending or re-offending will achieve outcomes as good as their peers	49	92
Outcome 12: All children and young people with learning difficulties and disabilities will have the same equality of opportunity as other children and make good progress educationally, emotionally, physically and socially	51	93



Introduction

The priority outcomes and objectives in the Children and Young People's Plan set out an ambitious agenda for change and for improving children and young people's health, safety, achievements, positive contribution and economic well-being.

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The Children and Young People's Trust Board carries out a bi-annual scrutiny of key children's services performance indicators and progress on priorities in the Children and Young People's Plan. There is an annual self assessment and evaluation of the Plan, which is approved by the Trust Board. The Children and Young People's Partnership and its sub-groups have, in their terms of reference, the more detailed scrutiny of progress for all the priorities and objectives in the Children and Young People's Plan.

The changing context for the Action Plan

This Action Plan has been prepared in response to progressing the Children Trust Board's current Children and Young People's Plan. Planned activity is constantly being reviewed to plan for sustainability in light of new government policy and financial challenges. Areas of government policy review or changes impacting on how we provide our services for children and young people include:

- Academies Act
- Free schools proposals
- Munroe Review of child protection and safeguarding
- Early Years Foundation Stage review
- Review of schools building programme including the end of the Building Schools for the Future Programme
- Decommissioning of Contact Point
- 16-19 funding changes
- Green paper on range of issues for children with SEN

The Trust Board and the Children and Young People's Partnership have confirmed their commitment to work together and engage all partners in improved joint working and ensure that children, young people and their families are at the centre of all that we do.

Summary of Progress and Achievements 2010 - 11

There is good progress in achieving the goals and targets in the Children and Young People's Plan. There have been improvements in 71% of the performance indicators and 60% of the challenging targets we set have been met or exceeded. There are very few areas of unsatisfactory performance. The Action Plan for 2010/11 has been reviewed with full engagement of partners and stakeholders.

Educational outcomes continue to be outstanding with very good improvement rates overall for 2010. Closing the gap remains a focus of the work of the Local Authority and a range of strategies are being employed to address this challenge.

Children in the Early Years make good progress and attain well and there has been excellent progress against many challenging performance indicators. In 2010, 66% of children achieved 78+ points across all areas of learning including 6+ points in Personal, Social and Emotional Development (PSED) and Communication, Language and Literacy Development which is an improvement of 9% points over 2009. The percentage of children with FSM achieving 78 points and 6+ in CLL and PSE increased by 18% points from 2009 and ranked Kingston 10th nationally which is outstanding progress for this targeted group of learners. Over the last 3 years the gap between the lowest achieving 20% of children in the Early Years and the median of all children has closed by over 5 % points. In 2010 the gap closed by 2.8 % points, which was slightly below target but the significant increase in the median score for Kingston children makes this a considerable achievement.

Pupil performance is outstanding at the end of Key Stage 2 and there has been good progress in improving outcomes and closing

attainment gaps. High standards of attainment at Level 4+ in both English and mathematics have been maintained at 79% following a 2% points increase in 2008 and Kingston is ranked joint 11th nationally. Children eligible for Free School Meals (FSM) attain better than their peers nationally and in 2010 attainment rose by 2% points from 2009 to reach 58%. This rate of improvement is in line with the national rate of improvement, nevertheless our target has not been met and the attainment gap of 23% points is too wide.

In 2010 performance in examinations at the end of Key Stage 4 is outstanding and there has been excellent progress improving achievement for most groups. The LA aggregate figure of 69% of pupils attaining 5+ A*-C GCSEs including English and mathematics is again the highest in its history and represents a further 1% point increase on the previous year. Kingston's 2010 figure is 14% points above the national average and the target was met. The gap in the attainment of this measure between the highest and lowest attaining non-selective schools reduced from 49% points to 36% points and attainment rose in the three schools categorised as Satisfactory. At KS4 pupils eligible for FSM reach higher standards than their peers nationally (35% 5+ A*-C including English and mathematics compared to 31% nationally). The gap between the attainment of these students and their non-FSM peers remains stubbornly high at the same 35% point gap of the previous year against a national figure of 28% points. Improvements are occurring. Positively, attainment for FSM students rose from 58% to 61% in English and from 52% to 57% in mathematics.

Overall, at both Key Stage 2 and 4 pupils with SEN perform better than their peers nationally and progress towards targets and improved provision is good. Attainment gaps between those with and without SEN are larger than the national gaps but narrowed at Key Stage 4 in 2010.

Analysis of the attainment of nationally recognised underperforming Black and Minority Ethnic (BME) groups is made cautiously as many cohort sizes are small. At Key Stage 1 the attainment of pupils in significantly sized groups is generally above the Kingston average at L2+ in most subjects, however there are significant variations across BME groups. At Key Stage 2 the attainment of Asian Pakistani pupils continues to be above the Kingston average at L4 but below at L5. The attainment of Black pupils in Maths is still below the Kingston average however they continue to close the gaps in attainment in Maths. The picture at KS4 is complex. Attainment for pupils of African heritage improved and gaps are generally narrowing. In contrast the attainment of pupils of Caribbean heritage was lower than the previous year. The attainment of larger 'Asian Other' groups improved from last year. The attainment of White European pupils is generally lower than last year.

Pupil attendance continues to be very good and the persistent absence rate in 2010 is the lowest in the country. The rate of permanent exclusions is very low at 0.04% and it has fallen in the past year. 6 pupils were permanently excluded from schools in Kingston during 2009-10 compared to 8 in 2008-09. This data compares favourably with both our statistical neighbours and against the national picture.

Performance in improving qualifications by age 19 and against the national averages continues to be well above national averages at 86% for Level 2 attainment at age 19 and 69% for Level 3 attainment. Attainment of Level 3 by 19 shows encouraging progress with an increase of 3% points from 66% in 2009 to 69% in 2010. The inequality gap in relation to FSM and achievement of a Level 3 qualification has narrowed from 25% to 14% between the two years and exceeded the 2010/11 target by 6% points.

Safeguarding and Looked After Children outcomes continue to be very good overall and performance in relation to most indicators show improvement and continue to be above the national average. We continue to provide high quality safeguarding services and achieve positive outcomes for children and young people and sustain high-level performance against the majority of national indicators, which is above or in line with, the national average and our statistical neighbours. The most recent unannounced inspection of contact, referral and assessment arrangements within local authority children's services was conducted in November 2010 and the inspection identified no areas for priority action.

100% cases are allocated to a qualified social worker, and all assessments progressing to Initial Child Protection Conference are risk assessed under S47. The number of children subject to CP Plans for over 2 years has been historically low. As anticipated last year the highly complex Child Protection concerns faced by many children and young people, and the coordination of multi-agency interventions required to effect positive change in families, has contributed to an increase of children on Child Protection Plans for over 2 years, from 2.8% in 2009/10 to 7.9% in 2010/11

Performance in the timeliness of initial and core assessments in Children's Social Care has improved significantly. The proportion of initial assessments completed within 7 days has risen from 63% in 2009/10 to 73.5% in 2010/11. 82% were completed in ten days. The proportion of core assessments completed within 35 days rose from 75% in 2009/10 to 85% in 2010/11, which is commendable. The proportion of referrals to the safeguarding service that led to initial assessments has risen from 81% in 2009/10 to 88% in 2010/11. This reflects a good understanding amongst agencies of the threshold criteria for statutory children's social care interventions; hence more referrals meet those criteria.

Good progress overall has been made in improving the care and stability of all children and young people in care. Performance in improving the health of looked after children continue to be good. The 2010/11 outturn for looked after children and young people receiving an annual health check was 94% which is an improvement of 12% points on last year.

Our targets to improve the achievement, progress and attendance of Looked After Children remain challenging. Looked After Children in Kingston make good progress in their education. The cohort is small and those who take examinations do well. The inclusion of disabled children in the outturn means we see wide variances in our figures. We have good attendance rates and low exclusion rates and we use Personal Education Plans (PEP) proactively to identify targets and additional need. 65 % of our care leavers are in EET.

Placement stability continues to be a priority for the Children's Trust, and it improved during the year. LAC who had over three placements reduced from 13% to 11% and LAC who in the same placement for over two years rose from 80% to 85%.

All LAC were allocated suitably qualified social workers. Social workers carry out statutory visits on time and they often do more visits than required when it's appropriate to the child's needs. Timeliness of LAC reviews has fallen from 98% in 2009/10 to 90% in 2010/11. It has remained challenging to place newly LAC within 20 miles of their home address but this improved from 8.6% in 2009/10 to 14% in 2010/11. LAC adopted who were placed for adoption within 12 months of the agency decision that the child should be placed for adoption fell from 100% in 2009/10 to 83% in 2010/11. This related to one child who had suffered an adoption breakdown and was placed for a second adoption last year.

There is very good **participation by children and young people** in decision making and in supporting the community. An effective and

revised participation strategy ensures children and young people play an active part in changes and service developments that affect their lives. The Kingston Youth Council has planned and led three School Council Conferences throughout the year, and has also established a core group of young people to undertake peer consultation in relation to the new Children and Young People's Plan for 2012. A young people's forum for Looked After Children has also been established, which is involving young people in deciding how to engage and be involved with the Corporate Parent. New and innovative ways of involving young people have been established by using the Young Livin' website, Face Book, and the new on line magazine 'Youth Unlimited'. This has enabled more young people to input into a wide range of key issues, as well as having the opportunity of bringing their issues to the notice of Officers and local councillors

Our performance in reducing first time entrants (FTEs) to the Youth Justice system has been excellent reducing from 92 in 2009/10 to 81 2010/11, giving a 12% decrease from 2009/10. Progress to reduce the proportion of sentenced young people receiving a custodial youth court sentence has been disappointing. The 2010/11 outturn was 10.6% which represents 19 young people receiving a custodial sentence out of a total of 179 sentences and is a 6% point increase on 2009/10. Very good progress has been achieved in respect of increasing the proportion of young people in education training and employment (EET) on completion of an intervention. Overall 83% of young people supervised by the YOS are in EET on completion of an intervention which is a 11% point improvement compared to 2009/10. This is higher than the comparator family and above the London and England averages.

Health Outcomes continue to be good and healthy lifestyles are promoted well. Performance overall is good against the National Teenage Pregnancy Target however our challenging target has not been met with small numbers impacting on the percentage target.

This remains a high priority. Progress is good in implementing the strategy to reverse the rising levels in obesity. Kingston has a lower prevalence of obesity in Reception Year children at 6.8% in comparison to the SHA (12%) and England (10%). This is an improvement against our target of 8.3% and significant in that for the past year the rise in obesity for this group has been reversed. The prevalence of obesity in Kingston's Year 6 pupils is the same as last year at 16.4% and compares favourably to the figures for the SHA (22%) and England (19%).

Resources for Children's Services

In the context of a relatively low spending Council, priority is given to revenue and capital funding for education and children's social care. In the past year we have managed resources effectively to support service developments, continued to invest in early intervention and have 'invested to save' to reduce future growth requirements in external placements. Inspection judgements regularly describe Kingston as providing good value for money. The Local Authority has continued to deliver service developments by continually identifying efficient and innovative ways of working, often in partnership arrangements. We have a mixed economy of service delivery based on achieving value for money; many services are commissioned from the very active local community and voluntary sector.

The Local Authority is pursuing opportunities to secure financial savings and maintain our outcomes for children and their families whilst protecting front line services. In March 2011 the South London Partnership agreed a Memorandum of Co-operation which recognised the political and public expectation, combined with financial imperative that new ways of working should be developed which ensure good outcomes as well as achieving financial savings.

Within this context we are currently looking at the benefits of establishing a community interest company with the London Borough of Richmond to provide children's services across the two boroughs and be owned by the two Councils. The company would take on the delivery of a wide range of core children's services currently provided by the two councils. Work is beginning to identify potential services to be included in the new organisation. The main focus of the new company will be to maintain high standards amid a climate of reduced funding and rising expectation. We believe that this joined-up approach will not only allow the two boroughs to protect key children's services during a time of budget cuts, but also improve services through a programme of modernisation that will efficiently bring two services together to serve a wider geographical area.

The Local Authority is also exploring with Schools how School Improvement Services should be delivered in the future through a partnership with schools called 'Education Kingston'.

We recognise the value of integration for Children's Services interdependencies between all aspects of the services that we provide. We are committed to making sure any new organisations or ways of working provide a coherent, high quality service for children and families.

Key Issues and Priorities for improvement

The following are key issues for improvement or further development. These include targets in the Children and Young People's Plan where progress is slow or has been less than satisfactory or where performance dipped in 2010-2011.

Priorities for further improvement or further development

- School place planning
- Provision of additional school places through Primary and Secondary Expansion Strategies
- Multi-disciplinary working
- Early intervention and prevention
- Embedding Integrated Disabled Children's Services
- Improve timeliness of initial and core assessments
- Improve placement stability
- Improve the attainment of looked after children
- Continue to close attainment gaps between those on FSM and their peers
- Reduce the numbers of young people receiving court conviction sentenced to custody
- Reduce the proportion of young people in local youth justice system
- Reduce the U18 conception rate
- Increase the take up of childcare tax credits
- Improve the % of care leavers in EET and in suitable accommodation
- Reduce inequality gaps in the achievement of qualifications by the age of 19
- Reduce Child Poverty

Action Plans



Outcome 1: All children and young people will have the benefit of living in a supportive home and those who need it will benefit from multi-agency integrated package of support		
Objective	Performance Measures	Key milestones and timescales
1.1 Ensure all partners in the Children's Trust complete and implement CAFS to the locally agreed quality standards	<ul style="list-style-type: none"> • % of children and young people with multiple needs who have a CAF completed by a multi-agency professional within 15 working days, following identification of need • % of children and young people who have a TAC meeting held within 6 weeks of being flagged at level 3 • % of TAC review meetings delivered within 3 month timeline. 	<ul style="list-style-type: none"> • Continue to deliver multi agency training around Integrated Working and Information sharing, strengthening inter-agency and multi disciplinary working across all sectors of the local children's workforce. • Complete a CAF and Integrated Working Audit to ensure quality and integrity of the CAF process across the borough and engagement of the Children's Trust. • Complete 3 and 6 monthly reviews on flagged children, within the agreed timelines to ensure outcomes are achieved. • Monitor performance indicators on a quarterly basis and report back to the Children's Trust. • Monitor and track identified service gaps and ensure links to commissioning of services to meet need. • Feed into the development of Kingston's Early Intervention Strategy. • Ensure consultation with service users and respond to their views and needs through new service developments.
1.2 Ensure parents, parents to be and carers benefit from easier access to parenting information, guidance and support	<ul style="list-style-type: none"> • Family Support Service offering good quality advice and information to all parents who request it, and can access registered child care as a consequence • There is sufficient child care capacity to meet local need • There are good levels of access to inclusive child care for disabled children and an increasingly skilled workforce to meet requirements of children with special needs • Take up of working tax credit entitlement is increasing • An increasing proportion of childminding or out of school care provision will be graded good or outstanding by Ofsted 	<ul style="list-style-type: none"> • Complete a child care sufficiency audit and develop a responsive action plan • Review access arrangements to information and advise services • Monitor the take up of working tax credit entitlements and develop campaigns to promote improved take up as necessary • Expand choice and access to childcare for disabled children through targeted capacity building • Support the development of viable business models that offer sustainable and affordable child care options in partnership with the private sector

Outcome 1: All children and young people will have the benefit of living in a supportive home and those who need it will benefit from multi-agency integrated package of support

Objective	Performance Measures	Key milestones and timescales
<p>1.3 Develop and implement an early Intervention Strategy that supports the commissioning and delivery of evidence based early intervention programmes</p>	<ul style="list-style-type: none"> • There is a One Kingston multi-agency strategy in place to target resources towards the delivery of evidence based programmes of intervention with children, young people and their families • There is a reduction in the number of referrals to specialist services indicate by fewer looked after children, those subject to child protection plans and those entering the youth justice system 	<ul style="list-style-type: none"> • Consultation on the scope of the Early Intervention Strategy with key stakeholders - September 2011 • Development of a local evidence base of best practice to inform commissioning intentions – October 2010 • Publication of the Early Intervention Strategy supported by a commissioning and implementation plan – December 2011
<p>1.4 Ensure all children’s centres provide health services that provide early identification of health and support needs for vulnerable children aged 0-5</p>	<ul style="list-style-type: none"> • Increase the % of 2 year old health checks completed in children’s centres • Increase % ante natal checks completed in children’s centres • Children’s centres offering breastfeeding sessions for all parents – to breastfeed initially and then to sustain 	<ul style="list-style-type: none"> • Involve health colleagues in strategic planning of children’s centre activity – one named colleague on each centre sub committee • through ante natal checks taking place in children’s centres to target this facility and join up post natal care • Introduce 2 year health checks within children’s centres and sue this as early identification for children with additional needs as signposting opportunities • Children’s centres continue to be used for ante natal checks – this is sued to signpost to further children’s centre activity • Two ten families access health facilities in children’s centres – this key group’s attendance is monitored – use of 2 year old checks to identify any services needed • Establish immunisation opportunities for more vulnerable children who have missed previous appointments

Outcome 1: All children and young people will have the benefit of living in a supportive home and those who need it will benefit from multi-agency integrated package of support

Objective	Performance Measures	Key milestones and timescales
<p>1.5 Improve the engagement of parents and carers in their children's learning and development through successful completion of parenting programmes</p>	<ul style="list-style-type: none"> • Consistently high levels of completion and reported satisfaction by participants • Reduction in the number of referrals to specialist services • Improved levels of individual pupil performance and general levels of school engagement 	<ul style="list-style-type: none"> • Publication of calendar of parenting programmes to professional and parent networks – June 2011 • Routine Monitoring of numbers starting and finishing to identify factors that promote successful completion or barriers that inhibit completion - quarterly • For families with additional needs provide swift and easy access to the intensive Family Intervention Project
<p>1.6 Reduce the number of vulnerable families in temporary accommodation and where there are on-going housing needs ensure they are provided with a multi-agency package of support</p>		

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close

Objective	Performance Measures	Key milestones and timescales
<p>2.1 a) Children and young people's outcomes improve and attainment gaps close (Early Years)</p>	<ul style="list-style-type: none"> • Ofsted judgements for EYFS are good or better in: <ul style="list-style-type: none"> ○ Achievement in EYFS ○ Personal development and well being ○ How effectively children are helped to learn and develop ○ Leadership and management 	<p>Also see outcome 4.1</p> <ul style="list-style-type: none"> • In September 2011 run early years conference for 250+ practitioners in borough to help them understand developments and expectations • From September 2011 and ongoing, target use of Early Years consultants to support schools where quality of EYFS provision is less than good • From September 2011 and ongoing support schools with high numbers of children where performance is in the lowest 20% band

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close		
Objective	Performance Measures	Key milestones and timescales
	<ul style="list-style-type: none"> Gap between lowest 20% and median will have reduced at the end of the EYFS 	<ul style="list-style-type: none"> Identify groups of children where outcomes at the end of reception are likely to be less good to target intervention effectively , ongoing Use proven intervention programmes -CLL/SEAD to improve outcomes and practitioner confidence in CLL and PSE Support for schools to implement revised EYFS review from September 2012 In Autumn Term 2011 share lessons learned from moderation of end of FS assessments with headteachers and teachers so that practice improves Autumn term and ongoing, embed understanding of the new framework and expectations in the early years ensuring that best practice is maintained
<p>2.1 b) Children and young people's outcomes improve and attainment gaps close</p> <p>(Primary)</p>	<ul style="list-style-type: none"> Improvements in standards at KS1 L2+ and L3+ for reading, writing and mathematics, in line with agreed targets. Improvements in standards at KS2 L4+ and L5+ for English, mathematics and for the combined measure of <u>both</u> English and mathematics, in line with agreed targets. Improvements in the proportion of children achieving 2+ levels of progress in English and mathematics across KS1-2, in line with agreed targets. Reduction in attainment gaps for L4+ English <u>and</u> mathematics between: <ul style="list-style-type: none"> Pupils eligible for FSM and their peers Boys and Girls 	<ul style="list-style-type: none"> By September agree targeted support and monitoring from Primary Consultants for Literacy, CLLD and Mathematics based on analysis of school/cohort needs. Continue annual programme of school to school targeted and coordinated support from ASTs and Leading Teachers based on analysis of need, Continue to coordinate a range of Good Practice Networks to support teachers in key year groups to improve the provision Termly meetings and targeted interventions to develop role of Literacy and Mathematics Subject Leaders in all schools including impact on teaching and learning across the school, led by Inspectors and Consultants, including 'non negotiables' Termly support, advice and challenge for school leaders from SIPs and Link Inspectors. Support and promote annual funded Effective Writing and Effective Calculation courses for teachers. From September 2011 support use of pupil premium to target resources, including intervention programmes to children eligible for FSM and monitoring Addressing gender stereotypes in Literacy and Mathematics teaching.

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close		
Objective	Performance Measures	Key milestones and timescales
		<ul style="list-style-type: none"> • Moderation of KS1 teacher assessment judgements for reading, writing, mathematics and science, through agreement trialling and in school moderation and respond to LA moderator • Moderation of KS2 writing teacher assessment judgements through agreement trialling with Yr6 and Yr7 teachers
<p>2.1 c) Children and young people's outcomes improve and attainment gaps close</p> <p>(Secondary)</p>	<ul style="list-style-type: none"> • Attainment at end of KS4 (5+ A*-C including En & Ma) • Achievement of 2 or more good grades (A*-C) in Sc • Reduction of attainment gaps (5+ A*-C including En & Ma) <ul style="list-style-type: none"> ○ BME pupils ○ FSM pupils ○ Boys 	<ul style="list-style-type: none"> • From September 2012 re- targeted support in relation to identified need from Secondary Consultant team for maths, science, personal, social behavioural development , ICT and EAL • By October Broker support for English in relation to school demand • Termly consultant and inspector contribution to school subject leader development meetings • By March 2012 explore and agree strategy to develop school to school support networks to meet need, including support from Advanced Skills Teachers and expert teacher, to include quality first teaching programmes. • Ongoing, support and challenge for school leaders from School Improvement Partners and Link Inspectors • 2011 1-1 targeted tuition project monitored and lessons learned use to enhance ongoing support for school's use of pupil premium to close FSM gap, ongoing • Termly, Leadership of Secondary Leadership Forum for school leaders • Organisation and development of school improvement arrangements for April 2012 , especially including development of EK. • Further develop EMAG strategy for EAL and BME provision to directly influence outcomes.
<p>2.1 d) Children and young people's outcomes improve and attainment gaps close</p>	<ul style="list-style-type: none"> • Reduce the SEN/non SEN gap at the end of KS2- • Reduce the SEN/non SEN gap at the end of KS4- • Increase the % of pupils with SEN making 3 	<p>By May 2012:</p> <ul style="list-style-type: none"> • Continued performance monitoring of all School Resource based Provisions • Continue to develop the expertise and confidence of staff working with a range of SEN through the continued promotion of the Inclusion Development Programme resource and other related training and CPD-

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close		
Objective	Performance Measures	Key milestones and timescales
(Inclusion)	<ul style="list-style-type: none"> levels of progress across KS3/KS4 in English • Increase the % of pupils with SEN making 3 levels of progress across KS3/KS4 in Maths 	<ul style="list-style-type: none"> • Implement the use of CASPA in special schools and those with resource bases to ensure rigorous target setting and improved progress • Continue to improve transition support for pupils with SEN and additional needs through use of the Kingston Entitlement at Transition • Develop improved 14-19 offer for pupils with SEN • Plan to implement any changes to SEN Framework as an outcome to the Green Paper • PASS used effectively by schools to identify need and adapt ECM provision
2.2a) Ensure the quality of school leadership and management , including governance , is good at all levels and improving in all schools and early years settings (Early Years)	<ul style="list-style-type: none"> • OFSTED leadership and management inspection grades for primary schools with EYFS:– <ul style="list-style-type: none"> ○ increase % achieving outstanding from 37% to 45% in 2012 whilst restoring % of good or better to 100% ○ By 2013 50% of OFSTED judgements in schools are outstanding 	<p>Also see 4.3</p> <ul style="list-style-type: none"> • Leadership and coordination of Early Years Foundation Termly school leader’s meetings • EYFS team to support leaders to understand and implement the review of current framework presented at School improvement forum etc • Lead the development of Leading EYFS teacher programme to offer forum to experienced leaders to enhance their professional development
2.2 b) Ensure the quality of school leadership and management , including governance , is good at all levels and improving in all schools and early years settings	<ul style="list-style-type: none"> • Increase the percentage of schools judged by Ofsted and the LA to have good or outstanding leadership and management, including governance. • School leadership: <ul style="list-style-type: none"> a) Primary 93% from 89%at present (31/35 schools) b) Secondary 100% to be maintained c) Special 100% to be maintained • School governance: <ul style="list-style-type: none"> a) Primary 90% from 82% at present (29/35 schools) 	<ul style="list-style-type: none"> • LA Succession Plan to continue to be implemented and updated • Continue to provide established and effective support for schools leadership via heads Partnership Meetings, etc, etc • All schools apply for renewal of Basic Skills Quality Mark on a rolling programme, supported by LA assessors. • Heads training seminars for Early headship to continue monthly and establish link with Richmond. • Continued brokering of school to school support through the use of LLEs, partnership working and LLEs to support leadership. • Run aspiring heads project with SWLSEP LAs. Two day conference, career counselling, coaching – Autumn 2011 • Ongoing Deputy Heads training through termly Deputy Heads Forum

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close		
Objective	Performance Measures	Key milestones and timescales
	b) Secondary 100% to be maintained c) Special 100% to be maintained • Increase the number of schools represented at 2 or more governor training events to 100% for all phases	and Deputy Head mentoring programme within SWLSEP LAs. <ul style="list-style-type: none"> • Autumn onwards run aspiring to senior leadership programme with SWLSEP • Termly CPD courses run for teachers to develop skills in leadership and management. • By July 2011 CPD programme in place for whole workforce and disseminated to schools. • Continue to provide effective support for subject leads through termly network meetings and LA attendance at national meetings, SACRE etc. • Support music teachers through Wider Opportunities programme and Sing Up programme delivered in schools through Music Service. • By January, support for teaching assistants to develop leadership through courses delivered by consultants/HR • By September, broker agreements with IoE and Kingston University or leadership and CPD training annually • Autumn and Spring Term Governance training on expectations of self evaluation, new Ofsted criteria and school improvement autumn/spring terms. • Governor information briefings and discussions at termly Governor partnership meetings. • Governor training through SWLSEP conferences – termly. • Key topics discussed at termly Governors/Clerks training events.

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close		
Objective	Performance Measures	Key milestones and timescales
2.3 Support and challenge satisfactory schools to quickly become good schools	<ul style="list-style-type: none"> Reduction in the number of schools that are judged to be satisfactory overall by Ofsted or LA Officers. Reduction in the number of schools that are judged to be Satisfactory and High Priority by LA officers. Reduction in the number of schools below the floor standard of 60% which also have below the national median for progress in both English and mathematics across KS1-2. 	<ul style="list-style-type: none"> Analysis of school data to continue to be a priority for Council Moderation of SIP judgements in September and January, followed by letters to Headteacher and Chair of Governors where the categorisation has changed, from the Service Director for Learning and School Effectiveness. Directors review meetings termly with schools of LA High Priority. SIP and Link Inspector, consultant and other support and challenge streamlined in High Priority schools. Additional Link Inspector time for High Priority schools, including attendance at all full Governing Body meetings. Quality 1st Teaching programme to maximise progress in English and mathematics, led by Teaching and Learning Consultant and two ASTs. Rapid improvement Plan required as appropriate Routinely report outcomes to members and Trust Board
2.4 Enhance children and young people's attitudes to learning, and their behaviour and attendance	<ul style="list-style-type: none"> Good levels of attendance maintained and persistent absence reduced Low levels of exclusion in primary and secondary schools are maintained and reduced in line with targets Transition from KS2 into KS3 will be well supported by all Kingston schools and this will be reflected in a continuing to fall exclusion rate in Year 7 All schools to have good or outstanding behaviour by 2012 	<ul style="list-style-type: none"> Termly, identify those schools whose attendance rates are below the national similar schools and to provide appropriate extra support. By July 2011, ensure that PASS data continues to be used in those schools participating to identify impact of interventions on pupil engagement Ongoing, Secondary Collaborative to continue to develop effective provision for pupils at risk of disengagement and disaffection Ongoing, Anstee Bridge to continue to provide enhanced intervention for disengaged pupils at risk of becoming NEET The Pupil Planning and Placement Panel (PPP) to continue to provide challenge and share practice for those pupils at risk of exclusion and to ensure timely referral to the PRU as appropriate Continue to disseminate termly and annual exclusion data for headteachers (on a weekly basis to school improvement team) The fortnightly Individual Pupil Management group to provide greater clarity of referral routes to the PRUs or Pupil Support Service and ensure information exchange across the services

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close		
Objective	Performance Measures	Key milestones and timescales
		<ul style="list-style-type: none"> • Behaviour leaders to continue to engage through regular cross-network meetings • Autumn Term 2011 renew work agreements with key schools to prioritise improved behaviour • By January 2012 explore wider community engagement through intra services anti bullying group • Regular SEAL networks used to provide a forum for discussion and development of PSHE curriculum as well as developing LA practice in the use of Restraint and Restorative approaches • By February 2012 ensure adequate provision from Day 6 of an exclusion • By January 2012 review and update the Fair Access Protocols including Managed Moves in the light of changes to School Admissions guidance • On publication, Update advice to schools on exclusions as part of the White Paper changes to the Framework • Communicate with those schools that will have become academies in 2011/12 in order to agree new service level agreement in relation to the EWS and PSS support for these schools in improving attendance; • By January 2012 audit schools' purchase and use of attendance software in order to generate and analyse attendance data in defined groups; • Further increase the use of parenting contracts as a way to empower parents to effectively manage their children's school attendance, ongoing
2.5 Support schools to ensure children and young people benefit from access to 24 hour learning, and easily available information about children's learning, via ICT	<ul style="list-style-type: none"> • % schools where children are able to benefit from 24hr access to online learning materials • % schools where parents can access real-time pupil/student performance & attendance information 	<ul style="list-style-type: none"> • Ongoing development of home to school ICT access service offered via KingsNet • By March development of parental access to real time reporting systems offered via KingsNet • By March establishment of universal learning platform provision offered via KingsNet • Between October and March explore relationship of KingsNet to other changes in Learning and Children's Services and plan way forward
2.6 Secure best practice at transition between settings	<ul style="list-style-type: none"> • Transition from KS2 into KS3 will be well supported by all Kingston schools and this will be reflected in a continuing to fall 	<ul style="list-style-type: none"> • Continue Transition Group to ensure a forum for sharing good practice and effective practice at transition into Kingston secondary schools • 'Transition Entitlement' adopted by all schools in Kingston

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close		
Objective	Performance Measures	Key milestones and timescales
and schools to ensure children thrive and make good progress at the next key stage	<p>exclusion rate in Year 7</p> <ul style="list-style-type: none"> All schools to have good or outstanding behaviour by 2012 % of schools engaging with the development of a 'Kingston Entitlement' for Transition 	<ul style="list-style-type: none"> School to school support championed and facilitated Share expertise from SEN resource bases into mainstream settings Use PASS data when available to measure impact of specific intervention on pupil engagement Engage with parents and carers to enable them to better support Transition process With primary schools identify SEN provision available in Kingston Secondary schools to support transition of pupils with SEN Continue to promote cross phase observation and engagement
2.7 Ensure that every Kingston child can have a place in a local school and that parents and the community are confident that school admissions processes are fair	<ul style="list-style-type: none"> % parents receiving an offer to start Reception Year in their first preference school % parents receiving an offer to start Reception Year in one of their preferred schools % parents receiving an offer to start Year 7 in their first preference school % parents receiving an offer to start Year 7 in one of their preferred schools % of Kingston residents needing a place to start primary school are offered a place % of Kingston residents needing a place in secondary school are offered a place % applicants using online applications 	<ul style="list-style-type: none"> Use of routinely collected feedback indicates that Primary and Secondary booklets use plain English in all publications and letters and improves the service, especially for those who may find accessing information less easy. Continue to reduce avoidable contact by publishing clear information on the Council's website; including fewer avoidable telephone calls from parents By October 2011, Identify who are the vulnerable children at admissions through the joined up working of schools, RBK, community and voluntary sector/external services. By January 2012 monitor how well Fair Access protocols(FAP) serve the needs of pupils who find it hardest to access a school place and respond By 12th September 2011 booklets for Primary and Secondary admissions will be published on line and as hardcopy By December 2011 there analyse attendance at parents meetings By April 2012, analyse outcome of parental preferences and monitor feedback from service users By April 2012, analyse joint working between the LA and Primary schools and number of late applications from pupils attending RBK schools. By June 2012 analyse feedback from parents about the admissions process. By July 2011 all Phase 1 primary permanent expansion projects will be on

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close		
Objective	Performance Measures	Key milestones and timescales
		target for opening in September 2011 <ul style="list-style-type: none"> • The new Surbiton primary school will continue be on target for handover July 2011 and a provider will be in place for Sept 2011 • By end of October bulge class arrangements for 2011 and 2012 agreed and 2011 arrangements will be published. • All opportunities to bid for capital funds will be robustly pursued including especially fund for building the new secondary school in North Kingston.

Outcome 3: All children and young people will be able to achieve and maintain emotional and physical well-being		
Objective	Performance Measures	Key milestones and timescales
3.1 Increase immunisation coverage		
3.2 Improve access to and coverage of ante-natal and newborn screening programmes		<ul style="list-style-type: none"> •
3.3 Reverse the rising levels in obesity	<ul style="list-style-type: none"> • Ensure 35% take up of school lunches in primary and special schools • Ensure 48% take up of school lunches in 	<ul style="list-style-type: none"> • New central School Meals Contract for Primary (25) & Special schools (2) from 1st August 2011 with Cygnet Foods Limited that meets Bronze Food for Life catering mark.

Outcome 3: All children and young people will be able to achieve and maintain emotional and physical well-being

Objective	Performance Measures	Key milestones and timescales
	<p>secondary schools</p> <ul style="list-style-type: none"> • No more than 7.2% reception and 16.0% Y6 children with height and weight recorded will measure as obese by 2011/12 (NCMP 2010/11) • The percentage of reception and Y6 children weighed and measured will have reached 95% and 93% respectively, by 2011/12 (NCMP 2010/11) • Reduce the percentage of children who travel by car to school • Ensure Cook & Eat Programmes continue to run in x Children’s Centres in Kingston. Each centre should run 3 programmes per year with a potential reach of up to 24 families subject to funding. • Increase in the number of schools running Chef’s Club as an after school healthy eating programme • Successful transition (by schools) to use of the online travel planning tool that should enable schools to focus on delivering the action plan, rather than updating the TP document. 	<ul style="list-style-type: none"> • Promotion of Free School Meals through Pupil Premium Campaign- Sept-Dec 2011 • All secondary schools and academies to provide data for School Food Trust survey in may 2012. In 2010/11 only 50% of these schools provided data. • Completion of National Child Measuring Programme and submission of data every July. Results usually available December of the same year (next academic year) with feedback to schools completed in January. • Increase the number of referrals for the Fun-factor children’s weight management (5-7s) programme to ensure 10 children per programme • Increase the number of referrals for the Fwd-factor children’s weight management programme (8-12s) to ensure 10 children per programme • Increase the number of referrals for the 4u-factor children’s weight management programme (13-16s) to ensure 10 children per programme • Introduce a variety of new measures to increase referral sources to the Factor children’s weight management programmes such as a Healthy Schools Newsletter sent directly to head teachers, further work with the Healthy Schools Team, GPs, Community Pharmacies, Leisure Centres, and Community Centres. • Expand the current Factor programmes to improve accessibility to those in the South of the Borough through investigation of new sites to run the programmes. • Promote uptake of swimming by children and young people • Increase in uptake of family based physical activity programmes such as Walk4Life, Bike4Life and Parkrun. • Gain commitment from Children’s Centres to include Cook & Eat as a regular addition to their activity timetables. • Work to secure a second ‘cluster’ area to take part in Chef’s Club in line with prevalence of overweight and obesity in the borough. • Launch of web tool to all local authority maintained schools by November 2011

Outcome 3: All children and young people will be able to achieve and maintain emotional and physical well-being		
Objective	Performance Measures	Key milestones and timescales
<p>3.4 Increase participation by all children and young people in cultural and physical activities</p>	<ul style="list-style-type: none"> • Increase the number of young people participating in YSS funded positive activities. • % of YSS service participants achieving an accredited outcome • Increase the number of children and young people who access high quality physical activity based play through a programme of planned improvements to play areas • Achieve 99% gifting with Bookstart and Treasure Boxes to 0-12 month olds and 3-4 year olds. • Increase the number of children and young people using the library service and engaging in reading: • Increase from the number of children and young people aged 4 -12 taking part in the Summer Reading Challenge • 90% of Reception classes will visit their local library or be visited by a Children's Librarian at school and take part in an introductory session promoting reading and library membership by July 2012 increasing to 100% of reception classes by 2013/14. • Increase number of children and young people participating in informal learning through outreach and visits to the Museum from 910 in 2009/10 to 1048 in 2012/13 • Increase the number of children and young people participating in curriculum-linked workshops and exhibitions related to museum, local studies and archives • Increase participation of young people in 	<ul style="list-style-type: none"> • Projects plans completed and agreed termly. • Information on projects and events available on Young Livin – on going. • Additional accredited awards on offer to young people in sports, music and drama – September 2011 • Audit Bookstart materials among Gifting Partners in January 2012 to ascertain success of gifting. Promote to gifting partners via telephone and e mail. Regular deliveries by library van. • Childrens and Young Peoples Membership and Issue Figures in Libraries- Continue to focus on children's and young people's reading through Bookstart (looking at introducing BookstartBear Club), Rhymetimes (including weekend sessions aimed at dads and lads), the SRC, Youth Book Groups, the Youth Book Award, Booktime, Chatterbooks, Rhyme Time sessions in Childrens Centres, and looking at changing some story sessions to rhyme sessions in term time, and looking at storytimes for 4-7 year olds during the school holidays. Rhythm and Muse to run poetry workshops in 3 libraries summer 2011 • Promotion of Summer Reading Challenge to run in 7 libraries during school summer holidays in 2011 backed by publicity to parents via Parentmail, press release, launch with local MP and Cabinet member and mail shots to school literacy co-ordinators. • Service Development Librarians to contact local Primary Schools in their Neighbourhood and to organise a series of visits to their libraries in 2011-12. Participate in Litsl meets with Primary Literacy Inspector and Literacy Co-Ordinators in schools to promote library services • Develop and deliver a regular session at the Museum for children under five and their parents • Develop and deliver a regular programme of after school activities for children and young people • Develop and deliver a regular programme of family learning activities on Saturdays in the Museum • Delivery of schools' programme linked to exhibitions and permanent collections. • Rhythm & Muse – run half term workshops at Kingston Museum. Support

Outcome 3: All children and young people will be able to achieve and maintain emotional and physical well-being		
Objective	Performance Measures	Key milestones and timescales
	<p>reading related initiatives in partnership with Kingston Library/Youth Librarian offered by New Deal arrangement at the Rose.</p> <ul style="list-style-type: none"> • Where funding allows, activities will be focused on underperforming schools, disabled children and more hard to reach groups. 	<p>proposals for new projects and provide Grant aid advice.</p>
<p>3.5 Reduce the number of young people in Tier 3 treatment for drug and alcohol misuse</p>	<ul style="list-style-type: none"> • Reduction in numbers of young people in treatment on a year by year measurement • Increase the proportion of new entrants to treatment with a CAF completed evidencing early intervention • Maintain and increase the proportion of young people leaving treatment in a planned way indicating successful completion of programmes with reduced likelihood of resuming problematic drug misuse 	<ul style="list-style-type: none"> • Review current shared service arrangements at mid- year point to determine impact of new service specification • Develop plans to expand Tier 2 capacity to target early drug and alcohol misuse, through micro-commissioning projects in youth/health services in partnership with Public Health. New early intervention co-ordinator to be appointed with responsibility for these plans on October 3rd 2011 • Review effectiveness of model referral pathways from Kingston Hospital A and E – December 2011 • Consider application for European Funding to develop additional Tier 2 capacity – November 2011 • Co-operate with NHS Kingston to deliver the young people’s section of an Alcohol summit with delegates from the Safer Drinking Scenes European partnership – January 2012 (target date)
<p>3.6 Improve the emotional resilience of all children and young people and ensure all children and young people with emotional difficulties and mental health needs</p>		<ul style="list-style-type: none"> •

Outcome 3: All children and young people will be able to achieve and maintain emotional and physical well-being		
Objective	Performance Measures	Key milestones and timescales
are identified early and benefit from appropriate CAMHS provision		
3.7 Ensure all children and families engage with health services and their health outcomes improve through appropriate Child Health Promotion Programmes		
3.8 Reduce prevalence of STI and unwanted pregnancies by increasing access to sexual health advice for young people in appropriate and safe settings (including school based health settings)	<ul style="list-style-type: none"> • Teenage Conception rate – sustained annual percentage reductions • Chlamydia Screening and testing – sustained annual increase in percentage of 15-24 year olds • Target number of Your Welcome accreditation sites – baseline of 5 sites to be established by March 31st 2012 	<ul style="list-style-type: none"> • Support the successful launch of KISH (Kingston's Integrated Sexual Health Service for young people (September 2011) • Expand the remit of the Teenage Pregnancy co-ordinator role to encompass operational commissioning of targeted Tier 1 and 2 interventions. New post of YP's Early Intervention Health Co-ordinator established (July 2011) and appointed (October 2011) • Review operation of current extended school health drop in programme to assess impact and to plan for development of academies • Implement NHS Your Welcome programme with local accreditation systems in place to ensure quality of service and good access arrangements for young people requiring information advice and guidance (July 2011- April 2012)

Outcome 3: All children and young people will be able to achieve and maintain emotional and physical well-being		
Objective	Performance Measures	Key milestones and timescales
3.9 Improve access to dental care for priority groups (families on low income, travellers, refugees and asylum seekers)		

Outcome 4: All children by age 5 will be well developed and ready to make a successful start at school		
Objectives	Performance Measures	Key milestones and timescales
4.1 Develop focused intervention with schools and Children's Centres to close the attainment gap at the end of the EYFS between the lowest 20% and the rest of the cohort	<ul style="list-style-type: none"> • Gap between lowest 20% and median will have reduced at the end of the EYFS • CLLD outcomes in the 20 targeted schools will have improved • Children's centres will have increased the percentage of 'harder to reach' families (with multiple risk factors) engaged in children's centre activities • % of children in the lowest 20% scoring 6+ points in CLL and PSE will have increased • % of children with EAL and FSM scoring a good level of attainment will have increased 	<ul style="list-style-type: none"> • Each children's centre will have supported families who have multiple risk factors through multi agency working and focused intervention - from autumn 2011 • Development of the 0-5 assessment 'Moving On' will enable settings and children's centre teams to continue to track the progress of groups/individual children to ensure 'good' progress for all group of learners, and those needing further support receive effective intervention • Ongoing work with EYFS staff across schools, settings and children's centre teams, (targeted in areas of disadvantage) will improve the quality of provision, practitioner confidence to promote early language skills, CLL and PSE outcomes for children – ongoing and tracked using Moving On • Parental engagement in a child's early education will have increased as a result of Family learning activities, school and setting activities – see objective 4.5 • EY team will have supported schools and settings effectively ensuring that outcomes in settings with children who have EAL and FSM and in SOAs

Outcome 4: All children by age 5 will be well developed and ready to make a successful start at school		
Objectives	Performance Measures	Key milestones and timescales
		have increased at the end of the EYFS profile - ongoing
<p>4.2 Improve practitioner confidence and the quality of provision across all EY sectors in PSED and CLLD to increase the percentage of children achieving 'a good level of attainment' (78 point + and 6+ in PSED and CLLD), and increase the percentage of children achieving 6 points in CLL and PSED</p>	<ul style="list-style-type: none"> • %ge of children scoring 6+ points in communication, language and literacy at the end of the EYFS will increase • %ge of children scoring 6+ points in personal, social and emotional development at the end of the EYFS will increase • %ge of children scoring 78 points across all areas of learning at the end of the EYFS will increase 	<ul style="list-style-type: none"> • Work with practitioners in schools and settings to ensure progress of children is carefully monitored using assessment and observation and the 'Moving On' document. Continue moderation activities of MO assessments across settings to ensure accuracy and consistency of judgements. • Professional development activities focused on improving quality of provision for CLL – use ECAT cluster to continue focus on early communication skills. Share good practice at ECAT networks • Work with specialist services to offer training to workforce to enhance quality of provision – SALT and EPS • Continue promoting use of ECAT monitoring tool to ensure that EY practitioners are confident in supporting early communication skills
<p>4.3 Improve the quality of leadership across all EY sectors by embedding high expectations of leadership through involvement in focused quality improvement activities</p>	<ul style="list-style-type: none"> • Increase Ofsted Leadership and management grades, good and /or outstanding in PI and maintained settings • Reduce % of high support settings (RBK categorisation) • Increase percentage of settings using QuILT from 50.8% to 60% • Increase the % of settings achieving good or better safeguarding judgement from Ofsted from 75% to 80% • Increase numbers settings with an Early Years Professional across RBK childcare with 50% of PV managers to be qualified to graduate status 	<ul style="list-style-type: none"> • Leadership and management sessions to focus on a shared vision of quality and writing effecting SEF. (Termly 11-12) • Termly workshops extra to L&M meetings as required, for example on Vision statements, staffing deployment, equality and diversity, safer recruitment, safeguarding, partnerships • L&M agenda set in advance ensuring areas for discussion have been taken from managers and FS leaders(Termly 11-12) • Independent schools to attend FS leader meetings • Children's centre facilitator meetings to focus on Quality Improvement use of NQIN principles for engaging parents (Termly 11-12) • EEF updated annually, signed by managers and monitored throughout the year. (July 11) • QuILT to be made part of the EEF, settings to demonstrate a commitment to improving quality should increase % of settings taking part in QuILT.

Outcome 4: All children by age 5 will be well developed and ready to make a successful start at school		
Objectives	Performance Measures	Key milestones and timescales
		<p>(Sept – Oct 11)</p> <ul style="list-style-type: none"> • Managers to use the quality circle, NQIN principles alongside QuILT and/or SEF to drive ambition and improvement. • Setting not using QuILT must demonstrate use of quality improvement tool. (July 12) • Targeted ‘Good to outstanding’ training for settings due Ofsted, enabling them to move into the Outstanding category. (Termly 11-12) • Yearly moderation of Moving On/EYFSP judgements, ensuring managers and FS leaders have an overview of the progress being made by all children in the setting and in particular specific groups of learners. (March/June 12) • Targeted support from EY team for settings in high or intensive support category. (As required) • Targeted support for new settings.(As required) • Managers to attend RBK Code of Practice briefing and embed this to ensure free early education entitlements are met. (July 11) • Greater engagement with Kingston businesses to promote the accessibility of childcare vouchers. • Managers to make links with Local children’s centres to support signposting of services for families and aid transition links • Safeguarding audit to be updated annually • Compliance checklist to be updated annually
<p>4.4 Ensure that all disadvantaged children access high quality EY provision from two years old, so that they make good progress across the EYFS and their</p>	<ul style="list-style-type: none"> • Increase the number of referred 2ten children/families accessing Children’s Centre activity from 50% to 60% • Increase the number of 2ten children achieving ARE in CLLD and PSED 	<ul style="list-style-type: none"> • 2ten training for managers taking 2ten referrals, focus on data collection and CAF (21st June 2011) • Managers with 2ten referrals, submit cohort data for analysis (Termly 11-12) • Use ECAT monitoring tool to enhance the assessment of CLLD and the developmental milestones of speech and language (Termly 11-12) • Develop PSED milestones using the ES in the EYFS and liaison with EP service (Dec 11)

Outcome 4: All children by age 5 will be well developed and ready to make a successful start at school		
Objectives	Performance Measures	Key milestones and timescales
development is in line with age related expectations across all areas of learning		<ul style="list-style-type: none"> • 2ten bottom 20% training with settings. 2x session course per term (Termly 11-12) 1 session focussing on moderating judgements and identifications, 1 session focussing on signposting and joint working between services, CPD for practitioners • Chessington transition project to be expanded where settings take 2ten referrals • Paperwork developed to support information sharing and transition • School admission paperwork to be amended to include acknowledgement of children referred through 2ten • Practitioners reissued Children's Centre list and contacts to ensure greater communication for Children's Centre links meetings between CC's and settings (Half Termly 11-12) • Create networks and email lists for CC's to email their timetables to settings that take 2ten referrals, ensuring families access the services they need
4.5 Increase parents' engagement in and understanding of their child's early learning and development through accessing children's centre activities, family learning and parenting support	<ul style="list-style-type: none"> • Number of parents/carers accessing 'Stay & Play' sessions • Number of parents/carers accessing Children's Centre courses/ information sessions (delivered by Children's Centre multi-agency team – QTS/ EP/ HV, etc...) • Number of 'hard to reach' parents/carers accessing 'Stay & Play' sessions • % of 'Stay & Play' sessions graded as Good or Outstanding • % of Ofsted inspections graded as Good or Outstanding • Number of Children's Centres engaging parents in children's learning through use of Learning Journeys • % of parents contributing to children's Learning Journeys • % of parents/carers reporting increased 	<ul style="list-style-type: none"> • Support CC Facilitators increasing outreach to local P&V settings. • Promote visits to local CC to P&V settings, monitoring activity. • Ensure Parent representatives are on CC Advisory Boards/ M&E groups to inform future planning • EY Consultant to target support to CCs to ensure sessions are of high quality (follow-up from AC visits). All to be graded as 'Good' or 'Outstanding' on Advisory visits. • Support quality of CC provision through Facilitator Meetings – share effective practice, including effective use of LJs to fully engage parents in children's learning. • NQIN 'Principles for engaging with families' to be shared • Introduce aspects of PICL with target groups in CCs • Promote 'National Year of Communication' through sharing resources and practice ideas • EY Consultant to support CC Lead Teacher meetings. • CC Lead Teachers to hold workshops for parents focussing on aspects of EYFS / ECAT / how young children learn • All CC 'Stay & Play' environments to feature informative and interactive

Outcome 4: All children by age 5 will be well developed and ready to make a successful start at school

Objectives	Performance Measures	Key milestones and timescales
	<p>understanding of how their children learn and awareness of EYFS (questionnaires /feedback forms)</p> <ul style="list-style-type: none"> • Number of registered service users across all 11 Children’s Centres • % of registered service users actively attending Children’s Centre services • Number of registered Hard To Reach service users across all 11 children’s Centres • % of Hard To Reach service users accessing/attending Children Centre services • Number of parents/carers referred/enrolled on Incredible Years Parenting Programme • Number of parents/carers retained on Incredible Years Parenting Programme • % of Family Support Worker cases attending 3-6 sessions/activities in Children • Number of parents/carers engaged in Family Learning activities in CCs • % of parents/carers retained on Family Learning courses in CCs 	<p>displays</p> <ul style="list-style-type: none"> • All CCs to provide information leaflets / handouts relating to supporting children’s play at home linked to Stay & Play / Toy Library sessions • CPD for CC staff including CC Conference Autumn 2011– including tracking children’s progress, Learning Journeys, ECAT CM Tool. • Promotion of registration information targeting midwives/health visitors, all new births to receive registration form – on going • Increase in outreach activity, links with PVI settings, GPs, community groups, to raise awareness of Children’s Centre services • Support CC Managers with increasing Outreach activity through CC Managers meetings, providing information to detail reach a areas, • Target outreach activity to SOA/areas of deprivation • Support CC’s with in-putting data on e-Start • Organise the delivery of the Incredible Years Parenting Programme, promote referrals across SG services and partner agencies by August 2011 • Deliver Incredible Years Parenting Programme to be completed by March 2011 • Monitor access activity through FSW’s support, case work tools, supervision, identify barriers to access for allocated families,

Outcome 5: All young people will be able to make a successful transition to adult life, continuing education and employment		
Objectives	Performance Measures	Key milestones and timescales
<p>5.1 Ensure all young people have access to high quality impartial IAG in all settings to further reduce NEETS and improve outcomes by age 19</p>	<ul style="list-style-type: none"> • All external monitoring e.g. Ofsted/LA, grade IAG as at least good in all settings with evidence of impartiality • All at risk NEET students are supported through the September and January Guarantee and liaison with IYSS teams • Reduce the proportion of 17 year olds in the NEET group from an average of 41% in 2008/9 to 35% by September 2012 	<ul style="list-style-type: none"> • Target and track learners at 16 Level 2 5 A*-C GCSE or equivalent without English & or Maths to increase number of young people transferring successfully on to positive destinations e.g. vocational provision, apprenticeships, by March 2012 • Work with all schools/college and training providers on implementing Kingston Quality Commitment to support Raising Participation Age by March 2012 • 14-19 Education, Employment & Skills website is updated to reflect full LA course offer for all providers • Increase the number of Young people making appropriate choices at 16 to increase participation at 17 and reduce drop out also. • Improve mapping and understanding of the NEET group with named data to facilitate interventions across a range of providers. • Producing signposting materials e.g. Opportunities Pack and evaluate take up of Foundation Learning and Full Level 2 provision
<p>5.2 Secure measurable improvements at KS4 and post 16 to FL2 & FL3 and for LLDD as appropriate, to ensure all young people progress into EET post 16 in line with RPA</p>	<ul style="list-style-type: none"> • Increase Level 2 attainment by 19 from 83% in 2008/9 to 90% by 2013 and RPA. • Increase Level 3 attainment by 19 from 63% in 2008/9 to 72% by 2013 and RPA. • Post 16 Level 3 outcomes show minimum ALPS scores of 5 for General Qualifications and BTEC overall in all appropriate providers July 2012. • AS Year 12 completion rate above 85% in 2010/2011 with RBK improvement overall and per provider year on year to 2013. • Increase participation of 17 year olds in education, employment or training year on year from 2008/9 baseline of 85% to 94% by 2013. • 1 A*-G GCSE KS4 equivalent outcomes at 	<ul style="list-style-type: none"> • Track data for KS4 identifies all RBK learners requiring FL or L2 pathway commencing in 2012/13 by September 2011. • FL pathway confirmed for all targeted RBK resident learners by April 2012. • 14-19/SEN teams to implement protocol for identifying reviewing, progressing and funding LDD learners up to 25 with a S139A by April 2012. • RBK Transition arrangements for young offenders agreed with IYSS and in place by September 2012. • Young Offenders offered access to provision in those returning to RBK in line with Govt. Guidance. • Ensure appropriate provision and pathways post 16 for LLDD up to 25 with a S139A assessment. • Foundation Learning accessible in KS4 and Post 16 for learners in schools and the College from September 2011, taking full account of LLDD to age 25.

Outcome 5: All young people will be able to make a successful transition to adult life, continuing education and employment		
Objectives	Performance Measures	Key milestones and timescales
	<p>98% by September 2012 for those that sit GCSE.</p> <ul style="list-style-type: none"> • 5A*-G KS4 equivalent outcomes at 99% by September 2012 for those that sit GCSE. 	
<p>5.3 Increase and promote apprenticeship and vocational opportunities for young people and employers through improved employer engagement and work related learning</p>	<ul style="list-style-type: none"> • Increase the number of 16-19 learners from Kingston schools undertaking Apprenticeships by 20% by 2012/13. • Increase the number of 16-19 residents undertaking Apprenticeships by 20% by 2012/13. • All required work related learning activities are met for KS4 and 5. • Increase the number of employers delivering work related learning activities with St Philips School. • Increase the number of employers offering Apprenticeship opportunities in the Borough and support the recruitment selection of appropriate 16-18 yr olds. • SVDS ensure approx 1,550 14-19 learners access appropriate work related learning activities. • SVDS engage 180 employers to support Post 16 learners in 2012-2013. • SVDS engage 20 new employers in Apprenticeships 	<ul style="list-style-type: none"> • Develop RBK Apprenticeship strategy with Kingston providers and pilot delivery plan. • Jobs with Training provision offer agreed with RBK providers, employers and Chamber of Commerce as part of 2012-13 strategic review cycle, in line with RPA. • Promote vocational provision including apprenticeships through the RBK 16-19 website and associated promotional materials. • 15 new employers engaged by SVDS to support work related learning activities at St Philips School. • In line with RPA, develop Jobs with Training offer for 2012-2013 via employer engagement sub-group and local providers.
<p>5.4 Inform curriculum and participation</p>	<ul style="list-style-type: none"> • Reduction n NEET • Every Kingston provider supported to benchmark and raise its performance in terms 	<ul style="list-style-type: none"> • The 14-19 team will lead on the annual analysis of 16-19 learners, performance and learning opportunities in the borough. This analysis will inform the work of the 14-19 Partnership in implementing the

Outcome 5: All young people will be able to make a successful transition to adult life, continuing education and employment		
Objectives	Performance Measures	Key milestones and timescales
<p>planning through the boroughs annual 14-19 strategic analysis ensuring there is sufficient and suitable provision, including LLDD up to 25, in line with RPA</p>	<p>of improving FL2 and FL3 outcomes</p> <ul style="list-style-type: none"> • Increased opportunities for LLDD learners post-16 (and up to 25), particularly Kingston residents for whom in-borough provision would be more appropriate. • As part of RBK's statutory strategic role to ensure there is sufficient and relevant provision for all its learners, quality of 16-19 provision will be monitored through 16-19 success rates in schools and FE and through Minimum Levels of Performance and providers supported accordingly to improve where necessary. • Learners from vulnerable groups will achieve accredited outcomes in post-16 learning consistent with prior attainment as a result of identification of appropriate provision and targeted support eg. including under-16 year olds not on school roll, looked after children and those for whom alternative provision is more appropriate than mainstream schooling • Dropout at end of KS4 will be reduced through early intervention, working from an evidence base (school census and schools' own assessments against targets) to reduce NEET and support those learners back on to a learning path to full Level 2. • Kingston residents learning in Surrey are supported to achieve good outcomes, through data sharing and strategic dialogue with other boroughs. 	<p>Kingston Quality Commitment and Raising the Participation Age in the borough from 2013-2015. The outcome will be a 16-19 learning offer that is fit for purpose for all learners and will contribute towards reduction of dropout and NEET.</p> <ul style="list-style-type: none"> • An annual strategic analysis will be produced that will set out the factors that will drive and shape the provision of learning, such as Raising the Participation Age, 16-19 population demographics and government policy. • A provider profile will be produced annually, containing all key performance measures for that provider, including success rates and where appropriate benchmarking them against borough/regional/national performance and against their own performance year on year. • The borough learning offer is promoted to learners, their families and people who support young people to make decisions on their futures, through the <i>14-19 Education, Employment and Skills</i> section on RBK's website and supporting post-16 materials, including a bespoke summary document for LLDD signposting learners to provision in the borough. • Borough's RPA strategy, the Kingston Quality Commitment, in place and signed up to by the 14-19 Partnership to prepare for RPA implementation in 2013. • Quality monitoring to be undertaken through the provision of provider profiles (see above) and discussed with providers at annual provider meetings to be held in autumn 2011. • Learners from vulnerable groups are signposted to in-borough provision or elsewhere, in liaison with other RBK LCS teams, as appropriate. • Protocols are in place to track all learners' destinations to shape future provision and ensure appropriate additional support is in place • Learners projected not to achieve a full Level 2 are targeted in summer 2011 and supported and tracked into positive destinations. • Analysis of performance of Kingston residents in Surrey is undertaken and shared with the boroughs as appropriate and strategies in place to support learners at risk of non achievement

Outcome 6: All children and young people will be well protected from being physically, sexually or emotionally abused or neglected

Objectives	Performance Measures	Key milestones and timescales
<p>6.1 Ensure the early identification of concerns, and provide appropriate support for children, so that risks of harm to children are reduced and outcomes improve</p>	<ul style="list-style-type: none"> • Increase in timely processing of initial assessments • Early identification of pregnant women with family support or safeguarding needs • Early identification of children with injuries or illnesses in need of safeguarding or family support • Completion and delivery of CAFs to families needing preventative services (see CYPP Outcome 1.1) • Access to parenting information, guidance and support, & Children’s Centres (see CYPP Outcome 1.2) 	<ul style="list-style-type: none"> • Participation in Kingston Hospital Maternity Cases for Concern meetings (full attendance by Safeguarding) • Professional consultation service to Kingston Hospital Paediatric and Accident & Emergency staff • CSC participation in Children Centres management meetings • Active partnership work with preventative services such as ASSK, Family Support Service and Children’s centres • Clear step up and step down transfer protocols between preventative services and Children’s Social Care
<p>6.2 Deliver the priorities of the Local Safeguarding Children Board to ensure effective multi-agency collaboration to keep children safe</p>	<ul style="list-style-type: none"> • Average number of visits per month to LSCB website to increase by 10% by March 2012. • 90% of actions in the LSCB Business Plan assessed as fully complete by March 2012. • 100% of Section 11 audit returns completed by LSCB member agencies by 31st July 2011. • All LSCB members to have attended at least 75% of Board meetings between April 2011 and March 2012. 	<ul style="list-style-type: none"> • Ensure the LSCB website is an effective safeguarding information hub for practitioners, children and young people, parents and carers and the general public. • Ensure that actions identified in the LSCB Business Plan are completed within the agreed timescales. • Ensure that all agencies have assessed compliance with their safeguarding duties under Section 11 of the Children Act 2004 by completing the LSCB audit tool.

Outcome 6: All children and young people will be well protected from being physically, sexually or emotionally abused or neglected		
Objectives	Performance Measures	Key milestones and timescales
<p>6.3 Reduce the impact of domestic violence on children by supporting victims of domestic abuse, and by promoting awareness among all agencies working with children through effective training</p>	<ul style="list-style-type: none"> • At least 217 multi-agency practitioners and professionals to have attended LSCB/KSP Domestic Abuse training in 2011/12. • At least 80 children and young people to have received direct support from the Children's Domestic Violence Worker in 2011/12. • Reduce the proportion of children who are the subject of an initial Child Protection Conference where domestic abuse is identified as a factor within the family to 60% in 2011/12. 	<ul style="list-style-type: none"> • Monitor the proportion of children and young people who become the subject of new Child Protection Plans for whom domestic abuse is an issue and ensure regular review of this information at LSCB meetings. • Monitor levels of oversubscription for multi-agency training on Domestic Violence so that access by practitioners and professionals to appropriate levels of training can be reviewed. • Continue to deliver the Stay Safe Programme in primary schools to children and young people who have experienced Domestic Abuse.
<p>6.4 Provide timely and high quality assessments of vulnerable children, and maintain robust interagency thresholds of child protection interventions, so that children can be protected from risk of significant harm</p>	<ul style="list-style-type: none"> • Increase in % of core assessments completed within 35 working days • Quality of initial and core assessments will be of high standard, demonstrating clear analysis • No child will be on a CP Plan more than 18 months • All CP Plans will be reviewed on time • Children will not be made subject to a CP Plan more than once for the same reason • All CP Plans will be circulated to families and professionals within 24 hours of the conference • Reduction in % children placed in care who have not been subject to child protection interventions • More Family Group Conferences • Social worker visits to children on CP Plans should be fortnightly 	<ul style="list-style-type: none"> • Safeguarding Team Leaders will ensure social workers have manageable case loads, and provide support, guidance and oversight to complete core assessments within 35 days • Social workers who have moved into integrated Safeguarding teams from Care Planning will be helped to develop good referral & assessment skills by Team Leaders • Team leaders will ensure fortnightly social worker visits to children subject to CP plans • Team leaders will audit two cases each per month and assess the standard of initial and core assessments and recommend appropriate managerial action • All cases of children on CP plans longer than 9 months will be reviewed by a Safeguarding manager • All cases of children made subject to a CP Plan more than once will be reviewed by the Safeguarding Service Manager to screen those where the reasons are the same as for the original CP Plan and take appropriate action • Extend contract with Aidhour to provide sufficient independent CP Conference chairs • Sustain sufficient administrative support for CP Conference Service and prioritise circulation of CP Plans within 24 hours

Outcome 6: All children and young people will be well protected from being physically, sexually or emotionally abused or neglected		
Objectives	Performance Measures	Key milestones and timescales
		<ul style="list-style-type: none"> • Service Managers will oversee appropriate entry to care • Senior Managers will identify resources and enable social work teams to support children and young people to stay and be safe in the community, including <ul style="list-style-type: none"> ○ holding Family Group Conferences to seek solutions within family networks ○ using planned intervention and support from family care and support workers • Team Leaders will seek rehabilitation home for children who do not need to be in care to be safe
<p>6.5 Recruit and retain a skilled and motivated children’s social care workforce, who are supported by good quality supervision and effective leadership</p>	<ul style="list-style-type: none"> • Social workers receive formal supervision every four weeks or more frequent dependent on need. • Team leaders will use formal supervision to provide an opportunity both for reflective practice in relation to allocated cases and case management • Team leaders will use formal supervision to attend to social workers’ professional development • Team leaders will provide management oversight of cases, at least on a monthly basis, which will be recorded in case records • Team leaders will provide social workers with formal and timely appraisals • Social work teams will have regular team meetings in which they are encouraged to participate • For every full year of service completed, social workers will be paid a retention allowance 	<ul style="list-style-type: none"> • Team leaders will prioritise providing four weekly formal supervision meetings with social workers, and will maintain supervision log books. • Team leaders will facilitate manageable case loads, aiming for <ul style="list-style-type: none"> ○ Approximately 20 cases per worker in Safeguarding ○ Approximately 15 cases per worker in LAC • The quality of case management will be reviewed through case audits of supervision records • Team leaders will appraise workers according to RBK policies and procedures, and they will promote social workers’ career progression through the RBK scheme • Appraisal dates will be included in supervision log books to be overseen by the Head of Service. • Staff appraisals will include training and development needs, to be identified with the worker, and team leaders will prioritise getting those needs met • Team leaders will convene regular team meetings and invite workers to contribute to agenda setting • Service managers will convene regular meetings with team leaders in which participants will promote service priorities and seek shared

Outcome 6: All children and young people will be well protected from being physically, sexually or emotionally abused or neglected		
Objectives	Performance Measures	Key milestones and timescales
		<p>solutions to problems</p> <ul style="list-style-type: none"> • Head of Service will hold regular meetings with service managers, and team leaders, in which participants will promote service priorities and seek shared solutions to problems • Head of Service will initiate planning to respond to Munro review and Senior Managers will promote the outcomes of the Munro review
<p>6.6 Ensure that all serious case reviews are conducted to a high standard and promote a culture of learning</p>	<ul style="list-style-type: none"> • By March 2012, all relevant LSCB agencies have contributed to impact assessments of actions taken in response to recommendations in the most recent Serious Case Reviews. • Serious Case Review Planning Workshop held by March 2012. 	<ul style="list-style-type: none"> • Ensure lessons from Serious Case Reviews are effectively disseminated and embedded through the LSCB Quality Assurance Sub Group, actions are followed up and summary reports published to convey learning. • Ensure learning from the current Serious Case Review process informs future improvements through a planning workshop for key managers who are potential IMR authors. • Undertake peer review of Child Protection cases to identify learning and potential improvements in practice.

Outcome 7: No families in Kingston will be living in poverty and no children will be affected by impacts of poverty		
Objectives	Performance Measures	Key milestones and timescales
<p>7.1 Increase the amount of affordable childcare and improve the take up of childcare tax credit</p>	<ul style="list-style-type: none"> • Increase in number of RBK employees taking up childcare vouchers and/or salary sacrifice • Number of Kingston families accessing childcare • EY provider attendance at briefing – feedback and planned action to promote – follow up take up at end of autumn term 2011 • System in place to obtain 2 year old data systematically – plan in place to identify any unmet need and future sustainability • Increase in number of Kingston businesses offering advice and information to employees 	<ul style="list-style-type: none"> • Business Support Officer involved in Chamber of Commerce activities to establish links with Kingston businesses to increase engagement. • Organise briefing for all EY providers to update current information and publicity available to parents for accessing childcare • Work with EY Providers to support sustainability and ensure sufficient places accessible for families – complete interim CSA in autumn term 2011 • Track 2 year old population to ensure demand for places is met • FIS outreach work ongoing across year to include promotion of the Tax Credit entitlement and how to claim to families in RBK • Ongoing use of promotional materials for out of school providers and childminders on WTC/CCTC

Outcome 7: No families in Kingston will be living in poverty and no children will be affected by impacts of poverty		
Objectives	Performance Measures	Key milestones and timescales
7.2 Increase parental employment among lone parents and other parents out of work by targeting support effectively in Children's Centres	<ul style="list-style-type: none"> • Sustained take-up of accessible support in Children's Centres subject to JCP capacity • Signpost effectively from Children's Centres to Job Centre Plus support and advice • Consult to identify needs across all centres • Sustain two drop-in sessions in Old Malden CC and Surbiton CC 	<ul style="list-style-type: none"> • Liaise with Job Centre Plus to establish most effective form of consultation with service users • Consultation with Children Centre service users to identify forms of support needed and plan actions accordingly • Working with current limitations of JCP capacity to outreach will mean by maintain the current number of service users seen will be an achievement • Monitor take up of all further learning training opportunities by service users seen • Promotion of current drop-in sessions in CC's • Signpost service users to JCP support – monitor and record this • Track service users who attend training and then return to work and those who return to work directly after accessing support
7.3 Increase poorer children and young people's participation in positive activities	<ul style="list-style-type: none"> • Increase number of children and young people accessing projects and activities at Dickerage Adventure Playground. • Increase in total number of children participating in Junior Youth Club activities. 	<ul style="list-style-type: none"> • Additional sports activities available at Dickerage AP – August 2011. • Termly and holiday programmes, including opportunities to gain accredited outcomes, agreed and implemented for Dickerage Adventure Playground. • Work evaluated and information used to inform service delivery – September and March.

Outcome 7: No families in Kingston will be living in poverty and no children will be affected by impacts of poverty		
Objectives	Performance Measures	Key milestones and timescales
7.4 Increase access to short breaks and appropriate childcare for parents of disabled children	<ul style="list-style-type: none"> • Development of 4 family based specialist foster carers by 31/3/12 • Develop a local Day Care Service including an Opportunities Group for 6 children under 5 years who have complex health needs and life limiting conditions • Increase in number of disabled children and young people accessing mainstream short breaks with or without support, prioritising those who are Looked After and/or are economically disadvantaged 	<ul style="list-style-type: none"> • AfC commissioned to recruit and support a range of specialist foster carers by 31/3/12 • Produce Service Specification for the service by December 2011 • Commissioned provider to start the service by April 2012 • Inclusion Development Officer to scope the training requirements of staff in mainstream settings • Disability training programme to be developed and introduced to staff in mainstream settings by January 2012 and continue to be rolled out during 2012/13
7.5 Maximise the take up of benefits for workless parents	<ul style="list-style-type: none"> • Proportion of children in poverty reduces year on year from 16% • 31 additional workless parents claiming benefits by 2012 • Number of families reached through outreach sessions increase to 1490 in 2012 • Ensure all logged and flagged families known to ASKK are identified through Children's Centres are informed of entitlements to early education provision. 	<ul style="list-style-type: none"> • Ongoing work through Outreach from FIS and Children's Centres and Family Support Workers to increase number of family informed about entitlements. • Family Support Workers to provide ongoing support. • FIS Outreach to support parents to access benefits. • Child Poverty Action Plan implemented September 2011
7.6 Improve access to, and participation in, adult skills training by workless parents	<ul style="list-style-type: none"> • Continue to develop links with Job Centre Plus and establish back work provision for parents and carers • Ensure where appropriate that mobile crèche facilities support provision subject to funding • Increase enrolments of Family Literacy and Numeracy • Increase take up of places on crèche by workless parents 	<ul style="list-style-type: none"> • Given the funding constraints, ensure take up of ring fenced funding to support parents and carers • Given the funding constraints maintain the level of FLLN enrolments to support training for workless parents

Outcome 7: No families in Kingston will be living in poverty and no children will be affected by impacts of poverty		
Objectives	Performance Measures	Key milestones and timescales
7.7 Increase the take up of Free School Meals to align with poverty data	<ul style="list-style-type: none"> Increase in number of eligible pupils registered for free school meals 	<ul style="list-style-type: none"> In Autumn run campaign to raise awareness of free school availability and links to savings for parents and pupil premium for schools

Outcome 8: All children and young people who are disadvantaged will achieve outcomes as good as other children in the local area, and those who need it will benefit from a multi-agency integrated package of support
<i>This outcome has been deleted following the annual refresh of the CYPP 2011/12 and objectives have been merged into other outcomes</i>

Outcome 9: All disadvantaged young people at age 14+ will benefit from education, employment or training (to age 19) and participate positively in the local community		
Objectives	Performance Measures	Key milestones and timescales
9.1 Ensure all learners at risk of poor educational outcomes, excluding (Key Stages 3 and 4) , are identified and supported to succeed through effective information sharing, fair access protocols and full implementation of the CAF and Lead Professional arrangements	<ul style="list-style-type: none"> See 2.4 	<ul style="list-style-type: none"> See 2.4

Outcome 9: All disadvantaged young people at age 14+ will benefit from education, employment or training (to age 19) and participate positively in the local community		
Objectives	Performance Measures	Key milestones and timescales
<p>9.2 Close attainment groups for specific identified groups of young people aged 14-19, where evidence suggests sustained poor levels of attainment. E.g.: some BME groups, Looked After children</p>	<ul style="list-style-type: none"> • See 2.1 for performance measures for young people aged 14-19 where evidence suggests poor levels of attainment • See 10.2 for LAC 	<ul style="list-style-type: none"> • See 2.1 for performance measures for young people aged 14-19 where evidence suggests poor levels of attainment • See 10.2 for LAC
<p>9.3 Improve outcomes and narrow the attainment and personal achievement gaps of particularly vulnerable groups (young offenders and young people in supported accommodation) by expanding the range of accredited learning opportunities</p>	<ul style="list-style-type: none"> • An increasing proportion of young parents will take up EET opportunities • All young offenders supervised by Kingston YOS will have the opportunity to achieve an accredited outcome to add to their personal records of achievement • An increasing proportion of young people living in supported accommodation projects will be in EET, and wherever possible all residents will gain an accredited outcome via their participation in positive activities or life skills training 	<ul style="list-style-type: none"> • Audit current levels of performance and outcomes – September 2011 • Review current accredited outcome offers for target groups to ensure good take up and relevance – October 2011 • Consult with relevant young people about impact of achieving accredited outcomes and scope for developing other learning opportunities – October- November 2011 • Research evidence of best practice in other local authorities and twin town to inform local activity – September-December 2011 • Develop learning components of service specifications to inform commissioning intentions in respect of supported accommodation

Outcome 9: All disadvantaged young people at age 14+ will benefit from education, employment or training (to age 19) and participate positively in the local community		
Objectives	Performance Measures	Key milestones and timescales
<p>9.4 Ensure more marginalised young people make positive contributions to their community through new measures introduced through a refreshed Youth Participation Strategy</p>	<ul style="list-style-type: none"> • Increase the number of formal meetings at which young people have played an active role from 24 in 2011 to 27 in 2014 	<ul style="list-style-type: none"> • Kingston Youth Council hosts three school council conferences per year. • Framework for consulting with young people available for services across the council by September 2011. • YU On Line produce monthly articles produced by young people. • Consultation report on C&YP Plan produced by September 2011. • Information fed into final C & YP Plan by February 2012. • LA Young People's Council established by September 2011. • Looked After young people involved in developing specific pages on Young Livin web site by January 2012.
<p>9.5 Increase parental engagement with family support programmes so that planned interventions for targeted young people lead to improved outcomes</p>	<ul style="list-style-type: none"> • Swift and easy access to evidence based parenting programmes at convenient times and locations • Consistently high levels of completion and reported satisfaction by participants • Reduction in the number of referrals to specialist services • Improved levels of individual pupil performance and general levels of school engagement • For families with additional needs swift and easy access to the intensive Family Intervention Project 	<ul style="list-style-type: none"> • Publication of calendar of parenting programmes to professional and parent networks – June 2011 • Routine Monitoring of numbers starting and finishing to identify factors that promote successful completion or barriers that inhibit completion - quarterly

Outcome 10: All children and young people who leave care will be well educated, healthy and able to lead a fulfilling and independent life		
Objectives	Performance Measures	Key milestones and timescales
<p>10.1 Promote the health and well-being of all children and young people in care by providing access to services which develop their emotional, mental and physical health and by encouraging healthy and responsible lifestyles</p>	<ul style="list-style-type: none"> • Annual health checks for LAC • Appropriate immunisations for all LAC • Entrants to care have medical assessments by a health professional within 4 weeks of entry to care • Completion of SDQs for all eligible LAC (4-16 year olds) • Annual dental checks for LAC • 100% of children and young people who meet the criteria, will be subject to a Strengths and Difficulties Questionnaire (SDQ) • 100% of children and young people who score in the higher ranges on the SDQ will receive an appropriate intervention 	<ul style="list-style-type: none"> • Recruit new LAC medical advisor and designated doctor • Contract in place for LAC medical advisor and designated doctor by 30/11/11 • Fostering service to promote completion of SDQs by foster carers • Facilitate prompt and appropriate therapeutic interventions when needs are identified • Expand opportunities for health assessments for teenagers • Young people's sexual health advice to be available for Looked After Young People and Care Leavers through drop in facility • All LAC placed in Kingston to be registered with a local GP and medical records obtained from previous GPs in a timely manner • Develop access to Community Dental service at Kingston Hospital and to Oral Health Advisor
<p>10.2 Improve the education and employment outcomes of children and young people in care by raising their aspirations and increase the proportion of care leavers in education, training and employment</p>	<ul style="list-style-type: none"> • Year 6 LAC reaching Level 4 in English at Key Stage 2 • Year 6 LAC reaching Level 4 in Maths at Key Stage 2 • Year 11 LAC achieving five GCSE A*-C including English and Maths • Year 11 LAC achieving at least 1 GCSE A*-G 	<ul style="list-style-type: none"> • Education Improvement Advisor for LAC and the Education Matters group to continue to quality assure the completion and quality of PEPs • Education Improvement Advisor for LAC to provide support to all Social Workers working with LAC to ensure all PEPs are current and have appropriate targets and are reviewed twice yearly • Education Matters group to develop an agreed protocol for the distribution and use of the Pupil Premium to support LAC achievement. • Education Improvement Advisor for LAC to improve communication and links with Out of Borough providers and Virtual School links • Education Improvement Advisor for LAC to develop the role of the Designated LAC Teacher in schools • LAC service to develop a protocol for returning LAC pupils to Kingston with Learning and School Effectiveness

Outcome 10: All children and young people who leave care will be well educated, healthy and able to lead a fulfilling and independent life		
Objectives	Performance Measures	Key milestones and timescales
10.3 Improve the care and stability for all children or young people in care so that they have choice and every opportunity to grow and develop into a successful adulthood	<ul style="list-style-type: none"> • Achieve a high standard of care plans for LAC • Timely placements for adoption following agency decisions that children should be placed for adoption • Reduce the number of LAC who have 3 or more placements in the year • Improve the number of LAC who have been looked after for over 2.5 years, to remain in the same placement for over 2 years • All LAC reviews are held on time • Pathway Plans completed for LAC before their 16th birthday 	<ul style="list-style-type: none"> • Review and update all care plans for long-term looked after children by 30/9/11 • Undertake in-depth case audits and update management decisions on a sample of long-term LAC by 30/9/11 • Establish regular case audits of long-term LAC including assessments of the standard of care plans by 30/10/11 • Provide training and support to Kingston foster carers to prevent placement breakdowns • Training to LAC social workers on Pathway Planning
10.4 Ensure every care leaver approaches adulthood with a strong sense of security, responsibility and a positive view of their future	<ul style="list-style-type: none"> • All care leavers are in suitable accommodation • % care leavers to take up and stay in employment, education and training • Support care leavers to prepare for independent living • Support care leavers to be physically fit 	<ul style="list-style-type: none"> • Enable care leavers to have all their financial entitlements • Secure a range of supported accommodation to meet the needs of care leavers through the new supported accommodation strategy • Offer Kingston discount leisure passes to all care leavers • Maintain Life Skills and Drop In sessions for Care Leavers • Carers to prepare LAC for independent living • Education Improvement Advisor for LAC to track and monitor post-16 options
10.5 Increase the range of foster placements in and near to Kingston for children and young people who need to come into care	<ul style="list-style-type: none"> • Increase the number of RBK foster carers • Increase the range of foster placements • Increase the % of LAC placed within 30 minutes travel from home • Increase the number of kinship carers • Prevent foster carers from leaving RBK 	<ul style="list-style-type: none"> • Fostering fortnight recruitment campaign May 2011 • Identify placement needs for next 2-3 years • Recruitment campaign targeted at identified placement needs • Assess and approve additional carers • Identify reasons for foster carers leaving RBK and set a retention plan • Review allowances to attract and retain a varied range of carers • Review training and support needs for carers and revise appropriately

Outcome 10: All children and young people who leave care will be well educated, healthy and able to lead a fulfilling and independent life		
Objectives	Performance Measures	Key milestones and timescales
<p>10.6 Extend participation and engagement opportunities for children in care and leaving care with elected members and service providers</p>	<ul style="list-style-type: none"> • % LAC participating in their statutory LAC reviews • Elected members and senior officers will be made aware of their corporate parenting duties and promote participation 	<ul style="list-style-type: none"> • Independent Reviewing Officers to deploy a range of methods to facilitate the participation of LAC in their reviews • RBK Pledge agreed by 31/10/11, printed and circulated to all LAC&YP and available on website by 31/12/11 • Children In Care Council formed by 30/9/11 • A group is established for Looked After Young People to give their views and engage with the council, equating to a Children in Care Council, who will <ul style="list-style-type: none"> ○ Develop dedicated web pages on Young Livin' website for LAC to gain information and advice ○ Form a dedicated Face Book forum for LAC to make contact with key workers and other LAC ○ Write articles in YU On Line on issues that are relevant to LAC • Corporate Parenting briefing given to People's Services Committee by 31/10/11 • Communication framework in place for LAC&YP to give views to elected members and senior officers by 31/1/11 • LAC Council meet with elected members by 31/1/12 • Priorities and actions for 2012-13 to be identified by Children in Care Council by 31/1/12 • All LAC and Care Leavers will be given access to an independent advocate if this is requested

Outcome 11: All children and young people at risk of offending or re-offending will achieve outcomes as good as their peers		
Objectives	Performance Measures	Key milestones and timescales
<p>11.1 Reduce the number of first time entrants to the youth justice system)</p>	<ul style="list-style-type: none"> • There will be progressively fewer first time entrants to the Youth Justice System each year – aiming to achieve a 5% reduction year on year • All young people coming to the attention of the police will be offered an intervention to help prevent further offending behaviour 	<ul style="list-style-type: none"> • All youth clinic cases (potential first time entrants) to receive a comprehensive assessment through the Onset assessment system - <i>Ongoing</i> • All youth clinic cases presented with an offence gravity score of 1 or 2 to access the triage process in partnership with the Police- <i>Ongoing</i> • Continue to monitor impact of the Youth Clinic in respect of joint decision making and re-offending – quarterly <i>reports to YOS board</i> • Contribute to the delivery of the annual Junior Citizen workshops- • Increase of referrals from YOS to Kickz, PAYP and other preventative community based services • increase in use of Acceptable Behaviour Agreements and youth Letters as a preventative measure at the first identification of anti-social behaviour
<p>11.2 Achieve better outcomes for identified high priority young people through improved co-ordinated multi-agency intervention plans</p>	<ul style="list-style-type: none"> • Reduce re-offending rate by 5% by 2012 • Increase proportion of young people in EET on conclusion of their intervention to at least 90% 	<ul style="list-style-type: none"> • Maintain improved quality of ASSET assessment tool to inform decision making, - <i>Ongoing</i> • Sustain improved quality of risk assessments (reoffending, harm and vulnerability)- <i>Ongoing</i> • 100% of cases have intervention plans that contain SMART targets and signed off by young person and parent/carer. <i>By Dec 2011</i> • 100% of supervised young people will receive at least one accredited outcome on conclusion of their involvement with the YOS • All families on the Deter /risk panel are referred and offered FIP/MST- <i>Ongoing</i> • All young people on Intensive level have an integrated Offender management action plan – <i>Dec 2011</i>

Outcome 11: All children and young people at risk of offending or re-offending will achieve outcomes as good as their peers		
Objectives	Performance Measures	Key milestones and timescales
11.3 Reduce enforced custodial or care based interventions by improving the quality and range of non-custodial sentences and intensive family support	<ul style="list-style-type: none"> Progressive % reduction of young people within the Youth Justice System receiving a conviction in court who are sentenced to custody 	<ul style="list-style-type: none"> Work in partnership with Prison Reform Trust to analyse custodial sentence data to inform future service planning and staff training as required June- Sept 2011 All 'at risk of custody' have a parenting assessment completed for court and an appropriate parenting intervention offered where applicable. From June 2011 All young people on Intensive level are referred to MST/FIP referral panel to determine suitability of service From June 2011 Establish a risk of custody panel to be convened to co-ordinate community based alternatives to custodial sentences – September 2011
11.4 Reduce the rate of disproportional BME representation in the local youth justice system	<ul style="list-style-type: none"> No reported difference between the ethnic composition of offenders on all pre court and post court disposals and the ethnic composition of the local community (16% by March 2012) 	<ul style="list-style-type: none"> Analysis of ASSET assessment tool data to gain greater understanding of those risks factors bringing young people from BME communities into the youth justice system- <i>Ongoing</i> Introduce quarterly monitoring by ethnicity of remands, National Standards compliance and breaches of orders <i>July 2011 onwards</i> Report to Youth Offending Service Board on annual performance and measures taken to address issues
11.5 Increase the proportion of young offenders who are in education, employment or training	<ul style="list-style-type: none"> % of all young people in contact with the YOS in full time EET at the conclusion of their order 	<ul style="list-style-type: none"> All YOS young people over 16 will have a targeted advisor able to provide careers advice and support to access training - ongoing. 100% of supervised young people will receive at least one accredited outcome on conclusion of their involvement with the YOS- ongoing The education officer maintains scrutiny of training providers' ability to manage challenging behaviour and identify training opportunities to improve capacity as necessary <i>Ongoing</i>

Outcome 11: All children and young people at risk of offending or re-offending will achieve outcomes as good as their peers		
Objectives	Performance Measures	Key milestones and timescales
11.6 Develop expertise amongst frontline staff to address violent youth crime and reduce youth victimisation	<ul style="list-style-type: none"> Kingston does not experience significant youth violence There is an improved perception of community safety by young people and other residents as gauged through local surveys 	<ul style="list-style-type: none"> Review Kingston's experience in the light of recent civil disorder with the police, Safer Kingston Partnership and major incident team staff September 2011 Review youth support service information-sharing arrangements and local monitoring of social networks – October- December 2011 Confirm a local command structure to co-ordinate multi-agency responses to reports of threatened youth violence – December 2011

Outcome 12: All Children and young people with learning difficulties and disabilities will have the same equality of opportunity as other children and make good progress educationally, emotionally, physically and socially		
Objectives	Performance Measures	Key milestones and timescales
12.1 Continue to narrow the attainment gaps in all key stages between SEN pupils and other pupils	<p>By 2012</p> <ul style="list-style-type: none"> NI 104: Reduce the SEN/non SEN gap at the end of KS2- NI 105: Reduce the SEN/non SEN gap at the end of KS4- Increase the % of pupils with SEN making 3 levels of progress across KS3/KS4 in English Increase the % of pupils with SEN making 3 levels of progress across KS3/KS4 in Maths 	<p>By 2012:</p> <ul style="list-style-type: none"> Continued performance monitoring of all SRPs Continue to develop the expertise and confidence of staff working with a range of SEN through the continued promotion of the Inclusion Development Programme resource and other related training and CPD- Implement the use of CASPA in special schools and those with resource bases to ensure rigorous target setting and improved progress Continue to improve transition support for pupils with SEN and additional needs through use of the Kingston Entitlement at Transition With colleagues develop improved 14-19 offer for pupils with SEN Plan to implement any changes to SEN Framework as an outcome to the Green Paper
12.2 Increase the number of children and young people with SEN who are able to identify at	<ul style="list-style-type: none"> All schools collect the views of pupils subject to a Statement of SEN to measure their enjoyment with learning and are able to ensure reviews personalise provision. 	<ul style="list-style-type: none"> By Dec 2012 we will have held planning meetings with every school By Jan 2012 we will have raised SENCO awareness of planning provision using pupil views By March 2012 we will have systems in place to ensure annual reviews record pupil enjoyment

Outcome 12: All Children and young people with learning difficulties and disabilities will have the same equality of opportunity as other children and make good progress educationally, emotionally, physically and socially		
Objectives	Performance Measures	Key milestones and timescales
Annual Reviews that they are enjoying their learning		<ul style="list-style-type: none"> By Sept 2012 we will publish the overall levels of enjoyment
12.3 Increase the quality of outreach for children and young people with speech, language and communication needs	<ul style="list-style-type: none"> All schools will have increased access to specialist support and most schools will have greater capacity to improve the rate of progress of pupils with SCLN. 	<ul style="list-style-type: none"> By Dec 2011 we will have undertaken performance monitoring for all staff engaged in delivering SCEP packages. By Feb 2012 we will have delivered targeted bite size sessions to schools with SLCN children at SA+ We will have identified schools who have not participated. By Feb 2012 we will have reviewed the impact of SCIP support and delegated resources for Year 3 children. We will have redeployed resources to offer more support to pupils in secondary schools. By March 2012 we will have targeted schools who have not increased their expertise. We will have reviewed provision for Year 6 pupils and supported transition planning. We will be supporting more pupils in their local schools.
12.4 Ensure timely completion of statutory assessments, including adjustments to reduce the timescale currently proposed in the Government's Green Paper	<ul style="list-style-type: none"> We will continue to meet the statutory timescale for completion of assessment where exceptions apply and be meeting revised, shorter timescales for all assessments 	<ul style="list-style-type: none"> By July 2011 we will have sought assurances from advice givers, particularly social workers, that the performance dip in final quarter 2010 has been addressed strategically. By Sept 2011 we will have reported on progress against targets and analysed where delays are occurring. We will provide information to advice givers at risk of causing delay. By November 2011 we will report 6 monthly progress to the SEN Strategy group. By December 2011 we will have identified where changes are necessary to reflect statutory changes and have alerted advice givers to implications for them. By March 2012 we will have systems in place to reflect changes to the assessments timescale.

Outcome 12: All Children and young people with learning difficulties and disabilities will have the same equality of opportunity as other children and make good progress educationally, emotionally, physically and socially		
Objectives	Performance Measures	Key milestones and timescales
12.5 Ensure all children and young people with learning difficulties, disabilities and complex health needs receive treatment within 18 weeks of referral in line with national targets	<ul style="list-style-type: none"> By March 2012 90% of children will receive therapy within 18 weeks of referral 	<ul style="list-style-type: none"> By August review undertaken of each therapy area to determine needs of service , capacity and resources Monitoring reports including waiting list data to submitted quarterly to IDCS Management Board Speech and Language therapy service to be recommissioned (June 2011)
12.6 Enable children and young people with learning difficulties and disabilities aged 0-19 to access and participate in sustainable, affordable and high quality specialist or inclusive short breaks	<p>By 2012</p> <ul style="list-style-type: none"> My March 2012 a new programme of specialist and short break services for disabled children to be commissioned and funded by Kingston Aiming High for Disabled children which is now subsumed into the Early Intervention Grant. Development of 4 family based specialist foster placements by 2012 To involve consult and obtain feedback on short breaks from young people and their carers To continue to increase the number of families who benefit from short breaks from the original 2008 baseline prioritising children with ASD and complex health needs Children's Trust Eligibility Criteria implemented and Short Breaks statement produced 	<p>By 2012:</p> <ul style="list-style-type: none"> Conclusion of tendering and Commissioning of new programme by end of July 2011 By July develop service specification in partnership with Warren Park for provision of specialist family based foster placements and recruitment and training begun All providers to be required to involve young people and parents/carers in their service planning Develop sustainable short breaks ensuring they are evidence based and outcome focussed prioritising children and young people who are Looked After and those who are economically disadvantaged By October 2011 finalise short breaks statement and implement Children's Trust eligibility criteria for short breaks across the partnership

Outcome 12: All Children and young people with learning difficulties and disabilities will have the same equality of opportunity as other children and make good progress educationally, emotionally, physically and socially		
Objectives	Performance Measures	Key milestones and timescales
12.7 To improve and increase the rate of multi-disciplinary social and communication assessments for children and young people	<ul style="list-style-type: none"> By September 2011 to agree and implement a process to improve and increase the rate of multi-disciplinary social and communication assessments 	<ul style="list-style-type: none"> By March 2011 Establish task and finish project group to take work forward Needs assessment and mapping of current business processes to be completed (April/May 2011) Establish Kingston's quality standards and commissioning intentions (April/May 2011) Consultation on proposals (May 2011) Agreed resource allocation (May 2011) Implementation of project (June/July 2011)

Performance Management Framework

Summary of Performance Indicators



Outcome 1: All children and young people will have the benefit of living in a supportive home and those who need it will benefit from multi-agency integrated package of support							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
1.1 Ensure all partners in the Children's Trust complete and implement CAFS to the locally agreed quality standards	% of children and young people with multiple needs who have a CAF completed by a multi-agency professional within 15 working days, following identification of need	59%	85%	50.53%	65%	70%	75%
1.1	% of children and young people who have a TAC meeting held within 6 weeks of being flagged at level 3	50.2%	95%	65.87%	73%	80%	88%
1.1	% of TAC review meetings delivered within 3 month timeline	83.2%	90%	73.7%	90%	92%	93%
1.2 Ensure parents, parents to be and carers benefit from easier access to parenting information, guidance and support	NI 118: % take up of childcare element of working tax credits	17.9%	20%	Not yet available	21%	22%	23%
1.2	Number of families who access registered childcare through the Family Information Service	n/a	n/a	367	400	420	440
1.2	% of childminders achieving a good or outstanding Ofsted rating	76%	New target	77%	78%	79%	80%

Outcome 1: All children and young people will have the benefit of living in a supportive home and those who need it will benefit from multi-agency integrated package of support							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
1.2	% of out of school care providers achieving good or outstanding Ofsted grading	n/a	New target	93%	95%	97%	100%
1.3 Develop and implement an early Intervention Strategy that supports the commissioning and delivery of evidence based early intervention programmes	Reduction in the number of first time entrants to Youth Justice System	(see Objective 11.1)					
1.3	Number of children subject to child protection plans	(see Objective 6.4)					
1.4 Ensure all children's centres provide health services that provide early identification of health and support needs for vulnerable children aged 0-5	Number of Breastfeeding Support sessions provided in Children's Centres	3 separate sessions per week across 3 centres	5 sessions per week across all 11 centres	5 Sessions per week across all 11 centres	Maintain 5 sessions across all centres	Maintain 5 sessions across all centres	Maintain 5 sessions across all centres
1.4	Number of attendees at Breastfeeding Support sessions in Children's Centres	24	40	43	50	75	100
1.4	Number of 2 year old health checks completed					30	40
1.4	Number of ante natal sessions provided in Children's Centres per year	403 sessions	416	471	500	600	700

Outcome 1: All children and young people will have the benefit of living in a supportive home and those who need it will benefit from multi-agency integrated package of support							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
1.5 Improve the engagement of parents and carers in their children's learning and development through successful completion of parenting programmes	Number of families supported to complete an accredited parenting programme	n/a	New target	Baseline to be established	Baseline plus 5%	Outcome from 2011/12 plus 5%	Outcome from 2012/13 plus 5%
1.5	Number of families supported by the family intervention project	n/a	15	15	16	16	17
1.5	% of families completing parenting programmes reporting satisfaction level 'good'	n/a	n/a	n/a	75%	78%	81%
1.6 Reduce the number of vulnerable families in temporary accommodation and where there are on-going housing needs ensure they are provided with a multi-agency package of support							

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
2.1 a) Children and young people's outcomes improve and attainment gaps close (Early Years)	% achieving at least 78 points across all areas of learning and at least 6 in both CLL and PSED (NI 72)	2009 result 57%	2010 target 60%	2010 result 66%	2011 target 62%	2012 target 67%	2012 target 68%
2.1 a)	The % gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest of the cohort (NI 92)	2009 result 31.3%	2010 target 27.8%	2010 result 28.5%	2011 target 26.8%	2011 target 25.8%	2012 target 24%
2.1 b) Children and young people's outcomes improve and attainment gaps close (Primary)	% achieving L4+ in both English <u>and</u> mathematics at Key Stage 2 (NI 73)	79%	85%	79%	85%	85%	85%
2.1 b)	% progressing by 2 levels of progress in English between Key Stage 1 and Key Stage 2 (NI 93)	86%	92%	88%	92%	93%	93%
2.1 b)	% progressing by 2 levels of progress in mathematics between Key Stage 1 and Key Stage 2 (NI 94)	86%	89%	86%	89%	90%	91%

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
2.1 b)	% achievement gap between pupils eligible for FSM and their peers achieving L4+ in English <u>and</u> mathematics at Key Stage 2 (NI 102)	25%	17%	23%	22%	14%	14%
2.1 c) Children and young people's outcomes improve and attainment gaps close (Secondary)	% achieving 5+ A*-C at GCSE or equivalent including both English and mathematics at Key Stage 4 (NI 75)	68%	69%	69%	70%	71%	72%
2.1 c)	% achieving 2 or more A*-C grades in Science GCSEs or equivalent (NI 84)	67%	67%	70%	68%	71%	72%
2.1 c)	% achievement gap between pupils eligible for FSM and their peers achieving 5+ A*-C at GCSE or equivalent including both English and mathematics at Key Stage 4 (NI 102)	34%	25%	35%	22%	20%	18%
2.1 d) Develop 21st century schools that transform learning so that outcomes improve and attainment gaps close in all schools and Early Years settings (Inclusion)	The Special Educational Needs (SEN/non-SEN % gap - achieving Key Stage 2 L4+ English <u>and</u> Maths) (NI 104)	50.8%	50%	51%	49%	48%	47%

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
2.1 d)	The Special Educational Needs (SEN/non-SEN % gap – achieving Key Stage 4 5 A*-C GCSE inc. English and Maths) (NI 105)	57.9%	52%	51.5%	50%	48%	47%
2.1 d)	% of pupils with SEN making 3 levels of progress from Key Stage 2 to Key Stage 4 in English	47.6%	n/a	52.8%	57.8%	62.8%	67.8%
2.1 d)	% of pupils with SEN making 3 levels of progress from Key Stage 2 to Key Stage 4 in Maths	30.2%	n/a	38.7%	46.7%	54.7%	62.7%
2.2 a) Ensure the quality of school leadership and management, including governance, is good at all levels and improving in all schools and early years settings (Early Years)	% Ofsted EYFS leadership in maintained schools judgements rated satisfactory	3%	0%	3%	0%	0%	0%
2.2 a)	% Ofsted EYFS leadership in maintained schools judgements rated good	G – 62%	G – 60%	G – 60%	G – 60%	G – 55%	G – 50%
2.2 a)	% Ofsted EYFS leadership in maintained schools judgements rated outstanding	O – 35%	O – 40%	O – 37%	O – 40%	O – 45%	O – 50%

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
2.2 b) Ensure the quality of school leadership and management, including governance, is good at all levels and improving in all schools and early years settings	Number of schools where Ofsted (or LA if not inspected) judgement is good or better for leadership and management in a) Primary b) Secondary c) Special	a) 31/35 b) 9/10 c) 2/3	a) 32/35 b) 9/10 c) 3/3	a) 31/35 b) 10/10 c) 3/3	a) 32/35 b) 10/10 c) 3/3	a) 33/35 b) 10/10 c) 3/3	a) 33/35 b) 10/10 c) 3/3
2.2 b)	Number of schools where Ofsted (or LA if not inspected) judgement for governance is good or better in a) Primary b) Secondary c) Special	a) 31/35 b) 8/10 c) 2/3	a) 31/35 b) 8/10 c) 2/3	a) 29/35 b) 10/10 c) 3/3	a) 30/35 b) 10/10 c) 3/3	a) 31/35 b) 10/10 c) 3/3	a) 32/35 b) 10/10 c) 3/3
2.2 b)	Number of schools represented at 2 or more governor training events a) Primary b) Secondary c) Special	a) 32/35 b) 8/10 c) 2/3	a) 33/35 b) 9/10 c) 3/3	a) 34/35 b) 10/10 c) 1/3	a) 34/35 b) 10/10 c) 2/3	a) 35/35 b) 10/10 c) 3/3	a) 35/35 b) 10/10 c) 3/3

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
2.3 Support and challenge satisfactory schools to quickly become good schools	Number of primary schools below the floor standard of 60%, where progress is also below the national median in both English and mathematics	2	1	1	0	0	0
2.3	Number of primary schools judged to be satisfactory and high priority by LA	3		3	2	1	1
2.3	Number of secondary schools below the floor standard where progress is also below the national median between KS2 and KS4	0	0	0	0	0	0
2.3	Number of secondary schools judged to be satisfactory and high priority by LA	3	2	1	0	0	0
2.4 Enhance children and young people's attitudes to learning, and their behaviour and attendance	Fixed term exclusions primary as % of total school population	0.6%	0.6%	0.5%	0.5%	0.4%	0.4%
2.4	Fixed term exclusions secondary as % of total school population	6.5%	7.0%	6.6%	6.5%	6.5%	6.5%

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
2.4	Rate of permanent exclusion from school	0.04%	0.06%	0.04%	0.06%	0.05%	0.05%
2.4	Reduction in the number of individual pupils' exclusions in Year 7	39	n/a	32	30	28	27
2.4	Secondary schools' persistent absence rate	2.7%	3.4%	2.4%	3%	2.7%	2.7%
2.4	Primary schools' overall attendance rate	95.4%	95%	95.3%	95.2%	95.3%	95.3%
2.4	% of schools with good or outstanding behaviour as judged by the school SEF or Ofsted	n/a	n/a	84%	96%	100%	100%
2.5 Support schools to ensure children and young people benefit from access to 24 hour learning, and easily available information about children's learning, via ICT	% schools where children are able to benefit from 24hr access to learning material	75%	90%	100%	100%	100%	100%
2.5	% schools where parents can access real-time pupil/student performance & attendance information	5%	10%	25%	50%	60%	70%
2.6 Develop a sustainable school improvement strategy for the future including systematic school to school support	% of schools engaging with the development of a Kingston Entitlement for Transition	50%	65%	75%	80%	80%	80%

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
2.6	Reduction in the % of individual pupils' exclusions in Year 7	39%	n/a	32%	30%	28%	27%
2.6	% of schools with good or outstanding behaviour as judged by the school SEF or Ofsted	n/a	n/a	84%	96%	100%	100%
2.7 Secure best practice at transition between settings and schools to ensure children thrive and make good progress at the next key stage	% of eligible children offered a place in of one their preferred schools on offer day a) Primary – Reception b) Secondary - Year 7	a) 95% b) 95%	a) 96% b) 95%	a) 95% b) 95%	a) 96% b) 95%	a) 98% b) 96%	a) 98% b) 96%
2.7	% of eligible children offered a place in their first choice of school on offer day a) Primary – Reception b) Secondary –Year 7	a) 84% b) 57%	a) 85% b) 58%	a) 83% b) 60%	a) 85% b) 58%	a) 90% b) 60%	a) 91% b) 60%
2.7	% of eligible secondary children offered a place in one of their top three preferences on offer day	87%	88%	88%	89%	90%	90%

Outcome 2: All children and young people will go to a good school to enable them to enjoy learning and make good progress so that standards improve and attainment gaps close							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
2.7	% of eligible children offered a place in of one their preferred schools on offer day a)Primary – Reception b)Secondary - Year 7	a) 95% b) 95%	a) 96% b) 96%	a) 96% b) 95%	a) 96% b) 96%	a) 97% b) 97%	a) 97% b) 97%
2.7	% of Kingston residents needing a place to start school offered a place before the start of the school year a) Primary b) Secondary	a)100% b)100%	a)100% b)100%	a)100% b)100%	a)100% b)100%	a)100% b)100%	a)100% b)100%
2.7	% online secondary applications to secondary schools	32.7%	35%	36%	42%	50%	55%

Outcome 3: All children and young people will be able to achieve and maintain emotional and physical well-being							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
3.1 Increase immunisation coverage							

Outcome 3: All children and young people will be able to achieve and maintain emotional and physical well-being							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
3.2 Improve access to and coverage of ante-natal and newborn screening programmes							
3.3 Reverse the rising levels of obesity	Take up of school lunches a) Primary and special schools b) Secondary schools (NI 52)	a) 25.9 b) 32.9%	a) 30% b) 45%	a) 29.14% b) 37.9%	a) 35% b) 48%	a) 40% b) 50%	a) 45% b) 52%
3.3	% of obese primary school age children in reception year (NI 55)	7.6%	8.3%	6.8%	7.2%	7.2%	7.2%
3.3	% of obese primary school age children in year 6 (NI 56)	16.4%	16.0%	16.4%	16.0%	16.0%	16.0%
3.3	NI 198: % of children travelling to school by car	19%	18%	Schools are no longer obliged to report NI198 data so a new PI will be developed	n/a	n/a	n/a
3.3	% of schools to have submitted travel plan annual reviews via the web tool	n/a	n/a	n/a	50 %		

Outcome 3: All children and young people will be able to achieve and maintain emotional and physical well-being							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
3.4 Increase participation by all children and young people in cultural and physical activities	Number of young people participating in YSS funded positive activities	800	800	824	824	835	845
3.4	% of YSS service participants (13-19) achieving an accredited outcome	24%	25%	24%	26%	28%	30%
3.4	NI 57: % Children and Young People participating in 2 hours of high quality PE and sport at school	94%	95%	Est 95%	96%	97%	n/a
3.4	Issues of books to children and young people aged up to 17	361,888	365,694	368,746	372433	376157	379919
3.4	Number of children and young people participating in informal learning through outreach and visits to the museum	910	970	1008	1028	1048	1068
3.4	Number of children and young people participating in curriculum-linked Museum, Local Studies and Archives workshops and exhibitions	2,200	2,400	2,872	2,929	2,987	3,046

Outcome 3: All children and young people will be able to achieve and maintain emotional and physical well-being							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
3.4	% of a) children aged 4 – 12 taking part in the Summer Reading Challenge (SRC) b) boys aged 4 – 12 taking part c) Completing SRC by reading 6 books	a) 17% b) 16% c) 54%	a) 18% b) 16% c) 55%	a) 17% b) 16% c) 71%	a) 18% b) 17% c) 70%	a) 19% b) 18% c) 71%	a) 20% b) 19% c) 72%
3.4	% of reception classes receiving a visit from a member of RBK library staff or visiting a library	75%	75%	83%	90%	95%	100%
3.4	% of children and young people of school age attending the Rose Theatre as part of the New Deal programme	22.5%	23%	* needs to be measured against school roll – data not available at present	25%	30%	
3.4	Number of swims at Kingston Leisure Centres by children and young people aged 0-16	59,159	66,000* cessation of free swimming scheme	17,150			
3.4	Numbers aged 14-25 engaging in sports through CSPAN programme: a) Young people b) Young women	a) 252 b) 83	a) 504 b) 140	a) 471 b) 120	Programme/Funding ceased	Programme/Funding ceased	Programme/Funding ceased

Outcome 3: All children and young people will be able to achieve and maintain emotional and physical well-being							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
3.5 Reduce the number of young people in Tier 3 treatment for drug and alcohol misuse	% of referrals made by LAC/Safeguarding Services	10%	20%	3%	15%	15%	15%
3.5	% of young people who leave treatment in an agreed and planned way	60%	80%	72.9%	83.5%	85%	87.5%
3.5	% of young people who commence treatment within 15 working days of referral	62%	100%	100%	100%	100%	100%
3.6 Improve the emotional resilience of all children and young people and ensure all children and young people with emotional difficulties and mental health needs are identified early and benefit from appropriate CAMHS provision							
3.7 Ensure all children and families engage with health services and their health outcomes improve through appropriate Child Health Promotion Programmes	Number of ante natal sessions provided in Children's Centres per year	403 sessions (7 sessions per week across all settings)	416 (8 sessions per week across all settings)				

Outcome 3: All children and young people will be able to achieve and maintain emotional and physical well-being							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
3.8 Reduce prevalence of STI and unwanted pregnancies by increasing access to sexual health advice for young people in appropriate and safe settings (including school based health settings)	a) Under 18 conception rate b) % reduction since 1998 (NI 112)	a) 27.1 (2008 data) b) -13.2% reduction	a) 21.6	a) 25.3% (2009/10 data – b) 17.86% reduction on baseline)	a) 20%	a) 19%	a) 18%
3.8	% of resident population aged 15-24 accepting a test/screen for Chlamydia (NI 113)	20%	25%	25%	35%	35%	35%
3.8	Number of Your Welcome accredited sites for sexual health services	n/a	n/a	n/a	5	5 (increase tbc)	5 (increase tbc)
3.9 Improve access to dental care for priority groups (families on low income, travellers, refugees and asylum seekers)							

Outcome 4: All children by age 5 will be well developed and ready to make a successful start at school							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
4.1 Develop focused intervention with schools and Children's Centres to close the attainment gap at the end of the EYFS between the lowest 20% and the rest of the cohort	NI 92: The % gap between the lowest achieving 20% in the Early Years Foundation stage Profile and the rest of the cohort	2009 result 31.3%	2010 target 27.8%	2010 result 28.5%	2011 target 26.8%	2012 target 25.8%	2013 target 24%
4.1	% of children in the lowest 20% scoring 6points + in a) CLL b) PSED	2009 result a) 2.2% b) 34.5%	2010 target a) b)	2010 result a) 3.5% b) 45.2%	2011 target a) 5.5% b) 50%	2012 target a) 9.5% b) 55%	2013 target a) b)
4.1	% of children scoring a good level of attainment 6+ in CLL and PSED and 78 points overall) a)FSM b)EAL	2009 result a) 31% b) 51%	2010 target a) b)	2010 result a) 47% b) 59%	2011 target a) 52% b) 64%	2012 target a) 55% b) 68%	2013 target a) b)
4.1	Number of 'hard to reach' parents/carers accessing Stay & Play sessions	n/a	n/a	426	475	525	600
4.1	Number of 'hard to reach' families accessing Toy Libraries	n/a	n/a	62	120	175	225
4.1	Number of registered 'hard To reach' service users across all 11 children's Centres	541	800	1,071	1,200	1,400	1,600
4.1	Number of 'hard to reach' service users accessing/attending Children Centre services	468	600	592	750	950	1,100

Outcome 4: All children by age 5 will be well developed and ready to make a successful start at school							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
4.2 Improve practitioner confidence and the quality of provision across all EY sectors in PSED and CLL to increase the percentage of children achieving 'a good level of attainment' (78 point + and 6+ in PSED and CLL), and increase the percentage of children achieving 6 points in CLL and PSED	% achieving at least 78 points across all areas of learning and at least 6 in both Personal Social and Emotional Development and Communication, Language and Literacy (PSED and CLL) (NI 72)	2009 result 57%	2010 target 60%	2010 result 66%	2011 target 62%	2012 target 67%	2013 target 68%
4.2	% of children scoring 6+ in CLL at end of EYFS	54.3%	59.1%	58%	62%	65%	
4.2	% of children scoring 6+ in PSED at end of EYFS	79.7%	81.2%	80%	83%	84%	
4.2	Ofsted judgement overall Private, Voluntary and Independent settings	I – 0% S – 24% G – 64% O – 10%	I – 0% S – 18% G – 67% O – 15%	I- S- G- O-	I – 0% S – 14% G – 69% O- 17%	I – 0% S – 12% G – 69% O – 19%	I- 0% S- 10% G- 65% O- 25%
4.3 Improve the quality of leadership across all EY sectors by embedding high expectations of leadership through involvement in focused quality improvement activities	Ofsted Leadership Judgements in Private, Voluntary and Independent settings	I – 0% S – 24% G – 64% O – 10%	I - 0% S – 22% G – 66% O – 12%	I – 0% S – 23% G – 67% O – 10%	I – 0% S – 20% G – 68% O – 12%	I – 0% S – 17% G – 68% O – 15%	I – 0% S – 15% G – 68% O – 17%
4.3	Ofsted FS leadership judgements in maintained schools	I – 0% S – 3% G – 62% O – 35%	I – 0% S – 0% G – 60% O – 40%	I – 0% S – 3% G – 60% O – 37%	I – 0% S – 0% G – 60% O – 40%	I – 0% S – 0% G – 55% O – 45%	I – 0% S – 0% G – 50% O – 50%

Outcome 4: All children by age 5 will be well developed and ready to make a successful start at school							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
4.3	% of Private, Voluntary and Independent settings taking part in QuILT Quality Improvement programme.	40.6%	55%	50.8%	60%	63%	65%
4.3	% of Private, Voluntary and Independent settings that are categorised by RBK as low, medium or high support	L – 50.9% M – 32.2% H – 13.7%	L – 55% M – 27% H – 14%	L – 59.7% M – 21.1% H – 19.2%	L – 63% M – 25% H – 12%	L – 65% M – 25% H – 10%	L – 67% M – 23% H – 10%
4.3	% of settings completing safeguarding audit	–	–	–	85%	95%	100%
4.3	% of Private, Voluntary and Independent settings achieving good or better safeguarding judgement from Ofsted	–	–	75%	80%	87%	92%
4.3	% of graduates leading EY group settings	–	–	44%	48%	51%	55%
4.3	% of qualified staff across EY group settings	–	–	72%	73%	75%	76%
4.4 Ensure that all disadvantaged children access high quality EY provision from two years old, so that they make good progress across the EYFS and their development is in line with age related expectations across all areas of learning	% of 2ten children/family referrals accessing Children’s Centre activities	–	–	50%	60%	70%	80%

Outcome 4: All children by age 5 will be well developed and ready to make a successful start at school							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
4.4	% of 2ten cohort achieving ARE in PSED using Moving On progress tracker	–	–	–	30%	40%	50%
	% of 2ten cohort achieving ARE in CLL using Moving On progress tracker				40%	50%	60%
4.5 Increase parents' engagement in and understanding of their child's early learning and development through accessing children's centre activities, family learning and parenting support	Number of parents/carers accessing Stay & Play sessions	n/a	n/a	2,232	2,500	2,800	3,000
4.5	Number of parents/carers accessing Children's Centre courses/ information sessions (delivered by Children's Centre multi-agency team – QTS/ EP/ HV, etc)	n/a	n/a	n/a	100	200	300
4.5	Number of Children's Centres engaging parents in children's learning through use of Learning Journeys	n/a	n/a	7	11	11	11
4.5	% of parents contributing to children's Learning Journeys	n/a	n/a	40%	60%	75%	85%

Outcome 4: All children by age 5 will be well developed and ready to make a successful start at school							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
4.5	% or parents/carers reporting increased understanding of how their children learn & awareness of EYFS (questionnaires / feedback forms)	n/a	n/a	60%	75%	85%	90%
4.5	Number of parents/carers referred/enrolled on Incredible Years Parenting Programme	n/a	n/a	68 **4 programme s delivered	40 ** 2 programme s delivered	40 ** 2 programmes delivered	40 ** 2 programmes delivered
4.5	Number of parents/carers retained on Incredible Years Parenting Programme	n/a	n/a	24	32	32	32
4.5	Number of adults engaged in Family Learning activities	247	260	295	265	265	265
4.5	% of adults retained by end of Family Learning courses	71 %	73%	79%	75%	75%	75%
4.5	Number of Family Learning courses delivered in Children's Centres to parents with under 5s	32	35	47	32	32	32

Outcome 5: All young people will be able to make a successful transition to adult life, continuing education and employment							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
5.1 Ensure all young people have access to high quality impartial IAG in all settings to further reduce NEETS and improve outcomes by age 19.	Inequality gap in the achievement of a Level 3 qualification by the age of 19 (NI 81)	25%	20%	14%	16%	14%	13%
5.1	Inequality gap in the achievement of a Level 2 qualification by the age of 19 (NI 82)	21%	16%	7%	12%	10%	9%
5.1	Young people from low income backgrounds progressing to higher education (subject to DfE consultation) NI (106):	Not available	25%	Not available	30%	32%	34%
5.2 Secure measurable improvements at Key Stage 4 and Post-16 to FL2 & FL3 and for LLDD as appropriate, to ensure all young people progress into EET Post-16 in line with RPA	% of young people achieving a Level 3 qualification by the age of 19 (NI 80)	64%	66%	69%	68%	70%	71%
5.2	% of young people with a Level 2 qualification at age 19 (NI 79)	83.7%	84%	86%	85%	86%	87%

Outcome 5: All young people will be able to make a successful transition to adult life, continuing education and employment							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
5.3 Increase and promote apprenticeship and vocational opportunities for young people and employers through improved employer engagement and work related learning	Number of 16-19 residents undertaking Apprenticeships			96	105	115	125
5.3	Number of employers engaged in work related learning activities with St. Philip's School	19	12	18	20	21	23
5.3	Number of employers offering Apprenticeships to 16-18 yr olds				n/a	20	25
5.3	Number of 16-19 learners from Kingston schools undertaking Apprenticeships						
5.4 Inform curriculum and participation planning through the boroughs annual 14-19 strategic analysis ensuring there is sufficient and suitable provision, including LLDD up to 25, in line with RPA	% achievement gap between pupils eligible for FSM and their peers achieving 5+ A*-C at GCSE or equivalent including both English and mathematics at Key Stage 4 (NI 102)	34%	25%	35%	22%	20%	18%
5.4	% of 16-18 year olds not in education, employment or training (NI 117)	3.4%	3%	Not available	2.9%	2.8%	2.7%

Outcome 5: All young people will be able to make a successful transition to adult life, continuing education and employment							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
5.4	% of learners who are not achieving Level 2 at end of Key Stage 4 signposted into positive destinations (baseline cohort in 2011)	n/a	n/a	n/a	By 15%	By 20%	By 25%
5.4	Dropout from FL2 learning programmes in Kingston Post-16 will reduce year on year	28.9%	n/a	n/a	n/a	25%	20%
5.4	Dropout from FL3 learning programmes in Kingston Post-16 will reduce year on year	13.7%	n/a	n/a	n/a	10%	10%

Outcome 6: All children and young people will be well protected from being physically, sexually or emotionally abused or neglected							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
6.1 Ensure the early identification of concerns, and provide appropriate support for children, so that risks of harm to children are reduced and outcomes improve	NI 68: Referrals to Children's Social Care going on to initial assessments	81.2%	80%	88.7%	80%	80%	80%
6.1	NI 59: Initial assessments carried out within 7 days	63.1%	80%	73.5%	80%	80%	n/a
6.1	Initial assessments carried out within 10 days	n/a	n/a	82%	85%	90%	95%

Outcome 6: All children and young people will be well protected from being physically, sexually or emotionally abused or neglected							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
6.2 Deliver the priorities of the Local Safeguarding Children Board to ensure effective multi-agency collaboration to keep children safe	Average number of visits per month to LSCB website	n/a	n/a	n/a	294	323	355
6.2	% of actions in the LSCB Business Plan assessed as fully complete	n/a	n/a	n/a	90%	90%	90%
6.2	% of LSCB member agencies completing a Section 11 audit return by the deadline date	n/a	n/a	n/a	100%	100%	100%
6.2	% of LSCB members attending at least 75% of Board meetings during the previous year (April to March)	n/a	n/a	n/a	100%	100%	100%
6.3 Reduce the impact of domestic violence on children by supporting victims of domestic abuse, and by promoting awareness among all agencies working with children through effective training	Number of multi-agency practitioners and professionals attending LSCB/KSP Domestic Abuse training	n/a	n/a	197	217	239	263

Outcome 6: All children and young people will be well protected from being physically, sexually or emotionally abused or neglected							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
6.3	Number of children and young people in receipt of direct support from the Children's Domestic Violence Worker during the year	n/a	60	68	80	TBC / n/a (future of project uncertain)	TBC / n/a (future of project uncertain)
6.3	% of children who are the subject of an initial Child Protection Conference where domestic abuse is identified as a factor within the family	55%	n/a	66%	60%	55%	50%
6.4 Provide timely and high quality assessments of vulnerable children, and maintain robust interagency thresholds of child protection interventions, so that children can be protected from risk of significant harm	NI 64: % of Child Protection Plan de-registrations that were of children who had been subject to Child Protection Plans for over 2 years	2.8%	10%	7.9%	6%	5%	5%
6.4	% of Child Protection Plans lasting over 18 months	n/a	n/a	n/a	0%	0%	0%
6.4	NI 65: % of children becoming subject to a Child Protection Plan more than once	4%	6%	15.5%	5%	5%	5%
6.4	NI 67: Child Protection Plans reviewed on time	100%	100%	100%	100%	100%	100%

Outcome 7: No families in Kingston will be living in poverty and no children will be affected by impacts of poverty							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
7.1 Increase the amount of affordable childcare and improve the take up of childcare tax credit	% of low-income working families benefitting from childcare element of Working Tax Credit (NI 118)	17.9% (Regional average 18.5%)	20%	Not yet available	21%	22%	23%
7.1	Number of RBK employees taking up childcare vouchers (CV) and/or salary sacrifice (SS)	110	116	181 102 – childcare vouchers 79 salary sacrifice	200	220	230
7.1	Number of businesses receiving 'Employer supported Childcare' promotional materials, and follow up	0	15	1	5	7	10
7.2 Increase parental employment among lone parents and other parents out of work by targeting support effectively in Children's Centres	Number of Children's Centres users receiving specialist advice on benefits	178	200	675	675		
7.2	Number of service users who access training courses/opportunities to develop skills	n/a	n/a	n/a	100	125	150
7.2	Number of service users who return to employment	n/a	n/a	n/a	50	75	100

Outcome 7: No families in Kingston will be living in poverty and no children will be affected by impacts of poverty							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
7.2	Number of FIS outreach sessions delivered to provide quality information, support and advice on benefits to parents wanting to return to work or signpost them to the right agency	52	55		58	61	
7.3 Increase poorer children and young people's participation in positive activities	Number of children aged 8+ attending DAP	180	190	217	225	230	235
7.3	Numbers of young people attending Junior Youth Club Provision	117	125	122	135	145	155
7.4 Increase access to short breaks and appropriate childcare for parents of disabled children	Number of specialist foster carers recruited	0	0	0	2	4	4
7.4	Number of disabled children under 5 who have complex health needs or have life limiting conditions who are attending Day Care service	0	0	0	0	4	6
7.4	Number of disabled children/young people accessing mainstream short breaks and childcare with or without support,			150	150	170	200
7.5 Maximise the take up of benefits for workless parents	Proportion of children living in poverty. (NI 116)	Not known		Latest figure 16%	15%	14%	13%

Outcome 7: No families in Kingston will be living in poverty and no children will be affected by impacts of poverty							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
7.5	Number of families advised during outreach sessions	1000	1050	1482	1490	1500	1510
7.5	Number of workless families supported to access benefits	24	26	30	31	32	33
7.5	Number of families accessing free early education for two year olds		New Target	50	52	60	60
7.6 Improve access to, and participation in, adult skills training by workless parents	Enrolment of parents and carers on employability programmes	60	65	100	110	120	130
7.6	Take up of places on crèche by workless parents	50	50	50		60	70
7.6	Family literacy and Language enrolments	215	230	300	325	350	375
7.7 Increase the take up of Free School Meals to align with poverty data	Increase the number of eligible pupils in the primary and secondary phase registered for free school meals (Spring School Census)	2,014	n/a	2,141	2,600	2,800	3,000
7.7	Young people from low income backgrounds progressing to higher education (NI 106) (subject to DfE consultation)	Not available	25%	Not available	30%	32%	34%

Outcome 7: No families in Kingston will be living in poverty and no children will be affected by impacts of poverty							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
7.7	Inequality gap in the achievement of a Level 3 qualification by the age of 19 (NI 81)	25%	20%	14%	16%	14%	13%
7.7	Inequality gap in the achievement of a Level 2 qualification by the age of 19 (NI 82)	21%	16%	7%	12%	10%	9%

Outcome 8: All children and young people who are disadvantaged will achieve outcomes as good as other children in the local area, and those who need it will benefit from a multi-agency integrated package of support

Outcome 8: Removed and objectives merged into other outcomes as part of annual review of CYPP for 2011/12

Outcome 9: All disadvantaged young people at age 14+ will benefit from education, employment or training (to age 19) and participate positively in the local community							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
9.1 Ensure all learners at risk of poor educational outcomes, are identified and supported to succeed through effective information sharing, fair access protocols and full implementation of the CAF and Lead Professional arrangements	See 2.4						

Outcome 9: All disadvantaged young people at age 14+ will benefit from education, employment or training (to age 19) and participate positively in the local community							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
9.2 Close attainment groups for specific identified groups of young people aged 14-19, where evidence suggests sustained poor levels of attainment. E.g.: Some BME groups, Looked After children	See 2.1 for performance measures for young people aged 14-19 where evidence suggests poor levels of attainment 2 objective 1 See 10.2 for LAC						
9.3 Improve outcomes and narrow the attainment and personal achievement gaps of particularly vulnerable groups (young offenders and young people in supported accommodation) by expanding the range of accredited learning opportunities	% of young people intensely supervised by the YOS receiving an accredited outcome	100%	100%	100%	100%	100%	100%
9.3	% of young parents (under 19) taking up Care to Learn offer	40%	40%	30%	35%	40%	45%
9.3	% of young people under 19 and living in supported accommodation who are in EET	n/a	New target for 2011/2 building on 2010/11 outturn	66%	70%	75%	80%

Outcome 9: All disadvantaged young people at age 14+ will benefit from education, employment or training (to age 19) and participate positively in the local community							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
9.3	% of young people 19 plus and living in supported accommodation who are in EET	n/a	New target for 2011/2 building on 2010/11 outturn	50%	60%	70%	80%
9.4 Ensure more marginalised young people make positive contributions to their community through new measures introduced through a refreshed Youth Participation Strategy	Number of formal meetings at which young people have played an active role	20	22	24	25	26	27

Outcome 10: All children and young people who leave care will be well educated, healthy and able to lead a fulfilling and independent life							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
10.1 Promote the health and well-being of all children and young people in care by providing access to services which develop their emotional, mental and physical health and by encouraging healthy and responsible lifestyles.	NI 58: Emotional and behavioural health of children in care – Strengths and Difficulties Questionnaire (SDQ) scores for LAC aged 4-16 who have been in care for a year	14.7	13	13	12	11	10

Outcome 10: All children and young people who leave care will be well educated, healthy and able to lead a fulfilling and independent life							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
10.1	% entrants to care having medical assessments by a health professional within 4 weeks of entry to care	n/a	n/a	n/a	90%	90%	90%
10.1	% LAC aged 4-16 will be subject to a Strengths and Difficulties Questionnaire (SDQ)	n/a	n/a				
10.1	% LAC who score in higher range of SDQ will receive an appropriate therapeutic intervention	n/a	n/a	100%	100%	100%	100%
10.1	% LAC who have annual health checks	n/a	n/a	n/a	90%	90%	90%
10.1	% LAC who have annual dental checks	n/a	n/a	n/a	90%	90%	90%
10.1	% LAC with appropriate immunisations	n/a	n/a	n/a	90%	90%	90%
10.2 Improve the education and employment outcomes of children and young people in care by raising their aspirations and increase the proportion of care leavers in education, training and employment	NI 99: % Year 6 LAC reaching Level 4 in English at Key Stage 2	67%	100%	33%	50%	50%	50%

Outcome 10: All children and young people who leave care will be well educated, healthy and able to lead a fulfilling and independent life							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
10.2	NI 100: % Year 6 LAC reaching Level 4 in Maths at Key Stage 2	67%	100%	33%	50%	50%	50%
10.2	NI 101: % Year 11 LAC achieving five GCSE A*-C including English and Maths	10%	15%	0%	15%	15%	15%
10.2	Year 11 % LAC achieving at least 1 GCSE A*-G	20%	50%	60%	50%%	50%	50%
10.3 Improve the care and stability for all children or young people in care so that they have choice and every opportunity to grow and develop into a successful adulthood	High standard of care plans for LAC	n/a	n/a	n/a	Baseline to be developed	Baseline to be developed	Baseline to be developed
10.3	NI 61: % children who were placed for adoption within 12 months of the agency decision that they should be adopted	100%	100%	83.3% (5/6)	100%	100%	100%
10.3	NI 62: % LAC who have had 3 or more placements in the last year	13%	10%	10.6% (12/113)	9%	8%	7%
10.3	NI 63: % LAC who have been looked after for over 2.5 years, in the same placement for over 2 years	80%	82%	84.6% (22/26)	85%	85%	90%
10.3	NI 66: % LAC reviews on time	98%	100%	89.5% (94/105)	100%	100%	100%

Outcome 10: All children and young people who leave care will be well educated, healthy and able to lead a fulfilling and independent life							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
10.4 Ensure every care leaver approaches adulthood with a strong sense of security, responsibility and a positive view of their future	NI 147: % care leavers in suitable accommodation	77.8% (7/9)	100%	94.1% (16/17)	100%	100%	100%
10.4	NI 148: % care leavers in employment, education and training	77.8% (7/9)	95%	64.7% (11/17)	80%	80%	TBA
10.4	% care leavers issued with RBK discounted leisure pass	n/a	n/a	n/a	To be developed	To be developed	To be developed
10.5 Increase the range of foster placements in and near to Kingston for children and young people who need to come into care	Number of RBK foster carers on 31 st March	33	n/a	33	43	53	63
10.5	Number of kinship carers on 31 st March	10	n/a	12	17	22	27
10.5	% of LAC placed within 30 minutes travel from home address	n/a	n/a	n/a	To be developed	To be developed	To be developed
10.6 Extend participation and engagement opportunities for children in care and leaving care with elected members and service providers	% of LAC who participate in their statutory LAC reviews	91.1%	100%	78.9%	100%	100%	100%

Outcome 11: All children and young people at risk of offending or re-offending will achieve outcomes as good as their peers							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
11.1 Reduce the number of first time entrants to the youth justice system	NI 111: First time entrants (FTES) in youth justice aged 10-17	126	87	81	76	72	68
11.1	Number of cases referred to triage service	n/a	n/a	n/a	Baseline to be agreed	Baseline to be agreed	Baseline to be agreed
11.2 Achieve better outcomes for identified high priority young people through improved co-ordinated multi-agency intervention	Rate of proven re-offending (NI 19)	1	0.9	1.3 Provisional	0.70	0.69	0.68
11.2	Number of young people who are NEET on completion of their community sentence	11	9	9	9	8	8
11.3 Reduce enforced custodial or care based interventions by improving the quality and range of non-custodial sentences and intensive family support	NI 43: % of young people within the youth justice system receiving a conviction in court who are sentenced to custody	4.3%	3.5%	10.6%	4.5%	4.3%	4.1%
11.4 Reduce the rate of disproportional BME representation in the local youth justice system	% BME composition of offenders on Youth Justice disposals	31%	18%	23%	16%	16%	16%
11.5 Increase the proportion of young offenders who are in education, employment or training	% of young people supervised by the YOS in EET on completion of an intervention	61.9%	94%	83%	90%	90%	90%

Outcome 11: All children and young people at risk of offending or re-offending will achieve outcomes as good as their peers							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
11.6 Reduce the likelihood of serious youth violence through maintaining early warning multi-agency information sharing arrangements	% increase in proportion of young people who express themselves as feeling safe in the community	n/a	n/a	n/a	5% above baseline form summer 2011 CYPP young people's survey	7.5% above 2011 baseline	10% above 2011 baseline
11.6	% residents reporting fear of violent crime or anti-social behaviour crime committed by young people amongst borough residents (residents surveyed in SKP Strategic Assessment)	n/a	n/a	61%	55%	50%	45%

Outcome 12: All Children and young people with learning difficulties and disabilities will have the same equality of opportunity as other children and make good progress educationally, emotionally, physically and socially							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
12.1 Continue to narrow the attainment gaps in all key stages between SEN pupils and other pupils	The Special Educational Needs (SEN/ non-SEN % gap - achieving Key Stage 2 L4+ English <u>and</u> Maths) (NI 104)	50.8%	50%	51%	49%	48%	47%

Outcome 12: All Children and young people with learning difficulties and disabilities will have the same equality of opportunity as other children and make good progress educationally, emotionally, physically and socially							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
12.1	The Special Educational Needs (SEN/ non-SEN % gap – achieving 5 A*-C GCSE inc. English and Maths) (NI 105)	57.9 %	52%	51.5%	50%	48%	47%
12.1	% of pupils with SEN making 3 levels of progress across Key Stage 2- - Key Stage 4 in English	47.6%	n/a	52.8%	57.8%	62.8%	67.8%
12.1	% of pupils with SEN making 3 levels of progress across Key Stage 2 - Key Stage 4 in Maths	30.2%	n/a	38.7%	46.7%	54.7%	62.7%
12.2 Increase the number of children and young people with SEN who are able to identify at Annual Reviews that they are enjoying their learning	% of schools able to demonstrate systems for measuring SEN pupil enjoyment				100%	100%	100%
12.2	% of SEN pupils (subject to a Statement) who are enjoying learning				85%	90%	95%
12.2	% of SEN pupils (subject to a Statement) whose provision reflects their views				90%	95%	100%
12.3 Increase the quality of outreach for children and young people with speech, language and communication needs	% of schools where TAs have attended SALE team bite size sessions	n/a	n/a	n/a	40%	60%	75%

Outcome 12: All Children and young people with learning difficulties and disabilities will have the same equality of opportunity as other children and make good progress educationally, emotionally, physically and socially							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
12.3	% participants who felt training met their needs	n/a	n/a	n/a	90%	95%	95%
12.3	% of schools booking follow up 'putting it into practice in school sessions	n/a	n/a	n/a	10%	15%	15%
12.3	% of staff delivering SCEP outreach support where performance monitoring has been completed	n/a	n/a	n/a	50%	75%	100%
12.4 Ensure timely completion of statutory assessments, including adjustments to reduce the timescale currently proposed in the Government's Green Paper	a) % final statements issued within 26 weeks excluding exception cases (NI 103)	100%	100%	100%	100%	100%	100%
12.4	% final statements of SEN issued within 26 weeks (NI 103)	72.2%	80%	72.4%	85%	85%	90%
12.4	Proposed new NI c) % final statements issues within 20 weeks excluding exception cases	n/a	n/a	n/a	95%	98%	100%
12.4	Proposed new NI d) % final statements of SEN issued within 20 weeks	n/a	n/a	n/a	80%	85%	90%

Outcome 12: All Children and young people with learning difficulties and disabilities will have the same equality of opportunity as other children and make good progress educationally, emotionally, physically and socially							
Objectives	Performance Indicator	2009/10 out-turn	2010/11 target	2010/11 out-turn	2011/12 target	2012/13 target	2013/14 target
12.5 Ensure all children and young people with learning difficulties, disabilities and complex health needs receive treatment within 18 weeks of referral in line with national targets	% of children receiving therapy within 18 weeks of referral	83.33% OT 88.89% PT 80% SLT (based on snapshot in 2009/10 submission)	83.33% OT 88.89% PT 80% SLT (based on snapshot in 2009/10 submission)	80% OT 90% PT 70% SLT	95%	95%	95%
12.6 Enable children and young people with learning difficulties and disabilities aged 0-19 to access and participate in sustainable, affordable and high quality specialist or inclusive short breaks	Increase in number of families who benefit from short breaks from 2008 baseline – including specialist and universal provision collection (localised quarterly data but based on LAIMP)	Overnights 3,250 1:1(hours) 13,981 Spec.Grps 15,048 Universal & mainstream 14,248	Overnights 3,715 1:1(hours) 13,981 Spec.Grps 15,048 Universal & mainstream 14,248	Overnights 3,086 1:1(hours) 13,919 Spec.Grps 25,121 Universal & mainstream 13,393	Overnights 3,086 1:1(hours) 13,919 Spec.Grps 25,121 Universal & mainstream 13,393	Overnights 3,086 1:1(hours) 13,919 Spec.Grps 25,121 Universal & mainstream 13,393	Overnights 3,086 1:1(hours) 13,919 Spec.Grps 25,121 Universal & mainstream 13,393
12.6	Number of family based specialist foster placements	0	4	0	4	6	8

