

# Wiltshire Children and Young People's Plan

## Review 2007

### **Introduction**

The Wiltshire Children and Young People's Plan 2006-2009 (CYPP) covers services for children and young people aged 0 – 19, care leavers over 19 receiving services and those over 19 and under 25 with disabilities. It relates to the Wiltshire Local Authority area which excludes the area maintained by Swindon Borough Council.

This document reviews the progress of the plan over the period April 2006 – March 2007. It also comments on progress on priorities that have emerged since the plan was published in April 2006.

Many people have contributed to the development of this review including the members of the Children and Young People's Trust Board, and children and young people through democracy channels and specific focus groups, parents and carers.

It is planned that a revised CYPP will be published in April 2008.

### **Headline summary of Review**

The Council and its partners are fully committed to setting and achieving ambitious targets for improvement so that all services make an effective and sustainable contribution to improving outcomes for children and young people. Where targets have needed to be more challenging this has been addressed.

This review of the Children and Young People's Plan has enabled children and young people representatives, the Council and its partners to take stock of progress and identify where improvement needs to be accelerated and gaps in services addressed.

The new Children and Young People's Plan 2008 needs to ensure that resources are identified and matched to priorities, that target outcomes and specific milestones are equally clear for all priorities and that accountability for delivery is consistently explicit.

Good progress has been made in a number of areas. The 2006 Health Related Behaviour Survey indicates positive trends in drug and alcohol use amongst young people. The fostering and adoption services have improved significantly and the range of local placements for children looked after is improving. The proportion of primary schools in a category of concern (both local and Ofsted categories) whilst still too high, is showing some reduction. The overall rate of improvement in educational attainment in particular priority areas, eg Key Stage 2 English, is good. The attainment of children and young people with SEN has improved. Attendance is good as is early years and foundation stage provision.

The majority of children and young people say that they enjoy school. The number of 16-17 year olds in unsuitable accommodation has reduced and the proportion of care leavers in education, training and employment benchmarks well. Offending and re-offending rates amongst young people are low.

The Children's Trust Board has reviewed its effectiveness and made changes to bring about clarity in relation to roles and responsibilities. The strategic engagement and commitment of all key partners is good.

The joined up working between different services, particularly in locality areas, has continued, for example between the Youth Development Service, Connexions and the Youth offending Service and there is evidence of positive outcomes from the work of particular collaboration.

Whilst some indicators in relation to Child and Adolescent mental health services have improved, the development of a robust commissioning strategy to improve access to services remains a priority and this is confirmed by children and young people. Teenage pregnancy rates whilst positive in relation to the national picture rose in 2005 and appear better for the first quarter of 2006. Children and Young people report that the sex education Charter has made a positive start but there is still more to do. We need to build on improvements in the timeliness of reviews for children looked after and the participation of young people in their reviews, to continue to support better outcomes. Educational attainment for children looked after whilst showing some improvement also remains an on-going priority. The attainment of children from black and minority ethnic groups has been and needs to continue to be a focus. Boy's literacy has improved at primary level but needs to improve further and we will continue to address the gaps in outcomes between boys and girls. Providing effective support and challenge to ensure that all schools provide an outstanding or good quality education remains important and capacity to improve in this area has been assessed as good. Through the 14-19 strategy we need to continue to support the engagement of young people in education, employment and training.

Ensuring a shift in resources to preventative work and early intervention is key for the future. We will support children, young people, their families, carers and communities to build resilience to risk factors and be active partners in finding solutions to improve outcomes.

### **The Review**

The next section of this document shows key priorities, actions, progress and impact so far. It is presented in the same order as the original plan for ease of comparison and understanding.

The second part of the review contains a review of progress observed by children and young people.

# Impact Analysis

## Be Healthy

What and why	Progress	Impact so far
<p>A. Choosing healthy lifestyles</p>	<p>Wiltshire has a local area agreement in place which includes the aim to reduce smoking, reduce levels of drinking alcohol and the impact of drug taking, and to increase the amount of exercise taken and encourage healthier eating. Progress against the LAA targets will be measured in 2008 by a second survey of year ten pupils.</p> <p>The Annual Report of the Director of Public Health 2005 – 2006 gives a useful baseline to monitor public health issues.</p> <p><b>Smoking</b>  All School Nurses have been trained to provide stop smoking support to young people. 12 of 19 (63%) school nurses and 3 of 9 (33%) school nurse assistants have been trained to provide stop smoking support.</p> <p>Youth Development Service were invited to attend PCT Stop Smoking training. 5 youth workers / young people development workers have been trained to provide stop smoking support. All youth development centres were awarded the Wiltshire 'Smoke Free' Award.</p> <p>Negotiated with charity QUIT to offer talks on smoking in selected schools (highest risk areas for smoking). Targeted schools have been contacted and offered this service. Uptakes to be determined.</p> <p>Maximise number of schools applying for a Platinum Smokefree Award (smokefree buildings and grounds) – in partnership with LEA schools health team and NHS Stop Smoking Service. Platinum award application forms disseminated to all schools with LEA letter to head teacher (April 2007). A further 15 schools have gained the award.</p> <p>Minimise exposure to secondhand smoke at home. Smoke-free Wiltshire is funding a pilot smoke-free homes project in the South locality during 07/08. Links made with Children's Centres managers with view to ongoing partnership with PCT health promotion.</p>	<p>Between April and December 2006, 55 young people in Wiltshire under 18 attempted to stop smoking using the support of the local NHS Stop Smoking Service. Of these, 13 (24%) were quit 4 weeks after their quit date.</p> <p>In 2006 64% of secondary school pupils said they had never smoked, an increase in non-smokers from 47% in 2002.  (Data from SHEU Wiltshire Health Related Behaviour Survey 2006)</p>

What and why	Progress	Impact so far
	<p>Effectively manage the 100-day countdown to implementation of smoke-free legislation (1<sup>st</sup> July 2007) in England through education campaigns on smoking, secondhand smoke and smokefree through local media. Significant press coverage through press releases, radio interviews, dissemination of campaign materials for national No Smoking Day, on an ongoing basis and in support of legislative changes.</p> <p><b>Alcohol and Drugs</b></p> <p>Delivery of drug and alcohol training programme for 2006/07, includes specific courses on young people and substance use, families and substance use, and cannabis. In total 383 staff from Wiltshire organisations have attended drug and alcohol training sessions in 2006/07. Of these 74 sessions were specific courses for people working with young people.</p> <p>This year has seen the introduction of the SUST training (Substance use screening tool). This tool is part of the process of support for young people who are misusing substances. "Substances" include tobacco, alcohol and drugs. Further training is planned for 2007/08.</p> <p>Support for schools with drug education (including tobacco and alcohol) and the management of drug related incidents is ongoing through training, school-based support, the Life Education Centre and multi-agency partnerships. Focus in 07/08 will be on developing and trialling 'normative' approaches to drug education. 380 teachers from 76 different schools accessed drug (including tobacco &amp; alcohol) education training provided by WCC School Drug Advisers.</p> <p>Youth development workers across the county have participated in training on the impact of alcohol on sexual health.</p> <p>The Youth Offending Service continues to have a Substance Misuse Worker in each of its Operational Units, line managed by the co-ordinator of the Young Person's Substance Misuse Service, now known as 'Flux'. During 2004 a Protocol between the YOS and YPSMS was signed off and was revised with minor amendment in 2006.</p> <p>Performance for the YOS substance misuse indicators was satisfactory for the first part of 2006 but slipped in the latter part. Performance in this area is now under closer monitoring. The Head of YOS remains a member of the Children &amp; Young Persons Substance Misuse Joint Commissioning Group overseeing the allocation of Substance Misuse resources to young people in Wiltshire. The creation of the Young Persons Substance Misuse and Crime Prevention Manager post (50% funded by the Drug Action Team and 50% by the YJB prevention grant) has meant that closer strategic links have been forged in this area.</p>	<p>Substance misuse related admissions to hospital under 20 year olds 06/07 91 (05/06 72)</p> <p>2006 Health Related Behaviour Survey data shows positive trends in drug and alcohol use among young people:</p> <ul style="list-style-type: none"> <li>• Amongst secondary school pupils illegal drug use in the last year has fallen from 19% in 2002 to 10% in 2006.</li> <li>• Amongst secondary school pupils 32% had had at least one alcoholic drink in the last week during 2006, down from 45% in 2002.</li> </ul> <p>432 young offenders were screened for substance misuse during 06/07 (97.5% of those supervised by the Youth Offending Service)</p> <p>Proportion of young people with identified substance misuse needs who receive specialist assessment within 5 days 42.9% (05/06 88.1%) and access to early intervention and treatment services within 10 days 84.5% (97.6% 05/06)</p>

What and why	Progress	Impact so far
	<p><b>Physical Activity</b>  Wiltshire exceeded the national PSA target for 2006 for % of children spending min of 2hrs high quality PE &amp; school sport per week by 7%. Significant support being targeted through school sport partnership with schools who are not achieving the target.  The local delivery agency (LDA) of the national PE CPD programme has received an excellent rating in a recent Q&amp;A assessment for innovative and good practice for training and supporting teachers in the delivery of high quality PE &amp; school sport. (Mar 07) The LDA is on track to achieve its target of primary 840 teachers to have received accredited training by March 2008</p> <p>Engagement with 'Step into Sport' a programme for young volunteers to lead community based activity has been extremely successful.</p> <p>The county sports partnership works very closely with the school sports partnerships, the LA and other agencies to support the PSA target and Wiltshire is in the upper quartile for participation rates in physical activity across population sectors. Community sports networks are in the early stages of development and are involving schools to ensure effective pathways for young people to continue activity and appropriate exercise – still significant work to do here. High quality PE/sport at KS4 continues to be a target area as does linking with the emerging extended schools area networks being developed.</p> <p>The youth development service together with the 4 district councils, and the sports council have developed the Wiltshire Alternative Youth Sports Partnership which is a new project aimed at enabling more young people to become involved in alternative sports and thereby try something totally different. They have identified, via consultation with young people, nine key sports which it will focus on in this first year. These are Skateboarding, BMXing, Mountain Biking, Ultimate Frisbee, Parkour, Mountain Boarding, Orienteering, Climbing and Canoeing.</p> <p><b>Healthy Eating</b>  Healthy Eating Alliance (HEA) set up in 2003 to support delivery of the Healthier Wiltshire objective and to share good practice. HEA produced comprehensive Healthy Eating strategy (<i>Eating for Life</i>). An action plan was developed and needs to be implemented. Care Pathway for the management of obesity in line with 2006 NICE Obesity Guidelines is being developed, and needs to be taken forward. HEA to establish local networks with food producers, and other components of the local food industry.</p> <p>PCT is promoting Healthy Start – replacement for welfare milk scheme - disseminating information to health visitors, midwives, Children's Centres. See also school meals section below.</p>	<p>The government target of 75% of school children participating in High Quality PE and school sport was exceeded – Wiltshire achieved 82%. We have now stretched the 2008 national target of 85% to a Wiltshire target of 87%</p> <p>Between August 06 and May 07 340 young people have taken part in WAYS activities</p>

What and why	Progress	Impact so far
	<p><b>Obesity</b> Annual weight/height measurements of Reception and Year 6 pupils in place. Baseline assessment of 2005/06 cohorts show for Wiltshire:</p> <ul style="list-style-type: none"> <li>• Reception classes –: 11% overweight; 7% obese.</li> <li>• Year 6 (10-11 year olds) – coverage for former KNW/WW PCTs was less than 50%, no measurements taken in former South Wilts PCT. When averaged, 12% of 10-11 year olds were overweight and 12% were obese. Due to the low coverage it would be inappropriate to suggest that the results are representative.</li> </ul> <p>These figures are in line with National figures and don't highlight a worse problem in Wiltshire compared to other areas. Variations between schools highlight the areas where work needs to be focused.</p> <p>The former PCTs strategies need to be merged into a new strategy for Wiltshire PCT. Plans are in place to repeat the measurement for 2006/07 pupils.</p> <p><b>Healthy Schools</b> Healthy Schools programme is on track to meet interim accreditation targets. Extensive programme of school support is in place. Transition to new self-validation model successfully planned and resourced – implementation is ongoing. Planned developments for 07/08 include: launch of Wiltshire home pages on national HS website; establish healthy school networks led by leading practice schools; develop Early Years HS model; map and audit HS programme against Investors in Families and other related quality assurance schemes for schools.</p> <p><b>Health of children with learning difficulties or disabilities</b> Processes are in place for the early identification of children. These processes include the use of the common assessment framework and the operation of Local Inclusion Support meetings and District Inclusion meetings. They contribute to a multi-disciplinary approach to the assessment/planning of services to meet identified needs.</p> <p>The services to Children with a Disability are currently being re-configured in line with our area/co-location strategy and will begin to be implemented from June 2007. We are using this opportunity to review the skill mix and resources allocated to the service in seeking to ensure improved access and assessment of children and young people and their carers.</p>	<p>Over 90% of schools now engaged with the Healthy Schools programme; over 50% expected to achieve new Healthy School status by Dec 2007</p> <p>School Ofsted judgements: the extent to which schools enable learners to be healthy 06/07 87% of schools judged good or outstanding, none inadequate.</p> <p>Local Authority Early Years Profile: Judgement on the quality grading from childcare and nursery education inspections of active providers inspected between 1 April 2005 and 30 March 2007. Being healthy: Outstanding in Wiltshire 6% (England 5%), Good in Wiltshire 57.7% (England 56.2%)</p>

What and why	Progress	Impact so far
B. Mental Health	<p><b>Early attachment</b> Proxy indicator of maternal/child bonding is breast feeding initiation and maintenance at 8 weeks - Health Equity Audit started, due to complete in early May 2007</p> <p>In north and West Wiltshire youth counselling provision is being provided through a contract with Off the Record.</p> <p><b>Access for troubled children and young people</b> Initial links made with Children's Centres. These need to be further developed in order to support work on promoting positive mental health in young families.</p> <p>PCT work in partnership with the Wiltshire Healthy Schools Team to address issues relating to bullying (see information in Stay Safe section I)</p> <p>There has been some strengthening of the Integrated Access System ("New Pathways for troubled children &amp; young people"). Work has been undertaken on access to services for 16/17 year olds and children &amp; young people with learning disabilities. A strategy is being developed to support commissioning across all tiers of the mental health and children with disabilities standards of the Children, Young People and Maternity National Standards Framework.</p> <p>As a result of the Pathways work, support has been strengthened by the addition of primary mental health workers operating at tier 2 and ensuring that there are links into children's centres and special schools as a consequence.</p> <p>Needs mapping indicated a large number of children and young people with mental health concerns who were not accessing any form of mental health service. As a result of the pathways work there has been a year on year increase in the number of referrals into the model with a subsequent increase in the referrals to specialist CAMHS. Complexity of need is being measured which in turn will inform the commissioning strategy.</p> <p>SDQs are used to measure effectiveness of interventions along with users views.</p> <p><b>Multi-agency CAMHS strategy</b> A health needs assessment was completed in 2005/06 for WCC but not converted into a commissioning strategy. This work has been undertaken on a draft strategy. The Emotional Well Being Sub Group of the Children and Young People's Trust Board, chaired by the Chief Executive of the PCT, is currently working to finalise the strategy with a view to completing it by the end of July.</p>	<p>Counselling was provided for 38 young people.</p> <p>No young people wait for more than 4 weeks for an urgent appointment. In the south and Marlborough area all new cases are seen within 4 weeks. In the Avon Wiltshire Partnership area some young people are waiting over 26 weeks though this is managed through a graded assessment process</p> <p><b>Proxy targets as at beginning June 07</b></p> <ul style="list-style-type: none"> <li>• Full range on CAMHS services for children and young people with learning disabilities in place - 4</li> <li>• 16/17 year olds have access to mental health services appropriate to them – in place in whole area except that serviced by Swindon and Marlborough acute trust – 3</li> <li>• 24 hour cover and assessment in place – 4</li> <li>• Protocols for partnership working in place - 4</li> </ul> <p>Evaluations demonstrate that children and young people's see the service as useful.</p>

What and why	Progress	Impact so far
	<p><b>Looked after children access to CAMHS</b> All looked after children in the south of the County and those serviced by Swindon and Marlborough acute trust have a clear pathway into specialist mental health services. In the area of the Avon Wiltshire Partnership acute trust, there is access to a clinical psychologist (funded by the local authority) for all looked after children presenting mental health issues. This psychologist also provides a consultation service for foster carers.</p> <p><b>Young offenders</b> Youth Offending Service/Mental health protocol signed off in February 2007. Youth Offending Service mental health performance against Youth justice Board targets improving now staff in place but further improvement still needed. Some issues with the KPI, but meetings have been arranged between YOS Head of Service, specialist workers and their Health line managers in order to address timescales issues.</p>	<p>1 young people going through Youth Offending Service interventions were assessed by specialist mental health workers as having acute needs. That young person was not seen by a mental health practitioner within the desired 5 days (0% seen within timescale). This young person was seen in 14 days due to difficulties in making contact.</p> <p>49 young people going through Youth Offending Service interventions were assessed by specialist mental health workers as having non-acute needs. Of those 49, 23 were seen by a mental health practitioner within the desired 15 days (47% seen within timescale) Performance has begun to stabilise during the last 2 quarters and work is underway to improve the percentage of non-acute seen within 15 days.</p>
C. Reduce teenage pregnancy and incidents of sexually transmitted infections	<p>The Teenage Conception rate went up slightly in 2005. It is difficult to ascertain why at this stage although an audit of No Worries ( young person specific sexual health services) has been carried out and it has been identified that there needs to be better promotion of No Worries especially in areas where the rate is high. The Teenage Pregnancy Partnership Board with key partners had an Awayday to fill out the self –assessment form required by the national Teenage Pregnancy Unit. This has clear guidelines of what needs to be in place in order to reduce rates. The following key actions were identified:</p>	<p>Wiltshire still ranks well nationally however the most recent figures show that the teenage conception rate has gone up from 2004 26.9 per 1000 girls to in 2005 28.3.</p> <p>1998-2005 change in number of conceptions amongst under 18 year olds - 11.9%</p>



What and why	Progress	Impact so far
	<p>Training programmes continue for teachers and school nurses including the PSHE/SRE certification and the Healthy Schools (HSS) programme certification). Prioritising those working in Young People's Support Service. Target Children Looked After through training to those working with them and setting up young men's and women's self esteem/sexual health group , so far have delivered 2 x training to those working with LAC and set-up a girls group.</p> <p>Targeting high rate areas by continuing to roll out Locality Training (sexual health training to all those working with young people) in all high rate areas. Training has taken place in Melksham, Salisbury and Trowbridge with a total of 42 staff completing the training. In addition 8 staff who work with Looked After Children have been trained.</p> <p>This year 19 out of 29 school involved in Healthy School programme , governor training delivered, 16 teachers and 1 school nurses on programme, Delaying Sex training to 21 school nurses Training delivered to 22 people working with LAC. 46 professionals working with young people have been trained in 3 areas</p> <p>All youth work provision has youth workers trained to deliver sex and relationships education, including 'No Worries.' Sex and relationships education has been delivered at all youth work delivery points.</p> <p>Consultation carried out with young parents about what they want form their local Children's Centre</p> <p>As the national data received is 14 months behind, local data collection is being set up to provide up to date information to target those most at risk.</p> <p>An audit of the No Worries Scheme ( sexual health services to young people) is being carried out and improvements based on the recommendations will be made, especially in high rate areas (currently 30 GP practices, 17 pharmacies, YDS, school nurses, 22 schools , involved in scheme covering all high conception rate areas.)</p> <p>Audit of contraception and Sexual Health Services is planned during 2007/8 together with an audit of primary care provision of sexual health services which will include a plan to develop combined GUM and CaSH services. There will also be a Termination of Pregnancy Equity Audit The need for a needs assessment on changing BME population has been identified together with further work with Children centres, Connexions and maternity services and housing to improve services to young parents.</p>	<p>460 young people have used a No Worries practices</p> <p>85 girls have been to a No Worries Pharmacy</p> <p>298 young people have used a condom distribution scheme in a college or voluntary agency</p>

What and why	Progress	Impact so far
D. Improve school meals	<p>All Wiltshire schools are complying with the new Nutritional Standards with regard to lunches. Schools are now preparing to meet the Standards for food other than lunch that come into force in September 2007.</p> <p>All Primary schools are taking up the governments Free Fruit scheme for their Key Stage 1 pupils.</p> <p>Funding from the 05/06 allocation of the Targeted School Meals Grant has been invested in re-equipping kitchens, funding increased staffing costs and educational and promotional activities. Schools can now prepare and home cook meals with more fresh fruit and vegetables. Several Secondary schools need support to boost their dinner numbers. Investment from this grant will continue in academic years 06/07 and 07/08.</p> <p>By complying with the new standards, a school will be meeting criterion 2.6, 'To ensure healthier food options are available and promoted at break, lunchtimes and breakfast clubs as outlined in Food in Schools guidance' and 2.10 'Has meals, vending machines and tuck shop facilities that are nutritious and healthy that meet or exceed national standards, and is working towards the latest DfES guidance on improving school meals service.'</p> <p>Ongoing roll-out of School Food Trust standards through training, the Healthy Schools Programme, multi-agency partnerships, and pupil-led projects such as development of a healthy lunchbox leaflet for parents.</p> <p>Youth Development Service at Pewsey and Devizes working in partnership with the school to encourage healthy eating through lunch time provision.</p>	<p>Confectionery, crisps and fizzy drinks are no longer available during lunchtimes. Deep fried foods can be served up to twice a week, and processed meat products can only be served occasionally. As a result, pupils are eating more fruit and vegetables. The reduction in intake of fatty, sugary foods is helping pupils to concentrate more in class and for some pupils it has improved their behaviour.</p> <p>Take up of meals has improved in Primary and some Secondary schools that have invested in their school meals service. Pupils are becoming more aware of how to make healthy choices and the benefits of a balanced diet.</p> <p>Schools that are not already engaged in the Healthy Schools programme are committed to be part of the process by 2007-8.</p>
E. Improve the health of children looked after by the Council	<p>A multi agency working group has clarified health pathways for looked after children and young people and revised procedures.</p> <p>A dental questionnaire has been distributed to foster carers with a view to identifying any blocks to regular dental care. The PCT is reviewing the services for all vulnerable children as part of reconfiguring services.</p> <p>8 members of staff who work with Children Looked After have attended training on risky behaviour. The focus of the training was on sexual health, alcohol and drugs. A second cohort will be trained in May 2007.</p> <p>The health and well-being of looked after children are a continuing priority which remains a focus of the Council's Corporate Parenting Group. Ensuring increasing take up of annual health assessments and dental checks is a key target area.</p>	<p>83.8% of children looked after who had their teeth checked and had an annual health assessment during the previous 12 months (74.6% in 05/06)</p>

## Stay Safe

What and why	Progress	Impact so far
<p>F. Improved assessment of needs of vulnerable children</p>	<p>The work on the common assessment framework and other aspects of joint working is growing awareness of the different systems used and their role and purpose. It is also placing the CAF at the 'front end' of all systems. At a future stage there will be interagency discussion about the role of Integrated Children's System (ICS) and the role of that system in supporting effective multi-agency work.</p> <p>Work continues to improve on the time taken to undertake initial and core assessments. However, given the implementation of ICS and the training needs associated with practitioner input, this may slow improvement until we are through implementation and have moved to Version 6 CareFirst which delivers a more versatile system.</p> <p>Published "What to do if children and young people need additional help" guide which has been widely circulated throughout children's services in Wiltshire. The guide is concerned with using the common assessment framework to assess needs and performing the role of lead professional. Its purpose is to assist those who provide services to identify the children and young people who require additional help; encourage the provision of coordinated additional help before problems become more severe; indicate where an assessment using the common assessment framework may be required and support referral for more intensive help if it is required. This all assists with agencies to work with common definitions of levels of vulnerability. The issue of domestic abuse is specifically referred to in the booklet to ensure that there is an appropriate response to people seeking help in such situations.</p> <p>A Strategic Framework to enable the joint commissioning of Family Support has been developed during the past year and endorsed by the Children and Young People's Trust Board.</p> <p>An inspection of the authority's practice in relation to private fostering during the year judged that the service was good. The authority has a long term contract with Barnardos for the delivery of family group conferencing and procedures to support placement with family or friends when this is in the child's best interest were refreshed and re-launched within the year. These initiatives ensure a flexible range of options is available to support vulnerable children and young people.</p>	<p>73.18% of initial assessments completed within 7 working days of referral (05/06 65.1%)</p> <p>80.15% of core assessments completed within 35 days (05/06 75%)</p> <p>22% spend on family support and preventive work (24% 05/06)</p> <p>Early evidence indicates that this publication is helping to clarify professional understanding on a multi-agency basis.</p>

What and why	Progress	Impact so far
<p>G. Prioritisation of safe guarding issues</p>	<p>Wiltshire Local Safeguarding Children Board's progress was reviewed with external facilitation in Feb 07, and found to be progressing well, co-ordinating multi-agency responsibilities for safeguarding and ensuring the effectiveness of practice. New objectives were set for the year 2007-8 to reflect the new 'Working Together,' including setting up Child Death Review panels, Managing Allegations against staff, and monitoring agencies implementation of Section 11.</p> <p>A programme of child protection training for all staff, according to government requirements within S11 Children Act 04, is being planned and will be implemented during 2007. All DCE staff working with children will have received single agency CP training by 2008 with the programme also targeting a significant number of staff across the County Council. Take-up of the single agency training programme will be monitored during 07/08.</p> <p>The PCT has reviewed policy for CRB checks and staff recruitment and has key managers attending national training days. As a member of the LSCB the PCT has endorsed the adoption of the Regional Policies and Procedures, with effect from 31 January 2007.</p> <p>There are well established Multi Agency public protection arrangements (MAPPA) providing a joint agency approach to the management of sex offenders in the community</p>	<p>In 2006-7, Reviews of CPR cases were again completed on time in 100% of cases. (05/06 100%)</p> <p>In 2006-7 re-registrations rose to 21.9% due to large families returning to Wiltshire and changed family circumstances and risks, resulting in renewed need for CP plans. (05/06 13.8%)</p> <p>50,000 copies of the safe parenting handbook have been distributed to families through schools and health visitors. It is now to be reprinted due to continuing demand.</p>
<p>H. Improve child protection processes in practice &amp; procedures in schools</p>	<p>During 2006-7, the first ever self-audit of implementation of s.175 of the Education Act happened in all Wiltshire schools, supported by visits to a sample of schools. Analysis provided baseline information on how schools were performing, as well as information about areas of work where further LA support would be useful. The audit will be repeated annually. It has proved to be an effective tool for identifying gaps in practice, moving practice on, and identifying areas for further training and support.</p> <p>The audit for academic year 2006-7 is complete and will inform work done (including the training programme) during academic year 2007-8. Results for this year show that all Wiltshire schools now have in place the basic DfES requirements (child protection policy; Designated Child Protection Person, some training), and are regularly auditing their CP practice and identifying areas for further improvement. There is a high level of awareness in schools of the importance of safer recruitment practices.</p> <p>The audit for 2007-8 is almost completed and will inform work done (including the training programme) for 2008-9.</p>	<p>All Wiltshire schools now have a Child Protection policy and evidence suggests that appropriate action is generally taken in response to incidents or concerns.</p> <p>Key people in all schools have received child protection training and school have access to a Child Protection Adviser.</p> <p>Our awareness-raising measures on the on-line Safer Recruitment training has resulted in 35% of all Wiltshire headteachers having successfully completed this (April 2007), compared with 25% nationally.</p>

What and why	Progress	Impact so far
	<p>A regular newsletter is compiled for all schools signposting training opportunities, new legislation and guidance, and good practice (3 times a year).</p> <p>Individual support is given to schools with particular concerns or difficulties.</p> <p>More robust performance management of child protection cases is achieved through tight supervision of the safeguarding work.</p> <p>Children involved in the child protection system access an advocacy service to ensure their views and concerns are heard through a service commissioned from the voluntary sector.</p>	<p>School Inspection Judgements 06/07: The extent to which schools ensure learners stay safe – 87% good or outstanding, none inadequate.</p>
<p>I. Improved anti-bullying education and responses to bullying</p>	<p>The All Children Group of the Children and Young People's Trust Board has a lead in overseeing initiatives to reduce bullying.</p> <p>The Anti-Bullying Strategy is in place with 4 main priorities. This includes: 'Turn the Curve' – Results based accountability workshops on bullying data from Balding Survey carried out with a range of service providers. An initial pilot programme of data/evidence gathering and support in a cluster of schools based around Calne has begun.</p> <p>Re-defining of roles and responsibilities in the Personal Development Education Team to create a specific post for this work Action plans for extended schools clusters to plan for anti-bullying work. Select Committee Report findings on bullying assimilated into developments</p> <p>A substantial programme of training and support has been provided for implementation in primary schools of DfES SEAL (Social and Emotional Aspects of Learning) scheme, which significantly addresses bullying &amp; related issues; plans are in hand to launch Secondary SEAL when published by DfES. This is a good vehicle to deliver the RESPECT action plan and develop community cohesion as SEAL builds pupils' confidence</p> <p>The combination of the current 'Strong Children' project, the 'Vibrant Schools' project, SEAL programmes and behaviour for learning support will begin to grow as part of the LA's emerging emotional literacy strategy.</p>	<p>Wider understanding of the Safeguarding definition of bullying in place</p> <p>As a result of the Turn the Curve activity anti-bullying strategies have been strengthened in some areas.</p> <p>70% of primary schools have accessed training and are implementing SEAL A network of SEAL Leading Practice schools has been established</p> <p>School Ofsted inspection judgments 06/07 - Bullying has not been raised as an issue at any school that has been inspected.</p>

What and why	Progress	Impact so far
	<p>Growing impact of Healthy Schools programme generates increasing focus in schools on emotional health and well-being. Many schools are actively consulting with pupils on anti-bullying strategies and developing anti-bullying policies in 'child speak'</p> <p>Wiltshire's annual 'Walk Tall' anti-bullying week is now co-ordinated with national anti-bullying week, promoting a variety of initiatives &amp; projects. Proposed focus in the coming year is to be on cyber-bullying issues.</p> <p>Proposed action for 07/08 is to work with school councils to produce a Wiltshire young people's anti-bullying charter</p> <p>Wiltshire guidance on dealing with racist incidents has been produced and disseminated through county-wide training.</p> <p>The youth work curriculum includes addressing, relationships, safety and bullying, all are regularly addressed with young people through the youth work process. This is underpinned in the 'Youth Charter'. A Youth Development Policy concerned with Young People and safety, including bullying has yet to be finalised.</p>	<p>90% of schools are engaged with Healthy Schools and 50% of schools on track to achieve status by Dec 07</p> <p>Racial Incident reporting data shows a trend to increased awareness of and response to racist bullying</p> <p>Reports of bullying or fear of bullying as indicated in a recent SHEU survey (2006) indicates similar levels of reported incidents and concerns compared to a similar survey conducted in 2002.</p>
J. Improve placement choice for children looked after by the Council	<p>Externalisation of in-house children's homes in final stages of agreement with preferred supplier with a view to the contract being let from 1<sup>st</sup> July 2007.</p> <p>Solo placement contract with the independent sector has been problematic as the provider has been unable to deliver the number of placements required. However, we are not paying for places not supplied and getting reduced rates on some alternative placements. The contract was reviewed in March 2007 and the provider is making a renewed effort to recruit suitable foster carers over the next six months.</p> <p>Wiltshire is participating in a sub regional project commissioning residential placements and using a regional data base to secure placements.</p> <p>Recruitment and retention strategy is close to completion with a target of 30 new carers to be recruited during 07/08. Payment for Skills scheme implemented.</p> <p>Fostering inspection (Feb 2007) report found that our fostering services were good --- grading 0 standards not met, 2 standards almost met, 16 standards met and 2 standards exceeded.</p>	<p>77% of young children looked after who are in foster placements or placed for adoption (05/06 75%)</p> <p>19.6% of children looked after in residential accommodation (05/06 21.7%)</p> <p>11.9% of looked after children fostered by relatives or friends (05/06 9.6%)</p> <p>13.9% of Children Looked After with 3+ placements in one year (05/06 12.9%)</p> <p>70.6% of children under 16 who have been looked after for 2.5 years or more who have been in their current placement for at least 2 years or are placed for adoption (05/06 67%)</p>

What and why	Progress	Impact so far
	<p>Wiltshire has ended the 2006/2007 financial year without an overspend on Placement costs following three years of significant overspends.</p> <p>Targets are set in relation to service standards for placements and are monitored monthly by both Cabinet and the Department Leadership Team. These targets are embedded in the Medium Term Financial Strategy.</p>	<p>£959 Cost of care per looked after children (05/06 £988)</p>
<p>APA rec: Improve the timeliness of looked after children reviews</p>	<p>New web based Viewpoint tool successfully rolled out September-November to increase and improve consultation/participation.</p> <p>Late review protocol implemented and monitoring in place. Exceptional circumstances necessitating the deferment of a review requires the agreement of a senior manager.</p>	<p>83.2% of children looked after cases which should have been reviewed in the year that were reviewed in the year (new target)</p>
<p>K. Increase placement choice for children where adoption is the plan</p>	<p>Recruitment strategy implemented and ongoing with target of 20 new adopters for 2007--8.</p> <p>Established two part time adoption support worker posts to address issues of capacity in adoption support.</p> <p>Homefinding management system in place to improve matching and adoption practitioners group formed to enhance specialist focus on adoption</p> <p>Adoption inspection (January 2007) report found that our adoption services were good --- grading 0 standards not met, 6 standards almost met, 25 standards met.</p>	<p>18 adoptions in 2006/07. (2005/06 - 10)</p> <p>Number of children adopted during the year is 7.3% of children looked after for six months or more (2005/06 3.86%)</p> <p>For children looked after during the year, 94.1% who were placed for adoption within 12 months of their best interests decision being made (05/06 40%)</p>
<p>L. Reduce the number of 16/17 year olds in unsuitable accommodation (LPSA target)</p>	<p>LPSA targets, staffing and active project group/sub groups in place with District council and voluntary sector partners.</p> <p>Communication strategy now complete.</p> <p>Housing Standard agreed re what constitutes suitable accommodation. Accreditation of suitable accommodation to take place during 07/08.</p> <p>The steering group continues to meet monthly and the Young People's subgroup has undertaken a consultation exercise with Young people formerly homeless. The results of this consultation will be launched at a stakeholder conference to be held on 4<sup>th</sup> June 07.</p> <p>YDS is leading on the involvement of young people in determining both future provision and the education of professionals and a DVD has been produced which outlines the realities of youth homelessness from a young person's perspective. This will be distributed to all housing and young people's services professionals including reception staff in district councils.</p>	<p>LPSA target: Reduce number of 16/17 year olds living in Bed and Breakfast or unsuitable accommodation:</p> <ul style="list-style-type: none"> <li>• Number of Young People living in B &amp; B as at 310307 = 7. Cumulative figure i.e. number of <b>different</b> young people who have been accommodated in B &amp; B at any point during the LPSA (04/05 was 44, target for 2008 is 0)</li> <li>• No young people 'placed' in accommodation classed as unsuitable during the last 7 months. Total of 33 cumulatively to March 31<sup>st</sup> 07 (04/05 was</li> </ul>

What and why	Progress	Impact so far
		<p>90, target for 2008 is 45)</p> <p>The percentage of young people in suitable accommodation at the end of their order was 97.6% (green status) for April to December 2006 (331 of 339). The figure for Jan-March 07 (as yet un-ratified by the YJB) is 94% (110 of 117). The overall figure for 06/07 is provisionally calculated at 96.7% (green). This is a slight decrease on last years performance but remains higher than the average nationally, regionally and amongst family of YOTS</p>
<p>M. Reduce the harm to children from parental problem drug misuse</p>	<p>The Children's Trust Board has conducted a provision audit and forwarded a list of recommendations. There are some services in place. It has also handed over relevant parts of the audit and recommendations to be completed by the Adult Drugs &amp; Alcohol JCG and Children &amp; Young People's JCG to complete.</p> <p>C&amp;YP lead continues to attend regional Hidden Harm Group to develop regional response. C&amp;YP and Adult Leads are working together to develop identification, assessment and delivery system for substance misusing parents and children. All aspects to be fed back to Children's Trust Board in line with its recommendations and audit.</p> <p>C&amp;YP Substance Misuse Plan to provide overall strategic aim to include hidden harm and child protection and information sharing agenda.</p> <p>C&amp;YP Lead to continue to develop and investigate expansion of Clouds PACT programme and ASK Parenting programme provision by June 07.</p> <p>Specialist Maternity provision for substance using pregnant females (any age) in place. Specialist midwives currently being trained as tier 2 workers.</p> <p>Specialist provision in place for substance using teenage fathers</p> <p>PCT, as members of both the Adult and Children's Joint Commissioning Groups will review the national toolkit <i>Adult Drug Problems, Children's needs</i> and support implementation</p>	<p>Support groups for young people in place</p> <p>Needs assessment underway to inform baseline measurements being established in 2007/08. Linkages made to Adult treatment service providers.</p>



What and why	Progress	Impact so far
<p>N. Reduce the harm to children from Domestic Violence (LPSA target)</p>	<p>There are support groups delivered to children and young people who have witnessed DV, provided through Barnardos and NCH Family Centre and SPLITZ and NSPCC. They provide support through group work and 1-2-1 sessions for ages 5-8yrs, 9-12yrs and 13-15yrs.</p> <p>At the Wiltshire &amp; Swindon annual Domestic Violence conference held Oct '06 specialist workshops were held for practitioners around children and the impact of domestic violence – 'talking to my mum', 'children's group work', 'Young People's relationships' and 'child and family contact arrangements'.</p> <p>There has been training delivered through the schools in South Wiltshire to School Nurses, around domestic violence awareness, support available and in particular the impact on children/young people in preparation for the theatre production going into schools, to ensure that there are appropriate support mechanisms in place for those individuals that may be affected and want additional support and help.</p> <p>In addition there has been awareness raising training delivered across Wiltshire, which was made available to practitioners working with victims or could come into contact with domestic violence. This aimed to inform and arm practitioners with greater knowledge and the support services available, to be better equipped to support victims and reduce further harm.</p> <p>The Wiltshire A-Z Directory of services was launched April '06, which provides a resource of all services both locally and nationally.</p> <p>Raising the awareness of children and young people at an early age still remains a high priority for the work being undertaken through 07/08 by the Prevention &amp; Support Strategic Steering group, which links directly to the County Domestic Violence Strategy and the LPSA target to improve the safety of victims and their children.</p> <p>In July '07 there is a pilot theatre education package being delivered at a school in South Wiltshire highlighting the impact of domestic violence on young people's relationships to raise awareness and assist in educating young people around domestic violence. Work is continuing to look into commission this play to be delivered across schools in Wiltshire, commencing from September '07.</p> <p>In addition, looking to make available the 'Spiralling' Healthier relationships resource package available to schools to be delivered within the PSHE, which is a new resource produced by Bristol, specifically at raising the profile of domestic violence amongst young people. Training</p>	<p>LPSA targets and performance for yr 2 LPSA:</p> <ul style="list-style-type: none"> <li>• To increase DV incidents reported to the police. In 2006/7 in Wiltshire 3,738, compared to the baseline yr 2004/5 3,376.</li> <li>• To reduce the number of repeat victims. In 2006/7 repeat victim rate in Wiltshire was 43.1%, against the target of 35%.</li> <li>• In 2006/7 the number of successful outcome (Charges resulting in a conviction) was 68.6% against the target of 70%.</li> </ul>

What and why	Progress	Impact so far
	<p>will also need to be delivered through school nurses and PSHE co-ordinators to ensure appropriate support is available to the young people and will make use of school counselling.</p> <p>PCT to review policies, procedures and training programmes in accordance with the Department of Health Domestic Violence Toolkit published in February 2006.</p>	
<p>O. Reduce the number of killed or seriously injured (KSI) child casualties</p>	<p>The County Council is determined to reduce child casualties, in particular achieve the 50% reduction in children killed or seriously injured by 2010. The authority has a joint Road Safety Strategy with the Police and PCT covering an extensive range of activities to improve road safety. Of particular importance for child safety is the work of our Road Safety Officers who put considerable effort into providing children with the skills to deal with traffic both as pedestrians and cyclists. Engineering schemes such as Safer Routes to School and the provision of formal crossing facilities contribute to improved safety of children. Youth workers address 'road safety' as a part of their engagement with young people; projects include:</p> <ul style="list-style-type: none"> <li>- the Momentum motorcycle project at Wilton which provides driving, mechanical and safety training for young people</li> <li>- motorcycle project at Tisbury</li> <li>- kit car/vehicle maintenance projects</li> <li>- cycling including maintenance and safe cycling at Oxenwood, also cycle leader training</li> </ul> <p>The Wiltshire Local Safeguarding Children Board is preparing to implement the Child Death Review Procedures (effective in 2008) in keeping with "Working Together to Safeguard Children". Negotiations are in hand to develop potential collaborative arrangements for Child Death Review Panels with neighbouring authorities. The Panels will be monitoring all child deaths within Wiltshire.</p>	<p>Overall there has been a significant reduction in the number of children injured in road traffic collisions in Wiltshire, down from over 260 in 1999 to 150 in 2006. The majority being slight injury casualties.</p> <p>For child killed or seriously injured (KSI), the target is to reduce casualties by 50%, from 32 to 16 by the end of 2010. The KSI casualties have fluctuated over previous years. In 2006 there were 29 child KSI casualties (includes 1 fatality), a reduction of 9%.</p>

## Enjoy and Achieve

What	Progress	Impact
<p>P. Extend availability of early years and child care provision</p>	<p><b>Children's Centres</b>  17/20 community areas are presently receiving children's centre services. Multi-agency steering groups have been set up for each centre ahead of building work being carried out. The main driver for the services, i.e. to reach priority and excluded families is being monitored via quarterly monitoring visits. Centre staff are gathering baseline data to inform their planning</p> <p>The LA is able to provide choice for parents in their work and family lives with available, flexible, affordable and high quality childcare in line with the requirements of the 10 Year Childcare Strategy and the Childcare Act. The 2010 target of 15 hours per week is still under government debate</p> <p>A parenting strategy has been developed and agreed by the Children and Young People's Trust Board. Support workers are in place to support implementation of the associated action plan.</p> <p>This work also contributes to Achieving Economic Well Being below.</p>	<p>Six children's centres have been designated in 06-07. The plan to designate 20 centres by March 2008 is still on time and on budget</p> <p>79.8% of Early Years providers (269) offer 38 weeks. A further 38 providers are working towards this target and currently offer between 33 and 38 weeks.</p>
<p>Q. Attainment of children at Key Stage 1 and 2</p>	<p><b>Communication Language and Literacy Development (CLLD)</b>  The CLLD project for 2006/07 involves 8 schools from Early Reading Development Programme (Foundation and Year 1 – Cohort 1) and 15 schools (Foundation, mainly from schools in super output areas – Cohort 2), when possible linked settings are also on project.  A CLLD consultant is working with Cohort 1 and 10 schools from Cohort 2 and an Early Years consultant working with remaining schools. Two CLLD Leading teachers (appointed March 07) are working one day a week each in PVI.</p> <p>Centre of Regional Support  Wiltshire is a CoRs for the South West. Our developing specialism is embedding CLLD in child initiated activities. Looking at how we can embed and consolidate children's learning in the discrete phonic teaching through the environment we provide and the role of the practitioner within that environment. One PVI and two schools presented their work at our first event (8.5.07) This was very successful.</p> <p>Teachers report that the project is having significant impact on their teaching / expectations / children's and own confidence / rigor and systematic teaching / and impact into reading and writing (Cluster 2 evaluations). Teachers and practitioners are enthusiastically onboard – are</p>	<p><u>CLLD Programme 2006 -2007 YR (Cohort 2)</u></p> <ul style="list-style-type: none"> <li>• impacted on rate of progress</li> <li>• impacted on teacher understanding, expectations and practice</li> <li>• Interim data collection and analysis by DfES. March '07 – achievement in LA (40.5% at Phase 3) is similar to the National picture (41%). Wiltshire Cohort 2 schools – some in challenging circumstances and <u>all</u> with low FSP in CLLD and PSED</li> <li>• 2 day universal training programme has been well received by YR, LSL and Y1 teachers</li> <li>• By mid July '07 data collection for this</li> </ul>

What	Progress	Impact
	<p>positive and feel that the project will have significantly greater impact when started from September – however, are very aware of need to sustain and increase capacity within schools and this is high on the agenda for many schools</p> <p><b>Key stage 1 and 2</b>  Schools that are 'under-achieving' have been targeted for support through a number of different packages i.e. Supporting Achievement in School (SAS), Intensifying Support Programme (ISP), Primary Leadership Programme (PLP), Additional Support (AS). The support programmes all address under-achievement in school and work with the school to put in place actions to raise standards. This has the key component of action plans which are written as part of this package of support. School data has been analysed in many ways to ensure that all schools that are under-achieving have been identified and support provided.</p> <p>Under-achieving groups of children have been targeted for support through the Primary Inclusion Group which explores data for these groups and then targets support to address this under-achievement e.g. EAL learners through support packages.</p> <p>Guidance on tracking children has been produced for schools to provide aspirational targets of 2 sub-levels per year for all children so that progress across all primary years is tracked and monitored. This helps to identify under-achievement at an early stage, providing the opportunity to intervene early. Wiltshire LA was recognised as having good practice on pupil tracking on a recent Primary Strategy review.</p> <p>We need to continue to stretch the ability of higher attaining pupils at this early stage. Schools continue to track the progress of pupils from Key Stage 1 to 2 robustly and are aware of the discrepancies in the attainment between boys and girls at this stage.</p> <p>Of particular interest this year, were the Key Stage 2 results of the 'new' Primary Schools in the former three-tier area in Salisbury and the South West of the County. The table below compares the results achieved by the Primary Schools in 2006 compared with those achieved by the Middle Schools in 2002. This has been selected as the comparator year as performance in the Middle Schools overall deteriorated in subsequent years as a minority of pupils left the Middle schools during the period of change. The table suggests that pupil performance in Key Stage 2 tests has improved significantly since the change to Primary status.</p>	<p>year will reveal LA/National comparison</p> <p><b>Foundation Stage Profile</b> - scores continue to be slightly above the national average with a total of 78.4% of all children scoring a total of 78 points in 2006.</p> <p>There are still dips in CLLD (Writing and Linking Sounds and Letters), but not so severe as national trends.</p> <p>"Communication Matters" and Sure Start PSED Training is a universal offer across 100% of schools and Early Years settings. Targeted intervention and support is in place for 20 schools within Super Output Areas to raise levels of PSED and CLLD levels of achievement.</p> <p><b>Key Stage 1</b>  At the average Level 2 for seven year olds, 2006 attainment is in line with or slightly above national expectations for reading, writing, mathematics and science. This continues the improvement from 2005. Compared to 2005, boys at KS1 Level 2 are now 1% above the national average for boys' reading (previously 2% below), and science 1% below for writing (previously 3%) and at national average for mathematics (previously 1% below). Girls continue to outperform boys at this age, and are at least at national levels on all measures. However, at the higher level 3 there is further room for improvement, as attainment here is below national expectations in all areas</p>

What	Progress						Impact
		2002 English	2002 Maths	2002 Science	2006 English	2006 Maths	2006 Science
	Middle (2002) and Primary (2006)	63	62	79	77	72	86
	Improvement 02-06				+ 14	+ 12	+ 7
	Wiltshire	74	73	86	80	75	87
	Difference from Wiltshire	- 11	- 11	- 7	- 3	- 3	-1
<p><b>Target setting</b> 2006 Target setting advice based on DfES guidance was produced in August 2006 and was sent to all schools. This included reference to FFT models, that B estimates do not take into account of recent improvements in standards and that schools should aim to set targets in line with the FFT D estimates. Along with school aggregated estimates, primary schools were provided with pupil level estimates B and D. Secondary Schools were provided with school level estimates and with D pupil estimates only. Moderation of targets was carried out by council officers and targets that were below FFT B school estimates were challenged.</p> <p>The positive response to target setting at KS4 and 3 using the FFT model D data has illustrated the success of inviting schools to engage with setting challenging targets.</p> <p>As 62% of schools have set 2008 KS2 targets for English which are lower than their 2006 results, we will revise our approach for the next target setting round in 2007.</p> <p>This autumn, more stress will be put on using FFT D estimates and scheduled head teachers briefings will include input about target setting. This will include emphasising the link between</p>							
<p><b>Key Stage 2</b> Overall attainment at Key Stage 2 is now broadly in line with national averages. English at the average Level 4 rose by 2% for the second successive year; reading remained static, but writing rose by 7% and mathematics by 1%. At the higher Level 5, there was an overall improvement of 7% in English, with reading improved by 5%, writing by 3% and mathematics by 2%.</p> <p>There remain significant differences in attainment for boys and girls at Key Stage 2. See boys literacy section below.</p> <p>In a year where, national performance was static, Wiltshire has continued to improve (and again been congratulated by DfES for so doing) and therefore made relative progress in comparison with other authorities. Performance is 1% below the Upper Quartile in English (3% in 2005), 3% below in Maths (as in 2005) and 2% below in Science (3% in 2005): it remains our goal to be in the Upper Quartile in Key Stage 2 by 2009.</p>							

What	Progress	Impact
	<p>realistic challenge and learning and ensuring that school leaders have a good understanding of FFT estimates, school predictions and aspirational targets. Each school will receive a specific target setting visit from a School Improvement Partner or equivalent to provide challenge and support with the process.</p> <p>A review of the moderation process will be held in the autumn term 07 which will extend the moderation criteria to include past performance. From September, Ofsted reports will be monitored to pick up any target setting issues identified or good practice to be disseminated.</p> <p>National strategy ratings:  Sum of % of pupils achieving L4+ in eng &amp; math in 2006 – Good  Total % improvement L4+ En and Ma (2004-2006) – outstanding  Diff DfES LA average from Statistical Neighbours average eng &amp; maths 2006 – needs improvement  Capacity to Improve - good</p>	
R. Attainment of pupils at Key Stage 3 and 4	<p>Focus has been on raising achievement at KS3 level 5 &amp; 6 and at KS4 the 5A*-C GCSEs, this includes improving the conversion rates at all levels. Conversion rates from KS2-3 and KS2- 4 are in line with or above national figures in all core subjects. Conversion rates from KS3-4 are not as strong. The LA has addressed the issue of the lack of a percentage increase across the LA with the Wiltshire association of secondary headteachers. Curriculum and qualification offer identified as the priority for change.</p> <p>LA has identified schools where consultants and advisers would focus on Yr 11 to support student tracking. School Improvement Partners have been briefed to challenge the schools during each school visit. An adviser was deployed to organise and deliver 'Achievement Conferences' to include study skills and motivation. 200 students from 12 schools identified for the conferences. Evaluation from the students very positive. LA to work with schools to track students' progress to see if the intervention made a difference by student interviews and data.</p> <p>National Strategy Managers meeting has focussed on raising student attainment and intervention strategies, with the sharing of good practice. Production of Wiltshire student support documents for both staff and students.</p> <p>Continuation of targeted support for school identified as working at or below their Fischer Family Trust B targets at KS3 and KS4 with emphasis on core subjects, AFL and Behaviour and Attendance. Consultants have focussed support on helping schools with key intervention</p>	<p>KS3 English – level 5+ - 82%  Results in 2006 dropped 1% compared with a 2%national fall</p> <p>KS3 Maths – level 5+ - 84%  Results in 2006 increased by 3% the same as the national increase</p> <p>KS3 Science – level 5+ - 80%  Results in 2006 increased by1% compared with 2% nationally</p> <p>GCSE 5+ A*-C grades – 57.8%  Results in 2006 remained the same as in 2005 at 57.7%</p>

What	Progress	Impact
	<p>strategies with pivotal 'near-miss' pupils in order to improve conversion rates.</p> <p>National strategy ratings:            5 A*-C equivalent 2006 % inc eng &amp; maths – Good            Total % improvement 5+ A*-C inc. Eng &amp; Math (2005-2006) – need of significant improvement            5+ A*-C inc. Eng &amp; Math Diff DfES LA average from S N average 2006 – need improvement            Capacity to Improve – good</p>	
<p>APA rec: Improve boys' literacy, especially writing</p>	<p><b>Early Years/Primary</b></p> <p><u>Communication Language and Literacy Development Training</u></p> <p>311 teachers have attended day 1 of this two day training (LSL, FS, Y1). Strong focus on boys' brain development and learning. Areas for development: The Simple View of Reading; Speaking and Listening; high quality phonic work; leadership and management. Strong emphasis on multi-sensory approaches in phonics teaching to address needs of boys. Reference made to Debra Myhill's work on explicit valuing of boys' input by teachers.</p> <p>Continuing close working with Early Years team, particularly re new phonics tool – due out early May. Day 2 of the training will focus on practical activities.</p> <p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• Story Making Project: 30 schools with identified boy/girl differential KS2. Reports from schools reveal impact – increased boys' attainment and motivation/engagement. Collation of data in process. Report out by end of year.</li> <li>• Funding for new cohort for next year. Briefing for H/Ts to take place summer term.</li> <li>• British Film Industry Project– professional development for Leading Teachers (LTs) to be skilled to teach multi modal and filmic texts and disseminate across LA. At latest meeting in February, use of computer games to support narrative writing exemplified by LT who has reported impact on boys' writing.</li> <li>• LTs – Drama and speaking and listening training to engage boys in active learning.</li> <li>• LTs confident in use of new AFs for speaking and listening. Strong emphasis in all training on these strands to ensure integration into planning.</li> <li>• Wilts Literacy Consultant invited to be member of QCA Working Party exploring assessment of Speaking and Listening. Will contribute to materials published by QCA.</li> <li>• Renewed Framework Training: Leading on Literacy Day 1 : emphasis on broadening</li> </ul>	<p><u>Key Stage 1 (age 7)</u>            Compared to 2005, boys at KS1 Level 2 are now 1% above the national average for boys' reading (previously 2% below), and science 1% below for writing (previously 3%) and at national average for mathematics (previously 1% below). Girls continue to outperform boys at this age, and are at least at national levels on all measures.</p> <p><u>Key Stage 2 (age 11)</u>            There remain significant differences in attainment for boys and girls at Key Stage 2. Boys are 10% below girls' attainment in English overall, 9% below in reading and 16% below in writing, although boys' improvement</p>

What	Progress	Impact
	<p>pedagogy to engage all children, especially boys. Enhancing Literacy Day 2 training to focus on broadening pedagogy – use of ICT, drama, visual texts.</p> <ul style="list-style-type: none"> <li>• Small scale project with Y6 boys: Writers as Designers – building on Myhill's research. Will begin post Easter.</li> <li>• Digital Blue Project – dissemination of this successful project (increasing motivation and engagement of boys) through the Portal. ICT/Literacy training in summer term to share practice with wider group of schools and to provide ICT training for camera use and editing software.</li> <li>• Writing Pyramids – George Ward and partner primaries in Melksham cluster meeting termly with Peter Daw, Debra Myhill, Varina Emblen and Wiltshire English Adviser to discuss and act upon latest research. Links with researcher, Emma Metcalf from Bath University established to support Wiltshire Pyramid. Next meeting 26<sup>th</sup> April to scope research project.</li> <li>• National Strategy – Wiltshire English Adviser has been invited to be part of a group producing mixed-age planning units for renewed framework. Easter 07. Units on website by end April. Non-fiction unit for 4/5/6 with writing outcome, supported by ICT, collaborative talk and multi-modal texts.</li> <li>• Collaboration with Wiltshire and Swindon Learning Resources to produce handbook of texts (printed, visual, filmic, multi-modal) for all Wiltshire schools.</li> <li>• Cross team work with LS to address inclusion needs, inc joint training on revised intervention programmes.</li> </ul> <p><b><u>Secondary</u></b> English Subject Leaders' Conferences: Key focus: raising attainment in boys', training on Speaking and Listening Assessment Foci (released November 06 at QCA conference) and how to incorporate talk for writing in to units of learning, eg use of Socratic talk model for engaging students in Yr 11 revision of poetry.</p> <p>Two thirds of schools attended very successful Globe Theatre training (Secondary, Special, and Young People's Support Service) to focus on interactive approaches to engage and motivate boys in Shakespeare texts – 28 March. Training set up following analysis of results for Shakespeare question in SATs.</p> <p>Study Plus – KS4 – pilot. 3 schools involved in the national pilot with a focus on raising attainment for students working at D/E grade boundaries. Regional Director has recommended</p>	<p>by 10% in writing has narrowed this gap by 6% compared with last year. In mathematics and science, boys' and girls' attainment is broadly in line with each other. These differences are similar to the national picture.</p> <p><b><u>Key stage 3 (age 14)</u></b> In english at Level 5, attainment is 1% above the national average; in mathematics and science it is 7% above. Results in english this year were 1% down on last year, but there have been a significant number of appeals for re-marking since results were first published, and these figures are likely to be changed when final results are published in February 2007. At the higher Level 6, attainment is at national levels in english and 5% above in mathematics. Boys' attainment in english at both Levels 5 and 6 is still a cause for concern</p>



What	Progress	Impact
	<p>other LAs visit John of Gaunt School as it exemplifies good practice. Launch has taken place for other schools to start in 2007. On-going networks established.</p> <p>Schools with high tariff support – adjustment of support to focus on KS4 – boys at C/D borderline. Revision packs, booster sessions and interactive revision ideas disseminated at SL conference.</p> <p>Intervention – Wiltshire in National Pilot – training for Wiltshire Schools rolling out 2006/07. Initial training for intervention managers has taken place.</p> <p>Expected progress grid developed by advisers disseminated to subject leaders at Dec SL conference. This has clarified expected rates of progress within KS3 and will enable precise tracking of boys. Supported schools guided to implement similar expectations grid at GCSE developed by advisers to monitor boys' progress against curricular targets.</p>	<p>as they do not achieve well. Girls continue to perform well in english and mathematics and their attainment is above national expectations at both Levels 5 and 6.</p> <p><u>Key Stage 4 (age 16)</u> Girls continue to out perform boys (63.6% compared to 52.1%). This is a difference of 11.5% which is higher than the national difference of 9.6%.</p>
<p>APA rec: Reduce the proportion of primary schools made subject to a category of concern</p>	<p>Link adviser visits to school in terms 1 / 2 focused on section 3 of the SEF and the target setting process. The moderation of school self evaluation is scheduled for terms 5 and 6 2007. A note of visit to capture the moderation of each school's overall provision has been agreed with primary HT forum. Newly appointed School Improvement Professionals have received training in the Moderated School Self Review process. The moderation process will provide a LA baseline through the categorisation of all schools as either outstanding, good, satisfactory, inadequate.</p> <p>Notes of visit clearly identify school actions to secure improvement with areas of concern. The number of schools entering Additional Support from the June 2005 APA to end of March 2006 monitoring was 17. In the same period 2006/07 the number of schools entering Additional Support reduced to 11. This reflects proactive work with schools through the School Support Programme and range of PNS support programmes e.g. ISP; PLP.</p> <p>In September 2006 21 schools were identified for support with raising achievement. Meetings with school held to agree priorities. LA support plans completed by end of December 2006 and support in place.</p> <p>Intensifying Support Programme – 10 schools named with DfES. Final cohort in place. Schools Branch Strategic Plan monitoring November 2006 reflected at least satisfactory progress with actions. Five key strategies have been agreed with PHF to further support school improvement in the next financial year:</p> <ul style="list-style-type: none"> <li>▪ headteacher well-being;</li> <li>▪ small schools;</li> <li>▪ induction programme for new headteachers;</li> </ul>	<p>Since the June 2006 APA 20 schools within the LA Additional Support Strategy have been inspected by Ofsted. 14 of these schools had made significant progress and were judged at least satisfactory by Ofsted. Three schools designated by the LA as requiring Special Measures had secured improvement and were judged at inspection by Ofsted to require a Notice to Improve; one school's Ofsted inspection judgement aligned with the LA judgement of Notice to Improve; one school's Ofsted inspection judgement aligned with the LA judgement of Special Measures.</p> <p>Since the June 2006 APA there has been one school designated by Ofsted as Special Measures which had not previously been identified by the LA.</p> <p>All HMI monitoring reports since June 2006 APA show at least satisfactory progress with school improvement issues and all schools on target for removal from Ofsted designations</p>

What	Progress	Impact
	<ul style="list-style-type: none"> <li>skills based curriculum.</li> <li>developing the Wiltshire Learning Principles.</li> </ul> <p>The following federations have taken place since June 2006:  Potterne &amp; Worton and Marston = Five Lanes  Wilton &amp; Barford St Martin = Wilton &amp; Barford  Further discussion is taking place concerning 3 further federations and some potential closures.</p> <p>National strategy ratings:  Intervention rating – needs improvement</p>	<p>All 17 HMI monitoring visits to schools designated Notice to Improve have noted satisfactory progress.</p> <p>Since June 2006 APA 5 schools designated Notice to Improve have been re-inspected and removed from the designation.</p> <p>In March 2006 there were 11 schools in categories in total: 5 in Special Measures and 6 in Notice to Improve.  At the end of March 2007 4 schools in Ofsted designation of Notice to Improve (one being a secondary school) and 5 in Special Measures. All are on target for removal.</p>
<p>S. Develop coherence between Every Child Matters agenda, personalised learning and workforce remodelling</p>	<p>Three 'Strong Children' Projects established in Chippenham, Devizes and Westbury involving 27 schools</p> <p>Schools in Chippenham involved with the National College of School Leadership's Multi Agency Team Development Programme (MATDP) have effective local meetings to discuss the needs of children at Level 2. They are a robust Local Collaborative Partnership. Cluster and collaborative working is stronger and has set the scene to introduce 'Local Collaborative Partnerships (LCPs). Schools will work towards meeting a core offer in 4 main areas:</p> <ul style="list-style-type: none"> <li>Every Child Matters</li> <li>Equity for Vulnerable Children</li> <li>Leadership, Management and Governance</li> <li>Community Cohesion</li> </ul> <p>Funding provided for 'Leadership beyond a Single Institution' to explore working in partnerships</p>	<p>In Chippenham, parenting and counselling projects are successfully supporting pupils and parents. Collaborations between schools has lead to multi agency meetings to target children at level 2.</p> <p>Children in Devizes from School Councils made a film with the Mayor on 'Democracy in the Community'. They have been part of shaping local services in their area. Breakfast clubs between secondary and primary schools working well, where 6<sup>th</sup> form students hear pupils read over breakfast.</p> <p>Children in Westbury have established saving with the Credit Union as a result of targeting to improve their economic well being</p> <p>Of the 62 primary schools inspected in 2006-07, 90% of them received a grade 1 outstanding/excellent or grade 2 - good for</p>

What	Progress	Impact
		<p>Personal Development and Well-Being. Almost 20% of them were outstanding. Also in relation to pupils, 'Care, Guidance and Support', 65% of those primary schools received outstanding or good.</p>
<p>T. Improve special educational needs support</p>	<p>The early years early identification has been completely overhauled following consultation and new systems being established. Eg four district specialist centres established, transition inclusion support meetings underway for pupils entering school.</p> <p>Local Inclusion Support Meetings (LISM's) are being established in 20 community areas for children with difficulties and disabilities 0-5 years.</p> <p>The EMAS and Traveller Education Service are contracted to work 1 day per week each providing community based outreach services for the EY&amp;CC Team.</p> <p>Looked After Children are tracked into pre-school and supported by the Area Senco team</p> <p>A joint post has been funded between the Teenage Pregnancy Strategy and Children's Centres</p> <p>Children living in areas of disadvantage and in workless households are being monitored by the children's centres. Take up of Working families Tax Credit data is provided through a close working relationship with JobCentrePlus.</p> <p>New contracts are in place for portage and opportunity groups.</p> <p>A joint agency group on disability has been formed and work on joint health, education and social care work to address Speech and Language Therapy is in place.</p> <p>The Behavioural, Emotional and Social Development Strategy currently subject to consultation. The Behaviour and Attendance Strategy includes a range of activities and priorities which are target-linked (these relate, for example, to emotional literacy/exclusions and attendance). "Fair Access" protocol completed.</p>	<p>Early years trends indicate that there are fewer children under five with statements – now 19.8% of all new statements (24.6% nationally).</p> <p>Robust procedures for identifying vulnerable children at the earliest age are in place</p> <p>Support will be provided for vulnerable children within their community area</p> <p>Joint working collaborations ensure provision mapping is robust and effective.</p> <p>Foundation Stage profile shows scores above the national average.</p> <p>Joint panel and funding arrangements for 14% of ISS complex needs cases indicating joint assessment of need.</p> <p>Permanent exclusions just above the national average but reducing – 05/06 academic yr 74. Fixed term exclusions just above NA but reducing with the LA working with schools to deal with this issue on a collaborative basis, 6</p>

What	Progress	Impact
	<p>Specific Learning Difficulties capacity – continued use of WESFORD for early identification and intervention; training programmes and support from central education services.</p> <p>Early Bird and Early Bird Plus support available across Wiltshire.</p> <p>Autistic Spectrum Disorder (ASD) provision: no of places at primary level increased by 5; 5 new places at secondary special school level; funding and admission arrangements for primary centres overhauled; primary outreach services revised; training programme for mainstream schools continued; improved support services for schools from education services; secondary mainstream developments being planned in conjunction with schools including outreach service from special schools.</p> <p>Improved communications eg Parents Forum in place linked in to the Parenting Strategy and it is an on-going priority to continue to work with schools to improve partnership arrangements.</p> <p><b>Participation of children with learning difficulties or disabilities</b> The current policy is for an Educational Psychologist to record the young persons own views as part of their report. In addition, "Interface Procedures", designed to ensure CYP involvement in critical decisions on out-county residential placements is the same as for Looked After Children, are in place. Annual Reviews are now routinely checked for evidence of recording of pupil views. An advocacy service for young people in in-county residential schools will be in place from September 2008.</p> <p>On contributions on policy, this is a major theme in the SEN strategy 2007/08 and all major areas in the strategy should address how young will/have been involved in formulating actions. New regional standards on involvement have been published and Wiltshire will be evaluating its practices against these and forming an action plan to comply if necessary.</p>	<p>% reduction in 05/06.</p> <p>Need for admissions to secondary SPLD centres has greatly reduced indicating improvement in mainstream capacity to meet these needs. Academic yrs – 05/06 125, 06/07 115, 07/08 99.</p> <p>Only 1 new ASD Independent Special School Placement for this area of need is planned for 2007/08 academic year</p> <p>Statement completion with and without exceptions is now consistently 100% within 18 weeks. Placements in Independent Special Schools outside Wiltshire show a 10% reduction in 2006-07. Pupils educated 20 miles or more from their home show a 7% reduction. Overall reduction in statements (2005 – 1980, 2006- 1994, 2006 – 1927)</p> <p>School Inspection judgements 06/07: How well learners with learning difficulties and disabilities make progress – 51% of schools inspected were judged good or outstanding and only 1 school was inadequate.</p>
U. Educational attainment for vulnerable groups (special educational needs, children	<p><b>SEN</b> 72% of SEN Strategy 2006/07 completed; Central SEN restructuring completed; Developments in Secondary SEN provision planned in partnership with schools for 2008; Autistic Spectrum Disorder services developed; primary specialist learning centres stock take completed and action plan developed; special school vision being developed. New range of action plans and strategy document agreed with stakeholders and published</p>	<p>Number with SEN achieving 5 GCSEs A-G or equivalent increased by 10% in 2006. Rate of improvement for pupils with identified SEN at KS2 (avg point score) has been quicker than for all Wiltshire children. 2003 to 2006 English 13% improvement and</p>

What	Progress	Impact
<p>looked after, ethnic minority groups)</p>	<p><b>Looked After Children</b> Robust tracking of Y6 and Y9 LPSA cohorts in terms of additional needs, educational performance and attendance at school. Further discussions have taken place to progress the 'real time' attendance electronic link between the LA and schools. List of named looked after children specific to an individual school is sent to each school for checking on a monthly basis with request to school to update any changes and return notification to LA.</p> <p>61% of the KS2 and 71% of the KS3 LPSA cohort of children have been identified and received additional personalised support for their learning needs in preparation for taking their KS2 and KS3 SATs in May 2007 through either individual/group work facilitated by a teaching assistant or a teacher.</p> <p>To date 14 baseline assessments have been carried by educational psychologists within the Year 6 and Year 9 cohorts.</p> <p>School link adviser for primary phase in place – working closely with looked after children educational support team - similar for the secondary phase being negotiated.</p> <p>Training events in the north and west of the county have been held for Designated Teachers. Some foster carers have responded to offer of support for helping the learning of the children in their care. Conference "Joining Together for the Education of Looked After Children" planned for June 07 – aim to bring together designated teachers, foster carers and social care staff.</p> <p>Education, employment and training (EET) monitoring group is tracking 16/17/18 year old care leavers to affect improved outcomes. Personal Adviser funded by Connexions and based with After Care team to support EET.</p>	<p>Maths 10% improvement.</p> <p><b>Looked after children performance OC2 return 2006:</b> (2005 figures in brackets)</p> <ul style="list-style-type: none"> <li>• 41% of young people sitting one or more GCSE (61%)</li> <li>• 41% of young people leaving care with 1 GCSE at grade A*-G (39%)</li> <li>• 7.4% of young people leaving care with at least 5 GCSEs A*-C (6%)</li> <li>• 14% of children who missed 25 days or more schooling for any reason during the previous school year (14%)</li> <li>• 35%Eng, 65% Science, 41% maths children achieving level 4 at KS2 (42%, 50%, 25%)</li> <li>• 25% Eng, Science, Math children achieving level 5 at KS3 (30%, 10%, 15%)</li> <li>• Of the 18 children in the LPSA KS2 cohort, it is predicted that in the May 2007 SATs, 39% may achieve a level 4 in Maths, 39% in English and 33% in Science. 12.5% have statements of SEN for learning, with a further 27% at school action or school action plus for learning.</li> <li>• Of the 24 young people in the Indicator 2 cohort, it is predicted that 54% may achieve a level 5 or more in Maths, 50% in English and 58% in Science. 21% have statements of SEN for learning, with a further 12.5% at school action or school action plus for learning.</li> </ul>

What	Progress	Impact
	<p><b>Ethnic groups</b></p> <p>These children are being monitored by EMAS. The EMAS Outreach Programme for BME children and young people is building supportive infrastructures, including strong links with Schools, Extended Schools and parents/carers, to look at ways of monitoring and reducing detentions and exclusions, raising self-esteem, and raising attainment and achievement through these close working partnerships.</p> <p>Parents of BME children and young people have been consulted, and have strongly indicated their wish for these structures to be set up, and for these partnerships to be forged more closely and effectively. A targeted event for Black and minority ethnic children, young people, and their families was held to contribute towards the three Aims of the EMAS BME Outreach Programme:</p> <ul style="list-style-type: none"> <li>• to improve the educational experience of Black and Minority Ethnic young people</li> <li>• to reduce the isolation that some young people feel living in mainly white communities</li> <li>• to increase young people's confidence</li> </ul> <p>The day was attended by 40+ primary and 31 secondary age young people, and almost 40 parents and carers. The young people took part in workshop activities, whilst the parents and carers were invited to listen to an inspirational talk on Black Children's Education by Dr Maud Blair (formerly of the DfES, and now working for the Learning Trust in Hackney). Parents also took part in their own workshop, splitting into groups to consider issues of education, rural isolation, and supporting identity in relation to the experiences and aspirations of their young people. The day was also attended by Black teachers and youth workers from Wiltshire. An action plan is now in place including the launch of the VIBES in School project in the Autumn. The expected outcomes of this project are:</p> <ul style="list-style-type: none"> <li>• greater involvement of BME parents and the community in the life of the school</li> <li>• improved communication between school and BME pupils and their parents</li> <li>• increased confidence of teaching staff to engage with parents and pupils on issues connected with Race</li> <li>• improved ethnic monitoring and reporting</li> </ul>	<p>Care leavers: 46.2% of people leaving care with at least 1 GCSE at grades A*-G, or GNVQ (05/06 52%)</p> <p>5.3% of people leaving care aged 16 or over with 5 or more GCSEs A*-C or a GNVQ (05/06 9.3%)</p> <p><b>Ethnic Groups:</b> There has been some narrowing of attainment gaps between children and young people from black and minority ethnic groups and the rest of the cohort particularly at KS3. However, overall this is still a cause for concern particularly for black/black British children and White Other (this group includes children from migrant families, recently arrived).</p>

What	Progress	Impact
<p>V. Improve attendance in schools</p>	<p>Termly analysis of attendance data across all secondary schools and exclusion data across all school is monitored through the Depart Behaviour and Attendance Strategy Group. In addition 11 secondary and 6 primary targeted schools are supported through network meetings.</p> <p>Regular multi-agency truancy sweeps are carried out in targeted areas across the county; 14 have been carried out to date, resulting in 144 children being stopped. Of those, 82% had a valid reason for being out of school, 17% no valid reason and 2% were home educated. Of the truancy sweeps held between Sept and Dec 2006, 71% of those stopped with no valid reason were male and 50% stopped with no valid reason were accompanied by a parent.</p> <p>Since September 2006, 41 Penalty Notices for poor attendance have been issued to parents. Of those 24% have been paid, 26% have not been paid and have resulted in prosecutions, 5% have been withdrawn and the rest are pending payment. A further 10 parents have been prosecuted for their child's non attendance.</p> <p>Well targeted support has led to 90% (37/41) of young people refusing to attend school or with major attendance problems re-engaging with school, with 17% full time, 37% achieving between 70-90% attendance, and 37% on individual reintegration packages.</p> <p>Guidance has been issued to all schools on action to be taken in relation to Children Missing from Education and a database is maintained of all children educated other than at school.</p> <p>Training has been provided to schools on effective use of data analysis, using parenting contracts and orders for truancy and exclusion and strategies for improving attendance. Four workshops have been co-facilitated by head teachers and LA staff with a focus on reducing exclusions and improving attendance</p> <p>Collaboration in West Wiltshire between schools and the LA has reduced permanent exclusions (03/04 35, 04/05 31, 05/06 17) The reduction has enabled an increase in preventative work which has in turn contributed to further decline.</p> <p>A staff attend SW regional DfES Attendance Leaders meetings and other relevant regional networks to ensure the authority remains up-to-date with national strategies, implications of legislation and good practice sharing and cascade to same to field work and other staff</p>	<p>Permanent exclusions - 2005/06 academic year 74. 2006/07 currently (to end of Term 4) 49 exclusions.</p> <p>Fixed term exclusions – to date approx 6446 days have been lost compared with 7379 for the same period last year, a reduction of 13%</p> <p>National picture for exclusions not yet available for 05/06 but in 04/05 Wiltshire was performing below the average of its comparator authorities.</p> <p>Children Looked After permanently excluded from school – to date 1 child has been permanently excluded, the same as last year, but there has been a 9% reduction in the number of days lost to fixed period exclusion with 124 days to date compared to 136 days for the same period last year.</p> <p>Total Absence from school – Primary – the recent school census data for September to December 06 showed attendance at 95.8%</p> <p>Total Absence from school – Secondary - recent school census data for September to December showed attendance at 93%</p> <p>End of Term 4 the LPSA 11 secondary and 6 primary targeted schools have a collective attendance of 91.72%. The cumulative attendance for terms 1 to 4 is 91.77%.</p> <p>End of term 4, the rest of secondary schools had a collective attendance of 92.79.</p>

What	Progress	Impact
	<p>National Strategies rating: Primary Attendance Rating – outstanding Secondary Attendance Rating - Good</p>	<p>% of half days attended by children looked after 93% to Mid March on information available.</p> <p>Of the cases that have gone to prosecution since September 2006, 35% have resulted in an improved attendance.</p>
<p>W. Increase the range of activities available for young people out of school hours</p>	<p>Managing the childcare market in response to the statutory (2008) Childcare Sufficiency Audit Report. Childcare Sufficiency Assessment Report (CSAR – Statutory Duty 2008) piloted Autumn 2007. Early indications from Parent Survey aspect of audit (25,000 parents targeted and 3,500 responded) are that more Out of School Childcare is needed.</p> <p>More opportunities for children, young people and their families. Improved quality of provision across the board for childcare as evidenced by Ofsted inspections</p> <p>Childcare Expansion in holiday and after school clubs will also include dedicated places to enable inclusion for children and young people with difficulties and disabilities.</p> <p><b>Extended schools</b> Now starting annual review of all schools to provide updated picture for September 2007 (info extracted from Wiltshire progress report 2006 published in January 2007). Early figures after reviewing 3 of 20 community planning areas show trend is towards an increase in schools delivering on full core offer, 33 schools now providing access to full core offer.</p>	<p>Childcare Places are being filled and funding continues to support further expansion – there are 15.5 childcare places per 100 children available for 07-08.</p> <p>Ofsted Inspection data for Standards 6 and 7 shows that 65% of Childcare provision is Good with 95% achieving satisfactory or better.</p> <p>155 Early Years and Childcare providers have achieved a QA (Quality Accreditation) in either Bristol Standard, Effective Early Learning (EEL) or PSLA Scheme with a further 58 settings in progress.</p> <p>Funding for Dedicated Places has been allocated to 4 settings between April and June 07.</p> <p>A further 30 families have been identified to receive funding to enable inclusive childcare provision for holiday clubs.</p> <p>Progress against developing access to core offer via schools (up to September 2006); 23 schools providing full access to all 5 areas of core offer in September 2006.</p>



What	Progress	Impact
	<p><b>Play</b>  Playwork training programme in development for Out of School clubs.  Play Strategy drafted and out for consultation  Play Partnership launched 22.3.07, considering a wide agenda including how to measure impact of developments.  2 Play strategy advisers now in place.</p> <p><b>Family Learning</b>  During the 05/06 academic year 239 Family Learning courses and events were run in 05/06 in a variety of schools, community venues and libraries. 1848 adult learners attended Family Learning courses and events.  During the 06/07 academic year (to date) 226 Family Learning courses and events have been or are scheduled to run this academic year (the actual number will be higher than this as we do not finish organising or running until 31<sup>st</sup> July). 1896 adult learners have attended Family Learning courses and events (to date).</p> <p><b>Youth Development</b>  Whilst the Youth Development Service has consistently provided access to recorded and accredited outcomes there has been a greater emphasis on 'reaching' a larger percentage of the cohort. This has had a perverse effect in that the larger 'reach' reduces the opportunities for the provision of recorded and accredited outcomes. It is the intention to address this in the coming year by retaining a target which is 2% above the national target of 25% and focusing upon increasing the numbers of recorded and accredited outcomes.</p> <p>WCC has set a target for April 2008 of youth work activity being provided on 7 days per week for 48 weeks of the year in each of the 8 localities.</p> <p>Sparksite, radio and web-site, with Slippery Fish provide access to information for young people, parents and carers, supportive of the pathways project. Sparksite is being refined to provide information on positive activities which is accessible to all young people in Wiltshire through the development of an integrated portal which young people will register with thereby ensuring appropriate and relevant information direct to their email inboxes, their mobile phones and through open surfing. This portal will also be accessible to all 'verified' providers of positive activities. The youth development service has two recording studios and 1 radio studio accessible to and fully utilised by young people and is developing a further three radio studios across the county.  Resources are being sought to develop a further 4 Bridging Projects thus making them more</p>	<p>2005/06 academic year: 686 children attended Family Learning courses and events with their parents/carers</p> <p>2006/07 academic year (to date) 798 children have attended Family Learning courses and events with their parents/carers</p> <p>The Youth Development Service has engaged (2006-07) 15,624 young people, 39% of the 13-19 age group in youth work opportunities/activities within a safe environment.</p> <p>In 2006-07 35% of youth work participants (3,991 young people) gained recorded outcomes.</p> <p>In 2006-07- 8%of youth work participants (953 young people) gained accredited outcomes.</p> <p>1145 young people engaged in creative projects organised by Wiltshire Youth Arts Partnership; 9819 youth arts delivery hours.</p> <p>Bridging Projects provide safe youth work</p>

What	Progress	Impact
	<p>accessible to disabled young people with complex needs for whom 'open youth work' sessions are not appropriate.</p> <p>The Junior Sports Leader Award is available through youth development centres.</p> <p>See also Physical activity in section A and Transport developments in Section FF</p>	<p>environments for disabled young people with complex needs (13-19) for whom an open youth work session would not be appropriate.</p> <p>1772 young people contacted by Street based youth workers.</p> <p>Wiltshire Young People's Opportunities Fund has provided the resources for 78 new projects which are being developed and implemented by young people.</p>

## Making a Positive Contribution

What	Progress	Impact
X. Improve citizenship education in secondary schools	<p>LA has worked in partnership with Bristol University to develop a teachers' CPD programme leading to the DfES Certification of Citizenship Teaching. Pilot year in 2006/7: should enable recruitment of a larger cohort of Wiltshire teachers for 2007/8</p> <p>Plans are in hand to launch Secondary SEAL (Social and Emotional Aspects of Learning) when published by DfES. This is a good vehicle to deliver the RESPECT action plan and develop community cohesion as SEAL builds pupils' confidence</p>	<p>School Ofsted judgements 06/07 – Personal development and well being 87% schools good or outstanding</p> <p>60% of secondary schools have an active youth council.</p>
Y. Reshape existing services to provide more places to go and things to do for 13-18 year olds and ensure targeted support for the most vulnerable	<p>New joint management arrangements for Youth Development, Youth Offending and Connexions Services from June 2006. Programme and project boards in place for disaggregation of Connexions services between Wiltshire and Swindon by April 2008</p> <p>'Every Wiltshire Young Person Matters' group established to coordinate development of Wiltshire vision and services for 13 -19 year olds. Wide stakeholder consultations February – May 2007, including significant input from young people.</p> <p>Implementation plan in place for positive activities focussing on ensuring relevant and accessible information is available for all young people in Wiltshire.</p> <p>Further development of targeted support within EWYPM group.</p> <p>Active coordination with 14 -19, Information, Advice and Guidance and NEET agendas via new strategic group reporting directly to Children and Young People's Trust Board</p> <p>See also action W above.</p>	<p>The youth development service has contact with 15,624 - 39% of young people aged 13-19 years and engages 11,413 - 28% as 'participants' in youth work providing professional support and developmental opportunities through key periods of change</p> <p>Mapping of existing 'positive activity' provision is taking place and new portal will be live by September 2007.</p>
Z. Improve the accessibility and take up of opportunities for young people to participate in youth volunteering and	<p>Youth Democracy Work: over <b>260</b> sessions, support to Youth Councils and the Wiltshire Assembly of Youth, <b>5,607</b> young people text voted in the elections for WAY and the U.K. Youth Parliament.</p> <p>Young people involved in Locality Young People's Issues Groups which met regularly in each locality across the county.</p>	<p>School Ofsted Judgements 06/07: The extent to which learners make a positive contribution - 86% good or outstanding</p>

What	Progress	Impact								
community schemes	<p>Duke of Edinburgh's Award engages young people in volunteering in awards at all levels.</p> <p>Leisure Credits Schemes operated within the YDS engage young people in volunteering.</p> <p>A team of young assessors are trained to participate in the evaluation of the youth development service through the bi-annual inspection of all of the youth provision. These team has also participated in an evaluation of ICT access in Libraries and the 'no worries' scheme in doctors surgeries.</p>	<p>5429 young people engaging in Duke of Edinburgh's Award in the year with 862 new bronze books issued, 228 new silver and 229 new gold. There were 359 bronze, 103 silver and 76 gold awards made within the year.</p> <p>Local press and Parish Councils are reporting positively about the voluntary work undertaken by young people as a part of this scheme which won a 'highly commended' award in the "actions speak louder" DfES competition and received a further £13.5k to roll out the scheme more widely.</p>								
AA. Improve school children's attitude to environment issues eg waste	<p>The Waste Action Project, run by the Wiltshire Wildlife Trust in Partnership with WCC, has continued to help schools develop their attitudes and approaches to waste. In particular they have learnt about the impact waste has on the environment. Many children and young people have become actively involved with composting and recycling at their school and have taken ownership of the projects they have subsequently set up with the support of the Waste Action Team.</p> <p>A (YDS) policy concerned with 'Sustainability has been written in partnership with the Wiltshire Wildlife Trust, Wiltshire Assembly Youth, youth development co-ordinators and young people. A target has been set to ensure all youth development centres achieve level 1 of the Greengauge strategy.</p>	<p>Since the start of the Waste Action Project which is part funded by the WCC, 33 000 different children have been educated at 195 (80%) schools about waste minimisation and recycling. 120 schools are now composting.</p> <p>Youth development co-ordinators are engaging young people in using Greengauge to measure and improve issues of sustainability within their youth centres and wider lives.</p>								
BB. Reduce the number of young people involved in offending and antisocial behaviour	<p>Wiltshire Youth Offending Service recidivism rates in 2006 showed a significant improvement on previous years and were amongst the best nationally. Due to the small numbers in some of the cohort measured, caution is required in interpretation; however Referral Orders appear to be particularly successful.</p> <p>The Local Criminal Justice Board target for increasing Offences Brought to Justice (OBTJ) may impact on recidivism levels, although the proposal for 07/08 to tier offences according to their seriousness and give greater credit of more serious OBTJ should limit the impact.</p>	<p><b>Recidivism 06/07:</b></p> <table><tr><td>Pre-Court</td><td>15.6%</td></tr><tr><td>First Tier</td><td>41.8%</td></tr><tr><td>Community Penalties</td><td>53.3%</td></tr><tr><td>Custody</td><td>100%</td></tr></table> <p>A good improvement (above target) in all areas except custody which remained static</p>	Pre-Court	15.6%	First Tier	41.8%	Community Penalties	53.3%	Custody	100%
Pre-Court	15.6%									
First Tier	41.8%									
Community Penalties	53.3%									
Custody	100%									

What	Progress	Impact				
	<p>Providing a premium service within existing resources continues to be a challenge, but the service continues to adopt a risk – led approach to the deployment of resources which would include Prolific Priority Offenders (PPO's). These young people are identified on a quarterly basis by Asset score of over 20 and/or whether they are a Persistent Young Offender. The service continues to share information with the Police in particular concerning PPO's and the Police are notified of those on the list.</p> <p>The Youth Offending Prevention Strategy has been implemented and young people identified as at risk of offending are now engaged in preventative activities across a number of projects including Families in Focus (Youth Inclusion Support Panel), Youth Inclusion Programme and Mentoring. In addition work is being done with several schools to introduce Restorative Justice principles with a view to reducing the number of exclusions. Asset and offending data was used to help target prevention resources and will continue to be used where the data can assist understanding of issues.</p> <p>Bail Supervision and Support and Intensive Supervision and Support continue to operate near to capacity.</p> <p>The Youth Offending Enforcement Policy has been in place since December 2005 and details breach action to be taken. Enforcement training planned for later this year for all staff.</p> <p>Overall level of offending in Wiltshire in 2006 was 2.6 which compares favourably with national levels.</p> <p>A recent letter from the Youth Justice Board states “2006 has been a good year for the Youth Offending Service confirming our opinion that Wiltshire is one of the best performing and ambitious youth offending services in the region”.</p>	<p>(affected by low numbers – just 1 case in this cohort).</p> <p>For first tier penalties, the most likely reasons for such a good reduction is the success of our Referral Order schemes which form the biggest proportion of this cohort</p> <p><b>First time entrants:</b></p> <table><tr><td>06/07</td><td>589 First time entrants</td></tr><tr><td>05/06</td><td>695 First time entrants</td></tr></table> <p>(re-submitted figures)</p> <p>A reduction of 15.25% on the re-submitted 05/06 figures. An excellent improvement and above target of 5%.</p> <p><b>Breach Processes:</b></p> <p>Improvement in National Standards Performance to Level 4 overall for YOS for 2006 audit (from Level 3) contributed to by an improvement in Breach Standards</p> <p><b>Looked after children</b></p> <p>% of children aged 10+ who had been looked after continuously for at least 12 months, who were given a final warning/reprimand or convicted during the year for an offence committed whilst they were looked after, expressed as a ratio of the percentage of all children aged 10+ given a final warning/reprimand or convicted for an offence in the police force area 06/07 1.7 (05/06 3.3)</p>	06/07	589 First time entrants	05/06	695 First time entrants
06/07	589 First time entrants					
05/06	695 First time entrants					

CC. Ensure young people with disabilities have a smooth transition from children to adult services	<p>A strategy for transitions has been drawn up by a multi agency group in 2006. To enable the target of transition plans being in place for all children, we are implementing the strategy and focussing on removing the barriers to success.</p> <p>Connexions intensive personal advisor time has been resourced through the Connexions transition plan.</p>	98.7% of children with disabilities aged 14+ with a transition plan for their move to adult services
APA rec: Improve the contribution of looked after children to their reviews.	<p>New web based Viewpoint tool successfully rolled out September-November to increase and improve consultation. Service has secured the loan of four lap tops to enable young people without internet access to use the Viewpoint system. We have a dedicated mobile number for young people and continue to work with external providers to meet expectations of young people's participation in reviews.</p> <p>Our Children's Rights Officer supports participation and provides an advocacy service as required - this was acknowledge as excellent in the Fostering Inspection.</p>	78.5% of children communicating their views specifically for each of their statutory reviews (05/06 73%)

## Achieving Economic Well-being

What	Progress	Impact
DD. Implement the 14-19 education strategy	<p>The local authority and local LSC have very effective procedures in place to ensure that 14-19 education and training provision is planned to meet the needs of children and young people within the context of the local and national economy. A Strategic Board made up of representatives from key stakeholders across the county determines the strategic direction of provision and the Implementation, Monitoring and Evaluation Group (IMEG) oversees its delivery. In support of this, four Area Secondary Heads groups represent North and West Wiltshire and Salisbury City and Salisbury Plain, and their work is supported by a 14-19 Co-ordinator in each Area. A firm foundation for collaborative work has been laid in each of the four areas but rates of progress differ.</p> <p>Open and collaborative working between the two further education colleges and the county's secondary schools ensure that pupils at Key Stage 4 have access to the Young Apprenticeship programme and the Increased Flexibility programme, and courses for 16-19 learners are available in each of the 15 sector subject areas at level 1, 2 and 3. Good progression opportunities are available at 16 for pupils with special needs, and there is a broad range of work based learning programmes ranging from E2E to Advanced Apprenticeships. Progression rates at 16 into education and training are above the national average, as are those into higher education.</p> <p>The quality of provision of education and training providers for 16-19 learners is generally good and improving. Further education and work based learning providers are required to prepare an annual self assessment report and this is reviewed by the LSC at an annual provider review meeting. Salisbury College is responding well to support from QIA following an unsatisfactory Ofsted inspection in March 2006.</p> <p>A number of activities are underway or have been completed to meet the academic and vocational needs of all 14-19 learners. These include the 'September Guarantee' being in place, on time, for September 2007 and an on-line prospectus in place for summer 2007. There are a growing number and type of post-16 collaborative arrangements across the county including:</p> <ul style="list-style-type: none"> <li>○ Salisbury Grammars, Salisbury High School and College</li> <li>○ Salisbury Plain – Avon Valley College, Pewsey Vale School, Salisbury High School,</li> </ul>	<p>2005/06 73% 16- 19 year olds achieving a level 2 qualification (equiv 5 A*-C GCSE), progress in line with other similar authorities and have maintained a relatively high level attainment by 19. (04/05 72%)</p> <p>2005/06 53% 16-19 year olds achieving a level 3 qualification (equiv GCE/VCE/A/AS/BTEC), with level 3 the position is stronger than other similar authorities in that a higher percentage has been reached whilst showing improvements over the 3 year period. (04/05 51%)</p> <p>Schools with 6<sup>th</sup> forms Average points score for students entered for GCE/VCE/A/AS 297.6 (05 279.2)</p> <p>Schools with 6<sup>th</sup> forms Average points score per GCE/VCE/A/AS 81.7 (05 81.1)</p> <p>Of the 9 schools that received a Section 5 Ofsted Inspection, 8 had 6th forms. The overall effectiveness of the 6th forms were judged to be good or better in 5 of the 8 (62%). None were judged inadequate. Personal development and well-being, care guidance and support as well as the curriculum on offer were judged to be strong features</p>

What	Progress	Impact
	<p>Salisbury College, Stonehenge</p> <ul style="list-style-type: none"> <li>○ Chippenham</li> </ul> <p>The first Diploma submissions were successful in West Wiltshire (Creative &amp; Media) and North Wiltshire (Creative and Media). No other submissions were successful but the area groups are planning a timeline for further submission with an expectation of full implementation by 2013. Feedback from the submission process has taken place and the Area groups are now developing action plans to deliver further successful bids in a rolling programme which is dependent on local needs and strengths.</p> <p>There has been a recognition that attainment at 5A* - C has stalled leading to focussed activities on advisers and School Improvement Partners challenging schools on D+C conversion see R. in Enjoy and Achieve; a further development of curriculum planning to develop an alternative to GCSE qualifications. All secondary advisers and consultants have re focussed much of their work with schools to KS4 and in particular Year 11. A series of 'motivational' conferences have taken place with C/D borderline students. LA support to challenge the quality of teaching and learning is central to the school improvement agenda. Schools monitor the progress of students termed 'vulnerable' and target underachievement.</p> <p>There has been a growth in the activities to increase the engagement of employers. This has included an LSC employer partnership group, an EBPlus professional development placement service, a re-aligned role for a member of the secondary advisory team who will take a strategic lead in the development of school employer engagement and the deployment of an AST to support schools that are developing vocational education.</p> <p>Self evaluation using a GOSW tool has taken place. The letter from GOSW following the progress check meeting in May 2007 stated:</p> <p>'Good areas of work were noted, including strong strategic commitment and leadership in the 14-19 agenda, effective collaboration in the developments of partnerships to take the specialised Diploma work forward and a sound understanding of where further work is necessary to continuously improve performance against targets. The panel acknowledged your recognition that employer engagement remains challenging but are assured that activity is planned to tackle this and hope that the presence of the area co-ordinators will have a positive impact.'</p> <p>Cross reference to volunteering/participation and positive activities for young people above in section Z.</p>	<p>Further, phased and planned submissions in Nov 2007</p> <p>A greater number of schools have more developed student monitoring and tracking processes.</p> <p>Development of a strategic employer engagement group</p> <p>Government of the South West, National Strategies progress rating: amber/green – one of eight LAs out of sixteen given this rating. The other eight were rated amber/red. Given clear indication that the direction of travel is good and that the issues that LA had identified are those that need to be tackled.</p>



What	Progress	Impact
<p>EE. Reduce the number of 16 – 18 year olds not in education, employment or training</p>	<p>Real NEET numbers have been increasing across Wiltshire and as a result the proportion in the NEET group has risen. This is not a phenomenon unique to Wiltshire. From a baseline in 2004 8 neighbouring or regional partner authorities have seen an increase in the 16-18 NEET percentage. The latest quarter figures for Wiltshire show an improvement on the same quarter last year - May 06 5.97%, May 07 5.76%.</p> <p>The NEET Reduction Group has set the overall strategy framework while local activity is devolved to local 14-19 groups in North, West and Salisbury (Plain &amp; City). Each area group is tasked to develop local actions and LPSA funds are allocated to support these. Local plans are to be submitted to the NRG by the end of June 2007</p> <p>LSC has also contributed funds to accelerate NEET focused work, particularly prevention Key areas of focus are:</p> <ul style="list-style-type: none"> <li>• Develop Level 1 provision - roll on and off for those not yet ready to enter apprenticeships.</li> <li>• A focus on the 'unemployed and seeking work' group – the largest NEET group, is felt to potentially have the greatest impact on NEET reduction including vacancy canvassing and bulletins;</li> <li>• Preventative work with early leavers from FE/WBL and completers to reduce entry into NEET</li> <li>• Focused canvassing to be accompanied by effective follow up and support to ensure young people actually complete applications, attend interviews and arrange work tasters/visits</li> <li>• Focused follow up and support to Year 11 pupils who have no confirmed intention or destination</li> <li>• Development of consistent and effective prevention programmes in schools building on schemes like PAYP and summer challenge.</li> <li>• Link with other partners such as YDS to advertise and promote vacancies and any session in centres.</li> <li>• Link to Care Leaver strategy and teenage parents work</li> <li>• OLASS - work to target young offenders and move them into EET</li> </ul> <p>Personal Action Plans are developed currently with all young people receiving significant individual support from Personal Advisers, setting out their goals and actions to achieve them. Going forward this process will need to link with the development of ILPs.</p>	<p>6% 16-18 year olds not in education, employment or training (period of measure = Nov – Jan)*NEET (05/06 5.8%)</p> <p>76.7% 16-18 year olds in learning (05/06 75.7)</p> <p>3.2% of 16-18 yr olds whose current activity is not known (05/06 4.3)</p> <p>98.1% of Yr 11 without post 16 intentions and at risk of NEET were successfully followed up (05/06 96.7%)</p> <p>Real NEET numbers in Wiltshire increased by 41 to 644 in the year to March 2007 (there is constant turnover in these individuals)</p> <p>Annual report for the targeted Intervention programme (PAYP, Summer Challenge, YIP and New Challenge) shows 85% of young people (157 out of 185) went onto a positive EET destination in the summer of 2006</p> <p>Directly funded VCS projects moved 106 young people directly from NEET to EET and prevented many more falling into the NEET status</p> <p>77.31% 16-19 with learning difficulties or disabilities (LDD) in EET for March A small improvement over the same period last year when the figure was 76.96%.</p> <p>In 06/07 the number of Action Plans produced with young people comprised 1808 Yr 11 and 1923 16-18 year olds</p>

What	Progress	Impact
	<p><b>Care leavers</b> The specialist PA post has proved successful and was reviewed in March with funding now secured. The PA will continue to be based in the leaving care team but line management will transfer to Connexions manager to ensure specialist focus on EET. The monitoring group is meeting regularly and has established effective management info regarding 16 – 18 yr olds</p>	<p><b>Care leavers</b> Ratio of the percentage of young people who were looked after on 1 April in their 17<sup>th</sup> year (aged 16) who were engaged in education, training or employment at the age of 19 to the percentage of young people in the population who were engaged in education, training or employment at the age of 19. 05/06 was 0.63, 06/07 0.68.</p>
FF. Improve accessibility and affordability of transport for young people	<p>Weekday daytime bus service levels are good for a rural area and have been broadly maintained at 1999 levels despite above-inflation increases in transport costs.</p> <p>External funding has been used to test new ways of providing services, such as Wigglybus and other demand-responsive services including some specifically aimed at young people (eg evening services in Pewsey Vale and Malmesbury). However this has required significant increases in financial support and there is no realistic prospect of further improvements in overall service levels.</p> <p>Wheels to Work moped hire scheme set up in 2006 to improve access for young people to work and work-based training.</p> <p>DART (Delivering Access and Rural Transport) Partnership set up in 2007 as successor to Wiltshire Rural Transport Partnership to improve rural access and transport, with a particular focus on supporting and developing community and voluntary transport – including for young people.</p> <p>Partnership Taskforce being set up to work on access to education, training and employment for young people.</p> <p>Proposals to investigate voluntary countywide off peak fares discount scheme for young people deferred due to ongoing problems in implementing OAP free fares scheme.</p>	<p>% of rural households living within 800 metres of (a) an hourly or better weekday daytime bus service and (b) a daily or better weekday bus service maintained at above 61% and 89% respectively (broadly unchanged since services improved with extra Government funding in 1998-99) – (2006-7 figures awaited).</p> <p>Annual number of bus passenger journeys increased from 9.2 million in 2002-03 to 9.7 million in 2005-06 to 11,688,391 in 2006-07.</p> <p>Wheels to Work scheme has already helped 23 young people since scheme began in August 2006.</p> <p>In the rural area of Downton an “URBY” mobile youth provision has been provided through the ‘youth opportunity fund’ and is providing access to positive activities for young people.</p>
The after care strategy needs to be reviewed in light of the Youth Green paper	<p>Progress is being made on housing and EET through LPSA on housing and support of 16-17 year olds and creation of specialist leaving care personal adviser post in Connexions service. A meeting has been set up in June with the National Leaving Care advisory service to plan the review of the leaving care service.</p> <p>Also see EE above for information care leavers in education, employment and training.</p>	<p>97% of care leavers at age 19 in suitable accommodation (78.1% 05/06)</p>

What	Progress	Impact
GG. Work with schools to address perceived skill gaps	<p>Work of the 14 – 19, careers education guidance and work related learning Connexions advisers supports schools to improve their provision and programmes and is linked directly to this need.</p> <p>Connexions Personal Advisers work with young people in schools to develop employability skills including:</p> <ul style="list-style-type: none"> <li>- Winter challenge 'Shall we' and 'Change It' course</li> <li>- Special study days (often involving employers) to improve interview skills and CV writing</li> <li>- Personal advisers conduct sessions with year 11s on things like interview skills</li> <li>- helping students review what they learn in work experience. Work experience is intended to give pupils an understanding about the World of Work and all schools have a high participation level in yrs 10 or 11. In addition through the alternative/ flexible curriculum provision young people often go on linked work experience and most of the Increased Flexibility (IF) young people are potential NEETS in terms of attendance and achievement yet through IF they can improve and some engage back into mainstream EET</li> <li>- training for Real Game</li> <li>- CV writing workshop at college</li> </ul> <p>Many schools also arrange for employability skills training with targeted student eg 'world of work' courses (which they pay for).</p> <p><b>Developing young peoples self-confidence, team working and social skills:</b> Student representatives are a compulsory part of school task group to oversee development of Healthy School programmes in all schools. Strong element of team-working with peers + adults and skills needed to achieve this.</p> <p><b>Work Experience:</b> All young people in KS 4 are offered participation in at least one work experience programme.</p> <p>Four programmes are undertaken:</p> <ul style="list-style-type: none"> <li>- block programme for whole year group;</li> <li>- programme associated with work related / vocational courses;</li> <li>- extended work placements for those students involved in 'inclusion' type programmes who might be at risk of exclusion;</li> <li>- programme for those at Pupil Referral Units.</li> </ul>	<p>Validation visits indicate these task groups and role of students one of most impressive features of healthy schools accreditation.</p> <p>Block:</p> <ul style="list-style-type: none"> <li>- 5000 students</li> <li>- 5125 placements</li> <li>- 35500 days</li> </ul> <p>Extended/WRL:</p> <ul style="list-style-type: none"> <li>- 750 students</li> <li>- 1242 placements</li> <li>- 7526 days</li> </ul> <p>YPSS:</p>

What	Progress	Impact
	<p><b>Vocational Studies – KS4:</b> An extensive offer of vocational and occupational courses for all KS4 are available through the IF partnerships. These are centred through Salisbury College, Wiltshire College and the Vocational Centres at Springfields Special School and Avon Valley College. Additionally schools make available courses in applied and vocational subjects in-house. All are made available through school option systems although some students have more direction placed on them. Some schools, such as the 2 grammar schools, have relatively few vocational courses available.</p> <p><b>Information, Advice and Guidance:</b> All schools and colleges, supported by Connexions, have programmes in which IAG is available to all young people 13-19. With greater collaboration between providers greater impartiality is now evident. The on-line prospectus (Phase 1) will be in place by June 2007 and an on-line ILP is in its pilot phase with a September roll-out planned. The CEG Quality Framework is available and used to bring rigour to IAG and the SEF audit tool allows institutions to make self-assessments and plan actions accordingly, with support from a LA deployed AST. In the recent GOSW progress check this was assessed as amber/green.</p> <p><b>16-19 year olds personal and academic development:</b> LA evaluations, school and college inspections show that personal and academic progress of young people is good. In Wiltshire progress into HE is above both the regional and national levels. Schools and colleges are set progress targets and in the case of schools this is based on prior attainment measured at KS4. Collaboration with the LSC is close and effective and plans are being developed to ensure that post-16 performance and the extent of the offer are of the highest quality in all parts of the county.</p>	<ul style="list-style-type: none"> <li>- 71 students</li> <li>- 77 placements</li> <li>- 1614 days</li> </ul> <p>The impact of the availability of vocational studies has been to increase and maintain the post-16 progression rate (currently 78% at age 17). This was assessed as amber/green in the recent GOSW progress check.</p> <p>The impact of quality IAG has shown high participation rates, low drop-out rates and high achievement at Level 2 and 3 by aged 19.</p>

## Service Management

What	Progress	Impact
<p>Improve interagency planning and governance</p>	<p>The effectiveness of the Children's Trust Board has been evaluated, supported by GOSW (April 2007).</p> <p>The evaluation indicated good cooperation between partners and a strong commitment to continuing to improve actions but also a need to review the various structures of the Trust arrangements to ensure clarity of purpose, roles and responsibility. It was agreed that membership needed to be strengthened in some areas, that meetings needed to be consistently focused on interrogating, mandating and taking action and that it is necessary to maintain the focus on joint commissioning to ensure that resources are used to maximum effect to improve outcomes. As a result of this work the relationship between the wider stakeholder group and the executive has been clarified, and the specific roles and responsibilities of each group have been linked to the commissioning cycle.</p> <p>The executive is now chaired by the Lead Member for Children's Services.</p> <p>Progress on priorities has been assessed through the review and the needs analysis will be further refined through process of further stakeholder engagement leading to the development of the new Children and Young People's Plan.</p>	<p>Board members have welcomed the greater clarity. The new arrangements, whilst still relatively new, are supporting inter-agency planning and decision-making. The Board has signed up to trial a framework for strategic decision-making and commissioning in relation to family support services, based on key agreed strategic aims.</p>
<p>Improve and extend joint commissioning of services and aligning of budgets</p>	<p>The Trust Board focused on the DfES joint commissioning model as part of a workshop in December 2006. Effective joint commissioning has continued in the area of Young Offenders, substance misuse and children and young people with complex needs.</p> <p>The time lines set out in the plan for the joint commissioning of speech and language therapy have not been met. The Trust Board Executive has now agreed the process for the recommissioning of this service and the new service will be in place for April 2008. Proposals have been shared and agreed between partners, including schools.</p>	<p>Board members understand and agree the principle of joint commissioning, and know how the model relates to the roles and responsibilities of the Trust Board. Progress in agreeing the process for the recommissioning of special and language therapy indicates a strong Executive where all of the key partners are represented</p> <p>More jointly planned services at level 2 across the county and linked to local need eg sexual health advice in schools, Children's Centres supporting work with young fathers</p>

What	Progress	Impact
	<p>Services provided through extended schools, the teenage pregnancy strategy and Children's Centres developments are characterised by joint planning and aligning budgets to support preventive services which are key to the ECM agenda and this is also true of the plans for the roll out of shared processes where agencies across the Trust have jointly planned the developments and are aligning the use of resources such as training to support implementation.</p> <p>The Voluntary Sector Working Group has also considered how the Trust could most effectively involve the sector in the commissioning cycle and a report has been made to the Trust. The Board has also received a report showing all funding (from across partners) of voluntary sector services for children and young people and is fully aware how the sector supports the CYPP. Plans are in place to manage the process whereby a number of funding streams come to the end of their cycle in 2008, eg the Children's Fund</p> <p>The review of the Children and Young People's Plan has indicated that there needs to be a greater level of specificity in the resource statement and this is being addressed in the planning of the new Children and Young People's Plan.</p>	<p>Some positive feedback from the voluntary sector regarding their engagement in the Trust Board (following the national evaluations and conferences).</p>
<p>Improve the way that agencies work together to support children &amp; families</p> <ul style="list-style-type: none"> <li>• Local Services Teams for Children &amp; Young People</li> <li>• Shared processes</li> <li>• Service Directory</li> </ul>	<p><b>Locality Teams</b></p> <p>The Wootton Bassett pilot has been evaluated and the outcomes presented to the Trust Board. A model of increasing joint working has been agreed by the Board (January 2007), supported where possible by co-location.</p> <p>The co-location in Trowbridge of members of the Youth Offending Service, community safety staff and local criminal justice Board staff is enabling a greater coherence of approach</p>	<p>Staff are aware of the range of agencies working in their area and across the service users they relate to as a result of the multi-agency awareness sessions across the county and the co-location initiatives.</p> <p>The Youth Development Service, Youth Offending Team and Connexions are now working together more closely in locality areas. Specific initiatives, often working in partnership with the Police, have improved young people's engagement in positive activities and reduced incidents of anti-social behaviour (eg Westbury). The joint working within West Wiltshire across agencies has resulted in a significant reduction in permanent exclusion and has enabled the Young People's support Service to target its resources on further preventative work.</p>

What	Progress	Impact
	<p><b>Shared Processes</b>  Work has continued to spread awareness of the new ways of working which aim to ensure that children and families get what they need without delay and repetition. Multi –agency groups have met across the County to hear about those processes and contribute their ideas about how they could work best in Wiltshire.</p> <p>A leaflet a leaflet entitled ‘What to do when a child has additional needs’ has been produced after extensive consultation, to support the rollout of shared processes across Wiltshire through 07.</p> <p>IT systems are being developed to support this work e.g. ContactPoint ( basic information on all children in Wiltshire and a system to allow agencies to know when an assessment has been carried out by another worker</p> <p><b>Service Directory</b>  The service directory on pathways website has been updated and refreshed to be more useful and accessible. Through the extended schools and children’s centres group hard copies of the service directory have been produced to allow schools and centres to make these available when parents cannot access the website. Both hard copies and electronic copies have updating facilities</p> <p>Sparksite, a web-based portal led by young people is being expanded to provide online access to all the positive activities available for young people in Wiltshire. This initiative will provide text messaging and direct emailing capabilities to targeted young people.</p> <p>The slippery fish website (for young people) is also regularly updated.</p>	<p>Local Authority Readiness Assessment  January 2007: green</p> <p>There has been positive feedback from the guidance and this should result in children and families getting the services they need more quickly although we do not have comprehensive data to support that at this stage.</p> <p>This improved service response is further supported by the service directories which allow workers to refer or direct service users to a service that meets their needs.</p>
<p>APA rec: Improve performance management and target setting</p>	<p>Performance management data is now better co-ordinated within the Council Children’s Services and with partners.</p> <p>Targets for improvement are clearly established as part of the appraisal and supervision process. Poor performance is challenged and targets for improvement set, supported and monitored.</p> <p>Ambitious targets are now set, including areas where feedback has indicated a greater level of challenge is needed. The lack of challenge in some targets set by schools is acknowledged and will be addressed during the next target-setting process. Performance management data is shared within the Trust Board but this needs to be comprehensive. Analysis of performance is used to plan improvement, eg the way in which Independent Reviewing Officers work and the</p>	<p>Better performance management has resulted in improvements in a number of areas, eg fostering and adoption services, statementing timelines and the identification of schools causing concerns. On-going improvement in relation to the comprehensive collection and full analysis of performance management data remains an on-going priority.</p>

What	Progress	Impact
	way in which the attainment of looked after children is supported as some targets have not yet been met.	
Develop and strengthen the children's workforce	<p>The Children and Young People's Trust Board regularly considers workforce issues. An inter agency Training, Awareness Raising and Dissemination Group has been established. Activity is focussed under 4 main headings:</p> <ul style="list-style-type: none"> <li>• <b>Learning and Development:</b> The Training, Awareness Raising and Dissemination Group has agreed to prioritise key areas <ul style="list-style-type: none"> <li>i. Mental Health</li> <li>ii. Managing and working within Multi Agency Teams</li> <li>iii. Safeguarding/Child Protection</li> <li>iv. Shared Processes</li> <li>v. Consent and Information Sharing</li> <li>vi. Equality, Diversity and Understanding Disability</li> </ul> </li> </ul> <p>As well as these key priorities, it was agreed that all partners within the Trust Board should make their training programmes available across the Trust Board and that it be proposed that the principle of open access to training opportunities, where appropriate, be adopted. It was also agreed that the group should explore ways of publicising the availability of training and development opportunities across the Trust Board using a variety of media such as the Pathways website, Early Years Training Bulletin and the School's Web enabled CPD program (see information systems below). In addition to the priority areas identified, the group is prepared a series of "Getting to know you" events for local children's services staff.</p> <ul style="list-style-type: none"> <li>• <b>Qualifications Framework</b> The Training, Awareness Raising and Dissemination Group has also considered the development of an integrated qualifications framework and associated assessment arrangements. Work is currently taking place within the County Council to centralise all NVQ assessment activities through a single centre, while a number of the more generic qualifications such as the LDSS for Personal Advisers are being developed. Discussions are also taking place with Health colleagues as to the feasibility of linking up NVQ assessment between agencies. The development of clear framework of both professional and cross professional competencies is a high priority in all partner agencies and it is intended that the exchange of information about development opportunities outlined above, in conjunction with the development of specific cross agency qualifications, will assist in developing career paths and process mapping.</li> </ul>	<p>Increasing coherence of training and development, with a focus on developing competencies for inter agency working Greater local awareness and understanding of different professional roles and contributions</p> <p>% increase in take up of professional development at Level 2 new award this year to us but numbers are 34 teaching Assistants and 10 early years, also a new award this year Level 3 up 55% Level 4 no increase PQ no increase</p>



What	Progress	Impact
	<p> <b>• Workforce Development</b>            A key element of the Children &amp; Young People's Workforce Development Plan will be to link up needs assessment, qualifications and deployment audits of staff in order to identify gaps, areas for development and opportunities for rationalisation. This is currently at an early stage within the Trust Board, but some auditing has taken place among Early Years settings – linked with the PVI sector Workforce Development Project – and a qualifications audit is currently planned of all WCC employed staff. Further data will come from the current pay review process being undertaken within WCC. Other processes which will need to be taken into account are possible changes in contractual arrangements, particularly for teachers, within Children Centre Developments and Extended Schools, and the development of an overall recruitment and retention policy within the children and young people's workforce as a whole. The Workforce plan will be developed in the Autumn alongside the refresh of the Children and Young People's Plan. We have been proactive in filling vacancies with particular success in the social care, attracting some social workers from abroad.         </p> <p> <b>• Information Systems</b>            The development of the Children &amp; Young People's Workforce Development Plan will need to be underpinned by a robust information strategy. This will need to include a clear framework for disseminating training as development activities, maintaining a database of qualifications and permissions for access to children's systems and workforce planning in its broadest sense. A web enabled VPD system is currently being trialled within the Schools Branch of the Department for Children &amp; Education which may have the capacity to provide a platform for all Children's Workforce related activities. Further work will, be required to identify appropriate systems for broader workforce development issues, bringing together the different HR/Personnel modules used by the different agencies involved.         </p> <p>           The County Council is embarking on a significant 'Ways of Working Programme' which is promoting flexible working and encouraging more flexible and economic use of office space. A number of projects are underway within the Department for Children and Education which include the improved use of technology.         </p> <p>           All youth development service team leaders trained in "integrated ways of working" by Ford Partnership.         </p>	<p>           12 staff equipped with Smartphones            100 staff now home based            139 staff with home 'key fob' computer access         </p>

What	Progress	Impact
	<p><b>Early Years Transformation Fund</b> Implementation and allocation of the fund to develop higher qualified staff is well established.</p> <p>In 07-08 a further 34 settings/graduates have taken on the Quality Premium Strand of the fund and 15 additional settings/graduates have been awarded the Recruitment Incentive Strand. 150 candidates are working through the Early Years Level 3+ Strand on a combination of L3, L4, L5 and Foundation Degree qualifications. A further 150 candidates have been engaged with the SEN Strand on subjects of Inclusion, Language and Sensory Development.</p> <p>The new HGGI (Home Grown Graduate Incentive) has been well received with an extra 15 settings/graduates taking up the funding.</p>	<p>147 individual training awards made in 06-07 and grants to 16 settings.</p>
<p>APA rec: Improve assessment of the impact of the LA's policies on promoting race equality</p>	<p>The Council has set a target to progress to Equalities Standard level 3 by March 2009. A training programme has been implemented, guidance has been issued to all staff, and the Director/Assistant Director team has agreed the action plan to increase the number and quality of equality impact assessments (EIAs).</p> <p>The EIA process for the new CYPP will be implemented and evaluated as a 'test case' for assessing more complex strategies. This will inform the process in order to assess other complex/over-arching strategies. Specific service areas have taken action, eg Youth Development Centres twinning with a Youth Development Centre in a more culturally diverse area of Bristol.</p> <p>The consistency with which LA policies are assessed in relation to the impact on race equality and action subsequently taken needs to continue to improve.</p> <p>The newly formed DCE Inclusion &amp; Equalities Working Group has prioritised the development of data analysis of outcomes for particular identified vulnerable groups, the use of this data to inform equality impact assessments. A second level priority will be to use this information to develop an overall inclusion strategy, initially for the Department for Children &amp; Education but more broadly, with partners, to extend this to the Children &amp; Young People's Trust Board as a whole.</p>	<p>Race Equality Impact Assessments have been carried out for 12 service areas. These have led to initiatives such as the development of further bridging projects and improved ways of working with BME young people through music.</p> <p>Progress still needs to accelerate in this area.</p>
<p>Improve arrangements with the Voluntary and Community Sector</p>	<p>The Voluntary Sector forum held a number of multi -agency meetings to discuss and make recommendations for improving relations including communication, governance, joint commissioning, workforce development and full cost recovery. The meeting culminated in a number of recommendations from the group to the Trust Board. The group is now developing an action plan following the acceptance of the recommendations by the Trust Board.</p>	<p>See comment above in relation to positive feedback from the Voluntary sector.</p>

What	Progress	Impact
	<p>The Council's Cabinet has recently agreed to continue commissioning arrangements with the voluntary sector to continue to provide Children's Centres within Wiltshire. This will enable continuity of provision and build on existing capacity.</p> <p>Wiltshire Youth Services Council (WYSC) is an active partnership, supported by the Youth Development Service, engaging with developments in provision for young people through the Education and Inspections Act, also in the Wiltshire Young People Opportunity Fund (WYPOF)</p>	<p>WYPOF, managed by the YDS has provided 78 new projects for young people through young people being supported by youth workers and volunteers from YDS and WYSC affiliated groups.</p>
Local Public Service Agreement (LPSA) and Local Area Agreement (LAA)	<p>Over the last year, Wiltshire has been developing its LAA. The content of the Children and young People's block includes mandatory targets set by central government, targets that were within the previously agreed Local Public Sector Agreement (LPSA) and priorities that were identified by the Children and Young People's Trust Board. Outcomes and targets affecting children and young people also feature in other blocks of the LAA most of which were in the Plan and some which will need inclusion in the new refresh. Monitoring arrangements are in place to track progress and address issues. The full LAA can be viewed at <a href="http://www.wiltshire.gov.uk/wilts-laa-final.pdf">http://www.wiltshire.gov.uk/wilts-laa-final.pdf</a>.</p>	<p>Progress with LPSA targets is noted in topic sections above.</p>
Improved involvement of children and young people	<p>Throughout the year the Democracy team has continued to operate. The group comprises 12 staff drawn from all of the agencies of the Children's trust who either manage or deliver direct work with children and young people. Their aim is to support the Trust Board in its aim to <i>'give a voice &amp; influence to children and young people, enabling them to shape the services they receive themselves and the type of services that are developed for the future, '</i></p> <p>Activity through this year has included :</p> <ul style="list-style-type: none"> <li>• Consulting children and young people on the Children and Young People's Plan Spring 07</li> <li>• Working with Wiltshire Assembly of Youth to help them to achieve wider representation</li> <li>• Working with a group of children and young people to support their involvement in the recruitment of the Director of Children and Education (Sept06)</li> <li>• A number of training sessions for agencies /Departments wishing to involve children and young people in recruitment and selection</li> <li>• Convened a group of young people who have experienced homelessness and enabling them to influence service planning, including the creation of a DVD</li> <li>• Preparing and consulting on a participation charter for the Trust Board to sign up to</li> <li>• Mapping and benchmarking current involvement work</li> <li>• Supporting the Trust priorities by linking to sub groups to ensure their work is informed by</li> </ul>	<p>2190 young people have participated through the youth work curriculum in youth democracy activities (2005-07)</p> <p>60% of secondary schools have an active youth council, supported by the WYDS.</p> <p>Part 2 of this review summarises the views of children and young people in relation to the impact of the CYPP and future priorities.</p> <p>Analysis of Section 5 School Inspections indicates strong outcomes in relation to 'Make a Positive Contribution'.</p> <p>A group of looked after young people were involved in the planning and running of a conference focusing on services working</p>

What	Progress	Impact
	<p>the voice and views of children and young people</p> <ul style="list-style-type: none"> <li>• Developing a model for a comprehensive advocacy and participation service across all ages and groups and taking that forward by joint working and sharing resources.</li> </ul>	<p>together to provide effective support. The young people worked with a theatre group to enable their experience and perspective to be shared with professionals. Evaluation indicates that the messages were clear and a Wiltshire Pledge is being developed.</p> <p>The involvement of children and young people is changing service delivery, for example the shift to 7 day access to youth work is a direct response to the '51 Minute Challenge' research.</p>
Improved involvement of parents and carers	<p>Where parents and carers are engaged with a particular service strategies are in place to ensure that their feedback influences service development.</p> <p>It has proved more difficult to consult with parents who are not already engaged with a specialist service and the Trust Board will be actively engaging with parent governors during the process of developing the new CYPP.</p>	<p>Example – in response to queries raised through the SEN Parents Forum, we have produced a new leaflet to explain transport entitlements and revised another leaflet on eligibility for direct payments.</p>

## Children and Young People's perspective

Young people looked at what were important issues last year in the Children and Young Peoples Plan; they felt that nothing could be completely removed as they still raised concerns for young people. They assessed the progress of children and young peoples services throughout Wiltshire by looking at what's good, what's changed and if they had a million pound to improve the service what would they do with it.

This is what young people have said:

### What's good?

#### Be healthy

- Healthy eating options in school.
- The sex education charter has made a positive start.
- Mental health support has improved in North Wiltshire

#### Stay Safe

- Where it is provided parenting information is good.
- Peer mentoring in school
- More safe spaces to talk in school

#### Enjoy and Achieve

- Wiltshire Young Persons Opportunity Fund (WYPOF) has provided more facilities across the county- 78 applications were successful for funding last year.
  - Sparksite- easy to navigate and informative
  - The use of Digi- blue cameras for 2-10 year olds in nurseries, pre schools and primary school to take pictures of their likes/dislikes (Childcare audit 2006).
  - Transition support where it has been provided
    - The young people involved believed that transition support provided them with:
      - >The opportunity and ability to be heard individually at school and at home;
      - >To be empowered and enabled to make decisions, changes and endings;
      - >To have greater confidence and awareness of secondary school before the first day;
      - >Confidence in matters relating to the school environment;
      - >Raised confidence to try something new;
      - >Increased individual independence
      - >Raised self esteem;
      - >Self awareness;
      - >The opportunity of residential trips, and local activities;
      - >Access to partner agencies;
      - >Close communication links with partner agencies
- (Transition support worker evaluation March 2006-Feb 2007)

#### Making a Positive contribution

- Sparksite and spark radio- young peoples website and radio station (200 visits per day to the website and 8 listeners per day to the radio)
- North Wilts Young Peoples Council run- 'Young Peoples Voice' column in The Gazette and Herald every week.
- Local Democracy Week- good coverage with 212 young people attending.
- The **GREENGAUGE** Scheme policy document. This is a document put together by Wiltshire Assembly of Youth with the support of Wiltshire Wildlife trust. This document was sent to all youth organisations in Wiltshire to encourage them to be more environmentally friendly. **GREENGAUGE** is a tiered award scheme split into four sections, graded on cost and effort.

Achieve economic wellbeing

- Connexions is generally good- more to be done though e.g. clearer guidelines on exactly what they can provide for young people.

What's changed?Be healthy

- Sex education is improving but still a long way to go.

Stay safe

- Peer mentoring has been good where it has been implemented.

Enjoy and Achieve

- Young people in Salisbury voted by a 16 to 9 majority that services in Salisbury have improved in the last year (school council consultation in Salisbury District 6.3.07).

Making a positive contribution

- The percentage of looked after children's participation in their reviews through viewpoint (a child friendly, on-line questionnaire).  
-By February 2007, 228 log-ins had been created i.e. the number of looked after children who have been set-up with their own unique log-in name and password. By the same date, 42 children and young people had completed and submitted their questionnaires.

**If you had a million pounds, what would you do to improve the service?**Be healthy

- Make healthy eating options cheaper with more variety.
- Make sex education more realistic, add homosexuality in- increase the quality and consistency of sex education across Wiltshire.
- Bring health professionals or teenage mums in to do sex education- less embarrassing for both students and teachers- (too biology based at the moment).
- Introduce puberty education in primary school (Basic sex education).
- Easier, improved access to counselling for children and young people.
- Improve knowledge and recognition of mental health in children and young people.
- Make facilities cleaner

Stay Safe

- Improve responses to bullying  
-Stop the victim feeling blamed for bullying- help them to build self confidence and feel like someone is doing something to sort their problems out.  
-School helpline for bullying victims- 24 hr (on call service)  
- 15% of respondents say they have witnessed verbal abuse due to race, with 9% saying they have seen this occur due to religion, with similar figures for accent (14%) and disability (15%). Four in ten respondents say they have witnessed someone being verbally abused because of their weight (Tomorrows Voice- Wiltshire and Swindon intelligence network summer 2006).
- Provide peer mentors (make sure they are suitable).
- Look at schools with good primary/secondary integration and implement this into other schools.

Enjoy and Achieve

- Provide enrichment programmes after schools.
- Consistent timetabling for lesson amounts e.g. We don't want to do five hours of DT and then not do any for 2 weeks- All lessons should be equal in length.
- Promote publicising through Sparksite for 13-19 year olds; develop a website for younger children.
- Cheaper bus fares for under 19's.

- Wider variety of bus times.
- Run more outside source sessions in schools e.g. Wiltshire Alternative Youth Sports (WAYS) coming in to take a P.E. lesson.
- Better training on how to deal with badly behaved challenging students e.g. Care Home staff and teachers, to stop other young people being disrupted.
  - This was voiced in The Early Years childcare audit (February 2006) through to 19 year old Wiltshire Assembly of Youth members.
- Make care homes more like 'home'
  - no locks on cupboards,
  - no more than six people per home
  - no bars on windows
  - if you miss tea you should be able to get something to eat
  - Have friends to stay

(Consultation with looked after children Nov 06)
- Promote the importance of friends as a support network
- Improve the perceptions adults have of young people.
  - More support for BME young people by teachers and the police (Vibes event 3.2.07)
  - 'Around three quarters of respondents (73%) feel that young people are not viewed fairly by people in the wider community' (Tomorrows Voice- Wiltshire and Swindon Intelligence Network, Summer 2006)
- More alternative sports and music sessions in local community areas.
- More free facilities for children and young people
- Open youth centres for longer and on more days
- Advertise youth provision through open evenings and at school parents' evenings.

#### Make a positive contribution

- Don't praise the naughty children- recognise positive over negative.
- Promote more environmental issues- encourage recycling but it's not all about recycling.
- Make WAY and School councils more consistent
  - Every school should have a school council- all school councils should have reps on the governing bodies.
  - WAY should have equal representativeness throughout Wiltshire- No reps from Kennet on WAY- More publicity to encourage young people to engage in these areas. (WAY Consultation 2.4.07)
- Parenting classes in all schools
- More litter bins to stop people dropping litter
  - nearly two thirds of 1359 young people think that more litter bins would stop people dropping litter (Tomorrows Voice- Wiltshire and Swindon intelligence network summer 2006)
- Improve signs in public spaces
  - Have English as well as different languages on them (Tomorrows voice- Wiltshire and Swindon intelligence network summer 2006)
  - Have symbols/pictures on them to support written information (Equal Access Service at ask 2006).
- More lessons about cultural diversity that is not just religion based.
- More events specifically for BME young people
  - 45% of BME young people say that BME young people are viewed as 1 out of 10 by society with 1 being very negative and 10 being very positive. (Vibes event 3.2.07)
  - 89% of BME young people said they would like another event targeting BME young people in Wiltshire. (Vibes event 3.2.07)
- More facilities for disabled young people
  - more swimming, cooking and going to shows (Residential respite provision consultation Sept 06)
  - trampolining, risky things like go-carting facilities for disabled young people (Equal Access Service at ask 2006)

- To build links with the local community e.g. to have dialogue with local shop keepers so that they understand that not all young people are thieves. – ideas for this were through local radio and community newsletters
- More street-based youth work, especially in the villages without youth centres – It was suggested that youth workers could consult with the Police Community Support Officers to see what work they are doing and where more work is needed.

#### Achieve economic wellbeing

- More support and help in the move from school to school, future work or college.
  - Assign one worker to each young person rather than the transition support team which is too large- too many faces (Equal Access Service at ask 2006)
  - Transition can cause great anxiety and 'butterflies, especially not knowing until the last minute whether their chosen provision has been finalized. (Equal Access Service at ask 2006).
- Provide financial assistance with school uniform for low income families- without stigma.

#### References

(The numbers in brackets represents the number of children and young people that took part in the consultation)

Children's Rights-Trowbridge Children's Resource Centre (November 2006) *Consultation with Looked after Children in Children's homes.* (5)

Early years conference (February 2006) *Shared Experiences Summary of response* (Part of The Childcare Audit) (81 responses from 24 childcare settings)

Equal Access Service at ask (Winter 05/06) *Communik8-* Consultation with disabled children and young people. (38+ from 5 settings)

Listening to young children (July 2006) *Questionnaire* (part of The Childcare Audit) (37)

Primary Mental Health Worker- Children & Young People's Mental Health (February 2007) *Transition Support Feedback.* (13)

Respite and Shared Care- Children and Families (Sept 2006) *Quality assurance questionnaire* for severely disabled young people. (13)

Strategy and Development- Children and Families Branch (March 2007) *Viewpoint and Children's Participation in their LAC Reviews: Implementation project, Final Report.*

VIBES (February 2007) *Consultation with BME young people* (partnership event with The Ethnic Minority Advisory Service, Wiltshire Youth Arts Partnership, Wiltshire Music Centre and Wiltshire Youth Development Service). (40+ primary age and 31 secondary ages)

Voice and Influence- Youth Development Service (March 2007) *Consultation with school councils in the Salisbury District.* (25)

Voice and Influence- Youth Development Service (April 2007) *Consultation with Wiltshire Assembly of Youth (WAY)* (14)

Wiltshire and Swindon Intelligence Network (Summer 2006) *Tomorrow's Voice Consultation* (Supported by Wiltshire County Council, The District Councils, and Wiltshire Police) (1359 questionnaires returned)

Youth Development Service (March 2007) *Locality Young Peoples Issues Group's (LYPIGs) Consultation* (10)