

Children and Young People's Plan 2006-10

Action Plans and Performance Measures 2008-09



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Introduction

Following the 2007 APA outcome of outstanding overall for Children's Services in Kingston, the Council and its partners in the Children and Young People's Trust have continued to improve outcomes and service provision.

The priorities in the Children and Young People's Plan remain key priorities in the Council's Policy programme to enhance the life of the community and promote community cohesion. They are central to our efforts to improve outcomes for all children and young people, to tackle inequalities and achievement gaps and to support vulnerable young people, children and their families.

The 2007 APA grades reflect high performance, with outstanding corporate, social care and educational provision, good health provision and strong partnership with the Police to improve community cohesion and reduce youth offending. Outcomes for children and young people overall are mostly outstanding and there is no complacency about improving the life chances of all children and young people especially those that are vulnerable and who under-achieve. Kingston is a place of starkly contrasting advantage and disadvantage, and some groups are more vulnerable and marginalised as a result. The Council actively works towards ensuring all services are delivered in a fair and equitable way to the whole community.

Corporate strategic direction and partnerships are strengths, and there is very good engagement by all agencies including the voluntary sector. The Children and Young People's Trust Board provides strong governance and very good strategic direction and, increasingly, effective commissioning of integrated services. There continues to be much goodwill and commitment among all the partners, especially from schools. We continue to make good progress towards more targeted effort, more effective early intervention and prevention and closer integration of services. The publication of the Prevention Strategy – Closing the Gap – has helped to focus more effort on

tackling achievement gaps. There is good progress in achieving the goals and targets in the Children and Young People's Plan. There have been good improvements in 80% of the performance indicators and 71% of the challenging targets we set have been met or exceeded. A further 15% of targets have been very nearly met. There are very few areas of unsatisfactory performance. The Plan has been revised in 2008 with the full participation and engagement of partners and stakeholders, including young people.

The Children's Trust has many excellent services and is highly ambitious for the local community. It is responsive and listens well to the views and needs of parents, carers, children and young people. There is a very good children and young people's participation strategy and in the past year there has been good progress in improving children and young people's ability to make a positive contribution, including a major consultation event for representatives of all the school councils in the borough.



Summary of Progress

Being Healthy

Outcomes for 'Being Healthy' are good and healthy lifestyles are promoted well. There has been very good progress towards the targets for the Healthy Schools programme with 63% of Kingston schools now accredited to the new scheme. Good progress has been made with the development of the strategy to tackle obesity in Kingston. Access to children's health services continues to be good. There has been very good progress in improving participation of children and young people in high quality physical education. In 2007-08, 82% of pupils aged 5-16 participated in at least 2 hours of high quality physical education per week, an increase from 69% in 2006-07 and 2% above the national target for 2007 of 80%. The teenage conception rate continues to reduce and is well in line with agreed targets. The 2007-08 target was exceeded. The teenage pregnancy reduction rate in Kingston is over double the reduction in London and the third highest reduction rate in London. Very good progress has been made in ensuring all schools have a compliant Sex and Relationships Education Policy. There is effective action to promote children and young people's mental health. Good progress has been made towards achieving a comprehensive CAMHS. Our self assessment on the effectiveness of meeting the mental health needs for children for 2007-08 is fully compliant.

Health indicators for children in care are good, and there is steady improvement in performance in annual health checks and health screening for all children and young people in care and care leavers. 88.4% of children in care had an annual health check and teeth check in the last 12 months, and 100% of newly arrived UASC aged under 18 had a comprehensive health assessment. There has been good progress in addressing the health needs of disabled children and young

people and those with learning difficulties. There has been considerable improvement in the time between referral and diagnosis of ASD. Access to therapies continues to be a priority and we have made very good progress with our support for children with Speech and Language difficulties. There has been good progress in developing integrated services to improve the health and childcare available to parents and children aged 0-6 years. Seven Children's Centres have obtained designation and are offering multi-agency services. Good progress has been made in increasing the availability and accessibility of health visiting services to children especially vulnerable families and children. There is good progress in ensuring maternity services conform to NSF requirements and the percentage of women initiating breastfeeding within 48 hours after birth has increased from 86% in 2006-07 to 91% in 2007-08.

Staying Safe

Outcomes for 'Staying Safe' continue to be outstanding.

Performance in relation to almost all indicators show improvement and continue to be above average. Children and young people are provided with a safe environment and local safeguarding arrangements are very good. Most children feel safe in the community and there is a low rate of road traffic accidents. There is a very effective Local Safeguarding Children's Board. The incidence of child abuse and neglect is minimised and those most at risk of significant harm are well protected by good inter-agency cooperation. There is robust implementation of national guidelines in relation to child protection, including domestic violence. Agencies collaborate well to safeguard children. All children and families who are referred to the Safeguarding Team receive an appropriate and timely response and performance in this area is strong and improving.



Summary of Progress

There has been good progress in implementing a multi-agency strategy for early intervention and prevention, with evidence of significant improvement in this area. There is good progress in developing an agreed and widely understood information sharing strategy and the Local Authority has good knowledge of the needs and whereabouts of all children aged 0-16. Monitoring and support for children in care is very good and improving. All children in care live in safe environments and are well protected, all have an allocated social worker and the outcomes of reviews are positive. Good progress has been made in expanding foster care placements and the percentage continues to improve for children in care placed in foster care. There is very good placement stability. Children and young people with learning difficulties and, or, disabilities are also very well protected and well supported at home or in care placements. Transitions to adult services are very well managed.

Enjoy and Achieve

Outcomes for 'Enjoy and Achieve' continue to be outstanding with good improvement rates in 2007. There are good outcomes in the Foundation Stage and early years provision in Kingston promotes children's development very well. Educational standards for 5-16 year olds are very high and continue to improve, being well above national averages and those of similar authorities in all key stages. In 2007 the progress made by young people between the ages of 11 and 16 was amongst the best in the country. The attainment of pupils from BME communities is good overall and above average nationally. Attainment gaps have narrowed between pupils eligible for free school meals and other pupils. Good progress has been made in developing alternative education programmes and intervention strategies for raising the attainment of vulnerable pupils. There continues to be a very low

exclusion rate and attendance in schools is excellent. There are mostly good or outstanding schools and the numbers judged to be in these two categories by Ofsted has increased during the past year. Good progress has been made in reducing bullying and the fear of bullying and the Tellus 2 survey indicates most children enjoy school. Children and young people in care are well supported to achieve and attend school. Children and young people with learning difficulties and, or, disabilities achieve well and provision for them in schools is very good. There is very good access to cultural opportunities and the strategy to improve play provision has made very good progress.

Making a Positive Contribution

Outcomes for 'Making a Positive Contribution' continue to be outstanding and have improved since 2006-07. There is very good participation by children and young people in decision making and in supporting the community. An effective Participation Strategy ensures children and young people play an active part in changes and service developments that affect their lives. All services promote young people's voice and provide opportunities for children and young people to give feedback on services. The issues that young people raise are always acted upon and progress is reported to all the young people's consultation groups, including the Youth Council. Children and young people who are in the care of the Local Authority are also well supported to make a positive contribution and performance continues to be very good. 92% contributed their views as part of the statutory annual review process which is well above the national figure and an improvement on last year. There has been very good progress in increasing the number of disabled children who feel their views are taken into account in service developments.



Effective action is taken to prevent offending and good progress has been made in reducing the number of first time entrants to the Youth Justice System. The reduction from 2006-07 is 7.7% exceeding the annual target of 5%, which is also a national target. Very good progress has been made in improving the range of positive activities for young people and their participation through the Integrated Youth Support Service. Performance in this area is very good with 36% of young people being reached by publicly funded youth services exceeding both the LA target of 32% and the national benchmark figure of 30%. Performance in improving access for, and participation of, disabled children in out of school and leisure activities has been good. 508 children and young people with disabilities accessed sports through the Community Sports Coach Scheme, an increase of over 50% on the previous year.

Achieving Economic Well-being

Outcomes for 'Achieving Economic Well-being' continue to be outstanding and have improved since the previous year. There is very good support for young people to prepare for working life, with good coordination of 14-19 education and training. Good progress has been made in the provision and flexibility of 14-19 education and training with continued expansion of applied learning opportunities. Level 1 courses have increased from 14 in 2006 to 17 in 2007 and Level 2 courses have increased from 74 to 78. Vocational provision continues to be supported by a significant number of local employers with the involvement of 120 employers for 2007-08. There is very good quality 16-19 education and training. A key priority is to continue to improve the achievement of level 2 qualifications post 16 so that more 19 year olds are qualified to this level. In 2007, 77% of young people achieved a Level 2 qualification by the age of 19. Good progress has been made in improving the proportion of 19 year olds with A*-C passes including English and mathematics from 58.6% in

2006 to 61.7% in 2007. We continue to do very well in further reducing the number of 16-18 year olds not in education, employment or training. This year's performance of 3.2% has exceeded the targets for both the Local Area Agreement and national Connexions target of 3.5%.

Very good progress has been made in the further development of accredited programmes available to young people who participate in the Youth Service programme. In 2007-08, 40% of young people received an accredited award. The September Guarantee, ensuring all 16 year olds have a definite offer of further education, employment or training is implemented very effectively in Kingston. All Year 11 leavers in schools receive an offer of education, employment or training. The Local Authority in partnership with schools is making good progress in improving the quality and consistency of school sixth forms.

The Local Authority continues to perform well in ensuring children in care and care leavers are helped to achieve economic well-being. The proportion of care leavers compared to the local population in education, employment or training has increased from 68% to 74% in the past year. The Local Authority continues to perform well in ensuring that a high proportion of 16-19 year olds with learning difficulties and, or, disabilities participate in education, employment or training. Currently 79% are in education, employment or training, which is an increase of 4% compared to the previous year. There has been significant improvement and progress in the availability of affordable childcare for families with young children including the availability of childcare for disabled children and their families.

There is rigorous performance management and systematic monitoring of the progress of key targets and action plans in the Children and Young People's Plan. Analysis of all the key indicators and benchmarks shows sustained improvement over the past year for most areas of performance. Good progress is being achieved in implementing the



objectives in the Plan. The Local Authority is rigorous in analysing and monitoring available data, and in using good local intelligence, in order to target effort to the right issues in the most effective way. Our priorities are well judged and this review of the Children's Plan has led to a re-focusing of the plan on our most challenging issues for improvement.





Resources for Children's Services

Revenue Funding

A total of £148.2m revenue funding has been budgeted for across the Children's Trust to provide services for children and young people in 2008-09. This includes the PCT's identified funding for delivery of children's services in the area, informed by the national Children's Health Services mapping exercise.

Despite both the Local Authority and the PCT operating in difficult financial contexts, the funding for children's services has been maintained and further investment has been identified for priorities, in particular services for children with disabilities and special educational needs, and a range of preventative targeted services.

The £148.2m represents an overall increase in resources for children's services of 5.4% compared with 2007-08. The table shows that the relative spend on specialist, targeted and universal provision has been maintained for 2008-09, following investment in specialist and targeted services in 2007-08.

The Trust will continue to use detailed needs analysis to help inform future targeting of resources.

Capital Investment

There are a number of priorities in the plan dependent upon capital investment in new local integrated settings eg Children's Centres and integrated services for disabled children. The Trust will pool resources to ensure that any potential sites or funding opportunities are fully utilised so that the maximum benefit is obtained from any capital investment. An integrated asset management plan for the Children's Trust area is being developed, linking into the opportunities afforded by the Primary Capital and Building Schools for the Future programmes.

	2006-07 £m	2007-08 (exc PCT) £m	2007-08 (inc PCT) £m	2008-09 £m
Specialist (children at high risk)	15.0	18.1 (+20.7%)	18.1 (13%)	19.8 (13%)
Targeted and Preventative (families with complex problems, vulnerable children and families with identified needs, targeted geographical areas)	23.4	25.6 (+9.4%)	27.6 (20%)	29.3 (20%)
Universal (all children and families)	87.5	94.1 (+7.5%)	94.9 (67%)	99.1 (67%)
TOTAL	£125.9	£137.8 (+9.4%)	£140.6	£148.2



Joint Commissioning

The Trust has recently reviewed its terms of reference to strengthen the lead role it undertakes in commissioning all children's services in the area and implemented joint commissioning arrangements. This will build on the good work of joint planning and funding of services to date.

An Executive Commissioning Group has been established and the commissioning priorities for 2008-10 agreed:

Jointly with health:

- Integrated Disabled Children's Services and review of Community Paediatrics
- Provider Services (Schools Nurses, Health Visitors, Specialist Nurses (CP), LAC Health, SALT)
- Review of CAMHS Tiers 2 and 3 (Child and Adolescent Mental Health Services)
- Review of 3 tier sexual health service (London-wide)
- Establish joint agency resource panel
- Clarify implications of GP Commissioning

Other priorities:

- Completion of Integrated Youth Support Services
- Alternative provision for secondary age pupils to support Closing the Gap targets
- Involvement in development of Community Hubs to support Closing the Gap "families in cycle of low achievement"

- Children's Centres – a further 4 centres by 2010
- Special Educational Needs provision in mainstream schools – priority to increase provision for pupils with behavioural, emotional and social needs
- Supporting School Clusters in commissioning
- Budget holding lead professional role (research and consider pilot approach)

The CYP Trust Board has approved Commissioning Standards that will be applicable to all providers of services locally, to ensure both a consistent approach and to level the playing field for non-statutory service providers. A detailed commissioning framework guide has been developed to clarify how multi-level commissioning will operate in Kingston. This will ensure that the existing approach in Kingston is strengthened with a consistent and structured overview, targeting of capacity and resources and improved quality assurance.

There will continue to be a focus on re-commissioning children's health services, taking into account the Child Health Strategy and World Class Commissioning arrangements.

The Trust has made good progress on commissioning new services such as new Children's Centres, and local SEN provision, the Integrated Service for Disabled Children and the Integrated Youth Support Services and re-commissioning services including CAMHS. During the next year the Joint Commissioning Unit will support progress on the agreed priority areas, with a particular focus on schools and school clusters as commissioners of services and consider the benefits of implementing budget holding lead professionals.



Children's Workforce

There is a highly effective workforce and expert staff who contribute significantly to the quality of our services and the improvements we achieve. All Trust partners support good professional development and investment in improving skills and training.

The multi-agency workforce development group ensures that issues affecting the workforce are identified and available resources targeted to the following priorities:

- Recruitment and retention of more people into the children's workforce
- Increasing the children's workforce levels of qualification and meeting appropriate regulatory standards
- Strengthening inter-agency and multi-disciplinary working
- Developing new workforce roles
- Developing leadership and management roles to reflect new ways of working

There is now a focus on ensuring more effective multi-agency working to support Early Intervention and the Prevention Strategy – Closing the Gap – by developing an increasingly integrated workforce. The sub-group will respond to the national Children's Workforce Strategy to be published in Autumn 2008, and will develop an Action Plan to further progress integrated working and workforce reform for the area.





Review of Priorities in the Children and Young People's Plan

Overall the progress in achieving the targets and objectives in the Plan during 2007-08 has been very good. There has been good and very good progress for 80% of the performance indicators and in very few areas is there unsatisfactory progress or performance. The priorities in the Children and Young People's Plan are as follows:

Being Healthy

- To ensure children and young people are healthy and have healthy lifestyles
- To ensure children and young people with specific needs receive targeted support to be healthy
- To ensure there is well coordinated support to improve the healthy development and well being of children aged 0-6

Staying Safe

- To ensure children and young people are safe, have stability and are cared for
- To ensure children in care stay safe and have security and stability

Enjoying and Achieving

- To ensure children make good progress between the ages of 0-5 and are well prepared for school
- To ensure children and young people attend and enjoy school
- To continue to improve educational standards in the foundation stage and at all key stages in line with agreed targets
- To improve the achievements of children in care and other groups of children with specific needs

- To improve access for all children and young people to a range of play and recreational activities

Making a Positive Contribution

- To ensure children and young people engage in decision making, support the community and contribute to the development of services
- To ensure children and young people develop positive behaviour and are law abiding
- To support children and young people to manage change and challenges successfully

Achieving Economic Well-being

- To continue to increase the number of young people in further education, employment and training
- To ensure children in care and other specific groups achieve economic well-being
- To ensure children live in decent homes free from low income



Key Issues for Improvement

The following are the key issues for improvement or further development. They include targets in the Children and Young People's Plan where progress is slow or has been less than satisfactory or where performance has dipped in 2007-08. The priorities also include targets in the Local Area Agreement where the Local Authority aims to achieve even better outcomes.

Priorities in the coming year include developing the commissioning role of clusters; ensuring more effective multi-agency working especially in relation to improving the lead professional role and the use of the CAF; continuing to improve outcomes for the children and families most in need through more effective early intervention; achieving more effective integration especially with health professionals; and taking more effective action to tackle poverty, including new programmes delivered through Children's Centres.

Being Healthy

- Therapy waiting times
- Reducing Obesity (LAA)
- Effectiveness of CAMHS (LAA)
- Prevalence of Chlamydia in under 25 year olds (LAA)
- Improving participation in PE and sport (LAA)
- HPV immunisation take up

Staying Safe

- Increasing stability of placements (LAA)
- Further promote private fostering underpinned by our Private Fostering Strategy
- Reducing re-referrals
- Improve timeliness of CIC reviews
- Implement the parenting strategy
- Prevention/early intervention and wrap around through different levels of need

Enjoy and Achieve

- Improve the percentage of SEN statements completed within 26 weeks, including those where medical advice is required
- More focus on strengthening support for children in care, LDD
- Managing behaviour in primary schools
- Closing attainment gaps including the achievement gap between those on FSM and other pupils (LAA)
- Continue to expand cultural opportunities and play



Making a Positive Contribution

- Reducing the number of first time offenders (LAA)
- Reducing the number who re-offend
- More support at transition to secondary school

Achieving Economic Well-being

- Improve the percentage of 19 year olds achieving 5*A-C including English and mathematics
- Increase take up of childcare tax credits (LAA)
- September Guarantee extension for Year 12 students
- Improve the quality and increase the numbers in 6th forms
- Develop and implement 14-19 diplomas by 2013
- Reduce the inequality gap in the achievement of a Level 2 qualification by the age of 19 (LAA)

Service Management

- Embed the commissioning framework, including the commissioning standards, across the Children and Young People's Trust
- Maximise the investment opportunities from ECM: Primary Capital and Building Schools for the Future programmes by further developing the integrated strategy
- Review workforce development priorities to ensure they are in line with the Children Plan workforce development action plan





New Objectives in the Children and Young People's Plan

- Continue to improve user friendly health services for young people including sexual health and improved Chlamydia screening
- Develop a universal and targeted parenting programme for parents of 0-18 year olds
- Implement key targets in the crime reduction strategy to ensure fewer young people are the victims of crime
- Develop effective early intervention strategies to ensure children and young people on the edge of care are enabled to remain within their own home
- Increase the numbers of children and young people who enjoy school and are motivated to learn
- Reduce re-offending by young people
- Increase the number of young people who make a successful transition at ages 14 and 16
- Develop and implement an integrated strategy including opportunities through the Primary Capital Programme and Building Schools for the Future and the development of Community Hubs





Children and Young People's Plan 2008-09





Refresh of Objectives 2008-09

Being Healthy	Staying Safe	Enjoy and Achieve
<ul style="list-style-type: none"> 1.1 Increase healthy schools 1.2 Halt the rise in obesity among children 1.3 Improve user friendly health services including Chlamydia screening 1.4 Ensure all children and young people have at least 2 hours of high quality Physical Education per week and access to 5 hours PE per week 1.5 Reduce teenage conceptions 1.6 Schools sex and relationships education policy 1.7 Ensure effective drug and alcohol education, treatment and support 1.8 Integrate school nursing and health visitor services 2.1 Improve access to CAMHS 2.2 Develop services for the physical and mental health of children in care and unaccompanied asylum seeking children 2.3 Develop the integrated service for disabled children 2.4 Improve provision for speech and language, and occupational and physiotherapies 3.1 Develop integrated services in Children's Centres and Extended Schools 3.2 Increase the availability of health visitor services 3.3 Develop the child health promotion programme 3.4 Ensure maternity services conform to Maternity Matters requirements 	<ul style="list-style-type: none"> 1.1 Ensure the safe and consistent implementation of National Guidelines in relation to child protection 1.2 Ensure that children and young people affected by domestic violence are identified and supported 1.3 Reduce the number of re-referrals 1.4 Develop universal and targeted parenting programme 1.5 Ensure more effective earlier intervention strategies 1.6 Reduce referrals to children's safeguarding service 1.7 Improve early intervention and prevention through family support, Children's Centres, Extended Schools and IYSS 1.8 Develop an agreed and widely understood Information Sharing Strategy 1.9 Develop short break services for families of disabled children 1.10 Transition from Children's Services to Adult Services for young people with a disability 1.11 Implement key targets in crime reduction strategy for young people victims of crime 2.1 Increase placement stability for children in care 2.2 Expand fostering placements 2.3 Develop early intervention for children on the edge of care 2.4 Improve the number of children in care in foster placements or placed for adoption 2.5 Ensure appropriate response for children in care who go missing from placement 	<ul style="list-style-type: none"> 1.1 Improve integration of early years education and childcare 1.2 Develop effective support for parents and carers, in Children's Centres and Extended Schools, to help vulnerable children aged 0-5 2.1 Improve attendance and ensure attendance targets are met 2.2 Reduce bullying and the fear of bullying 2.3 Develop cluster services 2.4 Increase numbers of children who enjoy school 3.1 Continue to improve educational standards and narrow attainment gaps in line with agreed targets 3.2 Improve educational outcomes for the highly mobile 3.3 Continue to develop alternative education programmes and intervention strategies for raising the achievement of pupils with additional needs 3.4 Reduce fixed term exclusions 3.5 Improve the quality of teaching and learning through better quality ICT provision 4.1 Ensure good progress and attendance of children in care 4.2 Improve the achievement and progress of disabled children and pupils with SEN 4.3 Improve the percentage of SEN statements completed within 18 weeks 4.4 Improve the number of supervised juveniles in EET 5.1 Implement the play strategy 5.2 Increase participation in cultural activities for all children and young people 5.3 Improve literacy through promotion and support for development of reading



Refresh of Objectives 2008-09

Making a Positive Contribution	Achieving Economic Well-being	Service Management
<ul style="list-style-type: none"> 1.1 Ensure the Children and Young People's Participation Strategy is embedded 1.2 Improve the percentage of CIC who contribute their views 1.3 Increase the number of disabled children whose views are taken into account 2.1 Reduce the number of first time offenders in the youth justice system 2.2 Reduce the number of children in care who receive final warnings and convictions 2.3 Improve the range of positive activities for young people, and increase their participation 2.4 Improve social cohesion by engaging more young people in community activities 2.5 Reduce re-offending by young people 3.1 Increase the number of vulnerable children who experience a successful transition from primary to secondary school 3.2 Improve access for and participation of disabled children and CIC in leisure and out of school activities 	<ul style="list-style-type: none"> 1.1 Expand the provision and flexibility of 14-19 education and training 1.2 Increase vocational provision 1.3 Continue to improve the achievement of level 2 qualifications post 16 1.4 Reduce the number of 16-18 year olds not in education, employment or training 1.5 Continue to develop the accredited programmes achieved by young people 1.6 Implement the September Guarantee so that all 16 and 17 year olds have a definite offer of further education, employment or training 1.7 Increase the number of young people who make a successful transition at age 16 1.8 Improve the quality and consistency of school sixth forms 2.1 Increase the number of children in care in further education, employment and training 2.2 Increase the participation rates of black, minority and ethnic groups aged 16-19 successfully into education, employment or training 2.3 Increase the proportion of 16-19 year olds with learning difficulties and/or disabilities into education employment or training 2.4 Increase the uptake of direct payments by families with disabled children 2.5 Improve the availability of affordable childcare 2.6 Improve the availability of childcare for disabled children 2.7 Support more disabled children and those with learning difficulties to engage in work experience 3.1 Support parents and carers eligible for child tax credit to claim it 3.2 Reduce the number of children that live in overcrowded homes and temporary accommodation 	<ul style="list-style-type: none"> 1.1 Recruit, develop and retain staff and increase levels of qualifications 1.2 Strengthen interagency and inter disciplinary working 1.3 Promote integrated leadership and management 2.1 Embed Joint Planning and Commissioning support arrangements 2.2 Implement Joint Planning and Commissioning Strategy and Framework 3.1 Develop Integrated Asset Management Strategy



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



Action Plans



BEING HEALTHY

Objectives	Performance Measures	Key milestones and timescales
<p>BH 1.1 Increase the proportion of healthy schools</p>	<ul style="list-style-type: none"> • 95% of schools accredited by 2009 • 100% of schools engaged in the revised programme by 2009 • % of schools working towards 'good' status 15% by April 2009 increasing to 30% by 2010 	<ul style="list-style-type: none"> • Build on existing partnership within cross borough healthy school team from April 2008 • Key schools still to be accredited are identified and targeted by Healthy School Consultants for focused support each term • Predicted % of schools submitting to Quality Assurance Group each term in line for March 2009 target • Schools continue to use CPD opportunities matched to criteria needed for healthy school status • Continue to work with other agencies to support schools effectively in all four themes • Maintain outstanding RAG rating – March 2009
<p>BH 1.2 Develop coordinated strategies across all agencies to halt the rise in obesity among children</p>	<ul style="list-style-type: none"> • By 2010 (NCMP 2009-10) no more than 8.3% reception and 16% year 6 children with height and weight recorded will measure as obese • By 2010 the percentage of reception and year 6 children weighed and measured will have reached 92.8% and 89.3%, respectively • Increase the uptake of hot school meals from baseline established in 2008-09 	<ul style="list-style-type: none"> • Continue to deliver MEND to 8 to 11 year olds and begin programmes for 11 to 13 year olds • 7 of RBK Children's Centres to have healthy eating policies in place by Spring 2009 • Increase access to Cook and Eat programmes to parents and children in Kingston from April 2008 • From April 2008 deliver training to a range of health and non-health professionals to improve their knowledge, skills and confidence to actively promote healthy lifestyles and to signpost people appropriately • From April 2008 support medium and high priority schools, indentified in last year's school meal audit, to implement action plan • From April 2008 expand the Walking for Health programme in Kingston to attract children and families

Being Healthy

Objectives	Performance Measures	Key milestones and timescales
<p>BH 1.3 Continue to improve user friendly health services for young people including sexual health and improved Chlamydia screening</p>	<ul style="list-style-type: none"> Annually 17% of resident population aged 15-24 accepting a test screen for Chlamydia By March 2009, at least 75% of relevant staff working with young people have attended some of the sexual health training (including Chlamydia screening training) 	<ul style="list-style-type: none"> All professionals working with young people have access to level 1 sexual health training (including condom distribution scheme training, Chlamydia screening, and the 'You're Welcome' criteria) Chlamydia screening (as part of the SW London Chlamydia Screening Programme) is actively offered (on an opt-out basis) to all 15-24 year olds who attend services working with young people Questionnaires are agreed with relevant stakeholders (including provider services) for actual and potential services users and mechanisms are identified for distribution, collection, data collation and analysis, and how the findings are acted upon (as included in performance management of service providers) Training databases are developed by March 2009 Chlamydia Screening Programme SLA offered to all KPCT community pharmacies and GPs by July 2008 Establish support of sexual health integrated care pathways by August 2008 From April 2008 School Health capacity, capability and support is strategically and operationally identified and gaps addressed so they have the scope to offer full range of contraception services including relationships support Increase the availability of accessible contraception services and of the provision of LARC
<p>BH 1.4 Improve access to leisure provision for young people to ensure all children and young people have access to 5 hours of high quality PE per week with at least 2 hours within the curriculum</p>	<ul style="list-style-type: none"> By July 2009, 90% of pupils aged 5-16 will be participating in at least two hours of high quality Physical Education per week rising to 92% by July 2010 	<ul style="list-style-type: none"> By September 2009 provision for participation in out of school hours clubs and inter school sporting activities needs to be established (using data tracking to identify each student's progress towards 5 hours) By May 2009 secondary schools to have developed feasibility plans for increasing curriculum provision for September 2009 By September 2009 expand accountability procedures and develop a monitoring and evaluation process that leads to constructive feedback from schools, coaches and external providers to help assess what is going on across the partnership

Being Healthy

Objectives	Performance Measures	Key milestones and timescales
<p>BH 1.5 Continue to meet the targets for reduction in teenage conceptions</p>	<ul style="list-style-type: none"> To achieve an overall 40% reduction in the rate of teenage conceptions by 2010 over the previous ten years The under 18 conception rate per 1000, will reduce to 21.4 in 2008-09 (2007 figures) and 20.5 in 2009-10 (2008 figures) 	<ul style="list-style-type: none"> Sustain and further expand KU19 and SHARXX projects from April 2008 Continue to improve information for all young people about sexual health and contraceptive services from April 2008 Sustain improved targeting of information, advice and guidance in specific neighbourhoods with higher rates of under 18 conceptions through making good use of the Youth Service mobile facility, locating stopping points according to intelligence derived from ward level data From April 2008 implement relevant measures set out in 'Closing the Gap', Kingston's Preventative Strategy designed to promote personal ambition and aspiration as an effective method of reducing conceptions. Ensure all young people have access to 'young people friendly' sexual health services appropriate to their needs Expand under 19s emergency contraception schemes through Enhanced Pharmacy contracts By 2010 ensure all young people have access to free pregnancy testing, counselling and speedy referral to NHS abortion or maternity services
<p>BH 1.6 Ensure all schools have a compliant sex and relationships education policy and age appropriate programme</p>	<ul style="list-style-type: none"> 100% secondary schools will have a compliant SRE policy in place that has been reviewed within the last 3 years 100% primary schools will have a compliant SRE policy in place that has been reviewed within the last 3 years 100% special schools will have a compliant SRE policy in place that has been reviewed within the last 3 years 	<ul style="list-style-type: none"> By Autumn 2008 additional SRE consultancy time will be agreed by the Teenage Pregnancy Board and schools that have not recently reviewed their policies will be targeted for support From Spring 2008 and on-going, all new Healthy Schools applications will be scrutinised to ensure that all SRE policies have been recently reviewed By Spring 2009 schools will attend SRE policy training sessions By December 2008 the LA will feed back to the Youth Council improvement actions relating to SRE provision in secondary schools

Being Healthy

Objectives	Performance Measures	Key milestones and timescales
<p>BH 1.7 Ensure effective drug and alcohol education, treatment and support is available for children, young people and their families</p>	<ul style="list-style-type: none"> • At least 20 young people attend smoking cessation groups in the year to March 2009 and at least 5 stop smoking by the end of group and annually thereafter • By March 2010 increase the number of young people entering structured treatment by 10% on the 2006-07 baseline • All young people assessed as requiring specialist substance misuse treatment have a comprehensive assessment undertaken within 5 days of referral • By 2011, 100% of young people presenting at A and E department intoxicated (drugs and alcohol) receive drug and alcohol information and are offered an appointment to see a substance misuse worker 	<ul style="list-style-type: none"> • Continue to target key staff teams to increase capacity for Tier 1 training • Promote new common referral form and work of ID team among key partner agencies from 2008 • DAAT Joint Commissioning Manager to monitor number entering treatment and origins of referrals quarterly and report to CYPP, Joint Commissioning Unit or Joint Commissioning Executive, as appropriate. • ID team to run four smoking cessation groups - one during each quarter 2008-09 • Implement actions and milestones in the Young People's Treatment Plan through the ID virtual team work plan for 2008-09 to ensure national performance indicators met locally and are informed by NTA and NICE guidance
<p>BH 1.8 Improve health outcomes by integrating school nursing and health visitor services into the Children's Trust</p>	<ul style="list-style-type: none"> • 69% of babies breastfeeding at 6-8 weeks (VSB11) by March 2009, rising to 74% by March 2011 • At least 90% girls aged 12-13 years immunised for human papilloma virus (VSB10_18) annually • At least 95% children aged two immunised for measles, mumps and rubella (VSB10_10) annually 	<ul style="list-style-type: none"> • Agree Service Level Agreement with Children and Families Health Services for 2008-09 • Work with other commissioners and Children and Families Health Services to agree phased implementation of the Child Health Promotion Programme • Completeness of data collection for breastfeeding status coverage by April 2009 will meet operating plan target of 85% • Funding and recruitment for human papilloma virus vaccination programme to be agreed in order for the programme to be delivered from September 2008 • Recruit immunisation co-ordinator by October 2008 • Immunisation co-ordinator to review immunisation policies and target low uptake areas from October 2008

Being Healthy

Objectives	Performance Measures	Key milestones and timescales
<p>BH 2.1 Improve emotional and mental health by developing access to a comprehensive CAMHS</p>	<ul style="list-style-type: none"> • 100% of referrals to Tier 3 will be seen within the 11 week timescale • 100% of requests for consultation/support from FASS will be responded to within 4 weeks • Increase the number of staff trained to support children and young people at Level 1 	<ul style="list-style-type: none"> • Produce a comprehensive CAMHS Strategy with identified priorities and action plan by December 2008 • Develop training plan for Level 1 training for schools via Cluster arrangements in line with CAMHS Strategy • From April 2008 all children in care who have had or are likely to have two placements (or more) will have a tailored package of support via specialist support to carer and children and young people • A joint panel to agree support arrangements (and funding) will be established in August 2008 to ensure coordinated support of those most in need • Improve placement stability of children in care by providing specialist CAMHS support to carers and to children and young people from April 2008
<p>BH 2.2 Further develop services which give priority to the physical and mental health of children in care and unaccompanied asylum seeking children</p>	<ul style="list-style-type: none"> • Initial medicals, reviews, immunisations and dental appointments will be achieved by at least 95% of cases annually • 100% of CIC will have a health care plan which identified health needs available for the first 28 day review • 90% of UASC who become looked after will have a mental health screening within 10 days of initial placement, leading to appropriate treatments as necessary • All CIC identified as having or likely to have a substance misuse problem receive appropriate services 	<ul style="list-style-type: none"> • Maintain compliance with all standards for health assessments, immunisations and dental checks annually • Maintain healthy living arrangements in all accommodation settings for CIC and UASC • Ensure all newly arrived unaccompanied asylum seeking children have a mental health screening • By April 2009 all CIC who meet the criteria will have a completed SDQ
<p>BH 2.3 Develop the integrated service for disabled children to ensure more coordinated services are available for disabled children</p>	<ul style="list-style-type: none"> • By September 2008 the average waiting time for ASD will be no more than 4 months • By March 2009 staff will be relocated into the integrated service 	<ul style="list-style-type: none"> • By October 2008, ASD integrated early support pathway implemented • By March 2009, single referral point for new service will be established • By January 2009, new co-located integrated service for children and young people with disabilities and complex health needs will be operational • By 2010 all staff will have been trained on the new single referral point and the new ICT system

Being Healthy

Objectives	Performance Measures	Key milestones and timescales
<p>BH 2.4 Improve provision for speech and language, and occupational and physiotherapies</p>	<ul style="list-style-type: none"> • By March 2008 50% aged 0-5 will be assessed within 13 wks of referral rising to 100% by March 2010; if treatment is considered necessary, it will be available immediately • By 2010 the number of statutory assessments for Speech and Language will be no more than 5 compared to 8 in 2007 • By 2010 the number of school action + packages in mainstream schools will increase to 35 compared to 27 in 2006 	<ul style="list-style-type: none"> • From April 2008 increase throughput of initial referrals to Speech and Language therapy • By March 2009 we will pilot Speech IPs in clinic • By September 2008 we will have explored ways of working with Children's Centres • By December 2008 will have reviewed options for joint/co-location with Children's Centres • By September 2008 we will target SRP outreach to support children on packages • By December 2008 we will have developed training for secondary schools to support OTs working with DCD children • By December 2008 we will have devised an implementation plan for therapies
<p>BH 3.1 Develop integrated services in Children's Centres and Extended Schools to improve the health and childcare available to parents and children, especially during 0-6 years</p>	<ul style="list-style-type: none"> • All primary schools will have access to childcare from 8am – 6pm by 2010 • All schools will provide the core offer of extended services by 2008 • All designated Children's Centres will offer access to core services • Increase number of multi-agency staff who receive additional training in health initiatives in Children's Centres from 64 in 2008-09 to 120 by March 2011 	<ul style="list-style-type: none"> • By March 2009 all Children's Centres will offer Healthy Lifestyle projects such as smoking cessation, healthy eating etc • By March 2009 all Children's Centres will have access to Jobcentre Plus information and an appointment system in place • By December 2008 all Children's Centres are delivering midwifery and health visitor services • By April 2009 ensure sufficient childcare for school age children on school or linked school sites • By March 2009 all Children's Centres are offering parenting support both as one to one and group interventions • Families Information Service will continue to signpost and match parents/carers to appropriate childcare • By March 2009 staff working in Children's Centres will have received additional training in breastfeeding, healthy eating and speech and language development

Being Healthy

Objectives	Performance Measures	Key milestones and timescales
<p>BH 3.2 Increase the availability of health visitor services to all children, and in particular to children with additional needs in Children's Centres</p>	<ul style="list-style-type: none"> • Health visitors available in all seven main Children's Centres in 2008-09 • Each Children's Centre has a named Health Visitor, with cover arrangements in place when on leave 	<ul style="list-style-type: none"> • Deliver core Children and Families Health Services in accordance with Service Level Agreement 2008-09 • Meet objectives as stated in the Children and Families Health Services Annual Plan
<p>BH 3.3 Develop the child health promotion programme guidance so there is more intensive support for parents of 0-5 year olds</p>	<ul style="list-style-type: none"> • At least 69% of babies breastfeeding at 6-8 weeks (VSB11) • At least 90% girls aged 12-13 years immunised for human papilloma virus (VSB10_18) annually • At least 95% children aged two immunised for measles, mumps and rubella (VSB10_10) annually • At least 20% of Health Visiting Team and School Nursing Team will be trained as smoking cessation counsellors by 2009 	<ul style="list-style-type: none"> • Deliver core Children and Families Health Services in accordance with Service Level Agreement 2008-09 • Work with commissioners to agree phased implementation of the Child Health Promotion Programme • Continue PCT programme of breastfeeding training to all staff working with babies • Recruit to school health team to enable human papilloma virus immunisation programme to be delivered • Develop and implement action plan to deliver human papilloma virus immunisation programme • Human papilloma virus immunisation programme delivered through schools in Kingston by June 2009
<p>BH 3.4 Ensure maternity services conform to Maternity Matters requirements, capacity is increased to meet demand and screening standards are met</p>	<ul style="list-style-type: none"> • By March 2009, 81% of women receiving services provided in the area see a midwife or a maternity healthcare professional, for health and social care assessment of needs, risks and choices by 12 completed weeks of pregnancy rising to 91% by March 2011 • Maternity services review action plan implemented by April 2009 • Screening standards will continue to be met in line with targets from the National Screening Committee and annual report produced 	<ul style="list-style-type: none"> • By December 2008 allocate Community Midwives to all Children's Centres to provide an appropriate service to meet families needs, particularly those from disadvantaged groups • By May 2008 submit a bid for commissioning services for care services improvement partnership support to help meet early access to maternity services target • Continue with present screening programme and ensure that staff receive ongoing education in screening • Ensure that the ante-natal screening coordinator has sufficient time for her role and a named deputy is in place • Ensure capacity is sufficient to meet demand for maternity services

STAYING SAFE

Objectives	Performance Measures	Key milestones and timescales
<p>SS 1.1 Ensure the safe and consistent implementation of National Guidelines in relation to child protection, including domestic violence by all social care and community health staff</p>	<ul style="list-style-type: none"> • Ensure that 100% compliance is achieved with Working Together and London Child Protection Procedures • Ensure that 100% of child protection cases are allocated to a qualified social worker • By 2010 the number of children who are the subject of a child protection plan will reduce by 10% compared to 2007 • Lessons from Serious Case Review will be identified and training arranged as appropriate 	<ul style="list-style-type: none"> • Continue robust child protection activity monitoring and quality assurance on a quarterly basis • Serious Case Review training delivered by January 2009
<p>SS 1.2 Ensure that children and young people affected by domestic violence are identified and appropriately supported</p>	<ul style="list-style-type: none"> • By March 2009, 100% of the children's workforce in Kingston will have received appropriate training to recognise and respond to children and young people who are affected by domestic violence 	<ul style="list-style-type: none"> • The Domestic Violence Sub Group's four task groups; <ul style="list-style-type: none"> - DV education and awareness - DV training - DV safeguarding responses - DV interventions <p>will meet at least bi-monthly to develop and implement the work plan to meet the needs of those children and young people who are affected, in any way, by domestic violence</p>
<p>SS 1.3 Reduce the number of re-referrals to ensure children and families who are referred receive an appropriate response</p>	<ul style="list-style-type: none"> • By March 2009 the number of re-referrals occurring within 12 months of the previous referral will reduce from 16% to 8% in 2008-09 and to 7% by March 2010 	<ul style="list-style-type: none"> • A dedicated programme of assessment framework training, including the use of DCSF tools and questionnaires will be delivered during 2007-08 and repeated in subsequent years up to 2010 • A monthly audit of practice looking at all re-referrals will be overseen by strategic managers to ensure good practice

Staying Safe

Objectives	Performance Measures	Key milestones and timescales
<p>SS 1.4 Develop a universal and targeted parenting programme for parents of 0-18 year olds (and up to 24 years for disabled young people)</p>	<ul style="list-style-type: none"> By March 2010 there will be a comprehensive package of universal and targeted parenting support available that is multi-agency By March 2010 there will be universal and specialist programmes available to groups less likely to access services and most excluded 	<ul style="list-style-type: none"> By September 2008 the 'Positive and Responsible Parenting in Kingston' strategy will be published and circulated across the Children's Trust By March 2009 there will be a parent support worker attached to each designated Children's Centre By March 2009 there will be a parent support worker attached to each cluster By March 2009 there will be two parent support workers working with groups less likely to access services
<p>SS 1.5 Ensure more effective earlier intervention strategies by developing the team around the child and young person including continuity of support with a lead professional at level 3</p>	<ul style="list-style-type: none"> All children at level 3 have an identified multi-agency lead professional by March 2009 All children at level 2 have an identified lead agency response by March 2009 	<ul style="list-style-type: none"> By January 2009 develop the role of practice supervisor in the team around the child/young person By March 2009 develop and reconfigure the Supporting Families Service for more effective early intervention and prevention By March 2010 establish co-located multidisciplinary teams
<p>SS 1.6 Fewer referrals to the children's safeguarding service</p>	<ul style="list-style-type: none"> The number of referrals of children in need per 10,000 population will reduce from 604 at March 2008 to 560 by March 2009 and 500 by March 2010 	<ul style="list-style-type: none"> Fully implement ICS Phase 1B database to deliver more consistent identification of Contacts and Referrals April 2008 Launch ISA database for information logging and service coordination within Prevention Services April 2008 Agree information sharing protocols with key agencies eg Police Public Protection Service. Ongoing 2008-09 All protocols approved by the Information Governance Board

Staying Safe

Objectives	Performance Measures	Key milestones and timescales
<p>SS 1.7 Improve early intervention and prevention through family support, Children's Centres, Extended Schools and Integrated Youth Support Service</p>	<ul style="list-style-type: none"> By March 2009 100% of schools will be participating in regular information exchange arrangements By March 2009 100% of Children's Centres and clusters will offer access to family support By March 2009 at least 80% of families accessing services in Children's Centres and Extended Schools will indicate that their needs are being addressed and met By March 2010 all children, young people and their families at vulnerability level 2 and above will receive a co-ordinated package of support which includes parenting support 	<ul style="list-style-type: none"> By September 2009 central hub delivering detailed reports to schools, clusters and Children's Centres including local need trends on a termly basis. This will inform service development and commissioning to meet local need By March 2009 Supporting Families Service will be redesigned to provide support and early intervention in a variety of ways including one to one and group interventions and in both universal and targeted situations Review holiday provision for children who are vulnerable or have additional needs by Summer 2009
<p>SS 1.8 Develop an agreed and widely understood Information Sharing Strategy</p>	<ul style="list-style-type: none"> By March 2009, 100 completed CAFs will be logged with the ASKK service rising to 200 by March 2010 	<ul style="list-style-type: none"> By December 2008 the newly established Information Sharing Governance Board will provide written guidance on sharing information across the Children's Trust By March 2010 a three tiered programme of training in Kingston's CAF and information sharing arrangements will be delivered By September 2008 the ISA technical solution to support the ASKK service will be delivering reports termly to schools and Children's Centres By March 2009 Kingston's ASKK/CAF arrangements will be published and available online By March 2009 develop protocols with neighbouring boroughs for out borough children in Kingston schools and Kingston resident pupils in out of borough schools
<p>SS 1.9 Develop short break services to support families who have a disabled child</p>	<ul style="list-style-type: none"> % of estimated number of disabled children to receive domiciliary support increasing to 70% by March 2010 compared to 47% in March 2008 All Family Support Workers will be registered as domiciliary staff with General Social Care Council 50% of family support staff will be NVQ Level 3 or equivalent qualified by March 2008 	<ul style="list-style-type: none"> By September 2008 undertake review of Family Support Service and develop 3 year Business Plan By July 2008 improve leisure access for disabled children and young people with personal care/behavioural needs Strengthen link between Family Support Service and Preventative Strategy to promote increased inclusion

Staying Safe

Objectives	Performance Measures	Key milestones and timescales
<p>SS 1.10 Ensure that all young people supported by the Disabled Children's Team Transition Service have an active Transition Plan</p>	<ul style="list-style-type: none"> • 100% of disabled children who turn 13 in any one year supported by the Transition Service are identified for their transition support needs • 100% of disabled young people who turn 19 in any one year accessing Adult Services have completed Transition Plans 	<ul style="list-style-type: none"> • From September 2008 Children's and Adult's Services convene a 6 monthly panel to track the transition progress of all 17+ year olds • Transition Panel membership and terms of agreement to be agreed through TAP (September 2008)
<p>SS 1.11 Implement key targets in the crime reduction strategy to ensure fewer young people are the victims of crime</p>	<ul style="list-style-type: none"> • Reduce year on year the number of young people who are victims of crime by 5% against the extrapolated annual figure of 768 in 2007-08* (*based on three quarters reporting) • Reduce the annual rate of 431.1 youth victims per 10,000 of the youth population by 5% year on year 	<ul style="list-style-type: none"> • Confirm baseline position for 2007-08 by July 2008 • Expand capacity of the YOT to focus on work with young victims through appointing new practice supervisor whose duties will include better targeting of support to young victims (to avoid repeat victimisation) May 2008 • Ensure that Youth Service curriculum continues to place high priority on personal safety and victim awareness issues • Ensure that the Targeted Youth Support Service/CAF assessments identify risky behaviours that can exacerbate the likelihood of young people becoming victims, from April 2008 onwards • Develop and maintain multi-agency plans to tackle perceived gang related activity at an early stage through targeted interventions to vulnerable groups or individuals
<p>SS 2.1 Reduce the number of children in care who experience three or more moves</p>	<ul style="list-style-type: none"> • From March 2008 fewer than 20% of CIC will be placed more than 20 miles from Kingston compared to 24% at March 2007. Reduce to 15% by March 2010 • At age 18 all care leavers children will have accommodation and an employment or training destination detailed in their pathway plan • Fewer than 9% of children in care will experience 3 or more placement moves in one year by March 2010 	<ul style="list-style-type: none"> • Monitor annually the minimum quality standards for all semi supported accommodation placements for unaccompanied asylum seeking children (UASC) • Continue to ensure all foster carers and residential care providers have full information on each child and are fully equipped to care for them by undertaking monthly case file audits • Ensure improved risk assessment and contingency planning before each placement

Staying Safe

Objectives	Performance Measures	Key milestones and timescales
<p>SS 2.2 Increase the number of foster carers</p>	<ul style="list-style-type: none"> Continue to reduce the % of CIC who are in residential accommodation to 20% by 2010 There will be 4 specialist placements for young people with challenging behaviour and an additional 8 placements for disabled children by 2010 There will be at least one placement for emergency mother and baby accommodation by 2010 By 2010, 70% of all CIC will be in foster or adoption placements 	<ul style="list-style-type: none"> Provide an enhanced training and support programme for all carers introducing the new Standards for Foster Care from April 2008 Increase the range of in house placement options to include mother and baby placement, placements for disabled children from April 2008 Implement a rolling foster carer recruitment campaign by September 2009 Continue to work in partnership with the Kingston Foster Care Association
<p>SS 2.3 Develop effective early intervention strategies to ensure children and young people on the edge of care are enabled to remain within their home and community</p>	<ul style="list-style-type: none"> From September 2008 all young people aged 13+ on the edge of care will be considered for the MST pilot project From April 2009 the number of young people aged 13+ entering the care system will reduce by 5% increasing to 10% by 2010 From September 2008 all young people who are on the edge of care will have their case reviewed by the Prevention and Resources Panel 	<ul style="list-style-type: none"> The implementation of the MST pilot project will be completed by September 2008 Clear referral pathways into MST or other prevention services will be developed by September 2008 A review of the Adolescent Support worker role in the LALC team will be undertaken by October 2008
<p>SS 2.4 Improve the number of children in care in foster placements or placed for adoption</p>	<ul style="list-style-type: none"> % of CIC aged 10-16 years in foster placements will be maintained at least 75% annually to March 2010 The recruitment of new carers will exceed the number of resignations and terminations of approval each year 90% of carers will express satisfaction with support arrangements in the annual inspection survey 100% of kinship carers express satisfaction with support and training From 2008 11% of children in care will be placed for adoption each year 	<ul style="list-style-type: none"> Undertake an annual review of the fee and allowance structure ensure fees for carers are commercially attractive Implement an improved support and training programme for kinship carers by April 2009 Ensure all new carers are inducted and supported and at the first review (12 months) express satisfaction at the support and training they receive from April 2008

Staying Safe

Objectives	Performance Measures	Key milestones and timescales
<p>SS 2.5 Continue to ensure that children and young people who go missing from their placement receive a timely and appropriate response to safeguard their welfare</p>	<ul style="list-style-type: none">• The number of CIC reported as missing from care on more than one occasion in each twelve month period will not exceed 5% and reduce annually to 3% by 2010• All carers and care providers will have clear guidance regarding the process for reporting children missing from care	<ul style="list-style-type: none">• Review guidance given to carers in Foster Carer Handbook by September 2008• Ensure where appropriate a pre placement risk assessment is undertaken and the PIR reflects risk of absconding• Team managers to review circumstances of any child missing for longer than 24 hrs or earlier referring to risk assessment or vulnerability/age of child

ENJOY AND ACHIEVE

Objectives	Performance Measures	Key milestones and timescales
<p>EA 1.1 Continue to improve the quality, provision and integration of early years education and childcare</p>	<ul style="list-style-type: none"> • By April 2009 the Local Authority will secure sufficient childcare provision to meet the demand • By September 2009 100% of early education providers attend Early Years Foundation Stage (EYFS) training • Increase the number of pre-school childcare settings with an Early Years Professional from 7% in March 2008 to 20% by March 2010 	<ul style="list-style-type: none"> • New action plan will have been implemented by March 2009 to address identified gaps and to maintain sufficient childcare places in KT1 and KT2. Three additional childminders recruited by March 2009 • During Summer 2008 a training Programme will support the delivery of the Early Years Foundation Stage in all settings. All settings will be ready for their inspections against EYFS framework from September 2008 • An Early Years Professional Network will be established by September 2008. This will raise awareness of the status and provide opportunities for CPD • Graduate Leader Fund Strategy established April 2008. Providing incentives to full day care settings to achieve graduate leadership moving to EYP Status
<p>EA 1.2 Develop effective support for parents and carers, in Children's Centres and Extended Schools, to help children with additional needs 0-5 to enjoy play, achieve educationally and develop socially</p>	<ul style="list-style-type: none"> • By April 2009 we will have evidence (in the CC SEF) that there is increased and effective support for parents and carers in Children's Centres • By November 2008 we will have evidence (in the CC SEF) that vulnerable children 0-5 have made progress in Personal, Social and Emotional Development and Communication, Language and Literacy (links to EA 3.1a) • By April 2009 all Children's Centres will have evaluated the services provided for parents and carers 	<ul style="list-style-type: none"> • By March 2009 all Children's Centres will be using the CAF for identifying vulnerable children and have established an effective system for charting their progress and achievement (links to EA 3.1a) • By March 2009 all designated Children's Centres will have an attached parent support worker from the Supporting Families Team • By March 2009 parent support will be available to targeted groups less likely to access services • By March 2009 Parent Support Workers will have received extra training to support play and learning • By March 2009 parents and carers will be consulted re satisfaction with services provided by Children's Centres

Enjoy and Achieve

Objectives	Performance Measures	Key milestones and timescales
EA 2.1 Improve attendance and ensure the Local Authority achieves its attendance targets including Persistent Absenteeism	<ul style="list-style-type: none"> • By July 2010, at least 82% of schools will achieve at least the median benchmark for similar schools • By July 2010, secondary schools' average attendance rate is at least 93.6% compared to 93.3% in July 2006 • By July 2010, primary schools' average attendance rate is at least 95.3% compared to 95.1% in July 2006 • By July 2010, special schools' average attendance rate is at least 90% • By 2009, to further reduce the overall rate of Persistent Absenteeism to 4.5% compared with 6.5% in July 2006 	<ul style="list-style-type: none"> • A whole borough attendance training day will be delivered to school attendance officers and SMTs by January 2009 • A brief and easy to use guidance on good practice in achieving attendance improvement will be issued to all schools in July 2009 • A further evaluation of the use of parenting contracts by September 2010 • During Summer and Autumn 2008 we will develop and implement, as a strategic priority, a support programme for the schools with an attendance rate below the national median. Co-ordinated work between EWOs, School Improvement Inspectors and SIPs will ensure that this is an ongoing strategy
EA 2.2 Reduce bullying and fear of bullying in Kingston	<ul style="list-style-type: none"> • 100% schools continue to implement the new system for recording and reporting of racist incidents by 2009 • 40% of schools make returns on reported serious incidents to the LA each term by 2009 • 100% of schools have engaged in training in anti-bullying strategies (by July 2009) • 100% of Ofsted inspection reports indicate that the outcomes for Staying Safe are Good or Outstanding (annual and on-going) • Pupil Tellus survey indicates that bullying and the fear of bullying is reducing year-on-year 	<ul style="list-style-type: none"> • Revised anti-bullying guidance agreed across LCS and piloted with schools for September 2008 • An Autumn Term 2008 consultation with primary and secondary school pupils on LA anti bullying guidance will give opportunity for them to contribute to and participate in discussion about new guidelines and this will be continued following implementation during 2008-09 for ongoing evaluation of the strategy • In May 2008 a training programme that addresses serious behavioural incidents and anti-bullying strategies will be provided for schools via CPD programme • By March 2009 a good practice site via intra and internet will publish guidance for schools, governors and parents • During Autumn 2008 schools will use PASS for pupil self evaluation and establishing a baseline and understanding about pupil's social, emotional development and well-being

Enjoy and Achieve

Objectives	Performance Measures	Key milestones and timescales
<p>EA 2.3 Ensure the extended services core offer (through clusters and Children's Centres) improves educational outcomes of children with additional needs</p>	<ul style="list-style-type: none"> • By March 2009 establish the number of identified vulnerable children who have accessed a core service via cluster initiatives • By March 2009 the number of families using the Children's Centre reflects the percentage of vulnerable families in the Children's Centres' reach • By March 2009 establish the number of families accessing Children's Centres services from targeted groups who do not usually access services or most excluded • By March 2009 establish the percentage of parents satisfied with services 	<ul style="list-style-type: none"> • Cluster arrangements will be more robust from September 2008 because of additional resources and review and evaluation • From September 2008 all clusters develop detailed action plans targeting support for vulnerable children • Supporting Families Team fully recruited and operational by March 2009 • In September 2008 all clusters will produce an end of year report including number of children who have accessed a service, these will be disseminated and reviewed • By March 2009 parents of children using extended services consulted regarding satisfaction with services
<p>EA 2.4 Increase the numbers of children and young people who enjoy school and are motivated to learn</p>	<ul style="list-style-type: none"> • By January 2009 establish a baseline of children and young people's views related to their enjoyment and motivation at school and collate these at a LA, school, cluster and individual level • By March 2009 set targets for increased enjoyment and motivation 	<ul style="list-style-type: none"> • During Summer 2008 in partnership with schools and CYP establish a method of collating children and young people's attitudes towards school and themselves as learners • Autumn term 2009 conduct survey and collect data • Spring 2009 analysis of outcomes produced at individual, school, cluster and LA level. Use and develop universal, targeted and specialist support for children in response to the data analysis • Spring/Summer 2009 schools demonstrate an appropriate response to information – seen in exclusion data each term. Partnership work between services means schools are supported to provide well for individuals and groups for whom school is an unhappy place • Summer 2008 children's services will review support for schools educating children presenting serious behaviour difficulties with a view to improvement • Summer/Autumn 2008 primary and secondary schools are supported to develop the curriculum to meet the needs of all pupils re Curriculum Review Conference with Sir Jim Rose, Autumn leadership focus on outdoor classrooms/learning • Summer/Autumn 2008 publicise and explain TDA SiP Framework to heads to plan for learning potential

Enjoy and Achieve

Objectives	Performance Measures	Key milestones and timescales
<p>EA 3.1a) Continue to improve educational standards and narrow attainment gaps in the foundation stage in line with agreed targets</p>	<ul style="list-style-type: none"> • By 2009 children scoring 6+ for Personal Social and Emotional Development scales rises from 77.4% in 2007 to 80% • By 2009 the % scoring 6 or more in all Communication, Language and Literacy (CLL) scales rises from 52.9% in 2007 to 58% • By 2009 the percentage of children achieving 6 or more in all PSED and CLL scales rises from 49.9% in 2007 to 56% • By 2009 children with total of 78 points rises from 73.6% in 2007 to 84% • By 2009 the percentage of children achieving 6 or more in all PSED and CLL scales and with a total of 78 points rises from 44.2% in 2007 to 55% • By 2009 the achievement gap narrows between the lowest 20% of children and the rest of the population, (scoring a median point score of 78 points) from 37.3% in 2007 to 29.7% • By 2009 the % of boys scoring 6 or better for writing increase from 50% in 2007 to 55% 	<ul style="list-style-type: none"> • September 2008 EY Conference on Inclusion is followed by termly Coordinator meetings, professional development and sharing of good practice to secure improvement and evaluate impact • By end of 2009, 100% of schools and PVI setting are successfully implementing the EYFS curriculum • Autumn 2008 deliver new course on Closing the Gap in FS, for targeted schools • September 2008 identify settings and schools where standards are low, including analysis by gender, FSM and target resources where provision needs to improve • 2008-09 dedicated EY consultant support to Children's Centres develops high quality provision and case studies to demonstrate that children achieve well and targets are met • Summer/Autumn 2008 deliver workshops with Children's Centre, Nursery and Pre-school groups to moderate use of Nursery Profile to establish consistent baseline for performance of Children's Centres • Summer 2008 moderation meetings for FSP, including effective use of data to improve provision and learning and extension of support to PVI settings • During 2008-09 provide training sessions for PVI Managers on effective self evaluation in preparation for new Ofsted Framework • Schools and settings are supported to prepare for extended and flexible hours requirements in September 2010 • Recruit additional EY Consultant from September 2008, to ensure that capacity is maintained • By July 2009 extend opportunities for parents to be involved in their children's learning through Children's Centre activities, key worker development, use of learning journeys to directly engage parents and improve PSED

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Objectives	Performance Measures	Key milestones and timescales
<p>EA 3.1b) Continue to improve educational standards and narrow attainment gaps in the primary stage in line with agreed targets</p>	<p>By 2009</p> <ul style="list-style-type: none"> • KS1 increase at L2+ and L3+ • KS1 increase at L2+ for boys particularly in mathematics (currently 92%) • KS1 narrow gaps between pupils eligible for FSM and others at L2+ particularly in writing (currently 19%) • FSP-KS1 progress improved for groups of pupils from all of the FSP bands • KS1 overall attainment is in line with FFT expectations or better in all schools (currently 25/27 schools) • KS1 FFT 3-year summary shows that 'progress' of Black African, Indian and Other Asian pupils is steady (currently downward trend) • KS2 increase L4+ and L5+, including meeting stretch targets • KS2 increase L4+ in English and mathematics 85% (currently 76%) • Reduce the number of schools below the floor target in mathematics to 2 or less (currently 4) • KS2 increase L4+ for boys in English, mathematics and science (currently 78%, 81%, 88%) • KS2 narrow gap between pupils eligible for FSM and others at L4+ in English and mathematics (currently 18%, 21%) • KS1-2 89% of pupils make at least 2 levels of progress in English and 90% in mathematics • By 2010 BME achievement will be at least in line with their peers • KS2 FFT 3-year summary shows that progress of Indian pupils is steady (currently downward trend) and that Statemented pupils is improving (currently steady and significantly below national expectations) • Ofsted judges 100% of schools to be at least satisfactory, 85% to be good or better and 35% to be outstanding (currently 100%, 92%, 38% for 2007-8 inspections) • 100% schools with KS2 pupils involved in MFL programme (currently 93%). Some schools managing with AST type support from Coombe or Tiffin Girls and some having regular teaching support 	<ul style="list-style-type: none"> • Identification of schools with low standards, poor progress, large gender gaps, high number of pupils with EAL or wide subject differentials by September 2008 and plan intervention • Autumn 2008 and ongoing provide English and mathematics support by consultants, through new support agreements with leadership teams, subject leaders and class teachers in identified schools • By July 2009 deliver new and repeat courses funded for subject leaders of English and mathematics. KS2 CAME, new frameworks, new teachers etc • Autumn term 2008 and ongoing, provide science support via AST for leadership teams, subject leaders and class teachers in identified schools to improve the provision for and progress of all pupils in science • By July 2009 provide effective mathematics and ICT support via AST with free software related to Maths in Motion • By July 2009 disseminate new APP materials through PD sessions for Headteachers, subject leaders, Y1, Y3, Y4, Y5 teachers and Teaching Assistants • Target support for teachers in Y2 and Y6 through courses during Autumn and Spring term and moderation Summer 2009 • Specific cluster based projects and Family Learning courses will be linked to locally identified attainment gaps in 2008 • By June 2009 Making Good Progress project will be effective in 6 schools with poor KS2 progress • Termly Primary News Sheet produced and circulated. Monthly Mathematics Information Sheet and regular English and Literacy Information Sheet • Annual update for Governors on Literacy, Mathematics and SEN developments in 2008 • By July 2009 all schools will be supported by Coombe Girls and Tiffin Girls to provide MFL within KS2, using a variety of support models. Primary schools funded for this development

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Objectives	Performance Measures	Key milestones and timescales
<p>Continued from p.35 EA 3.1b) Continue to improve educational standards and narrow attainment gaps in the primary stage in line with agreed targets</p>	<ul style="list-style-type: none"> 100% of SIPs and schools judge that progress of all groups is at least in line with expectation and schools' evaluation of performance and provision is accurate and followed by appropriate intervention 	<ul style="list-style-type: none"> Autumn 2008 establish pupil PASS pupil which will be funded for schools, with annual survey of pupils' attitudes influencing mentoring and support systems Provided Autumn Spring training events in Managed Learning Environment for schools and promote improved use of ICT, for example pod-casting, animation through work in schools and courses By July 2009 Gifted and Talented network promotes greater range of opportunities for more able pupils. Leading teachers with expertise in range of subjects across the curriculum identified and supporting schools Autumn 2008 new Primary Mathematics Consultant recruited and inducted Autumn 2009 new primary ASTs recruited and inducted

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Objectives	Performance Measures	Key milestones and timescales
<p>EA 3.1c) Continue to improve educational standards and narrow attainment gaps at Key Stage 3 in line with agreed targets</p>	<p>By 2009</p> <ul style="list-style-type: none"> • 100% of schools and departments will remain above floor targets for core subjects • 2NC levels of progress across the key stage well above average • LA stretch targets achieved • Attainment in English and mathematics at L5+ will reach 84% • Attainment in science at L5+ will reach 86% • Students making 2 levels of progress in English will reach 50% • Students making 2 levels of progress in mathematics will reach 77% • Attainment in English at L6+ will reach 61% • Attainment in mathematics at L6+ will reach 74% • Attainment in science at L6+ will reach 62% • SEAL materials established in Y7 PSHE programmes in all schools • 100% of core departments will be involved in the assessment for learning and use RAISEonline data analysis to improve targeted intervention and school self evaluation • At least 95% of teaching will be at least satisfactory and at least 65% judged good or better in Ofsted inspections • By Summer 2009 the progress of Indian pupils improves in science and the progress of Chinese pupils improves in mathematics and science so that it is at least in line with expectation • By Summer 2009 reduce the FSM attainment gap of 29% in English and the 23% in mathematics 	<ul style="list-style-type: none"> • By July 2009 strengthen transfers and transition Y6 to 7: <ul style="list-style-type: none"> - use of self evaluation toolkit - sharing information on vulnerable groups during Summer term - training for all departments to target at risk groups - regular reviews of progress - pilot science transition project • By July 2009 support for school and department self review will have improved evaluation, especially via the use of student voice to inform improvement • By July 2009 LA will have continued to support the use of SEAL materials through established networks and in collaboration with primary school partners and cluster working • By July 2009 LA will target intervention to develop pastoral support and pupil tracking systems and positive behaviour management via consultant support • In Autumn Term consultants will be supporting schools in use of question level analysis for SATs preparation • By July 2009 Cluster Link inspectors use local knowledge to encourage school improvement collaborations within and across clusters and use of specialist schools expertise • By July 2009 inspectors and consultants will have supported schools to embed the use of assessment for learning strategies, APP and the effective use of KS3 data to inform transition in to KS4 • During Autumn and Spring Terms LA will monitor schools with high EAL and mobility to ensure effective induction for new pupils by Summer 2009 • Autumn Term 2008 use LA consultants and ASTs to help teachers and HOD to focus on improving teaching and performance of underachieving groups including FSM, BME etc • By 2009 provide challenge and support provision for Gifted and Talented pupils via leading teacher meetings, training at Level 7 teacher assessment in English, mathematics and science

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Objectives	Performance Measures	Key milestones and timescales
<p>EA 3.1d) Continue to improve educational standards and narrow attainment gaps at Key Stage 4 in line with agreed targets</p>	<p>By 2009</p> <ul style="list-style-type: none"> • 100% of schools will remain above national floor target • 75% pupils overall attain 5 GCSE A*-C • 66% pupils gain 5 GCSE A*-C including English and mathematics • 94% attain 5 GCSE A*-G including English and mathematics qualifications • 97% pupils gain 1 GCSE A*-G • 75% pupils make 2 levels of progress KS3-4 in English • 47% pupils make 2 levels of progress KS3-4 in mathematics • Gender gap will reduce to 4.3% for 5 A*-G • 80% of achievement and provision judged good in school SEF documents and at inspection • Reverse downward trend in the performance of identified BME groups: Black Africans, Bangladeshi and Other Africans so that progress to attaining 5 GCSE A-C including English and mathematics is at least in line with expectation • By 2010 BME achievement will be at least in line with their peers • By Summer 2009 reduce the FSM attainment gap of 28%, at 5 GCSE A-C including English and mathematics, between those who are eligible for FSM and those who are not 	<ul style="list-style-type: none"> • By July 2009 use HODs meetings and managers meetings to focus on: <ul style="list-style-type: none"> - curriculum review and effectiveness - exchange of good practice - personalised learning - effective intervention strategies • By December 2008 personalised learning is strengthened through improved opportunities for WRL and alternative education • By July 2009 introduce new work agreements and provide targeted consultancy support and training to schools which are : <ul style="list-style-type: none"> - based on partnership - drawn from accurate use of data and local knowledge - negotiated and expressed in well focussed work agreements that are closely linked to school priorities - embedding assessment for learning strategies monitored for impact • Autumn and Spring term support school strategy managers to ensure effective teaching and learning strategies, including intervention, promoted through the national strategy, are continued into KS4 and regularly monitored by consultants • LA authority representative attends termly 'Expert teacher for Gifted and Talented' conference and provides training through networks • Consultants attend Study Plus training events in Summer term 2008 and disseminate • Spring 2009 target schools conduct paired observations with the inspectorate to ensure effective teaching and monitoring of learning, including intervention programmes • By Spring 2009 ensure schools with high EAL and mobility ensure effective induction and accreditation routes for new students • By Autumn 2009 headteachers and heads of department to reconsider effective intervention strategies for course work targeted support and incentives to close attainment gap • Use standards fund to support 2009 Easter and 2008 Summer schools for targeted individuals and groups in danger of underachieving

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Objectives	Performance Measures	Key milestones and timescales
EA 3.2 Improve educational outcomes for children who are highly mobile	<ul style="list-style-type: none"> To establish a baseline which identifies: <ul style="list-style-type: none"> the criteria for selection of highly mobile pupils, agree points at which progress will be measured 	<ul style="list-style-type: none"> By December 2008 agree terminology and definition By March 2009 establish a practical and manageable pupil monitoring device and data collection arrangement Throughout the year use national research, working groups as well as the RBK data team and cross LA services, including ASKK to develop this work
EA 3.3 Continue to develop alternative education programmes and intervention strategies for raising the achievement of pupils with additional needs	<ul style="list-style-type: none"> By 2007 90% of pupils will complete attendance at alternative provision and achieve accredited outcomes rising to 95% in 2009 	<ul style="list-style-type: none"> Develop and implement a Quality Assurance Framework for alternative education provision by September 2008 Ensure all alternative education provision has accredited outcomes by July 2008 Support providers to develop accreditation schemes for all alternative programmes used by Kingston pupils who would not normally access the national qualifications framework by July 2009
EA 3.4 Reduced fixed term exclusions	<ul style="list-style-type: none"> Number of days lost to secondary education through fixed term exclusions will reduce by 10% year on year from 2007-08 baseline target 	<ul style="list-style-type: none"> Autumn, 2008, ensure all schools are provided with comprehensive advice and guidance on the use of exclusion, including any statutory revisions Autumn 2008 revise the collection of exclusion data from schools to ensure that it is robust Disseminate comprehensive exclusion data to schools on a termly basis Provide school improvement inspectors with termly data in order to monitor the use of exclusions and challenge where necessary During 2008-09 embed work with the Secondary Collaborative Group to address provision for those pupils with additional needs and at risk of exclusion Autumn 2008 complete a review of the In-Year Fair Access Protocols to ensure there is adequate planning and provision for pupils who are excluded or at risk of exclusion

Enjoy and Achieve

Objectives	Performance Measures	Key milestones and timescales
<p>EA 3.5 Improve the quality of teaching and learning and service delivery through better quality ICT provision</p>	<ul style="list-style-type: none"> • By 2008, 25% of schools will have Managed Learning Environments available for use rising to 100% by 2009 • By 2008, 10% schools will be providing remote access for pupils rising to 50% in 2008 and 100% in 2009 • By Spring 2008 every pupil will have access to a personalised online learning space with the potential to support an e-portfolio • By December 2008 all pupils will have remote access to school networks • By 2010 every school will have integrated learning and management systems (a comprehensive suite of learning platform technologies) 	<ul style="list-style-type: none"> • Engage all schools in a process to develop a strategic vision for ICT that will underpin its use to enhance teaching and learning, improve efficiency and data transfer, facilitate self-evaluation and create a framework for Building Schools for the Future projects and other such activity by December 2009 • Encourage all schools to use BECTA's ICT Self Review Framework, to participate in the London SLICT course (for Heads and Senior Managers) and to achieve the National ICT Mark by July 2009 • Full roll out of VPN access providing remote access to school networks for students by December 2008 • Long term decision re learning platform provision taken for implementation in September 2008 • Teacher 'champions' for MLE development identified by January 2009 and used to disseminate best practice • Organise training programme for teachers in use of MLE by September 2008
<p>EA 4.1 Ensure good levels of progress and attendance of children in care</p>	<ul style="list-style-type: none"> • By 2009 at least 35% of CIC will achieve 5 or more grades A*-C at GCSE rising to 37% in 2010 • By 2009 at least 70% of CIC will achieve 1 or more grades A*-G at GCSE rising to 72% by 2010 	<ul style="list-style-type: none"> • During Autumn 2008 continue to expand data sharing with the school improvement service, utilising the ICS Protocol system to provide accurate measures of attainment and potential achievement for all children in care (CIC) • Autumn 2008 monitor the regular monitoring of progress of CIC and targeted interventions to support individual pupils in and out of school • During Summer 2008 and Autumn 2008 improve the range and quality of educational support arrangements and the provision available within schools for individual young people in line with their PEPs and Pathway Plans • During Summer and Autumn 2008 implement the newly revised Personal Education Plans to ensure more detailed knowledge of individual learning needs is available and disseminated. Ensure all CICs' achievements are recorded and celebrated and individual learning targets are agreed to help boost attainment • Ensure there continue to be designated teachers in all schools from 2008 and provide regular training to develop greater understanding of the needs of CIC

Enjoy and Achieve

Objectives	Performance Measures	Key milestones and timescales
<p>Continued from p.40 EA 4.1 Ensure good levels of progress and attendance of children in care</p>		<ul style="list-style-type: none"> • 100% of foster carers trained to support learning • Develop the co-ordination of the support provided to CIC by July 2009 • By Autumn 2008 establish clear criteria for the allocation of personal education allowances (PEA) for CIC and link this to the PEP
<p>EA 4.2 Continue to improve the achievement and progress of disabled children and pupils with SEN</p>	<ul style="list-style-type: none"> • Below level attainment: % of pupils <ul style="list-style-type: none"> - Not achieving L2 or above at the end of KS1 in reading, writing and mathematics - Achieving below Level 1 at the end of KS1 in reading, writing and mathematics - Not achieving L3 or above at the end of KS2 in English and mathematics - Not achieving L4 or above at the end of KS3 in English and mathematics - NI End of KS2: % L4+ in both English and mathematics - %pt gap - NI End of KS4: % 5A-C (inc English and mathematics) SEN/non SEN gap - Progress measures: 2NC levels of progress across a key stage (KS1-KS3) 	<ul style="list-style-type: none"> • 2008-09 continue to monitor progress and quality of targeted intervention to support individual pupils with SEN/LDD through effective provision mapping and management • Autumn 2008 promote use of Audit Commission VFM toolkit • Autumn 2008 audit need for Asperger Syndrome specific training and CPD and provide as appropriate • During Autumn and Spring 2008-09 ensure effective dissemination and training of IDP for SEN (Speech and Language and Dyslexia) • Summer/Autumn 2008 continue to monitor and discuss diagnosis and waiting times for Autism assessments in order to reduce assessment times • Autumn 2008 Review SCEP packages in order to improve provision • Ensure completion of new post 16 provision at Dysart and ensure admissions are at capacity for 2008 • Ensure Latchmere, Tolworth Junior and Knollmead KS2 SRPs is in place for September 2008 • Continued termly analysis of school exclusion data of pupils with SEN/LDD to target intervention and reduce exclusion • By Spring 2009 establish a systematic data collection of NEET, attendance and exclusions related to SEN/LDD • Autumn 2008 promote and develop the relatively new post of Specialist Workforce Development Officer from Dysart • Ensure continued induction and support for the SENCO/INCO role through high quality training and CPD

Enjoy and Achieve

Objectives	Performance Measures	Key milestones and timescales
<p>EA 4.3 Improve the percentage of SEN statements completed within 26 weeks where medical advice is required</p>	<ul style="list-style-type: none"> By March 2009, 75% of all assessments will be completed within 26 weeks rising to 80% by March 2010 	<ul style="list-style-type: none"> From April 2008 we will provide the DMO with monthly monitoring data. All notices issued re individual cases will be forwarded to the Chief Executive of the PCT By June 2008 we will provide a quarterly alert to SEN Policy Group to ensure the Strategic Director of Learning and Children's Services has up-to-date trend data to inform ongoing discussions with PCT From July 2008 6-monthly reports will be provided to the Strategic Director of Learning and Children's Services for discussion with the Chief Executive of the PCT where NHS reports are overdue By 2010 we will have reduced overall caseloads of assessments and advice givers and the number of pupils who have been subject to assessments and have a Statement to less than 1.7%
<p>EA 4.4 Continue to improve the number of supervised juveniles in EET</p>	<ul style="list-style-type: none"> Each year at least 90% of young people supervised by the YOT will be in EET on completion of their intervention programme and by 2010 94% will be in EET All young people who require a work experience placement will be provided with one All supervised young people aged 16+ will achieve at least one accredited learning outcome from 2007 onwards. (This has been amended to identify specifically those who leave school without qualification as the target priority group) 	<ul style="list-style-type: none"> During 2008 work with the 14-19 partnership will maintain and support a group of employers and training organisations to provide supervised work experience placements for hard to place young people Expand the range of accredited activities delivered by the YOT to ensure all YOT clients in 2008-09 receive at least one an accredited outcome By March 2009 improve quality of Connexions interventions to support access to EET through revised partnership activities delivered through the IYSS During 2008-09 sustain the E-learning work group and establish individual programmes that will be offered to all supervised young people aged 16+ without a qualification. In appropriate cases participation will be made a condition of their community sentence Ensure year on year higher levels of YOT client participation in September Guarantee programmes from 2008 onwards

Enjoy and Achieve

Objectives	Performance Measures	Key milestones and timescales
EA 5.1 Implement the play strategy and increase participation of children in play	<ul style="list-style-type: none"> By March 2009 at least 155 children will be using Dickerage Adventure Playground and by 2010 175 will be using Dickerage Adventure Playground and 100 will be using the new outdoor play area at King George's Fields 	<ul style="list-style-type: none"> Open King George's Field Playground by October 2008 Establish performance monitoring processes for use of King George's Fields from October 2008
EA 5.2 Improve outcomes by increasing participation in cultural activities for all children and young people through provision of a range of high quality cultural opportunities	<ul style="list-style-type: none"> The number of clubs with Clubmark accreditation for sports will increase from 8 in 2008 to 12 at March 2009 and 15 by March 2010 Increase Participation in 3 X 30minutes high quality curricular and extra curricular activities by young people from 69% in 2007 to 90% by 2010 By 2009 75% of Kingston residents will be within 20 minutes travel time of a range of three different sports facility types, at least one of which has achieved a recognised quality mark (Quest accreditation) compared to 62% in 2006. Triennial national survey on access to quality accredited sports facilities (Active Places) 	<ul style="list-style-type: none"> Support additional sports clubs through the development of sport specific strategies to work towards Clubmark accreditation by March 2010 Implement the Sports Partnership Plan and the LAA stretch target proposals for participation by children with disabilities to ensure participation rises to meet the target by August 2010 Active Places: Quest accreditation will be required for the remaining unaccredited centre (Hawker Centre) as part of contract negotiations by the 2009 measurement deadline
EA 5.3 Improve literacy through promotion and support for development of reading in children, young people and families	<ul style="list-style-type: none"> By 2009, 12% of children aged 4-12 will be participating in the reading challenge, rising to 13% by March 2010. This includes 7% of eligible boys in 2008, rising to 9% by March 2010 By 2009, 57% of starters will complete the Reading Challenge rising to 60% by March 2010 By 2010 the percentage of children receiving the bookstart pack will be: 100% children aged 7-9 months, 80% aged 18-36 months and 99% aged 3-4 years 	<ul style="list-style-type: none"> In 2009 2,200 children to enter Summer Reading Challenge promoted through libraries, at least 50% to be boys

MAKING A POSITIVE CONTRIBUTION

Objectives	Performance Measures	Key milestones and timescales
<p>MPC 1.1 Ensure the Children and Young People's Participation Strategy is embedded in the practice of all parts of the Children and Young People's Trust</p>	<ul style="list-style-type: none"> By 2009 at least 15 key issues identified by children and young people will have influenced service developments and delivery rising to at least 17 by March 2011 	<ul style="list-style-type: none"> Annually produce a Participation Action Plan with clear targets to implement the agreed Participation Strategy Review the Strategy by March 2009 Ensure children, young people, parents and carers continue to have increased opportunities to influence service delivery eg CIC, young people from BME groups Review procedures to receive feedback from children and young people appropriate to age and identified groups on a regular basis by March 2009
<p>MPC 1.2 Continue to improve the percentage of CIC who contribute their views to statutory reviews and who feel that placements provide stability</p>	<ul style="list-style-type: none"> Ensure that annually at least 95% of children in care contribute to their reviews in a meaningful and appropriate way Ensure that year on year at least 75% of CIC express satisfaction with their reviewing arrangements reaching a target of 80% by 2010 Ensure that all complaints raised by CIC are acted upon and responded to within time scales Notes from the IRO monitoring meetings reflect policy and practice development 	<ul style="list-style-type: none"> All CIC have the opportunity to contribute their views at annual review, through advocacy and/or other means if necessary Implement new children and young people's complaints material by July 2008 Ensure the CIC Forum is consulted on all aspects of policy and practice annually Review the role of the CIC Participation Worker by September 2008 Where appropriate ensure there is an agreed communication and participation profile for each individual CIC
<p>MPC 1.3 Increase the number of disabled children who feel that their views are taken account of in service developments</p>	<ul style="list-style-type: none"> Disabled children in care will be provided with an accessible format and appropriate support to express their views at statutory reviews Disabled young people supported to take part in recruitment through the 'Recruits Crew' Convene at least 4 participation events with disabled children and young people annually 	<ul style="list-style-type: none"> Ensure that 100% disabled CIC continue to have accessible format and appropriate support at their statutory reviews Provide 'Recruits Crew' training for disabled young people by April 2009 Participation Officer to convene specific events for disabled young people by April 2009

Making a Positive Contribution

Objectives	Performance Measures	Key milestones and timescales
<p>MPC 2.1 Continue to reduce the number of first time offenders in the youth justice system</p>	<ul style="list-style-type: none"> • Ensure at least 7% reduction in first time entrants to the youth justice system year on year as part of LAA target • Annually at least 80 young people aged 8-13 years assessed and provided with planned intervention by YISP 	<ul style="list-style-type: none"> • Review on a quarterly basis with the Police current diversionary arrangements to monitor their full implementation • Maintain the weekly Youth Clinic scheme whereby the YOT and police make joint decisions about the outcomes of arrests and review quarterly • Through the YISP as part of TYS, examine the cases of all young people who enter the youth justice system to identify further potential preventive strategies by December 2008 • Further expand the range of preventative services available to young people through better alignment of services within Integrated Youth Support Services as specified in the delivery framework by March 2009 • Continue to draw to the attention of the Safer Kingston Partnership the impact of potentially conflicting targets relating to bringing offenders to justice and reducing the number of first time entrants as part of London wide issue
<p>MPC 2.2 Reduce the number of children in care who receive final warnings and convictions</p>	<ul style="list-style-type: none"> • No CIC will receive a final warning or conviction in any 1 year 	<ul style="list-style-type: none"> • Fully implement twin borough MST project from September 2008 • Continue to provide targeted training to foster carers in managing challenging behaviour • Continue to involve children in care in a range of activities to develop civic responsibility • Ensure social workers routinely consider crime prevention and risk of offending when making placements • Continue to deliver targeted work to individual children in care to address issues related to the risk of offending • Ensure CIC are fully engaged where appropriate in PAYP programmes or assessed by YISPs or similar for targeted interventions wherever they are placed • By September 2008, review the application of the 2006 YOT/CIC protocol

Making a Positive Contribution

Objectives	Performance Measures	Key milestones and timescales
<p>MPC 2.3 Continue to improve the range of positive activities for young people, and their participation</p>	<ul style="list-style-type: none"> • Increase the number of young people participating in PAYP Project from 57 in 2008 to 75 in 2011 • Through annual surveys and other kinds of feedback at least 90% of young people will express satisfaction with the activities provided and feel their needs are being met • Increase the number of people reached by publicly funded youth services from 36% in 2008 to 39% by March 2011 • By January 2009 Junior Section of the Young Livin' Web site for children aged 7-12 years established 	<ul style="list-style-type: none"> • Annually consult young people on the services available and respond to their views and needs through new service developments, including Integrated Youth Support and Targeted Youth Support Services • Develop additional programmes during term time for young people referred onto PAYP project by September 2008 • Develop and publicise 'Summer Uni' programme, and positive activities programmes, through Young Livin website by June 2008 • Consultation with children and school staff for Junior Section of the Young Livin' Web site for children aged 7-12 years completed by end of September 2008 • Pilot site goes live October 2008 • Official launch of site January 2009 • Framework for data collection on number of visits to site established March 2009
<p>MPC 2.4 Improve social cohesion by engaging more young people in community activities through volunteering and reducing anti-social behaviour</p>	<ul style="list-style-type: none"> • Increase the number of young people involved in volunteering through youth service provision from 100 in 2008 to 130 by March 2011 • Increase the number of targeted young people participating in informal learning opportunities. Numbers achieving a recorded outcome through this targeted work will increase from 156 to 170 by March 2011 • Annually ensure no groups of young people meet the YJB 'gang' descriptor 	<ul style="list-style-type: none"> • Develop and deliver an accredited training programme for young people as volunteers by December 2008 • Promote and provide additional volunteering opportunities for young people by January 2009 • Continue to develop programmes of activities which engage targeted young people on a termly basis

Making a Positive Contribution

Objectives	Performance Measures	Key milestones and timescales
<p>MPC 2.5 Reduce re-offending by young people</p>	<ul style="list-style-type: none"> Reduce year on year the percentage of young people previously engaged with or supervised by the YOT who re-offend in line with revised YJB counting rules, by a target of 5% 	<ul style="list-style-type: none"> Confirm a new baseline to measure future successful achievement of the target Support staff to complete new ASSET casework planning arrangements by September 2008 Refresh existing quality assurance systems to ensure all YOT interventions are relevant and meaningful to young people with the aim of reducing breach proceedings from May 2008 Improve casework planning to ensure all young people exit periods of formal YOT supervision with an ongoing support plan through the Targeted Youth Support Service from June 2008
<p>MPC 3.1 Increase the number of children and young people who experience a successful transition from primary to secondary school</p>	<ul style="list-style-type: none"> To increase the high proportion of pupils supported through the Transition Project having no fixed term exclusions in Year 7 from 96.6% in 2008 to 99% by 2011 By December 2009 80% of Year 7 pupils supported through the Transition Project will have attendance in line with the average attendance of their year group in Kingston secondary schools By July 2010 80% of the Year 7 pupils in the Transition Project make at least satisfactory progress during the year in relation to the NC High proportion of pupil/parental satisfaction in involvement in the scheme as measured by survey and discussion; 90% 2008-09 rising to 94% in 2010-11 	<ul style="list-style-type: none"> Continue to provide targeted intervention for 'at risk' pupils in Year 6/Year 7 identified by primary schools to ensure a successful transition into secondary education Annually arrange Transition Day in LA to ensure effective transfer of information on pupils with additional needs to secondary schools during Summer term Establish a mechanism for the Secondary Collaborative Group to monitor Induction arrangements for Year 7 pupils including those involved in the Transition Project from September 2008 Monitor pupil progress data and transition into Year 7 annually during the Autumn term Appoint an advanced skills teacher to promote best practice through outreach to both primary and secondary schools by September 2008 From September 2008 widen the data held on 'at risk' pupils to include PASS generated information

Making a Positive Contribution

Objectives	Performance Measures	Key milestones and timescales
<p>MPC 3.2 Improve access for and participation of disabled children and children in care in out of school and leisure activities</p>	<ul style="list-style-type: none"> • By March 2009 100% students in special schools aged 5-16 will participate in at least 2 hours high quality PE per week • By March 2009 at least 40 students with LDD will attain level 4 in PE in Year 6 • By March 2010 the usage of leisure services by CIC will increase from 140 in 2007 to 200 	<ul style="list-style-type: none"> • Pilot 'Extra Care' support for disabled children with personal care needs to increase their access to leisure services during the Summer holidays-July/August 2008 • CPD for teaching staff in 15 primary schools to assist teachers in supporting children and young people with LDD in PE by March 2009 • Creation of a Good Practice Guide for teachers working with children with LDD in assisting them in attaining level 4 in PE by year 6 • Re-launch 're-activate scheme' by July 2008 to encourage use of leisure facilities (swimming, play schemes, gym usage) by children in care

ACHIEVING ECONOMIC WELL-BEING

Objectives	Performance Measures	Key milestones and timescales
<p>AEW 1.1 Expand the provision and flexibility of 14-19 education and training</p>	<ul style="list-style-type: none"> • By September 2009 Creative and Media Diploma programme in place and estimated numbers met for three 'hubs' • By March 2009 four further Diploma bids meet Gateway standard for delivery from September 2010 • By March 2010 four further Diploma bids meet Gateway standards for delivery from September 2011 • Student Voice and survey of use confirm access to, and positive impact of 'Choice' e-prospectus • BSF planning priorities confirmed and aligned to Diploma delivery timescale • International Baccalaureate start in one centre (CGS) by September 2010 	<ul style="list-style-type: none"> • Phase 3 Diploma planning in place by September 2008 • Four further Diploma bids submitted by December 2008 • 'Choice' available and accessed in all Kingston schools and College by September 2008 • Kingston's BSF vision and strategy aligned to Diploma delivery by January 2009 • International Baccalaureate planning on track for September 2010 start (review February 2009)
<p>AEW 1.2 Increase vocational provision and the involvement of local employers in supporting training opportunities and curriculum delivery</p>	<ul style="list-style-type: none"> • From 2006 there will be at least a 3% year on year increase in business mentors with 100 involved by July 2010 • The value added achieved in vocational courses by July 2008 will be at least in line with prior attainment at all levels • The pan London curriculum offer will be met by July 2009 	<ul style="list-style-type: none"> • School and College business/sector skills links for Phase 3 bids confirmed by December 2008 • Business mentors confirmed for all Diploma lines up to 2010 by April 2009 • All 14-16 pupils have access to work experience through SVDS partnership with schools, from October 2008 • Post 16 work experience continues to expand at 5% per annum (review June 2009)

Achieving Economic Well-being

Objectives	Performance Measures	Key milestones and timescales
<p>AEW 1.3 Continue to improve the achievement of level 2 qualifications post 16 so that more 19 year olds are qualified to this level</p>	<ul style="list-style-type: none"> • There will be an increase in Level 2 qualifications post 16 from 63% in 2007 to 70% in 2010 • By July 2008 Kingston schools and Kingston College will achieve 87% and 74% Level 2 qualifications respectively rising to 89% and 77% by July 2009 • The number of level 2 qualifications will increase to 78 by 2009 compared to a baseline of 50 in 2005 • All students on vocational courses will receive a minimum of 20 days high quality work experience by September 2009 • The value added achieved in level 2 vocational courses by September 2008 will be at least in line with prior attainment for all students, with a rising trend • Ofsted and LA findings and performance data confirm targeted support for identified pupils is effective in securing achievement consistent with prior attainment 	<ul style="list-style-type: none"> • Track students' progress and ensure data informs planning and provision for level 2 qualifications from September 2008 • Continue to improve attainment in English and mathematics during 14-19 years by ensuring there is improved prior attainment at the end of Key Stage 3 • Ensure targeted support continues to be available and its impact monitored by schools for identified pupils during Key Stage 4 • Support attainment post 16 by ensuring appropriate course provision is available for all students who need it • Introduce Functional Skills Training from June 2008 and delivery in six centres from September 2009 • Narrow gap between FSM and non-FSM achievement at level 2 post 16 by 2%, by September 2009 • LAA stretch target for level 2 post 16 met. 63% will achieve level 2, including English and mathematics by September 2008
<p>AEW 1.4 Further reduce the number of 16-18 year olds not in education, employment or training</p>	<ul style="list-style-type: none"> • The percentage of 16-18 year olds not in education, employment or training will be 3.4% or lower annually 	<ul style="list-style-type: none"> • Continue to improve information sharing practice with all agencies working with the 14-19 age group incorporating School Census data from September 2008 • Annual interrogation of the statistics to identify specific groups who need extra and targeted support • From April 2008 ensure staff in the Integrated Youth Support Service have a collaborative focus and plan to reduce NEET
<p>AEW 1.5 Continue to develop the accredited programmes achieved by young people</p>	<ul style="list-style-type: none"> • By March 2009 42% of participants in youth services will have an accredited outcome, rising to 44% by March 2011 	<ul style="list-style-type: none"> • Termly review of project plans for youth service provision to ensure a range of opportunities for young people to gain an accredited outcome • Range of Summer Programmes include opportunities for young people to gain accredited outcomes • Termly evaluations and end of year data collection monitored to measure accredited outcomes

Achieving Economic Well-being

Objectives	Performance Measures	Key milestones and timescales
<p>AEW 1.6 Implement the September Guarantee so that all 16 and 17 year olds have a definite offer of further education, employment or training</p>	<ul style="list-style-type: none"> • 100% of Year 11 leavers in RBK will have an offer of a placement in employment, education or training annually • 80% of Year 12 leavers on 1 year courses in RBK will have an offer of a placement in employment, education or training annually 	<ul style="list-style-type: none"> • Implement the revised Pan London September Guarantee programme to include 17 year olds by September 2008 • Report termly to the NEET Sub Group on actions planned/ taken to support young people in specified categories • Ensure an annual survey is carried out of intended destinations for Year 11 and Year 12 (on 1 year courses) students in RBK • College and sixth forms to provide intended destinations information for those Year 12 students following 1 year courses by the end of January 2009 • Placement offers of learning for years 11 and 12 made available to 14-19 partnership by October 2008 and thereafter termly
<p>AEW 1.7 Increase the number of young people who make a successful transition at age16</p>	<ul style="list-style-type: none"> • Post 16 retention rates of at least 90% in each centre confirm relevance and appropriateness of IAG in KS4 • By 2011 all secondary schools and Kingston College secure LAT success rate at AS level in line with or below the national average of 13.3% • By 2011 all secondary schools and Kingston College secure LAT success rate at A2 level in line with or below the national average of 3.5% • By 2011 all secondary schools achieve an APS per student at least in line with the LSC area average of 714.3 	<ul style="list-style-type: none"> • From September 2008 pupil feedback sampled at the end of Year 10 confirms relevance of curriculum and learning pathways and pupils' positive view of personalised learning opportunities • Annually (November) assessment data at the end of KS4 confirms outcomes at all levels in line with targeted expectations • Annual post 16 Data Summary confirms year on year progress for seven schools and the College in closing the gap with national averages for AS, A2 equivalent qualifications • Targeted retention rates monitored in January and June in each year confirm positive impact of 16+ IAG on post 16 student choices and outcomes

Achieving Economic Well-being

Objectives	Performance Measures	Key milestones and timescales
<p>AEW 1.8 Improve the quality and consistency of school sixth forms</p>	<ul style="list-style-type: none"> • By academic year 2009-10 no sixth form will be smaller than 170 • All schools will perform in line with or better than the expected levels of value added post 16 • By academic year 2008-09 numbers in sixth forms will increase by 10% from the 2005 baseline 	<ul style="list-style-type: none"> • Pupil surveys of provision confirm good levels of satisfaction (November 2008 and March 2009) • Collaboration within 'hubs' improves sixth form recruitment and retention focusing on subject group size in two schools where numbers remain below target by March 2009 • Finalise transitional funding arrangements between LSC and LA for post 16 by September 2009 • Ensure BSF planning addresses all projected post 16 expansion and applied learning delivery (review March 2009) • Confirm Level 1 and Level 2 post 16 data collection arrangements with schools and the College based on evidence of value added (July 2008) • Use ALPS data to challenge and promote Level 3 achievement post 16 during Autumn term 2008 • Agree with the LSC a set of improved priorities for sixth forms in the schools the Local Authority maintains by September 2008
<p>AEW 2.1 Increase the number of children in care in further education, employment and training</p>	<ul style="list-style-type: none"> • The percentage of Care Leavers in EET will reach at least 85% by 2010 • The percentage of care leavers who have sustained EET over a 12 month period will continue to rise to reach 75% by March 2010 • All schools will continue to achieve their attendance targets • 100% of CIC and young people will be receiving targeted Information and Guidance on EET by April 2009 	<ul style="list-style-type: none"> • All CIC and care leavers to have an achievable Personal Education Plan or Pathway Plan in place. Monitor progress annually to ensure targets for are achieved. PEPs to be reviewed/sampled every 3 months by education matters group • CIC identified as needing additional educational support will be considered for personal education allowance within 4 weeks of notification • Establish a baseline figure for monitoring young people offered work experience placements within the Local Authority by end 2009 • Ensure Leaving Care Personal Advisors provide adequate IAG on EET opportunities termly • Ongoing tracking of YP to be managed by Connexions in conjunction with the Leaving Care Service

Achieving Economic Well-being

Objectives	Performance Measures	Key milestones and timescales
<p>AEW 2.2 Increase the participation rates of black, minority and ethnic groups aged 16-19 successfully in education, employment or training</p>	<ul style="list-style-type: none"> • By March 2009 92% of BME groups aged 16-18 years will participate in continuing education, employment or training rising to 94% by March 2011 • By March 2009 74% of BME groups aged 19 years will participate in continuing education, employment or training rising to 76% by March 2011 • National Activities Survey data baseline figure from November 2007 for 16 year olds 	<ul style="list-style-type: none"> • A report on intended destinations of all BME Year 11 pupils will be provided from February 2009 • All BME students identified as needing further intensive support will be referred to mentoring and other support schemes from April 2009 • Target advice and support to identified individuals who are at risk of under achieving from April 2009 • Identify appropriate sources of funding for entry into EET and improve BME baseline by 5% year on year
<p>AEW 2.3 Increase the proportion of 16-19 year olds with learning difficulties and or disabilities in education, employment or training</p>	<ul style="list-style-type: none"> • By March 2009 81% of young people with LDD will participate in EET rising to 83% by March 2010 • Continue to ensure all young people with a statement receive Section 140 (LSC) assessments in Year 11 and post 16 if leaving or entering EET 	<ul style="list-style-type: none"> • Transition Action Group Partnership meets termly to improve the outcomes for LDD young people • Working group from the Transition Action Partnership will provide information, guidance and advice for parents and young people on transition to post 16 education, employment or training from November 2008
<p>AEW 2.4 Increase the uptake of direct payments by families with disabled children</p>	<ul style="list-style-type: none"> • Increase in number of families in receipt of direct payments voucher from 11% in 2007-08 to 14% in 2010-11 • Exit interviews undertaken with all families who leave the scheme 	<ul style="list-style-type: none"> • Continue to promote the Direct payment scheme through EnhanceAble Parent Participation Scheme • From April 2008 ensure robust promotion of Direct Payments Scheme at initial assessment • From April 2008 ensure promotion of Direct Payment Scheme at all statutory reviews

Achieving Economic Well-being

Objectives	Performance Measures	Key milestones and timescales
<p>AEW 2.5 Improve the availability of affordable childcare for families with young children</p>	<ul style="list-style-type: none"> • By April 2009 the Local Authority will have secured sufficient childcare provision to meet the on-going demand • By September 2009-10 there will be a 50% increase in the number of local and national services/organisations on the database held by the Families Information Service (FIS) • By 2010 enquiries for information to the service will increase by 50% compared to 2006-07 	<ul style="list-style-type: none"> • Implement action plan to address identified gaps and to maintain sufficient childcare places • By April 2009 work will have been undertaken in partnership with the private and voluntary sector to develop early education places in pre schools in areas where there is insufficient capacity • By June 2008 an integrated project group will be established to work with existing pre schools and day nurseries to extend their services to deliver early education places more flexibly • By April 2009 a project plan will be in place to identify how settings and schools will work towards the flexible, 15 hour integrated early education and childcare offer • By June 2008 recruit a Childcare Access Officer based within Families Information Service (formally CIS), to offer a brokerage service to parents • March 2009 FIS will have procured an enhanced system to support the information duty from the Childcare Act 2006 • Improve communication with black and minority ethnic groups including asylum seekers to ensure parents are aware of entitlements including early education funding • Support through the extended services agenda, appropriate childcare/activities for 11-14 year olds in secondary schools after the school day • From April 2008 secure funding from GLA for childcare affordability programme

Achieving Economic Well-being

Objectives	Performance Measures	Key milestones and timescales
<p>AEW 2.6 Improve the availability of childcare for disabled children and their families</p>	<ul style="list-style-type: none"> By March 2009, 378 days holiday childcare places will be available to disabled children with complex needs for working parents By 2010 all working parents of disabled children aged 5-18 will be able to access appropriate childcare 	<ul style="list-style-type: none"> Maintain the current holiday play scheme provision and extend this to Easter school holidays 2008 January 2009, parents of disabled children aged up to 18, will be consulted to continue assessing the demand for childcare By March 2009, nine training sessions for childcare providers will have been delivered Continue to build capacity within childcare services staff to meet the needs of children with disabilities by delivering a programme of targeted training to the childcare workforce Expand after school provision for working parents by March 2009
<p>AEW 2.7 Support disabled children to engage in work experience</p>	<ul style="list-style-type: none"> Increase the number of disabled young people in year 11 in relevant work experience from 15 in 2007-08 to 32 in 2010-11 	<ul style="list-style-type: none"> Create database of suitable work experience venues and staff by December 2008 Support from Transition Team to schools and young people during work experience Young people in 'Recruits Crew' all receive training and support to participate in recruitment of staff by March 2009 Ensure Transition Plans incorporate young person's work experience to aid transition to Adult Services by March 2009
<p>AEW 3.1 Support parents and carers eligible for Child Tax Credit to claim it</p>	<ul style="list-style-type: none"> By 2010 aim to target 823 families through the outreach programme - an increase of 5% per year from 2007-08 By March 2011 percentage of eligible population taking up their entitlement to Tax Credits will increase to 19% from 14% in 2006-07 	<ul style="list-style-type: none"> By 2009 train additional FIS staff to become more informed about the entitlements of Tax Credits to support the outreach programme and visit all parent and toddler groups Appoint a Childcare Access Officer by June 2008 to provide a brokerage service to parents looking for childcare Expand outreach information sessions through the Extended Schools and the Children's Centres from February 2009 The outreach programme will be expanded by the Childcare Access Officer to promote the take up of tax credits by working parents from black and minority ethnic communities by February 2009

Achieving Economic Well-being

Objectives	Performance Measures	Key milestones and timescales
<p>AEW 3.2 Reduce the number of children that live in overcrowded homes and reduce the number of children living in temporary accommodation</p>	<ul style="list-style-type: none"> • Maintaining the average length of stay in B&B for households with children or pregnant women at 0 • By March 2011 the number of homeless households will reduce to 373 from baseline of 587 in March 2008 • The number of households moved to larger accommodation under the "Breathing Space" Scheme 	<ul style="list-style-type: none"> • RBK are piloting a scheme which offers families living in overcrowded accommodation to move in to specially acquired homes in the private sector until a larger permanent home can be found. The scheme was launched in October 2007 and has a target of 30 moves in the first 12 months • A range of options have, or are being, developed in Kingston to reduce the number of families in temporary accommodation as part of a national initiative. These include: <ul style="list-style-type: none"> - Sanctuary scheme offering additional security where families are subject to domestic violence - Establishing a Home Visiting Team in Autumn 2008 to settle disputes between landlords and tenants - Qualifying offers of settled accommodation in the private sector

SERVICE MANAGEMENT

Objectives	Performance Measures	Key milestones and timescales
<p>SM 1.1 Recruit, develop and retain people in the children's workforce and increase their levels of qualifications</p>	<ul style="list-style-type: none"> • All Social Care posts permanently filled with appropriately qualified and experienced staff by March 2008 • 870 assessed practice learning days in 2008-09 within Children's Social Care increasing to 1,080 in 2011-12 • 100% of NQSW complete induction programme and that 75% evaluate programme as positive • Annually there will be at least 4 NVQ assessments Level 3 in Caring for Children and Young People in private and voluntary sectors compared to a baseline of 1 in 2006-07 • Over the next 3 years an increasing percentage of deputies will take up Headships within RBK • % of PVI organisations offering induction according to CWDC standards (baseline to be established and increase achieved) 	<ul style="list-style-type: none"> • Embed the concept of a single Children's Workforce through use of shared recruitment materials and campaigns, induction programmes and qualification award ceremonies • Develop guidance on involvement of children and young people in recruitment processes and consult on qualities required of staff • Undertake evaluation of changes needed to local Children's Workforce to deliver priorities in national Children's Plan (Children's Workforce Strategy) and Action Plan prepared by October 2008 • Prioritise recruitment initiatives following workforce mapping and data analysis • Provide opportunities for social workers to support student social workers, and develop new training and development programme for NQSW (newly qualified social workers) by July 2008 • Focus on promotion of childcare as a career of choice within schools and mature entrants, and support for an increased number of graduate leaders in PVI settings, increased staff with Early Years Professional status and increased childminders with Diploma in Home Based Care • Develop school recruitment plan using findings from recent school staff census • Continue recruitment strategy for Teachers and Headteachers of the future (mature entrants, subject shortages and succession planning) • Develop workforce action plan for 3 tiers of workforce in Integrated Youth Support Services (universal, targeted and specialist) using qualification and skills audit • Develop training plan to support findings of 14-19 workforce skills audit (needs identified as behaviour management, functional skills and independent learning) • PVI (Private, Voluntary and Independent) sector workforce plan completed to ensure social care workers have post recruitment learning and training opportunities

Service Management

Objectives	Performance Measures	Key milestones and timescales
<p>SM 1.2 Strengthen inter-agency and multi-disciplinary working and develop new workforce roles</p>	<ul style="list-style-type: none"> • Action Plan submitted to CWDC by deadline (expected to be October 2008) • 200 Children's Trust staff, including the voluntary sector, will receive Level 1 Common Assessment Framework Training during 2008-09 • 60 Children's Trust staff will receive Level 3 Lead Professional Training during 2008-09 	<ul style="list-style-type: none"> • By October 2008 submit to CWDC Kingston Action Plan to locally deliver Children's Workforce Strategy, with particular emphasis on integrated working • Ensure all settings (statutory and PVI) take up offer of CAF and Lead Professional and ContactPoint training • Ensure that all staff have appropriate training to support the 'Team Around the Child' approach, as evidenced by ASKK evaluation • By March 2009 develop and implement an agreed workforce reform programme within local Social Partnership to support new workforce roles in schools • All new staff recruited to Children's Centres have access to agreed workforce induction and training/development programme • Establish training routes towards new Early Years Professional Status and allocate funding to progress government targets • By March 2009 develop a child focussed training programme for staff in adult mental health teams • By March 2009 develop an agreed approach to social work practice learning placements within schools, and provide secondment opportunities for Headteachers to work in social care • By January 2009 ensure that integrated training and development programme in place for Integrated Disabled Children's Service • By March 2009 scope implications of new workforce roles – Parent Support Advisers and Business Managers within schools – and develop appropriate strategy • By September 2008 further develop specialist workforce strategy for children with additional needs accessing mainstream education • From September 2008 support secondary school staff to gain industrial work experience / skills to support 14-19 agenda

Service Management

Objectives	Performance Measures	Key milestones and timescales
<p>SM 1.3 Promote stronger leadership, management and supervision to ensure effective integrated working</p>	<ul style="list-style-type: none"> • 100% of staff have access to supervision arrangements appropriate to their roles and responsibilities • Maintaining 100% Children's Social Care Managers have achieved appropriate management qualification to comply with Minimum Standards • By March 2009, 50 managers will have a Level 4 management qualification, compared to 22 at March 2007 • % of IYSS managers with level 4 management qualification • % of Youth Work Managers and leaders accessing degree level qualification 	<ul style="list-style-type: none"> • By July 2009 scope an inclusive CPD framework, offering coordinated workforce development programme for all Children's Trust staff to ensure equality of access and better use of shared resources • Continue to develop supervision arrangements and support materials for those managing new workforce roles • Maintain and promote relevant management qualifications for early years sector, at a variety of levels • Support Teaching and Learning in Schools through expansion of training for school leaders • Annual Audit of Children's Social Care Staff to identify those staff required to have management qualifications under National Minimum requirements by September 2008 • Target Transformation Fund and integrated training plan, GSSG and Graduate Leader Fund to identify existing managers with Level 3 qualification to progress to Level 4
<p>SM 2.1 Develop a joint planning and commissioning support function to provide support and co-ordination of commissioning activity across the Trust</p>	<ul style="list-style-type: none"> • By April 2008 the scope, structure and funding for 'Unit' agreed by the Children's Trust • By May 2008 Trust agrees joint commissioning priorities for 2008-09 • By March 2009 the Trust has further aligned resources, created pooled budgets, and improved decision making to inform service redesign. A particular focus on integrating services for disabled children and identifying opportunities to redirect resources to support the Preventative Strategy • Unit supports devolved commissioners (including school clusters) in undertaking commissioning activities to deliver outcomes 	<ul style="list-style-type: none"> • Establish a Children's Trust Joint Commissioning Executive and Unit to provide a strategic lead on issues by May 2008 • PCT confirms lead commissioner for Children's Services by May 2008 • Restructure of LA Resources and Commissioning Group to further strengthen Unit activity undertaken July / August 2008

Service Management

Objectives	Performance Measures	Key milestones and timescales
<p>SM 2.2 Successfully implement a joint Planning and Commissioning Strategy and Framework to inform commissioning activity within the Trust</p>	<ul style="list-style-type: none"> • Future decisions regarding use of resources to deliver CYPP priorities will be co-ordinated • Resources will be targeted to highest priorities, and include joint de/re/commissioning of services • Needs analysis information will increasingly identify previously unmet need • Increased range / flexibility of service provision available and greater involvement of children, young people and their families in the design of services • Increased range of providers, in particular from community sector 	<ul style="list-style-type: none"> • Trust Board agrees Framework May 2008 and commissioning priorities for 2008-09 • Joint Resource Panel established August 2008 • Framework launched September 2008 and refreshed as necessary to reflect World Class Commissioning Children's Services Framework • Programme of launch roadshows and workshops delivered and well attended by practitioners across Trust during September to December 2008 • Joint commissioning unit maintains database of commissioning activities and monitors and evaluates compliance with Framework (on-going) • Progress on commissioning priorities reported regularly to Executive Commissioning Group and issues hindering progress identified and rectified • Compliance with Commissioning Standards required of all providers by March 2009

Service Management

Objectives	Performance Measures	Key milestones and timescales
<p>SM 3.1 Develop and implement an integrated strategy including opportunities through the Primary Capital Programme and Building Schools for the Future and the development of Community Hubs</p>	<ul style="list-style-type: none"> • Holistic, co-located services are increasingly accessible to children, young people and their families in their local community • The availability of school places is sufficient for future demographic predictions, and educational facilities are appropriate to deliver the 21st Century curriculum and the priorities in the CYPP • DCSF funding for PCP and BSF is secured on a timely basis and maximum benefit is achieved by linking capital projects /funding streams and by accessing other external funding (maximising investment gearing) • From April 2008 School Governing Bodies are able to make informed asset management decisions within the context of the future strategic investment plans for their school • Development of Disabled Children's Community Hub at Moor Lane Centre completed by March 2009 	<ul style="list-style-type: none"> • Children's Trust and Council's Executive support the integrated Primary Capital Programme / Building Schools for the Future Strategy for submission to DCSF • Continue to involve all key stakeholders in further developing Strategy for Change (including School Organisation Planning) • Establish Kingston BSF team and governance arrangements for joint working with Croydon • Refresh data held on Asset Management Database and migrate data about all Council assets onto a single Asset Management Database • Review options appraisals undertaken to determine prioritised list of developments for nursery, primary, secondary and special school sites, maximising opportunities to co-locate services on a single site • Children's Trust partners develop joint strategic overview of service accommodation needs and share estate options, linking with borough-wide asset management review • Children's Trust service needs fully reflected in development of One Council Community Hubs project • Participate fully in RBK-wide review of 'Corporate Landlord' function to ensure that Children's Trust service needs are met and opportunities to maximise use of available estate and funding from September 2008



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



Performance Management Framework: Summary of Performance Indicators



BEING HEALTHY

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
BH 1.1 Increase the proportion of healthy schools	% of schools achieving the new healthy school accreditation	n/a	71%	62%	95%	100%	100%
BH 1.1	% of schools participating in the healthy schools programme	n/a	85%	94%	95%	100%	100%
BH 1.1	% of schools working towards 'good' healthy schools status			new	15%	20%	30%
BH 1.2 Develop coordinated strategies across all agencies to halt the rise in obesity among children	% of children with height and weight recorded who were obese in a) Reception (NI 55) b) Year 6 (NI 56)	a) 7.2% b) 15%	a) 7.6% b) 15.4%	a) 7.7% b) 15.4%	a) 8.0% b) 15.7%	a) 8.2% b) 15.9%	a) 8.3% b) 16%
BH 1.2	% of children with height and weight recorded a) Reception b) Year 6			a) 93% b) 89%	a) 93% b) 89%	a) 93% b) 89%	a) 93% b) 89%
BH 1.2	% of children attending mainstream schools who have a school lunch (NI 52)				Establish baseline		

Being Healthy

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
BH 1.2	Proportion of school aged children travelling to school by (NI198) a) car b) car share c) public transport d) walking e) cycling f) other				Establish baseline		
BH 1.3 Continue to improve user friendly health services for young people including sexual health and improved Chlamydia screening	% of resident population aged 15-24 accepting test/screen for Chlamydia (NI 113)(LAA)			1.7%	17%	17%	17%
BH 1.4 Improve access to leisure provision to ensure all children and young people have access to 5 hours of high quality PE per week with at least 2 hours within the curriculum	% of pupils aged 5-16 participating in at least 2 hours high quality physical education per week	69%	80%	82%	85%	90%	92%

Being Healthy

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
BH 1.4	No. of 'semi-sporty' children and young people taking part in extended activities monitored through Pro-Active South London (new cohort of YP each year)				740	740	740
BH 1.5 Continue to meet the targets for reduction in teenage conceptions	Under 18 conception rate per 1000	26.8 (2005)	23.7 (2006)	22.4 (2006)	21.4 (2007)	20.5 (2008)	19.5 (2009)
BH 1.5	% change in under 18 conception rate compared with 1998 baseline (NI 112)	-13.2% (2005)		-27.5% (2006)	-30.6% (2007)	-33.7% (2008)	-36.9% (2009)
BH 1.5	No. of neighbourhood sexual health services	2	2		3	3	
BH 1.6 Ensure all schools have a compliant sex and relationships education policy and age appropriate programme	% of maintained schools with a reviewed SRE policy in line with latest guidance a) secondary b) primary c) special		a) 100% b) 100% c) 100%	a) 70% b) 94% c) 100%	a) 100% b) 100% c) 100%	a) 100% b) 100% c) 100%	a) 100% b) 100% c) 100%

Being Healthy

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
BH 1.7 Ensure effective drug and alcohol education, treatment and support is available for children, young people and their families	No. of young people receiving specialist substance misuse services	65	70	56	76	78	79
BH 1.7	a) No. of young people attending smoking cessation groups b) % of those attending smoking cessation groups who stop smoking			a) 7 b) 57%	a) 20 b) 25%	a) 20 b) 25%	a) 20 b) 25%
BH 1.7	No. of professionals working with children and young people who receive drug and alcohol training	50	70	142	149	164	180
BH 1.7	% of young people requiring substance misuse treatment catered for in the young people's service			Baseline to be provided by NDTMS	90%	90%	90%

Being Healthy

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
BH 1.7	% of young people assessed as requiring specialist substance misuse treatment a) who have a comprehensive assessment undertaken within 5 days of referral b) who commence treatment within 10 working days of comprehensive assessment				a) 100% b) 100%	a) 100% b) 100%	a) 100% b) 100%
BH 1.7	% of young people presenting at A and E department intoxicated (drugs and alcohol) receiving drug and alcohol information and offered an appointment to see a substance misuse worker			Awaiting baseline	75%	85%	100%
BH 1.7	% of young people reporting frequent misuse of drugs/volatile substances or alcohol or both according to the Tellus survey (NI 115)			Baseline from Tellus3 survey			

Being Healthy

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
BH 1.8 Improve achievement of health outcomes by integrating school nursing and health visitor services into Children's Trust arrangements	% of infants being breast fed at 6-8 weeks (NI 53)			New	69.3%	71.7%	74.1%
BH 1.8	% of infants with breastfeeding status recorded as % of all infants at 6-8 weeks (NI 53)			New	85.1%	90.2%	95.2%
BH 1.8	% of girls aged 12-13 years immunised for human papilloma virus			New	90%	90%	90%
BH 1.8	% of children aged two immunised for measles, mumps and rubella	91%	95%	85.9%	95%	95%	95%
BH 2.1 Improve emotional and mental health by developing access to a comprehensive CAMHS	% of referrals to Tier 3 seen within the 11 week timescale	100%	100%	100%	100%	100%	100%
BH 2.1	% of requests for consultation/support from FASS responded to within 4 weeks			100%	100%	100%	100%

Being Healthy

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
BH 2.1	No. of staff trained to support children and young people at Level 1			Awaiting data			
BH 2.1	Self assessment of effectiveness of how mental health services meet children's mental health needs (max score = 16) (NI 51) (LAA)	15	16	16	16	New PI being developed	
BH 2.1	% of children who enjoy good relationships with their families and friends from Tellus survey (NI 50)			Baseline from Tellus3 survey			
BH 2.2 Further develop services which give priority to the physical and mental health of children in care and unaccompanied asylum seeking children	% of newly arrived UASC aged under 18 having a comprehensive health assessment	100%	100%	100%	100%	100%	100%

Being Healthy

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
BH 2.2	% of UASC whose health screening indicates they require a mental health assessment seen within CAMHS specification targets	100%	100%	100%	100%	100%	100%
BH 2.2	% of CIC who have had an annual health check and teeth checked within last 12 months	92.2%	95%	88.4%	95%	95%	95%
BH 2.2	% of CIC children and young people, who meet the criteria, who have had a SDQ completed and evaluated by a MH practitioner (NI 58)				100%	100%	100%
BH 2.2	% of CIC who have undergone a DUST screen and where identified are receiving a targeted intervention				85%	90%	95%

Being Healthy

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
BH 2.3 Develop the integrated service for disabled children to ensure more coordinated services are available for disabled children	Average waiting time (ASD) consultation		4 months	4 months	4 months	4 months	4 months
BH 2.3	% of disabled children / young people receiving a co-ordinated family support service		40%	58%	75%	85%	100%
BH 2.3	% of staff relocated into the Integrated Service		80%	0%	100%		
BH 2.3	% of staff that have been trained on the new single referral point		50%	0%	50%	85%	100%
BH 2.3	% of staff that have been trained on the new ICT system		50%	0%	50%	85%	100%
BH 2.3	No. of disabled children and young people accessing universal services		Establish baseline	48	55	65	75

Being Healthy

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
BH 2.4 Improve provision for speech and language, and occupational and physiotherapies	% of assessments in 13 weeks of referral	14%	50%	70%	70%	100%	100%
BH 2.4	No. of statutory assessments for Speech and Language	8	7	10	7	5	5
BH 2.4	No. of school action + packages	35	30	34	34	35	36
BH 3.1 Develop integrated services in new Children's Centres and Extended Schools to improve the health and childcare available to parents and children, especially during 0-6 years	No. of designated Children's Centres as % of total number required to reach all under 5's (NI 109)				To be agreed with TfC July 2008		
BH 3.1	% of designated Children's Centres who offer access to core services				90%	100%	100%
BH 3.1	% of parents of children aged 0-5 in the Children's Centres satisfied with services				Establish baseline		

Being Healthy

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
BH 3.1	No. of parents attending healthy lifestyle initiatives				Establish baseline		
BH 3.1	No. of professionals working with children who have attended additional training in health initiatives in Children's Centres			64	80	100	120
BH 3.2 Increase the availability of health visitor services to all children, and in particular to children with additional needs in Children's Centres	No. of Children's Centres with named Health Visitor in place			7	7	7	11
BH 3.3 Develop the child health promotion programme guidance so there is more intensive support for parents of 0-5 year olds	% of babies totally and partially breastfed at 6-8 weeks from birth (NI 53)				69.3%	71.7%	74.1%
BH 3.3	% of infants with breastfeeding status recorded as % of all infants at 6-8 weeks (NI 53)			New	85.1%	90.2%	95.2%

Being Healthy

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
BH 3.3	% of girls aged 12-13 years immunised for human papilloma virus			New	90%	90%	90%
BH 3.3	% of children aged two immunised for measles, mumps and rubella	91%	95%	85.9%	95%	95%	95%
BH 3.4 Ensure maternity services conform to Maternity Matters requirements, capacity is increased to meet demand and screening standards are met	% of Children's Centres with midwife clinics		85%	43%	100%	100%	100%
BH 3.4	% of women initiating breastfeeding		90.32%	91%	92%	93%	95%
BH 3.4	% of women receiving services provided in the area who have seen a midwife or a maternity healthcare professional, for health and social care assessment of needs, risks and choices by 12 completed weeks of pregnancy (NI 126)			New	81%	90%	91%

STAYING SAFE

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
SS 1.1 Ensure the safe and consistent implementation of National Guidelines in relation to child protection, including domestic violence by all social care and community health staff	Initial child protection conferences per 10,000 population under 18	13.3	12	24.6	12	12	11
SS 1.1	No. on the CPR per 10,000 population under 18	15.2	14	19.6	12	12	11
SS 1.1	Registrations on CPR per 10,000 population under 18	12.6	12	23.4	12	12	11
SS 1.1	% of child protection review conferences held on time	100%	100%	100%	100%	100%	100%
SS 1.1	% of re-registrations (NI 65)	5%	5%	8.1%	5%	4%	3%
SS 1.1	% of de-registrations of children who were on the register for 2 years or more (NI 64)	3.1%	6%	0%	0%	0%	0%

Staying Safe

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
SS 1.1	De-registrations from the CPR of children who had been on the CPR for 2 years+ per 10,000 population under 18	10.1	9	0	7	5	0
SS 1.1	% of S47 that led to CP conference and was held within 15 days	23.5%	50%	29.3%	60%	70%	80%
SS 1.1	% of child protection register cases NOT allocated to a qualified social worker	0%	0%	0%	0%	0%	0%
SS 1.1	No. of Practice Supervisors in post	n/a	6	6	6	6	7
SS 1.1	% of Children and Young People's Domestic Violence Sub-Group meetings scheduled that take place on time	n/a	100%	100%	100%	100%	100%
SS 1.1	% reduction in the number of children who are subject of a child protection plan	n/a	5%	29%	7%	10%	0%
SS 1.1	% of first time registrations of the total number of registrations	95%	95%	92%	95%	95%	95%

Staying Safe

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
SS 1.1	Ethnicity of children on the CPR a) White b) Mixed origin c) Asian or Asian British d) Black or Black British	a) 70% b) 8.3% c) 10.4% d) 4.2%	a) 70% b) 8.3% c) 10.4% d) 4.2%	a) 71% b) 16.1% c) 3.2% d) 3.2%	a) 70% b) 8.3% c) 10.4% d) 4.2%	a) 70% b) 8.3% c) 10.4% d) 4.2%	a) 70% b) 8.3% c) 10.4% d) 4.2%
SS 1.1	Ratio of children on the CPR from minority ethnic groups	1.24	1	1.32	1	1	1
SS 1.1	% reduction in the number of children requiring a Level 4 statutory social work intervention	n/a	5%	3.5%	7%	10%	0%
SS 1.1	No. of admissions of children to hospital caused by unintentional and deliberate injuries per 1000 population (NI 70)			new	0.6%	0.5%	0.5%
SS 1.2 Ensure that children and young people affected by domestic violence are identified and appropriately supported	% of the children's workforce identified for training who receive DV training	n/a	90%	90%	95%	100%	100%

Staying Safe

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
SS 1.2	% of referrals with domestic violence as a factor	n/a	50%	55.5%	65%	70%	75%
SS 1.2	% of children on child protection register for more than 2 years where domestic violence is a factor	n/a	0%	0%	0%	0%	0%
SS 1.2	% of core assessments with domestic violence as a factor completed on time and to agreed standard	n/a	90%	89%	95%	100%	100%
SS 1.3 Ensure that children and young people affected by domestic violence are identified and appropriately supported	% of referrals of CIN that led to initial assessments (NI 68)	27.3%	50%	46%	50%	50%	50%
SS 1.3	% of initial assessments within 7 working days of referral (NI 59)	81%	87%	79%	90%	95%	96%
SS 1.3	% of core assessments within 35 working days of their commencement (NI 60)	85%	87%	89%	90%	95%	96%

Staying Safe

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
SS 1.3	Core assessments per 10,000 population	53	55	95	60	70	70
SS 1.3	% of re-referrals within 12 months	18.2%	9%	16%	8%	7%	6%
SS 1.4 Develop a universal and targeted parenting programme for parents of 0-18 year olds (and up to 24 years for disabled young people)	No. of parent support workers attached to designated Children's Centres			n/a	8	10	12
SS 1.4	No. of parent support workers attached to clusters			3	4	4	4
SS 1.4	No. of parent support workers working with groups less likely to access services or most excluded			n/a	2	3	3

Staying Safe

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
SS 1.5 Ensure more effective earlier intervention strategies by developing the team around the child and young person including continuity of support with a lead professional at level 3	% of children at level 3 with identified lead professional			32%	80%	100%	100%
SS 1.5	% of children at level 2 with identified lead agency response			100%	100%	100%	100%
SS 1.6 Reduce referrals to the children's safeguarding service	Referrals of children in need per 10,000 population aged under 18	723	700	604	560	500	470
SS 1.7 Improve early intervention and prevention through family support, Children's Centres, Extended Schools and Integrated Youth Support Service	No. of families that have been supported by multi-agency package			80	120	150	180

Staying Safe

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
SS 1.7	% of families accessing services in Children's Centres and Extended Schools indicating that their needs are being addressed and met				80%	85%	90%
SS 1.8 Develop an agreed and widely understood Information Sharing Strategy	No. of CAFs logged with the ASKK service			32	100	150	200
SS 1.8	% of schools that receive a termly list of the children logged and flagged with ASKK			n/a	95%	100%	100%
SS 1.9 Develop short break services to support families who have a disabled child	% of disabled children receiving domiciliary support		new	47%	60%	70%	75%
SS 1.10 Ensure that all young people supported by the Disabled Children's Team Transition Service have an active Transition Plan	% of disabled children who turn 13 in any one year supported by the Transition Service identified for transition support	100%	100%	100%	100%	100%	100%

Staying Safe

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
SS 1.10	% of disabled young people who turn 19 accessing Adult Services with completed Transition Plans	100%	100%	100%	100%	100%	100%
SS 1.11 Implement key targets in the crime reduction strategy to ensure fewer young people are the victims of crime	Rate of youth victimisation per 10,000 population			431.1 (provisional)	409.6	389.1	369.6
SS 1.11	No. of young people who are victims of crime			768 (extrapolated annual figure of 3 quarters in 2007/8)	149	164	180
SS 2.1 Reduce the number of children in care who experience three or more moves	Ratio of % of CIC from BME groups to % of children in local population from BME groups	1.08	1	1.27	1	1	1
SS 2.1	CIC population per 10,000 pop	25.6	25	28.1	26	25	24
SS 2.1	% CIC reviews held on time (NI 66)	92.85%	100%	86.6%	100%	100%	100%

Staying Safe

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
SS 2.1	% of CIC under 16 years looked after for 2.5 years+ and who had been in the same placement for 2 years + (NI 63)	56%	60%	81%	70%	75%	78%
SS 2.1	% of CIC allocated to a qualified social worker	100%	100%	100%	100%	100%	100%
SS 2.1	% of CIC absent for 25 days+ from school	7.3%	8%	2.4%	7%	6%	5%
SS 2.1	% of CIC who have had 3+ placements within the last 12 months (NI 62) (LAA)	12%	10%	11.2%	10%	9%	8%
SS 2.1	% of newly CIC placed more than 20 miles from home address	24%	20%	17.9%	16%	15%	15%
SS 2.2 Increase the number of foster carers	% of CIC in residential accommodation	27.2%	26%	19.1%	24%	22%	20%
SS 2.2	% of CIC fostered by friends or relatives	9.9%	11%	16.9%	14%	15%	16%
SS 2.2	% of new carers assessed as suitable approved by the fostering panel	n/a	n/a	n/a	80%	85%	90%
SS 2.2	% of new carers who meet CWDC minimum standards at first review (12 month)	n/a	n/a	n/a	80%	90%	100%

Staying Safe

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
SS 2.3 Develop effective early intervention strategies to ensure children and young people on the edge of care are enabled to remain within their home and community	% reduction in the number of young people aged 13+ entering care from baseline of 20 in 2007-08		n/a	n/a	5%	10%	12%
SS 2.3	% of young people who complete the MST programme who subsequently stay out of care (12 months period)		n/a	n/a	80%	90%	95%
SS 2.3	% of children and young people who receive a targeted intervention and subsequently stay out of care		n/a	n/a	80%	85%	90%
SS 2.4 Improve the number of children in care in foster placements or placed for adoption	% of CIC aged 10-16 at 31 March in foster care placements or placed for adoption	62.9%	65%	84.4%	75%	77%	80%

Staying Safe

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
SS 2.4	% of CIC adopted within the year and placed within 12 months of agreeing adoption is the plan for the child (NI 61)	100%	100%	100%	100%	100%	100%
SS 2.4	% of CIC adopted during the year as a percentage of those CIC 6 months+	10.7%	11%	8.1%	10%	11%	12%
SS 2.5 Continue to ensure that children and young people who go missing from their placement receive a timely and appropriate response to safeguard their welfare	% of CIC who have an agreed pre placement risk assessment in place with a clear PIR	n/a	n/a	n/a	100%	100%	100%
SS 2.5	% of CIC who are reported as missing from care on more than one occasion in 12 month period April to March	n/a	n/a	n/a	5%	4%	3%

ENJOY AND ACHIEVE

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 1.1 Continue to improve the quality, provision and integration of early years education and childcare	% of initial registrations of childcare without actions	72%	72%	73%	74%	76%	78%
EA 1.1	% of pre-school settings with an Early Years Professional		Baseline established	7%	15%	20%	25%
EA 1.1	% of parents able to access childcare, under the provisions of the Childcare Act 2006		Baseline established	100%	100%	100%	100%
EA 1.1	% of Early Education providers offering at least 15 hours per week free Early Education to 3 and 4 year olds	n/a	90%	84%	90%	95%	98%

Enjoy and Achieve

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 1.2 Develop effective support for parents and carers, in Children's Centres and Extended Schools, to help children with additional needs 0-5 to enjoy play, achieve educationally and develop socially	% of schools with clear evidence of improvement in the SEF for effective support for families and carers		50%	50%	80%	100%	100%
EA 1.2	% of designated Children's Centres with an attached parent support worker			n/a	100%	100%	100%
EA 1.2	No. of parents accessing stay and play session			Data not available	Establish baseline	Increase baseline by 25%	Increase baseline by 50%
EA 1.2	% of parents and carers satisfied with services provided by Children's Centres			Data not available	80%	85%	90%

Enjoy and Achieve

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 2.1 Improve attendance and ensure the Local Authority achieves its attendance targets including Persistent Absenteeism	% attendance at a) secondary b) primary c) special schools	a) 92.8% b) 94.9% c) 90.6%	a) 93.3% b) 95.1% c) 90%	a) 93.51% b) 95.45% c) 90%	a) 93.3% b) 95.1% c) 90%	a) 93.5% b) 95.1% c) 90%	a) 93.51% b) 95.45% c) 90%
EA 2.1	% of persistent absentee pupils a) all b) primary schools c) secondary schools (NI 87)		n/a	a) 4.2% b) 1.8% c) 6.5%	a) 4.0% b) 1.6% c) 5.0%	a) 3.9% b) 1.6% c) 4.5%	a) 3.8% b) 1.6% c) 4.5%
EA 2.2 Reduce bullying and the fear of bullying in Kingston	% of schools have implemented the new recording and reporting system for racist incidents		n/a	100%	100%	100%	100%
EA 2.2	% of schools make termly serious incidents returns to the Local Authority by using the RBK anti bullying guidance			n/a	40%	50%	65%
EA 2.2	% of schools engaging in anti-bullying training			n/a	100%	100%	100%

Enjoy and Achieve

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 2.2	% of Ofsted reports indicating that 'staying safe' outcomes are 'good' or 'outstanding'	100%	100%	96%	100%	100%	100%
EA 2.2	% of 'pupils who state they have never been bullied' on Ofsted Tellus pupil survey returns (NI 69)	n/a	Establish baseline	70%	72%	74%	76%
EA 2.3 Develop extended services to deliver the core offer through cluster working, Children's Centres and Extended Schools	% of schools providing access to the full core offer of extended services (NI 88)	80%	100%	96%	100%	100%	100%
EA 2.3	% of parents of children using extended services satisfied with those services			Data not available	Establish baseline	80%	90%

Enjoy and Achieve

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 2.3	No. of families accessing children's centres services from groups such as <ul style="list-style-type: none"> - fathers - teenage parents - EAL - disabled children/ parents 				Establish baseline	% reflects local population composition	% reflects local population composition
EA 2.3	No. of identified vulnerable children who have accessed a core services via cluster initiatives				Establish baseline	To be agreed from dataset	To be agreed from dataset
EA 2.4 Increase the numbers of children and young people who enjoy school and are motivated to learn	No. of children and young people who describe themselves as <ul style="list-style-type: none"> a) happy at school b) motivated to learn 				Establish baseline		
EA 3.1a) Continue to improve educational standards in the foundation stage in line with agreed targets	% of children scoring 6+ for Personal, Social and Emotional Development scales	76.4%	78.3%	77.4%	79.7%	80.0%	81.0%

Enjoy and Achieve

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 3.1a)	% of children scoring 6+ for Communication, Language and Literacy (CLL) scales	45.8%	50.8%	52.9%	54.3%	58.0%	60.2%
EA 3.1a)	% of children 6+ in all PSED and CLL scales (NI 72)	44.1%	48.0%	49.9%	53.1%	56.0%	58.6%
EA 3.1a)	% of children with a total of 78 points or more across all 6 areas of learning	73.6%	78.4%	78.6%	81.0%	84.0%	87.0%
EA 3.1a)	% of children achieving 6+ or more in all PSED and CLL scales and with a total of 78 points	44.2%	48.0%	49.9%	53.0%	55.0%	57.0%
EA 3.1a)	Achievement gap between the lowest 20% of children and the rest of the population (NI 92)	37.3%	33.5%	34.2%	29.7%	29.2%	28.0%
EA 3.1a)	% of boys scoring 6 or better in writing	46.0%	52.0%	51.0%	54.0%	55.0%	57.0%

Enjoy and Achieve

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 3.1a)	% of schools gaining at least: a) satisfactory b) good c) outstanding judgements for quality and standards at Ofsted inspections	a) 100% b) 82% c) n/a	a) 100% b) 93% c) 20%	a) 100% b) 92% c) 23%	a) 100% b) 97% c) 27%	a) 100% b) 100% c) 30%	
EA 3.1a)	% of settings gaining at least: a) satisfactory b) good c) outstanding judgements for care and education	a) 100% b) 69% c) 10%	a) 100% b) 80% c) 15%	a) 100% b) 57% c) 0%	a) 100% b) 85% c) 20%	a) 100% b) 90% c) 25%	
EA 3.1b) Continue to improve educational standards in the primary stage in line with agreed targets	KS1 % of pupils achieving Level 2+ in a) reading b) writing c) mathematics d) science	a) 87% b) 85% c) 94% d) 94%	a) 88% b) 87% c) 95% d) 94%	a) 88% b) 85% c) 93% d) 92%	a) 89% b) 88% c) 95% d) 95%	a) 89% b) 88% c) 95% d) 95.5%	a) 90% b) 89% c) 96% d) 96%

Enjoy and Achieve

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 3.1b)	% of pupils achieving Level 3+ in a) reading b) writing c) mathematics d) science	a) 35% b) 18% c) 32% d) 32%	a) 36% b) 20% c) 34% d) 33%	a) 36% b) 18% c) 35% d) 33%	a) 36% b) 20% c) 34% d) 33%	a) 37% b) 21% c) 35% d) 34%	a) 38% b) 22% c) 37% d) 35%
EA 3.1b)	% of pupils achieving reading, writing and mathematics at a) Level 2+ b) Level 3+		new	a) 84% b) 14%	These are estimates, not targets a) 85% b) 16%	a) 86% b) 18%	a) 87% b) 19%
EA 3.1b)	KS2 % of pupils achieving Level 4+ in a) English b) mathematics c) science	a) 86% b) 82% c) 91%	a) 87% b) 87% c) 91%	a) 85% b) 81% c) 91%	a) 88% b) 88% c) 92%	a) 88% b) 88% c) 92%	a) 89% b) 89% c) 93%
EA 3.1b)	% of pupils achieving Level 5+ in a) English b) mathematics c) science	a) 42% b) 44% c) 56%	a) 41% b) 44% c) 57%	a) 43% b) 44% c) 57%	(Stretch LAA) a) 44% b) 46% c) 58%	a) 45% b) 47% c) 58%	a) 46% b) 47% c) 59%

Enjoy and Achieve

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 3.1b)	% of pupils achieving English and mathematics at a) Level 4 (NI 73) b) Level 5		new	a) 76% b) 31%	a) 80% b) 35%	a) 85% b) 38%	a) 86% b) 39%
EA 3.1b)	% gap between FSM and non-FSM groups for Key Stage 2 Level 4 (NI 102) (LAA)		new	22%	21%	19%	17%
EA 3.1b)	% of pupils making 2 levels of progress in a) English (NI 93) b) mathematics (NI 94)		new	a) 87% b) 79%	a) 88% b) 85%	a) 89% b) 90%	a) 90% b) 90%
EA 3.1b)	No. of significantly sized BME groups whose progress when compared to their peers at KS2 is a) significantly better b) expected	a) 1 out of 8 b) 8 out of 8		a) 0 out of 8 b) 8 out of 8	a) 1 out of 8 b) 8 out of 8	a) 2 out of 8 b) 8 out of 8	a) 3 out of 8 b) 8 out of 8

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Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 3.1b)	<p>% of pupils in a cohort of KS2 pupils from a minority ethnic group containing more than 30 pupils who achieve level 4+ in English and mathematics (NI 107)</p> <p>a) Any other white b) Any other mixed c) Black African d) Asian Indian e) Asian Pakistani f) Any other Asian g) Any other ethnic minority</p>					a) 83% b) 88% c) 78% d) 89% e) 82% f) 88% g) 81%	
EA 3.1b)	<p>No. of schools where fewer than 65% pupils achieve at least level 4 or above in both English and mathematics at KS2 (NI 76)</p>			7	5	3	0

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Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 3.1b)	% of primary schools gaining at least: a) satisfactory b) good c) outstanding judgements for quality and standards at Ofsted inspections			a) 100% b) 72% c) 28%	a) 100% b) 86% c) 33%	a) 100% b) 86% c) 33%	a) 100% b) 89% c) 42%
EA 3.1c) Continue to improve educational standards at Key Stage 3 in line with agreed targets	KS3 % of pupils achieving L5+ at KS3 in a) English b) mathematics c) science (NI 83)	a) 84% b) 84% c) 81%	a) 83% b) 84% c) 82%	a) 85% b) 84% c) 82%	a) 86% b) 85% c) 82%	a) 87% b) 88% c) 86%	a) 88% b) 89% c) 87%
EA 3.1c)	% of pupils achieving L6+ at KS3 in a) English b) mathematics c) science	a) 56% b) 70% c) 58%	a) 56% b) 70% c) 57%	a) 53% b) 70% c) 61%	a) 58% b) 70% c) 58%	a) 61% b) 71% c) 62%	a) 62% b) 72% c) 63%
EA 3.1c)	% of pupils achieving 2 levels of progress at KS3 a) English (NI 95) b) mathematics (NI 96)				new	a) 50% b) 77%	a) 51% b) 78%

Enjoy and Achieve

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 3.1c)	% of pupils achieving Level 5 and above in both English and mathematics at Key Stage 3 (NI 74)			79%	new	84%	89%
EA 3.1c)	No. of schools where fewer than 50% pupils achieve at least level 5 or above in both English and mathematics at KS3 (NI 77)			0	0	0	0
EA 3.1d) Continue to improve educational standards at Key Stage 4 in line with agreed targets	KS4 % of pupils achieving GCSE and equivalent a) 5+ A*-C b) 5+ A*-C (inc. English and mathematics) (NI 75)	a) 68.1 b) 58.6	a) 70.3% b) 63.7%	a) 70.7% b) 61.7%	a) 71% b) 64%	a) n/a b) 66%	a) n/a b) 67%
EA 3.1d)	% of pupils achieving GCSE and equivalent a) 5+ A*-G b) 5+ A*-G (inc. English and mathematics) c) 1+ A*-G	a) 91.0% b) 89.5% c) 96.3%	a) 94% b) n/a c) 98%	a) 91.7% b) 89.9% c) 96.0%	a) 94.2% b) 93% c) 98%	a) n/a b) 94% c) 99%	a) n/a b) 95% c) 99%

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Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 3.1d)	% of pupils achieving 2 or more A*-C grades in science GCSEs or equivalent (NI 84)			57%	65%	73%	80%
EA 3.1d)	% gap between FSM and non-FSM groups for 5+ A*-C (inc. English and mathematics (NI 102) (LAA)			22%	22%	18%	15%
EA 3.1d)	No. of significantly sized BME groups whose progress when compared to their peers at KS2 is a) significantly better b) expected	a) 0 out of 8 b) 8 out of 8		a) 0 out of 8 b) 8 out of 8	a) 1 out of 8 b) 8 out of 8	a) 2 out of 8 b) 8 out of 8	a) 3 out of 8 b) 8 out of 8

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Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 3.1d)	<p>% of pupils in a cohort of KS4 pupils from a minority ethnic group containing more than 30 pupils who achieve 5A*-C (inc. English and mathematics (NI 108))</p> <p>a) Any other white b) Any other mixed c) Black African d) Asian Indian e) Asian Pakistani f) Any other Asian g) Any other ethnic</p>					<p>a) 65% b) 67% c) 43% d) 88% e) 68% f) 79% g) 80%</p>	
EA 3.1d)	<p>% of pupils making 2 levels of progress during KS4 in</p> <p>a) English (NI 97) b) mathematics (NI 98)</p>				new	<p>a) 75% b) 47%</p>	<p>a) 76% b) 48%</p>

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Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 3.1d)	No. of schools where fewer than 30% pupils achieve 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and mathematics (NI 78)			2	0	0	0
EA 3.1d)	% of secondary schools judged as having good or outstanding standards of behaviour (NI 86)			80%	80%	90%	100%
EA 3.1d)	No. of schools in special measures (NI 89)	0	0	0	0	0	0
EA 3.1d)	% of secondary schools gaining at least: a) satisfactory b) good c) outstanding judgements for quality and standards at Ofsted inspections			a) 100% b) 80% c) 60%	a) 100% b) 70% c) 60%	a) 100% b) 70% c) 60%	a) 100% b) 70% c) 60%

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Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 3.2 Improve educational outcomes for children who are highly mobile	Attainment and progress of pupils identified as highly mobile			n/a	Establish baseline	To be agreed	To be agreed
EA 3.3 Continue to develop alternative education programmes and intervention strategies for raising the achievement of pupils with additional needs	% of pupils who complete attendance at alternative provision and achieved accredited outcome	84%	90%	90%	90%	95%	96%
EA 3.4 Reduce fixed term exclusions	No. of days lost to secondary education through fixed term exclusions	2666	2246	1960	1750	1600	1450
EA 3.4	No. of permanent exclusions from school expressed as % of school population (NI 114)	0.04		0.04	0.04	0.04	0.04
EA 3.5 Improve the quality of teaching and learning and service delivery through better quality ICT provision	% of schools having MLE available for use	0%	0%	34%	52%	100%	100%

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Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 3.5	% of schools providing remote access for pupils	0%	10%	10%	50%	100%	100%
EA 4.1 Ensure good levels of progress and attendance of children in care	% of CIC who achieved; a) at least 5 GCSE's at grade A* to C b) at least 1 GCSE at grade A* to G	a) 14.3% b) 57%	a) 25% b) 65%	a) 14.3% b) 57%	a) 30% b) 65%	a) 35% b) 70%	a) 37% b) 72%
EA 4.1	No. of care leavers 16+ with at least a) 5 GCSE's at grades A*-C b) 1 GCSE at grades A*-G	a) 1 b) 3	a) 2 b) 2	a) 3 (of 18) b) 11 (of 18)	a) 2 b) 3	a) 2 b) 4	a) 3 b) 4
EA 4.1	% of care leavers 16+ with at least a) 5 GCSE's at grades A*-C b) 1 GCSE at grades A*-G	a) 16.7% b) 50%	a) 17% b) 70%	a) 16.7% b) 61.1%	a) 18% b) 72%	a) 19% b) 72%	a) 20% b) 75%
EA 4.1	% of CIC sitting at least 1 GCSE	57.1%	65%	57.1%	67%	70%	72%
EA 4.1	% of children in care achieving 5 A*-C GCSEs or equivalent at Key Stage 4 including English and mathematics (NI 101)				33%	36%	37%

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Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 4.1	% of children in care reaching level 4 in English at Key Stage 2 (NI 99)	0%	100%	100%	66%	37.5%	
EA 4.1	% of children in care reaching level 4 in mathematics at Key Stage 2 (NI 100)	0%	100%	100%	66%	37.5%	
EA 4.2 Continue to improve the achievement and progress of disabled children and pupils with SEN	Below level attainment KS1: % of pupils not achieving L2+ at the end of KS1 in a) reading b) writing c) mathematics	a) 13% b) 15% c) 6%		a) 12% b) 15% c) 7%	a) 11% b) 13% c) 5%	a) 10% b) 12% c) 4%	a) 9% b) 11% c) 3.5%
EA 4.2	% achieving below Level 1 at the end of KS1 in a) reading b) writing c) mathematics	n/a		a) 3.4% b) 4.35% c) 1.7%	a) 3.2% b) 4.1% c) 1.5%	a) 3.0% b) 3.9% c) 1.3%	a) 2.8% b) 3.7% c) 1.1%
EA 4.2	% not achieving L3 or above at the end of KS2 in English and mathematics	2.5%		3.6%	3.0%	2.5%	2.0%

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Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 4.2	End of KS2 - %L4+ in both English and mathematics - %pt gap SEN/non SEN group (NI104)	n/a		56.3%	55%	53%	51%
EA 4.2	% of pupils not achieving L4 at the end of KS3 in English	7.4%		6.5%	6.0%	5.5%	5%
EA 4.2	% of pupils not achieving L4 at the end of KS3 in mathematics	4.6%		5.5%	5.0%	4.5%	4%
EA 4.2	% 5A-C (inc English and mathematics) - the SEN/non SEN gap (NI105)	n/a		53.1%	52%	51%	50%
EA 4.2	Progress measures: 2NC levels of progress across a key stage a) KS1-KS2: reading b) KS1-KS2: writing c) KS1-KS2: mathematics d) KS2-KS3: English e) KS2-KS3: mathematics	a) 80% b) 89% c) 75% d) 50% e) 100%		a) 77% b) 88% c) 61% d) 56% e) 59%	a) 80% b) 89% c) 75% d) 57% e) 60%	a) 81% b) 90% c) 76% d) 58% e) 61%	a) 82% b) 91% c) 77% d) 59% e) 62%

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Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 4.3 Improve the percentage of SEN statements completed within 18 weeks where medical advice is required	% of Special Educational Needs Statements issued within 26 weeks a) excluding exception cases as a proportion of all such statements issued in the year b) as a proportion of all such statements issued in the year (NI 103)	a) 100% b) 48.5% (18 weeks)	a) 100% b) 68% (18 weeks)	a) 100% b) 53.9% (18 weeks)	a) 100% b) 78%	a) 100% b) 80%	a) 100% b) 100%
EA 4.4 Continue to improve the number of supervised juveniles in EET	Average percentage of supervised juveniles in EET on conclusion of their intervention	90%	90%	82%	92%	94%	95%
EA 5.1 Implement the play strategy and increase participation of children in play	No. of children and young people using Dickerage Adventure Play area		100	155	165	175	175 (estimated capacity of facility)
EA 5.1	No. of children using King Georges Field outdoor play area			(area opening October 2008)	100	120	150

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Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 5.2 Improve outcomes by increasing participation in cultural activities for all children and young people through provision of a range of high quality cultural opportunities	No. of sports clubs with Clubmark accreditation or equivalent Note: Some National Governing Bodies are introducing equivalents eg Football Charter status		7	8	10	15	16
EA 5.2	No. of participations of children and young people in sports in curriculum and after school through the community sports coach programme		3,000	5,041	5,250	5,500	5,750
EA 5.2	% of Local Authority sports facilities reaching the Quest standard for sports facilities		80%	80%	80%	100%	100%
EA 5.2	No. of swims in RBK Leisure Centre Swimming Pools by children aged 0-4 years		14,500	14,973	15,000	15,500	16,000

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Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
EA 5.3 Improve literacy through promotion and support for development of reading in children, young people and families	No. of children taking part in Summer Reading Challenge		2,100	2,159	2,200	2,250	2,300
EA 5.3	% of children taking part in the reading challenge: a) aged 4-12 b) eligible boys aged 4-12 c) completing the reading challenge		a) 11% b) 7% c) 53%	a) 11.3% b) 9.7% c) 55.2%	a) 12% b) 10% c) 56%	a) 13% b) 11% c) 57%	a) 14% b) 12% c) 58%
EA 5.3	% of children in receipt of Bookstart packs a) 7-9 months (bookstart) b) 18-36 months (bookstart plus) c) 3-4 years (My Treasure Chest)		a) 100% b) 77% c) 98%	a) 100% b) 77% c) 98%	a) 100% b) 80% c) 100%	a) 100% b) 81% c) 100%	a) 100% b) 82% c) 100%

MAKING A POSITIVE CONTRIBUTION

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
MPC 1.1 Ensure the Children and Young People's Participation Strategy is embedded in the practice of all parts of the Children and Young People's Trust	No. of key issues being identified annually by children and young people that have influenced service delivery	12	13	15	15	16	17
MPC 1.1	No. of formal member meetings at which young people play an active role	13	9	11	12	12	12
MPC 1.1	No. of Youth Forums held	18	11	14	15	15	15
MPC 1.1	% of young people voting in National Youth Parliament elections	47%	38%	45.7%	46%	47%	48%
MPC 1.2 Continue to improve the percentage of CIC who contribute their views to statutory reviews and who feel that placements provide stability	% of CIC who regularly contribute to their reviews	89.7%	95%	91.4%	95%	95%	96%

Making a Positive Contribution

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
MPC 1.2	% of CIC expressing satisfaction with their review arrangements	75%	75%	75%	78%	80%	82%
MPC 1.2	% of complaints from CIC responded to within timescale			n/a	100%	100%	100%
MPC 1.3 Increase the number of disabled children who feel that their views are taken account of in service developments	% of disabled children in care provided with an accessible format and appropriate support to express their views at statutory reviews	100%	100%	100%	100%	100%	100%
MPC 1.3	% of staff interviews for posts within the Disabled Children's Service which have input from young people with disabilities	100%	100%	100%	100%	100%	100%
MPC 1.3	No. of participation events with disabled children and young people held annually	4	4	4	4	4	4

Making a Positive Contribution

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
MPC 2.1 Continue to reduce the number of first time offenders in the youth justice system and reduce re-offending	No. of first time entrants in the Youth Justice System (NI 111) (LAA)	168	151	156	145 (LAA)	135(LAA)	125(LAA)
MPC 2.1	% of young people sentenced to custody out of all those receiving a conviction in court (NI 43)			3.1%	2.9%	2.8%	2.7%
MPC 2.1	Ethnic composition of offenders on Youth Justice System disposals (NI 44)			18.6%	17.7%	16.8%	16%
MPC 2.1	Numbers aged 8-13 with assessment and planned intervention targeted by the YISP	40	80	79	80	82	84
MPC 2.1	Proportion of young offenders who are actively engaged in EET (NI 45)			82%	90%	94%	96%
MPC 2.1	Proportion of known young offenders who have access to suitable accommodation (NI 46)			100%	100%	100%	100%

Making a Positive Contribution

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
MPC 2.1	No. of ASBOs made in respect of young people aged 17 years in any one year	1	3	0	2	1	0
MPC 2.2 Reduce the number of children in care who receive final warnings and convictions	No. of CIC aged 10 + receiving a final warning or conviction	0	1	3	1	1	0
MPC 2.3 Continue to improve the range of positive activities for young people, and increase their participation	% of young people reached by publicly funded youth services	30.2%	32%	36%	37%	38%	39%
MPC 2.3	No. of young people participating in PAYP programme	65	70	57	69	72	75
MPC 2.3	Proportion of young people in school year 10 responding 'yes' to the Tellus survey question "in the last 4 weeks have you participated in any group activity led by an adult outside schools lessons" (NI 110)			Baseline from Tellus3 survey			

Making a Positive Contribution

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
MPC 2.4 Improve social cohesion by engaging more young people in community activities	No. of young people involved in accredited volunteering		n/a	100	110	120	130
MPC 2.4	No. of targeted young people achieving a recorded outcome		n/a	156	160	165	170
MPC 2.5 Reduce re-offending by young people	Rate of re-offending by young people (NI19)		41.6%	38.1% (subject to YJB audit)	36.2% (subject to new YJB baseline counting rules)	34.4%	32.9%
MPC 3.1 Increase the number of children and young people who experience a successful transition from primary to secondary school	% of pupils supported through the Transition Project with no fixed term exclusions by the end of the project in Year 7		141 pupils 97%	180 pupils 96.6%	201 pupils 98%	98%	99%
MPC 3.1	% of Year 7 pupils supported through the Transition Project whose attendance is in line with the average attendance of their year group in Kingston secondary schools		141 pupils	180 pupils	201 pupils 75%	80%	85%

Making a Positive Contribution

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
MPC 3.1	% of Year 7 pupils in the Transition Project making at least satisfactory progress during the year in relation to the NC				75%	80%	85%
MPC 3.1	Pupil satisfaction in involvement in the Transition Project				90%	92%	94%
MPC 3.2 Improve access for and participation of disabled children and children in care in out of school and leisure activities	No. of teams for young people with disabilities entered into London Youth Games	2	4	5	6	7	8
MPC 3.2	No. of usages by CIC of Reactive Card (leisure discounts for CIC)	160	300	140	180	200	220
MPC 3.2	No. of children and young people with disabilities accessing sports through the Community Sports Coach Scheme	330	350	508	500	600	650

Making a Positive Contribution

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
MPC 3.2	% of school students in special schools aged 5-16 participating in at least 2 hours of high quality PE and school sport per week	13%	65%	100%	100%	100%	100%
MPC 3.2	No. of school students with special educational needs or disabilities attaining level 4 in year 6 for PE		16	37	40	45	50

ACHIEVING ECONOMIC WELL-BEING

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
AEW 1.1 Expand the provision and flexibility of 14-19 education and training	No. of diploma lines confirmed		n/a	1	5	9	11
AEW 1.1	Take up of 14-19 Learning Diplomas (NI 90)				n/a	n/a	
AEW 1.1	Young people from low income backgrounds progressing to higher education (NI 106)				Establish baseline		
AEW 1.2 Increase vocational provision and the involvement of local employers in supporting training opportunities and curriculum delivery	No. of business mentors involved with diploma delivery		86	90	94	100	106
AEW 1.3 Continue to improve the achievement of level 2 qualifications post 16 so that more 19 year olds are qualified to this level	Achievement of Level 2 qualification by age 19 (NI 79)		78%	77%			

Achieving Economic Well-being

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
AEW 1.3	Achievement of Level 3 qualification by age 19 (NI 80)			59%			
AEW 1.3	Inequality gap in the achievement of a Level 3 qualification by age of 19 (NI 81)				new		
AEW 1.3	Inequality gap in the achievement of a Level 2 qualification by age of 19 (NI 82)(LAA)		n/a	63%	65%	67%	70%
AEW 1.3	Post 16 participation in physical sciences (A Level physics, chemistry and mathematics) (NI 85)				new		
AEW 1.4 Further reduce the number of 16-18 year olds not in education, employment or training	% of 16-18 year olds NEET (NI 117)	3.3%	3.5%	3.2%	3.4% (DCSF) 3.2% (local)	3.3% (DCSF) 3.1% (local)	3.3% (DCSF) 3.0% (local)
AEW 1.5 Continue to develop the accredited programmes achieved by young people	% of young people aged 13-19 years gaining an accredited outcome compared to the % of young people participating in youth work	35%	35%	40%	42%	43%	44%

Achieving Economic Well-being

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
AEW 1.5	% of young people aged 13-19 gaining a recorded outcome compared to the % of young people participating in youth work in the local area	60%	62%	62%	63%	64%	65%
AEW 1.6 Implement the September Guarantee so that all 16 and 17 year olds have a definite offer of further education, employment or training	% Year 11 students from Kingston schools receiving an offer in EET		100%	100%	100%	100%	100%
AEW 1.6	Participation of 17 year olds in education or training (NI 91)				new		
AEW 1.6	% of Year 12 students from Kingston schools receiving an offer in EET		n/a	n/a	80%	82%	85%
AEW 1.7 Increase the number of young people who make a successful transition at age 16	No. of schools with post 16 retention rates of at least 90% confirming relevance and appropriateness of IAG in KS4		6 schools	7 schools	8 schools	10 schools	10 schools

Achieving Economic Well-being

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
AEW 1.7	No. of secondary schools and Kingston College securing LAT success rate at AS level in line with or above the national average of 86.7%		5 schools	6 schools	8 schools	9 schools	All schools + College
AEW 1.7	No. of secondary schools and Kingston College securing LAT success rate at A2 level in line with or above the national average of 96.5%		6 schools	7 schools	8 schools	8 schools + College	All schools + College
AEW 1.8 Improve the quality and consistency of school sixth forms	Lowest number in any 6th form (Sept)	111	120	115	150	170	175
AEW 1.8	No. of 6th forms with less than 170 students	3	2	2	1	1	0
AEW 2.1 Increase the number of children in care in further education, employment and training	% of all Care Leavers in EET (NI 148)	63%		90%	80%	85%	85%

Achieving Economic Well-being

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
AEW 2.1	% of UASC Care Leavers in EET compared to total cohort of UASC	82.5%	85%	90%	86%	88%	90%
AEW 2.1	% of care leavers who have sustained employment, education or training over 12 month period	n/a	60%	60%	70%	75%	77%
AEW 2.1	% of UASC care leavers who have sustained employment, education or training over 12 month period	n/a	85%	85%	90%	90%	95%
AEW 2.1	% of care leavers living in suitable accommodation (NI 147)	73%	100%	86.7%	100%	100%	100%
AEW 2.2 Increase the participation rates of black, minority and ethnic groups aged 16-19 successfully into education, employment or training	% of young people from BME groups aged 16-18 years in EET	90%	90.5%	96.1%	92.0%	93.0%	94.0%

Achieving Economic Well-being

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
AEW 2.2	% of young people from BME groups aged 19 years in EET	70%	70%	73%	74%	75%	76%
AEW 2.3 Increase the proportion of 16-19 year olds with learning difficulties and/or disabilities into education employment or training	% of all LDD young people aged 16-19 in EET	75%	80%	79%	81%	82%	83%
AEW 2.3	% of young people with a statement receiving section 140 assessments in year 11 and post 16 if leaving or entering EET		n/a	n/a	70%	75%	80%
AEW 2.4 Increase the uptake of direct payments by families with disabled children	Direct Payments/vouchers provided as a percentage of estimated total of disabled children supported by the Disabled Children's Team	2.5% (14)	2.4% (13)	11% (66)	12% (72)	13% (78)	14% (84)

Achieving Economic Well-being

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
AEW 2.4	% of exit interviews undertaken per year by the Direct Payment Scheme		100% (2)	100% (2)	100%	100%	100%
AEW 2.5 Improve the availability of affordable childcare for families with young children	Average number of enquiries each day to the FIS	40	46	42	46	52	
AEW 2.5	No. of parents supported by childcare access officer to access childcare				8	12	16
AEW 2.6 Improve the availability of childcare for disabled children and their families	No. of school holiday places for disabled children with complex needs	180	270	288	378	378	378
AEW 2.7 Continue to support more disabled children and those with learning difficulties to engage in work experience	No. of disabled young people in year 11 in relevant work experience	22	25	15	28	30	32
AEW 2.7	% of disabled young people in year 11 in relevant work experience	30%	47%	30%	63%	75%	80%

Achieving Economic Well-being

Objectives	Performance Indicators	2006/07 out-turn (academic year 05/06)	2007/08 target (academic year 06/07)	2007/08 out-turn (academic year 06/07)	2008/09 target (academic year 07/08)	2009/10 target (academic year 08/09)	2010/11 target (academic year 09/10)
AEW 3.1 Support parents and carers eligible for child tax credit to claim it	% of eligible population in Kingston taking up their entitlement to Tax Credits (NI 118)(LAA)	15.5%	16%	16%	16%	17%	18%
AEW 3.1	No. of families targeted through the outreach programme	784		n/a	797	810	823
AEW 3.1	Proportion of children in poverty (NI 116)				new		
AEW 3.2 Reduce the number of children that live in overcrowded homes and reduce the number of children living in temporary accommodation	No. of households moved under the Breathing Space Scheme		n/a	n/a	30	15	
AEW 3.2	Average length of stay (weeks) in B&B for households with children or pregnant women	0	0	0	0	0	0
AEW 3.2	No. of homeless households			775	597	501	373



Glossary of Abbreviations

AEW	Achieving Economic Well-being
ALPS	A Level Performance System
APA	Annual Performance Assessment
ASD	Autistic Spectrum Disorder
ASSET	YOT Structured Assessment Tool
APP	Assessing Pupil Progress
APS	Average Point Score
AST	Advanced Skills Teacher
BH	Being Healthy
BME	Black and Minority Ethnic
BSF	Building Schools for the Future
CAF	Common Assessment Framework
CAME	Cognitive Acceleration of Mathematics Education
CAMHS	Child and Adolescent Mental Health Service
CC	Children's Centre
CIC	Child in Care
CIN	Child in Need
CIS	Children's Information Service (now Families Information Service)
CLL	Communication, Language and Literacy
CP	Child Protection
CPD	Continuous Professional Development
CWDC	Children's Workforce Development Council
CYP	Children and Young People
CYPP	Children and Young People's Plan
DAAT	Drug Alcohol Action Team
DCD	Developmental Co-ordination Disorder
DCSF	Department for Children, Schools and Families
DMO	Designated Medical Officer

DUST	Drug Use Screening Tool
DV	Domestic Violence
EA	Enjoy and Achieve
EAL	English as an Additional Language
ECM	Every Child Matters
EET	Education, Employment and Training
EWO	Education Welfare Officer
EY	Early Years
EYFS	Early Years Foundation Stage
EYP	Early Years Professional
FASS	Family Advice and Support Service
FFT	Fischer Family Trust
FIS	Families Information Services
FSM	Free School Meals
FSP	Foundation Stage Profile
GLA	Greater London Authority
GSSG	General Sure Start Grant
HPV	Human Papilloma Virus
HOD	Head of Department
IAG	Information Advice and Guidance
ICS	Integrated Children's System
ICT	Information and Communication Technology
ID	Information Dealers
IDP	Inclusive Development Programme
IP	Individual Packages
IRO	Independent Reviewing Officer
ISA	Information Sharing and Assessment
IYSS	Integrated Youth Support Service
KS	Key Stage

KPCT	Kingston Primary Care Trust
LAA	Local Area Agreement
LAC	Looked After Child (now Child in Care)
LALC	Looked After and Leaving Care
LARC	Long Acting Reversible Contraception
LAT	Learner Achievement Tracker
LDD	Learning Difficulties and/or Disabilities
LSC	Learning Skills Council
MEND	Mind, Exercise, Nutrition, Do it!
MFL	Modern Foreign Language
MLE	Managed Learning Environment
MPC	Making a Positive Contribution
MST	Multi Systemic Therapy
NC	National Curriculum
NCMP	National Child Measuring Programme
NDTMS	National Drug Treatment Monitoring System
NEET	Not in Education, Employment or Training
NICE	National Institute for Health and Clinical Excellence
NHS	National Health Service
NQSW	Newly Qualified Social Worker
NSF	National Service Framework
NTA	National Treatment Agency
NVQ	National Vocational Qualification
OFSTED	Office for Standards in Education, Children's Services and Skills
OT	Occupational Therapy
PASS	Pupil Aptitude to School and Self Survey
PAYP	Positive Activities for Young People
PCP	Primary Capital Programme
PCT	Primary Care Trust
PD	Professional Development

PE	Physical Education
PEP	Personal Education Plan
PIR	Placement Information Record
PSED	Personal, Social and Emotional Development
PSHE	Personal, Social and Health Education
PVI	Private, Voluntary and Independent
SALT	Speech and Language Therapy
SAT	Standard Attainment Test
SCEP	Social Communication Education Placements
SDQ	Strengths and Difficulties Questionnaire
SEAL	Social and Emotional Aspects of Learning
SEF	School Evaluation Form
SEN	Special Educational Needs
SIP	School Improvement Partner
SLA	Service Level Agreement
SLICT	Strategic Leadership of ICT
SMT	Senior Management Team
SRE	Sex and Relationships Education
SRP	Specialist Resource Provision
SS	Staying Safe
SVDS	School Vocational and Development Service
TAP	Transitional Action Partnership
TDA	Training and Development Agency
TYS	Targeted Youth Support
UASC	Unaccompanied Asylum Seeking Children
VPN	Virtual Private Network
VSB	Vital Signs Indicator
WRL	Work Related Learning
YISP	Youth Inclusion and Support Panel
YOT	Youth Offending Team



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