NORTH YORKSHIRE COUNTY COUNCIL

YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE

Friday 25th January

Children and Young People's Plan: One Year On

1.0   Purpose of the Report

1.1   To update the Young People's Overview and Scrutiny Committee on progress made during the first year of the Children and Young People's Plan 2011-14.

2.0   Background

2.1   The Children and Young People's Plan 2011-14 was designed to provide a clear set of shared priorities across agencies, during a time of significant policy, structural and financial change.

2.2   The CYPP 2011-14 set out six principal objectives:

- Ensuring good prospects for North Yorkshire's children and young people (part 1)

- Every children and young person should (part 2)
  - succeed in good schools and other settings
  - lead healthy lifestyles and have good health care
  - be kept safe and protected from harm
  - Make positive choices for personal responsibility
  - be economically secure.

2.3   Underpinning these objectives, there are 43 key delivery objectives in the CYP 2011-14. The annual review focuses on the progress made against the delivery objectives in the first year of the plan

2.4   These were supplemented by 8 areas for integrated working across agencies to deliver targeted improvements (Part 3). These 'Integrated for Impact' areas are:

- Improving outcomes for looked after children
- Special educational needs and disability improvement and integration
- Teenagers with multiple vulnerabilities
- Reducing risky behaviours
- Supporting parents
- Improving literacy
- Strategy for behaviour, discipline and attendance, and
- High needs localities

2.5   The first year of the CYPP 2011-14 has been delivered alongside considerable, and time intensive, set piece work; including the implementation of a revised framework for inspection, the revisions to the school funding formula, governmental priority work, for example on adoptions, and the implementation of significant restructures in all partners, and in all parts of the Children and Young People's Service. The restructures have been part of transformational work, and have often included the introduction of revised processes, systems and changes in personnel.

2.6   The CYPP 2011-14 sets out expected impact by 2014. This annual review seeks to provide a commentary on the progress made in the first year of the plan against the principal objectives, strategic priorities and supporting key delivery objectives; and the extent to which we are starting to demonstrate positive impact in the context of significant change.


3.0   Assessment of progress

3.1   Strategic leads within Sections 2 and 4 of the CYPP were asked to return progress reports for each key delivery objective, using a highlight report format. Information gathering took place during October 2012. Data for the annual review has been reported as 2011-12 outturn. Where it is available Q1 and Q2 data for 2012-13 has been provided.


Strategic Activity:

3.2   Across the 43 key delivery objectives, there were 250 strategic actions for delivery in 2011-12. At the time of the annual review, 233 of these actions had progress reports. Of the 17 remaining actions 4 were either stood down due to national changes and 13 had not been reported. This equates to a 95% return rate from managers. These in-year actions were individually assessed based on feedback and evidence supplied by relevant managers. They were categorised as 'Red', 'Amber' or 'Green', depending on their level of completeness. Of the 233 reportable actions, 68.2% were assessed as 'Green' and 27.5% as 'Amber' and 3.4% as Red. This demonstrates a high level of strategic activity during the first year of the plan, with 95.7% actions completed or in development.

3.3   Progress across the five principal objectives has been fairly consistent. Good Schools and Settings had the highest proportion of in-year actions achieved (69.5%). Although still demonstrating sound progress, the Positive Choices section had the highest proportion of Amber in-year actions (35.2%), and the lowest level of completed actions (51.9%). This may reflect the emergent areas of work, such as early help and parenting being primarily based in the positive choices section.

3.4   The in-year actions have been aggregated up to the 43 key delivery objectives. At this level there are no 'Red' assessments for the key delivery

objectives, and as such work is progressing well and consistently across the plan. The following chart represents the % of Green and Amber key delivery objectives in each of the Principal Objectives within the CYPP 2011-14.
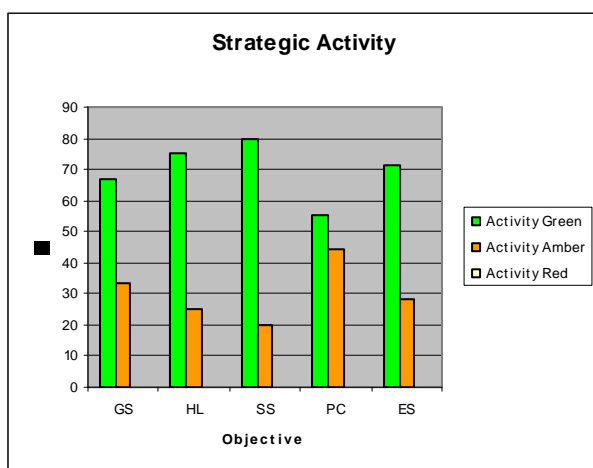
Impact on performance

3.5   Many of the objectives in the plan are designed to make an impact over the next three years. In some instances the measures to demonstrate impact are still in development. Of the 43 key delivery objectives, performance data was received and able to provide indications of impact for 34. For four of the key delivery objectives (HL2.1, SS2.5, ES1.4 and ES2.2), the impact is too early in the life of CYPP 2011-14 to effectively assess, this is either due to significant and current organisational change, performance measures still being developed or longer-term nature of the work.

3.6   For three objectives the data was not received in time for the report, and two of the objectives repeat impact measured in other sections (HL2.2, SS1.5). SS 1.5 has been classed as Green, as each of associated delivery objectives has been assessed as Green. HL 2.2 has been assessed as Amber as the majority of relevant key delivery objectives were assessed as Amber.

3.7   The impact evaluation takes into account both current performance and risks to ongoing work, so in some areas, the work has been delivered for this year, but risks for delivery in the following year have been identified.

3.8   The following chart represents the % key delivery objectives demonstrating impact in each of the Principal Objectives within the CYPP 2011-14.
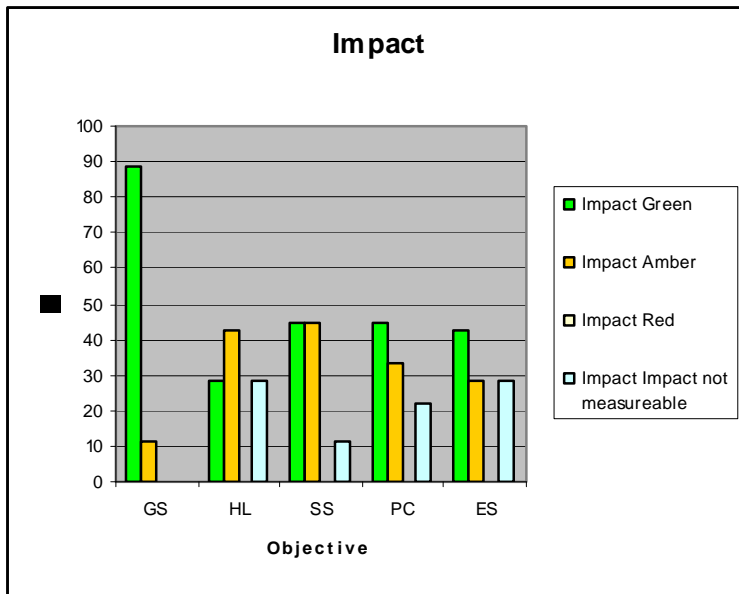
Impact

3.9 Good schools and settings has demonstrated positive impact through improved attainment both across the board, and narrowing the gap for some vulnerable groups of learners, for example BME groups at GCSE. There is also evidence of improvements in attendance and in the quality and effectiveness of our schools through Ofsted assessments.

3.10 The impact on healthy lifestyles for children is more difficult to quantify in some areas, due in part of data not being available or to changes in performance frameworks and comparable measures. Several of the measures seek to demonstrate service progress towards making an impact (e.g. number of staff trained in condom distribution and registrations at children's centres). A review of the performance measures for health lifestyles may be of benefit to ensure they reflect the new structural arrangements and focus on impact on service users across the life of the CYPP 2011-14.

3.11 Significant strategic activity has taken place under the 'Be kept safe and protected from harm section', much of which has involved the social care transformation and associated establishment of new arrangements and teams. There are some examples of performance improvement, for example significant improvements in timeliness of assessment, measures reflecting appropriate referrals and action, and emerging evidence of positive impact of the Family Intervention Teams (FIT) However, many of the actions committed in the plan would expect to see impact in year 2 of the CYPP, and in some cases the performance measures are still in development.

3.12 Positive choices for personal responsibility has variable evidence of impact at the end of year one of the CYPP 2011-14. Several of the measures seek to demonstrate service progress towards making an impact, for example in the provision of opportunities through youth council, development of service pathways; take up of CAF and availability of information and advice. There are performance improvements, for example around care leavers in ETE and first time entrants to youth justice services. There is also emerging evidence of TYS and CAF impact through the rates of young people returning to universal services, and reductions in escalations from early help services.

However, many of the impact measures are still in development, or require updating following national changes. Some performance is also reporting a decline, for example young offenders in ETE.

3.13   The objectives within the economically secure section demonstrate positive impact in reference to participation and attainment in further education, and a stable NEET population despite a challenging economic climate. Although much of the work has been recent, the changes to Special Educational Needs provision has seen a significant increase in young people accessing personalised pathways. In other areas for work, the impact measures are still in development, for example in relation to homelessness and the new arrangements, and in others impact is too early to demonstrate, for example the child poverty strategy.

4.0   Risk Analysis

4.1   Across the three substantive sections of plan, lead officers were asked to identify potential risks to ongoing work on the plan. There were a limited number of frequently reported risks, namely:

- Government changes in policy or specific funding streams
- Future budget reductions
- Officer time to deliver on the range of work, including the ability to recruit and retain staff in priority areas (such as social work).
- Impact of the structural changes in the health service
- Evidencing impact of interventions designed to achieve longer term change (e.g. early help).

4.2   The current CYPP priorities incorporate the local implementation of two aspects of the NHS changes: implementing transforming community services, and maintaining focus on the Public Health Reforms (HL2.1/2.2), with significant progress being made in both areas. At the time of publishing the CYPP 2011-14 did not include actions relating to the broader national NHS changes to commissioning and the implementation of Clinical Commissioning Groups (CCGs). Through the annual review, this latter area was repeated flagged as a significant risk to the ongoing delivery of aspects of the CYPP. The commissioning changes and introductions of the CCGs will be added as an area of priority focus.

5.0   Experience of children, young people and families

5.1   The Children's Trust is committed to ensuring the experiences of those services, the journey of the individual, is positive and productive. Key to this is the involvement of service users, both in the planning and development of services; and in providing feedback and evaluation of the services they have used.

5.2   Through the gathering of information for the annual review, it is clear that in many areas services users are involved in the planning of services and

provide feedback. However, there is further work to embed these approaches across the work of the CYPP.

5.3 Positive examples include the re-commissioning of the Health Related Behaviour Questionnaire, Student Voice and Youth Council developments, and service user engagement in service redesign the special educational needs and disability services. 27 of the 44 (61%) key delivery objectives reported involvement of services users. This may be an area for focus in the coming year to embed the voice and influence of services users, and drive improvement in our services.

5.4 In addition to this, there is limited evidence on how the individual pieces of work within the CYPP take broader equalities issues into account, including addressing issues of rurality and child poverty. Through the Annual Review process 21 of 44 key delivery objectives provided evidence of addressing equalities (48%). There are some examples of equalities being embedded in work, for example SEND work, and the use of equalities information in planning services. Throughout the CYPP 2011-14 much of the work is targeted specifically on vulnerable groups. However this may be an area where services could further evidence how they assess the impact of services, or decisions about services and policy, on a range of different groups.

6.0   Conclusion

6.1 The Annual Review process has provided a baseline of progress for year one of the plan. Through the analysis of the information areas of strong performance and areas for continued focus have emerged.

Areas of strong performance:

6.2 There has been significant ground work done across many aspects of the CYPP 2011-14, but in particular in the Be kept safe section where whole service transformation has been delivered, creating a foundation from which improved performance should be demonstrated in the years to come. The work of Good Schools and Settings is having a positive impact, with improvements in performance across nearly all aspects of work.

6.3 Specific areas of strong performance include educational attainment and reductions in absence; improvements in timeliness of assessments and reviews within social care services and care leavers accessing education, employment and training; and improvements in personalised pathways for post-16 young people with SEND.

Areas for performance focus

6.4   There are many areas where it is difficult to assess impact at this stage in the life of the Plan. Further work on impact measures is recommended for the new edge of care services created through social care transformation; early help services and targeted services such as the new homelessness pathways. For some areas, in particular, health services, adult learning and arts and culture, a review of the impact measures included in the CYPP 2011-14, would be beneficial to better reflect these services and enable effective analysis of impact.

6.5   There are areas where performance has dipped during year one of the CYPP 2011-14, of particular note, as they link to the priority 'Integrating for Impact' areas include:
        - The % of young offenders in Education, Employment or Training
        - long term stability and health assessments for looked after children

6.6   The review has also identified that while the plan has been covered actions at each level of need, further work to translate the commitments in the CYPP into clear pathways for children, young people and families may be beneficial.

6.7   There is sound evidence of service user involvement, but this is not embedded across all aspects of CYPP delivery, and further work to evidence the voice of children, young people and families in developing and evaluating services may help to enhance their experience of the services they use.

6.8   It is recommended that further work is done across CYPP delivery in evidencing how the services in North Yorkshire are, or have been designed to be, accessible to all children, young people and families who require those services.

7.0   Next Steps

7.1   The Annual Review was presented to the Children's Trust Board in November 2012. The final document was published in December 2012, taking account of additional data items from partner agencies provided as a result of the Board meeting.

7.2   The commitments in the Children's and Young People's Plan remain unchanged with two exceptions:
        a) The removal of 'High Needs Localities' within the Integrating for Impact Section
        b) The inclusion of the NHS reforms in relation to health commissioning within the 'Lead healthy lifestyles and have good healthcare' section
        of the Plan.

7.3   The Children's Trust will consider the areas for focussed reporting to the Trust Board in February 2013. The Board will take account of the following issues identified in the Annual Review:

- Emerging risk factors
- Review of impact measures within the CYPP for early help, social care transformation, homelessness, health services, adult learning, arts and culture
- The rate of full time education, employment or training for young offenders
- The long term stability of, and health assessments for looked after children
- Embedding the 'voice' of service users within the planning of services and routine feedback on services
- Enhancing the evidence of how service planning takes account of the needs of all groups (equalities evidence)

7.4   Work has commenced within the Children and Young People's Service to review the Key Performance Indicators within the CYPP 2011-14, to ensure they can be accurately reported in future reviews, and the Trust Board has committed to reviewing the health performance indicators in conjunction with the CCGs.

7.5   The Children and Young People's Service departments are currently developing their service performance plans for 2013-14 based upon the priorities within the CYPP 2011-14, ensuring that our priorities are embedded across our work.

7.6   The Children and Young People's Plan is scheduled to be reviewed fully in September 2013.

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Date: 21 January 2013
Background documents: none
Annexes: Annex A North Yorkshire's Children and Young People's Plan 2011-2014 - One year on

North Yorkshire
Children's Trust

North Yorkshire's **Children and Young People's Plan** 2011-2014 - One year on

North
Yorkshire County Council

Plan for a fair start in life

Contents

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Introduction

The Children and Young People's Plan 2011-14 is designed to provide a clear set of shared priorities across agencies, during a time of significant policy, structural and financial change.

The CYPP 2011-14 sets out six principal objectives:

- Ensuring good prospects for North Yorkshire's children and young people

- Every child and young person should
  - succeed in good schools and other settings
  - lead healthy lifestyles and have good health care
  - be kept safe and protected from harm
  - Make positive choices for personal responsibility
  - be economically secure.

These are supplemented by 8 areas for integrated working across agencies to deliver targeted improvements. These 'Integrating for Impact' areas are:

- Improving outcomes for looked after children
- Special educational needs and disability improvement and integration
- Teenagers with multiple vulnerabilities
- Reducing risky behaviours
- Supporting parents
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- Strategy for behaviour, discipline and attendance, and
- High needs localities

The first year of the CYPP 2011-14 has been delivered alongside considerable and time intensive set piece work; including the implementation of a revised framework for inspection, the revisions to the school funding formula, governmental priority work (for example on adoptions) and the

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implementation of significant restructures within partner agencies, and in all parts of the Children and Young People's Service. The restructures have been part of transformational work, and have often included the introduction of revised processes, systems and changes in personnel.

The CYPP 2011-14 sets out expected impact by 2014. This annual review seeks to provide a commentary on the progress made in the first year of the plan against the principal objectives, strategic priorities and supporting key delivery objectives; and the extent to which we are starting to demonstrate positive impact in the context of significant change
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Strategic Priorities

	Every Child and Young Person should:
	Principal Objective: Succeed in good schools and other settings EA1 – Enable high standards in schools and settings through autonomy, accountability and capacity building EA2 – Increase progress towards best practice and best outcomes at all learning stages and levels of need
	Principal Objective: Lead healthy lifestyles and have good health care BH1 – Maintain progress together on health priorities BH2 – Work well together on NHS changes
	Principal Objective: Be kept safe and protected from harm SS1 – Maintain capability and high standards to reduce, and act decisively on, risk at all levels of need SS2 – Improve outcomes for those most at risk by increasing the impact of our work on their care
	Principal Objective: Positive choices for personal responsibility PC1 – Enable children and young people to participate well and make good decisions PC2 - Enable people to be confident parents and learners
	Principal Objective: Be Economically Secure ES1 Enable Young People to Achieve Economic Independence in Adulthood ES2 Develop strategic approaches to reducing child poverty and mitigating its impact

To ensure the 10 strategic priorities would be met, key delivery objectives were established. There are 43 key delivery objectives in the CYPP 2011-14. The annual review focuses on the progress made against the delivery objectives in the first year of the plan.

Section one
What we have achieved

Plan for a fair start in life

Overall Summary

Strategic Activity

Across the 43 key delivery objectives, there were 250 in-year strategic actions. At the time of the annual review, 233 of these actions had progress reports. Of the 17 remaining actions 4 were either stood down due to national changes and 13 had not been reported. This equates to a 95% return rate from managers. These in-year actions were individually assessed based on feedback and evidence supplied by relevant managers. They were categorised as 'Red', 'Amber' or 'Green', depending on their level of completeness. Of the 233 reportable actions, 68.2% were assessed as 'Green' and 27.5% as 'Amber' and 3.4% as Red. This demonstrates a high level of strategic activity during the first year of the plan, with 95.7% actions completed or in development.

Progress across the five principal objectives has been fairly consistent. Good Schools and Settings had the highest proportion of in-year actions achieved (69.5%). Although still demonstrating sound progress, the Positive Choices section had the highest proportion of Amber in-year actions (35.2%), and the lowest level of completed actions (51.9%). This may reflect the emergent areas of work, such as early help and parenting being primarily based in the positive choices section.

The in-year actions have been aggregated up to the 43 key delivery objectives. At this level there are no 'Red' assessments for the key delivery objectives, and as such work is progressing well and consistently across the plan. The following chart represents the % of Green and Amber key delivery objectives in each of the Principal Objectives within the CYPP 2011-14.

Strategic Commitments	68.2%	27.5%	3.4%
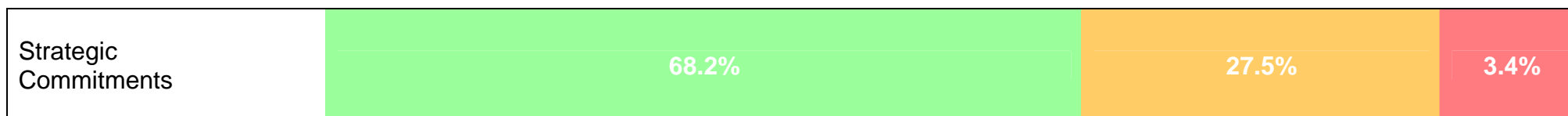
Appendix A shows an overview of progress in delivering the strategic commitments

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Impact

Many of the objectives in the plan are designed to make an impact over the next three years. In some instances the measures to demonstrate impact are still in development. Of the 43 key delivery objectives, performance data was received and able to provide indications of impact for 34. For four of the key delivery objectives (HL2.1, SS2.5, ES1.4 and ES2.2), the impact is too early in the life of CYPP 2011-14 to effectively assess, this is either due to significant and current organisational change, performance measures still being developed or longer-term nature of the work. For three objectives the data was not received in time for the report, and two of the objectives repeat impact measured in other sections (HL2.2, SS1.5). SS 1.5 has been classed as Green, as each of associated delivery objectives has been assessed as Green. HL 2.2 has been assessed as Amber as the majority of relevant key delivery objectives were assessed as Amber.

The impact evaluation takes into account both current performance and risks to ongoing work, so in some areas, the work has been delivered for this year, but risks for delivery in the following year have been identified.

Impact	51%	33%	16%
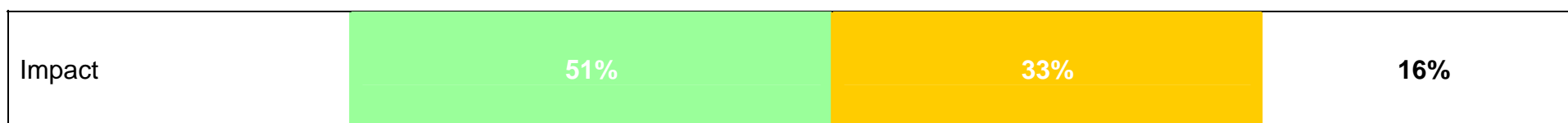
Appendix B shows end of year data for the CYPP impact indicators.

Risk Analysis

Across the three substantive sections of plan, lead officers were asked to identify potential risks to ongoing work on the plan. There were a limited number of frequently reported risks, namely:

- Government changes in policy or specific funding streams
- Future budget reductions
- Officer time to deliver on the range of work, including the ability to recruit and retain staff in priority areas (such as social work).
- Impact of the structural changes in the health service
- Evidencing impact of interventions designed to achieve longer term change (e.g. early help).

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The current CYPP priorities incorporate the local implementation of two aspects of the NHS changes: implementing transforming community services, and maintaining focus on the Public Health Reforms (HL2.1/2.2), with significant progress being made in both areas. At the time of publishing the CYPP 2011-14 did not include actions relating to the broader national NHS changes to commissioning and the implementation of Clinical Commissioning Groups (CCGs). Through the annual review, this latter area was repeated flagged as a significant risk to the ongoing delivery of aspects of the CYPP.

Commentary on Progress and Performance

The Annual Review process has provided a baseline of progress for year one of the plan. Through the analysis of the information areas of strong performance and areas for continued focus have emerged.

Areas of strong performance:

There has been significant ground work done across many aspects of the CYPP 2011-14, but in particular in the Be kept safe section where whole service transformation has been delivered, creating a foundation from which improved performance should be demonstrated in the years to come. The work of Good Schools and Settings is having a positive impact, with improvements in performance across nearly all aspects of work.

Specific areas of strong performance include educational attainment and reductions in absence; improvements in timeliness of assessments and reviews within social care services and care leavers accessing education, employment and training; and improvements in personalised pathways for post-16 young people with SEND.

Areas for performance focus

There are many areas where it is difficult to assess impact at this stage in the life of the Plan. Further work on impact measures is recommended for the new edge of care services created through social care transformation; early help services and targeted services such as the new homelessness pathways. For some areas, in particular, health services, adult learning and arts and culture, a review of the impact measures included in the CYPP 2011-14, would be beneficial to better reflect these services and enable effective analysis of impact.

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There are areas where performance has dipped during year one of the CYPP 2011-14, of particular note, as they link to the 'Integrating for Impact' areas include:
- The % of young offenders in Education, Employment or Training
- Long term stability and health assessments for looked after children

The review has also identified that while the plan has actions at each level of need, further work to translate the commitments in the CYPP into clear pathways for children, young people and families may be beneficial.

There is sound evidence of service user involvement, but this is not embedded across all aspects of CYPP delivery, and further work to evidence the voice of children, young people and families in developing and evaluating services may help to enhance their experience of the services they use. It is recommended that further work is done across CYPP delivery in evidencing how the services in North Yorkshire are, or have been, designed to be, accessible to all children, young people and families who require those services.

Summary

The data and intelligence for the Annual Review demonstrates real progress during year one of the CYPP 2011-14. Through a period of constricting budgets, personnel changes and organisational restructures, services have remained focussed on the task of maintaining, and where possible improving service delivery for children and young people. A huge amount of work has been completed, which has led to considerable evidence of impact within the first year alone.

Section two

Delivering the improvement strategies

Children and Young People's Service plan for delivering on the strategic priorities

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Ensuring good prospects for North Yorkshire's Children and Young People

Part 1 of the CYPP 2011-14 focuses on the role of the local authority's children and young people's service in protecting services whilst delivering the mid-term financial strategy. The actions in relation to this section are embedded in the priorities in Part 2 and Part 3 of the CYPP 2011-14, and as such, the annual review primarily reports on those sections.

Local priorities to protect the front line

Delivery on the CYPS Savings and Transformation Strategy (as part of the Mid-Term Financial Strategy, MTFS) has been a significant focus of the work of the Children and Young People's Service. During the first year of the CYPP 2011-14, the service has delivered significant service transformations and met the financial targets required. An overview of the Savings and Transformation Strategy progress can be found at Appendix C.

Purposeful leadership through system-wide change

The commitments to supporting strong schools and school autonomy are embedded in the 'Good Schools and Settings' section (page 12).

The commitments to empowering families and young people through their participation, and the provision of information and advocacy are threaded throughout the plan, although specific references to the work are included in 'Positive Choices for Personal Responsibility' and 'Supporting Parent' focus area. The engagement of parents, children and young people in developing and evaluating services is an area of ongoing work, see page 18 and 22 for detail. The overview of consultation is provided at Appendix D.

The commitments for Integrating well for vulnerable groups are covered in pages 25-33

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The Improvement Strategies: What we have achieved this year…

Succeed in good schools and other settings

<u>Children and young people have access to good schools and settings</u>

The network of schools and settings in North Yorkshire remains strong. Of the North Yorkshire schools maintained by the local authority, 63.1% of sceondaries, 55.8% primaries, 100% of special schools are judged as good or outstanding overall (2011-12). In addition 50% of children's centres are judged as good or outstanding overall (2011-12). Only 2.7% of primaries are below nationally set 'floor targets' at Key Stage 2, and 5.7% of secondary schools below floor targets at GCSE. Significant capital developments have been completed including the 'Foremost School' and Selby Pupil Referral Service. There have been a number of school organisations projects developed, in North Craven, Northallerton and Scarborough, in two cases fully implemented, leading to savings released by into the overall school budget.

<u>Children and young people attend school and achieve well</u>

Significant progress has been made this year, with levels of overall absence in primary and secondary schools falling to 4.1% and 5.6% respectively. The way of recording persistent absence changed this year, but in comparing the changes the retrospectively, persistent absence in primary and secondary schools fell in real terms, meaning more children and young people are accessing their education. Particular improvement was seen in the attendance of vulnerable groups of children and young people, for example the absence rate for looked after children fell from 7.2% 2010-11 to 5.5% 2011-12 and Gypsy/ Roma/ Traveller children absence fell from 35.4% in 2010-11 to 21.9% in 2011-12.

Children report that they enjoy school, 94% of primary school pupils think its important to go to school regularly and 73% of secondary school, pupils report enjoying at least half of their lessons (Health Related Behaviour Questionnaire, hereafter referred to as HRBQ, 2012).

Children and young people have continued to perform well within North Yorkshire schools. 60.9% of pupils achieved 5 GCSEs at A* to C, including English and Maths, compared to 58.4% in the previous year, and the attainment gap between vulnerable groups and their peers has narrowed (see below). The % of children achieving the English Baccalaureate rose to 21.30%, and the average points score at A-Level also increased to 820.1.

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Educational attainment for vulnerable groups is improved

The CYPP 2011-14 committed to improving the educational outcomes for some groups more vulnerable to poor outcomes through 'narrowing the gap' between those groups and the overall results for all children. This year has seen the attainment gap narrowed at both Key Stage 2 and GSCE for children with SEN (gap reduced from 47.8% to 37.1% at GCSE % A*-C, and from 57.5% to 53.6% at Key Stage 2, achieving a Level 4+ on English and Maths).

Reductions in the attainment gap were also seen at the different educational stages for children accessing free school meals and improvements in attainment were seen for children from black and minority ethnic groups, for example the attainment of black children achieving % A*-C including English and Maths increased from 26% to 57.9% this year. The educational performance of Looked After Children improved in some areas (e.g Key Stage 2 maths, and GCSE), but also declined slightly in others (Key Stage 2 English).

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Lead healthy lifestyles and have good health care

The delivery of health services has been in a period of significant change this during the first year of the CYPP. The community health services were realigned through 'Transforming Community Services, and significant work has been taken forward to manage the changes emerging from the NHS reforms, including the establishment of 6 Clinical Commissioning Groups covering the boundaries of North Yorkshire County Council, the establishment of the shadow Health and Well-Being Board and the preparation for transfer of public health functions to the local authority. This work will continue through the duration of the CYPP 2011-14.

Children and young people are supported to adopt healthy lifestyles

Work has continued to with parents to promote positive health for children and young people. 57% of children centres have been judged good or outstanding for helping children be healthy and families have healthy lifestyles (an increase from 17% in the previous year) and the vast majority of schools continue to have Healthy Schools Status (93%). Breastfeeding continues to be promoted, although has seen a slight decline at initiation (76.3% compared to 79.5% previously). Families are being supported through an increased take up of Healthy Start Vouchers (75.1%) and there has been a significant increase in registrations at children's centres (7578 in 2011-12 compared to 4680 in the previous year).

There has been a decline in reported obesity at reception age in 2011-12 (6.8% compared to 7.4% in 2010-11), however there is a reported increase in obesity at year 6 (15.2% compared to 14.3% in 2010-11) highlighting the need for continues focus. A new project 'Yorkshire Food Discovery Project' has been established to promote good food, and guidance and resources have been developed alongside the Educational Psychology team on eating disorders to promote positive behaviours. However, there is still more work to be done to promote positive health choices as 32% of primary and 19% of secondary schools pupils reported having at least 5 portions of fruit and vegetables a day (HRBQ 2012), and 13% of secondary school pupils report they have regularly made themselves sick as a way of controlling or losing weight (HRBQ 2012).

Supporting positive mental and emotional health

During this year, the Child and Adolescent Mental Health Services (CAMHS) Executive Group has carried out an audit of current work across mental health teams, to inform a new strategy for children and young people's mental health services in North Yorkshire. Primary schools pupils reported an increase in high self-esteem (56% boys compared to 52% previously, 45% girls, compared to 40% previously), however there was a slight decline in secondary school high self-esteem scores (40% from 41% previously). High self-esteem scores are significantly lower for certain groups, for example those at secondary school who were young carers (25%), have SEN (27%) or are from an Armed Forces family (29%).

Plan for a fair start in life

<u>Young people engaging in risky behaviour is reduced</u>

There has been significant strategic progress this year, with a new North Yorkshire Substance Misuse and Teenage Pregnancy Strategy approved, and 11 schools engaging in a Risky Behaviours Project. Two new school-based contraception services have been established and 260 new staff have been trained in condom distribution. Impact has been seen through a reduction in the % of young people under 16 who are sexually active and a reduction in young people tasking risks with sex after alcohol or drugs (HRBQ). There is further work to do on awareness with a decline in young people reporting they know where to get free condoms (45% from 49% previously, HRBQ). However, the rate of teenage pregnancy has continued to decline.

Guidance to schools on substance misuse has been updated and training has been delivered to targeted schools on the delivery of effective alcohol education. Young people self reporting alcohol and drug use has fallen from 12% (2010) to 3% (2012) and 4% (2012) to 3% (2010) respectively (HRBQ). Those experiencing more significant drug and alcohol issues have been helped through drug treatment services, however there was a slight decline in performance in the % of young people who left those services in a planned way, (28% in 2011-12, compared to 30% in 2010-11).

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Be kept safe and protected from harm

Environments for children and young people in North Yorkshire are safe

North Yorkshire's schools and settings continue to provide safe environments for children, with 96.9% of primary schools, 72.7% of secondary schools and 66.7% of children's centres judged to be good or outstanding for keeping children safe. An improvement in the number of children and young people killed or seriously injured was achieved, seeing a reduction from 65 in 2010-11 to 48 in 2011-12. A slight decline in self-reported accidents was seen in primary school children with 29% of primary school children reporting they had an accident in the past 12 months which was treated by a doctor or at hospital, from 31% in 2010 (HRBQ). This compared with 44% of secondary school pupils, 21% of which said they had had more than one accident or injury within the past 12 months.

17% of reported domestic violence incidents in York and North Yorkshire were witnessed by children or young people. Guidance has been provided for all educational settings and children's centres on domestic abuse, with over 1400 copies of the Domestic Abuse School Reference Pack distributed. Domestic abuse has also been incorporated into the PSHE curriculum, complimented by additional training and awareness-raising. A healthy relationship task group has been formed to focus on improving guidance and training on Teenage Abuse and working with young people who harm.

Services work to reduce, and act decisively on, risk at all levels of need

Significant strategic activity has taken place to maintain and enhance safeguarding services, much of which has involved the social care transformation and associated establishment of new arrangements and teams. Ofsted have recently (October 2012) inspected our Safeguarding Services and praised North Yorkshire for rising to the challenge of new, higher national expectations. Inspectors said that during their wide-ranging review of services they found not a single case where they felt a child was unsafe. Inspectors also said that partner organisations are "consistently positive" about the timelines and quality of advice they receive from North Yorkshire's social care and that social workers have a good understanding of the children they work with.

Improvements have been delivered during the first year of the CYPP on key performance areas, for example a reduction in repeat referrals to social care from 1656 in 2010-11 to 1258 in 2011-12, and a reduction in inappropriate referrals (measured by those which receive no further actions) from 13.4% in 2010-11, to 7.7% in 2011-12. Children and families are receiving more timely support, with 84% of initial assessments completed within 7 working days, and 90% of core assessments completed within 35 working days. 100% of child protection reviews were held within timescales.

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Outcomes are improving for children and young people most at risk

The new 'Family Intervention Teams' have been established, offering a high level of intensive support to prevent children on the edge of care becoming looked after. Although in its early stages, emerging feedback is demonstrating a positive impact. There has been a reduction in the number of children entering the care system compared to 2010-11 (163 children in 2011-12, compared to 207 in 2010-11). North Yorkshire is committed to reducing the number of external placements for North Yorkshire' young people in care, by having suitable local provision. The number of external placements has decreased this year from 88 in 2010-11 to 57 in 2011-12.

The housing pathways have been implemented during the first year of the CYPP with Accommodation Hubs beginning to operate. The need for additional accommodation has been identified due to rising demand. However 90% of all young people requesting assistance for accommodation related services have had their needs met without the need of specialist accommodation.

Progress has been made against the improvement programme for Special Educational Needs and Disability (page 28) and the strategy for Looked After Children (page 27)

Plan for a fair start in life

Make positive choices for personal responsibility

<u>Children and young people are enabled to participate well</u>

Youth councils are established across most of North Yorkshire, with three members of North Yorkshire Youth Council serving as the members of the Youth Parliament. The Young People's Council for looked after children and the Flying High to See the Way group of disabled young people continue to influence service developments and decisions. Keyfund continues to operate successfully, with 257 young people registered through Keyfund, and 47 projects registered. £21,123 has been spent through Keyfund on young people's projects to date. A new quality assurance processes, involving young people assessing and reporting on all Youth Support Service provision commenced in October 2012, and the Flying High group have continued to conduct inclusion assessments on schools and settings.

The Health Related Behaviour Questionnaire (HRBQ) has been completed for 2012 with 4049 primary school and 8100 secondary school pupils in years 6, 8 and 10 participating in the study. These findings directly inform service planning and delivery.

<u>Young people are enabled to make good decisions</u>(see also risky behaviours, page 15)

This year has seen a significant transformation of youth support services within the Children and Young People's Service, bringing together youth work with targeted provision. Focussed work on young people not in education, employment (NEET) and training has succeeded in maintaining a low NEET rate at 4.3%, with a slight decrease from 2010-11 despite the challenging economic environment.

The number of new young people becoming involved in crime has fallen during the first year of the CYPP 2011-14, with a significant reduction in first-time entrants to the youth justice system (577 in 2011-12, compared with 754 in 2010-11), and recent data evidenced the lowest use of custody for three years. However, there is more work to do to reduce the rate of re-offending and to increase the number of young offenders engaged in full time education, employment or training.

<u>People are enabled to be confident parents and learners</u>

Support from Children's Centres continues to expand, with the % of families with children aged 0-5 receiving advice and support increasing from 24.6% in 2010-11 to 34.4% in 2011-12. The use of the Common Assessment Framework to provide additional support to families has continued to increase, with 811 families receiving targeted supported through a 'team around the child' process. The Common Assessment is helping

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prevent an escalation of family issues, with a reduction in the % of Common Assessments that result in referral to Children's Social Care (12.4% 2011-12 compared to 14.6% in 2010-11).

Access to information for parents has also been improved this year, with a revised 'short breaks' statement for parents of disabled children and the re-launch of the Families Information Service and Service Directory (www.nyfamilies.info). A new parenting strategy has been published, with a range of parenting programmes being delivered across the County.

Adult Learning services across the County have been reviewed, with the new structure being implemented in early 2012. A comprehensive range of adult learning opportunities continue to be available, with learning targeted at priority groups, including those unemployed, NEET young people and those at risk of becoming NEET, adults with learning disabilities and difficulties and those from Gypsy, Roma and Traveller backgrounds.

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Be economically secure

Young people have access to, and engage in, post-16 education and training.

There has been a continued focus on providing opportunities for young people in North Yorkshire. The 'Raising Participation Strategy' has been reviewed and updated, providing a platform for addressing issues including young people dropping out of further education at age 17. Work has also continued in the development of apprenticeship projects targeted at local employment areas such as agri-food and supporting schools in developing employability skills. This focus has supported North Yorkshire to have a stable (and slightly decreasing) NEET population, despite the economic climate. Improvement in NEET figures for some vulnerable groups have been seen this year, for example the % of care leavers engaged in education, employment or training has increased 10% from last year. (53% 2010-11, 63% 2011-12). The development of local provision options for disabled young people has been significant this year through personalised pathways, 5 young people accessed personalised pathways in 2011-12, with 18 accessing such pathways to date in 2012-13. This allows young people to have more say in their education and training. The number of disabled young people accessing local provision has been benchmarked at 1800 for 2011-12.

Young people have access to housing and homelessness support

The revised Housing Strategy and Pathways were implemented this year. Contracts with housing providers are in place, and the accommodation hubs have been established and are operational. The pathway is designed to prevent young people from becoming homeless, in the first 10 months of operation, there were over 1100 presentations for support. The vast majority of young people (76%) have been supported to return to their family or kinship arrangements, with 87% of all young people not requiring to be accommodated. However, the demand on services has been higher than anticipated.

A new approach to tackling child poverty

A comprehensive needs assessment has been completed in relation to child poverty, to help get a better picture of where the needs are. A draft strategy has been developed and is out for consultation. There has been a slight drop in the % of children living in poverty (11.8% in 2009 to 11.6% in 2010, this being significantly lower than the national and regional figure), which equates to around 250 fewer children living in poverty, however the number of pupils claiming free school meals rose from 8.9% in 2010-11 to 9.6% in 2011-12.

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Delivering a clear Pathway for children and families

Maintaining and improving our services for children and young people is at the heart of the Children and Young People's Plan 2011-14. As part of this commitment the Trust seeks to ensure services are available for families in North Yorkshire at every level of need. The Children's Trust aims to develop clear and accessible 'Pathways' for children, young people and families to enable them to access the appropriate services when they need them. The Pathway approach not only involves ensuring that services are available across the levels of need, but that access to those services is fair and equitable across the County. The Children's Trust has classified levels of need as:

Level 1 – Universal, accessible to all (e.g. education, primary health)

Level 2 – Early Prevention, some additional support for emerging needs (e.g. early years support, parenting classes, additional help at school, advice on risky behaviours)

Level 3 – targeted prevention, specialist support services (e.g. special educational needs support, specialist health services, vulnerable teenager services, e.g. drugs and alcohol services)

Level 4 – Intensive or acute services (e.g. services for children in care, acute hospital services, residential schools or homes, safeguarding services)

In developing the CYPP 2011-14, the Trust has developed actions against each level of need, to ensure comprehensive service development. The actions in the plan are distributed across the levels of need.

| Level 1: 37.5% | Level 2: 20% | Level 3: 25% | Level 4: 18% |

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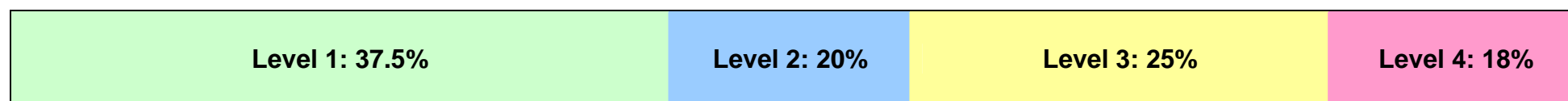
Progress has been consistent across all levels of need, with the majority of in-year actions being completed. This reflects the commitment to maintaining comprehensive children's services in North Yorkshire.

Progress on Pathway Actions
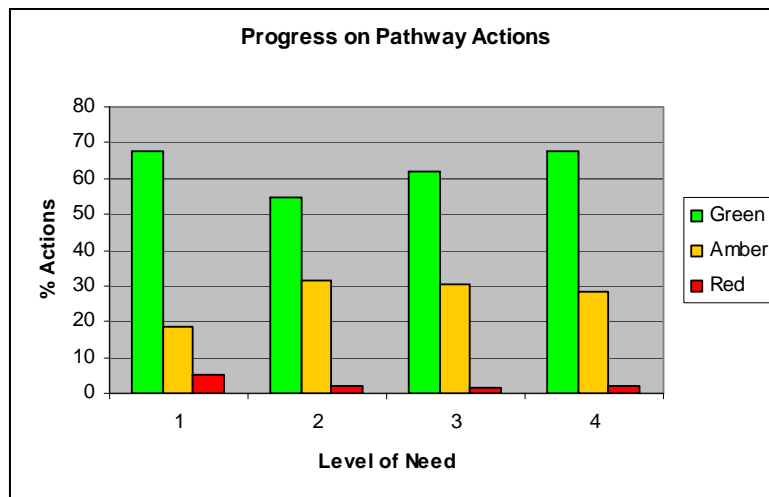
In addition to the overall commitment, specific pathway work has been taken forward in relation to many areas of targeted work including, housing, domestic abuse, substance misuse, early help and edge of care work.

Being clear about the services available, how they are accessed and what a service user can expect is very important to help families' get the help and support they need to give their child the best start and to prevent problems or crises. Further work needs to done during the life of the CYPP 2011-14 to complete and share work on pathways.

Experience of children, young people and families

The pathway outlines what services are available and accessible across the needs of children and young people, but in addition to that the Children's Trust is committed to ensuring the experiences of those services, the journey of the individual, is positive and productive. Key to this is the involvement of service users, both in the planning and development of services; and in providing feedback and evaluation of the services they have used.

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Through the gathering of information for the annual review, it is clear that in many areas services users are involved in the planning of services and provide feedback. However, there is further work to embed these approaches across the work of the CYPP.

Positive examples include the re-commissioning of the Health Related Behaviour Questionnaire, Student Voice and Youth Council developments, and service user engagement in service redesign the special educational needs and disability services. 27 of the 44 (61%) key delivery objectives reported involvement of services users. This may be an area for focus in the coming year to embed the voice and influence of services users, and drive improvement in our services.

Appendix D provides an overview of the participation and consultation work carried our during the first year of the CYPP, including the health related behaviour questionnaire high level results.

Through the Annual Review process 21 of 44 key delivery objectives provided evidence of addressing equalities (48%), for example through published impact assessments or needs assessments. There are some examples of equalities being embedded in work, for example SEND work, and the use of equalities information in planning services. Many of the aims in the CYPP are targeted on improving equality of opportunity for children and young people; however more specific in-year actions for specified groups or characteristics could be included in the future. The chart below identifies the number of specific actions in the first year of the plan for a range of targeted groups:

Activity relating to specific groups
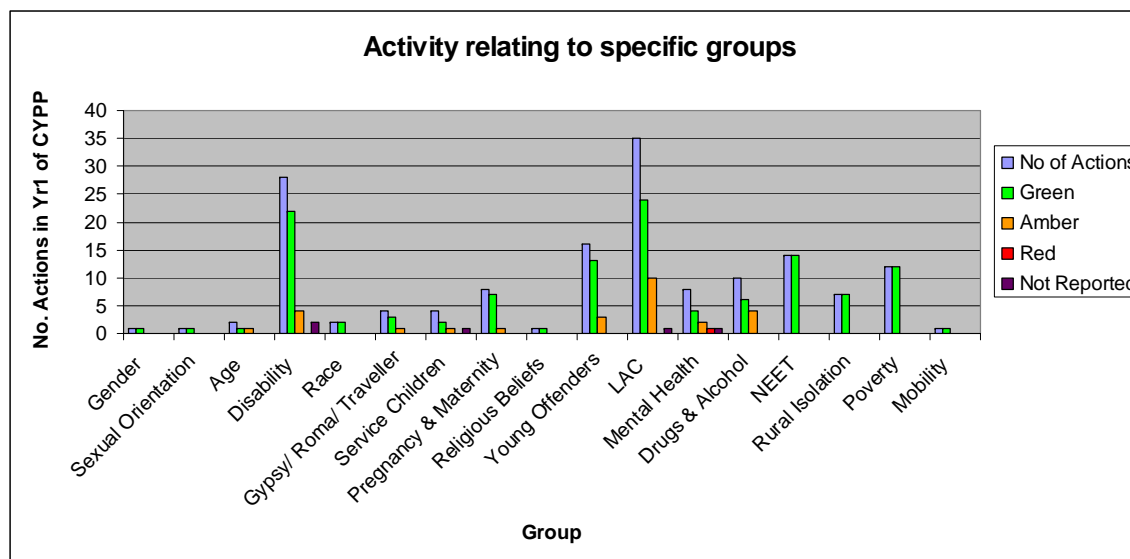
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There were significantly more actions for children and young people who have special educational needs or disability, who are young offenders, those who are looked after and those who are not in education, employment or training (NEET) than for other groups. Ensuring services are equally accessible to all and cater for difference needs is essential, so further work on evidencing how North Yorkshire services meet the needs of all groups of people is recommended in the coming year.

Section three

Integrating for impact: areas of priority work

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Section 3: Integrating for Impact: Areas of Priority Work

The Integrating for Impact areas are priorities where services could work more efficiently together to drive performance improvements and/or enhance service experience through better coordinated, targeted service developments, driven by business intelligence. They represent some of the more challenging and complex tasks within the CYPP

These are mid-term goals to deliver change by the end of the plan period. The Annual Review identifies the progress made on these specific projects to date, and the emerging impact through performance measures.

Whilst work has started on all focus areas, in some instances the emerging work has been more exploratory, others have been specific programmes of work, and in some cases the work has been influenced by national policy changes, for example the introduction of the 'Troubled Families Programme'. The work strand focussing on high needs localities has been stood down during the first year of the plan, as significant work is taking place in localities without requiring an additional strategy to drive the work.

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Looked After Children (LAC)
What we want to achieve (3 year goals)
For our Looked After Children to: • live in stable placements which provide high-quality care and support; • safely move out of the care system where possible through adoptions, alternative family care or return to the family; • have access to a comprehensive health needs assessment, which they are encouraged to attend; • have access to high quality education and to be supported to achieve in their education; • be supported with access to higher education through the Post-18 family placement arrangements; and • influence their services through a strong Young People's Council and robust advocacy and complaints support.
Progress Summary: One Year On
Social Care services for looked after children have been through transformational reform during 2011-12. This has enabled a holistic view of care, education and health for looked after children. The revised strategy for LAC is in draft and set outs the next phase of improvement work. The post-18 family placement arrangements are in place and the Young People's Council has been reviewed. The impact for LAC is variable in year one of the CYPP. The short term stability of placements is steady, with slight improvements in performance, however long-term stability has declined. Timeliness of LAC reviews is improving, however there has been a slight decline in the % of health assessments for LAC, although note that work is ongoing to improve data quality. The LAC attainment has improved in Maths and at GCSE level, although % swings can be large due to the small cohort numbers. There has been an increase in the % of care leavers in education, employment and training, yet the % of care leavers in suitable accommodation can declined.
Next Steps
Delivery of the LAC Strategy, in particular to: - reverse declines in performance in relation to long term stability and accommodation for care leavers - support consistent improvement in the LAC impact measures

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Special Educational Needs and Disability (SEND)

What we want to achieve (3 year goals)
• more families stay together because of improved local provision, based on analysis of assessments and improved commissioning;   • families have greater control / influence, through having a say in assessment and provision;   • children and young people reach their potential via appropriate education and support services; and   • children and young people enjoy their lives through better access to social and leisure opportunities.
Progress Summary: One Year On
The SEND Improvement Programme continues to progress on track, with significant strategic activity focussing on the development of implementation of the SEND Strategy including: • The implementation of an integrated service for SEND within the Children and Young People's Service   • Pathfinder work for the Department for Education aligning assessment and integrated planning for children and young people with SEND, and increasing opportunities for personal budgets   • Review of post-16 provision for young people with disabilities, including the commissioning of personalised pathways and additional local provision   • Development of strategies to meet aspects of need, for example Autism and Speech, Language and Communication Needs.   • Implementation and delivery of the Short Breaks Statement.   The impact for children with SEND is variable in the first year of the CYPP. There has been a narrowing of the gap at KS2 for the SEN/ Non-SEN performance, and improvements in the number of people accessing personalised pathways and local provision post-16. However, the gap at GCSE for SEN/ Non-SEN attainment has increase slightly, and the % of statements within timescales has declined.
Next Steps
Ongoing delivery of the SEND Improvement Programme, with targeted work on narrowing the gap at GCSE and on statementing timescales.

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Teenagers with multiple vulnerabilities
What we want to achieve for (3 year goals)
A comprehensive strategy for supporting teenagers with multiple vulnerabilities will be developed to: • develop protocols to integrate planning and practice for early intervention (CSC, YSS, YJS, CAMHS); • ensure better co-ordination and sequencing of multiple assessments; • ensure multi-agency collaboration in order to enable early identification, targeting and appropriate support; • ensure that staff in schools and other settings play a full part in responding • to the needs of teenagers with multiple vulnerabilities in a collaborative and joined up way; • work with schools to develop appropriate and personalised curricula in order to respond to the needs of these youngsters; • ensure the availability of appropriate levels of CAMHS support across the County; • clarify and simplify referral routes; • ensure consistent implementation of strategy to improve housing and homelessness provision and support;
Progress Summary: One Year On
A working group has been established to take forward the Teenagers with Multiple Vulnerabilities work, and an audit of current practice has been completed. Practice models are in development for enabling rapid response for teenagers in crisis. A comprehensive needs assessment has been undertaken for CAMHS services, with proposals for local authority funding for CAMHS to be re-commissioned to target vulnerable groups. The revised housing and homelessness strategy has been developed and pathways are in place.
Next Steps
To continue work on the Teenagers with Multiple Vulnerabilities Strategy and associated changes in working practice.

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Tackling Risky Behaviours
What we want to achieve for (3 year goals)
• Improve the sexual health of young people. • Reduce the negative impact of young people's substance misuse and improve the health and well-being of young people misusing drugs and alcohol. • Prevent young people who use substances (including alcohol) from continuing to use them problematically into adulthood. • Contribute to reducing the risk of harm through domestic abuse.
Progress Summary: One Year On
The North Yorkshire Young People's Substance Misuse and Teenage Pregnancy (Risky Behaviours) Strategy has been approved. Risky behaviours project has commenced in targeted schools, with two new school based services on sexual health have been commissioned and established. Information about the sexual health website has been disseminated through schools, youth support centres and other settings. 260 new staff have been trained in condom distribution. Programmes of work around alcohol are taking place, and training has been delivered to target schools on the delivery of effective alcohol education. Mechanisms for measuring outcomes of drug treatment have been piloted and improvements in outcomes have been incorporated into service specifications. Work on Risky Behaviours is having a positive impact. The % of young people in drug treatment services who received a TOPS assessment met all but one of the national targets, and the % of young people who left treatment in a planned way has improved. There has been a 43.7% reduction in under 18 conception rates between 1998 and 2010 (2012 data released in Feb 2012), compared to a national reduction of 24%.
Next Steps
To continue work on risky behaviours, managing the identified risk of significant structural changes in the health service.

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Supporting Parents and Carers
What we want to achieve for (3 year goals)
- Support new parents for a confident start in family life.   - Ensure parents receive good quality information, advice and guidance.   - Empower parents to deal with challenges their children may face.   - Reduce the incidence and impact of neglect through targeted support.   - Improve the economic security of families to help mitigate the impact of child poverty.   - Prevent family breakdown through effective outreach.   - Reduce the risk of harm to children and young people.
Progress Summary: One Year On
Children's Centres have increased their reach (as measured by registrations) and increased the % of families with children aged 0-5 who receive advice and guidance from Children's Centres. A review of the nyfamilies website has been completed, and an improved website for parents of disabled children has been launched. Outcomes meetings have been established to improve the pathway through early help up to social care, and associated de-escalation processes, with emerging evidence of impact with the % of CAFs that result in referral to Children's Social Care decreasing. The Family Intervention Teams model has been established to support edge of care families, working intensively to keep families together. These have commenced this year, and as such impact measures have started to be collected, but are at an early stage of development. The national Troubled Families Programme has been commenced in North Yorkshire, with the action plan and next steps in development.
Next Steps
Troubled Families Strategy and Action Plan

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Improving Literacy
What we want to achieve (3 year goals)
To raise the levels of literacy of children and young people across North Yorkshire.
Progress Summary: One Year On
The development of a cross-directorate literacy strategy has not yet been completed, however significant work has been taken forward through the quality and improvement service working with schools, through children centres work with parents and in conjunction with the library bookstart project. Literacy levels are showing some improvement through school attainment across all Key Stages.   The Speech, Language and Communication Needs Strategy is in development, which outlines universal and targeted support for children with SLC needs.
Next Steps
Continue to progress with the commitments set out in the CYPP 2011-14

Plan for a fair start in life

Behaviour, discipline and attendance

What we want to achieve for (3 year goals)

- To achieve a joined-up, integrated, coherent response to children with challenging behaviour, giving the very best advice we can.
- All children to be successfully educated in the local school or school of their choice and not to be excluded.
- On the occasions exclusions happen, to help schools manage this as best as possible.
- To reduce exclusions.
- All schools to successfully meet the standards of behaviour, discipline and
- safety as measured by Ofsted.
- Our responses to incidents of bullying and associated complaints to be swift, decisive and successful.

Progress Summary: One Year On: One Year On

Significant strategic activity has been undertaken focussing on behaviour, discipline and attendance. The behaviour collaboratives have been reviewed and the role and responsibilities of enhanced mainstream schools and hub schools for Behaviour and Emotional and Social Difficulties (BESD) have been clarified.

No children were permanently excluded from primary schools and 41 pupils were excluded permanently, which is well below the number of 2009-10, and broadly similar to 2010-11.

Attendance rates have improved with reductions in overall absence in primary and secondary schools and a consistently low level of holiday absence. The threshold for persistent absence changed this year, but applying the new thresholds retrospectively, sees improvement in persistent absence rates in primary and secondary schools.

Next Steps

The development of a cross-cutting Behaviour Strategy to focus on the three-year goals.

Section four

Supporting delivery

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Supporting Delivery

The Children and Young People's Plan 2011-14 includes the work needed to support the delivery of the plan. These areas underpin the work across the CYPP 2011-14 and cover:
- partnership working
- workforce development
- performance management
- budget and financial management

We need to work together effectively, and efficiently, have well training staff and have the mechanisms to know we are performing well and within budget to be able to deliver on the improvements for children and young people.

Partnership Working

The Children's Trust has conducted a review of its partnership arrangements to ensure they remain robust, effective and efficient. The model of sub-groups has been reviewed and replaced with a 'task and finish' approach, and efficiency savings have been delivered through improved use of electronic communication for board work.

The Governance arrangements for the Trust are under review to incorporate the policy and structure changes, for example the creation of the Health and Well-Being Board. The governance arrangements for the Trust have been risk assessed and audited this year, providing evidence of their robustness.

Workforce Development

Work is underway to create a statutory and mandatory training plan for the whole of CYPS for the financial year 2013-14. Training Needs Analysis and consultation with the service areas will identify the core, statutory, mandatory and service training needs to enable managers and staff to effectively deliver services. The resulting training plan will ensure the correct levels of training are made available in a rolling programme during the year.

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Performance Management

The CYPS Performance Board has been established. Performance frameworks are in place for SEND, and in development for TWMV as part of the wide strategy development. Performance in other areas monitored via indicators embedded in service areas and linked to the 'starbursts' in the CYPP.

Intensive and extensive preparation was undertaken for the two-week unannounced inspection of arrangements for the protection of children, the inspection was conducted in October 2012, with an overall grading of Adequate.   Work has also delivered to understand and respond to inspection changes and challenges for fostering, children's centres, children's homes, and private fostering.

Budget and Financial Management

A methodology for the financial reporting framework was developed within CYPS which analyses resources into different types of provision and early intervention. However this has not yet been rolled out fully to include all Trust partners and further work is required if this is to be completed.

Nevertheless, the targeting of resources has continued through the Trust and reported to the Board during the past financial year. Such initiatives have included:

- Youth homelessness (April 2011, July 2011, November 2011, April 2012)
- SEND strategy and Pathfinder (July 2011, April 2012, July 2012)
- Substance Abuse (July 2011)
- Domestic Abuse (Nov 2011, July 2012)
- Trouble Families (Feb 2012, April 2012, July 2012)
- Teenagers with Multiple Vulnerabilities (April 2012, July 2012)
- 2-year olds Funding Policy (Feb 2012)

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Next Steps

The commitments in the Children's and Young People's Plan remain unchanged with two exceptions:

a) The removal of 'High Needs Localities' within the Integrating for Impact Section

b) The inclusion of the NHS reforms in relation to health commissioning within the 'Lead healthy lifestyles and have good healthcare' section of the Plan.

The Children's Trust will consider the areas for focussed reporting to the Trust Board in February 2013. The Board will take account of the following issues identified in the Annual Review:

- Emerging risk factors (page 7)
- Review of impact measures within the CYPP for early help, social care transformation, homelessness, health services, adult learning, arts and culture
- The rate of full time education, employment or training for young offenders
- The long term stability of, and health assessments for looked after children
- Embedding the 'voice' of service users within the planning of services and routine feedback on services
- Enhancing the evidence of how service planning takes account of the needs of all groups (equalities evidence)

Plan for a fair start in life

Appendix A: Summary of Progress

Key Delivery Objective	Strategic Activity (RAG)	Impact (RAG)	Notes
Succeed in good schools and other settings			
GS1 Enable high standards in schools and settings through autonomy, accountability and capacity building			
GS1.1 Maximise resources and use them fairly across North Yorkshire schools and settings.	Green	Green	
GS1.2 Provide differentiated support and challenge to schools and settings which ensures effective self-evaluation, helps to identify appropriate development priorities and supports them to meet the demands of external Ofsted inspection.	Green	Green	
GS1.3 Strengthen the network of opportunities for learning through well-planned provision or coordination.	Amber	Green	Data not available to assess impact
GS1.4 Ensure fair access to schools and settings plus positive attendance, with parents and partners.	Green	Green	There was a change in the calculation to persistent absence, but applying the same formula retrospectively performance has improved
GS2 Increase progress towards best practice and best outcomes at all learning stages and levels of need			
GS2.1 Help maximise achievement for all and to close the attainment gaps for vulnerable groups through targeted support.	Amber	Green	
GS2.2 Help schools and settings – individually and as part of an area – to improve access and provision for all pupils through appropriate curriculum and co-ordinated transition.	Green	Green	Improved levels of attendance. Transition measures not yet in place.
GS2.3 Raise levels of Literacy and Numeracy of children and young people across North Yorkshire	Amber	Green	
GS2.4 Support the development of effective school and setting leaders and classroom practitioners.	Green	Amber	Actions completed, but risks to future work
GS2.5 Support schools and settings in ensuring that children and young people grow up happy and healthy in safe communities.	Green	Green	

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Lead healthy lifestyles and have good health care			
HL1 – Maintain progress together on health priorities			
HL1.1 Promote a healthy weight, healthy eating and active lives.	Green	Green	Note a decline in performance in Yr6 obesity. Other performance improving
HL1.2 Support new parents for a confident start in family life.	Green	Amber	Limited data to monitor impact (health data)
HL1.3 Support and promote good mental and emotional health	Amber		No data to monitor impact (health data)
HL1.4 Improve sexual health of young people	Green	Green	
HL 1.5 Reduce alcohol and substance misuse	Green	Amber	Limited data to monitor impact, but improvement in self-declared substance use
HL1.6 Keep focus on acute and additional health care priorities.	Green	Amber	Actions completed, but risks to future work
HL2 Work well together on NHS changes			
HL2.1 Secure integration with new community provider(s) for best outcomes.	Amber	To early to assess impact	To early to assess impact – identified risks through health service re-organisation
HL2.2 Maintain a strong public health programme for children and young people as positive start for public health changes	Amber	-	See 1.1 – 1.5 Identified risks through health service re-organisation
Be kept safe and protected from harm			
SS1 – Maintain capability and high standards to reduce, and act decisively on, risk at all levels of need			
SS1.1 Provide safe environments for all children and young people.	Green	Green	
SS1.2 Reduce the impact of domestic abuse on children and young people	Green	Green	
SS1.3 Ensure safeguarding issues for those with SEND are covered well.	Green	Green	Future work to analyse impact of new SEND team
SS1.4 Embed further improved performance, practice and systems in contact, referral and assessment work in Child in Need and Child Protection in line with national requirements	Amber	Green	Of the data reported, progress is being made

Plan for a fair start in life

SS1.5 Ensure CYPS Savings and Transformation Strategy protects capacity for safeguarding at all levels of need.	Green	-	See 1.1-1.5
SS2 – Improve outcomes for those most at risk by increasing the impact of our work on their care			
SS2.1 Reduce numbers of LAC by building capacity around best practice for Family Interventions which work.	Amber	Amber	Limited data to assess impact, new process in place, data capture methods in process
SS2.2 Reduce the incidence of family breakdown through effective, rapid response work and outreach services.	Green	Amber	Limited data to assess impact, new process in place, data capture methods in process
SS2.3 Improve the lives of Looked After Children	Green	Amber	Variable performance on indicators, generally steady. (health data gap)
SS2.4 Improve integration and impact of work for teenagers with multiple-vulnerabilities, including care leavers and those leaving custody	Green	Amber	Variable performance on indicators: one increased performance, one decreased
SS2.5 Ensure effective practice and good financial management deliver Value for Money and meet MTFS targets.	Green	To early to assess impact	To early to test impact for most measures, early indications are reducing costs of placements and reducing external placements
Positive choices for personal responsibility			
PC1 – Enable children and young people to participate well and make good decisions			
PC1.1 Young people are active in service, school and community decisions.	Green	Green	
PC1.2 Protect and promote opportunities for outdoor education, arts and culture.	Amber		No data reported
PC1.3 Exercise influence so young people retain high quality Information, Advice and Guidance under national changes.	Green	Amber	Risks to future work
PC1.4 Ensure young people have access to quality youth services and targeted support.	Green	Green	
PC1.5 Reduce offending and re-offending.	Green	Amber	Performance improving on one target and declining on the other

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PC2 Enable people to be confident parents and learners			
PC2.1 Parents have access to good Information, Advice and Guidance.	Green		Data not reported
PC2.2 Integrated early help improves parents' ability to meet children's needs and is value for money.	Amber	Green	Data collection methods for some measures not yet in place, but performance improving on others
PC2.3 Improve integration and impact for families with level 3 needs to improve nurture and children's progress.	Amber	Green	Data collection methods for some measures not yet in place, but performance improving on others
PC2.4 Ensure the Local Authority's role in Adult Learning is targeted effectively with good results.	Amber	Amber	Data item shows under-performance (although in line with national trends). A review of measures is recommended to give a more accurate assessment of impact
Be Economically Secure			
ES1 Enable Young People to Achieve Economic Independence in Adulthood			
ES1.1 Prepare children and young people to continue to participate in learning and succeed in working life	Green	Green	Data collection methods for some measures not yet in place, but performance improving on others
ES1.2 Ensure a wide range of 14-19 learning opportunities with strong progression routes	Amber	Green	Data collection methods for some measures not yet in place, but performance improving on others
ES1.3 Provide support to young people who are NEET or are at risk of becoming NEET	Green	Amber	Increased in care leaver ETE and steady NEET rate, but decline in YO ETE
ES1.4 Secure consistent and equitable provision of accommodation for vulnerable young people	Green	To early to assess impact	Data items in development
ES1.5 Develop the capacity of young people with SEND to manage their transition to adult life	Green	Green	

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ES2 Develop strategic approaches to reducing child poverty and mitigating its impact			
ES2.1 Develop multi-agency support to help all families engage in training and employment	Amber	Amber	Performance improving on one indicator, but below target and declining on the other
ES2.2 Develop a multi-agency Child Poverty Strategy to help mitigate the impact of multiple problems within families	Green	To early to assess impact	Data items in development
Supporting Delivery			
Partnership Working: Agencies are committed to working together to deliver good outcomes for children and young people.	Green	n/a	Impact measures not set
Workforce Development: The delivery of the CYPP depends upon a workforce who is well placed, confident, competent and well equipped to deliver positive outcomes for children, young people and their families.	Green	n/a	Impact measures not set
Performance Management: The delivery and success of this Plan will be assessed through a set of quantitative and qualitative performance measures and other success criteria. These will provide evidence of progress in delivering commitments and, importantly, will demonstrate their impact on the lives of children and young people	Green	n/a	Impact measures not set
Budget and Financial Management: Our strategy will demonstrate how resources are being used to improve outcomes for children, young people and their families but will also emphasize the best and most efficient use of resources	Amber	Green	MTFS Savings on target

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Appendix B – Performance Indicators

*Normal = 2011-12 outturn data, **Bold** – 2012-13 data as of November 2012

SUCCEED IN GOOD SCHOOLS AND OTHER SETTINGS			10/11 Outturn	*2011/12 **2012-13 Q**	Are we improving?	Notes
Ref	Priority	Performance Measure				
51	1.1	The percentage of primary schools judged 'good' or 'outstanding' overall	64.6%	63.1% **74%**	-	Data by financial year
52	1.1	The percentage of secondary schools judged 'good' or 'outstanding' overall	46.7%	55.8%%	Yes	Data by financial year
53	1.1	The percentage of special schools judged 'good' or 'outstanding' for overall effectiveness	75%	100%	Yes	Data by financial year
54	1.1	The level of overall absence in primary schools	4.80%	4.10%	Yes	
55	1.1	The level of overall absence in secondary schools	6.30%	5.60%	Yes	
56	1.1	The level of persistent absence in primary schools	1.40%	2.50%	n/a	Threshold changed in 2011/12
57	1.1	The level of persistent absence in secondary schools	4.3%	6.70%	n/a	Threshold changed in 2011/12
58	1.1	The level of holiday absence in primary and secondary schools	0.70%	0.70%	-	
59	1.1	The level of school attendance of looked after children and other vulnerable groups				% absent
	1.1	LAC	7.2%	5.5%	Yes	
	1.1	BME	6.8%	5.3%	Yes	
	1.1	SEN	9.8%	6.8%	Yes	
	1.1	FSM eligible	9.1%	7.9%	Yes	
	1.1	Traveller/Gypsy/Roma	35.4%	21.9%	Yes	
60	2.1	The number and proportion of primary schools below the floor target at KS2		**8 (2.7%)**	-	2012/13 - 8 (2.7%)
61	2.1	The number and proportion of secondary schools below the floor target at GCSE		**2 (5.7%)**	-	2 (5.7%)
62	2.1	The SEN / non-SEN attainment gap at KS2 and GCSE				
	2.1	The SEN / non-SEN attainment gap at KS2 English L4+		**47.7%**	-	2012/13: -47.7%
	2.1	The SEN / non-SEN attainment gap at KS2 Maths L4+	57.6	**42.5%**	Yes	2012/13: -42.5%
	2.1	The SEN / non-SEN attainment gap at KS2 English and Maths L4+	57.6%	**53.6%**	Yes	2012/13: -53.6%

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Re f	Priority	Performance Measure	10/11 Outturn	*2011/12 **2012-13 Q**	Are we improving?	Notes
	SUCCEED IN GOOD SCHOOLS AND OTHER SETTINGS					
	2.1	The SEN / non-SEN attainment gap at GCSE 5+A*-C	47.8	**37.1%**	Yes	2012/13: -37.1%
	2.1	The SEN / non-SEN attainment gap at GCSE 5+A*-C Inc English and Maths		**50.6%**	-	2012/13: -50.6%
63	2.1	The FSM / non-FSM attainment gap at KS2 and GCSE				
	2.1	The FSM / non-FSM attainment gap at KS2 English L4+	19.5%	**15.8%**	Yes	2012/13: -15.8%
	2.1	The FSM / non-FSM attainment gap at KS2 Maths L4+	19.3%	**15%**	Yes	2012/13: -15%
	2.1	The FSM / non-FSM attainment gap at KS2 English and Maths L4+	24.1%	**18.9%**	Yes	2012/13: -18.9%
	2.1	The FSM / non-FSM attainment gap at GCSE 5+A*-C	25.3%	**25.3%**	-	2012/13: -25.3%
	2.1	The FSM / non-FSM attainment gap at GCSE 5+A*-C Inc English and Maths	35.1%	**33.8%**	Yes	2012/12: -33.8%
64	2.1	Attainment of BME groups at KS2 and GCSE				
	2.1	Attainment of BME groups at KS2 WHITE English and Maths L4+		78.70%	-	New indicator in CYPP
	2.1	Attainment of BME groups at KS2 MIXED English and Maths L4+		84.20%	-	New indicator in CYPP
	2.1	Attainment of BME groups at KS2 ASIAN English and Maths L4+		73.60%	-	New indicator in CYPP
	2.1	Attainment of BME groups at KS2 BLACK English and Maths L4+		61.50%	-	New indicator in CYPP
	2.1	Attainment of BME groups at KS2 CHINESE English and Maths L4+		88.90%	-	New indicator in CYPP
	2.1	Attainment of BME groups at GCSE WHITE 5A*-C Inc English and Maths	61.1	65.10%	Yes	
	2.1	Attainment of BME groups at GCSE MIXED 5A*-C Inc English and Maths	53.6	66.70%	Yes	
	2.1	Attainment of BME groups at GCSE ASIAN 5A*-C Inc English and Maths	50	51.80%	Yes	

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Ref	Priority	Performance Measure	10/11 Outturn	*2011/12 **2012-13 Q**	Are we improving?	Notes
		SUCCEED IN GOOD SCHOOLS AND OTHER SETTINGS				
	2.1	Attainment of BME groups at GCSE BLACK 5A*-C Inc English and Maths	26	57.90%	Yes	
	2.1	Attainment of BME groups at GCSE CHINESE 5A*-C Inc English and Maths	75	83.30%	Yes	
65	2.1	Attainment of Looked After Children at KS2 and GCSE				
	2.1	The percentage of Looked After Children who reach Level 4+ at KS2 Maths	26.0%	41%	Yes	
	2.1	The percentage of Looked After Children who reach Level 4+ at KS2 English	47.0%	41%	No	
	2.1	The percentage of Looked After Children who achieve 5 GCSE grades A*-C	27.0%	33%	Yes	
67	2.3	The percentage of pupils reaching Level 2+ in reading at KS1	83.9%	85.4%	Yes	
68	2.3	The percentage of pupils reaching Level 2+ in writing at KS1	80.4%	81.1%	Yes	
69	2.3	The percentage of pupils reaching Level 4+ in reading at KS2	84.8%	84.9%	-	
70	2.3	The percentage of pupils reaching Level 4+ in writing at KS2	71.6%	74.7%	Yes	
71	2.3	The percentage of pupils reaching Level 4+ in English at KS2	81.9%	82.3%	Yes	
72	2.3	EYFSP – 78 Points and 6 in PSED and CLL	56.30%	61.90%	Yes	
73	2.3	The percentage of pupils achieving Level 4+ in both English and Maths at KS2	75.20%	74.10%	No	2012/13 outturn - 78.6%
74	2.3	The percentage of pupils achieving 5 GCSEs at A* to C, including English and Maths	60.90%	62.80%	Yes	
75	2.3	The percentage of pupils achieving the English Baccalaureate at GCSE	20.60%	21.30%	Yes	
76	2.3	Average points score at A-Level	819.5	820.1	Yes	Average Points score per candidate

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		BE KEPT SAFE		2010/11 Outturn	*2011/12 **2012-13 Q**	Are we improving?	Notes
Ref	Priority	Performance Measure					
28	1.1	The number of children and young people killed or seriously injured on North Yorkshire roads		65	48	Yes	
29	1.1	Primary schools judged to be 'good' or 'outstanding' for keeping pupils safe (The extent to which pupils feel safe)			**96.9**		2012/13 Outturn (to end Q2): 96.9
30	1.1	Secondary schools judged to be 'good' or 'outstanding' for keeping pupils safe (The extent to which pupils feel safe)			**72.7**		2012/13 Outturn (to end Q2): 72.7
31	1.1	The percentage of children's centres judged to be 'good' or 'outstanding' for keeping children safe			66.66%	-	2011/12 - all judged at least satisfactory 2012/13 (apr- sep) 75% (All judged at least satisfactory
33	1.2	100% of contacts are screened and a decision made within 24 hours			88%		New target
34	1.2	The number of referrals that are repeat referrals		1656	1258	Yes	
35	1.2	The percentage of referrals that require no further action		13.40%	7.70%	Yes	
36	1.2	The percentage of initial assessments completed within 7 working days		68.8	84	Yes	
37	1.2	The percentage of core assessment completed within 35 working days		74.30%	90.00%	Yes	
38	1.3	The number of child protection plans		366	438	-	
39	1.3	The percentage of child protection reviews completed within timescale		83.00%	100.00%	Yes	
40	1.3	The proportion of child protection plans that last for two years or more		2.7	2.2	Yes	

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BE KEPT SAFE			2010/11 Outturn	*2011/12 **2012-13 Q**	Are we improving?	Notes
Ref	Priority	Performance Measure				
41	1.3	The proportion of children subject to a second or subsequent child protection plan	17.9	12.50%	Yes	
42	1.3	The % of referrals that are repeat referrals	29.9	25.3	Yes	
43	2.1	The number of children and young people in care	490	470	Yes	
44	2.1	The number of children and young people entering care	207	163	Yes	
46	2.1	The proportion of families of children on the edge of care who are offered rapid response support within 7 days of identification		**80% in timescale**		2012/13 Q1 & Q2 - 89 referrals with 71 responded to within 7 working days (80% in timescale) - no historic data
48	2.2	The number of external placements	88	57	Yes	
49	2.5	The cost of external placements		**£496 Q1**	-	2012/13 Q1 - £4964k
50	2.5	The percentage of external placements commissioned from 'good' or 'outstanding' providers		**100%**	-	2012/13 - Q1 - 100%, Q2 - 100%

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HEALTHY LIFESYLES			10/11 Outturn	*2011/12 **2012-13 Q**	Are we improving?	Notes
Ref	Priority	Performance Measure				
1	1.1	Schools achieving Healthy School Status	94%	93%	No	
3	1.1	Childhood obesity: Reception	7.40%	6.80%	Yes	
4	1.1	Childhood obesity: Year 6	14.30%	15.20%	No	
5	1.1	Take up of schools meals in primary and secondary schools	45.90%	46.50%	Yes	
6	1.1	Children's centres judged 'good' or 'outstanding' for the extent to which children are healthy and families have healthy lifestyles	17.00%	57.00%	Yes	
	1.2	% women known to have initiated breastfeeding at the time of delivery	79.5%	76.3%	No	Data for York and North Yorkshire
7	1.2	Breastfeeding is sustained at 6-8 weeks	46.60%	12.9%	-	Change in collection of data (coverage using the system data: 28.9%) Anticipated that return will increase as system is more widely used.
9	1.2	Take up of Healthy Start Scheme Vouchers	74.7%	75.1%	Yes	Data for York and North Yorkshire
10	1.2	The number of registrations at children's centres	4680	7578	Yes	
12	1.2	Children's centres judged 'good' or 'outstanding' for the extent to which the range of services, activities and opportunities meet the needs of users and the wider community	100%	17% **57% Q1-2**	No	2012/13 data (Apr-Sep) indicates outturn of 57%
14	1.3	New cases waiting less than four weeks to see a CAMHS professional	-	100% - Scarborough, Whitby & Ryedale Area 44% - Harrogate Area (Tier 3 Only)	-	
15	1.3	The number of children and young people who access CAMHS	-	*2086 (excl Selby)*	-	*Data taken from CAMHS needs assessment initial consultations/*

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HEALTHY LIFESYLES			10/11 Outturn	*2011/12 **2012-13 Q**	Are we improving?	Notes
Ref	Priority	Performance Measure				
						referrals. Data does not include Selby area.
18	1.4	The number of staff trained in condom distribution		260	-	New indicator
20	1.4	The rate of teenage pregnancy	20.6	20.4	Yes	2011/12 data - 1st two quarters
21	1.4	The number of teenage pregnancies	228	-	-	* data refers to 2007-2009
23	1.5	The percentage of young people who leave drug treatment in a planned way	30%	28%	No	
24	1.5	The number and percentage of young people who self-report cannabis use	12%	**3%**	Yes	2012/13 outturn: HRBQ
25	1.5	The number and percentage of young people who self-report drinking alcohol above recommended levels	4%	**3%**	Yes	2012/13 outturn: HRBQ

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		Make positive choices for personal responsibility	10/11 Outturn	*2011/12 **2012-13 Q**	Are we improving?	Notes /
Ref	Priority	Performance Measure				
77	1.3	The percentage of young parents who remain in ETE		**Q1 - 29%** **Q2 - 29%**	-	Self reported data
78	1.3	The percentage of care leavers who are engaged in ETE	53.00%	63.00%	Yes	
79	1.3	The percentage of young offenders who are engaged in ETE	58.00%	51.00%	No	
80	1.4	The percentage of young people who report that working with TYS has been of benefit		**Q1 - 100%** **Q2 - 98.2%**		New indicator
81	1.4	The percentage of young people who exit from TYS to universal provision		**Q1 - 54%** **Q2 - 60%**		New indicator
82	1.4	The number of teenage pregnancies	228		Yes	data for 2007-2009
83	1.4	The rate of teenage pregnancy	20.6	20.4	Yes	2009/10 outturn is rate per 1000 for 2007-2009
84	1.5	The number of first-time entrants to the youth justice system	754	577	Yes	
86	1.5	The rate of re-offending amongst young offenders	c. 42%**	-	-	Upward trend observed in data - mirrors national data/** 2010/11 data for N Yorks & York
87	2.2	The percentage of families with children aged 0-5 who receive advice and guidance from children's centres	24.6	34.4	Yes	
88	2.2	The percentage of children's centres which provide advice and guidance to at least 40% of families with children aged 0-5	5.4	21.6	Yes	
89	2.2	The percentage of children's centres judged 'good' or 'outstanding' for the quality of care, guidance and support offered	-	50		
90	2.2	The number of families accessing Common Assessment	749	811	Yes	Based on TAC database
92	2.3	The number of Common Assessments that result in referral to children's social care	109	111	Yes	Based on TAC database

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Make positive choices for personal responsibility			10/11 Outturn	*2011/12 **2012-13 Q**	Are we improving?	Notes /
Ref	Priority	Performance Measure				
93	2.3	The proportion of Common Assessments that result in referral to children's social care	14.6%	12.4%	Yes	Based on TAC database

Be Economically Secure			10/11 Outturn	2011/12 **2012-13 Q**	Are we improving?	Notes
Ref	Priority	Performance Measure				
94	1.2	The percentage of young people aged 17 participating in education and training	**81%	89%	Yes	** data taken from DfE SFR 12/2012
95	1.2	The percentage of young people achieving a Level 2 qualification by age 19	81.9%	83.0%	Yes	
96	1.2	The percentage of young people achieving a Level 3 qualification by age 19	56.5%	58.50%	Yes	
97	1.3	The percentage of young people who are NEET	4.40%	4.30%	Yes	
98	1.3	The percentage of care leavers who are engaged in ETE	53.0%	63.0%	Yes	
99	1.3	The percentage of young offenders who are engaged in ETE	58.0%	51.0%	No	
103	1.5	The number of young people with SEND accessing Independent Specialist Providers	75	74	-	2012/13 Q2: 45
104	1.5	The number of young people with SEND undertaking personalised pathways	0	5 **18**	Yes	2012/13 Q2: 18
105	1.5	The number of young people with SEND accessing local provision		1800	-	
106	2.2	The percentage of children living in poverty	11.6%		-	No later data available
107	2.2	The percentage of pupils claiming free school meals	8.9%	9.80%	No	
109	2.2	The percentage of lone parent households with dependent children	3370	2930	-	Data relates to Lone Parent Claimant Count - Source DWP (as at August each year)

Plan for a fair start in life

Appendix C – Mid Term Financial Strategy Update

The CYPS Budget in 2011-12 can be summarised as below:

£000	gross	income	net
Strategic Services	11,283	299	10,984
Access & Inclusion	32,587	2,367	30,220
Learning Youth and Skills	11,677	438	11,239
Quality and Improvement	20,085	7,219	12,865
Children's Social Care	42,464	2,908	39,555
Other Schools Block	367,801	384,164	-16,363
E-Govt	906	49	857
HR	1,331	303	1,029
PIP	3,338	0	3,338
F&M Support	3,249	328	2,921
Business Support	4,669	586	4,083
	499,389	398,662	100,728

In addition to the MTFS target of £9.150m, £2.356m of accelerated savings were achieved in 2011-12. A small amount of this has been brought forward from 2012-13, but the bulk is acceleration from the last two years (2013-15) of the MTFS and therefore all years are affected.

The impact is shown below

	original	amended	acceleration	cash benefit	
2011-12	9,150	11,506	2,356	9,424	4 years
2012-13	2,960	2,805	-155	-465	3 years
2013-14	1,340	414	-926	-1,852	2 years
2014-15	2,400	1,125	-1,275	-1,275	1 year
TOTAL	15,850	15,850	0	5,832	

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As a result of the acceleration and revisions to the project expectations, this now means that project 7b (universal levy on home to school transport costs) can be deleted, with all expected savings on transport to be made via procurement, efficiencies or changes to discretionary policy. Further acceleration is already expected in 2012-15.

A summary of the MTFS is shown below.

		2010-11	2011-12	2012-13	2013-14	2014-15	TOTAL
1	Whole Directorate Business Support, Admin and Training	556	450	100	0	50	1,156
2	Social Care Transformation including premises/co-location	525	200	200	185	0	1,110
3	Integrated Services plus Children's Fund projects	1,556	1,138	150	0	0	2,844
4	Integration of Youth & Youth Support Services	595	755	130	0	0	1,480
5	Q&I: fundamental review of School Improvement Services	840	2,288	375	0	0	3,503
6	Music Service - removal of County Council subsidy	60	80	220	120	0	480
7a	Home to School Transport - policy, procurement and efficiency	578	2,050	400	0	400	3,428
8	Procurement (incl Child Placements)	443	275	100	100	275	1,193
9	Severance Scheme for School Teachers	450	350	0	0	0	800
10	Outdoor Education - removal of County Council subsidy	0	700	300	0	0	1,000
11	Efficiencies from implementing SEN/BESD Review	170	65	95	0	150	480
12	Staffing Efficiencies/Productivity (additional to other projects)	205	350	70	0	0	625
13	Management Productivity (additional to other projects)	361	470	465	0	0	1,296

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		2010-11	2011-12	2012-13	2013-14	2014-15	TOTAL
14	Decommissioning Local Projects	20	0	0	0	0	20
15	Maximising DSG Headroom and grants ending	497	653	0	0	0	1,150
16	Cross Project co-location/systems and workforce change	0	0	0	0	0	0
17	SEND/LDD Integration	530	366	0	9	250	1,155
18	Reduced Funding to Joint Services	0	200	200	0	0	400
19	Grant-related expenditure to be stopped	0	1,116	0	0	0	1,116
		7,386	11,506	2,805	414	1,125	23,236

The 2011-12 savings have been achieved largely as recurring in 2011-12. Where recurring savings have been implemented part way through the year, it has always been the stated intention to use CYPS Reserves set aside for such a purpose to make up the cash difference in 2011-12, and this is shown further in section 6 below.

Early realisation of savings have been achieved in relation to Home to School Transport (£1,323k) arising from a combination of discretionary policy changes, rigorous procurement and transport management and identification of contract efficiencies. Savings have also been accelerated in relation to Integrated Services (£370k) and Children's Social Care (£266k) through tight budget management and a reassessment of contracts and vacancies that do not impact on the front-line delivery of services.

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Appendix D – Consultation Overview

All service groups within CYPS are committed to engaging and consulting with children and young people so their voices are heard and their ideas for change considered and promoted. A report (appendix 1) has recently been taken to CYPLT outlining the range of participation strategies and approaches currently in place across CYPS to engage the children and young people who receive a service. This report also identifies how participation consultation with children and young people has influenced professional practice, service development and delivery, including:

- The focus of priorities drawn up by the Young Person's Council including meetings with Members and the Corporate Director;
- Recruitment procedures involve young people where the role has a focus on working with children and young people;
- Training plans reflect the collective views of children and young people and young people routinely attend events;
- Raising participation in ETE and reducing NEET through staying put, apprenticeship scheme promoting FE and HE;
- The Transformation structure in CSC has as its core principle improving outcomes for children and young people by providing greater consistency of worker and services
- which are more responsive to meeting need, both inside and outside of office hours; and
- Increasing the ways success is celebrated through a rewards programme and celebratory events.

Section 11 of the report provides recommendations to further improve practice in relation to participation across CYPS. This includes recommendations for the development of one overarching CYPS participation strategy to clearly show how views can routinely improve services and outcomes and details how the use of this information has a demonstrable impact on service development and delivery.

Additionally, in July 2012, a task group of the Young People's Overview and Scrutiny Committee undertook a review of "youth participation". This review took the form of a consultation with representatives of the North Yorkshire Youth Council and local Youth Councils; the Young Peoples Council and the Flying High Group. The final report of the task group provides:

- The purpose of the scrutiny review;
- A definition of youth participation;
- Reasons for involving young people in decision making; and
- Key points identified from the task group consultation with the NYYC, YPC and the FHG.

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The Task Group also put forward the following recommendations:

1. We would encourage the Executive Members with the portfolio for Children and Young Peoples Service to continue to support and resource the three youth councils – North Yorkshire Youth Council, Young Peoples Council and The Flying High Group.
2. Under the One Council Vision consideration is given how to increase youth participation in all areas of the Council Services so that young people, as citizens of today, have the opportunity to help shape and influence policy and decision making.
3. That before engaging and involving young people in any consultations there is discussion regarding the best method of communication.
4. That the Young Peoples Overview and Scrutiny Committee continue to improves its links with the North Yorkshire Youth Council and raises the awareness of all Elected Members to youth councils in their areas.   The Young Peoples Council already has access to the Looked after Children – Members Group and The Flying High Group is accessed by invitation from the young people themselves.
5. That the three County level Youth Council are encouraged to find ways to meet and share some of there common issues.

The report by the Young People's Overview and Scrutiny Committee task group also provides an overview of the range of previous and current campaigns which the North Yorkshire Youth Council, Young Peoples Council and The Flying High Group have been involved in. . In addition, the YPC has a put forward a number of principal aims which are detailed in the 2012-13 Action plan. As such, the following can be considered as key areas of focus by the Young People's Council:

- enhance the relationships Social Workers have with the young people they support
- young people to have minimum changes of workers
- improved handover between Social Worker's – to avoid young people having to repeat their history multiple times
- young people are involved in the planning for their future and have a copy of their plan in a format they can understand
- young people are prepared fully in advance of any placement move
- to improve the information given to young people before any placement move
- to improve relationships between young people and their carers foster carers

The YPC will also be involved in ongoing consultation in relation to the implementation of viewpoint, which aims to improve young people's active participation in assessment and planning processes and enhance information available to professionals making key decisions about young people.

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Health related behaviour questionnaire (HRBQ)

The HRBQ is a survey exercise carried out on a bi-annual basis in North Yorkshire schools in order to seek the views of children and young people in relation to aspects of learning and wellbeing. This information therefore provides knowledge and understanding about the views, lifestyles and learning of children and young people and can be used to influence service planning and evaluation of provision.

Additionally, the survey data is able to inform the review of provision in individual schools, identify school improvement priorities, and has been used to:

- To gain feedback from pupils about the ethos and culture of the school
- To gain feedback from pupils about the enjoyment of lessons and the usefulness of key aspects of the curriculum related to wellbeing
- To identify staff training needs
- To provide information to inform review of a range of school policies
- To identify the needs of different groups of pupils and further develop provision to meet those needs
- To inform discussions with parents

One of the principal outputs of the HRBQ exercise is a countywide dataset at key points in children and young people's development relating to the objectives of the Children and Young People's Plan (CYPP). The table below (starting on the following page) shows the results from the 2012 HRBQ exercise, which has been mapped against the overarching objectives of the CYPP for every child and young person to:

- Succeed in good schools and other settings
- Lead healthy lifestyles and have good health care
- Be kept safe and protected from harm
- Positive choices for personal responsibility
- Be economically secure

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Where possible, the 2012 HRBQ results have been put alongside the results from the 2010 and 2008 surveys to enable trend analysis.   A 2012 North Yorkshire HRBQ County Summary is also in the process of being produced and will be added to this report in due course. This summary report will cover:

- Key issues and suggested actions
- Changes between 2010/2012
- Special School/PRS report findings
- Small school sample
- Rural/urban comparisons
- Equalities monitoring
- Differences between North Yorkshire and a reference sample

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Please **note**: within the table below, all results from the <u>2012 survey are underlined</u>, results from **2010 are in bold** and results from *2008 are in italics*.

Improvement Priority	Primary School	Secondary School
Succeed in good schools and other settings		
Achievement	<u>20%</u> (**19%,** *20%*) of primary school pupils spent time doing homework on the evening before the survey (about the same proportion of boys and girls). <u>14%</u> (**17%,** *8%*) of primary school pupils said they worried about schoolwork / homework and <u>33%</u> (**32%,** *20%*) about SATs/tests	<u>60%</u> (**62%,** *60%*) of secondary school pupils did homework on the evening before the survey. <u>65%</u> (**70%,** *71%*) of secondary school pupils report that their work is marked so that they can see how to improve. <u>39%</u> of secondary school pupils agreed that their achievements in and out of school are recognised.
Attending, Participating and Enjoying Learning	<u>94%</u> (**91%,** *91%*) of primary school pupils think it is important to go to school regularly, while <u>3%</u> think it isn't important. <u>32%</u> of primary pupils responded that they have been away from school due to illness or injury in the last month; the most common reasons for absence were: • Ill or injured (<u>31%</u> Boys, <u>33%</u> Girls) • Appointments (doctor / dentist) (<u>26%</u> Boys, <u>31%</u> Girls) • Day trip / holiday (<u>16%</u> Boys, <u>13%</u> Girls)	<u>86%</u> (**87%,** *87%*) of secondary school pupils think it is important to go to school regularly, while <u>6%</u> think it isn't important. <u>73%</u> (**70%,** *61%*) of secondary school pupils report enjoying at least half of their lessons. <u>88%</u> (**88%,** *81%*) of secondary school pupils responded that they have been absent in the last 12 months, while 83% said they have and their parents / carers 'always' knew. The most common worries for secondary school girls were: <u>57%</u> (**52%,** *49%*) Exams and tests <u>51%</u> (**45%,** *49%*) The way you look <u>39%</u> (**32%,** *37%*) Health <u>37%</u> (**37%,** *38%*) Family

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Improvement Priority	Primary School	Secondary School
		35% (**33%**, *36%*) Friends The most common worries for secondary school boys were: 37% (**35%**, *32%*) Exams and tests 22% (**22%**, *22%*) Family 21% (**19%**, *23%*) Health 19% (**20%**, *21%*) Relationships 19% (**19%**) School-work
Transition and Transfer between Settings	37% (**37%**, *24%*) of Year 6 pupils worry about moving to secondary school.	
Improve Access and Inclusion for Vulnerable Groups	**Please see the 'Equality Monitoring' section below**	

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Improvement Priority	Primary School	Secondary School
Lead Healthy Lifestyles and have Good Healthcare		
Healthy Weight and Active Lives	32% (**30%**, *36%*) of children in primary schools said they had at least 5 portions of fruit and vegetables a day. This is a decrease from 39% in 2006. 6% (**6%**, *5%*) of the children said they had none at all on the day before the questionnaire. 94% of pupils responded that they have been to the dentist in the last year, while 5% said they last went more than a year ago and 1% have never been. 90% (**90%**, *92%*) of pupils had at least one of cereal; toast or bread; cooked breakfast; fruit or a breakfast bar for breakfast, with 4% (**4%**, 4%) either having no breakfast or eating biscuits/cakes, chocolate bar, sweets or a crisp-type snack. 19% (**20%**, *21%*) of primary schools pupils worry about their weight at least 'quite often'. 86% (**86%**, *89%*) of pupils reported that they enjoyed physical activities 'quite a lot' or 'a lot'; with 42% (**41%**, *47%*) reporting that they had exercised five times or more in the last week.	19% (**21%**, *25%*) of pupils said that they ate 5 or more portions of fruit and vegetables on the day before the survey. 9% (**8%**, *8%*) said they didn't have any fruit and vegetables on the day before the survey. 74% (**73%**, *77%*) of pupils had at least one of cereal; toast or bread; cooked breakfast; fruit or a breakfast bar for breakfast, with 11% (**17%**, *14%*) either having no breakfast or eating biscuits/cakes, chocolate bar, sweets or a crisp-type snack. 8% (**8%**, *8%*) of the pupils in the survey would like to put on weight. 48% (**46%**, *45%*) said they would like to lose weight. 44% of pupils responded that they are happy with their weight as it is. 53% of boys and 42% of girls responded that they 'never' or only 'sometimes' consider their health when choosing what to eat. 22% of boys and 30% of girls responded that they 'very often' or 'always' consider their health when choosing what to eat. 50% of pupils responded that they have found school lessons about healthy eating 'quite' or 'very' useful, while 13% have found them 'not at all' useful and 10% couldn't remember any. 13% of pupils have regularly made themselves sick as a way of controlling/losing weight. 35% (**47%**, *49%*) of secondary school girls, and (19%, 19%) of secondary

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Improvement Priority	Primary School	Secondary School
		school boys, were worried about the way they look. 51% of pupils responded that they do five or more hours of physical activity in a typical week in and out of school. 55% (**60%**, *81%*) of pupils reported that they enjoyed general physical activities 'a lot' or 'quite a lot'. 64% **68%**, *73%*) of secondary pupils said they find it at least quite easy to be as physically active as they like. 50% (**45%**, *53%*) of pupils responded that they have found school lessons about healthy eating 'quite' or 'very' useful, while 13% have found them 'not at all' useful and 10% couldn't remember any.
Positive Mental and Emotional Health	25% (**33%**, *35%*) of primary school boys and 30% (**39%**, *41%*) of primary school girls said they worried about family problems 'quite often' or 'very often'. 14% (**20%**, *19%*) of primary school boys and 26% (**31%**, *36%*) of primary school girls said they worried about falling out with friends 'quite often' or 'very often' 56% (**52%**, *42%*) of primary school boys and 45% (**40%**, *29%*) of primary school girls had high self-esteem 14% (**14%**, *25%*) of primary school pupils had low self-esteem scores	32% (**28%**, *32%*) of secondary school pupils found their lessons about emotional health and well-being at least 'quite useful'. 40% (**41%**, *41%*) of secondary school pupils had high self-esteem scores. 48% (**47%**, *48%*) of Yr10 boys and 31% (**36%**, *35%*) of Yr10 girls had high self-esteem scores. This compares with 17% (**17%**, *16%*) of secondary school pupils who had low self-esteem scores. 47% of pupils responded that they worry about exams and tests 'quite a lot' or 'a lot'; 25% said they worry about school-work problems. The most common worries for secondary school girls were:

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Improvement Priority	Primary School	Secondary School
		57% (**52%**, *49%*) Exams and tests 51% (**45%**, *49%*) The way you look 39% (**32%**, *37%*) Health 37% (**37%**, *38%*) Family 35% (**33%**, *36%*) Friends The most common worries for secondary school boys were: 37% (**35%**, *32%*) Exams and tests 22% (**22%**, *22%*) Family 21% (**19%**, *23%*) Health 19% (**20%**, *21%*) Relationships 19% (**19%**) School-work
Young People's Sexual Health	66% of pupils responded that they have found school lessons about growing up and body changes 'quite' or 'very' useful, while 10% have found them 'not at all' useful and 20% couldn't remember any. 39% of pupils responded that they feel 'happy' about growing up and body changes. 4% of pupils responded that they feel 'unhappy' about growing up and body changes.	37% (**34%**) of secondary pupils think that their lessons about Sex and Relationships Education were at least 'quite useful'. 20% (**20%**, *17%*) secondary pupils reported that their parents were the main source of information about sex, with 37% (**34%**, *36%*) saying school lessons and 23% saying friends are their main source. 22% (**23%**, *14%*) of young people believe there is a specialist sexual health service for young people available locally 45% (**49%**, *41%*) of young people say they know where to get free condoms. This rises to 63% (**68%**, *60%*) of Yr10 females. Of Yr10 pupils, 75% of boys and 68% of girls had not had a sexual relationship; 6% of boys and 6% of girls said they were currently in a

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Improvement Priority	Primary School	Secondary School
		relationship and thinking about having sex; <u>13%</u> of boys and <u>14%</u> of girls reported they had a sexual relationship in the past; and <u>7%</u> of boys and <u>12%</u> of girls were currently in a sexual relationship. Of Yr10 pupils, <u>59%</u> (**50%**, *65%*) of the young people who had had sex always used a method of protection or contraception. <u>9%</u> of Yr10 pupils who have had sex responded that they have taken risks with sex (infection or pregnancy) after drinking alcohol or drug use.
Substance and Alcohol Misuse	**<u>Drugs:</u>** <u>12%</u> (**14%**, *18%*) of primary school pupils say they are 'fairly sure' or 'certain' they know someone who uses drugs (not as medicines). <u>66%</u> of pupils responded that they have found school lessons about medicines and drugs 'quite' or 'very' useful, while <u>9%</u> have found them 'not at all' useful and <u>20%</u> couldn't remember any. **<u>Alcohol:</u>** <u>8%</u> (**12%**, *15%*) of primary school pupils have had at least one alcoholic drink in the past week. <u>48%</u> (**47%**, *42%*) of primary school pupils do not drink alcohol, and 46% (**46%**, *50%*) of pupils reported their parents always knew if they drank alcohol.	**<u>Drugs:</u>** <u>42%</u> (**71%,** *70%*) reported they were 'fairly sure' or 'certain' that they knew someone who used drugs that were not medicines. Of secondary school pupils, <u>18%</u> (**19%**, *23%*) of pupils have been offered cannabis and <u>8%</u> (**11%**, *11%*) other drugs. <u>9%</u> (**11%**, *13%*) of secondary school pupils say they have ever taken some form of drug; with <u>4%</u> (**6%**, *7%*) saying they had taken at least one of the drugs listed within the last month. Amongst secondary school pupils, the most commonly taken drug was cannabis, with <u>12%</u> (**15%**, *18%*) of Year 10 pupils ever having taken it. The next most common drugs were mephedrone and 'legal highs' with <u>2%</u> of Year 10 pupils ever having taken them. <u>66%</u> (**83%**, *85%*) have heard of the FRANK drug advice service although just <u>3%</u> of pupils responded that they at least 'sometimes' visit the FRANK

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Improvement Priority	Primary School	Secondary School
	63% of pupils responded that they have found school lessons about alcohol 'quite' or 'very' useful, while 11% found them 'not at all' useful and 23% couldn't remember any. **Tobacco:** 4% (**5%**, *5%*) of primary school pupils said they smoke now or have ever tried smoking and less than 0% (**1%**, *1%*) said they had smoked any cigarettes during the previous seven days. 64% of pupils responded that they have found school lessons about smoking 'quite' or 'very' useful, while 11% have found them 'not at all' useful and 21% couldn't remember any.	website for information, while 88% said they 'never' do. 53% of pupils responded that they have found school lessons about drugs 'quite' or 'very' useful, while 10% have found them 'not at all' useful and 10% couldn't remember any. **Alcohol:** Of secondary school pupils, 31% (**36%**, *37%*) had at least one alcoholic drink in the week before the survey. 11% of pupils responded that they drank alcohol on more than one day in the last 7 days. 4% said they drank on at least three days. 3% of boys and 2% of girls drank over the advised weekly limit of alcohol for adult females of 14 units (this compares to **11%** in 2010 and, *23%* in 2008). 2% (**2%**, *3%*) of secondary pupils bought alcohol from an off-licence that should only sell to over-eighteens. 47% (**38%**, *46%*) of secondary pupils think that their lessons about alcohol were at least 'quite useful', while 13% have found them 'not at all' useful and 11% couldn't remember any. **Tobacco:** 27% (**31%**, *38%*) say they have tried smoking in the past or smoke now. 9% (**10%**, *12%*) in the survey smoked at least one cigarette during the last 7 days 13% (**18%**, *20%*) of Y10 females).

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Improvement Priority	Primary School	Secondary School
		8% (**10%**, *13%*) say they smoke 'regularly' or 'occasionally'. 5% reported that they smoke 'regularly'. Of the 366 pupils who smoke regularly, 55% said they would like to give up. 48% of pupils responded that they have found school lessons about smoking education 'quite' or 'very' useful, while 13% have found them 'not at all' useful and 13% couldn't remember any.
Acute or Additional Health Care Needs	**Please see the 'Equality Monitoring' section below, which contains information relating to children / young people who have a disability/long-term illness**	
General Health	29% (**31%**, *30%*) of primary school children reported that they had had an accident in the last 12 months which was treated by a doctor or at a hospital In 2010 **12%** and in 2008 *13%* of primary schools pupils said they had asthma, with **10%** in 2010 and *9%* in 2008 reporting they used medication for asthma in the previous 7 days. 67% (**67%**, *70%*) of primary school pupils said they 'usually' or 'whenever possible' took precautions against sunburn. 6% of pupils responded that they 'never' do anything to avoid sunburn.	44% (**44%**, *49%*) of secondary pupils said they were treated for an accident by a doctor or at a hospital within the last year. 21% said they have had more than one accident or injury which needed treatment. In 2010 **52%** and in 2008 *69%* of secondary pupils have visited a health professional within the last six months. In 2010 **51%** and in 2008 *51%* of Year 10 pupils were 'at ease' with their doctor on this last visit; in 2010 **27%** and in 2008 *19%* said they were worried about confidentiality.

Improvement Priority	Primary School	Secondary School
Be Kept Safe and Protected from Harm		
Safeguarding Children	27% (**28%**, *31%*) of primary school pupils reported that an adult had approached them and scared or made them upset, 16% of pupils responded that they knew the person who scared or upset them. 67% (**62%**, *49%*) of primary school pupils have used an Internet chat room; 8% (**8%**, *13%*) have received a chat message that was scary or upsetting. 4% (**3%**) have been asked for a meeting by someone they don't know online. 35% of pupils responded that they use Facebook. 16% (**18%**, *10%*) of primary school pupils worry about Internet safety. 81% (**87%**, *69%*) have been told how to keep safe when chatting online and 76% (**77%**) follow this advice.	83% of pupils responded that they use the internet on their own mobile device and 67% use it on their own computer at home. 89% (**79%**, *80%*) of secondary school pupils use the Internet for chatting 50% of boys and 63% of girls responded that they use a webcam to chat online. (**71%**, *49%*) have ever visited a chat room. 10% (**12%**, *14%*) of all pupils have ever received a chat message that was scary or upsetting. 13% of pupils responded that they have received a hurtful, unwanted or nasty text, call or voicemail on their phone. 11% of boys and 24% of girls responded that they have received a hurtful, unwanted or nasty message online. 16% of pupils responded that hurtful comments have been posted about them on a social networking site. 9% of pupils responded that someone has used their identity / password to post false or hurtful things online.
		7% of pupils responded that someone has published private information about them. 11% of pupils responded that someone has used / changed a picture to

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		humiliate them. 4% of pupils responded that an offensive video clip has been taken or posted about them. 3% of pupils responded that someone has voted for them in an insulting online poll. 3% of pupils responded that a nasty webpage has been set up about them. 3% of pupils responded that something else has happened online. 91% (**85%**, *73%*) of secondary school pupils have been told how to stay safe online and 64% (**66%**, *76%*) of these say they always follow this advice. 19% (**10%**) of secondary school pupils have been invited to meet someone that they don't know in person. 84% of pupils responded that they use Facebook and 44% said they use Twitter. 13% of pupils responded that they worry about keeping safe on the internet, email and using mobile phones 'quite a lot' or 'a lot'.
Safe Environments	29% (**31%**, *30%*) of primary school children reported that they had had an accident in the last 12 months which was treated by a doctor or at a hospital 71% (**69%**, *69%*) of primary school pupils say they always feel safe at playtimes	44% (**44%**, *49%*) of secondary pupils said they were treated for an accident by a doctor or at a hospital within the last year. 21% said they have had more than one accident or injury which needed treatment. 9% (**10%**, *15%*) of secondary pupils rate the safety of their area when going about after dark as poor or very poor. 2% (**2%**, *2%*) said this whilst going out in the day. 6% (**7%**, *9%*) of secondary school pupils had been a victim of violence or

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		aggression in the area where they live in the last 12 months. 6% (**6%**, *10%*) of secondary pupils responded that they carry weapons or something else for protection when going out at least 'sometimes'.
Bullying and Discrimination	**a) Primary School** 63% of pupils responded that they have experienced at least one of the negative behaviours listed at least a 'few times' in the last month, while 5% experienced such behaviour 'every day'. 26% (**29%**, *31%*) of primary pupils reported that they felt afraid of going to school because of bullying at least 'sometimes' 75% (**75%**, *79%*) of primary school pupils think their school takes bullying seriously. 32% of pupils responded that they have been pushed / hit for no reason at least a 'few times' in the last month, while 14% said they have had belongings taken / broken. 24% (**26%**) primary school pupils report that they have been bullied at or near school in the last year. 13% of pupils responded that they have experienced negative behaviour outside at school during breaktimes in the last month, while 8% have experienced such behaviour in a classroom during breaktimes and 8% have experienced it at or near home. 5% (**7%**, *8%*) of primary school pupils report that they have	**b) Secondary School** 18% of pupils responded that they have been pushed / hit for no reason in the last month and 11% said they have had belongings taken / broken. 24% (**16%**, *24%*) of secondary pupils think they are picked on or bullied for the way they look and 20% (**13%**, *16%*) for their size or weight. 18% (**18%**, *22%*) secondary pupils say they have been bullied at or near school in the last 12 months. 56% (**54%**, *54%*) of secondary pupils think that their school takes bullying seriously. 57% (**53%**) of secondary pupils thought their school deals well with bullying. 8% of pupils responded that their school deals with bullying 'badly', while 4% said that bullying is not a problem in their school. 48% of pupils responded that they have found school lessons about prejudice, discrimination and bullying 'quite' or 'very' useful, while 11% have found them 'not at all' useful and 13% couldn't remember any. 33% of pupils responded that they would turn to their mother and father if they were being bullied, while 19% said they would only go to their mother and 14% would keep it to themselves.

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	bullied others in the last year.
Looked After Children and Children on the Edge of Care	**Please see the 'Equality Monitoring' section below, which contains information relating to children in care**
Severely Disabled Children	**Please see the 'Equality Monitoring' section below, which contains information relating to children / young people who have a disability/long-term illness**

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Improvement Priority	Primary School	Secondary School
Positive Choices for Personal Responsibility		
Positive Contributions and Young People's Participation	72% (**68%**, *68%*) of primary school pupils think their views and opinions are listened to in school. 10% feel they are not listened to. 53% (**51%**, *56%*) say they are listened to through the school or class council. 62% of pupils responded that they think the opinions of young people make a difference to decisions about what they learn in school. 63% of pupils responded that they would like to be asked for their ideas and opinions about what they learn in school. 58% of pupils responded that they have found school lessons about 'you and your community' 'quite' or 'very' useful, while 14% have found them 'not at all' useful and 25% couldn't remember any.	56% of pupils responded that they are asked for their opinions about what they learn in school; 42% said their opinions make a difference and 61% would like to be consulted more often. 52% of pupils responded that they are asked for their opinions about how they learn in school; 47% said their opinions make a difference and 61% would like to be consulted more often. 47% of pupils responded that they are asked for their opinions about the school environment; 47% said their opinions make a difference and 54% would like to be consulted more often. 27% of pupils responded that they are asked for their opinions about their community; 32% said their opinions make a difference and 50% would like to be consulted more often. 42% of pupils responded that they have heard of a local Youth Council in their area and 45% (**44%**) said they were sure they had heard of the North Yorkshire Youth Council.
Sports, Arts and Culture	54% (**58%**, *63%*) of primary school children played with friends, 49% (**52%**, *59%*) played sport and 56% (**52%**, *48%*) of boys played computer games on the evening before the survey.	51% (**54%**) of mainstream secondary school pupils said they do 5 or more hours of physical activity in a typical week. 2% of pupils responded that they don't do a single hour of physical activity in a typical week in and out of school.

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Improvement Priority	Primary School	Secondary School
	75% (**78%**, *81%*) of primary school pupils said they spent time watching television, after school, on the evening before the survey. 86% (**86%**, *89%*) of pupils reported that they enjoyed physical activities 'quite a lot' or 'a lot', with 42% (**41%**, *47%*) reporting that they had exercised five times or more in the last week. 84% of pupils responded that they at least 'sometimes' play running / skipping games / tag during school outdoor breaktimes, while 73% said they play ball games like football or netball. 83% of pupils responded that they have found school lessons about physical education 'quite' or 'very' useful, while 8% found them 'not at all' useful and 5% couldn't remember any.	83% (**84%**, *82%*) of secondary school pupils watched TV on the night before the survey, with 10% (**11%**, *9%*) watching it for more than three hours. While on the day before the survey, 62% did homework, 48% played computer games and 88% used the internet on a computer, phone or other device. 55% (**60%**, *81%*) of pupils reported that they enjoyed general physical activities 'a lot' or 'quite a lot'. 10% (**9%**, *7%*) of secondary pupils said that they find it 'not at all' easy to be as physically active as they like, while 64% (**68%**, *73%*) find it at least 'quite' easy to be as physically active as they like. 65% of pupils responded that they have found school lessons about physical education 'quite' or 'very' useful, while 9% have found them 'not at all' useful and 4% couldn't remember any. *In 2008 the top activities for secondary pupils were:* *Girls: Going for walks, riding a bike and dancing* *Boys: Football, riding a bike and jogging* *In 2008 the top three activities that young people would like to do were:* *Girls: Roller/ ice skating, swimming, dancing* *Boys: Judo, Karate, boxing, swimming and tennis*

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Youth Crime and Prevention		16% (**17%**) of pupils responded that they worry about crime 'quite a lot' or 'a lot'. 9% (**10%**, *15%*) of secondary pupils rate the safety of their area when going about after dark as poor or very poor. 2% (**2%**, *2%*) said this whilst going out in the day. 6% (**7%**, *9%*) of secondary school pupils had been a victim of violence or aggression in the area where they live in the last 12 months. In 2010 **6%** and in 2008 *10%* of secondary pupils reported that they themselves ever carried weapons for protection when going out

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Improvement Priority	Primary School	Secondary School
Be Economically Secure		
Raising Aspiration	54% of pupils responded that they have found school lessons about the world of work 'quite' or 'very' useful, while 13% found them 'not at all' useful and 30% couldn't remember any.	55% (**55%**, *55%*) of secondary pupils want to continue in full time education after leaving school; 50% (**56%**, *55%*) say they would like to get training for a skilled job. 40% (**36%**, *30%*) of secondary boys and 38% (**35%**, *23%*) of secondary girls said they want to enter into employment after the end of Year 11. 14% of boys and 8% of girls responded that they want to start a family after the end of Year 11. 43% of pupils responded that they have found school lessons about careers education 'quite' or 'very' useful, while 13% have found them 'not at all' useful and 19% couldn't remember any.
Child Poverty Support Families' Economic Well-being	**a) Primary School** 59% (**59%**, *61%*) of primary schools report getting pocket money at least monthly 41% (**41%**, *37%*) of the primary school pupils surveyed received more than £4 the last time they had pocket money. 50% (**40%**, *45%*) put money into savings the week before the survey. 58% of pupils responded that they have found school lessons	**b) Secondary School** 25% (**30%**, *39%*) of the secondary school pupils in the survey have a regular paid job. Of the 2010 pupils who have a regular paid job, they spent an average of 6 hours working in the week before the survey. 41% (**39%**, *42%*) of secondary pupils put any money into savings the week before the survey. 21% of pupils responded that they worry about money problems 'quite a lot' or 'a lot'.

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Improvement Priority	Primary School	Secondary School
	about managing money 'quite' or 'very' useful, while <u>10%</u> found them 'not at all' useful and <u>28%</u> couldn't remember any.	In 2010, the most common forms of work among Y10 Boys were: Paper/milk round – **9%** Hotel, bar or cafe – **7%** Manual work – **5%** The most common forms of work among Y10 Girls were: Hotel, bar or cafe – **18%** Babysitting – **6%** Working in a shop – **5%**
	<mark>**Please see the 'Equality Monitoring' section below, which contains information relating to children / young people who entitled to free school meals**</mark>	

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HRBQ- Equality Monitoring

As part of the HRBQ exercise, information was collected about different social identities and vulnerable groups among pupils in North Yorkshire. The tables below show considerable variance in terms of the responses made by some groups, when compared to the whole Year 6 and Year 10 cohort. This includes a disproportionate number of pupils from vulnerable groups being engaged in risk taking behaviours and reporting negative perceptions of their school. (Please note, not all differences show statistical significance as sample size is a factor.)

Percentages in each social identity group reporting different behaviours - primary	All Y6	Ethnic minority	Children in care	Single-parent family	Special education al needs	Disability or long-term illness	Free school meals	Armed forces family
Eat 5-a-day	32	32	47	30	34	36	*22	*24
Ever tried smoking	4	*6	*26	*8	*6	6	*10	*5
Drank last week	8	7	16	11	*14	9	10	9
7+ hours exercise/week	39	37	21	37	37	42	*29	*34
High self-esteem	51	*42	29	*43	*39	46	*39	*41
Bullied at school last year	24	26	*47	*30	*32	*32	*35	30
Worry 'very often' about health	7	7	11	6	*15	*14	*11	*11
Worry 'very often' about going to secondary school	16	*21	16	17	*22	21	20	18
Had accident last year	29	31	*53	31	*39	*41	*38	31
Enjoy most school lessons	61	59	53	*52	56	58	56	62
The school encourages everyone to treat each other with respect **	90	90	89	89	88	88	88	82
I know my own targets and I am helped to meet them **	81	80	84	74	79	78	80	82
Pupils' views make a difference in school **	79	77	84	75	81	76	81	76
Numbers of pupils	4049	246	19	517	277	237	322	217

Plan for a fair start in life

Percentages in each social identity group reporting different behaviours - secondary	All Y10	Ethnic minority	Young carers **	Children in care	One-parent family	Not in own home	SEN	Disability /long-term illness	Free school meals	Armed forces family	LGB
Eat 5-a-day	16	17	20	6	*13	16	19	21	13	19	21
Ever tried smoking	37	39	44	*65	*48	*55	43	30	*51	*55	*55
Drank last week	40	38	*55	45	*45	48	41	35	42	*52	*58
Ever taken drugs	14	*18	*21	23	*20	*28	16	19	*20	*23	*34
7+ hours exercise/week	26	27	24	16	*21	31	22	24	21	*32	25
High self-esteem	40	36	*25	42	*34	32	*27	30	*32	*29	*21
Bullied at school last year	16	*23	*39	26	*20	20	*32	*29	*29	20	*33
Worry about being different	2	*14	*7	6	3	*11	*7	*6	*6	*5	*9
Worry about money	25	28	32	13	*31	32	25	29	27	29	*34
Sexually active	23	25	*38	*62	*29	*37	*33	29	*35	*36	*44
Can find free condoms	58	*48	62	65	62	49	54	55	58	*69	66
Had accident last year	44	51	52	61	46	51	*54	54	*54	*56	52
Enjoy most school lessons	42	42	37	26	*36	29	*33	37	36	31	37
Intend FTE after Y11	62	63	52	52	56	*41	*39	50	*45	*46	60
Term-time job	33	32	38	29	30	40	30	23	32	38	28
The school encourages everyone to treat each other with respect **	72	*59	64	59	68	59	*58	68	63	64	*56
Adults at school talk to me about how to improve my work **	58	56	53	53	54	47	52	67	54	52	*46
I know my own targets and I am helped to meet them **	54	52	52	44	*48	50	46	54	47	52	43
Pupils' views make a difference in school **	57	57	45	53	52	50	59	58	57	56	47
Numbers of pupils	4097	292	111	32	709	76	266	125	268	355	164

** New question for the 2012 equalities analysis. * Difference from All Y6/Y10 is statistically significant. Shaded: a significant difference was found in 2010.

Plan for a fair start in life

Appendix E – Glossary of Terms

ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional and Social Difficulties
BME	Black, Minority Ethnic
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CCG	Clinical Commissioning Group
CSC	Children's Social Care
CYP / C&YP	Children and Young People
CYPLT	Children and Young People's Leadership Team
CYPP	Children and Young People's Plan
CYPS	North Yorkshire County Council's Children and Young People's Service
DA	Domestic Abuse
DCS	Director of Children's Services
DfE / DFE	Department for Children, Schools and Families
DSG	Designated School Grant
DWP	Department for Work & Pensions
EAL	English as an Additional Language
eCAF	Electronic Common Assessment Framework
eLAC	Education for Looked After Children
EMA	Ethnic Minority Achievement
English Baccalaureate	Qualification representing grades A*-C in English, mathematics, two sciences, a foreign language and history or geography at GCSE
ETE	Education, Employment or Training
EYFS	Early Years Foundation Stage
FE	Further Education
FHG	Flying High to See the Way Group
FIT	Families Intervention Team

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FRANK	National Drug Awareness Campaign
FSM	Free School Meals
FTE	Full Time Education
FTE	Full Time Employment
GCSE	General Certificate of Secondary Education
HE	Higher Education
HRBQ	Health Related Behaviour Questionnaire
IAG	Information, Advice and Guidance
ICS	Integrated Children's System(s)
ICT	Information and Communication Technology
IMPULSE	Children and Young People's Service ICT system
IPT	Integrated Passenger Transport
IQM	Inclusion Quality Mark
ISM	Integrated Service Manager
KS (1-4)	Key Stage
LA	Local Authority
LAC	Looked After Children
LDD	Learning Difficulties and Disabilities
LSCB	Local Safeguarding Children Board
LSP	Local Strategic Partnership
MALAP	Multi-agency Looked After Partnership
MARAC	Multi-agency Risk Assessment Conference
MTFS	Mid Term Financial Strategy
NEET	Not in Education, Employment or Training
NHS	National Health Service
NI	National Indicator
NY	North Yorkshire
NYCC	North Yorkshire County Council
NYSCB	North Yorkshire Safeguarding Children Board
NYYC	North Yorkshire Youth Council
NYYPCT	North Yorkshire and York Primary Care Trust
OFSTED	Office for Standards in Education, Children's Services and Skills

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PA	Personal Adviser
PCT	Primary Care Trust
PE	Physical Education
PEP	Personal Education Plans
PHSE	Personal, Health and Social Education
PROTOCOL	Integrated Children's System (ICS) for Children's Social Care
PRS	Pupil Referral Service
PSA	Parent Support Advisor
PSHE	Personal, Social, Health and Economic Education
Q&I	Quality and Improvement
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs & Disability
SFR	Statistical First Release - statistical publication from the Department for Education (DfE)
SLC	Speech, Language, Communication
SLCN	Speech, Language and Communication Needs
SMART	Specific, Measurable, Achievable, Realistic and Timely
SMT	Senior Management Team
SpLD	Specific Learning Difficulties
TAC	Team Around the Child
TOPS	Treatment Outcome Profile
TWMV	Teenagers with Multiple Vulnerabilities
TYS	Targeted Youth Support
VCS	Voluntary and Community Sector
YJS	Youth Justice Service
YPC	Young Person's Council
YSS	Youth Support Services

Contact us

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