Childrens Services
Monitoring Implementation

	Tuesday 3rd May 2005 **Greenfold, Cherry Tree and , St. Germain Schools Co-location**
	Early Start Review
	17th October 2005 **Proposed agreement to facilitate the reconstruction of Barlow Youth Club after damage by fire** The Executive Member for Children's Services approved the application of Standing Order 8(9) to commence a negotiated procedure with Eccles Construction Co. to undertake rebuilding works.
	Financial Payments to foster carers of looked after children. The Exec Member approved an increase in foster carer payments as described in Version 4 but that issues surrounding the removal of the retainer payment be explored further that financial payments to "Reception" and "Planned Individual Placement Carers" are standardised as Enhanced carers (who do not work) and the number of such placements available are increased from 12-17; and that payments are increased to short break foster carers and the alignment of the current fee based scheme for carers of children with disabilities (these carers) with the new scheme for Enhanced Carers.

	14th November 2005 **Children's Centres** The Executive Member Approved the proposals for phase two of children's centre criteria and wards for the development of Children's Centres in pase two.
	Extended Schools The Executive Member Noted the progress being made in the development of the Extended Schools Initiative and approved the schools identified for inclusion in tranche 1 of the extended schools remodelling

	Plodder Lane Community Primary School
	The Executive Member Approved
	       (i) that delegated powers be suspended from the governing body of the school, effective as of 21st November 2005
	       (ii) that a project group be established to work with the school
	       (iii) that up to two additional governors be appointed to the governing body

	2003 Inspection by CSCI
	Recommendations:
	
	  ▪ Action by Social Services to enhance placement choice should be expediated and communicated and communicated to all staff working with children.
	
	  ▪ Liaison arrangements between social services, schools and Local Education Authorities should be strengthened.
	
	  ▪ The Council should implement the recommendations of its CAMHS review

	- Notes of case discussion should be attached to the relevant case files either paper or electronic versions. - Guidance on notification of service users rights to access information should be issued and its implementation monitored. - Social services should develop a system to monitor the number and effects of racist incidents with a view to providing appropriate support. - The Council should satisfy itself that adequate facilities are in place to assist those from ethnic minority backgrounds wishing to learn English as well as a second language.
	2004 Ofsted **Judged on a Scale of 1-7 (1 - very good / 7 – very poor)** **Current Rating / National Average / Previous Rating** **The Implementation of Corporate Planning for Education** **4/3/2** **The quality of leadership provided by Senior Officers** **4/3/2** **Support to school, leadership and management including schools approaches to continuous improvement.** **5/3/3** **The effectiveness and value for money of services supporting school improvement particularly inspection and advisory and or school effectiveness** **5/3**

- **Support for Health, Safety, Welfare & Child Protection.**

5/3/4

Monitor regularly the completion of risk assessments by all community and voluntary controlled schools

- **The effectiveness of the LEA in promoting racial equality.**

Review the education and culture departments race equality action plan to ensure that it has a realistic timescale is weel targeted and has a strong monitoring mechanism.

Ensure that the 2003 report of racist incidents is made available to elected members and improve quality of implementation following reports of incidents.

- **The effectiveness of LEA's identification and intervention in underperforming schools.**

5/3/4

Underperforming schools had not been given sufficiently urgent or effective support

- **Support to schools for gifted and talented pupils**

5/4

Develop a clearer strategy for support to gifted and talented pupils, ensuring that this includes more comprehensive monitoring of schools provision and performance.

- **Progress on implementing LEA Strategy for school improvement.**

4/3/3

- **The extent to which the LEA has defined monitoring, challenge and intervention.**

4/3/3

- **The extent to which LEAs support is focused on areas of greatest need.**

4/3

Ensure that intervention in schools causing concern is timely or rigorous.

- **The LEA Strategy for school improvement.**

4/3

Ensure that the articulation and communication to schools of strategies for school improvement, special educational needs and inclusion are more timely and clear.

- **The effectiveness of the LEA in discharging asset management planning**

4/3

Improve support for school leaders and managers by developing school self evaluation so that schools are challenged in their improvement process.

- **The extent to which the LEA is successful in assuming the supply and quality of teachers.**

4/3

- **The planning and provision of financial services in supporting school management.**

4/3

- **The planning and provision of services supporting school improvement , particularly inspection and advisory and/or school effectiveness services.**

4/3

Communication to schools regarding the Authorities strategies for school improvement, special educational needs and school inclusion had not been clearly articulated.

Ensure that internal systems for sharing information about schools are improved and that as a result the support and challenge provided are more coherent.

Improve the clarity and consistency of service improvement action plans and use them systematically in the performance management process.

- **Support to school governors.**

3/2

2004 Ofsted

Absence rates for looked after children is high. – 2004 Ofsted

Overall proportion of young people 16-19 not in education employment or training is above average. – 2004 Ofsted

The proportion of pupils gaining A-C is below average. 9% below national average. – 2004 Ofsted. BV 38 the percentage of 15 year old pupils in schools maintained by the local education authority achieving five or more GCSEs at grades A* - C or equivalent

BV 40 Percentage of pupils in schools maintained by the local education authority achieving Level 4 or above in Key stage two Mathematics test. 75% target 86%.

BV 50 Educational qualifications of children looked after (interface indicator with education services) by reference to the percentage of young people leaving care aged 16 or over with at least 1 GCSE at Grades A*-G, or General National Vocational qualification (GNVQ)

The proportion of care leavers gaining five A-C grades is less than half the national average. - 2004 Ofsted

Local Strategic Review – young people in the South of the Borough not getting same choices at Y9 and Y11 as in other Bolton Schools. – 2004 Ofsted

Area has above average needs of substance misuse. – 2004 Ofsted

CSCI inspections show action is needed to ensure that all children's homes meet the requirements of the National Standard in relation to first aid. – 2004 Ofsted

		Service development information – street and grounds maintenance **"Bolton has only just started on journey to integrated approach to street and grounds maintenance. Further progress is difficult until the service identifies appropriate information to allow proper modelling of service provision". – 2004 Ofsted** **Direct payments** **"areas for improvement, the promotion of Direct Payments as a credible alternative to care services" – 2004 Ofsted**
		Good News Issues
		Excellence Clusters
		Pupil Referral Units – Youth Challenge Programme - developing alternative curriculumn choices.
		The integration of Somali Asylum Seekers through the Gateway Protection Scheme.
		Performance Indicators hierarchy of Importance
		(i) 4 key threshold indicators (ii) 6 best value indicators (iii) Performance Assessment Framework Indicators (iv) Social Care Indicators Social Care Indicators split between 5 outcome areas as outlined in Every child Matters, as well as a Service Area Management area which fed into the Managing Capacity Judgment. Being Healthy – 4 Indicators Staying safe – 38 Indicators

	Enjoying and Achieving 6 Indicators Making a Positive Contribution – 2 Indicators Achieving Economic Well Being 3 Indicators Service Management – 14 Indicators