



Be Healthy

Stay Safe

Enjoy & Achieve

Make a Positive Contribution

Achieve Economic Wellbeing

Bournemouth's Plan for Children,  
Young People and their Families 2006-2011



Working in partnership to  
improve outcomes for children  
and young people

Update  
2008

# Welcome

This is Bournemouth's plan for Children and Young People. It describes how local services are working together with children, young people and their parents and carers to bring about fundamental changes in the way services are delivered. If you would like a summary please call 01202 456223 or e-mail [cs@bournemouth.gov.uk](mailto:cs@bournemouth.gov.uk)

هذه هي خطة مدينة بورنموث للأطفال والشباب وعائلاتهم 2008-2011. وتصف الخطة الطرق المتنوعة لعمل أجهزة الخدمات المحلية مع الأطفال والشباب والقائمين على رعايتهم وكذا أولياء الأمور وذلك بغرض إحداث تغييرات أساسية في طريقة تقديم الخدمات. وفي حالة رغبتكم الحصول على ملخص للخطة يرجى الاتصال بنا هاتفياً على رقم 01202 456223 أو مراسلتنا عبر البريد الإلكتروني على العنوان: [cs@bournemouth.gov.uk](mailto:cs@bournemouth.gov.uk)

এটি হপ্প"ছ শিঙ এবং তর"ণ সমাপ্পজর জন্না বর্ণমাউথ-এর পরিক্হনা ২০০৮-২০১১। এটি বর্ণনা কপ্পর ষ, সার্ভিস পঞ্চদাপ্পনর পথতিপ্পত মথলিক পরিবর্তন আনার জন্না লাকাল সার্ভিসহপ্পলা কিভাপ্পব শিঙ, তর"ণ সমাজ এবং তাপ্পদর পিতা-মাতা ও অভিভাবকপ্পদর সাপ্পথ একপ্পল্ট কাজ করপ্পছ। সংপ্পপ্প এর কার্যক্রম সড়প্পর্ক জানপ্পত চাইপ্পল, অনুগপ্পহ কপ্পর 01202 456223 নভথপ্পর টলিপ্পফান কর"ন অথবা [cs@bournemouth.gov.uk](mailto:cs@bournemouth.gov.uk) ঠিকানায় ই- মইল কর"ন।

此为伯恩茅斯 2008-2011 年儿童和年轻人计划。它叙述了本地服务部门将如何与儿童、年轻人以及他们的父母和照护者并肩协作，以从根本上改善各类服务的提供方式。如果您希望索取本计划的概要，请拨打 01202 456223 或发送电子邮件 [cs@bournemouth.gov.uk](mailto:cs@bournemouth.gov.uk)。

이것은 2008-2011 년 본머스의 자녀들, 젊은이들, 그 가족들을 위한 계획 자료입니다. 이것은 본머스 지역 서비스가 제공되는 방식을 근본적으로 변화시키기 위하여, 자녀들과 젊은이들, 그 가족들, 그리고 돌보는 분들에게 그 서비스가 어떻게 작용하는지를 기술하고 있습니다. 만약 요약본을 원하시면, 01202 456223 번으로 전화하시든지, [cs@bournemouth.gov.uk](mailto:cs@bournemouth.gov.uk) 로 연락주세요.

Este é o Plano de Bournemouth para as Crianças e os Jovens 2008-2011. Nele se descreve a forma como os serviços locais estão a colaborar com as crianças, os jovens e os seus pais e encarregados para produzir mudanças fundamentais no modo como os serviços são disponibilizados. Caso deseje receber um resumo deste plano, queira telefonar para o número 01202 456223 ou enviar um e-mail para [cs@bournemouth.gov.uk](mailto:cs@bournemouth.gov.uk)

Oto plan miasta Bournemouth z siecią usług dla dzieci i młodzieży (Plan for Children and Young People 2008-2011). Przedstawia on zamierzenia władz wprowadzające niezbędne zmiany w tym zakresie dla dzieci i młodzieży, jak również ich rodziców i opiekunów. Projekt planu można otrzymać dzwoniąc pod numer 01202 456223 lub mailem [cs@bournemouth.gov.uk](mailto:cs@bournemouth.gov.uk)

If you would like this document in large print please call 01202 456223 or e-mail [cs@bournemouth.gov.uk](mailto:cs@bournemouth.gov.uk)

Photography by [www.JohnBirdsall.co.uk](http://www.JohnBirdsall.co.uk)  
Images appearing on page 1 (2<sup>nd</sup> from top), page 6, page 10 (far right) and page 20 (far left).

# Contents

Introduction	2
Our shared vision	3
What is a Children and Young People's Plan?	4
What needs to improve further?	5
Improving outcomes for children and young people – what works best?	6
Priorities for action	7
What is life like for children, young people and families in Bournemouth?	12
The journey so far	15
Priorities identified and actions proposed	19
• Be Healthy	19
• Stay Safe	25
• Enjoy & Achieve	30
• Make a Positive Contribution	38
• Achieve Economic Wellbeing	41
• Ensure services for children and young people are 'fit for purpose'	44
Promoting equality and diversity	47
Our detailed plans to deliver	48
• Be Healthy	48
• Stay Safe	53
• Enjoy & Achieve	57
• Make a Positive Contribution	63
• Achieve Economic Wellbeing	67
• Ensure services for children and young people are 'fit for purpose'	71
Appendix 1: Knowing when young people are ready to engage	75
Appendix 2: Delivering our plan – strategies and plans for action	76
Appendix 3: Glossary	77



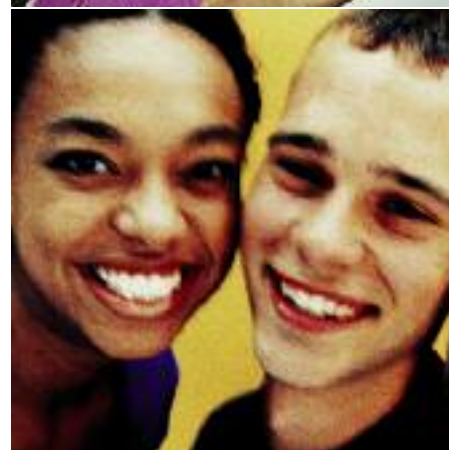
Be Healthy



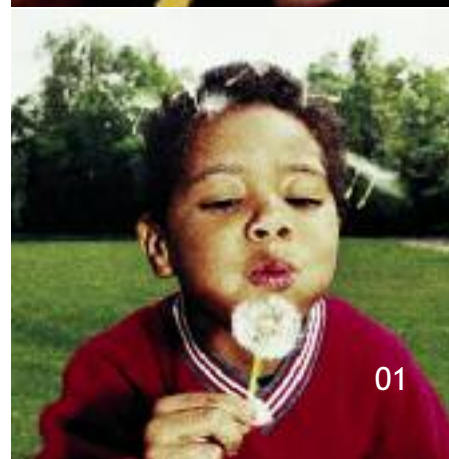
Stay Safe



Enjoy & Achieve



Make a Positive Contribution



Achieve Economic Wellbeing

## Introduction

Welcome to Bournemouth's second Children and Young People's Plan. Our new plan builds on the review of the Children and Young People's Plan carried out in June 2007, which looked at progress made since the original plan was published in April 2006.

You will see, reading on, that much has changed. Progress has been made in many areas, but in others there is still much to do. It is on these areas that this plan now focuses, with the areas of work that we need to get right first clearly defined so that we can make the biggest impact in our overall effort to improve outcomes for children and young people.

While the broad framework for preventative work set out in our first plan continues, we believe this new targeted approach will keep the new priorities clear in everyone's minds and so make our joint working as productive and effective as it can possibly be.

**We commend this plan to you.**



**Cllr Malcolm Davies**

*Cabinet Member for Education  
and Children's Services*



**Jane Portman**

*Executive Director  
Children and Families Services*

*on behalf of  
**Bournemouth's Change for Children Board***



# Our shared vision

## Our Mission

To provide outstanding quality services to children, young people and their families so that they have the best possible start in life.

## Our Vision

*All children and young people in Bournemouth:*

- Thrive and reach their full potential
- Contribute positively to the community
- Are healthy, stay safe and have fun
- Are protected from abuse and neglect and feel safe in their families and within the community
- Are confident

## Our principles

*We subscribe to the principles set out in the Government's Children's Plan:*

- Government does not bring up children – parents do – so government needs to do more to back parents and families
- All children have the potential to succeed and should go as far as their talents can take them
- Children and young people need to enjoy their childhood as well as grow up prepared for adult life
- Services need to be shaped by and responsive to children, young people and families, not designed around professional boundaries; and
- It is always better to prevent failure than tackle a crisis later.

## Our Strategy

*We will:*

- Promote choice and diversity
- Work in partnership across all providers and commissioners of services to improve outcomes for children and young people
- Engage children, young people and their families in shaping services to best meet their individual needs
- Secure high expectations and aspirations
- Ensure children and young people are at the heart of everything we do
- Include communities in our programmes.



## What is a Children and Young People's Plan?

Bournemouth's Children and Young People's Plan is no ordinary plan. It is about improving the lives and life chances of children, young people and their families. It is about ensuring they are healthy, stay safe, enjoy life and fulfil their potential, so they can make a positive contribution and achieve the economic wellbeing in the future we all want to see.

We know, though, that life is not like this for some children and young people. A significant few who are in need, or become vulnerable, require intensive services from many agencies and higher levels of individual support. Experience has shown the outlook for these young people would be much better if we could prevent difficulties from developing in the first place. Looked at in 'value for money' terms, this makes very good sense too.

Our Children and Young People's Plan is about changing the way we work so there can be much more emphasis on 'prevention' rather than 'cure.' It is about:

- Team work with professionals, practitioners and their organisations working together as the 'norm'
- Information being shared as a matter of course
- Involving children, young people and parents in decisions about what is done on their behalf, to ensure scarce resources have most impact.

Much has changed since we published '*Getting it Right for Children and Young People,*' our first Children and Young People's Plan. Cross-organisational working is already strong in many areas. We know, however, that only by developing this further in a new, even more focused plan can we tackle the causes of the failure of some young people to thrive and the anti-social behaviour and other poor outcomes that can often result.

The real value of our plan is that it helps everyone working for and on behalf of children and young people to see the vital impact of their work in the 'big picture,' and how we can work together most effectively to really make a difference.

This new plan therefore provides vital underpinning for the changes we want to see in 'Bournemouth 2026' and will be key to delivery of the wider changes set out in the Local Area Agreement and Sustainable Community Strategy. It is also very much in line with the government's thinking and therefore will be supported by the actions the government is planning to take and has set out in the Children's Plan<sup>1</sup>.

We have taken this opportunity to include a range of indicators from the new national Performance Framework for Local Authorities and Local Authority Partnerships, effective from April 2008. At the time of writing, many had still to be agreed and/or defined and we have therefore not been able to provide data. Where this is the case, we have included additional local information to indicate performance in these areas.



## What needs to improve further?

During 2007 we undertook an Annual Performance Assessment of all services for children and young people in Bournemouth. The review looked in detail at actions taken in each of the five outcome areas and their impact. The results highlighted new priorities for action and changes in direction that need to be made if we are to achieve our vision of outstanding outcomes for children and young people in Bournemouth.



The results were published in *"Are we getting it right for children and young people?"*<sup>2</sup> which set out for each of the five Every Child Matters outcomes:

- What we want to achieve
- What we have achieved so far
- What needs to improve further

Following this review we asked people working in schools and across the spectrum of services for children and young people in Bournemouth to share their expertise and experience about "what works best" if young people are to develop into adults who are well-adjusted, emotionally stable and happy.

The wealth of insight contributed has informed the preparation of this plan and the actions that will now be taken by all partners.

### Key Priorities...

Of the key priorities identified, two issues were highlighted as being of particular importance:

- Young people who become NEET (ie not in education, training or employment)
- Cyber-bullying – in particular via mobile phones

*"Too many children and young people suffer unhappy childhoods because of disadvantage or problems that are not addressed, or tackled too late."*

(DCSF Children's Plan 2007)



<sup>2</sup> [http://www.bournemouth.gov.uk/Library/PDF/Residents/Children\\_and\\_families/CYPP\\_Review.pdf](http://www.bournemouth.gov.uk/Library/PDF/Residents/Children_and_families/CYPP_Review.pdf)

# Improving outcomes for children and young people - what works best?

To inform this update of our Children and Young People's Plan we set out in the June review document what research tells us are the primary causes of poor outcomes, and the three most important things to 'get right' if children and young people are to do really well<sup>3</sup>:

- Doing well in school
- Having good social and emotional skills
- Positive parenting

Much of the feedback received through the consultation with staff and stakeholders reflected the difficulties faced by both young people and parents today and the value of

- Learning through play
- Feeling a sense of achievement
- Acknowledgement of success and praise to reward effort
- Prevention and early intervention to prevent difficulties from developing in the first place

Most striking was the recurrence of 'self-esteem' as a key protective factor across all five outcomes. Low self esteem was strongly implicated as a contributor in many of the issues this plan is seeking to address, many of which are themselves risk factors for young people becoming NEET, in particular

- Substance/alcohol misuse
- Obesity
- Teenage conceptions
- Bullying and being bullied
- Failure to progress in school

The diagram at Appendix 1 (*Appropriate approaches model based on 'readiness to engage'*) draws together the essence of the experience and expertise contributed by practitioners, professionals in this consultation, which points to the importance of considering vulnerable young people's self esteem and readiness to engage when assessing which approaches are most likely to be effective.



*"What may be one small step for one child may be a giant leap forward for another. Acknowledgement of success is vitally important in terms of development – it is a matter of perception."*

(Consultation feedback)

<sup>3</sup> HM Government's Policy Review of Children and Young People January 2007

# Priorities for action

## 1 Be Healthy

Priority Area	Delivered through...
<p><b>1.1 Decrease the levels of substance/alcohol misuse among young people</b></p> <p><i>(DCSF Children Plan themes: Happy and healthy &amp; 'On the right track')</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT's five-year Strategic Plan</li> <li>• Bournemouth Local Area Agreement</li> <li>• Bournemouth's Statement of Licensing Policy</li> <li>• Bournemouth 2026: Sustainable Community Strategy</li> <li>• Children's Services Participation Framework</li> <li>• Dorset Police Authority: Strategy for Children and Young People</li> <li>• Education Inclusion Strategy</li> <li>• Young People's Substance Misuse Plan</li> </ul>
<p><b>1.2 Work in a more integrated way to support children and young people with disabilities</b></p> <p><i>(DCSF Children Plan themes: Safe and Sound, Happy and healthy, Excellence and equity)</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT's five-year Strategic Plan</li> <li>• Bournemouth Disability Strategy</li> <li>• Children &amp; Families Services service plans</li> <li>• Education Accessibility Strategy</li> </ul>
<p><b>1.3 Decrease the rate of teenage conceptions</b></p> <p><i>(DCSF Children Plan themes: Happy and healthy &amp; 'On the right track')</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT's five-year Strategic Plan</li> <li>• Bournemouth Local Area Agreement</li> <li>• Bournemouth's Teenage Pregnancy Strategy</li> <li>• Children's Services Participation Framework</li> </ul>
<p><b>1.4 Decrease levels of obesity among children and young people</b></p> <p><i>(DCSF Children Plan theme: Happy and healthy)</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT's five-year Strategic Plan</li> <li>• Bournemouth &amp; Poole Physical Education and School Sport Strategy</li> <li>• Bournemouth &amp; Poole Play Strategy</li> <li>• Bournemouth Local Area Agreement</li> <li>• Children's Services Participation Framework</li> <li>• Extended Services Strategy</li> <li>• Healthy Schools Headline Plan</li> <li>• School Meals Improvement Strategy</li> <li>• Integrated Youth Support and Development Framework</li> </ul>

# Priorities for action

## 2 Stay Safe

Priority Area	Delivered through...
<p><b>2.1 Reduce the impact of domestic abuse on children and young people</b></p> <p><i>(DCSF Children Plan themes: Safe and Sound &amp; Happy and healthy)</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole Local Safeguarding Children Board Domestic Violence Policy</li> <li>• Bournemouth &amp; Poole Safeguarding Plan</li> <li>• Bournemouth 2026: Sustainable Community Strategy</li> <li>• Children &amp; Families Services service plans</li> <li>• Children's Social Care</li> <li>• Dorset Police Authority: Strategy for Children and Young People</li> </ul>
<p><b>2.2 Reduce the impact and incidence of bullying on children and young people</b></p> <p><i>(DCSF Children Plan themes: Safe and Sound &amp; Happy and healthy)</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole Local Safeguarding Children Board Anti-Bullying Strategy</li> <li>• Bournemouth &amp; Poole Safeguarding Plan</li> <li>• Bournemouth &amp; Poole Youth Offending Team Service Plan</li> <li>• Bournemouth 2026: Sustainable Community Strategy</li> <li>• Behaviour Action Plan</li> <li>• Dorset Police Authority: Strategy for Children and Young People</li> <li>• Children's Services ICT Strategy</li> <li>• Children's Services Participation Framework</li> <li>• Children's Social Care</li> </ul>
<p><b>2.3 Improve support for parents</b></p> <p><i>(DCSF Children Plan themes: Safe and Sound, Happy and healthy &amp; 'On the right track')</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole Safeguarding Plan</li> <li>• Bournemouth 2026: Sustainable Community Strategy</li> <li>• Children &amp; Families Services Service Plans</li> <li>• Children's Services Participation Framework</li> <li>• Children's Social Care</li> <li>• Extended Services Strategy</li> <li>• Libraries &amp; Arts Service Plan</li> <li>• (Draft) Parenting Strategy 2007</li> </ul>



## Priorities for action

### 3 Enjoy and Achieve

Priority Area	Delivered through...
<p><b>3.1 Provide targeted intervention to schools and settings causing concern so that standards rise</b></p> <p><i>(DCSF Children Plan themes: Excellence and equity &amp; Leadership and collaboration)</i></p>	<ul style="list-style-type: none"> <li>• School Improvement Strategy: Excellence for Schools</li> <li>• Local delivery of National Childcare Strategy</li> </ul>
<p><b>3.2 Improve pupils' progress at school</b></p> <p><i>(DCSF Children Plan themes: Excellence and equity &amp; 'Staying on')</i></p>	<ul style="list-style-type: none"> <li>• Primary National Strategy</li> <li>• Secondary National Strategy</li> <li>• School Improvement Strategy: Excellence for Schools</li> <li>• Children's Services Participation Framework</li> </ul>
<p><b>3.3 Reduce the inequalities gap of achievement</b></p> <ul style="list-style-type: none"> <li>– Between the low attainers and average attainers at the end of the foundation stage</li> <li>– Between boys and girls in writing at KS1</li> <li>– Between boys and girls in mathematics at KS2</li> </ul> <p><i>(DCSF Children Plan theme: Excellence and equity)</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth Local Area Agreement</li> <li>• Bournemouth 2026: Sustainable Community Strategy</li> <li>• Education Accessibility Strategy</li> <li>• Education Inclusion Strategy</li> <li>• EMTAS Strategy</li> <li>• National 10-year Childcare Strategy</li> <li>• Primary National Strategy</li> <li>• School Improvement Strategy: Excellence for Schools</li> <li>• Special Educational Needs Policy</li> </ul>
<p><b>3.4 Increase enjoyment of learning</b></p> <p><i>(DCSF Children Plan themes: Excellence and equity, happy and healthy &amp; 'On the right track')</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole Play Strategy</li> <li>• Bournemouth Borough Council's Green Spaces Strategy 2007</li> <li>• Bournemouth Borough Council's Seafront Strategy 2007</li> <li>• Bournemouth 2026: Sustainable Community Strategy</li> <li>• Behaviour Action Plan</li> <li>• Children's Services ICT Strategy</li> <li>• Children's Services Participation Framework</li> <li>• Education Arts Strategy</li> <li>• Extended Services Strategy</li> <li>• Integrated Youth Support and Development Framework</li> <li>• Libraries &amp; Arts Service Plan</li> </ul>

## Priorities for action

### 4 Make a Positive Contribution

Priority Area	Delivered through...
<p><b>4.1 Improve the opportunities for young people to take part in positive activities</b></p> <p><i>(DCSF Children's Plan themes: Happy &amp; healthy, Excellence and equity, 'On the right track' &amp; 'Staying on')</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole Youth Offending Team Service Plan</li> <li>• Bournemouth &amp; Poole Physical Education and School Sport Strategy</li> <li>• Bournemouth 2026: Sustainable Community Strategy</li> <li>• Children's Services Participation Framework</li> <li>• Children's Social Care</li> <li>• Dorset Police Authority: Strategy for Children and Young People</li> <li>• Education Arts Strategy</li> <li>• Extended Services Strategy</li> <li>• Integrated Youth Service Plan</li> <li>• Integrated Youth Support &amp; Development Framework</li> <li>• KS4 Engagement Programme</li> <li>• Libraries and Arts Service Plan</li> <li>• Sustainable Transport Plan</li> </ul>
<p><b>4.2 Improve opportunities and support for all care leavers</b></p> <p><i>(DCSF Children's Plan themes: Happy &amp; healthy, Safe and sound, Excellence and equity, 'On the right track' &amp; 'Staying on')</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole Youth Offending Team Service Plan</li> <li>• Bournemouth Borough Council's Housing Strategy 2008-2011</li> <li>• Bournemouth 2026: Sustainable Community Strategy</li> <li>• Children &amp; Families Services Service Plans</li> <li>• Children's Services Participation Framework</li> <li>• (Draft) Integrated Looked After Children Strategy</li> <li>• Supporting People Commissioning Strategy</li> <li>• Targeted Youth Support</li> </ul>



## Priorities for action

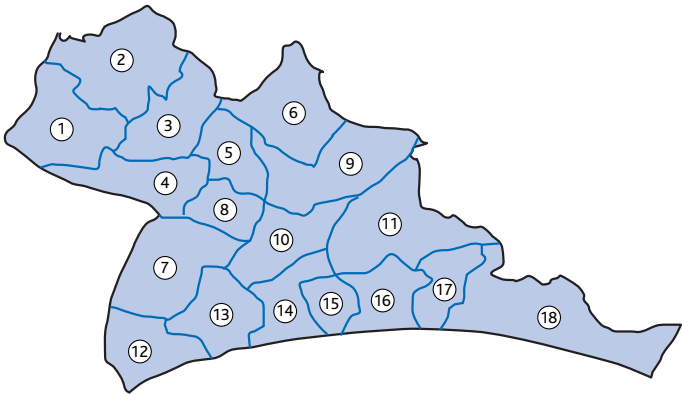
### 5 Achieve Economic Wellbeing

Priority Area	Delivered through...
<p><b>5.1 Reduce the incidence of 16-18 year olds in Bournemouth who are NEET (ie not in education, training or employment)</b></p> <p><i>(DCSF Children's Plan themes: Excellence and equity, 'On the right track' &amp; 'Staying on')</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth's NEETs Strategy</li> <li>• Connexions Service Plan</li> <li>• Bournemouth Borough Council's Corporate Plan</li> <li>• Dorset Police Authority: Strategy for Children and Young People</li> <li>• Bournemouth Local Area Agreement</li> <li>• Bournemouth 2026: Sustainable Community Strategy</li> <li>• Targeted Youth Support</li> <li>• Education Inclusion Strategy</li> <li>• Integrated Youth Service Plan</li> <li>• KS4 Engagement Programme</li> </ul>
<p><b>5.2 Ensure young people aged 14-19 have access to a wide range of vocational opportunities</b></p> <p><i>(DCSF Children's Plan themes: Leadership and collaboration, 'On the right track' &amp; 'Staying on')</i></p>	<ul style="list-style-type: none"> <li>• 14-19 Partnership Plan</li> <li>• Bournemouth Borough Council's Corporate Plan</li> <li>• Learning &amp; Skills Council Plan &amp; Statement of Priorities</li> <li>• Bournemouth 2026: Sustainable Community Strategy</li> <li>• Connexions Service Plan</li> </ul>

### 6 Ensure services are 'fit for purpose'

Priority Area	Delivered through...
<p><b>6.1 Strengthen our strategic joint planning and commissioning of services for children and young people</b></p> <p><i>(DCSF Children's Plan themes: Leadership and collaboration &amp; 'Making it happen')</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth Borough Council's Sustainable Community Strategy (2007-11)</li> <li>• Bournemouth Borough Council's Corporate Plan</li> <li>• Children's Services Participation Framework</li> </ul>
<p><b>6.2 Review and improve the organisation of central and locality based services</b></p> <p><i>(DCSF Children's Plan themes: Leadership and collaboration &amp; 'Making it happen')</i></p>	<ul style="list-style-type: none"> <li>• Bournemouth Locality Working Strategy</li> <li>• Extended Services Strategy</li> </ul>
<p><b>6.2 Improve the efficiency of services</b></p> <p><i>(DCSF Children's Plan themes: Leadership and collaboration &amp; 'Making it happen')</i></p>	<ul style="list-style-type: none"> <li>• Building Schools for the Future</li> <li>• Children and Young People's Workforce Development Strategy</li> <li>• Children's Services ICT Strategy</li> <li>• Primary Capital Programme</li> <li>• School Organisation Plan and School Place Planning Strategy</li> </ul>

# What is life like for children, young people and their families in Bournemouth?



© Crown copyright. All rights reserved. 100019829, 2008.

**Key to wards:**

- |                            |                               |
|----------------------------|-------------------------------|
| 1 Kinson South             | 10 Queen's Park               |
| 2 Kinson North             | 11 Littledown & Iford         |
| 3 Redhill & Northbourne    | 12 Westbourne & West Cliff    |
| 4 Wallisdown & Winton West | 13 Central                    |
| 5 Moordown                 | 14 East Cliff & Springbourne  |
| 6 Throop & Muscliff        | 15 Boscombe West              |
| 7 Talbot & Branksome Woods | 16 Boscombe East              |
| 8 Winton East              | 17 West Southbourne           |
| 9 Strouden Park            | 18 East Southbourne & Tuckton |

Most people who live in Bournemouth enjoy a good quality of life and good health. Overall children have a good start to life, but we know there are a number of children who are disadvantaged.

- Population density for Bournemouth is the second highest in the South West (after Bristol).
- Although unemployment is lower than the national average, it is rising.
- Average earnings are low and house prices are high (see tables below).

The maps and tables on this page show the areas where the highest populations of children and young people live and other factors that affect children, young people and their families in Bournemouth.

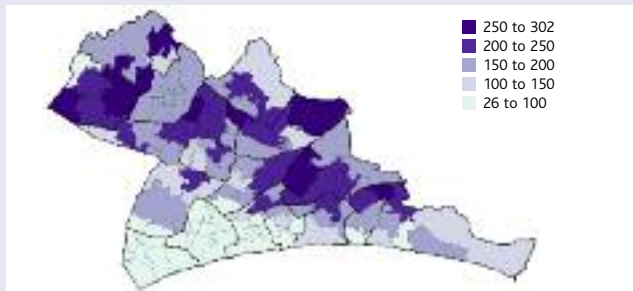
	Pop 1000s	Area sq km	Persons per sq km
Bournemouth	161.2	46	3,504
Poole	136.9	65	2,106
Dorset County	403.0	2,542	159

	Apr 05-Mar 06	Apr 06-Mar 07	% point change
Bournemouth	77	73.9	-3.1
Poole	76.1	78.1	+2
South West	77.6	77.7	+0.1
England	74.4	74.3	-0.1

### Compulsory school-age children aged 5-15

The map below shows 'local areas' where the highest populations of children and young people live (2007)



© Crown copyright. All rights reserved. 100019829, 2008.  
Data source: FHSA

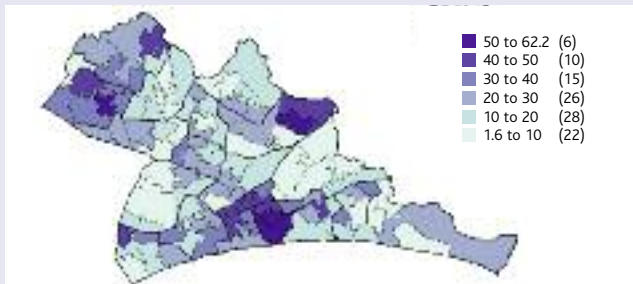
### Housing costs

Ratios calculated on median house price and median earnings show that house prices in Bournemouth are 9.1 times earnings (Poole 8.7, England 6.9). Ratios calculated on lower quartile house prices and earnings better reflect the first time buyers' market. These show the lower quartile house price in Bournemouth is 10 times the lower quartile earnings (Poole 9.8, England 7.1)

Source: ONS, GOSW Dorset, Bournemouth & Poole Brief (February 08)

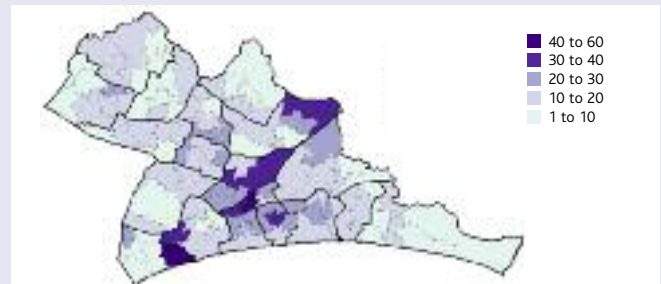
### Children with additional needs (the maps below show 'local areas' where children live)

% of dependent children in households receiving Housing or Council Tax benefit (July '07)



© Crown copyright. All rights reserved. 100019829, 2008.  
Data source: Council Tax & Housing Benefit

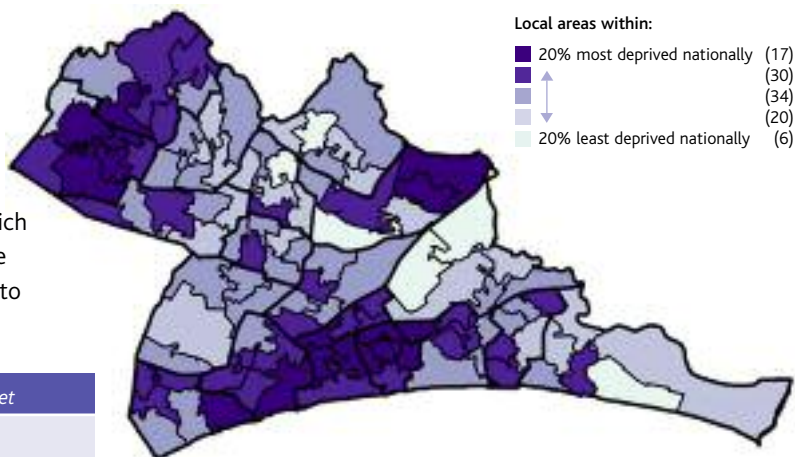
Number of children with English as an additional language (2008)



© Crown copyright. All rights reserved. 100019829, 2008.  
Data source: 2008 School Census

## Children and young people at risk of adverse outcomes

To enable planners to see where needs are greatest, towns are divided into small 'local areas' each representing around 1,500 people. Bournemouth has 107 of these (average 6 per electoral ward), some of which are among the most deprived nationally. The map on the right shows where these are, and how many areas fall into each category.



Number of 'local areas'	Bournemouth	Poole	Dorset
Within the 20% most deprived nationally	17	4	10
Within the 10% most deprived nationally	9	0	2

Source: GOSW Dorset, Bournemouth & Poole Brief (February 2008)

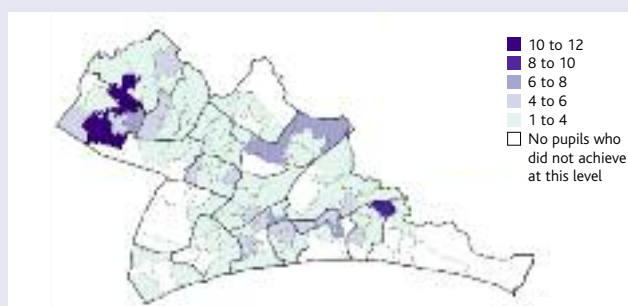
© Crown copyright. All rights reserved. 100019829, 2008.  
Data source: DCLG Indices of Deprivation 2007

## Where are needs greatest?

The maps in this section of our Children and Young People's Plan show the areas in which there are high numbers of children and young people with additional needs and the impact of a number of factors on attainment at age 11 and at GCSE, and on other outcomes.

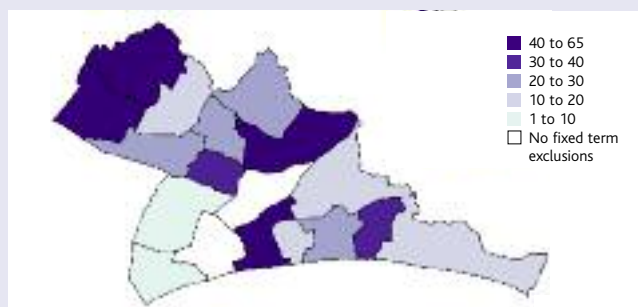
The maps show how different these 'local areas' can be, even within ward boundaries. Where relevant maps show how many 'local areas' are included in each population band, although the areas themselves may not be visible due to their small scale.

### Number of pupils in locality who did not achieve Level 4 and above in English at KS2 (2007)



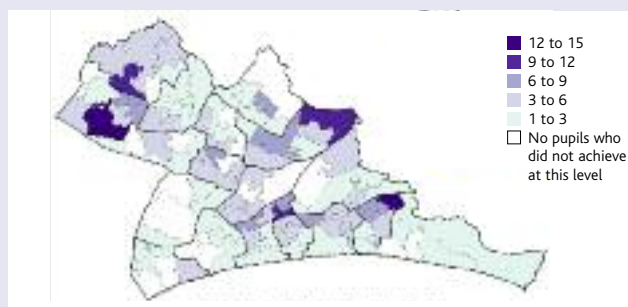
© Crown copyright. All rights reserved. 100019829, 2008.  
Data source: 2007 School Census

### Number of children excluded from school for a fixed term (by Ward – 2007)



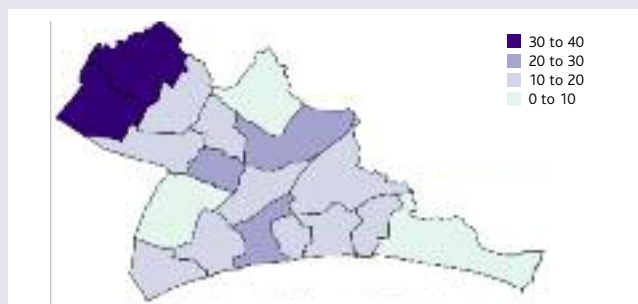
© Crown copyright. All rights reserved. 100019829, 2008.  
Data source: Inclusion & Achievement

### Number of pupils in locality who did not achieve Level 4 and above in Maths at KS2 (2007)



© Crown copyright. All rights reserved. 100019829, 2008.  
Data source: 2007 School Census

### Number of 16-18 year olds Not in Employment, Education or Training (NEET, by Ward – 2008)



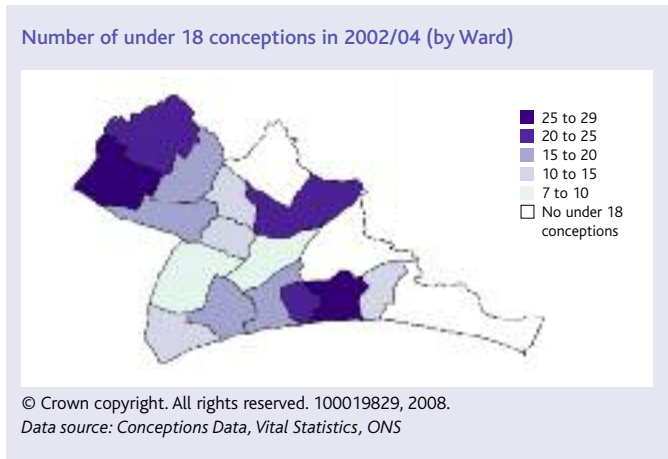
© Crown copyright. All rights reserved. 100019829, 2008.  
Data source: Connexions 2008

### Number of pupils in locality achieving no GCSEs at Grade A\* to G (2007)



© Crown copyright. All rights reserved. 100019829, 2008.  
Data source: NCER

### Children and young people at risk of adverse outcomes

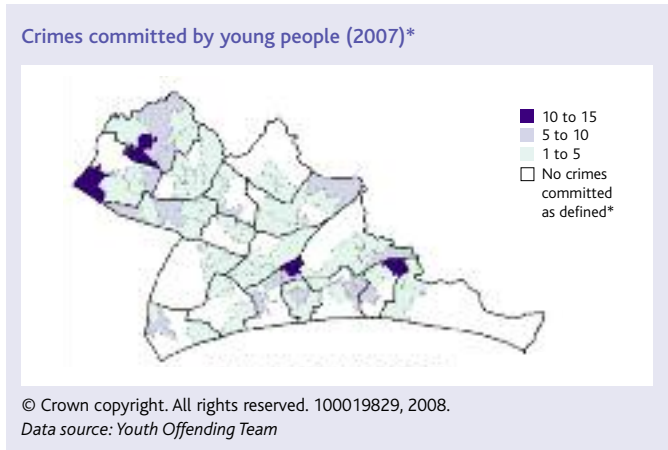


There is a strong link between social deprivation and sexually transmitted infections (STIs), abortions and teenage conceptions. Unintended pregnancies increase the risk of poor social, economic and health prospects for both mother and child. Girls from the poorest backgrounds are ten times more likely to become teenage mothers than girls from wealthier backgrounds.

(SOURCE: PCT Public Health Report 2006-07).

3-year rolling averages	Conception rates per 1,000 women aged 15-17			
	00-02	01-03	02-04	03-05
Dorset	28.7	29.3	28.5	29.2
Bournemouth	45.3	40.8	36.2	35.5
Poole	32.6	31.4	30.1	29.0
South West	36.2	35.5	34.6	34.3
England	42.9	42.4	42.0	41.6

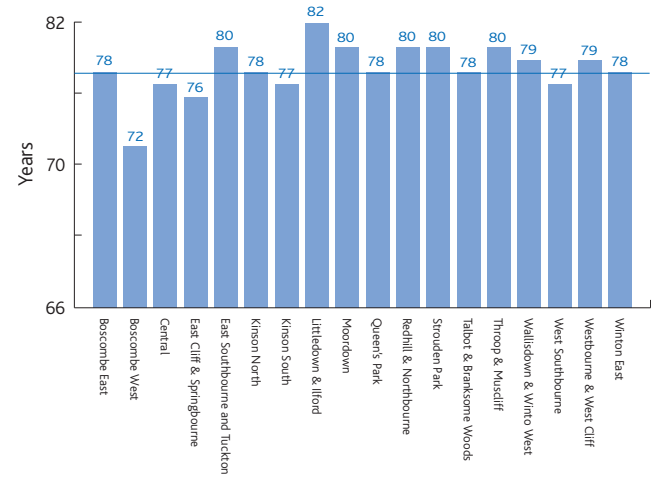
Data source: ONS



\*Crime committed by young people resident in Bournemouth where both the Youth Offending Team and the Court have been involved

### How healthy are families in Bournemouth?

#### Life expectancy by Ward



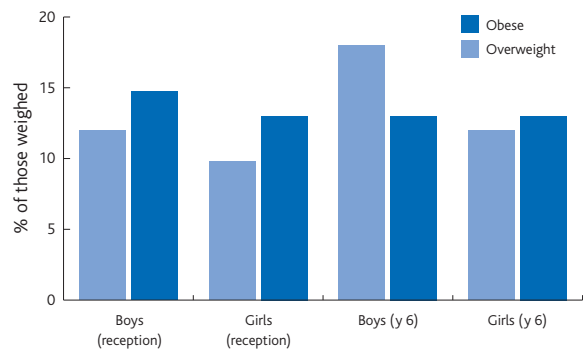
Although overall life expectancy is higher than for England (average 77.3 for males and 81.6 for females), in some areas it is lower. These are also the areas with the highest number of people on incapacity benefit, and higher numbers of children in families receiving income support. In some areas, poor housing and homelessness, levels of addiction and mental illness also impact on health outcomes.

#### Obesity and need

While obesity affects a significant proportion of people, there is consistent evidence that obesity levels are higher in areas of need.

The chart below shows that by Year 6 proportionally more boys than girls are overweight, a trend likely to continue into adulthood with its longer term health risks. There are also links between childhood obesity and being bullied, and therefore with mental health.

#### Rates of obesity: primary aged children



Sources: PCT Public Health Report 2006-07, PCT Five year Strategic Plan 2008-2013, GOSW Dorset, Bournemouth & Poole Brief (February 2008)

### How prevalent is bullying?

In the confidential on-line 'TellUs' survey, children and young people were asked how often they were bullied.

(SOURCE: TellUs2 Survey of pupils in schools 2007).

	Bournemouth	National
Bullied in the last four weeks	35%	30%
Bullied most days	5%	5%

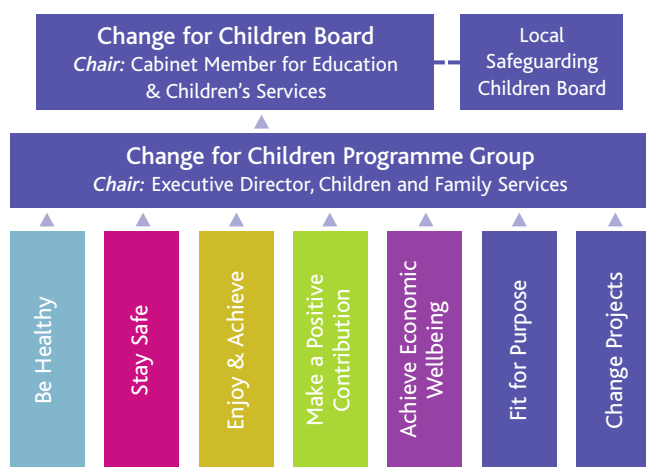
## The journey so far...

Many exciting developments have been taking place in Bournemouth since the first Children and Young People's Plan was published in April 2006, all aimed at bringing together people working with and on behalf of children and young people and their families to improve their outcomes.

### • Children's Trust arrangements

The Change for Children Board has been putting in place processes, policies and governance needed to support joint planning and commissioning of services and integrated frontline working, formally taking on the role of Bournemouth's Children's Trust from April 2008.

The multi-agency Change for Children Programme Group meets monthly with new terms of reference, focused on performance management of strategic plans to improve outcomes, and change projects.



Some budgets are now pooled and the Trust will continue to develop, managing services jointly to deliver improved outcomes for children, young people and their families as part of Bournemouth's Sustainable Community Strategy and the overall ambitions for Bournemouth 2026.

A pooled budget with the PCT and Borough of Poole funds the new post of Deputy Director of Public Health (Children), to strengthen the leadership and management of our 'Be Healthy' area of work.

### • Local Safeguarding Children Board

The new LSCB has brought together professionals and practitioners from multiple agencies and organisations dedicated to ensuring all children and young people are, and remain, safe. Joint arrangements with Poole now include a pooled budget to ensure that borough boundaries do not get in the way of arrangements to protect children.

An Anti-Bullying Strategy has been adopted by all partners, and is being monitored by the LSCB. It offers guidelines about how to minimise opportunities for bullying to occur, and how to respond if it does arise.

Supported by the Children's Fund, 'Young People Go Loud' have worked with children at a local school to develop a DVD resource for primary schools, which aims to support both teachers and pupils in tackling the issue of bullying.

### • Connexions transition

From 1 April 2008 information, advice and guidance will be provided through a service level agreement between Connexions and the Local Authority, enabling greater focus on work targeting the identified priority areas. A multi agency Commissioning Board is overseeing the development of the commissioning arrangements for Connexions services 2010-13.

### • Bournemouth Council's Champion for Children and Young People

A new Champion has recently been appointed and there are plans to set up a young people's Shadow Cabinet and a young people's Shadow 'Change for Children' Board.

## The journey so far...

- **Cross-borough multi agency teams**

Professionals and practitioners from all agencies work together in dedicated teams to support, for example, the sexual health of young people, sensible drinking (alcohol awareness) and the Healthy Schools Standard.

- **A new team dedicated to the needs of looked after children**

A multi-agency team has been brought together, dedicated to the needs of looked after children across the borough, and includes a virtual school headteacher as part of the national pilot.

- **Our Corporate Parenting Panel**

The Panel acts on behalf of the Council as the corporate parent of children looked after in the borough and care leavers, asking 'would this be good enough for my child?' The Panel consists of seven elected members, two young people who are in the care of the local authority, two foster carers and the Independent Advocacy worker.

- **More support for looked after children**

Our Right2beCared4 bid is being progressed, which further develops joint working across housing and introduces dedicated participation work for looked after children. A Training Flat has now been developed, supporting the transition of care leavers to independence.

- **Teenage conceptions**

Work begun in 2001 to achieve a reduction in the rate of teenage conceptions is continuing. Rates have fallen, but further work is needed to achieve our target. In addition, there is an urgent need to ensure the strategy can continue to address local needs, particularly in 'hot spot' areas, and this work is now highlighted as a top priority in this Children and Young People's Plan.

- **Our Parenting Strategy**

The strategy will support parents in their key role of bringing up children and young people. A DCSF

Parenting Grant will fund various initiatives including the extension of the Webster Stratton Parenting Programme to parents of children up to 13. The programme currently supports parents of 3-8 year-olds to address difficult and challenging behaviour.

Current initiatives include the Triple P Positive Parenting Programme, which supports parents of 0 – 16 year-olds and addresses difficult and challenging behaviour. It has five levels of intervention, which address parental conflict, domestic abuse and children at risk of harm. A specialist Triple P programme (Stepping Stones) addresses the needs of families who have a child with a disability. Additional support is provided via a Senior Parenting Practitioner.

- **Family Intervention Project (FIP)**

This project has been set up to tackle those families whose behaviour is deemed the most difficult and anti-social in the Bournemouth area. Partially funded by the Department of Children, Schools and Families, it is one of 53 such projects in the country. The FIP identifies the root causes of problem behaviour and, based on a 'twin track' approach, offers intensive help and support to change behaviour and enforcement action where appropriate.

- **Things to do, places to go, people to talk to**

We are working to establish an Integrated Youth Support and Development Framework to help all young people achieve the five Every Child Matters outcomes through young person-centred delivery of information, advice and guidance, support, development opportunities and positive activities.

- **Improving outcomes for disabled children and young people**

A review of services is underway which will lead to an integrated strategy for disabled children and young people, bringing together all services provided across all agencies for this group and with a focus on access and provision of a core offer. This work is now highlighted as a top priority in this Children and Young People's Plan.

- **Implementing the Childcare Act 2006**

Among a complex range of provisions in the Act is the duty to secure childcare sufficient to enable parents to take up or remain in work, including to enable parents to undertake education or training. The recent Childcare Sufficiency Assessment confirms that we have succeeded in meeting this statutory responsibility, including provision that meets the needs of parents of disabled children, and that we are in a strong position when the new duty to secure sufficient childcare places comes into force in April 2008.

- **Our Play Strategy for Bournemouth**

Our strategy is now in place, providing a framework for improving and creating local spaces for play that are freely accessible and 'play friendly' and finding new ways of providing high quality opportunities for play. In partnership with Barnardo's and using Big Lottery Funding, a network of Play Rangers is being recruited across Bournemouth and Poole. Children and young people are helping to develop Bournemouth's Play Promise.

- **Implementing the National Service Framework for Children, Young People and Maternity Services**

Overall good progress continues to be made in developing work to achieve this ten year programme and good practice and innovation locally is evident, such as child health services being delivered through children's centres, the level of engagement of local schools in the Healthy Schools agenda and the implementation of the Early Support programme. This is now further supported through the recent appointment of the Deputy Director for Public Health (Children), a post funded jointly with Poole Borough Council and Bournemouth & Poole PCT.

- **Cultural and recreational activities for children and young people**

- Many projects and schemes have taken place in the area, initiated by children, schools and cultural organisations including Bournemouth Libraries, the Russell Cotes Art Gallery and Museum, Bournemouth Symphony Orchestras, Activate Performing Arts, The Study Gallery, Dorset History Centre. These have

run under the auspices of the Bournemouth and Poole Cultural Hub managed by Wave, Bournemouth and Poole's innovative arts and education agency.

- Music development across the two boroughs is delivered through 'Soundstorm.'
- Recreational activities for children and young people are provided in the Council's leisure centres, parks and open spaces and seafront.

- **Healthy schools**

65% of schools now have Healthy Schools status with almost 100% participating, and there has been no drop-off unlike the national picture.

- **Hot school meals**

Several pilot schemes have been running over the last year in four primary schools as part of the borough's School Meals Improvement Strategy to develop hot school meal provision across all primary schools. Take up during this period has continued to rise with some schools currently serving meals to over 30% of their pupils. At these pilot schools we have also seen the number of children coming forward to claim their free school meal entitlement increase with numbers more than doubling at one school.

- **Joined up work is supporting the health of children and young people:**

- Healthlink is jointly provided by Leisure Services and the PCT.
- Joined up work between the PCT and Youth Service will be part of the Integrated Youth Support and Development Framework, in place by April 08.

- **Physical education and sport**

Through Bournemouth & Poole's Physical Education and School Sport Strategy partners aim to ensure not only that all children and young people enjoy being physically active and go as far as their talents can take them, but also develop their knowledge and understanding of health and fitness, make a positive contribution to their community through PE and sport, and have access to a range of purposeful work related opportunities.

## Spotlight on integrated locality working

Teams of professionals are now working from three local area team bases located in the North, South and Central areas of the borough, and covering the whole range of vulnerable children from 0-19 years.

**North Team** Working out of Elmrise School

**South Team** Working out of King's Park School

**Central Team** Working out of Madeira House, Bournemouth

As a pilot, a team of social care professionals is now located in the North.

Health visitors are now based in all three localities and the PCT is making organisational changes to support this.

Local service development has been underpinned by joint training, information sharing, assessment and planning and supported by short-term grants for the Budget Holding Lead Professional Pilot, which has enabled innovative commissioning of services.

### • The Common Assessment Framework

This is now firmly established in Bournemouth and being used as a matter of course by increasing numbers of professionals and practitioners who have attended the one-day CAF training, and in many cases the follow-on Lead Professional training also.

### • More Children's Centres are being set up

Five new 'Phase 2' Children's Centres are due to be completed during 2008, in addition to the two centres already established in Boscombe and Kinson/West Howe, to make these joined up services accessible to parents and families across the borough, and in particular to disabled children. Additional Children's Centre annexe facilities and Learning Centres to compliment this activity will also be available, together with a Community Library & Information Centre in Kinson.

### • Extended services to meet the needs of localities

These services are beginning to be developed to meet the differing needs of particular areas of the borough that are accessible to vulnerable groups and offered in a joined-up way through schools, Children's Centres, Libraries, GP practices and other providers in local areas. The Extended Services Strategy includes a Play Strategy and Integrated Youth Support Offer.

### • ICT systems supporting integrated working

Already available on-line and being further developed, a local directory of children's services for Bournemouth, which 'joins up' multiple children and young people's information streams behind a single access point and is accessible on-line and via local touch-screen kiosks.

Development of further systems which will be key to the effectiveness of new integrated working is progressing and includes:

- e-CAF (part of the pan-Dorset pilot project), providing on-line registration of CAFs and secure access to shared information, now at pilot test version stage.
- Local roll-out of the national ContactPoint project, giving practitioners a quick way to find out who else is working with the same child or young person, making it easier to deliver more coordinated support.

# Priorities identified and actions proposed

## Be Healthy

### 1.1 Decrease the levels of substance/alcohol misuse among young people

*(Bournemouth Local Area Agreement Target SSC, Sustainable Community Strategy Vision 3.3 and Goals 1.3.1, 3.1.4, 3.2.2 and 5.1.6)*

*'It is always better to prevent failure than tackle a crisis later'*

*(Children's Plan 2007)*

#### What works best:

- Tackling the causes, eg mental health
- Raising self esteem
- Emotional literacy
- Good parenting
- Wide variety of activities to interest young people and address the reasons why young people drink
- Drugs education via YADAS
- Information for parents and parent workshops
- Direct work with families where this is an issue
- Support teams located in the community where young people congregate to drink
- Peer workshops on what worked for them
- Involving young people in solving the problem
- Being honest with young people, listen, don't lecture

*Contributing to the Children's Plan strategic objective 'Secure the wellbeing and health of children and young people'*

#### What we know...

Substance and alcohol misuse and the impact this has on all members of the family is a nationally recognised problem. In Bournemouth substance misuse admissions to hospital are high, particularly for alcohol, and a lower proportion of young people are receiving treatment than the regional average.

In common with other areas of poor outcomes identified in this plan, parenting and work to raise self-esteem is a vital underpinning strand. In terms of reactive work, a focus will be on capitalising on the opportunity, when young people arrive in A&E because of their binge drinking, to offer a short timely intervention to support a change in their drinking habit with the understanding of the negative impact this behaviour has on their health and well being.

Decreasing misuse may be difficult in families where this is parents' choice and is related to inter-generational behaviour. Mentoring can be very effective - NACRO reports this is particularly so when mentors come from a recovery background.

Intervention on alcohol misuse therefore needs to be a priority, with further work on understanding the use of alcohol by children and young people in Bournemouth. There is a need to continue to ensure alcohol and substance misuse preventative work reaches children and young people who are not in mainstream education.

Actions	Key contributing partners
1.1.1 A & E nurse to work out of Poole Hospital dedicated to working with children and young people admitted due to overuse/ misuse of drugs and/or alcohol	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT</li> <li>• CAMHS</li> <li>• Children's Learning &amp; Engagement</li> <li>• Children's Social Care</li> <li>• DAAT</li> <li>• Dorset Healthcare NHS Foundation Trust</li> <li>• Voluntary sector</li> <li>• <i>Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions</i></li> </ul>
1.1.2 Review patterns of alcohol and substance misuse with a focus on intervention on alcohol for 2008-09	
1.1.3 Review access to and uptake of mental health support for young people and families who are hard to engage and have a history of substance/alcohol misuse	
1.1.4 Implement the NICE guidance for school-based interventions on alcohol	

## 1.1 Decrease the levels of substance/alcohol misuse among young people

	Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
1.1/1	Substance misuse by young people (NI 115) <i>(New national indicator – information not yet available)</i>	-	-		-	-
1.1/2	Drug related (Class A) offending rate (NI 38) <i>(New national indicator – information not yet available)</i>	-	-		-	-
1.1/3	Effectiveness of child and adolescent mental health (CAMHS) services (NI 51)	n/a	n/a	n/a	n/a	3
1.1/4	The extent to which learners adopt healthy lifestyles ( <i>Ofsted school inspection judgement</i> )	n/a	n/a	11 primary, 6 secondary & 2 special schools 79% good or outstanding 100% satisfactory or above	n/a	n/a

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007; Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 – Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007. For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>



# Be Healthy

## 1.2 Work in a more integrated way to support children and young people with disabilities

*Bournemouth Sustainable Community Strategy Goals 1.2.5, 1.5.2 and 1.5.3)*

### What works best:

- Multi-agency communication
- Joint problem solving
- Shared information and expertise
- Support at points of transition
- Access to information systems
- Better understanding of roles, training, integrated outcomes across health, education and children's social care
- Integration of activities at Linwood School with those in other schools and youth centres
- Working in partnership with locality team
- Service directory for support groups and other services
- Having shared access to teaching materials/resources eg at central library
- Linking data held in different databases, in a way which permits aggregation
- Comprehensive info on what can be provided, so parents don't have to take a 'crusade' approach
- Staff fully understanding 'disability'

### What we know...

Although there has been good investment in services locally for children and young people with disabilities it is recognised that we could make much better use of them if they were more joined up. Work on a co-ordinated, multi-agency strategy is underway. It is evident that there needs to be a much greater focus on partnership working if we are to ensure services are genuinely co-ordinated and produce the best outcomes possible for children and young people with disabilities.

Actions	Key contributing partners
1.2.1 Develop and implement improved strategy for children and young people with disabilities	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT</li> <li>• Children's Learning &amp; Engagement</li> <li>• Children's Social Care</li> <li>• Dorset Healthcare NHS Foundation Trust</li> <li>• Leisure</li> <li>• Voluntary sector</li> <li>• <i>Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions</i></li> </ul>
1.2.2 Improve transfer to adult services for young people with disabilities	
1.2.3 Review physiotherapy/occupational therapy provision and develop an action plan for implementation of recommendations	
1.2.4 Review health support to children with disabilities/medical conditions in main-stream schools	
1.2.5 Develop a programme for implementation of the Aiming High for Disabled Children Short Breaks Pathfinder	

Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
1.2/1 Services for disabled children (NI 54) <i>(New national indicator – definition not yet agreed)</i>	-	-	-	-	-
1.2/2 How well learners with learning difficulties and disabilities make progress <i>(Ofsted school inspection judgement)</i>	n/a	n/a	11 primary, 6 secondary and 2 special schools 58% good or outstanding 95% satisfactory or above	n/a	n/a

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007; Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 – Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007. For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>

# Be Healthy

## 1.3 Decrease the rate of teenage conceptions

(Bournemouth Sustainable Community Strategy Goal 5.1.2)

### What works best:

- Self-respect and self esteem
- Role of family in prevention
- Spending a week looking after a baby – day and night
- Young mums talking about the reality of being a 'Teenage Mum'
- Life Education Bus visits to primary schools
- Parenting programmes for teenage young people
- Linking to PHSE in schools
- Use of "life" disks
- Extending the 'you' project
- Contraception advice in an accessible format
- Condom card scheme
- The support of school nurses
- The work of the detached youth team
- Multi agency working around youth centres and secondary schools

### What we know...

Reducing the number of young girls who become 'teenage parents' and young men who become fathers is very complex and requires responses/actions in many different areas. For example, pregnancy is not always unplanned – some young people are known to plan to get pregnant to get a flat/home.

Although good progress has been made, the percentage rate of reduction in under-18 conceptions has slowed down; furthermore there remain some 'hot spot' areas where percentage rates remain high. The poor outcomes linked to teenage conceptions are so well known that this issue remains a high priority for Bournemouth.

A significant development will be the ability to use current, up to date data (rather than ONS data) to identify and respond rapidly to areas of high teenage conceptions.

Respondents agree that poor self respect/self esteem and low educational attainment are strong risk factors for teenage conceptions. Supporting the emotional wellbeing of young people is vital, particularly those who are vulnerable, and self-esteem work with children to enjoy and achieve at school will also help to improve outcomes in other key priority areas identified in this plan.

Actions	Key contributing partners
1.3.1 Review current services, identifying 'hot spots' of teenage conceptions	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT</li> <li>• Children's Learning &amp; Engagement</li> <li>• Children's Social Care</li> <li>• Voluntary organisations</li> <li>• <i>Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions</i></li> </ul>
1.3.2 Strengthen links between Youth Service and emergency contraception pharmacy scheme	
1.3.3 Strengthen links between schools and sexual health promotion services	
1.3.4 Establish more community based sexual health facilities in targeted areas of Bournemouth	
1.3.5 Develop accessible community based sexual health projects	

Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
1.3/1 Under 18 conception rate (NI 112) (% rate change from 1998)	-28.3%	-33.8%	n/a	-39.0%	-42.0%

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007; Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 – Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007. For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>

# Be Healthy

## 1.4 Decrease the levels of obesity among children and young people

(Bournemouth Local Area Agreement Target HCOP1 and Sustainable Community Strategy Goals 5.1.1, 5.3.1 and 5.3.2)

### What works best:

- Delivering the healthy eating message and also engaging and motivating young people
- Focus on parents to provide healthy food
- Exercise is key issue
- Focusing on body image, not just obesity, and challenging what young people perceive as healthy eating
- Self respect and self esteem, making healthy choices
- Promoting healthy packed lunches and banning unhealthy snacks in school
- Setting aside time to eat snacks (and to drink water)
- Practical learning about value for money cooking and shopping built into the curriculum
- Invite only clubs for children who don't participate (eg dance, basketball, Fit Kids)
- Promoting healthy eating needs to feature food that young people want to eat

### What we know...

Obesity is recognised as a key underlying determinant of ill health and health inequalities. Local initiatives are developing and the national goal of halting the year on year rise in obesity among children under 11 by 2020 can be seen as part of the broader national strategy to tackle obesity in the population as a whole.

Targeted work on reducing obesity and increasing recreational activity among children and young people in Bournemouth has excellent potential. This involves work in early years settings. All schools are now committed and participating in the Healthy Schools programme and 65% of schools have achieved Healthy Schools status.

In 2006/07 82% of school children in Reception and Year 6 were weighed and measured (an annual monitoring programme). This revealed that 25% of children in reception year in Bournemouth were overweight or obese. In Year 6 more boys than girls were overweight or obese at 32% (26% for girls), a trend that is likely to continue into adulthood. Recognising that work needs to begin early, funding has been identified to develop a 0-2 pathway for infants with potential weight issues and health visitors are central to this work, which will also link to local parenting programmes.

Actions	Key contributing partners
1.4.1 Continue to implement the Healthy Schools Strategy	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT</li> <li>• Children's Learning &amp; Engagement</li> <li>• Children's Social Care</li> <li>• Children's Strategic Services</li> <li>• Early Years</li> <li>• Healthy Schools</li> <li>• Leisure</li> <li>• Voluntary organisations</li> <li>• Youth Clubs</li> <li>• <i>Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions</i></li> </ul>
1.4.2 Implement obesity pathways linked to parenting programmes	
1.4.3 Work towards developing curriculum requirements within the Children's Plan in relation to food/nutrition	
1.4.4 Implement Hot School Meals programme across Bournemouth	
1.4.5 Implement Healthy Youth Clubs Strategy	
1.4.6 Support the development of the Healthy Early Years programme	
1.4.7 Provide better information for parents about their children's health by providing their child's results from the National Child Measurement Programme	
1.4.8 Implement weight management initiatives for children and young people	

## 1.4 Decrease the levels of obesity among children and young people

	Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
1.4/1	Obesity among primary school age children in Reception year (NI 55)	-	-	Coverage 88.9% Obese 10.7%	Coverage 84.5% Obese 11.5%	Coverage 84.6% Obese 12.4%
1.4/2	Obesity among primary school age children in year 6 (NI 56)	-	-	Coverage 76.4% Obese 16.0%	Coverage 84.5% Obese 23.8%	Coverage 84.6% Obese 25.1%
1.4/3	Children and young people's participation in high-quality PE and sport (NI 57) <i>(New national indicator – information not yet available)</i>	-	-	-	-	-
1.4/4	Percentage of school children aged 5-16 receiving at least two hours of high quality PE and school sport per week	59%	81%	83%	85%	88%
1.4/5	Number of Healthy Youth Clubs <i>(Standards to be set by National Youth Agency -will be part of Aiming High initiative)</i>	3 Centres (local definition) (20%)	-	-	-	-
1.4/6	Percentage of schools a) participating in and b) achieving the National Healthy Schools Standard	a) 90%	a) 98%	a) 98% b) 68%	a) 100%	a) 100%
1.4/7	Percentage of settings accredited in the Healthy Early Years Scheme	52 of 85 registered settings signed up and committed to the process	63% of settings signed up and committed to the process	50% HEY accredited	55% HEY accredited	60% HEY accredited
1.4/8	Take-up of school lunches (NI 52)	n/a	n/a	n/a	-	To be set

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007; Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 – Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007  
For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>



# Stay Safe

## 2.1 Decrease the impact of domestic abuse on children and young people

(Bournemouth Local Area Agreement Target SSC8 and Sustainable Community Strategy Goals 3.1.1, 3.1.6, 3.6.1, 3.6.5 and 3.6.6)

### What works best:

- Better links with Adult Services
- Supporting young people to be able to cope (emotional literacy)
- Importance of young people's self esteem
- Safe places to go (eg in school)
- Young people knowing where to turn to for help and being able to discuss experiences
- Support for anger management for young people who live with domestic abuse
- Counselling
- Agencies sharing information
- Supporting staff in schools and elsewhere to know how to respond and support young people
- Intervening before crisis happens (highlights importance of sharing information)
- Outreach intervention

*Contributing to the Children's Plan strategic objective 'Safeguard the young and vulnerable'*

### What we know...

Experiencing domestic abuse at home is recognised as a significant factor in a range of poor outcomes for children and young people. The 'knock-on' effects can also be significant, with a tendency for some victims to become perpetrators of bullying behaviour. Various voluntary organisations are targeting this area. Anger management sessions are offered from Hyped's centres to support young people, as well as counselling and more specialist support.

Almost 2000 incidents of domestic violence were reported in 2006, up from 1400 the previous year, reflecting increased confidence in all agencies. Drugs and alcohol abuse are often the source of the problems and work in this area must also be one of the highest priorities, including within this plan. A range of services already respond to need. While for children's services the focus is on reducing the impact of domestic abuse for children and young people, this work cannot be separated from other work in this area, and a joined up approach is therefore vital.

Actions	Key contributing partners
<p><b>2.1.1</b> Agree and implement a strategy for reducing the impact of domestic abuse on children, linked to the Council's Domestic Violence Strategy</p>	<ul style="list-style-type: none"> <li>• Children's Learning &amp; Engagement</li> <li>• Children's Social Care</li> <li>• Connexions</li> <li>• DV group</li> <li>• Fernheath Play Association</li> <li>• Hyped</li> <li>• Police</li> <li>• Safeguarding partners</li> <li>• Safer &amp; Stronger Communities Team</li> <li>• Voluntary sector</li> <li>• YOT</li> <li>• <i>Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions</i></li> </ul>
<p><b>2.1.2</b> Strengthen partnership working with local area partners and links with adult-focused services</p>	
<p><b>2.1.3</b> Map and review the availability of services to support children and young people who are affected by abuse</p>	

## 2.1 Decrease the impact of domestic abuse on children and young people

	Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
2.1/1	Repeat incidents of domestic violence (NI 32) <i>(New national indicator – information not yet available)</i>	-	-	1097	-	-
2.1/2	Domestic violence – murder (NI 34) <i>(New national indicator – information not yet available)</i>	-	-	0	-	-
2.1/3	Domestic violence – number of incidents <i>Increased reporting reflects confidence in all agencies</i>		1969 incidents	n/a	n/a	2126 (2010) (LAA 'stretch' target)

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007; Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 – Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007. For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>

## 2.2 Reduce the impact and incidence of bullying on children and young people

*(Bournemouth Sustainable Community Strategy Goal 3.4.7)*

### What works best:

- Supporting children to develop their own coping strategies
- Whole-school systems
- Sharing information wisely
- Recognising early signs
- SEAL programme and 'ELSA' work in schools
- Nurture groups in KS1,2,3 & 4
- (Peer) mediation
- Restorative Justice
- Structured activities at lunchtime and training for lunchtime supervisors
- Dedicated play leaders in the playground
- Listening to young people, enabling them to discuss their problems
- Workers having skills to build trusting relationships with young people
- Activities that make young people happy being a regular part of their lives
- Having a safe place to go

### What we know...

While reports do not show the incidence of bullying to be greater in our schools than elsewhere, it is highly significant for children and young people who are affected. When asked in previous consultations, bullying was one of young people's main concerns. The recent school-based Tell Us survey indicates that this is still very much the case, with 7 out of every 20 pupils surveyed having been bullied in the last four weeks (compared with 6 nationally) with one in 20 being bullied most days.

New technologies like the internet and mobile phones extend the reach of bullying. 'Cyber-bullying' is a new and insidious threat, and specific resources are being developed to counter this. Recent research conducted by the Anti-Bullying Alliance identified that 22% of 11-16 year olds had been victims of 'cyber-bullying' at least once.<sup>4</sup> In previous consultation young people identified that they felt particularly unsafe in parks and open spaces.

Of 606 enquiries received by Hyped in a six-month period regarding staying safe, most were from school aged young people and focused upon bullying and anger management. Increasing young people's self esteem and confidence is recognised as a key preventative strategy, as often both bullies and bullied have self esteem problems.

Much work is already underway in organisations and agencies that work with and support children and young people. Primary schools report the effectiveness of a whole-school approach and a range of strategies which are working well with the younger age groups.

# Stay Safe

## 2.2 Reduce the impact and incidence of bullying on children and young people

(Bournemouth Sustainable Community Strategy Goal 3.4.7)



Actions	Key contributing partners
<p><b>2.2.1</b> Improve co-ordination and effectiveness of data gathering on the incidence and nature of bullying</p>	<ul style="list-style-type: none"> <li>• Children’s Learning &amp; Engagement</li> <li>• Children’s Social Care</li> <li>• Children’s Strategic Services</li> <li>• Connexions</li> <li>• Domestic Violence Group</li> <li>• Hyped</li> <li>• Leisure</li> <li>• NACRO</li> <li>• Police</li> <li>• Safeguarding partners</li> <li>• Safer &amp; Stronger Communities</li> <li>• Voluntary sector</li> <li>• YOT</li> <li>• <i>Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions</i></li> </ul>
<p><b>2.2.2</b> Promote anti-bullying approaches and support to children and young people across the borough, particularly restorative approaches and conflict resolution in Bournemouth schools and within the community</p>	
<p><b>2.2.3</b> Improve co-ordination and effectiveness of anti-bullying work across the borough</p>	
<p><b>2.2.4</b> Raise awareness of schools, parents and communities and secure focused support to combat cyber-bullying</p>	
<p><b>2.2.5</b> Develop opportunities for free play that are safe</p>	

Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
<b>2.2/1</b> Children who have experienced bullying (NI 69)	-	-		-	-
<b>2.2/2</b> Pupil-pupil violent incidents reported in schools resulting in injury	-	135	107		
<b>2.2/3</b> Complaints relating to bullying issues	17	22	20	n/a	n/a
<b>2.2/4</b> % of school transfer requests stating bullying as a reason in a) secondary schools b) all schools	a) 23.8% b) 12.7%	a) 30.8% b) 12.9%	a) 11.3% b) 5.2%	n/a	n/a

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007; Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 – Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007. For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>

# Stay Safe

## 2.3 Improve support for parents

(Bournemouth Sustainable Community Strategy Goals 1.3.2 and 1.3.4)

### What works best:

- All agencies working together
- Parents knowing how and where to get support
- Finding the right way to engage with parents
- Parenting classes that are held in the evening
- School workshops and in-class opportunities for parents
- School Parent Councils/Forums
- Parents forums in Children's Centres
- Parent Link
- Webster Stratton programme
- Workshops on handling difficult behaviour
- Parents gaining qualifications, improving their own self-esteem
- Parents supported to return to work/learning
- Support during school holidays
- Targeted support for fathers and male carers
- Helping families find solutions to their own difficulties
- Information that is parent-friendly
- Information about the availability of childcare and early learning

### What we know...

The engagement and support of parents is recognised as being vital if children and young people are to achieve their full potential. Although support is well-co-ordinated for parents already receiving services, there is also a need to improve the availability and accessibility of support for other parents who need and seek it.

Work with parents who are reluctant to engage is clearly a priority. Feedback from schools indicates that in some cases where there are challenges, huge amounts of effort may be wasted arranging referrals for children and young people, only to find that the parents will not engage – perhaps because of issues linked to their own self-esteem.

Other feedback highlights the value of the respite provided by organised activities for young people.

The Extended Services Parent Survey for the primary phase undertaken in December 2007 highlights the need for parents/carers to have greater awareness of the range of extended services available and how to access help when needed. The provision of affordable childcare, particularly in relation to after school activities and holiday schemes, is also an issue to be addressed.

Actions	Key contributing partners
2.3.1 Develop and implement our revised Parenting Strategy	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT</li> <li>• Children's Learning &amp; Engagement</li> <li>• Children's Social Care</li> <li>• Children's Strategic Services</li> <li>• Connexions</li> <li>• DV group</li> <li>• Family Intervention Project</li> <li>• Hyped</li> <li>• Jobcentre Plus</li> <li>• Libraries</li> <li>• Police</li> <li>• Safeguarding partners</li> <li>• Safer &amp; Stronger Communities</li> <li>• 'V'</li> <li>• Voluntary sector</li> <li>• YOT</li> <li>• <i>Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions</i></li> </ul>
2.3.2 Continue to commission parenting support programmes	
2.3.3 Continue development of a network of children's centres throughout the borough, so that by 2011 every community has easy access to children's centre services	
2.3.4 Continue to ensure sufficiency of childcare places to meet the needs of children, young people and their families	
2.3.5 Embed the use of the Common Assessment Framework to secure early identification of additional need	
2.3.6 Provide intensive support for families through the Family Intervention Project	
2.3.7 Continue to offer family support services including Family Solutions (FAST), using models that empower parents to deal with difficulties within families ('Team around the Family' approach)	
2.3.8 Continue to offer a programme of family learning that builds the relationship between parents, carers and their children	

	Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
2.3/1	Take up of formal childcare by low-income working families (NI 118) (DWP data)	-	-	n/a	n/a	n/a
2.3/2	Number of children looked after (Population of children and young people = 30,500)	59 per 10,000	57 per 10,000	47 per 10,000	n/a	n/a
2.3/3	Number of children and young people who are the subject of a Child Protection Plan, per 10,000 population aged under 18	34	29	28	28	n/a
2.3/4	The percentage of children who became the subject of a Child Protection Plan, or were registered, during the year, and were the subject of a Child Protection Plan, or were registered, at 31 March, who had previously been registered (A3)	7.0% (Re-registrations during the year)	9.3%	2.4%	n/a	n/a
2.3/5	% of parents of primary age children who have access to childcare 8am-6pm all year round, at or through their school	15%	20%	25%	50%	75%
2.3/6	Number of Children's Centres (designated and non-designated)	n/a	2 designated centres	2 designated 5 undesignated	By 2008 7 designated centres Planning phase 3 centres	By end 2009 all phase two centres will be delivering full core service. Phase 3 centres designated
2.3/7	Number of families supported through Children's Centres	n/a	1097 children under 5 and their families	1397 children under 5 and their families	All 7 designated centres reaching at least 800 children under 5 and their families	By end 2009 7875 children under 5 and their families
2.3/8	Family members participating in family learning	287 learners 59 courses	577 learners 98 courses	471 learners 101 courses	768 learners	n/a
2.3/8	Number of families participating in the Family Intervention Programme	-	-	7 families since July 07	Work with 15 families	Work with 21 families

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007; Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 – Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007. For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>

# Enjoy & Achieve

## 3.1 Provide targeted intervention to schools and settings causing concern so that standards rise

*(Bournemouth Sustainable Community Strategy Goal 1.2.2)*

### What works best:

- Strong and effective leadership and management
- Self evaluation that is rigorous and challenging
- Strong drive for learning with a focus on standards and inclusion
- Providing support and challenge

### What we know...

We know the key to success is Leadership and Management which demonstrates clear knowledge of the organisations' strengths and weaknesses, based on good use of data. This enables the partners to identify their priorities and to target resources where they are most needed, particularly in the development of preventative services.

The number of schools in categories of concern has fallen during the last year. Monitoring inspections judge the council's support for schools in categories to be good. Its categorisation of schools has been realigned and it is providing greater challenge to those schools where it judged that outcomes are a concern.

*Contributing to the Children's Plan strategic objective 'Individual progress to achieve world class standards and close the gap in educational achievements for disadvantaged children'*

#### Actions

- 3.1.1 Ensure accurate identification of schools and settings where outcomes for pupils are of mutual concern
- 3.1.2 Provide support and challenge so that schools' and settings' processes of self evaluation help them arrive at an accurate judgement of how well identified pupils are progressing
- 3.1.3 Develop and implement intervention plans for schools and settings causing concern
- 3.1.4 Ensure effective challenge to schools and settings that are coasting
- 3.1.5 Enable identified schools and settings to improve by designing and providing or brokering an effective package of support and monitoring
- 3.1.6 Improve the quality and impact of intervention programmes in identified schools and settings
- 3.1.7 Revise and implement the School/Setting Improvement Strategy

#### Key contributing partners

- Children's Learning & Engagement
- Children's Social Care
- Children's Strategic Services
- Housing
- Libraries
- Parent Partnership
- Schools
- Voluntary organisations
- *Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions*

	Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
3.1/1	Achievement at level 4 or above in both English and Maths at KS 2 (NI 73)	68%	68%	68%	n/a	81%
3.1/2	Achievement at level 5 or above in both English and Maths at KS3 (NI 74)	68%	69%	68%	n/a	76%
3.1/3	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (NI 75)	42.7%	43.5%	48.1%	53.0%	55.1%
3.1/4	Achievement at level 4 or above in both English and Maths at KS2 (Floor) (NI 76)	11	8	10	n/a	5 schools by 2011
3.1/5	Achievement at level 5 or above in both English and Maths at KS3 (Floor) (NI 77)	2	3	1	n/a	No schools by 2011
3.1/6	Achievement of 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and Maths (Floor) (NI 78)	4	4	4	n/a	No schools by 2012
3.1/7	a) Number of schools in special measures and b) time taken to come out of this category (months) (NI 89)	-	a) 2 schools b) No schools came out	a) 1 school b) 21 months	0	0
3.1/8	Number of schools receiving priority support	n/a	6	8	0	0

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007; Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 - Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007. For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>



Wave: Artsmark celebrations 06, Nina Squire

# Enjoy & Achieve

## 3.2 Improve pupils' progress at school

(Bournemouth Sustainable Community Strategy Goal 1.2.2)

### What works best:

- Children feel good about themselves and are motivated to learn
- Effective partnership with parents and carers in supporting learning
- Timely and focused intervention
- Promoting social and emotional aspects of learning (SEAL)
- Participation and quality of out of hours learning
- Personalised learning opportunities
- Transforming the learning environment through a range of strategies
- 'Providing opportunities for parents and children to learn together, particularly in areas such as cooking, learning a language and reading and writing.' (Extended Services Parent Survey December 2007: Key Recommendations for the Primary Phase)

### What we know...

Outcomes at the end of the Foundation Stage are very good for the majority of children, but overall there is not enough progress made by children and young people from Year 2 to Year 11 – particularly in both English and Mathematics. Analysis has also shown varying levels of value added in schools between Key Stage 2 and Key Stage 4.

Current arrangements that work well include:

- Working with schools to identify any underachievement and specific strategies that will suit the school's own context
- Planning jointly with the school and working to a single improvement plan that has clear and agreed criteria for success
- Developing leadership at all levels so that improvement actions are effective and self-evaluation robust
- Working alongside classroom practitioners, planning jointly, coaching etc and using strategies that have proved effective eg assessment for learning
- Developing with schools clear frameworks for assessing pupil progress, tracking their progress and moderating their standards of achievement
- Through all the above, developing a climate for learning so that learners engage with, take ownership of and succeed in learning

Actions	Key contributing partners
3.2.1 Provide effective challenge and support for school leadership by implementing the School/Setting Improvement Strategy	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT</li> <li>• Children's Learning &amp; Engagement</li> </ul>
3.2.2 Embed and sustain assessment for learning/personalised learning	<ul style="list-style-type: none"> <li>• Children's Social Care</li> <li>• Children's Strategic Services</li> </ul>
3.2.3 Continue to implement the Primary and Secondary Strategies to sustain the progress made at the end of 2007 in Years 6 and 11	<ul style="list-style-type: none"> <li>• Housing</li> <li>• Libraries</li> </ul>
3.2.4 Provide high quality support for development of a 0-19 curriculum for Bournemouth, linked to and underpinning Building Schools for the Future developments	<ul style="list-style-type: none"> <li>• Parent Partnership</li> <li>• Schools</li> </ul>
3.2.5 Implement the LAA target action plan for Early Years	<ul style="list-style-type: none"> <li>• Voluntary organisations</li> </ul>
3.2.6 Continue to secure transition between Early Years settings and schools	<ul style="list-style-type: none"> <li>• <i>Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions</i></li> </ul>

	Indicator	2005 figure (academic year 04-05)	2006 figure (academic year 05-06)	2007 figure (academic year 06-07)	2008 target (academic year 07-08)	2009 target (academic year 08-09)
3.2/1	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy (NI 72)	-	51.4%	51.7%	56.0%	56.0%
3.2/2	% achieving 6+ in all three scales of Personal Social & Emotional Development (PSED) in the Foundation Stage Profile (LAA target with 'stretch')	80.5%	78.4%	76.5%	81.0%	83.5%
3.2/3	% achieving 6+ in all four scales of Communication, Language and Literacy (CLL) in the Foundation Stage Profile (LAA target with 'stretch')	58.5%	55.6%	56.6%	58.5%	60.5%
3.2/4	Progression by two levels between KS1 and KS2 in English (N1 93)	77.6%	80.0%	81.2%	n/a	88.0%
3.2/5	Progression by two levels between KS1 and KS2 in Maths (N1 94)	72.0%	69.8%	69.6%	n/a	83.0%
3.2/6	Progression by two levels between KS2 and KS3 in English (N1 95)	29.0%	38.6%	33.7%	n/a	41.0%
3.2/7	Progression by two levels between KS2 and KS3 in Maths (N1 96)	54.8%	62.2%	60.7%	n/a	72.0%
3.2/8	Progression by two levels between KS3 and KS4 in English (N1 97)	47.2%	60.4%	57.0%	n/a	66.1%
3.2/9	Progression by two levels between KS3 and KS4 in Maths (N1 98)	19.8%	19.7%	27.2%	n/a	38.7%
3.2/10	The quality and standards in the Foundation Stage ( <i>Ofsted school inspection judgement</i> )	-	-	8 primary schools and 1 special school 89% good or outstanding 100% satisfactory or above	n/a	n/a
3.2/11	The standards reached by learners ( <i>Ofsted school inspection judgement</i> )	-	-	11 primary, 6 secondary and 2 special schools 21% good or outstanding 79% satisfactory or above	n/a	n/a
3.2/12	How well learners make progress, taking account of any significant variations between groups of learners ( <i>Ofsted school inspection judgement</i> )	-	-	11 primary, 6 secondary and 2 special schools 42% good or outstanding 95% satisfactory or above	n/a	n/a

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007; Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 – Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007. For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>

# Enjoy & Achieve

## 3.3 Reduce the inequalities gap of achievement

(Bournemouth Sustainable Community Strategy Goal 1.2.1)

### What works best:

- Responding to the different ways that boys and girls learn
- Play-based early years and foundation stage provision
- Involving families
- Promoting social and emotional aspects of learning (SEAL)
- Connecting action on achievement with action on attendance, attitudes and personal development
- Early years/Foundation Stage provision that enables children to learn
- Analysis of data for under-performing groups which ensures close monitoring of and support for pupils
- Support and challenge to schools to develop more effective approaches to inclusion which promote the progress of all learners and impact on outcomes
- Early identification of, and provision for, vulnerable groups to be a focus of all challenge and support opportunities to schools at individual pupil, cohort and school level
- Effective planning for, and delivery of, inclusive learning opportunities for vulnerable groups with a focus on effective communication and independent learning
- Improving capacity of schools to meet additional needs through the provision of training and professional development opportunities

### What we know...

Analysis has shown a number of inequalities

- The gap between the lowest attaining 20% of children and their peers at Foundation Stage. In Bournemouth the gap was 35.3% and nationally it was 37.3%.
- Differences in boys' and girls' outcomes in writing at KS1 and Maths at Key Stage 2. In writing at KS1 level 2+ boys achieved 75% while girls achieved 86%, the same as the national picture. In Maths at KS2 level 4+ the gap between local performance and national widened, with boys locally achieving 75% (78% national) and girls 72% (76% national).
- Some vulnerable groups (including those with Special Educational Needs (SEN) and learning difficulties and disabilities (LDD) do less well than those groups nationally.

Actions	Key contributing partners
<p><b>3.3.1</b> Implement the Early Years outcomes duty action plan to reduce the inequalities gap at the end of the Foundation Stage</p>	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT</li> <li>• Children's Learning &amp; Engagement</li> <li>• Children's Social Care</li> <li>• Children's Strategic Services</li> <li>• Housing</li> <li>• Libraries</li> <li>• Parent Partnership</li> <li>• Schools</li> <li>• Voluntary organisations</li> <li>• <i>Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions</i></li> </ul>
<p><b>3.3.2</b> Provide support to further develop teaching and learning strategies that address inequalities and focus on literacy and numeracy</p>	
<p><b>3.3.3</b> Continue to implement the Inclusion Plan to address inequalities in achievement</p>	
<p><b>3.3.4</b> Continue to sustain the progress that has been made for identified groups</p>	

	Indicator	2005 figure (academic year 04-05)	2006 figure (academic year 05-06)	2007 figure (academic year 06-07)	2008 target (academic year 07-08)	2009 target (academic year 08-09)
3.3/1	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest (NI 92)	-	32.7%	35.3%	27.5%	27.5%
3.3/2	% L2+ and % L3 of boys in KS1 writing	79.3% (L2+) 11.7% (L3)	79.1% (L2+) 12.6% (L3)	75.0% (L2+) 9.2% (L3)	n/a	n/a
3.3/3	% L2+ and % L3 of girls in KS1 writing	90.7% (L2+) 21.2% (L3)	88.5% (L2+) 23.5% (L3)	86.5% (L2+) 19.6% (L3)	n/a	n/a

	Indicator	2005 figure (academic year 04-05)	2006 figure (academic year 05-06)	2007 figure (academic year 06-07)	2008 target (academic year 07-08)	2009 target (academic year 08-09)
3.3/4	% L4+ and % L5 of boys in KS2 Mathematics	74.7% (L4+) 32.6% (L5)	74.9% (L4+) 31.8% (L5)	74.6% (L4+) 34.4% (L5)	n/a	n/a
3.3/5	% L4+ and % L5 of girls in KS2 Mathematics	72.1% (L4+) 26.2% (L5)	74.4% (L4+) 27.8% (L5)	71.6% (L4+) 25.3% (L5)	n/a	n/a
3.3/6	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at KS2 and KS4 (NI 102)	KS2: 28.0% points KS4: 29.7% points	KS2: 27.0% points KS4: 32.0% points	KS2: 32.6% points KS4: 36.5% points	n/a	n/a
3.3/7	Children in care reaching level 4 in English at KS2 (NI 99)	50.0%	25.0%	33.0%	66.7%	40.0%
3.3/8	Children in care reaching level 4 in Maths at KS2 (NI 100)	50.0%	25.0%	50.0%	50.0%	40.0%
3.3/9	Children in care achieving 5 A*-C GCSEs (or equivalent) at KS4 (including English and Maths) (NI 101)	-	-	-	-	17.0%
3.3/9a	Children in care achieving 5 A*-C GCSEs (or equivalent) at KS4	-	9.0%	24.0%	12.5%	n/a
3.3/10	The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold (NI 104)	61.6% points	57.2% points	54.3% points	n/a	n/a
3.3/11	The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*-C GCSE inc English and Maths threshold (NI 105)	39.6% points	38.9% points	45.6% points	n/a	n/a
3.3/12	Young people from low income backgrounds progressing to higher education (NI 106) ( <i>New national indicator – information not yet available</i> )	-	-	-	-	-
3.3/13	Key Stage 2 attainment for Black and minority ethnic groups (NI 107) ( <i>New national indicator – information not yet available</i> )	-	-	-	-	-
3.3/14	The emotional and behavioural health of children in care (NI 58) ( <i>New national indicator – information not yet available</i> )	-	-	-	-	-
3.3/15	% of young people leaving care aged 16 or over with at least 1 GCSE at grade A*-G or a GNVQ	63%	55%	77%	75%	65%
3.3/16	How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can ( <i>Ofsted school inspection judgement</i> )	n/a	n/a	11 primary, 6 secondary and 2 special schools 63% good or outstanding 95% satisfactory or above	n/a	n/a
3.3/17	How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? ( <i>Ofsted School Inspection Judgement</i> )	n/a	n/a	11 primary, 6 secondary and 2 special schools 48% good or outstanding 95% satisfactory or above	n/a	n/a

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007; Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 – Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007. For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>

# Enjoy & Achieve

## 3.4 Increase enjoyment of learning

(Bournemouth Sustainable Community Strategy Goal 1.2.4)

### What works best:

- Children feeling accepted, confident and engaged
- Wide range of opportunities for learning in and out of school
- Creative and flexible approaches to curriculum delivery 0-19
- 'Places to go and things to do'
- Extra curricular activities
- Recognition of success in its broadest sense – effort, personal qualities, academic, sporting etc
- More fun/interesting lessons (77% of pupils, 2007 Tell Us Survey of pupils in Bournemouth schools)
- SEAL programme in primary and secondary schools
- 'Team Teach'
- Schools engaging with initiatives such as the National Year of Reading

### What we know...

Learning needs to be seen in a broad context. Learning through play is essential to every child and young person's life and vital to their development – physically, emotionally, spiritually, intellectually and educationally. Youth work has an important role in delivering this outcome through providing informal learning opportunities that promote young people's personal and social development, particularly with vulnerable and hard-to-reach groups. The 2007 Tell Us Survey of pupils in Bournemouth schools indicated that although six out of ten pupils enjoy school, three sometimes do not. Less than one in ten (8%) never do. More than four out of ten said that quieter/better behaved classes would help them do better in school and more than three out of ten would do better if there were fewer bullies. When children and young people enjoy learning, school attendance is good and exclusions are low. Enjoyment of learning can therefore make a major contribution to outcomes for children and young people overall. Benefits for the community include the involvement of children and young people in creative and positive activities, the reduction of anti-social behaviour, families are supported and young people are prepared for working life.

Actions	Key contributing partners
3.4.1 Implement our Play Strategy	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT</li> <li>• Children's Learning &amp; Engagement</li> <li>• Children's Social Care</li> <li>• Children's Strategic Services</li> <li>• Housing</li> <li>• Leisure</li> <li>• Libraries</li> <li>• Parent Partnership</li> <li>• Schools</li> <li>• Voluntary organisations</li> <li>• <i>Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions</i></li> </ul>
3.4.2 Promote creativity throughout the curriculum including through the Education Arts Strategy and the use of ICT	
3.4.3 Develop the use of local open spaces for learning outside the classroom	
3.4.4 Promote enjoyment of learning through review of the use of schools' open spaces and refurbishment of play areas	
3.4.5 Implement the PE and Sports Strategy	
3.4.6 Continue to provide support for behaviour and attendance in schools	
3.4.7 Develop and implement the Extended Services Strategy	

Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
3.4/1 How well learners enjoy their education (Ofsted school Inspection Judgement)	n/a	n/a	11 primary, 6 secondary and 2 special schools 74% good or outstanding 100% satisfactory or above	n/a	n/a

	Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
3.4/2	How well the curriculum and other activities are in meeting the full range of learners' needs ( <i>Ofsted school inspection judgement</i> )	n/a	n/a	11 primary, 6 secondary and 2 special schools 53% good or outstanding 95% satisfactory or above	n/a	n/a
3.4/3	The attendance of learners ( <i>Ofsted school inspection judgement</i> )	n/a	n/a	11 primary, 6 secondary and 1 special school 33% good or outstanding 94% satisfactory or above	n/a	n/a
3.4/4	The behaviour of learners ( <i>Ofsted school inspection judgement</i> )	n/a	n/a	11 primary, 6 secondary and 2 special schools 74% good or outstanding 100% satisfactory or above	n/a	n/a
3.4/5	Pupils' enjoyment of school ( <i>Tell Us Survey of all school pupils</i> )	n/a	n/a	60% enjoy school most or all of the time	n/a	n/a
3.4/6	Secondary schools judged as having good or outstanding standards of behaviour (NI 86) ( <i>DCSF annual snapshot</i> ) ( <i>New national indicator – information not yet available</i> )	-	-	-	-	-
3.4/7	Authorised and unauthorised absences at primary schools	Authorised 5.34%, Unauthorised 0.27%	Authorised 5.45%, Unauthorised 0.25%	Authorised 5.10%, Unauthorised 0.37% Total absence 5.47%	Authorised 4.74%, Unauthorised 0.26% Total absence 5.00%	n/a
3.4/8	Authorised and unauthorised absences at secondary schools	Authorised 6.71%, Unauthorised 1.30%	Authorised 7.27%, Unauthorised 0.59%	Authorised 7.32%, Unauthorised 1.18% Total absence 8.50%	Authorised 7.02%, Unauthorised 0.58% Total absence 7.60%	n/a
3.4/9	Secondary schools persistent absence rate (NI 87)	-	-		7.6%	7.0%
3.4/10	Number of permanent exclusions from schools	22	14	14	n/a	n/a

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007;  
 Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 – Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007.  
 For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>

# Make a positive contribution

## 4.1 Improve the opportunities for young people to take part in positive activities

*(Bournemouth Sustainable Community Strategy Goals 1.3.3, 1.3.5, 1.7.2 and 1.8.1)*

### What works best:

- Affordable activities and transport and ease of access
- Giving children and young people an opportunity to 'shine'
- Children and young people having encouragement and recognition of progress they make
- Activities are attractive and appealing (this is why young people's views are needed)
- High quality, consistent activities that are structured
- Service directory; awareness of what is available
- People that young people are able to talk to
- Activities where young people are
- Schools sharing and signposting to activities in other schools (needs brokerage to support)
- Positive promotion of young people
- Opportunities coming proactively from the community
- Opportunities that enable young people to take leadership roles

*Contributing to the Children's Plan strategic objective 'Keeping children and young people on the path to success'*

### What we know...

Services overall are good in this area, experiencing success through positive activities has been shown to have a strong impact in young people's development of self esteem. Low self-esteem is recognised as a common trait in children and young people who are at serious risk of poor outcomes and of becoming NEET later on. Having an opportunity to develop a relationship with a responsible, trained adult with whom they can share their ideas and thoughts about their future is also strongly positive.

As well as making young people aware of what is on offer, through information channels that young people use, a key focus needs to be on ensuring that the costs of getting there and of taking part are not a deterrent.

Offering and promoting as wide a range of attractive, positive activities for children and young people as we can is therefore vitally important in our strategy to improve outcomes overall, and it is important that all partners in all sectors are involved in making this a truly collaborative effort.

Actions	Key contributing partners
4.1.1 Implement our Integrated Youth Support and Development Framework	<ul style="list-style-type: none"> <li>• Business partners (Bournemouth 2026)</li> <li>• Children's Learning &amp; Engagement</li> <li>• Children's Social Care</li> <li>• Connexions</li> <li>• Employers</li> <li>• Family Intervention Project</li> <li>• Leisure</li> <li>• Libraries &amp; Museums</li> <li>• Police</li> <li>• Safer &amp; Stronger Communities</li> <li>• School Sports Partnership</li> <li>• Schools</li> <li>• 'V'</li> <li>• Voluntary sector</li> <li>• YOT</li> <li>• Youth Service</li> <li>• <i>Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions</i></li> </ul>
4.1.2 Expand opportunities for young people to participate in the development of positive activities	
4.1.3 Secure 'Connexions' transition into the new framework	
4.1.4 Provide and co-ordinate a range of opportunities for young people that engage, excite, challenge and empower them, and improve self-esteem	
4.1.5 Develop more opportunities for volunteering	
4.1.6 Review and strengthen the Participation Strategy	
4.1.7 Expand the scope of the Service Directory	
4.1.8 Promote use of the 'Leisure Card' with entitlement to free or low cost activities for care leavers and all looked after children	
4.1.9 Ensure the work of the Looked After Children team links closely with the Youth Support and Development Framework	

Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
4.1/1	-	-	-	-	-
4.1/2	43.0%	35.0%	26.7%	25.0% (national target)	25.0%
4.1/3	407	564	889		
4.1/4	-		697	3198 (actual at Jan 08)	3500 (at Jan 09)
4.1/5				100%	100%
4.1/6	n/a	n/a	11 primary, 6 secondary and 2 special schools  79% good or outstanding 100% satisfactory or above	n/a	n/a

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007; Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 – Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007. For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>



1



2



3



1. Cultural Hub: Russell Cotes activities, Martin Coyne and the St Peter's Documentation Group
2. Wave: 55561 Final Sunstar 04, wave arts education agency
3. Cultural Hub: Documentation group St Peters, Martin Coyne

# Make a positive contribution

## 4.2 Improve opportunities and support for all care leavers (transition to adulthood)

(Bournemouth Sustainable Community Strategy Goals 1.4.1 and 1.4.2)

### What works best:

#### As 4.1, plus:

- Care leavers being able to come back and see carers
- Knowing help is still available if needed
- Training flats
- Closer support for young people moving into independence – start the process earlier
- Work experience opportunities offered by the Council and partners
- Having drop-in support available, including at youth centres
- Opportunities to volunteer and access to training courses
- Providing a friendly ear, offering advice and information
- A good partnership approach that enables effective signposting

### What we know...

Children and young people who are in public care must be looked after as if they were our own children. They need the support and encouragement, advantages, opportunities and 'little extras' that good parents provide.

This is particularly true when young people are leaving care – a critical, testing time for them, and one which can have lasting positive or negative implications for their overall life outcomes.

Things are improving rapidly, but there is more to do. Each year six young people who are preparing to leave care are able to gain valuable independent living experience thanks to a new, fully equipped training flat. A Parenting Panel is in place within the Council to oversee progress of all looked after children and apprenticeships and other opportunities are beginning to be offered.

#### Actions

- 4.2.1 Provide opportunities for looked after children and care leavers to access work and apprenticeships within the Council and with other employers
- 4.2.2 Work in partnership with housing and Supporting People Services to secure suitable and supported accommodation, and a wider range of housing options
- 4.2.3 Provide dedicated support to increase participation of care leavers
- 4.2.4 Develop care leavers' life skills including being a good tenant through use of a 'Training Flat'
- 4.2.5 Develop empowerment through the Right2beCared4 project, including advocacy for care leavers
- 4.2.6 Continue to provide support for transition to adulthood (young people leaving care)

#### Key contributing partners

##### As 4.1, plus:

- Bournemouth Council (*Apprenticeship Scheme*)
- Housing for Care Leavers
- Looked After Children team
- Supporting People
- Targeted Leisure Support
- Targeted Youth Support
- Total Respect Group
- Young People's Housing Network Group
- *Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions*

	Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
4.2/1	Care leavers in suitable accommodation (NI 147)	-	-	92.3%	95.0%	
4.2/3	Care leavers in employment, education or training (NI 148)	-	-	67.0%	70.0%	

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007; Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 – Dec 07 = 2007; Snapshot (period ends) 31/11/07 = 2007. For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>

# Achieve Economic Wellbeing

## 5.1 Reduce the incidence of 16-18 year olds who are NEET

*(Bournemouth Local Area Agreement Target CYP1 and Sustainable Community Strategy Goal 1.2.3)*

### What works best:

- All stakeholders own the issue
- Robust tracking systems in schools and other providers
- Identifying young people at risk as early as possible
- Mentors well matched to the needs of young people
- A learning and training entitlement that caters for all abilities
- Specialist advice that is easy for young people to access
- Positive role models
- All partners offering work experience and work placements wherever possible
- Personalised curriculum and positive activities
- Intensive work with young people at risk at all transition points
- Not looking at the behaviour but the causes of it
- Highlighting the need for a CAF approach for those with specific barriers
- Young people being consulted about the issues that cause them to be NEET

*Contributing to the Children's Plan strategic objective 'Ensure that young people are participating and achieving their potential to 18 and beyond'*

### What we know...

The number of 16-18 year olds in Bournemouth 'NEET' (ie not in education, training or employment) has risen for the last three years and averaged 8.9% during 2007-08. This was above the national average of 6.77% and the SW regional average of 5.4%. By 2010 our Local Area Agreement stretch target is 5.4%.

Urgent attention is needed to ensure that action targeting NEET young people is joined up and embraced by partners within and outside of education. This issue is therefore a target in the Local Area Agreement (LAA). Achievement of this LAA target demands an integrated multi-agency approach.

The KS4 engagement programme will offer 100+ places over 07-09 with a further 100+ places for 2008-10, targeted proportionally on schools with the highest number of NEETs. This programme is designed to keep young people engaged in learning during KS4 so that they make a successful transition to post 16 learning.

#### Actions

- 5.1.1 Develop a NEETs strategy that raises awareness, engages schools and all partners, promotes good practice and links with the Integrated Youth Support and Development Framework and the 14-19 Partnership Plan
- 5.1.2 Identify the specific needs of vulnerable groups who are NEET or at risk of becoming NEET
- 5.1.3 Target provision for identified vulnerable groups (NEET or at risk of becoming NEET)
- 5.1.4 Implement the Key Stage 4 Engagement Programme for further cohorts of students
- 5.1.5 Secure a core learning offer that includes sufficient pre-entry and level 1 provision, with a particular focus on post-16
- 5.1.6 Extend the September Guarantee to include both 16 and 17-year-olds

#### Key contributing partners

- Bournemouth & Poole College
- Bournemouth Arts Institute
- Bournemouth University
- Brockenhurst College
- Business partners (Bournemouth 2026)
- Children's Learning & Engagement
- Children's Social Care
- Connexions
- Employers
- Health professionals
- Kingston Maurward College
- Learning & Skills Council
- Leisure
- Voluntary sector
- Work-based Learning Network
- YOT
- Youth Service
- *Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions*

## 5.1 Reduce the incidence of 16-18 year olds who are NEET

	Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
5.1/1	16 to 18 year olds who are not in education, training or employment (NEET) (NI 117)	7.9%	8.1%	8.5%	6.6%	5.9%
5.1/2	Participation of 17 year-olds in education or training (NI 91)	n/a	72.3%	72.7%	75.0%	
5.1/3	Participation rates of 17 year olds in education and employment (EET)	-		86.6%	88.9%	90.1%
5.1/4	Young offenders engagement in suitable education, employment or training (NI 45)	86.0%	88.0%	92.0%	90.0%	90.0%
5.1/5	Rate of re-offending of young people involved in crime	44.0%	35.0%	38.2%	Changes proposed to cohort period	tbc
5.1/6	How well learners are cared for, guided and supported ( <i>Ofsted Post 16 inspection judgement</i> )	n/a	1 out of 4 schools inspected: judged 1 (outstanding)		1 out of 4 schools inspected: judged 2 (good)	n/a
5.1/7	The extent of learners' spiritual, moral, social and cultural development ( <i>Ofsted School Inspection Judgement</i> )	n/a	n/a	11 primary, 6 secondary and 2 special schools 79% good or outstanding 100% satisfactory or above	n/a	n/a

Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007;

Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 – Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007.

For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>

# Achieve Economic Wellbeing

## 5.2 Ensure young people aged 14-19 have access to a wide range of vocational opportunities

*(Bournemouth Sustainable Community Strategy Goals 2.4.1 and 2.4.2)*

### What works best:

- Strong partnership working
- High quality impartial information, advice, guidance and mentoring
- A wide range of opportunities available, which young people can readily access
- Clear cross border strategy for implementation of diplomas
- Strong employer engagement, including employers who are school governors
- Strong transition processes at post-16
- Effective programmes to re-engage young people who have no clear learning or career pathway
- A range of informal curriculum and enrichment opportunities including activities outside of the school day
- Personalised curricula
- Timely and effective training and development for all practitioners, particularly the staff who will deliver the wider range of courses

### What we know...

Currently much provision is still centred on individual institutions, making it difficult for students to choose the best mix of courses to meet their individual needs. It is also still proving a challenge to ensure sufficient suitable vocational opportunities are available for all the young people who want them, and there are too few apprenticeships available. These factors are contributing to the comparatively high percentage of 16-18 year-olds in Bournemouth who are NEET, making this a high priority area for action involving all partners.

Experience has shown that in matching opportunities to individuals it is vital to reconcile aspiration with what is realistically achievable. Unrealistic placements that are unsuccessful are a further significant cause of young people becoming NEET.

Actions	Key contributing partners
5.2.1 Revise and implement the 14-19 Partnership Plan	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole College</li> <li>• Bournemouth Arts Institute</li> <li>• Bournemouth University</li> <li>• Brockenhurst College</li> <li>• Business partners (Bournemouth 2026)</li> <li>• Children's Learning &amp; Engagement</li> <li>• Connexions</li> <li>• Employers</li> <li>• Information, Culture &amp; Community Learning</li> <li>• Kingston Maurward College</li> <li>• Learning &amp; Skills Council</li> <li>• Leisure</li> <li>• Voluntary sector</li> <li>• Work-based Learning Network</li> <li>• YOT</li> <li>• Youth Service</li> <li>• <i>Plus the many people who work with and on behalf of children and young people who will support this priority through their work and other actions</i></li> </ul>
5.2.2 Ensure access to the diploma lines of learning at all three levels for students in Bournemouth from September 2009	
5.2.3 Secure greater engagement of employers in 14-19 agenda and creation of more apprenticeships	
5.2.4 Strengthening commissioning arrangements to secure high quality curriculum provision	
5.2.5 Further develop the area-wide prospectus, ensuring it is easily accessible to young people	
5.2.6 Ensure targeted provision for identified vulnerable groups eg appropriate provision for Travellers and young people with LDD or SEN that is matched to their specific needs and aspirations	

*Note: 'Year' in each case relates to date that the reporting period ends eg: Academic year 2006-07 = 2007; Financial year April 06-Mar 07 = 2007; Calendar year Jan 07 - Dec 07 = 2007; Snapshot (period ends) 31/1/07 = 2007. For definitions of new national indicators (NI) visit <http://www.communities.gov.uk/publications/localgovernment/indicatorsdefinitions>*

Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
5.2/1 Take up of 14-19 learning diplomas (NI 90)	-	-	-	-	
5.2/2 How well learners develop workplace and other skills that will contribute to their future economic wellbeing ( <i>Ofsted inspection judgement</i> )	n/a	n/a	11 primary, 6 secondary and 2 special schools 53% good or outstanding 100% satisfactory or above	n/a	n/a

# Ensure services are ‘fit for purpose’

## 6.1 Strengthen our strategic joint planning and commissioning of services for children and young people

### What works best:

- Partnership planning
- Commissioning services where there is added value and greater efficiencies
- A shared sense of purpose
- Shared understanding and strategy
- Understanding that we can't 'do everything' – we must focus on actions that will have most impact on the issues that are most important
- Changing the way our services are organised so that we can deliver better
- Being adaptable and open to new ideas
- Learning from what is working well in other areas

### What we know...

Our first Children and Young People's Plan was published in April 2006. Since then there have been many achievements (see 'the Journey so Far' on page 15) and some changed priorities. Consequently it is timely to revise and republish an updated CYPP. Our recent Annual Performance Assessment highlighted the need for a clearly prioritised plan, and strengthened performance management arrangements.

All partners are clear that the Every Child Matters outcomes cannot be achieved by any one agency or organisation working alone through existing service arrangements, and that we need to plan and work much more closely together if we are to tackle the really big issues highlighted in this plan.

At a time when we all need to gain maximum value from resources available this becomes even more imperative, and we are beginning to create new arrangements that transcend organisation boundaries. This joint commissioning or 'pooling' of resources is patchy, however, and an area for us to develop further.

Actions	Key contributing partners
6.1.1 Revise the Children and Young People's Plan to ensure it is sharply focused on key priorities	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT</li> <li>• Bournemouth Borough Council</li> <li>• Bournemouth Council for Voluntary Service</li> <li>• Connexions</li> <li>• Dorset area Probation Service</li> <li>• Dorset Healthcare NHS Foundation Trust</li> <li>• Dorset Police</li> <li>• Learning &amp; Skills Council</li> <li>• Poole Hospital NHS Foundation Trust</li> <li>• Schools and colleges in Bournemouth</li> <li>• SW Strategic Health Authority</li> <li>• Voluntary Sector</li> <li>• Youth Offending Team</li> </ul>
6.1.2 Review and improve governance arrangements for the 'Change for Children' programme	
6.1.3 Continue to develop joint commissioning arrangements with pooled budgets	
6.1.4 Continue to work in partnership and develop the capacity of the third sector	

Indicator	2005 figure	2006 figure	2007 figure	2008 target	2009 target
6.1/1 Environment for a thriving third sector (NI 7) <i>(New third sector survey)</i>	-	-	-	-	-

# Ensure services are ‘fit for purpose’

## 6.2 Review and improve the organisation of central and locality based services

### What works best:

- ‘Team around the child’ approach
- Multi-agency services working together to share information to identify additional needs
- Locality based services focused on the needs of individual children and their families in that locality
- Locality arrangements that form part of a borough-wide picture
- Central arrangements that target resources to areas of greatest need
- Good communication
- Having achievable goals
- Mutual inter-agency respect
- Being adaptable and open to new ideas
- Use of the Common Assessment Framework
- Knowing ‘who to contact’
- A shared sense of purpose
- Shared understanding of local needs and needs across the borough
- Understanding that we can’t ‘do everything’ – we must focus on actions that will have most impact on the issues that are most important

### What we know...

Integrated multi-agency services delivered locally are at the heart of Change for Children. One of the earliest actions of the Change for Children Board was therefore to build on the experience of the earlier Multi-Agency Project (MAP) by launching three new locality teams. Locality co-ordinators have worked extremely hard and teams of committed multi-agency professionals are now working from locality team bases in the North, South and Central areas of the borough and covering the whole range of vulnerable children from 0-19 years.

The teams have been central to implementation of the common assessment framework and lead professional roles, underpinned by joint training, information sharing, assessment and planning.

We now need to strengthen these arrangements by securing our overall locality strategy management. A review across the three Children’s Services business units has taken place, aimed at maximising the impact of the service.

Actions	Key contributing partners
6.2.1 Implement an improved management structure across three Children’s Services business units	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT</li> <li>• Bournemouth Borough Council</li> <li>• Bournemouth Council for Voluntary Service</li> </ul>
6.2.2 Revise roles and responsibilities of locality co-ordinators and secure overall locality strategy management	<ul style="list-style-type: none"> <li>• Connexions</li> <li>• Dorset area Probation Service</li> </ul>
6.2.3 Revise our Locality Strategy and align with our Integrated Youth Support Strategy	<ul style="list-style-type: none"> <li>• Dorset Healthcare NHS Foundation Trust</li> <li>• Dorset Police</li> <li>• Learning &amp; Skills Council</li> <li>• Poole Hospital NHS Foundation Trust</li> <li>• Schools and colleges in Bournemouth</li> <li>• SW Strategic Health Authority</li> <li>• Voluntary Sector</li> <li>• Youth Offending Team</li> </ul>

# Ensure services are ‘fit for purpose’

## 6.3 Improve the efficiency of services

### What works best:

- All staff working across Children’s Services are highly skilled
- Workforce development for all stakeholders, not just those working in statutory services
- Information that is readily available, in the right formats, and can be readily shared
- Effective communication that keeps all partners ‘in the loop’
- Opportunities to meet and network

### What we know...

Central to ‘changing for children’ is the need to make sure we get the best value from the resources we have, and that these are configured in the best possible way so that they are efficient and effective.

Implementation of a joint commissioning strategy with mainstreamed budgets will be critical to support the move to a single management structure and it will be increasingly important that key services not deliverable or affordable by one agency or organisation alone are commissioned jointly. Underpinning this we will need information and data that is consistent across those agencies and can be seamlessly transferred, with systems that are increasingly ‘joined up’ and enable aggregation and analysis. We will also need to ensure effective two-way communication between 3rd sector and statutory agencies as we continue to build effective working relationships.

Increasingly services need to be delivered by people who are skilled in integrated ways of working. We also, critically, need to make the most of the one-off opportunity we now have to re-think the way both secondary and primary education are delivered, through the national Building Schools for the Future and the Primary Strategy for Change programmes.

Actions	Key contributing partners
6.3.1 Implement the Children’s Services Workforce Development Strategy	<ul style="list-style-type: none"> <li>• Bournemouth &amp; Poole PCT</li> <li>• Bournemouth Borough Council</li> </ul>
6.3.2 Secure pooled or aligned budgets with partners for joint activities	<ul style="list-style-type: none"> <li>• Bournemouth Council for Voluntary Service</li> </ul>
6.3.3 Revise the Children’s Services Asset Management Plan to include the Primary Capital Programme implementation	<ul style="list-style-type: none"> <li>• Connexions</li> <li>• Dorset area Probation Service</li> </ul>
6.3.4 Implement Building Schools for the Future in ‘Wave 6’ schools	<ul style="list-style-type: none"> <li>• Dorset Healthcare NHS Foundation Trust</li> </ul>
6.3.5 Develop information systems in an integrated way to enable effective use of data	<ul style="list-style-type: none"> <li>• Dorset Police</li> <li>• Learning &amp; Skills Council</li> </ul>
6.3.6 Deliver the Gershon efficiency savings in the Council’s revenue budget	<ul style="list-style-type: none"> <li>• Poole Hospital NHS Foundation Trust</li> </ul>
6.3.7 Improve communication across Children’s Services	<ul style="list-style-type: none"> <li>• Schools and colleges in Bournemouth</li> <li>• SW Strategic Health Authority</li> <li>• Voluntary Sector</li> <li>• Youth Offending Team</li> </ul>

## Promoting equality and diversity

This plan is founded on the shared belief that it is the right of all children and young people in Bournemouth to be healthy, safe within the communities in which they study and reside, enjoy and achieve, achieve economic well-being and make a positive contribution.

Everyone who works with and on behalf of children and young people must be united in striving to address barriers to achieving these outcomes, and to achieving equality of opportunity in all aspects of our work so that individuals and groups experience fairness in gaining access to, and participating in, the opportunities that all children's services can offer.

Through our varying roles as employers, leaders, providers, monitors, challengers, supporters and advocates we will aim

- To eliminate unfair and unlawful discrimination in all its forms.
- To promote policies, procedures and practices to support equal opportunities in all aspects of provision for children, young people and their families.
- To ensure inclusion in all settings for children young people and their families.
- To monitor all children's services so that equal opportunities issues are addressed.
- To comply with existing equal opportunities legislation and to demonstrate and extend good practice.

- To conduct impact needs assessments at appropriate intervals to ensure that the provision we each offer does not adversely impact any particular group.

In implementing the Children and Young People's Plan we will

- Determine whether policies or proposals will have a negative or positive effect on different groups or communities, especially those who experience inequality, discrimination, social exclusion or disadvantage.
- Develop ways of monitoring and reviewing the effects of new or changing policies or proposals if they are introduced and
- Make decisions about current and future services and practice in fuller knowledge and understanding of the possible outcomes for different groups and communities.

Our aim overall is that a culture of respect, acceptance and the appreciation of diversity will pervade all aspects of the life and work of all partners who work with and on behalf of children, young people and their families, and that inclusion becomes a reality.



# Our detailed plan to deliver - Be Healthy

Priority	Action	Success criteria	Measurable outcomes/ indicators (includes relevant NIS and/or local indicators)	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
<b>1.1 Decrease the levels of substance/alcohol misuse among young people</b>									
1.1.1	A&E nurse to work out of Poole Hospital dedicated to working with children and young people admitted due to overuse/misuse of drugs and/or alcohol	Dedicated A&E nurse appointed and in place Consistency of work with Poole. Jointly agreed and funded priorities with regard to substance/ alcohol services	No of CYP attending A&E who access the service	No current service	1 A&E nurse (wte to be determined)	Dec 2008	Yes	PCT	LA
1.1.2	Review patterns of alcohol and substance misuse with a focus on intervention on alcohol for 2008-09	Needs assessment completed Dedicated services commissioned and in place	Reduction in the number of CYP presenting with substance/alcohol related problems	Not known	Tbc	Dec 2008	Young people's grant for drug treatment services	LA/PCT	DAAT
1.1.3	Review access to and uptake of mental health support for young people and families who are hard to engage and have a history of substance/alcohol misuse	Increase in the number of primary mental health workers for CYP with a focus on teenagers Expansion of the primary mental health workers based on locality teams	Increase in the number of hours available and in number of CYP seen in this service. Reduction in number of referrals to tier 3	3 wte primary mental health workers in place.	Increase by 1 wte for a PMHW for teenagers	March 2009	Within existing resources	PCT/LA	
1.1.4	Implement the NICE guidance for school-based interventions on alcohol	Guidance embedded as part of the core curriculum in PHSE	Increased knowledge of young people with regard to alcohol use Decrease in binge drinking			Dec 2009	Within existing resources	Schools/PCT	
<b>1.2 Work in a more integrated way to support children and young people with disabilities</b>									
1.2.1	Develop and implement improved strategy for children with disabilities	Agreed integrated strategy for services for children with disabilities in place	As set out in implementation plan			Strategy document in place by July 08		LA/PCT	All services for disabled children and young people

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.2.2	Improve transfer to adult services for young people with disabilities	Transitions Protocol ensures areas of good practice form part of future working arrangements Timing of process meets needs of care leavers/ young people approaching adulthood	Number of young people experiencing a smooth transition Pathways in place and used by all agencies Number of complaints received			March 09	Yes	LA	CSS/PCT
1.2.3	Review physiotherapy/ occupational therapy provision and develop an action plan for implementation of recommendations	Review completed	Implementation of the outcomes of the review			Dec 2008	Yes – bid submitted to the PCT LDP	PCT	LA
1.2.4	Review health support to children with disabilities/ medical conditions in mainstream schools	Review of current service and plan for recommendations	Increase in school nurse activity in supporting children with complex health needs in educational settings		0.6 school nurse attached to Linwood School	Sept 08	Yes	PCT	LA
1.2.5	Develop a programme for implementation of the Aiming High for Disabled Children Short Breaks Pathfinder	Increase in resources and services to fund respite provision for children with complex needs Improved participation of children and young people with disabilities	Young people 14+ are provided with experiences and opportunities that are consistent with the need to develop independence and maintain family relationships	To be established	To be established	Implementation programme in place by Dec 08	Yes	LA	Linked bid with Poole & Dorset
<b>1.3 Decrease the rate of teenage conceptions</b>									
1.3.1	Review current services, identifying 'hot spots' of high teenage conceptions	Services targeted to areas of greatest need as indicated by the data	Halve the under-18 conception rate by 2010 NI 112 – Under 19 conception rate	To reduce the under 18 conception rate from the baseline of 51.5% in 1998 to the target of 28.4% by 2010	28.4% by 2010	2010	Teenage pregnancy funding	LA/PCT	

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.3.2	Strengthen links between Youth Service and emergency contraception pharmacy scheme	Increase in the number of linked programmes	Number of linked programmes demonstrating an impact of reducing teenage conceptions	Kinson (Sussed)	Extend to another 3 areas	Sept 08	Within existing resources	PCT/LA	PCT Youth Service
1.3.3	Strengthen links between schools and sexual health promotion services	Clear accountability in schools for sex and relationships education	All schools have a named teacher and school nurse who has undertaken the CPD programme	tbc	75% of schools to have named SN/teacher trained	March 09	Within existing resources	LA/PCT	
1.3.4	Establish more community based facilities in targeted areas of Bournemouth	Community facility in place	Reduction in the number of teenage conceptions Reduction in the number of teenage births	2 multi-agency centres	3 multi-agency centres	Dec 08	Local Implementation Grant for Teenage Pregnancy Strategy	LA/PCT	LA
1.3.5	Develop accessible community based sexual health projects	Service in place and accessed by young people	Number of YP accessing the service Reduction in number of teenage conceptions and sexually transmitted infections	As above	As above	Dec 08	PCT funding/ Local Implementation Grant for Teenage Pregnancy Strategy	LA/PCT	PCT
<b>1.4 Decrease levels of obesity among children and young people</b>									
1.4.1	Continue to implement the Healthy Schools Strategy	Targeted work in place in schools with higher proportion of children recorded as 'overweight and/or obese' on the school monitoring programme	Tailored programmes increase the participation of obese and overweight pupils in PE and sporting activities Schools develop healthy lunch box policies, to ensure those not yet taking up school lunches are eating healthily	In 2006 22% of the reception year children who took part in the survey were over-weight/obese 29% of the year 6 children who took part	100% of schools registered with Healthy School Status To establish an accurate baseline over the next three years (2010)	2009  2010	Within existing resources  Commissioning of evidence based targeted weight management programmes for children	LA  PCT/LA	

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.4.2	Implement obesity pathways linked to parenting programmes	Obesity pathways in place and utilised by front line practitioners At-risk families are identified as early as possible and breastfeeding promoted as the norm for mothers	100% of schools registered with Healthy School Status	in the survey were overweight or obese	From 2010 to see a year on year decrease in the number of children in reception year and Year 6 recorded as being overweight/ obese	March 2008	Within current resources	PCT	LA
1.4.3	Work towards developing curriculum requirements within the Children's Plan in relation to food/ nutrition	Cooking skills a core element of the school curriculum	Number of children with knowledge and skills in basic cooking and nutrition	Not in place	tbc	tbc	School facilities, skilled staff for this curriculum development	LA	
1.4.4	Implement Hot School Meals programme across Bournemouth	Continue to monitor food in schools to ensure nutritional standards are met Hot meals available in targeted primary schools	Number of schools offering hot meals Number of children accessing hot meal		Hot meals available in all primary schools		School Lunch Grant to 2010-11	LA	

## Our detailed plan to deliver - Be Healthy

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
1.4.5	Implement Healthy Youth Clubs Strategy	Increase number of Healthy Youth Clubs	Number of youth centres achieving Healthy Youth Club status		50% by March 2009		Within existing resources	LA	PCT
1.4.6	Support the development of the Healthy Early Years programme	Healthy Early Years programme embedded in the early years core curriculum	75% of early years providers signed up to this programme	50% of settings HEY accredited (2007 figure)	75%	2010	Within existing resources	LA	PCT
1.4.7	Provide better information for parents about their children's health by providing their child's results from the National Child Measurement Programme	100% uptake of the programme across all schools Bournemouth	Data on all eligible children regarding their weight	85% have been weighed and measured	100%	2010	Within existing resources	PCT	LA/Schools
1.4.8	Implement weight management /physical activity initiatives for children and young people	A menu of initiatives and schemes in place across Bournemouth for targeted age groups	Number of schemes available to children and young people and uptake of the schemes by CYP Decrease in number of overweight/obese CYP	Kickstart programme The Zone (children's gym)	3 targeted programmes in place across Bournemouth	Dec 08	Funding required – PCT bid	LA/PCT	



# Our detailed plan to deliver - Stay Safe

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
<b>2.1 Reduce the impact of domestic abuse on children and young people</b>									
<b>2.1.1</b>	Agree and implement a coherent approach to reducing the impact of domestic abuse on children, linked to the Council's Domestic Violence Strategy	Coherent approach is developed and actions in place, co-ordinated via the LSCB Board and sub-groups Processes and protocols agreed	To be established and developed through this process Increase in the number of children reported as being directly affected, followed by a reduction	tbc	To have baselines in place	Agreed approach by Sept 08	Within existing resources	Children's Social Care	LSCB partners
<b>2.1.2</b>	Strengthen partnership working with local area partners and links with adult-focused services (Thinking 'child' not just 'adult')	Awareness of all partners is raised via the Local Safeguarding Children Board	Children and young people affected by domestic abuse are identified, information shared and resources identified to improve outcomes	None	n/a	Agreed approach by Sept 08	Within existing resources	Children's Social Care	LSCB partners
<b>2.1.3</b>	Map and review the availability of services to support children and young people who are affected by abuse	Children and young people affected by domestic abuse are protected and supported	Improved outcomes overall for children and young people affected by domestic abuse	None	n/a	October 08	Within existing resources	Children's Social Care	LSCB partners
<b>2.2 Reduce the impact and incidence of bullying on children and young people</b>									
<b>2.2.1</b>	Improve co-ordination and effectiveness of data gathering on the incidence and nature of bullying	Data set, practices and processes are agreed to inform and agree baselines and future target setting	Data set and targets in place	Existing data set	Data set in place and processes effective	October 08	Within existing resources	Children's Social Care	LSCB partners

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
2.2.2	Promote anti-bullying approaches and support to children and young people across the borough, particularly restorative approaches and conflict resolution in Bournemouth schools and within the community	Anti bullying approaches are embedded in practice Identified adults working with or on behalf of children and young people feel confident to manage bullying situations and know when to refer on Children and young people who are victims of bullying are supported	Tell Us Survey indicates fewer children and young people report they have been bullied Complaints made that cite bullying Reduction in exclusions where bullying is a factor		Measures indicate reducing incidence of bullying	November 08 and ongoing	Within existing resources	Children's Learning & Engagement	LSCB partners
2.2.3	Improve co-ordination and effectiveness of anti-bullying work across the borough	Anti-Bullying Strategy is implemented and effective Zero-tolerance achieved across settings	Strategy in place Outcomes improve	n/a	Measures indicate reducing incidence of bullying	2008-2010	Within existing resources	Children's Learning & Engagement/ Children's Social Care	LSCB partners
2.2.4	Raise awareness of schools, parents and communities and secure focused support to combat cyber-bullying	Children, young people and their parents/carers are provided with information about what action to take	Tell Us Survey reports	tbc	Measures indicate reducing incidence of bullying	2008-09	Within existing resources	LSCB partners	Children's Learning & Engagement
2.2.5	Develop opportunities for free play that are safe	Play Rangers working in public spaces within communities enable children to play freely outdoors	Young people are involved in service development	-	Project is sustainable in the longer term	Summer 08 – Dec 2010	BLF three-year Play Strategy funding	Children's Learning & Engagement	Leisure Extended Services Police/ Community support officers
<b>2.3 Improve support for parents</b>									
2.3.1	Develop and implement the Parenting Strategy	Strategy in place that is owned by all stakeholders and outlines needs, consultation with parents, targets and actions to be taken	A range of measures to be developed, as set out in the Strategy	n/a	As set out in Strategy Action Plan	2008-2011	Existing resources plus various grants including DCSF Grant for Parenting	Children's Social Care	All partners, as set out in Strategy document

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
<b>2.3.2</b>	Continue to commission parenting support programmes	Coherent, collaborative approach to commissioning, reducing duplication across all tiers of need	Outcome focused commissioning arrangements in place Reduction in families needing higher tier services	tbc	Parenting programmes in place that are in line with the needs analysis	2008-2011	Existing resources plus DCSF Parenting Grant	Parenting Strategy Group	All partners, as set out in Strategy document
<b>2.3.3</b>	Continue development of a network of children's centres throughout the borough, so that by 2011 every community has easy access to children's centre services	All families with young children are able to access services and co-ordinated professional support at a centre that is local to them	Communities have easy access to children's centre provision, with targeted support Range of indicators set out in Children's Centre Management Guidance 06	7 centres (April 2008)	All communities have easy access by 2011	By 2011	Sure Start Children's Centre revenue funding to March 2011	Children's Learning & Engagement	All partners
<b>2.3.4</b>	Continue to ensure sufficiency of childcare places to meet the needs of children, young people and their families	Families are able to access quality childcare places that meet their needs	There are sufficient places for all eligible 3-4 year olds to access their free entitlement	-	Ongoing consultation indicates all parents' needs are met	Full consultation every three years	Sure Start Early Years Grant and Standards Fund	Children's Learning & Engagement	All children's services, housing, transport, Jobcentre Plus, Inland Revenue
<b>2.3.5</b>	Embed the use of the Common Assessment Framework to secure early identification of additional need	Quality assurance of CAF process and outcomes embedded in practice Training and support available for staff and managers Reviews are programmed and completed	Improvements in inclusion focused indicators Increase in number of CAFs completed	470 CAFs (March 2008)		2008	Within existing resources	Children's Social Care	All partners
<b>2.3.6</b>	Provide intensive support for families through the Family Intervention Project	The most difficult and challenging behaviour in families of 0-16-year-olds is addressed	Improvements in inclusion focused indicators	tbc	tbc	Three-year programme	3 year tapered funding from DCSF	Family Intervention Programme	All partners

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
2.2.7	Continue to offer family support services including Family Solutions (FAST), using models that empower parents to deal with difficulties within families ('Team around the Family' approach)	Families find solutions that enable positive relationships inside and outside of the home, contributing to positive outcomes for children and young people Family breakdown prevented Negotiating skills of family members are enhanced	Rates of children needing to be looked after below national average	157 children looked after	147 children looked after	2008-09	Within existing resources	Children's Social Care	
2.2.8	Continue to offer a programme of family learning that builds the relationship between parents carers and their children	Parents are helped to build a positive relationship with their children Parents are supported to help their children at home with school work	Family members participating in family learning		Target groups as specified by the LSC	Programme runs August – July annually	Within existing resources	Information, Culture & Community Learning	Schools, Children's Centres Voluntary Sector



# Our detailed plan to deliver - Enjoy and Achieve

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
<b>3.1 Provide targeted intervention to schools and settings causing concern so that standards rise</b>									
<b>3.1.1</b>	Ensure accurate identification of issues in schools and settings where outcomes for pupils are of mutual concern	SIP reports accurately identify issues, based on agreed criteria in School Improvement Plan	% of SEF judgements that are upheld when Ofsted inspects the school/setting	-	Year on year improvements	Annual audit	Within existing resources and SIPs grant	Children's Learning & Engagement	LA and schools
<b>3.1.2</b>	Provide support and challenge so that schools' and settings' processes of self evaluation help them arrive at an accurate judgement of how well identified pupils are progressing	Analysis of needs is used to provide effective support, including the tracking and progress of pupils with identified needs SIP reports feed into the Self Evaluation Process	% of SEF judgements that are upheld when Ofsted inspects the school/setting The effectiveness of the school's self evaluation ( <i>Ofsted school inspection judgement</i> )	-	Year on year improvements	Annual audit	Part of SLA with schools	Children's Learning & Engagement	LA and schools
<b>3.1.3</b>	Develop and implement intervention plans for schools and settings causing concern	Uncompromising focus is shown on raising standards and achievement	All schools achieve above floor targets in English and Mathematics (NI 76,77) Identified schools meet Intervention plan targets	-	Intervention plan targets met in 100% of identified schools/ settings	Annual audit	Existing resources	Children's Learning & Engagement	LA and schools
<b>3.1.4</b>	Ensure effective challenge to schools and settings that are coasting	Annual improvements in VA and CVA performance across all schools and settings	Proportion of schools whose VA and CVA measures are at or above 100 (primary) and 1000 (secondary) Settings are judged as satisfactory or better by Ofsted	-	Year on year improvements	Annual audit	Existing resources	Children's Learning & Engagement	LA and schools

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
3.1.5	Enable identified schools and settings to improve by designing and providing or brokering an effective package of support and monitoring	LA staff or commissioned staff provide leadership which leads to improvements	Identified schools and settings demonstrate improved results in end of Key Stage tests and tasks	-	All identified schools/ settings demonstrate improved results	Annual audit	Early Years, Primary and Secondary Grant	Children's Learning & Engagement	LA, schools and Regional Partnerships
3.1.6	Improve the quality and impact of intervention programmes in identified schools and settings	Strategies are targeted and impact is measured against agreed success criteria Schools and settings removed from categories of concern	Regional Strategy reports to the LA indicate good progress in identified schools/settings	-	Reports indicate good progress in 100% of identified schools/ settings	Annual audit	Early Years, Primary and Secondary Grant	Children's Learning & Engagement	LA, schools and Regional Partnerships
3.1.7	Continue to develop and implement the School/Setting Improvement Strategy	Schools/settings are clear about their level of need Advice makes an impact on the issues identified	Proportion of schools/ settings in which deployment of resources, including staff, to achieve value for money is judged to be effective and efficient <i>(Ofsted school inspection judgement)</i> Proportion of schools/ settings in which learners make good progress, taking account of any significant variations between groups of learners <i>(Ofsted school inspection judgement)</i>	-	Overall effectiveness judged good or better in 100% of schools/ settings Overall progress is good in 100% of schools/ settings	Annual audit	Existing resources	Children's Learning & Engagement	LA and schools
<b>3.2 Improve pupils' progress at school</b>									
3.2.1	Provide effective challenge and support for school leadership by implementing the School/Setting Improvement Strategy	Leaders are clear about their strategic direction Succession planning is in place in all schools/ settings	Proportion of schools in which leaders and managers at all levels set clear direction that leads to improvement and promotes high quality of care and education <i>(Ofsted school inspection judgement)</i>	-	Leadership and management set clear direction in all schools/ settings	Annual audit	Existing resources	Children's Learning & Engagement	LA, schools and Regional Partnerships

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
3.2.2	Develop effective Assessment for Learning/personalised learning	Assessment for Learning ensures pupils make good or better progress in their learning	Proportion of schools in which learners make good progress, taking into account any significant variations between groups ( <i>Ofsted school inspection judgement</i> )	-	Learners make good progress in all schools	Annual audit	Primary and Secondary Strategies	Children's Learning & Engagement	LA and schools
3.2.3	Continue to implement the Primary and Secondary Strategies to sustain the progress made at the end of 2007 in Years 6 and 11	Strategic planning leads to effective targeting of resources	Overall progress as measured at the end of key stages in tasks and tests	-	Overall progress at KS2 and KS4	Annual audit	Primary and Secondary Strategies	Children's Learning & Engagement	LA and schools
3.2.4	Provide high quality support for development of a 0-19 curriculum for Bournemouth, linked to and underpinning Building Schools for the Future developments	Pupils have effective learning pathways at all key stages	Schools implement new curriculum plans for primary and secondary phases	-	Linked to BSF programme	Linked to BSF programme	Existing resources & SLA with BSF	Children's Learning & Engagement	LA and schools
3.2.5	Implement the LAA target action plan for Early Years	Standards overall are raised and progress in Personal Social & Emotional Development (PSED) and Communication, Language and Literacy (CLL) improved LAA targets with 'stretch' are achieved	LAA targets with 'stretch' in relation to the level of development reached by children at the end of the Foundation Stage in PSED and CLL	LAA baselines and targets	LAA baselines and targets	LAA timelines	LAA reward grant	Children's Learning & Engagement	LA and Early Years Settings
3.2.6	Continue to secure transition between Early Years settings and school	Provision in the early years is of good quality and there is a good range of alternatives for parents and carers Children settle well in school	Proportion of early years settings where provision is deemed to be good or better Parents views on range of alternatives is available	-	Provision deemed good or better in 100% of settings	Annual audit	Existing resources	Children's Learning & Engagement	LA, Early Years settings and schools

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
<b>3.3 Reduce the inequalities gap of achievement</b>									
<b>3.3.1</b>	Implement the Early Years outcomes duty action plan to reduce the inequalities gap at the end of the Foundation Stage	Development of integrated children's centres in providing support for vulnerable children and families Children are provided with a good start through high quality early years provision	Impact of Sure Start programmes Improved PSED and CLL outcomes at the end of the Foundation Stage	PSED profile (boys/girls) CLL outcomes (boys/girls)	PSED profile (boys/girls) CLL outcomes (boys/girls)	Annual audit	Existing resources	Children's Learning & Engagement	LA, Children's Centres, Early Years settings and all partners
<b>3.3.2</b>	Provide support to further develop teaching and learning strategies that address inequalities and focus on literacy and numeracy	Improved progress evident in end of Key Stage tests and tasks Authority-wide targets for literacy and numeracy are met	Authority-wide targets for literacy and numeracy	% achieved 2 levels of progress 2006-07  KS1-2 English 81.2% Maths 69.6%  KS2-3 English 33.1% Maths 60.9%	% achieving 2 levels of progress 2007-08 (n/a) 2008-9 KS1-2 English 88% Maths 83% KS2-3 English 41% Maths 72%	Annual audit	Existing resources	Children's Learning & Engagement	LA and schools
<b>3.3.3</b>	Continue to implement the Inclusion Plan to address inequalities in achievement	All pupils are engaged in their learning including those from identified vulnerable groups, LAC, LDD, minority ethnic groups	Progress in tests and tasks shows evidence of improvement for all identified groups	-	Evidence of improvement for all identified groups	Annual audit	Existing resources	Children's Learning & Engagement	LA and schools
<b>3.3.4</b>	Continue to sustain the progress that has been made for identified groups	A high number of pupils in identified groups achieve level 5 at KS4, and higher grades at GCSE	Success at the end of each key stage is recognised and pupils enjoy their achievements	-	Evidence of improvement for all identified groups	Annual audit	Existing resources	Children's Learning & Engagement	LA and schools

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
<b>3.4 Increase enjoyment of learning</b>									
3.4.1	Implement our Play Strategy ('Our Space Strategy')	Strategy is effective in promoting a cultural shift in the use of shared play space	Play Rangers established and working effectively in three local areas Local projects complete	Strategy launched Feb 2007	Forum holds two conferences annually	Ongoing	Existing resources	Play Partnership Forum	Play Partnership Forum
3.4.2	Promote creativity throughout the curriculum including through the Education Arts Strategy and the use of ICT	Links between enjoying and achieving are recognised High quality provision through WAVE and the Cultural Hub eg direct provision for pupils, professional development for teachers, Arts Network (art, dance, drama and music) and creative use of ICT	Working party of primary headteachers identifies ways to improve the offer for pupils All pupils have access to high quality activities Schools gaining Artsmark Work towards the 'Cultural Offer' entitlement of 5 hours of high quality cultural activity per week	26% of primary schools and 40% of secondary schools having gained Artsmark at May 2006	34% of primary schools and 60% secondary schools gaining Artsmark	Ongoing	Arts Council grant funding until Sept 09	Children's Learning & Engagement	LA, schools and Cultural Hub partners
3.4.3	Develop the use of local open spaces for learning outside the classroom	All suitable local open spaces are available to schools to enhance the delivery of environmental education Pupils' enjoyment of the environment and understanding of environmental issues is enhanced	Links with Leisure identify spaces and the offer is taken up by schools	-	Access to local open spaces is available to all schools	Ongoing	SLA with schools	Environmental teams with Leisure	LA, Leisure and Schools
3.4.4	Promote enjoyment of learning through review of the use of schools' open spaces and refurbishment of play areas	Completion of Play Strategy review within Leisure Strategy All open spaces and play areas are inviting and well maintained	Improvements targets in annual programme Regular evaluation by children, young people and their parents shows they are pleased with what is on offer	-	Annual playground improvements targets	Annual programme	Section 106 funding and playground improvement fund	Leisure	LA and schools, community engagement

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
3.4.5	Implement the PE and Sports Strategy	All children and young people are physically active and develop their knowledge and understanding of health and fitness All children enjoy and achieve their maximum potential in PE and sports An increased number of children make a positive contribution to their community through PESS and have access to a range of purposeful work-related opportunities	PE and sport offered in schools both within and outside the curriculum	81% of pupils participate in a minimum of 2 hours high quality PE every week Achieve-ment of Activemark in 2007 by 12 schools	Targets set out in PESS Strategy eg: 85% children access a minimum of 2 hours high quality PESS in curriculum time and 2 hours OSHL by July 2008 100% by 2010	Ongoing	Existing resources	Children's Learning & Engagement	LA and schools
3.4.6	Continue to provide support for behaviour and attendance in schools	Attendance is promoted and exclusion reduced	Standards of behaviour in secondary schools are judged good or outstanding Persistent absence rates fall (NI 87)	LA targets for behaviour and attendance	Improvements at annual audit	Ongoing	Existing resources + SLA	Children's Learning & Engagement	LA and schools
3.4.7	Develop and implement the Extended Services Strategy	Good progress evident in developing patterns of services that are integrated across children's centres and extended schools services	All children's centres up and running and clear links made to locality working and extended services Number of extended schools (NI 88)	Extended Services Strategy targets	Regular audit	Until 2010	Grant funding	Children's Learning & Engagement	LA, schools and all partners

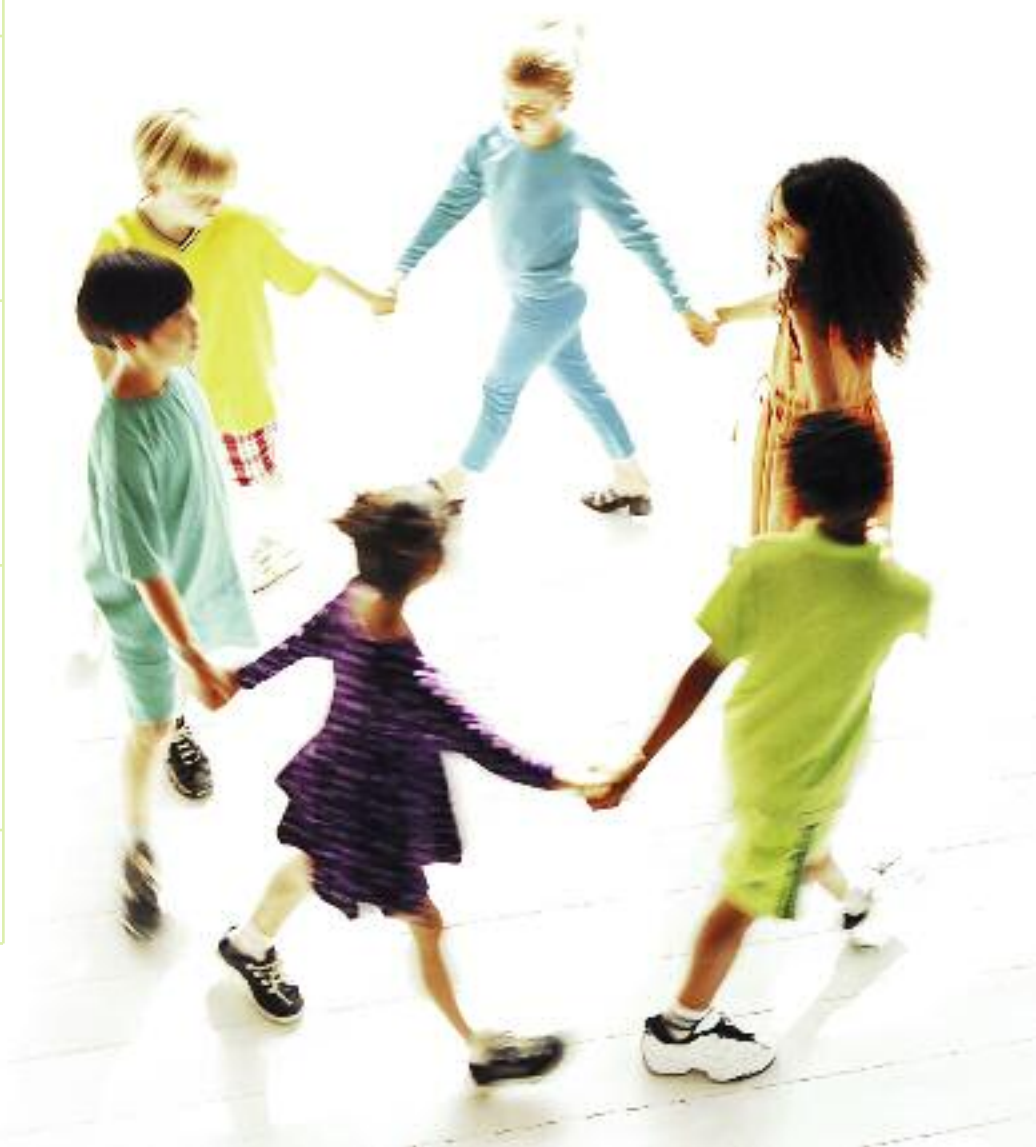
# Our detailed plan to deliver - Make a Positive Contribution

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
<b>4.1 Improve the opportunities for young people to take part in positive activities</b>									
4.1.1	Implement our Integrated Youth Support and Development Framework	All partners signed up to the Strategy by June 08	Framework in place and working well	-	By June 08	Ongoing	Within existing resources	Children's Learning & Engagement	Youth Service, Leisure, Connexions, voluntary sector, Youth Task Force, YOT
4.1.2	Expand opportunities for young people to participate in the development of positive activities	Range of initiatives in place to collect views of young people on positive activities	Regular method of canvassing young people's views	-	In place by Sept 08	Ongoing	Funding for PAPP in 2009	Children's Learning & Engagement	Young People's Participation Group
4.1.3	Secure 'Connexions' transition into the new framework	Three-year commissioned service in place in 2010	Service Level Agreement signed and two-year competitive Commissioning Plan in place	-	Commissioning Plan in place	Commissioning agreement signed by December 09	Service Level Agreement with Connexions	Children's Learning & Engagement	Connexions, Local Authority
4.1.4	Provide and co-ordinate a range of opportunities for young people that engage, excite, challenge and empower them, and improve self-esteem	Wide range of activities in place eg direct delivery of a range of activities and events via 'V', outreach sports projects, arts and environmental work	Range of activities in place and promoted via the Service Directory	-	Range of activities established	Ongoing	Funding in place	Children's Learning & Engagement	Many partners including: Youth Service, 'V', Connexions, Leisure, Libraries, local clubs, schools, Bournemouth University and local colleges, Police, voluntary sector, Youth Task Force, YOT, Arts Hub, Active Dorset, Golf Foundation, Dorset Wildlife Trust

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant MIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
4.1.5	Develop more opportunities for volunteering	Volunteering Strategy developed and key partners signed up by September 08	Increase in young people volunteering	564 volunteer plans achieved (2006-07)	As set out in bid submitted	March 09	Funded by 'V' bid	'V' in partnership with LA	Local businesses and range of partners
4.1.6	Review and strengthen the Participation Strategy	Participation Unit established	Costed action plan in place. Judgement of co-ordinating young people's participation is good	-	In place by June 08	Re-commissioning process to commence Sept 09	Two-year funding in place	Children's Learning & Engagement	Voluntary Sector, Youth Service, Connexions
4.1.7	Expand the scope of the Service Directory	Directory holds comprehensive information about positive activities	-	-	-	Dependent on timescales for development of Service Directory	Funding in place	Children's Strategic Services	Youth Service, Early Years, Extended Services, Children's Information Service (CIS)
4.1.8	Promote use of the 'Healthlink special' 50% discount card for looked after children and care leavers	Care leavers and looked after children take up their entitlement to access low-cost activities at local leisure centres	Verbal feedback from users	-	All care leavers and looked after children have a card and are physically active	Ongoing	-	Leisure	Youth Service Children's Social Care Schools Connexions
4.1.9	Ensure the work of the Looked After Children team links closely with the Youth Support and Development Framework	Partnerships developed between Youth Services and the Looked After Children team	Looked after children receive targeted support through universal services	To be developed	To be developed	From April 08	Yes	Youth Service, Children's Social Care	-

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
<b>4.2 Improve opportunities and support for all care leavers (transition to adulthood)</b>									
4.2.1	Provide opportunities for 'looked after' children and care leavers to access work and apprenticeships within the Council and with other employers	A range of opportunities are available to meet the needs and aspirations of all care leavers	To be developed	None available (April 2008)	To be agreed as part of the Apprenticeship Scheme	Ongoing	Staff support for Apprenticeship Scheme	Children's Social Care	All Council services acting as Corporate Parents
4.2.2	Work in partnership with housing and Supporting People Services to secure suitable and supported accommodation, and a wider range of housing options	Recommendations of the Supporting People Review are implemented Joint Leavers Protocol is developed and agreed Housing options are developed for up to six young people per year, in addition to support	Percentage of care leavers at age 19 who are living in suitable accommodation (NI 147)	92.3%	95% (2008)	Ongoing	Subject to ongoing negotiations	Children's Social Care	Housing, Supporting People and other providers
4.2.3	Provide dedicated support to increase participation of care leavers	Participation worker in post Work programme in place in line with Right2BCared4	All care leavers have a person-centred Pathway Plan, drawn up and reviewed with the young person Participation standards for care leavers are met	To be developed	To be agreed	Ongoing	Sustainability post Right2bCared4 initiative/ funding	Children's Learning & Engagement	Children's Social Care
4.2.4	Develop care leavers' life skills including being a good tenant through use of a 'Training Flat'	Lifeskills needs identified in Pathway Plan are addressed Foster carers continue to prepare young people for transition	Pathway reviews indicate positive outcomes Standards to be developed	To be developed	To be agreed	Ongoing	Sustainability post Right2bCared4 initiative/ funding	Children's Social Care	Children's Social Care
4.2.5	Develop empowerment through the Right2beCared4 project, including advocacy for care leavers	Young people are confident to express themselves at Pathway meeting and services respond	Young people feel listened to and that their needs are being addressed	-	100% of young people have Pathway Plans	From April 08	Sustainability post Right2bCared4 initiative/ funding	Children's Social Care	Children's Social Care

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant MIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
4.2.6	Continue to provide support for transition to adulthood (young people leaving care)	All care leavers receive support according to their need Timing meets needs of young people with learning difficulties and/ or disabilities Better links with partners to support young people	Young people leaving care have Pathway Plans and an allocated personal advisor Transition Plans completed on time and quality standards are met Care leavers EET	77.3% care leavers EET	100% care plans meet quality standards 75% care leavers EET	Ongoing	Sustainability post Right2bCared 4 initiative/ funding	Children's Social Care	Connexions, Housing



# Our detailed plan to deliver - Achieve Economic Wellbeing

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
<b>5.1 Reduce the incidence of 16-18 year olds who are NEET (ie not in education, training or employment)</b>									
5.1.1	Develop a NEETs strategy that raises awareness, engages schools and all partners, promotes good practice and links with the Integrated Youth Support and Development Framework and the 14-19 Partnership Plan	Schools and all partners are actively engaged with the Strategy and implementing the delivery plan Targets in the delivery plan are met	Strategy approved by Programme Group Partners signed up to strategy	-	NEETs Strategy in place All partners working to the plan	Strategy signed up to by end of Q1 08-09	LAA pump-priming	Connexions	Economic Well-being Partnership
5.1.2	Identify the specific needs of vulnerable groups who are NEET or at risk of becoming NEET	BDP research project identifies NEET risk indicators Secondary schools implement NEET risk indicators identified through the research and local pilot	Greater numbers of students identified at an earlier stage Increased number of schools utilising risk indicator methodology	Methodology in place in Oakmead during academic year 06-07	80% of secondary schools implementing NEET risk indicators	08-09	-	Secondary schools	Connexions Youth Service Colleges Work-based learning providers
5.1.3	Target provision for identified vulnerable groups (NEET or at risk of becoming NEET)	Intensive 1-1 provision provided for identified young people and priority given for Connexions interviews Intended destinations exercise completed in all secondary schools All NEET young people have a named Connexions PA and a personal action plan Those with multiple barriers have CAF and Lead Professional in place Targeted young people attend PAYP2 activities	Students make effective transition to post-16 learning and employment Increases in: • Retention rates for vulnerable groups • Numbers in learning Decreases in: • Young people EET • Young people in jobs without training	Young people: Aged 17 in learning: 72.7% (07-08) In EET: 86.6% (06-07) 87.7% (07-08) In jobs without training: 12.3% (06-07)	Young people: Aged 17 in learning: 75% (08-09) In EET: 88.9% (08-09) In jobs without training: 10% (08-09) 10% (09-10) Who complete their course (retention rate): 75 % (08-09)	08-10	LAA pump priming PAYP funding	LSC/ LA	Connexions Youth Service Colleges Work-based learning providers Adult Learning Extended Services Voluntary organisations YOT

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
5.1.4	Implement the Key Stage 4 Engagement Programme for further cohorts of students	There is maximum take up of the number of funded places available Personalised programmes in place for all targeted students	All targeted students engage with mainstream provision throughout KS4 Increase in the number of students who complete the programme	07-08 105 students (1 cohort)	08-09 205 students (2 cohorts – dependent on funding)	08-09 08-10	National funding in place (dependent on annual bids)	LA	Targeted secondary schools All providers who offer KS4 programmes Connexions Aim Higher Employers Health professionals
5.1.5	Secure a core learning offer that includes sufficient pre-entry and level 1 provision, with a particular focus on post-16	Wider range of provision included in core learning offer	Increase in: The number of students in learning post-16	Young people aged 17 in learning: 72.7% (07-08)	Young people aged 17 in learning: 75% (08-09)	08-10	ESF bids	LSC/LA	Colleges Work-based learning providers Voluntary organisations
5.1.6	Extend the September Guarantee to include both 16 and 17-year-olds	September Guarantee is extended to all 16 and 17-year-olds	16 and 17-year-olds have an offer of a place by September in each year	96% of 16-year-olds (07-08) Baseline for 17-year-olds to be established	98% of 16-year-olds (08-09) 100% of 16-year-olds (09-10)	08-10	Connexions/ LSC	Connexions/ LSC	Work-based learning providers Colleges Secondary schools
<b>5.2 Ensure young people aged 14-19 have access to a wide range of vocational opportunities</b>									
5.2.1	Revise and implement the 14-19 Partnership Plan	Fuller range of vocational opportunities available to young people	Milestones in the plan are met	New plan in place for April 2008	Plan is fully implemented by March 2011	2008-2011		LA	All contributors as set out on page 43

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
5.2.2	Ensure access to the diploma lines of learning at all three levels for students in Bournemouth from September 2009	Annual increases from September 2009 in the number of diploma lines of learning available	Number of students accessing diplomas at each level	Diploma Gateway Plan in place Gateways 3 and 4 agreed Number of students accessing the first diplomas	All learners able to access the 17 diploma lines of learning by 2013	Gateway 2 delivery 2009 Gateway 3 delivery 2010 Gateway 4 delivery 2011		LA/LSC	Secondary schools Colleges Work-based learning providers Connexions Employers
5.2.3	Secure greater engagement of employers in 14-19 agenda and creation of more apprenticeships	Employers involved in design of vocational courses, including diplomas, and delivery of work-based learning Increased number of apprenticeships available	Vocational opportunities are delivering skills that increase employability of young people There are clear progression pathways through the vocational route at post-16 and post-18	Range of employers contribute to work experience placements and curriculum development 35 young apprenticeships (pre-16) for 2007 start in 5 vocational areas 80 places (BDP) for 2008 start 243 post-16 (BDP) as at 1st January 08	Annual increases in number of apprenticeships pre and post-16	April 2008 - 2011	Many small businesses have limited capacity to engage in this way	LSC	Employers Work-based learning network LA Secondary schools Connexions
5.2.4	Strengthening commissioning arrangements to secure high quality curriculum provision	Commissioning/ decommissioning arrangements lead to high quality provision post-16	Participation, retention and success rates are at least in line with the national picture	Participation, retention and success rates as set out in the 14-19 Plan	Consistent annual improvements across all indicators	Apr 09 – Mar 2011	Funding formula disadvantages smaller providers	LA	LSC Connexions Work-based learning providers Colleges

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
5.2.5	Further develop the area-wide prospectus, ensuring it is easily accessible to young people	Area wide prospectus has comprehensive information that effectively guides student choice The AWP is accessible remotely, links to Service Directory and Children's Information Service, and there is a common application process in place	Number of hits to website More young people access courses/provision outside their home institution Sound decisions based on impartial information, advice and guidance (IIAG) lead to raised retention rates	Web-based area wide prospectus available 2007-08 (Phase 1)	Area wide prospectus is fully accessible and used by students, staff and parents/carers Retention rates increase	Began September 2007, in place by 2010	Dependent on bids initially, and on mainstream funding in the longer term	LA	LSC Connexions Secondary schools Colleges Work-based learning providers Youth Service
5.2.6	Ensure targeted provision for identified vulnerable groups eg appropriate provision for Travellers and young people with LDD or SEN	Range of courses are culturally appropriate and at the right level to meet the needs of all students from all vulnerable groups	Increased range of appropriate courses available	There is limited pre-entry to level 1 provision Work-based learning provision is not sufficiently accessible	Annual increases in provision from pre-entry to level 1 and in accessibility of suitable work-based learning provision	April 08 - 2011	Likely to be limited capacity within all providers' annual budgets to fund increases ESF Funding	LA/LSC	Secondary schools Colleges Work-based learning providers Youth Service Connexions



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

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
<b>6.1 Strengthen our strategic joint planning and commissioning of services for children and young people</b>									
6.1.1	Revise the Children and Young People's Plan to ensure it is sharply focused on key priorities	Plan is produced in full consultation with stakeholders and is successful in bringing about change	HMI judgements	Graded 2 (2007)	Graded 4 (2010)	Annual cycle of assessment	Pooled and aligned budgets	LA	All Change for Children Partners
6.1.2	Review and improve governance arrangements for the 'Change for Children' programme	Robust arrangements in place ensure resources are successfully targeted at priorities A self-assessment and review approach is embedded in multi-agency activity All partners engage in the annual cycle of assessment	HMI use of resources judgement Accurate annual self assessment of current strengths, needs and gaps in provision	Graded 2 (2007)	Graded 4 (2010)	Annual cycle of assessment	Within existing resources	LA	All Change for Children Partners
6.1.3	Continue to develop joint commissioning arrangements with pooled budgets	Provision of services meets identified needs and is achieved within budgetary constraints	Benchmarking data across national and local indicators indicates best value is being achieved	Graded 2 (2007)	Graded 4 (2010)	Annual cycle of assessment	Pooled and aligned budgets	LA	All Change for Children Partners
6.1.4	Continue to work in partnership and develop the capacity of the third sector	Third sector making a significant contribution in the delivery of children's services	Environment for a thriving third sector (NI 7)					LA	

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
<b>6.2 Review and improve the organisation of central and locality based services</b>									
6.2.1	Implement an improved management structure across three Children's Services business units	Review of functions, roles and responsibilities focuses operational activity on delivery of key priorities identified in Bournemouth's Children and Young People's Plan and those of the Council  Operational structures in place and fully functional that support delivery of better outcomes for children and young people	HMI capacity judgement	Graded 2 (2007)	Graded 4 (2010)	Annual cycle of assessment	Within current budget	LA	
6.2.2	Revise roles and responsibilities of locality co-ordinators and secure overall locality strategy management	Localities move successfully to a sustainable model of integrated front-line working  Local governance arrangements in place are effective in targeting resources at priorities identified in the CYPP	HMI use of resources judgement	Graded 2 (2007)	Graded 4 (2010)	Annual cycle of assessment	Additional funding from Children's Services Grant	LA	All Change for Children Partners
6.2.3	Revise our Locality Strategy and align with our integrated Youth Support Strategy	Strategies are fully aligned and underpinning improved outcomes	HMI use of resources judgement	Graded 2 (2007)	Graded 4 (2010)	Annual cycle of assessment	Additional funding from Children's Services Grant	LA	All Change for Children Partners

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
<b>6.3 Improve the efficiency of services</b>									
6.3.1	Implement the Children's Services Workforce Development Strategy	Strategy in place that underpins a developing model of more integrated working and is integral to partners' own investment strategies	Workforce Strategy judged by HMI to be fit for purpose Audit Commission judgement	Overall judgement of children's services Graded 2 (2007)	Overall judgement of children's services Graded 4 (2010)	Annual cycle of assessment	Training programme must be fully resourced if it is to be effective	LA	All Change for Children Partners
6.3.2	Secure pooled or aligned budgets with partners for joint activities	Services are successfully put in place to meet identified need that cannot be provided by any one agency	Provision of services meets identified needs and is achieved within budgetary constraints	HMI effectiveness judgement Graded 2 (2007)	HMI use of resources judgement Graded 4 (2010)	Annual cycle of assessment	Pooled/ aligned budgets	All	All Change for Children Partners
6.3.3	Revise the Children's Services Asset Management Plan (AMP) to include the Primary Capital Programme implementation	Plans are in place in full consultation with all stakeholders that will create the environment for delivery of Every Child Matters outcomes across all primary schools	AMP sets out priorities for future investment and is agreed by all schools	HMI effectiveness judgement Graded 2 (2007)	HMI use of resources judgement Graded 4 (2010)	Annual cycle of assessment	Specific investment required by all partners	LA	All Change for Children Partners
6.3.4	Implement Building Schools for the Future in 'Wave 6' schools	Plans are in place in full consultation with all stakeholders and reflected in the AMP that will regenerate secondary education and create the environment for delivery of Every Child Matters outcomes in Wave 6 schools	AMP sets out priorities for future investment and is agreed by all schools	HMI effectiveness judgement Graded 2 (2007)	HMI use of resources judgement Graded 4 (2010)	Annual cycle of assessment	Specific investment required by all partners	LA	All Change for Children Partners
6.3.5	Develop information systems in an integrated way to enable effective use of data	Systems are increasingly 'joined up' and enable aggregation and analysis of data to support self assessment and joint commissioning	Cross agency data reports are accessible and can be produced more speedily	HMI effectiveness judgement Graded 2 (2007)	HMI use of resources judgement Graded 4 (2010)	Annual cycle of assessment	Specific investment required by all partners	LA	All Change for Children Partners

Priority	Action	Success criteria	Measurable outcomes/ indicators <i>(includes relevant NIS and/or local indicators)</i>	Baseline	Target	Timescale	Resource Implications	Lead	Partner(s)
6.3.6	Deliver the Gershon efficiency savings in the Council's revenue budget	Efficiency savings are achieved through actions specified above	HMI/Audit Commission judgement	HMI effectiveness judgement Graded 2 (2007)	HMI use of resources judgement Graded 4 (2010)	Annual cycle of assessment	3% annual efficiency target Savings are made available for re-investment in priorities	LA	All Change for Children Partners
6.3.7	Improve communication across Children's Services	All partners feel fully informed about progress and able to contribute	Effective communication contributes to improvement across all indicators			Ongoing		LA	All Change for Children Partners



## Appendix 1

# 'Appropriate approaches' model based on young peoples' readiness to engage

A strong message emerging from consultation with professionals and practitioners was the need for differentiated approaches when working with children and young people that take into account their self-esteem and 'readiness to engage.' Sharing of information in these circumstances is vital and can help prevent time and effort being wasted on approaches that may be unlikely to succeed.

<p style="text-align: center;">↑</p> <p style="text-align: center;">'Readiness to engage'</p> <p style="text-align: center;">↓</p>	<p><b>Universal</b></p>	<p><b>Work with young people</b></p> <ul style="list-style-type: none"> <li>Information and guidance</li> <li>Group work</li> <li>Positive activities</li> <li>Vocational opportunities</li> <li>Skill Centre</li> <li>Universal transition arrangements</li> <li>Universal health services</li> </ul>	<p><b>Work with their parents/carers</b></p> <ul style="list-style-type: none"> <li>Information, guidance and support</li> </ul>
	<p><b>Vulnerable</b></p> <ul style="list-style-type: none"> <li>• Indications of lack of resilience</li> <li>• Showing traits which could lead to becoming NEET</li> <li>• Risk of inappropriate lifestyle choices</li> </ul>	<p><b>Work with young people</b></p> <ul style="list-style-type: none"> <li>Alternative offers</li> <li>Personalised curriculum</li> <li>Mentoring (guidance)</li> <li>Counselling</li> <li>Targeted transition programme</li> <li>Restorative Justice Outreach work</li> <li>Positive/preventative/diversionary activities</li> <li>Selected/suitable vocational opportunities</li> <li>Skill centre</li> <li>September guarantee and E2e</li> <li>Targeted sexual health programmes</li> </ul>	<p><b>Work with their parents/carers</b></p> <ul style="list-style-type: none"> <li>Parenting classes</li> <li>Self-esteem groups for parents</li> <li>Individual counselling</li> </ul>
	<p><b>Targetted/Specialist</b></p> <ul style="list-style-type: none"> <li>• At serious risk of becoming NEET</li> <li>• Low or deteriorating self esteem</li> <li>• Unwilling to engage</li> <li>• Serious risk of, or engaging in, inappropriate lifestyle choices</li> </ul>	<p><b>Work with young people</b></p> <ul style="list-style-type: none"> <li>'Team around the child'</li> <li>Intensive transition programme to securely settle at-risk young people in secondary school</li> <li>Specialist mentoring (led by whoever can relate best to that child or young person)</li> <li>Nurture Group</li> <li>YIP</li> <li>CAMHS &amp; YADAS services</li> <li>Family Intervention Project</li> </ul>	<p><b>Work with their parents/carers</b></p> <ul style="list-style-type: none"> <li>Intensive support</li> <li>Family Therapy</li> <li>Family Intervention Programme</li> <li>Parenting orders</li> <li>Family Behaviour Contracts</li> <li>Statutory intervention</li> </ul>

## Appendix 2

# Delivering our plan - strategies and plans for action

The parts that partners will play in delivering our shared plan are set out in a range of other strategies and plans:

14-19 Partnership Plan	Education Inclusion Strategy 2003-08
Behaviour Action Plan	EMTAS Strategy
Bournemouth & Poole Local Safeguarding Children Board Anti-Bullying Strategy	Extended Services Strategy
Bournemouth & Poole Local Safeguarding Children Board Business Plan	Healthy Schools Headline Plan
Bournemouth & Poole Local Safeguarding Children Board Domestic Violence Policy	Hot School Meals Strategy
Bournemouth & Poole PCT's five-year Strategic Plan (2008-13)	(Draft) Integrated Looked After Children Strategy 2008
Bournemouth & Poole Physical Education and School Sport Strategy (2007-10)	Integrated Youth Service Plan
Bournemouth & Poole Play Strategy	Integrated Youth Support and Development Framework
Bournemouth & Poole Safeguarding Plan	KS4 Engagement Programme
Bournemouth & Poole Youth Offending Team Service Plan	Learning and Skills Council Statement of Priorities (2008/9 to 2010/11)
Bournemouth Borough Council's Corporate Plan	Libraries & Arts Service Plan
Bournemouth Borough Council's Green Spaces Strategy 2007	Local Area Agreement 2006-09
Bournemouth Borough Council's Housing Strategy 2008-2011	NEETs Strategy
Bournemouth Borough Council's Seafront Strategy 2007	(Draft) Parenting Strategy 2007
Bournemouth Borough Council's Sustainable Community Strategy (2007-11)	Primary National Strategy
Building Schools for the Future	School Improvement Strategy: Excellence for Schools
Children and Families Services Service Plans (2008-09)	School Organisation Plan and School Place Planning Strategy
Children's Services ICT Strategy	Secondary National Strategy
Children's Services Participation Framework	Special Educational Needs Policy
Connexions Service Plan	Supporting People Commissioning Strategy
Diversity and Equality Policy (Children's Services)	Sustainable Transport Plan
Dorset Police Authority Strategy for Children and Young People	Targeted Youth Support
Education Accessibility Strategy 2008-11	Teenage Pregnancy Strategy
Education Arts Strategy	(Children and Young People's) Workforce Development Strategy 2008-2011
	Young People's Substance Misuse Plan

## Appendix **3**

# Glossary

<b>AMP</b>	Asset Management Plan	<b>LDD</b>	Learning difficulties and disabilities
<b>APA</b>	Annual Performance Assessment	<b>LSCB</b>	Local Safeguarding Children Board
<b>AWP</b>	Area-Wide Prospectus	<b>MAP</b>	Multi-agency project
<b>BSF</b>	Building Schools for the Future	<b>NEET</b>	Not in education, training or employment
<b>CAF</b>	Common Assessment Framework	<b>NICE</b>	National Institute for Health and Clinical Excellence
<b>CAMHS</b>	Child and Adolescent Mental Health Services	<b>OfSTED</b>	Office for Standards in Education, Children's Services and Skills
<b>CLL</b>	Communication, Language and Literacy	<b>ONS</b>	Office for National Statistics
<b>CPD</b>	Continuing professional development	<b>OSHL</b>	Out of School Hours Learning
<b>CVA</b>	Contextual Value Added	<b>PAYP2</b>	Positive About Young People
<b>CYP</b>	Children and young people	<b>PCT</b>	Primary Care Trust
<b>CYPP</b>	Children and Young People's Plan	<b>PESS</b>	PE and School Sport
<b>DAAT</b>	Drug & Alcohol Action Team	<b>PHSE</b>	Personal, Social and Health Education
<b>DCSF</b>	Department for Children Schools and Families	<b>PMHW</b>	Primary Mental Health Worker
<b>DWP</b>	Department for Work and Pensions	<b>PSED</b>	Personal Social & Emotional Development
<b>EET</b>	Employment, Education or Training	<b>SEAL</b>	Social and emotional aspects of learning
<b>ELSA</b>	Emotional Literacy Support Assistant	<b>SEF</b>	Schools self evaluation form
<b>EMTAS</b>	Ethnic Minority & Traveller Achievement Services	<b>SEN</b>	Special Educational Needs
<b>ESF</b>	European Social Fund	<b>SIP</b>	School Improvement Partner
<b>FAST</b>	Family Solutions Team	<b>SLA</b>	Service Level Agreement
<b>FIP</b>	Family Intervention Project	<b>STI</b>	Sexually transmitted infection
<b>GOSW</b>	Government Office of the South West	<b>tbc</b>	To be confirmed
<b>HEY</b>	Health Early Years	<b>VA</b>	Value Added
<b>HMI</b>	HM Inspectorate	<b>WTE</b>	Whole time equivalent
<b>ICT</b>	Information & Communication Technology	<b>YADAS</b>	Young Adults Drug & Alcohol Service
<b>IIAG</b>	Impartial Information Advice and Guidance	<b>YOT</b>	Youth Offending Team
<b>LAA</b>	Local Area Agreement	<b>YP</b>	Young person
<b>LAC</b>	Looked After Children		

## Guide to terms used in this plan

<b>ContactPoint</b>	A basic online directory enabling practitioners to find out who else is working with the same child or young person
<b>Cross-organisational</b>	When a number of organisations work together to achieve shared objectives
<b>Cyber-bullying</b>	When bullying takes place using e-mail, internet or mobile phones/text messaging
<b>e-CAF</b>	Web-based system for on-line management of integrated working using the Common Assessment Framework
<b>Engagement</b>	Involvement in the design and delivery of services and related decisions
<b>Foundation Stage</b>	Education for children aged 3-5, with a set of related early learning goals
<b>Key Stages</b>	The four 'stages' of education: KS1 (5-7 year olds), KS2 (7-11 year olds), KS3 (11-14 year olds) and KS4 (14-16 year olds)
<b>Multi-agency</b>	When people who work for different organisations work together as a team for a specific purpose
<b>Play Rangers</b>	Service that enables children to play freely outdoors in public spaces
<b>Restorative Justice</b>	Conflict resolution approach used in schools and elsewhere
<b>TellUs Survey</b>	Confidential annual online survey run by local authorities on behalf of the government to gather the views of children and young people
<b>Tiers 1-4</b>	Criteria for assessing the level of support needed, Tier 4 being the most intensive
<b>'V'</b>	New youth volunteering charity
<b>Webster Stratton</b>	Group work based parenting programme



1. Wave: *The Move 05*, wave arts education agency  
2. Cultural Hub: *Frantic Assembly theatre workshops 1*, Rob Foddering  
3. Wave: *55561 Final Sunstar 04*, wave arts education agency

# Notes

# Notes



## Bournemouth Children's Trust

For further information contact:

Children and Families Services  
Bournemouth Borough Council, Dorset House  
20-22 Christchurch Road, Bournemouth BH1 3NL

Tel: 01202 456154