

EDUCATION & CHILDREN'S SERVICES POLICY & OVERVIEW COMMITTEE

EDUCATION & CHILDREN'S SERVICES GROUP ACTION PLAN 2010/11

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REASON FOR REPORT

This report highlights the overarching strategic actions of Education and Children's Services and is intended to list the key improvements of the Group over 2010/11 and not a list 'business as usual' work currently undertaken. The action plan ensures the objectives and priorities in the Sustainable Community Strategy and the Council Plan are met.

The Overview Committee are asked to review and comment on the Education & Children's Services Group Action Plan for 2010/11.

OPTIONS OPEN TO THE COMMITTEE

- Consider, question officers and comment on the report, as appropriate.
- Agree to raise any concerns with the relevant Cabinet member
- Or note the content of the reports.

SUGGESTED OVERVIEW ACTIVITY

1. The Committee to question Officers about their Groups' actions for 2010/11.
2. Make recommendations to Cabinet or Cabinet Member as appropriate

Hillingdon Children & Families Trust Objectives	Action	Deadline	Lead - Theme group and individual	What will success look like i.e. output	How will you know you've made a difference to the user i.e. outcome	Risks in not meeting your action
Ensure children and young people are safe from harm and protect those known to be at risk of abuse	Implement communication strategy on five main priorities, as follows: <ul style="list-style-type: none"> • Internet safety • Ant-bullying • Vetting and Barring • Child trafficking • Private Fostering 	March 2011	LSCB (Paul Hewitt)	Briefing notes/sessions Publications Media campaign DVDs Leaflets Video Written Protocols	Raised Awareness Increased level of identification and reporting of abuse in these key areas of safeguarding	Multi-agency funding
	Complete multi-agency audit of safeguarding arrangements for Children with Disabilities	March 2010		Report highlighting and recommending priority actions	Increased number of children with a disability being subject to a Child Protection plan	Training not being funded or delivered for staff
	Implement the revised working Together due to be issues by DCSF; especially relating to serious case reviews	March 2011		Revised local guidance on serious case reviews (SCRs); including protocol for independent authors and chairs	Action plans from SCRs being implemented and embedded in practice, with lessons learned across all agencies	Funding for Independent authors not being provided

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Create a safe environment	To provide support, training and challenge to schools with regard to anti bullying policies and actions	March 2011	Behaviour & Attendance Gp (Jan Sargeant)	Anti bullying hotline is promoted in schools To ensure that all schools have robust Anti-Bullying and Acceptable Use policies	Decrease in persistent absent students citing bullying as a reason for absence	Safeguarding risk
	Implement the Preventing Violent Extremism plan	March 2011	Strong and Active Communities (Fiona Gibbs)	Increased understanding by agencies of the role they play in preventing violent extremism.	Increase resilience to violent extremism	Lack of multi-agency engagement.
	Develop and implement Safer Schools Partnership action plan	March 2011	Strong and Active Communities (Fiona Gibbs)	Strategy implemented and addressing issues with regards to youth crime/violence	Promote community cohesion and integration	Lack of communication / coordination between partners
	Improve services offered to victims of domestic violence	March 2011	Safer Hillingdon (Ed Shaylor)	Develop a multi-agency alcohol harm reduction action plan	Reduce harm to health caused by alcohol	Lack of multi-agency engagement.
Improve healthcare provision provided to children and young people	Implement the Young people's specialist substance misuse treatment plan	March 2011	YP specialist substance misuse Group (Lois Elliot)	Pathways into treatment are strengthened and clear Users are more involved in the commissioning of services and are more willing to access the	Reducing the harm caused to young people by alcohol and drugs	

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				<p>service</p> <p>Prescribing and Needle exchange services are delivered with young people in mind and within NICE Guidelines</p> <p>Transitional arrangements into adult services are improved and are clear</p> <p>Leaving treatment plans are in place for all young people</p> <p>To increase young people's direct access into assessment and treatment through out Hillingdon</p> <p>Increase YOS Young People into direct interventions</p>		
	Implement Child and Adolescent Mental Health Services	March 2011	CAMHS Joint Partnership	A range of high quality universal/Tier 1 services will be available in	All children and young people from birth to their	

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	(CAMHS) strategy: Year 1 <ul style="list-style-type: none"> ▪ The Right Universal/Tier 1 Services ▪ The Right Specialist and Targeted Services for Hillingdon ▪ Prevention, Detection and Early Intervention ▪ Access, Assessment and Referrals ▪ Transition to Adult Services ▪ Information ▪ Participation ▪ Workforce ▪ Quality, Evaluation and Value for Money ▪ Safeguarding ▪ Joint Working ▪ Needs Assessment 		Group (Joan Veysey)	Hillingdon. A range of high quality integrated CAMHS services covering Tiers 2-4 will be available in Hillingdon. Children and young people's mental health issues will be identified and treated to prevent their escalation through an increased focus on prevention, detection and early intervention. There will be clear and transparent access and pathways to services with structured assessment processes and signposting and referrals to appropriate services. The transition to adult services will be planned effectively and support.	eighteenth birthday, who have mental health problems and disorders should have access to timely, integrated, high quality, multi-disciplinary mental health services to ensure effective assessment, treatment and support for them and their families.	

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Ensure children and young people lead healthy lifestyles	Children Centres (CCs) to meet adjusted healthy school status	March 2011	Extended Services Group (Carol Tomlinson)	All CCs meet standard	Children under 5 and families lead healthier lifestyles	Health inequalities continue
	Increase the activities in green spaces e.g. volunteering and sport	March 2011	Cleaner & Greener Partnership (Paul Richards)	Increased number of events attended by increased number of youths	Greater youth participation in such events	Less use of parks and green spaces by youths and other residents.
	Promote Healthy Schools Standard across all schools Prepare schools for using the Whole School Approach and the vision of the 21st Century school and the pupil wellbeing indicators.	March 2011	Healthy Schools Partnership (Tessa Pike)	All schools with Healthy Schools Standards	Schools supported with the development of locality focussed Enhanced Healthy Schools Standard programmes Schools involved in promoting active PSHE, cohesion, lifestyle and family learning activities	
Improve sexual health promotion	Develop and launch of young people's condom policy Establish a programme	March 2011	Teenage Pregnancy steering group (Carol Page)	Effective condom usage among sexually active teenagers is the norm	Reduction in teenage pregnancy, Sexual Transmitted Infection rates and levels of young	

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	<p>of targeted support secondary schools to improve their delivery of sex relationship education (SRE) to young people</p> <p>Develop and implement a common teenage pregnancy dataset for young people accessing preventative services</p> <p>A peer education programme developed in sixth forms & college to increase awareness of local sexual health services</p>			<p>Young people accessing contraceptive services before sexual activity starts</p> <p>Effective SRE in schools with quality sexual health and relationships training for those supporting children and young people, particularly the most vulnerable</p>	<p>people reporting non-consensual sex</p>	
<p>Improve the emotional well-being of children and young people</p>	<p>To support schools in developing social and emotional skills of pupils and staff</p>	<p>March 2011</p>	<p>Behaviour & Attendance Gp (Judith Millar & Lisa Pedesen)</p>	<p>Reduction in fixed term exclusions for persistent disruptive behaviour following revision of Pre-exclusion clinic practice and enhanced messages about inclusion of Special Educational Needs pupils.</p>	<p>Reduction in referrals to CAMHS</p>	<p>Increase in exclusions leading to cost (human & financial) associated with parents mental health, offending and low attainment</p>

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	Implement CAMHS strategy: Year 1 See 'Improve healthcare provision provided to children and young people' for details	March 2011	CAMHS Joint Partnership Group (Joan Veysey)	See 'Improve healthcare provision provided to children and young people' for details	See 'Improve healthcare provision provided to children and young people' for details	
Tackling Childhood Poverty	Implement Child Poverty Strategy – Year 1	March 2011	Child Poverty Steering Group (Richard Robbins)	TBA	Reduce the number of children living in poverty	Lack of buy in from partners
	Conducting outreach in targeted areas to improve take-up of Working Families Tax Credit	May 2010	EYSPG (Philip Ryan)	A higher number of outreach events in priority areas	An increase in the number of families in receipt of Working Families Tax Credit	Working families struggling financially.
	Roll out Extended Schools disadvantaged subsidy across Hillingdon	March 2011	Extended Services Group (Carol Tomlinson)	More economically disadvantaged children and young people able to access out of school opportunities	Gap in achievement and attainment narrowed	Government programme not delivered. Poorer outcomes for children and young people
	CCs to work with partner agencies, including Job Centre	March 2011	Extended Services Group	More parents working or training after CC input	Fewer children living in poverty	Children and parents lives continue to be

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	Plus to get parents into employment or training		(Carol Tomlinson)			blighted by poverty
Improve access and information for children and young people to a range of play and sporting opportunities	Establish or improve 22 play spaces across Hillingdon	March 2011	Cleaner & Greener Partnership (Alison Booth)	An additional 22 local inclusive play spaces	More children using green spaces Increase in satisfaction of green spaces	Less opportunity to improve the well-being of children
Improve positive activities for children and young people	Develop and implement the Positive Activities for Young People Strategy	March 2010	PAYP steering Group (Tom Murphy)	Young people will participate in positive activities up to, and beyond the LAA target	Young people enjoy socialising with their peers and learn new skills through participation in and expanded positive activities offer. Young people can identify their learning and progression through recorded and accredited learning outcomes	LAA target not met. Expectations of young people and other stakeholders not met.
Improve the participation of children and	Ensure young people are actively involved in service governance and	March 2010	Active Involvement Steering Gp	Objectives within Active Involvement Strategy Implementation Plan met	Young people identify that their views and opinions	Service development and delivery will be

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young people in service delivery	development		(Tom Murphy)		shape the development and delivery of services. Service providers actively involve young people effectively and this involvement can be evidenced through Hear by Right Standards assessment	deficient as a consequence of not effectively engaging young people.
Develop 3 new youth centres	Young people use new young people's centres and new youth bus	March 2010	PAYP steering Group (Tom Murphy)	3 new young people's centres and a second mobile youth project established	Young people enjoy socialising with their peers and learn new skills through participation in and expanded youth service offer. Young people can identify their learning and progression through recorded and accredited learning outcomes	Planned service expansion not achieved. Key policy objective not achieved
Improve standards in the early years	Implement early years outcome duty action plan	July 2010	EYSPG (Alison Booth)	Targeted support and training delivered	57% of children achieving a good level of achievement;	Targets at other Key stages not attained.

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					achievement gap narrowing to 33%	
Improve standards at all key stages	To reduce persistent absence (PA) and overall absence, encouraging good attendance and disseminating good practice	March 2011	Behaviour & Attendance (BA) Gp (Deborah Bell)	Hillingdon meets DCSF PA targets by delivering no primary, secondary, special school or PRU with PA over the national average.	Decrease in PAs and prosecutions, improved attainment.	Increase in social isolation and educational exclusion. Rise in low attainment and offending, teenage pregnancies and substance mis-use.
	Raising attainment and increasing the number of schools judged by OfSTED from 'satisfactory' to 'good' and 'good' to 'outstanding' are priorities for the authority.	March 2011	School Improvement Service (Mike Merva)	School Improvement Partners/Primary School Improvement Officers to visit and work with all schools	Higher attainment	
	Advisory Team to deliver training on the new Primary curriculum	March 2011	School Improvement Service (Mike Merva)	Training sessions to be held	All primary schools able to deliver the new primary curriculum	
Promote social inclusion and good standards	To encourage the development of school partnerships, to support	January 2010	HASH and Behaviour & Attendance	Reduction in PA and exclusions (f.t & perm). Increase in Yr 11 Fair	Move culture amongst Hillingdon secondary schools	Breach of statutory requirement in

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of behaviour	the prioritisation of behaviour and attendance		Gp (Deborah Bell)	Access by reviewing the Fair Access protocol with the newly empowered independent B&A secondary partnership.	& academies in terms of partnership co-operation. Primaries also feed into Partnership to facilitate effective B&A transition.	The Apprenticeships, Skills, Children & Learning Act 2009. Plus, poor inclusion of Hillingdon's vulnerable children.
	Inclusion Development Programme (IDP) launch of behaviour package to all schools	March 2011	School Improvement Service (Sue O'Brien)	All schools will have received training on IDP	Improved behaviour in schools	
Developing an integrated youth support service	Develop and implement an integrated youth support strategy.	March 2010	IYSS Strategic gp (Tom Murphy)	Objectives as detailed in work-stream implementation plans met	Young people and their families state that their experience of youth support services has improved.	Young people experience disparate and uncoordinated service support.
	To promote positive behaviour and reduce disruption to teaching and learning	March 2010	Behaviour & Attendance Gp (Judith Millar & Jan Sargeant)	Reduction in exclusions for persistent disruptive behaviour & for children with SEN	Improved inclusion of SEN children (in mainstream, & by attainment). Reduction in exclusions	Increase in SEN costs and exclusion, poor attainment, increase in offending & substance abuse.

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Improve the transition at key stages	Develop tracking mechanisms and transition tools for children leaving CCs.	Dec 2010	Extended Services Group (Carol Tomlinson)	Tracking mechanism and tools in place	Increase in parental and school satisfaction	Lack of knowledge about the effectiveness of CCs on children's readiness for school
	Improve the support available to young people who leave Year 11 and 12 so they all received an offer of a suitable place in learning	March 2013	14-19 Strategic Group (Alison Moore)	Student recruitment numbers for the programmes mentioned. No of institutions involved with the programmes	Awareness of apprenticeships and vocational routes is enhanced	Depends on Funding remaining. Collaboration of partners Union regulations (Rarely Cover) reducing the possible number of meetings for teachers
	Organise promotional events and materials to market Vocational Courses, Apprenticeships, Diplomas and Foundation Learning	March 2013	14-19 Strategic Group (Alison Moore)	Post 16 promotional events delivered Ensure that all staff working with young people recognise their responsibility in giving high quality and impartial IAG	Awareness of apprenticeships and vocational routes is enhanced	

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	Support and develop strategies to improve post 16 participation for young people from vulnerable groups including Children in Care, those with specific needs and those on FSM and bottom 20% attainment.	March 2013	14-19 Strategic Group (Alison Moore)	Map existing vocational and applied learning across Hillingdon schools, Uxbridge College and training providers and ensure that there is access to appropriate provision in line with any 'gaps' that are identified.	Increase in the number of young people from vulnerable groups attending post 16 courses	
	Deliver the September Guarantee	March 2010	14-19 Strategic Group (Tom Murphy)	September Guarantee targets met	Young people's employment and education opportunities are enhanced because they have been supported to secure the appropriate post 16 destination	NEET levels increase
Improve educational achievement and vocational skills of young people	To embed collaboration as the means of delivering 14-19 reform	March 2013	14-19 Strategic Group (Alison Moore)	For the 14-19 Strategic board to provide a coherent and effective working directive between outcome groups and operational groups	Maintain an increasing percentage of young people in the authority (14-19) in structured learning through:	
	Raise the post 16 participation of all young people in Hillingdon, including the reduction	March 2013	NEET Steering Group (Tom	Ensure that the 14-19 Area Prospectus and on-	- Develop and ensure access to appropriate	

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	of young people who are not in education, employment and training (NEET)		Murphy)	line common progression system is updated and reviewed on a regular basis	education and training pathways - Capture and respond to learner views about the provision	
	To improve the quality of provision for young people 14-19 in Hillingdon, as expressed in our Learner Entitlement and contribute to raising standards	March 2013	14-19 Strategic Group (Alison Moore)	Full range of Diplomas established to support the 14-19 curriculum entitlement by 2013 Sustain and implement an action plan for improving employer engagement and support Additional targeted support provided for young people at risk of becoming NEET	Reduce the proportion of 16-18 year olds who are NEET All young people (14-19) have the opportunity to achieve their full potential	Lack of employer input Schools emphasis on academic route only Lack of parental awareness of alternative programmes of learning
Improve the financial literacy of children and young people	Ensure Extended Schools (ES) Collaboratives are involved in financial education roll out	March 2011	Extended Services Gp (Darren Thorpe)	ES Collaboratives involved in project with a number of Extended Schools/Family Learning opportunities taking place	Primary aged children involved in project more aware of financial issues	Children and Families confused about financial issues
	Securing funding and developing links with 'pfeg' to raise cross-curriculum financial	March 2011		Greater financial awareness and learning opportunities across the whole school community	Financial awareness will be a significant part of cross-curriculum	Poor financial understanding and awareness for many of

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	awareness in schools.				learning, and part of the repertoire of children of all ages	Hillingdon's children
Improve educational standards of children looked after (LAC)	Implement the Corporate Parenting Care Matters Plan: - Deliver a World Class Education	March 2011	Corporate Parenting Board	TBA	Improved attainment of LAC	Schools not engaging
Improve the health and well-being of children looked after	Implement the Corporate Parenting Care Matters Plan: - Family and Parenting Support - Care Placements: a better experience for everyone. - Promoting Health and Well-being - Transition to Adulthood	March 2011	Corporate Parenting Board	TBA	LAC being moved less often Reduction in children and young people being brought into care Care leavers going into good accommodation and education	Lack of resources to implement action plan recommendation Significant increase in the LAC population
Improve educational standards of children with disabilities and additional needs	Learner Entitlement Vision includes all Learners with Learning Difficulties and/or Disabilities (LLDD) up to 25	March 2013	14-19 Strategic Group (Alison Moore)	14-19 Strategic plan signposts opportunities for young people with LLDD	Clear coherent educational pathways for young people with LLDD from KS4 to the age of 25	Lack of understanding of curricula developments and benefit of change by parents and

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						teachers
	Implement Inclusion Strategy Year 1: 1. Remove Barriers to inclusion 2. Children and YP will be included in mainstream education wherever possible and appropriate 3. Children, YP and parents will be actively engaged in all aspects of the child'/YP education 4. Inclusion across the Children's Workforce 5. Children and YP are included within extended services provision 6. Additional needs will be identified and supported as early as possible 7. Children and YP	March 2013	Inclusion group (Pauline Nixon)	Special and mainstream school staff will work together to identify good practice locally Parent carers will be actively involved in steering and operational groups, self help support groups and annual conference L&D and ECS will work together to audit training and plan. Extended services steering group will plan to include vulnerable children in the services.	Intended Outcomes are detailed in the Inclusion Strategy action plan. By delivering the principles the outcome for children and YP will be: A positive learning experience that gives them the opportunity to achieve their personal potential. Their needs identified, assessed and provided for in an appropriate and timely manner throughout their education Their needs met in a local mainstream nursery, schools and college, alongside their	In general terms Children and YP with disabilities and additional needs will require increased access to Tier 3 and 4 provisions, increasing Council costs in both ECS and Adult services. Out borough independent and non maintained school provision will increase. More Children and YP will be NEET

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	<p>social and emotional well being is promoted</p> <p>8. All children will receive a broad and balanced creative curriculum through the outcomes of ECM</p>				<p>peers wherever possible</p> <p>Parent carers will be actively involved in the decisions affecting their education and satisfied with the services they use</p> <p>They will be supported by a confident and skilled workforce, using resources flexibly</p>	
<p>Improve the health and well-being of children with disabilities and additional needs</p>	<p>Implement Disabled Children's strategy: Year 2</p> <ol style="list-style-type: none"> 1. Increase short breaks provision 2. Workforce trained to meet the needs of vulnerable children 3. Children and young people will feel safe and be less vulnerable to bullying 4. Social and recreational enjoyment and 	<p>March 2013</p>	<p>Disabled Children's group (Pauline Nixon)</p>	<p>Short break co-ordinator will commission additional services to provide short breaks</p> <p>BST will include disabled children in planning and support</p> <p>Youth and leisure will embed planning for disabled C&YP in their service development</p>	<p>Intended outcomes are identified in the Disabled Children's action plans. These in general include:</p> <p>Children and young people and their families will receive better local services with greater choice and more effective early intervention</p>	<p>The risks are the same as above but also include higher risk of Children going into care if parents are unable to manage their child at home.</p>

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	<p>participation will increase</p> <p>5. Parent participation protocols will be embedded</p> <p>6. Disabled children and YP participation will increase</p> <p>7. Targeted early support including a key worker will be offered to all families with children under 5 years of age who need it</p> <p>8. Local provision including extended services will be improved</p> <p>9. A choice of provision for use of individual budgets and direct payments will increase</p> <p>10. Accessible and affordable childcare will be available.</p>			<p>ES planning with CDC will be in place and all agencies will agree to key working.</p>	<p>and prevention. Effective inter-agency working will ensure the right support is available when needed. Clear and transparent information and eligibility criteria will be readily available. Each individual will be encouraged and supported to improve their skills and levels of attainment and to develop social integration and experiences. Parents will be confident that the skill level of the workforce is appropriate. Parents, children and young people will be actively encouraged to</p>	

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					participate in developing service provision.	
Reducing the number of first time youth offenders and re-offending	Evaluating Triage service and review referral pathways to prevention services	May 2010	YOS Management Board (Lynn Hawes)	Improvement in key National Indicators	Reduced numbers of first time entrants into the criminal justice system and further improvements in re-offending data.	Inability to redirect existing resources in order to meet changing service demands
	Review implementation of the Youth Rehabilitation Order and Scaled Approach	November 2010	YOS Management Board (Lynn Hawes)			
	To reduce the victimisation of young people and to reduce the number of young offenders	March 2011	Safer Hillingdon Board (Ed Shaylor)	Deliver multi-agency Youth Crime Prevention Plan	Reduce the number of young people engaging in behaviour that puts them at risk of becoming victimised or being perpetrators of crime	Lack of multi-agency engagement.
Progress Building Schools for the 21st Century	Procuring a private sector partner to deliver capital investment in secondary schools in	March 2011	BS21 Steering Group (Sue	Modernised secondary school estate in the south of the borough that will support the delivery	In addition to meeting a range of targets agreed with the schools and	Schools will not be able to deliver a 21 st century curriculum, meet

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	the region of £180m once we have government approval of our business case		Sanders)	of agreed educational KPIs.	PfS, we will measure the success of the programme through surveys and post-occupancy reviews.	the needs of students with special needs and will need significant remedial building works anyway.
Progress the Primary Capital Programme	Implement Phase 1 expansions: Temporary accommodation for 2010 Review and develop a full expansion capital Programme	August 2010 May 2010	Sarah Harty	Sufficient schools will have agreed to expand and any building work essential for Sept 2010 is completed.	No Hillingdon resident primary aged children unplaced or offered places more than 2 miles from their home address (except by parental choice)	It will not be possible to offer places to all children and/or that the Council will need to provide transport.

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<p>Excellent collaboration with a partners to ensure effective and efficient services: Workforce development</p>	<p>The workforce will work better across boundaries, in multidisciplinary teams using integrated working tools.</p> <ol style="list-style-type: none"> 1. Develop a communication strategy for the Trust 2. Create avenues for sharing best practice and learning across the Trust to deliver ECM measurables e.g. lead professional, CAF. 3. Establish principles of good practice through the mapping of practice in integrated teams in terms of multi-agency working and supervision 4. Use the common core as basis for appraisal across the Trust. 	<p>March 2011</p>	<p>Workforce Development Steering Group</p>	<p>Staff from different agencies will be able to:</p> <ul style="list-style-type: none"> • Identify themselves as being part of a Children's Trust • Know where to find information and opportunities open to them as members of the HCFT • Develop a Trust Newsletter as a vehicle to promote the work of the HCFT. • Contribute to improvements in service delivery by sharing good practice examples. • Measure their effectiveness as practitioners of the HCFT • understand how they fit within a multi-agency workforce • understand the 	<p>The Children's Workforce Development Council provides a number of tools that help establish the progress made towards developing the one children's workforce — a workforce that is integrated and high quality.</p> <p>Hillingdon have and will continue to use these tools to measure the progress made and to help focus activity on the areas that are likely to have the greatest positive impact.</p> <p>The integrated children's services agenda is driven by a shared vision for</p>	<p>The risk in not meeting these actions is that the workforce will remain fragmented resulting in poorer outcomes for children, young people and their families.</p> <p>There is a direct and negative impact to the children, young people and their families if the capacity and skills set of the workforce are not sufficient or able to meet its needs.</p>

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	5. Develop and provide Children's Trust Induction Programme			behaviours and skills that are expected from them <ul style="list-style-type: none"> • understand the roles of other in the workforce. • have the opportunity to embark on essential introductory training. Safeguarding Children. POVA, integrated working	children and young people in the belief, founded in evidence, that there are positive outcomes for children, young people and their families where services are integrated. The analysis of workforce data and targeted activity will help build the workforce capacity for the future - a range of services that best meets children, young people and their families' needs	

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	<p>More coherent career pathways and workforce/professional development opportunities will allow for progress across and within professional boundaries.</p> <ol style="list-style-type: none"> 1. Using workforce data needs of the HCFT and frame the methods to ensure the HCFT has the workforce capacity and capability to deliver its objectives into the future 2. Integrate recruitment, retention and staff care initiatives across the Trust. 3. Establish a minimum skill sets for all job roles. 4. Review management and leadership 			<p>Identify the areas of potential skills gaps within the Trust</p> <p>Identify key roles / areas to develop joint R&R initiatives</p> <p>Use the Common Core as the baseline skills set for all HCFT members</p> <p>Identify key roles / to link leadership and management competencies and in partnership with NCSL / HEI's develop programmes to support the joint competencies</p>		

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	competencies, at different levels across Trust and create development opportunities that relate to those competencies.					
Excellent collaboration with a partners to ensure effective and efficient services: Developing the HCFT & Commissioning	Rewrite the HCFP	March 2011	HCFT (Paul Kennedy)	New HCFP produced, delivered and owned by HCFT.	HCFP owned by partnership	Lack of resources and ownership
	Implementation of the HCFT maturity model action plan Development of a performance framework			Annual self assessment and needs assessment Delivery of a comprehensive children and families needs assessment	Improved governance and partnership arrangements Improved information sharing between partnership	
Modernisation of business processes to achieve improved efficiency and effectiveness, maximising sources of income.	Co-ordinate the business improvement delivery programme workstreams within ECS	Dec 2010	ECS (Paul Kennedy)	Information circulated to Managers via workshops and other means	Effective roll-out and communication of BID workstreams in ECS	

