

**AGENDA ITEM: 6**

“Extract from ‘Every Child Matters: arrangements for the annual performance assessment of council children’s services 2005’, published by the Office for Standards in Education and Commission for Social Care Inspection, March 2005”.

**ANNEX A: KEY JUDGEMENTS, EXAMPLES OF EVIDENCE AND PERFORMANCE INDICATORS FOR USE IN ANNUAL PERFORMANCE ASSESSMENT**

**BEING HEALTHY How far do local services contribute to improving children and young people’s health?**

Key Judgements	Examples of Evidence
<p><b>1.2 Healthy life-styles are promoted for children and young people</b></p>	<ul style="list-style-type: none"> <li>• There is a co-ordinated approach to promoting the health and well-being of children and young people (NSF 1)</li> <li>• Children and young people are discouraged from smoking and substance abuse (including drugs, volatile substances and alcohol) and supported in giving up (NSF 1)</li> <li>• Children and young people receive sex and relationship education and have access to impartial and confidential advice and guidance</li> <li>• Children and young people are educated about sexual health risks (NSF 1)</li> <li>• Children and young people are encouraged and enabled to eat healthily and drink water at regular intervals (NSF 1)</li> <li>• Children and young people are enabled and encouraged to take regular exercise (NSF 1)</li> <li>• Children and young people are educated about personal stress and how to manage it (NSF 9).</li> </ul>
<p><b>1.4 Action is taken to promote children and young people’s mental health</b></p>	<ul style="list-style-type: none"> <li>• Children and young people have access to an appropriate range of support if they feel troubled (NSF 9)</li> <li>• Staff working with children and young people are advised and supported in identifying possible mental health problems and in making appropriate referrals (NSF 1, NSF 9)</li> <li>• Children and young people with mental health problems and their families have access to integrated assessment, treatment and support services (NSF 9).</li> </ul>
<p><b>1.5 Looked after children’s health needs are addressed</b></p>	<ul style="list-style-type: none"> <li>• Looked after children are immunised and have regular health screening and dental and optical checks</li> <li>• Health assessments of looked after children are carried out and health plans agreed, implemented and regularly reviewed.</li> </ul>

Note: NSF= National Service Framework (DoH/DfES)

## PERFORMANCE INDICATORS

### **Healthy lifestyle and preventative care data:**

- Teenage pregnancy, conceptions below ages 16 and 18
- Ofsted school inspection 5.8 - participation in sport
- Percentage of schools participating in the National Healthy Schools standard.

### **Mental health data:**

- Number of full-time equivalent social workers employed or working closely with multi-disciplinary CAMHS teams.

### **Looked after children:**

- PAF C19: The average of the percentages of children looked after who had been looked after continuously for at least 12 months, and who had their teeth checked by a dentist during the previous 12 months and had an annual health assessment during the previous 12 months.

**STAYING SAFE How far do local services contribute to children and young people staying safe?**

Key Judgements	Examples of Evidence
<p><b>2.2 Children and young people are provided with a safe environment</b></p>	<ul style="list-style-type: none"> <li>• Staff are trained to identify risks and manage them</li> <li>• Clear policies on combating bullying are implemented and monitored</li> <li>• Action is taken to challenge and reduce discrimination and harassment by children and young people (NSF 2)</li> <li>• Children and young people who are the victims of bullying, discrimination, harassment or crime are supported.</li> </ul>
<p><b>2.3 The incidence of child abuse and neglect is minimised</b></p>	<ul style="list-style-type: none"> <li>• The contribution of each service to preventative support is clearly identified and understood, and inter-agency policies and procedures are consistently implemented</li> <li>• Families and children and young people at risk are identified, and co-ordinated support is provided to them</li> <li>• Private foster carers are identified, monitored and supported in developing and maintaining positive relationships with their children</li> <li>• Agreed referral, assessment, planning and review arrangements are consistently applied (NSF 5)</li> <li>• Criminal Records Bureau (CRB) and other vetting checks are undertaken for adults starting to work with children and young people, or to have regular unsupervised contact with them, and these are regularly updated</li> <li>• Complaints about staff working with children and young people are monitored and acted on</li> <li>• There is a joint agency approach to the management of sex offenders in the community, including the maintenance of a risk register, multi-agency public protection arrangements, and registration with the police.</li> </ul>
<p><b>2.4 Agencies collaborate to safeguard children according to the requirements of <i>Working Together to Safeguard Children</i></b></p>	<ul style="list-style-type: none"> <li>• Inter-agency policies and procedures are comprehensive and up-to-date, and they reflect regulatory requirements (NSF 5)</li> <li>• Inter-agency policies and procedures are regularly reviewed and any concerns addressed</li> <li>• Guidance and training is provided to staff, paid carers and volunteers working with children and young people on how to recognise and raise safeguarding and welfare concerns; training needs are regularly reviewed (NSF 5)</li> <li>• Information is provided to the public on how to recognise and raise safeguarding and welfare concerns</li> <li>• Settings and services providing for children and young people have designated members of staff for safeguarding and promoting their welfare, and they receive regular training (NSF 5)</li> <li>• Staff with responsibility for safeguarding and promoting the welfare of children and young people are supported and supervised commensurate with their roles (NSF 5)</li> <li>• There are secure arrangements for the recording and sharing of information on children and young people at risk</li> <li>• Threshold criteria for making and responding to safeguarding referrals are clear and widely understood (NSF 5)</li> <li>• Agencies' accountabilities are clear at each stage of the safeguarding procedures (NSF 5)</li> </ul>

	<ul style="list-style-type: none"> <li>• Children and young people on the child protection register (or equivalent) are allocated to a key worker who is a professionally qualified social worker</li> <li>• Case records are clear, accurate, comprehensive and up-to-date (NSF 5)</li> <li>• Serious Case Reviews are undertaken in line with national requirements and their findings inform service planning, practice and management</li> <li>• The involvement of parents, carers, children and young people in safeguarding processes is encouraged and supported</li> <li>• There are clear procedures for children and young people and carers to make complaints, and support is available.</li> </ul>
<p><b>2.6 Services are effective in establishing the identity and whereabouts of all children and young people 0-16</b></p>	<ul style="list-style-type: none"> <li>• There are secure procedures for ensuring that all children and young people 0-16 are known to the health and education services</li> <li>• There are secure arrangements for sharing information when children and young people 0-16 move across boundaries or to an unknown destination.</li> </ul>
<p><b>2.7 Looked after children live in safe environments and are protected from abuse and exploitation</b></p>	<ul style="list-style-type: none"> <li>• Foster and adoptive placements are sufficient to meet local need, and foster carers, prospective adoptive parents and residential care staff are suitably trained and supported in understanding and meeting the particular needs of children and young people</li> <li>• Residential care placements comply with National Minimum Standards and Regulations</li> <li>• Looked after children have care plans which are regularly and independently reviewed</li> <li>• Looked after children are reviewed regularly irrespective of where they are being looked after</li> <li>• Looked after children are able to report concerns about their care and treatment</li> <li>• Care placements are monitored on a regular basis, including those outside the local area</li> <li>• Changes of care placement are clearly managed, minimised as far as possible and include support for the children and young people concerned</li> <li>• Information is shared effectively between carers and others working with looked after children</li> </ul>
<p><b>2.8 Children and young people with special educational needs and/or disabilities live in safe environments and are protected from abuse and exploitation</b></p>	<ul style="list-style-type: none"> <li>• Information is shared effectively between carers and others working with children and young people with special educational needs and/or disabilities</li> <li>• Respite care and other placements are sufficient to meet local needs, and carers are suitably trained and supported</li> <li>• Residential care placements comply with National Minimum Standards and Regulations</li> <li>• Continuity of care is supported for children and young people with special educational needs and/or disabilities</li> <li>• Children and young people with special educational needs and/or disabilities are able to report concerns about their care and treatment</li> <li>• Transitions between settings and from children's to adult services are well managed</li> <li>• Carers of children and young people with special educational needs and/or disabilities are offered assessments of their own needs.</li> </ul>

## PERFORMANCE INDICATORS

### Environmental and other safety data

- Stage in implementing joint agency arrangements for the management of sex offenders in the community, including the maintenance of a risk register, multi-agency public protection arrangements and registration with the police.
- **Child protection data – prevention:**
- Initial registration inspections of childcare – suitable person – by type of provider
- Maintained school inspections: September 2003 Framework 3.2.3 – Pupils' care, welfare, health and safety (S10 judgement 6A).

### Child protection data – child protection procedures

- CH141: number of child referrals per 10,000 population
- CH142: percentage of children whose referral occurred within 12 months of a previous referral
- CH143: percentage of referrals of children in need that led to initial assessments
- Percentage of referrals that are repeat referrals within 12 months, where the reason for re-referral indicates that the response to the original referral did not appropriately meet the child's needs
- CH02: initial child protection conferences per 10,000 population aged under 18
- Percentage of initial assessments within 7 working days of referral
- CH145: number of core assessment of children in need per 10,000 population aged under 18
- The percentage of core assessments that were completed within 35 working days of their commencement
- CH01: children and young people on Child Protection Register per 10,000 population aged under 18
- The number of cases which were held 'on duty' during the survey week
- The percentage of open case files have been audited in the past 12 months
- Percentage of children and young people on the child protection register who are not allocated to a social worker
- CH03: registrations per 10,000 population aged under 18
- PAF A3: the percentage of children on the Child Protection Register who have previously been registered
- PAF CF/C20: the percentage of child protection cases which should have been reviewed during the year that were reviewed
- CH10: de-registrations per 10,000 population aged under 18
- PAF CF/C21: the percentage of children de-registered from the Child Protection Register during the year who had been on the Register continuously for two years or more.
- Percentage of eligible, relevant and former relevant children that have pathway plans, have been allocated a personal adviser and are resident outside the council's boundaries
- The ratio of the proportion of children on the child protection register that were from minority ethnic groups to the proportion of children in the local population that were from minority ethnic groups
- PAF CF/E45 ethnicity of Children in Need.
- Assessment of the impact of policies on promoting race equality for children
- Procedures for auditing whether or not to inform the police of alleged sexual offences committed against a child

### Looked after children:

- CH39 Children looked after per 10,000 population aged under 18
- PAF CF/A1 (BV49): the number of children looked after with three or more placements during the year.
- PAF CF/D35: the percentage of children who had been looked after continuously for at

least four years, who had been in their foster placement for at least two years.

- Percentage of looked after children who are not allocated to a social worker
- Effectiveness of safeguarding arrangements for [looked after] children placed in your area by other local authorities
- The number of looked after children reviews within the preceding six months that are completed within the required timescales
- CH151: percentage of children looked after aged under 10 who were in foster placements
- CH152: percentage of children looked after aged under 10 in foster placements placed within the council's boundary
- CH153: percentage of children looked after under 10 who were placed at home with parents
- CH154: percentage of children looked after aged under 10 who were placed for adoption
- CH44: percentage of children looked after in residential accommodation
- CH45: percentage of children looked after who were in foster placements
- Percentage of looked after children fostered by relatives or friends
- PAF CF/C22: of children looked after (excluding those placed with parents) and under the age of 10, the percentage who were in foster placements or placed for adoption
- PAF CF/B7: of children looked after (excluding those placed with parents) the percentage who were in foster placements or placed for adoption
- The percentage of looked after children placed for adoption
- The percentage of looked after children adopted during the year who were placed for adoption within 12 months of their best interest decision being made
- PAF CF/C23: the number of looked after children adopted during the year as a percentage of the number of children looked after who had been looked after for 6 months or more
- Percentage of looked after children with a named social worker who is qualified as a social worker

ENJOYING AND ACHIEVING **How far do local services contribute to children and young people enjoying and achieving?**

Key Judgements	Examples of Evidence
<p><b>3.2 Early years provision promotes children’s development and well-being and helps them meet early learning goals</b></p>	<ul style="list-style-type: none"> <li>• Childcare provision of acceptable quality is accessible for all under-3s whose parents and carers want it</li> <li>• Early years educational provision of acceptable quality is accessible free of charge for 3- and 4-year-olds whose parents want it</li> <li>• Childcare and early years education providers are monitored, challenged and supported to improve the quality of their provision</li> <li>• Integrated provision and services are effective in supporting parents and improving the well-being of young children.</li> </ul>
<p><b>3.3 Children and young people are enabled and encouraged to attend and enjoy school and to achieve highly</b></p>	<ul style="list-style-type: none"> <li>• There are sufficient, suitable and accessible school places</li> <li>• Targeted action is taken to promote good behaviour and attendance, particularly for pupils who are difficult to manage; specialist support is given to them and their parents and carers as necessary (NSF 9).</li> </ul>
<p><b>3.4 Educational provision is made for children who do not attend school</b></p>	<ul style="list-style-type: none"> <li>• Action is taken to ensure that children and young people who have been permanently excluded from school attend appropriate alternative settings aimed at securing re-integration into mainstream education or work</li> <li>• Action is taken to ensure that children who are not able to attend school receive education suitable to their needs (NSF 6, NSF 7).</li> </ul>
<p><b>3.5 Action is taken to ensure that educational provision 5-16 is of good quality</b></p>	<ul style="list-style-type: none"> <li>• Support is given to implementing national strategies for raising attainment, targeted at areas of relative weakness</li> <li>• Schools are monitored, challenged and supported in improving their provision, especially the curriculum and the quality of teaching, and intervention is undertaken when necessary to ensure the provision of acceptable standards</li> <li>• Patterns of under-performance by minority ethnic or other groups of pupils, or in particular localities, are identified and action is taken to redress inequalities.</li> </ul>
<p><b>3.6 All children and young people can access a range of recreational and voluntary learning provision</b></p>	<ul style="list-style-type: none"> <li>• A range of affordable, accessible, challenging and rewarding recreational and voluntary learning opportunities is provided.</li> </ul>
<p><b>3.7 Children and young people who are looked after are helped to enjoy and achieve</b></p>	<ul style="list-style-type: none"> <li>• Looked after children have an effective personal education plan which is implemented and support is given to carers in ensuring that children participate in education and achieve to their potential</li> <li>• The educational achievement, school attendance and cultural experiences of looked after children are monitored on an individual basis, and collectively in reports to senior officers and elected members and action is taken to address the findings</li> <li>• Action is taken to maximise attendance and avoid exclusion of looked after children and to encourage their participation in post-16 education and training.</li> </ul>

**3.8 Children and young people with special educational needs and/or disabilities are helped to enjoy and achieve**

- Educational and training provision for individual children and young people broadly meets their curriculum, staffing, equipment and transport needs.

**PERFORMANCE INDICATORS**

**Early years performance data**

- Extent of current provision and yearly change in providers and places – by types of provider

**KS1 data**

- Assessment/test results on reading: achievement at Level 2+ (all pupils)
- Assessment/test results on writing: achievement at Level 2+ (all pupils)
- Assessment/test results on mathematics: achievement at Level 2+ (all pupils).

**KS2 data**

- Tests results on English: achievement at Level 4+ (all pupils)
- Tests results on mathematics: achievement at Level 4+ (all pupils)
- Tests results on science: achievement at Level 4+ (all pupils)
- Value added measures KS1 to KS2.

**KS3 data**

- Tests results on English: achievement at Level 5+ (all pupils)
- Tests results on mathematics: achievement at Level 5+ (all pupils)
- Tests results on science: achievement at Level 5+ (all pupils)
- Value added measures KS2 to KS3.

**GCSE/GNVQ data**

- Percentage achieving: 5+ A\*-C (all pupils)
- Percentage achieving: 1+ A\*G (all pupils)
- Value added measures KS2 to GCSE/GNVQ
- Value added measures KS3 to GCSE/GNVQ
- Percentage of schools not attaining floor targets.

**Inspection findings**

- Initial registration and Children Act inspections of childcare – indicator: overall quality; care, learning and play; special needs – by type of provider
- Section 122 inspections of nursery education – overall quality; communication, language and literacy; quality of teaching
- September 2003 Framework 3.6.14 – pupils' attitudes (S10 judgement 3L)
- September 2003 Framework 3.4.11 – opportunities for enrichment (S10 judgement 5B)
- September 2003 Framework 3.4.12 – support for learning outside the school day (S10 judgement 5.7)
- Ofsted Form 4 Pis 49a, 53, and 54c – percentage of schools in special measures, in serious weaknesses, and which are underachieving.

**Attendance data**

- Authorised and unauthorised absences at primary schools
- Authorised and unauthorised absences at secondary schools.

**Exclusions data**

- Ofsted Form 4 PI 142 – percentage of permanent exclusions in relation to the number of pupils in primary phase
- Ofsted Form 4 PI 143 – percentage of permanent exclusions in relation to the number of pupils in secondary phase.



**Education otherwise than at school data**

- Ofsted Form 4 PI 151 – percentage of pupils receiving alternative tuition because of permanent exclusion
- Ofsted Form 4 PI 154 – percentage of pupils who have received alternative tuition for longer than one school year (other than for medical reasons or educated by parents at home)
- Ofsted Form 4 PI 155 – percentage of pupils who received alternative tuition for other than medical reasons who were reintegrated into school.

**Youth services data**

- Contact – percentage of young people aged 13-19 reached by publicly funded youth services
- Ratio of FTE youth workers to young people aged 13-19

**Looked after children**

- PAF CF/D66 PSS User Experience Survey indicator: Are you offered choices about the type of care and support you need?
- PAF CF/D65 PSS User Experience Survey indicator: Overall, how satisfied are you with the care and support you receive?
- The percentage of children looked after who were pupils in year 11 who were eligible for GCSE (or equivalent) examinations who sat at least one GCSE equivalent exam.
- PAF CF/A2 The percentage of young people leaving care aged 16 or over with at least 1 GCSE grade A\*-G
- The percentage of young people leaving care aged 16 or over with 5 or more GCSEs at grade A\*-C or a GNVQ
- PAF CF/C24: percentage of children looked after continuously for at least 12 months, of compulsory school age, who missed at least 25 days schooling for any reason during the previous school year

**Children with learning difficulties or disabilities:**

- Ofsted Form 4 – PI 66 – percentage of pupils with a statement of SEN
- Ofsted Form 4 – PI 69a – number of new statements of SEN
- Ofsted Form 4 PI 69b – percentage of new statements with special school place named
- Ofsted Form 4 PI 70 – percentage of new statements of SEN prepared within 18 weeks
- Ofsted Form 4 – PI percentage of pupils with statements placed in special schools
- Ofsted Form 4 PI 144 – percentage of permanent exclusions in relation to the number of pupils in special schools
- Ofsted Form 4 PI 145 – percentage of permanent exclusions in relation to the number of pupils with statements of SEN

**MAKING A POSITIVE CONTRIBUTION How far do local services enable children and young people to make a positive contribution?**

Key Judgements	Examples of Evidence
<p><b>4.2 Children and young people, particularly those from vulnerable groups, are supported in managing changes and responding to challenges in their lives</b></p>	<ul style="list-style-type: none"> <li>• Children, young people and their parents are supported at key transition points in their lives</li> <li>• Young carers are supported to enable them to lead as normal a life as possible.</li> </ul>
<p><b>4.3 Children and young people are encouraged to participate in decision making and in supporting the community</b></p>	<ul style="list-style-type: none"> <li>• Individual children and young people are consulted and listened to when key decisions affecting their future are made</li> <li>• Children and young people are encouraged to participate in the planning and management of services and activities.</li> </ul>
<p><b>4.5 Action is taken to prevent offending and to reduce re-offending by children and young people</b></p>	<ul style="list-style-type: none"> <li>• Children and young people who have offended or are at risk of offending are provided with a range of activities and support to assist them in leading law-abiding and constructive lives and to raise their self-esteem</li> <li>• Arrangements are in place to address specific educational and training needs of young offenders</li> <li>• Arrangements are in place to address specific mental health needs of young offenders.</li> </ul>
<p><b>4.6 Children and young people who are looked after are helped to make a positive contribution</b></p>	<ul style="list-style-type: none"> <li>• Looked after children, and their carers, are encouraged to participate in planning, placement and review meetings where key decisions are made and their views are taken into account</li> <li>• Looked after children and their carers are consulted on procedures and provision and their views are taken into account.</li> </ul>
<p><b>4.7 Children and young people with special educational needs and/or disabilities are helped to make a positive contribution</b></p>	<ul style="list-style-type: none"> <li>• The views of children and young people with special educational needs and/or disabilities, individually and collectively, are sought, recorded and shared between agencies to inform key decisions about them</li> <li>• Children and young people with special educational needs and/or disabilities are supported in submitting their views, including making complaints, and feedback is provided to children and young people in a form they can understand.</li> </ul>

## PERFORMANCE INDICATORS

### Care Information

- Initial registration inspections of childcare – equal opportunities; behaviour; partnership with parents – by type of provider
- Section 122 inspections of nursery education – personal, social and emotional development; partnership with parents – by type of provider

### Youth offending team data

- Recidivism
- education, training, employment [ETE]
- CAMHS.

### Participation and other activity information

- September 2003 Framework - contribution to society

### Looked after children:

- PAF CF/C 63: final warnings, reprimands and convictions of children and looked after
- The number of children and young people who communicated their views specifically for their latest statutory review as a percentage of the number of children and young people who were looked after during the year for more than four weeks.

**ACHIEVING ECONOMIC WELL-BEING How far are local services contributing to the economic well-being of children and young people?**

Key Judgements	Examples of Evidence
<p><b>5.3 Action is taken to ensure that 14-19 education and training is planned and delivered in a coordinated way, and to ensure that education and training (16-19) is of good quality</b></p>	<ul style="list-style-type: none"> <li>• 14-19 provision is planned collaboratively in response to an evaluation of the needs of children and young people in the context of the local and national economy</li> <li>• Provision is planned in a way which is sensitive both to race and other equality issues and to the needs of potentially underachieving groups.</li> </ul>
<p><b>5.6 Children and young people who are looked after are helped to achieve economic well-being</b></p>	<ul style="list-style-type: none"> <li>• All looked after children over 15 years have pathway plans and, as appropriate, transition plans which they have been involved in drawing up and which are regularly reviewed</li> <li>• Care leavers are encouraged and supported in engaging in education, training or employment</li> <li>• Personal and welfare support are available to all looked after children aged 16-19 to support their education or training.</li> </ul>
<p><b>5.7 Children and young people with special educational needs and/or disabilities are helped to achieve economic well-being</b></p>	<ul style="list-style-type: none"> <li>• A transition review takes place for all Year 9 pupils with special educational needs and/or disabilities and a transition plan is produced</li> <li>• Children and young people receive the advice they need for education and training post-16, are properly prepared and given the support they need.</li> </ul>

<b>PERFORMANCE INDICATORS</b>
<p><b>Post-16 education and training data</b></p> <ul style="list-style-type: none"> <li>• Schools with sixth forms: average point scores of students entered for GCE/VCE A/AS</li> <li>• Number of schools which have Inadequate Sixth Forms - Ofsted Form 4 PI 54d.</li> </ul> <p><b>Employment and NEET data</b></p> <ul style="list-style-type: none"> <li>• Connexions Partnership data 3.10.1 - number and percentage of young people aged 16-18 who are NEET broken down by active in labour market and not active in labour market</li> </ul> <p><b>Childcare data</b></p> <ul style="list-style-type: none"> <li>• Extent of current provision and yearly change in providers and places – by types of provider.</li> </ul> <p><b>Looked after children:</b></p> <ul style="list-style-type: none"> <li>• PAF CF/A4: percentage of young people looked after on 1 April in their 17th year (aged 16) who were engaged in education, training or employment at the age 19.</li> <li>• Percentage of care leavers at age 19 who are living in suitable accommodation (as judged by the council).</li> </ul> <p><b>Special educational needs and/or disabilities</b></p> <ul style="list-style-type: none"> <li>• The number of disabled children supported in their families or living independently, receiving services in the census week, as percentage of the estimated total population of disabled children in the council area</li> <li>• The percentage of young people with disabilities aged 14+ have a transition plan to support their move from children’s services to adult services</li> </ul>

**SERVICE MANAGEMENT Judging the contribution of services to delivering the outcomes – Illustrations of adequate performance**

- The criteria which form the basis for judgements on service management are included in the Key Lines of Enquiry for CPA corporate assessment. This section summarises the key issues arising from these Key Lines of Enquiry as they apply to the management of services for children and young people.
- Where a pilot Local Area Agreement is in place this should be reflected in inspection activities.
- All these activities link to key aspects of the Children’s NSF.

Key Judgements	Evidence of the management of services for children and young people
<p><b>6.1 Ambition</b> a) There are clear and challenging ambitions for the area</p>	<ul style="list-style-type: none"> <li>• Local services share common objectives and targets for improving the well-being of children and young people in the local area</li> <li>• Objectives and targets are clearly set out in the Children and Young People’s Plan or its equivalents.</li> </ul>
<p>b) Ambitions are based on a shared understanding of local needs amongst partner organisations and with the community</p>	<ul style="list-style-type: none"> <li>• Intentions are based on a comprehensive analysis of needs, undertaken through the Children and Young People’s Plan, which takes into account the views of parents, carers, children and young people</li> <li>• Local partners have adopted race equality schemes and undertaken impact assessments, and have responded to the SEN and Disability Act 2001.</li> </ul>
<p><b>6.2 Prioritisation</b> a) There are clear and robust priorities within the ambitions for the area</p>	<ul style="list-style-type: none"> <li>• Priorities have been set in improving outcomes for children and young people and these are shared by partner agencies, parents and carers, children and young people</li> <li>• The priorities are based on the findings of the analysis of need and include the development of an effective preventive strategy</li> <li>• The priorities give significant attention to the full range of equality and diversity issues (NSF 3).</li> </ul>
<p>b) There is a robust strategy to deliver the priorities</p>	<ul style="list-style-type: none"> <li>• The Children and Young People’s Plan (or equivalent plans) sets out clearly defined actions which will lead to improvement for children and young people and which demonstrate the contributions of all partners.</li> </ul>
<p><b>6.3 Capacity</b> a) There is clear accountability and decision-making to support service delivery and improvement</p>	<ul style="list-style-type: none"> <li>• All local partners co-operate as defined in the Children Act 2004 and services work together to achieve improvements in outcomes</li> <li>• The responsibilities placed on the Director of Children’s Services and the Lead Member for Children’s Services are discharged.</li> </ul>

<p>b) Capacity is used efficiently and effectively and is developed to deliver ambitions, priorities and value for money</p>	<ul style="list-style-type: none"> <li>• Local commissioning strategies ensure that services are developed in a flexible way to cover the gaps in local services and meet needs as they arise.</li> <li>• Voluntary and community services are engaged in developing the strategy and the capacity of their services is enhanced through local cooperation.</li> <li>• Budgets are pooled where this provides improved impact</li> <li>• Workforce planning takes account of the needs of all services and collective action is taken to recruit and retain staff, to improve quality and to train staff in new ways of working.</li> </ul>
<p>c) The needs of individual children, young people and their families are effectively identified, recorded and communicated</p>	<ul style="list-style-type: none"> <li>• Children and young people, parents and carers are involved in identifying their needs and designing services.</li> <li>• A single assessment and recording system (ICS) ensures that information about individuals is provided to local services once only and that the actions which agencies take are well co-ordinated and lead to improvement in outcomes.</li> </ul>
<p><b>6.4 Performance management</b> a) There is a consistent, rigorous and open approach to performance management</p>	<ul style="list-style-type: none"> <li>• Children and young people contribute to performance management and their views are listened to.</li> </ul>
<p>c) Knowledge about performance is used to drive improvements in outcomes</p>	<ul style="list-style-type: none"> <li>• Services for children are regularly monitored, evaluated and reviewed in the light of the outcomes they achieve for children and young people</li> <li>• When service development needs are identified, the contributions of different services are integrated where appropriate or new services commissioned.</li> </ul>

<b>PERFORMANCE INDICATORS</b>
<p><b>Social Care</b></p> <ul style="list-style-type: none"> <li>• FF7: percentage of council budget relating to Personal Social Services (PSS)</li> <li>• BU07: Total PSS budget per capita</li> <li>• EX12: Percentage of PSS expenditure on provision for children and families</li> <li>• BU01: PSS budget for children and families per population aged under 18</li> <li>• EX61: Gross expenditure on services to children per capita aged under 18</li> <li>• EX65: Gross expenditure on field social work and care assessment for children's services per capita under 18</li> <li>• EX77: Expenditure on family support services per capita aged under 18</li> <li>• PAF CF/E44 Relative spend on family support</li> </ul> <p><b>Staffing and related data:</b></p> <ul style="list-style-type: none"> <li>• DIS: percentage of SSD directly employed staff that left during the year</li> <li>• DIS: percentage of SSD directly employed posts vacant on 30 September</li> <li>• DIS: the percentage of Social Services working days/shifts lost to sickness absence during the financial year</li> <li>• The extent to which recruitment and retention difficulties with any of the following groups of staff represent risks to delivery - Central and strategic staff; field social work; OT; residential care; foster carers; adopters; leaving care personal advisors. Training and Development Indicator</li> <li>• DIS: the percentage of SSD gross current expenditure on staffing that was spent on training the council's directly employed staff during the financial year</li> </ul>

- DIS: the percentage of residential childcare workers who have achieved Level 3 in the NVQ 'caring for children and young people'
- DIS: the percentage of social workers and residential managers working with children who need to obtain the child care PQ who have achieved the PQ1 award in child care
- DIS: the estimated percentage of current staff working with children in need who are suitably skilled and qualified as at 31 March 2004 as in the VCI audit
- DIS: practice learning: The number of assessed social work practice learning days per whole time equivalent (WTE) social worker for employees working in children's services
- Ofsted Form 4 PI 22 – total number of permanent teachers leaving their current post in the last school year (expressed as a percentage of all such posts)
- Ofsted Form PI 23 – total number of unfilled teacher vacancies at the preceding January (expressed as a percentage of all such posts)

**Staffing and expenditure data:**

- PAF CF/B8: cost of services for children looked after (BVPI 51)

**School places and admissions data:**

- Ofsted Form 4 PI 135 - percentage of primary schools with 25%+ surplus places
- Ofsted Form 4 PI 136 - percentage of secondary schools with 25%+ surplus places.