

CYPS Performance Improvement Plan – June 2009-September 2010
 Link to Council plans:Sustainable Community Strategy Priority: Developing Best Services
 MKCIP: Leadership & Management Capacity

Priority 1 To improve Leadership and Management of Children Services in Milton Keynes, rebalancing member involvement								
CYPP core Objectives								
<ul style="list-style-type: none"> Improved strategic direction from members. Improved and effective leadership and management of Children's Services Robust and rigorous monitoring systems to ensure we are on track 								
Success Criteria:								
Children Services' outcomes judged as good.								
Improved outcomes for children, as evidenced by: NI, LAA and Strategy targets, external assessors/inspectors (See Appendix - KPIs highlighted)-								
Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG Mitigation		
Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG Mitigation		
1.1 Accelerate transition to a permanent high quality leadership team through an appropriate balance of internal & external appointments	1)The directorate management team currently has only one permanent appointment. 3 assistant directors are temporary or interim. 2) No strategic managers are yet confirmed in post, and some are acting up.	1.Substantive appointments to 2 nd tier made & in post by September 2009 2. DLT ² review of 3 rd tier complete by 31 October 2009	Leadership Development for new DLT – to include working with members & corporate working. Joint training between Lead Member and Chief Officers (DCS and ADs).	DCS DLT	4 Assistant Directors in post by end October 2009. New 3 rd tier structure fit for purpose agreed & permanent appointments made officers in place with updated job descriptions enabling clear strategic direction & accountability. Effective performance in role as evidenced by improved outcomes.	Tight time frame Development needs of appointees Secure funding for improved capacity at 3 rd tier level.	5.1.2 5.1.3 5.1.4 5.1.6 7.3.1 Chief Executive	3 substantive AD appointments made 07.07.09 & all in post 14.09.09
1.2 Strengthen leadership and management capacity to ease the transition and provide 'catch up' ³	CYP services in MK poorly developed, under resourced & lack sufficient capacity to catch up. CYP services data poor (financial and performance), not centralised, coordinated or shared strategically.	1. June - Appoint a 5 th AD member to DLT for 12 months with a specific remit to support the DCS in implementing the improvement plan 2. July - Secure additional resource to support catch up in key areas of underperformance: Data; Academy Development, Inclusion/SEN.	Salary, on costs and expenses funded by DCSF IESE grant agreed	DCS	Systems & structures in place to enable substantive posts to sustain at least a 'good' level of service. DLT will be operating effectively	1. Appointed 2. Funding from DCSF agreed.	1.8 1.1.9 7.3.1 CAA	AD for Change Management appointed wef 22.06.09 SERO appointed to provide external support

¹ References to points in DCSF Diagnostic Review

² DLT: Directorate Leadership Team- DCS & ADs

³ Blue font indicates Minister or DCSF priority

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Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG		Ref DR	Monitor -ing	Progress
						Mitigation				
1.3 Support to develop service plans so that they reflect core work and priorities included in CYPP and provide a performance management tool to hold services to account for identified targets. In particular, School Improvement plans include secondary & primary strategy plans.	No plans in place	Finalise SPs October 2009. Implement Service Plans from September 2009 31 October 2009	Heads of Services AD CM Consultant SERCO (DCSF funded)	ADs	All services have comprehensive service plans in place, addressing weaknesses identified in DR & linking to CYPP priorities. Budgets from April 2010 aligned with CYPP & SPs Plans targeted & costed All staff clear about roles & responsibilities.	Core - service planning – not perceived corporately in the past Strategic managers require support & training in planning with an outcomes based approach.	5.1.2 7.3.2 4.2.1 4.2.3 4.6.8 4.6.9 4.6.10 7.2.1 7.2.2	DCS	Initial drafts of service plans all submitted by deadline 31 July 2009.	
1.4 Expand data bank to include NIs, key local indicators in order to monitor performance of CYP services against CYPP	Poorly developed knowledge & information systems – including integrated Children's Systems (ICS).	April 2010	SERCO (DCSF additional resource)	AD CM AD PCP	Knowledge and Information bank in line with those of good or better LAs. K&I team equipped with skills to sustain bank.	Need to ensure systems sustainable through development of officers.	1.9	DCS	SERCO Appointed. Mobilisation meeting 16.09.09	

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Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG Mitigation		Ref DR	Monitoring	Progress
1.5 Appointment of Lead Member for Children. Establishment of clear reporting structures & systems to 3 political groups. Agreed proposals across all three groups for stable working by 31 July 2009 to 2010 local elections.	Lack of clarity around the appropriate level of involvement of elected members leading to unusually high levels of member involvement in operational decision making. No clear line of accountability or championing of children to LSP	June 2009 LM for Children agreed. Sept. 2009	Member Development Budget. Mentoring/coaching support for Lead Member for Children. Contract political mentors to work with the three political groups over the next year.	Head of HR Head of Democratic Services Chief Executive	Fulfillment of statutory role of Lead Member for children in line with revised DCSF guidance. LM understands and operates in strategic role. Agreed personal development plan that addresses identified needs, including understanding appropriate level of involvement. Development of PDC so that it fulfils scrutiny role offering appropriate challenge at a strategic level. Positive judgment from CAA.	Green		1.11 5.1.4 5.1.5 5.1.7	CAA	Single Lead Member of Children's Services agreed & Mentor for Lead Member identified Revised Scrutiny arrangements agreed for September 2009 Children and Young People's Select Committee
1.6 Develop effective working relationship between members and officers.	Historic lack of member confidence in officers. Unusually high levels of member involvement in operational decision making.	Sept 2009 Team development work commences.	Leadership development for new Corporate Leadership Team – to include working with members and corporate working. Joint training between Cabinet & Chief Officers. Training for all members on their roles & responsibilities	DCS CE Head of HR Leader	Change of culture amongst members & officers, with more appropriate demarcation between operational & strategic	The management of the relationship between officers and members is time consuming and complex		7.3.2	IDEA	
						Led by Chief Executive.				

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Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG	Ref DR	Monitor -ing	Progress
1.7 Review of funding and expenditure of directorate	Centrally held education budget (non-schools) appears low compared with NA (£258 per pupils cf £366 NA)	3 months	Funding for additional capacity at 3 rd tier level	DCS	Improved financial management. Recruitment and retention issues eased. Alignment of expenditure with CYPP supported by Schools Forum. Sustainable transformation – identify funding stream for BSF submission.	Improvement plan not sustainable without adequate funding. Schools Forum reluctant to agree necessary changes to schools' funding.	4.3.8	Director of Finance	
(Need to include subsequent impact on services post National Strategies)		April 2010	Planning for commissioning of NS funded staff			Council committed to finding additional funding.			

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Priority 2 Create a CYP Directorate which is collaborative and coherent									
<ul style="list-style-type: none"> Improved support to people who work directly with Children and Young People Clear accountability systems in place (including performance management) Excellent quality of support and challenge to schools 									
Outcomes of local commissioned survey to schools (based on Audit Commission Schools Survey) are above latest Audit Commission England average results. CAA reports improvement.									
Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG Mitigation	Ref DR	Monitor -ing	Progress
2.1 Following appointment of substantive DLT a review of reporting, working groups & accountability systems & structures to ensure appropriate management structure for effective working.	Weak leadership overall (despite strengths recognised in review) as a result of series of temporary posts at 1 st & 2 nd tier level. This and interim roles at 3 rd tier level led to some dysfunctional services impacting adversely on children's outcomes.	31 October 2009	Additional funding for additional 3 rd tier posts	DLT	Robust and rigorous lines of accountability coupled with appropriate systems & working arrangements to drive the improvement agenda forward. All staff clear about their role in achieving outcomes	The need for speedy implementation of improvements plus process of revising roles act as a barrier. Successful appointment of ADs together with their early release from previous posts will facilitate acceleration.	1.1.8 1.1.9	DCS	
2.2 i). Development of a comprehensive performance management system which provides clear lines of accountability for delivery of CYPS' priorities	Currently no alignment between plans. Personal targets not in place.	April 2010	DCSF additional resource	AD CM AD PCP	Robust & rigorous performance management systems in place. Framework of reporting and accountability for progress in place. MK specific PIs and targets identified, bench mark data recorded enabling review of CYPP by July 2010.	Need to ensure alignment with Council practice.	1.9	DCS	SERCO appointed – Mobilisation meeting 16.09.09 Service Heads redrafting Plans.
ii) Change the working culture so that officers accept collegiate responsibility for all CYP outcomes seeking alignment & collaboration to improve services.	Services largely work in silos – some activities not aligned with each other although targeting same issue.	April 2010	DCSF additional resource	AD CM AD PCP	Outcomes based approach to working – leading to alignment of services. Service plans reflect a shared clear vision for improving children's outcomes	Officers open to change but unaware of length of journey Modelling of practice from DLT & consultants	1.9	DCS	

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Activity	Starting Point (June 2009)	Time-line	Resource requirements	Lead(s)	Projected outcomes	Risk RAG		Ref DR	Monitor -ing	Progress
						Mitigation				
2.3 Team building, leadership & performance management training for DLT, 3 rd tier, and across all services.	Plans not internally coherent across the service or the Council. Limited alignment with Community Strategy.	Dec 2009	External input providing professional development training appropriate to the needs of the organisation. (SERCO)	AD CM AD PCP	Service plans reflect a shared clear vision for improving children's outcomes. Improved targeted strategic leadership. A CYPS which shares best practice and is research-based – highly rated by public. All staff clear about their role as champions of CYP & taking responsibility with accountability – targets linked to CYP. Effective budget management within service teams ensures service plans are implemented and greater value for money is achieved	Necessary change in corporate and directorate culture required. Consultant to submit proposals for development programme.	1.10 1.19 5.1.2 5.1.3 5.1.4 5.1.6 7.3.1	DCS	DCS and AD mentors in place consultant appointed to review & submit proposals for integrated training service.	
2.4.Strategic MKC Client Officers and Mouchel corporate service leads to work with the Directorate to renegotiate SLAs to provide more flexible support. Relevant Council Strategic Leads for these services to meet DCS and DLT supported by Mouchel SDM to agree directorate need. Document & create alternative business models to deliver.	Flexibility in support services required in order to respond to ever-changing service needs & a new & refocused relationship to ensure efficient & effective corporate service support.	Dec 2009	Within current budgets	Director of Finance and Risk. Head of HR. DCS	Assurance that provision encompasses the needs of the directorate. Clearly agreed and responsive service provision. Clear understanding of the scope and constraints of the service provision under any new arrangements with Strategic Client Officers. Better defined service planning and requirements from the service recipient. Positive impact on financial management. Management contract & QA procedures in place.	Partnership model for delivery of services is not understood or accepted by services. Services do not provide clear diagnosis of requirement from support services. Failure to agree new contractual arrangements	1.13	CEO	Current SLA agreement temporarily suspended during review of practice.	
2.5 Develop & implement a multi-agency & multi-service family support/parenting strategy	Number of services supporting parents & carers on a range of issues Parenting strategy recently drafted.	Dec 2009	DCSF Think Family project. Family Information Service	Head of Commissioning Head of Early Years and Extended Services	Parenting strategy implemented outlining CYPS integrated work with parents & carers. Intensive parenting services preventing family breakdown, involvement in crime etc. Coordinated range of support so that parents are effectively engaged in their children's learning & development. Centralised location for FIS in place. Parent partnership service is judged good or better against the national standards	A corporate priority. Complexity of coordinating disparate range of services		AD PCP		

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Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG Mitigation	Ref DR	Monitor -ing	Progress
<ul style="list-style-type: none"> 2.6 Improve leadership of school improvement service through: <ul style="list-style-type: none"> • appointment of strategic lead of School Improvement • review the capability and capacity of School Improvement Teams leading to redefining of roles, including: <ul style="list-style-type: none"> • appointment of Inclusion Manager, • strengthen performance management in line with corporate model • rationalise o/side associates • appointment of 14-19 lead • appointment of strategic lead for Personal Development and Well-being & implementation of joint strategy for healthy outcomes with PCT • Development of School Improvement Strategy 	<p>Interim AD providing strong leadership. Vacancies impact negatively on LA's ability to support and challenge. Good practice in relation to quality of challenge recognised by NS in primary school and EYS improvement team. Lack of credibility of secondary team with schools. Service structure not fit for purpose.</p>	<p>3rd tier by 31 October 2009. Remainder of service by April 2010</p> <p>All work-streams for LSC transfer in place by 2010</p> <p>School Improvement Strategy in place January 2010</p> <p>Inclusion Strategy in place April 2010</p>	<p>Funding to pay for any interim arrangements; additional advertising costs.</p> <p>See below in Priority 2.</p> <p>AD Targeted Services</p> <p>Liaise with Chief Executive PCT</p> <p>HHS funding retained by School Improvement Service (£64,000+ £37,000)</p>	<p>AD Universal Services</p>	<p>Improve capacity and capability High calibre strategic head of School Improvement Service. Remodelled School Improvement Team which has capacity and capability to offer appropriate challenge and support to schools. Improved analysis of data to identify underperformance and where intervention is needed and to monitor impact of interventions. Improved monitoring of school performance and of outcomes of vulnerable groups. Effective implementation of the agreed inclusion and school improvement strategies which cover all ECM outcomes. Impact of the strategies is in evidence in each service within CYPS. Commissioning Framework for 14-19 Partnership Statement of Need & Commissioning Plan 2010-11</p>	<p>Non-appointment of high-quality staff leads to loss of momentum.</p> <p>Need to anticipate demise of National Strategies.</p> <p>Rapid appointment of high quality DLT should lead to acceleration of process</p>	<p>7.2.2 4.5.2 4.5.3 4.5.6 4.5.7 4.5.8</p>	<p>DCS</p>	

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Priority 3 Ensure that all stakeholders feel fully engaged in partnership arrangements									
CYPP core Objective Strong and effective joint working with external partners to realise a shared vision and direction for Children and Young People									
Development of integrated working and shared resources									
Success Criteria:	<ul style="list-style-type: none"> Improved, effective and reflective working relationship between relevant partners and stakeholders leading to improved outcomes for CYP Achieve world class commissioning status. 								
	Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG Mitigation	Ref DR	Monitor -ing
3.1 Through working with LSP & Council executives, align improvement plan (PIP) with MKCIP Community Strategy & 2009-11 CYPP so that the PIP forms the implementation plan for the 1 st year of the CYPP.	Little alignment between Council, CT, Children's services activities	Oct 2009, finalise the CYPP & CYPS PIB	AD CM	Monthly reports to DLT on progress against the action plan	Golden thread clear in work of Children's services. Alignment between CYPP and LSP/Council strategic plans.	<p>Necessary pace limits consultation with stakeholders & partners.</p> <p>Using all existing channels for consultation.</p>	1.10 5.1.2 7.3.2	DCS	On target
3.2 Generate a shared vision for the Children's Trust which is owned by all partners and stakeholders.	Dysfunctional Children's Trust Board.	Sept 2009	2 days facilitated development training. AD CM	AD PCP	<p>Vision statement agreed by partners & effective Children's Trust Board committed to a core set of priorities for improvement & to driving for necessary change.</p> <p>A stronger emphasis on the strategic partnership between key stakeholders will enable a stronger drive to improve outcomes. Clear outcomes focus.</p> <p>Clear separation between commissioning & providing.</p>	<p>Lack of engagement from partner agencies.</p> <p>Change of partnership personnel.</p> <p>CT partners fail to implement agreed integrated approach</p> <p>Establishment of a stakeholder/partnership group to work with AD CM.</p>	1.14 1.18	DCS (Chair of Children's Trust)	Shared vision discussed & agreed at away day (21 July 2009). Currently, underpinning draft CYPP which is out for consultation.
3.3 Review of governance, structure, focus & membership of Children's Trust. Align with Children & Young People's Select Committee arrangements & the work & remit of	Lack of shared ownership in developing children's agenda. All political parties	21 July 2009 (away day) Proposal for revised Children's	AD CM	DCS	<p>A clear reporting & accountability structure in place including Council, Cabinet & LSP, enabling the Children's Trust to promote & facilitate effective inter-agency working with relevant partners to secure the best outcomes for our</p>	<p>Lack of pace & understanding from key partners.</p> <p>3 party members remain on CT Board</p>	1.14 6.1.2 6.1.6 7.4.2	LSP Chief Executive Scrutiny	Membership, revised terms of reference & governance discussed & to be formally adopted at

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<p>Children's Services so that it can monitor implementation of the CYPP.</p> <p>Develop leadership of the Trust</p>	<p>represented on Children's Trust Board. Role and remit unclear.</p>	<p>Trust constitution, systems and operation Implement Oct 2009 Nov 2009- February 2010</p>	<p>NCSL Challenge Programme for CTs</p>	<p>AD CM AD PCP</p>	<p>CYP LM represents all councillors on CT Board.</p> <p>Clear and shared understanding of strategic commissioning role against provider role.</p>	<p>led by Chief Executive</p>	<p>7.6.4</p>	<p>DCS</p>	<p>end of September.</p>
<p>3.4 Review the arrangements for commissioned services across CYPS and the NHS with a view to developing integrated approaches to commissioning. The Council and the NHS will work more closely together and with other partners. Align commissioning intentions of partners & expenditure where appropriate.</p>	<p>Breakdown of trust between PCT and CYPS – limited joint commissioning Poorly developed relationship with Voluntary and Community Sector</p>	<p>April 2010</p>	<p>Appointment of a CT manager, responsible for the management and co-ordination of Trust business across agencies. AD CM Commissioning Support Programme</p>	<p>AD PCP linking Executive Director & Strategic Manager MKCVYS</p>	<p>The development of an effective trust which identifies priorities and commissions services across agencies & with other providers in line with DCSF guidance. A new joint commissioning team with a clear focus on commissioning services on behalf of the CT, supported by pooled budgets and multi-agency targets leading to improved services & better outcomes for CYP.</p>	<p>Capacity levels within newly created teams. Difficulty in appointing a CT manager. External financial pressures.</p> <p>Initial meetings have taken place with PCT & MKCVYS</p>	<p>7.6.4</p>	<p>DCS (Chair of Children's Trust)</p>	<p>Progress</p>
<p>3.5 Work with Shadow Young People's Learning Agency to develop & implement robust plan to take control of responsibilities for 16-19 commissioning from the LSC</p>	<p>Currently role of LSC</p>	<p>April 2010</p>	<p>Additional support from LSC to be provided</p>	<p>Head of 14-19</p>	<p>Smooth transition in April 2010 of responsibilities. Successful induction of team and appointment of personnel to fill vacancies transferred from LSC.</p>	<p>Lack of information from LSC. Slow development by LSC of briefing for workstream leads regionally. Failure of crucial aspects in April 2010.</p>	<p>7.2.2</p>	<p>AD Universal Services</p>	<p>LSC to LA Project Officer appointed (070909) to work with portfolio office. Lead for each workstrand identified and briefed.</p>

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3.6 Embed new ways of working especially the Common Assessment Framework (CAF), the team around the child (TAC) approach and the lead professional role.	Limited understanding of the role of the CAF	Guidance agreed and available – November 2009 April 2010	CAF Coordinators to provide advice, guidance, training & support to practitioners CAF Admin manage the systems & processes.	Head of Strategy & Commissioning Service.	Early intervention & support to families using CAF/ lead professional process. Integrated working practice guidance used by children's practitioners.	Schools/ settings/ health lack of understanding or commitment Instability of e-form Adequate resourcing		AD PCP	CAF Coordinators appointed	
3.7 Effective monitoring of schools - support and challenge where necessary from LA through transparent School Improvement Strategy. Develop & implement a wider school improvement strategy with schools involving National Strategies which encompasses current approach to schools causing concern and aligns with strategy to improve performance of vulnerable groups (see below). Review current practices in determining support to Category 3 & 4 schools. Ensure targeted, coherent and integrated cross service support for these schools.	School Improvement Strategy Part B – intervention and support in place for schools causing concern but overall strategy not in place. Lack of coordination of service support to schools creates overload for specific schools slowing pace of improvement.	Draft for discussion & piloting by October 2009 Agreed with schools by December 2009.	AD CM Head of School Improvement Meeting time with Headteachers & National Strategies.	AD Universal	Clarify re criteria for support to schools. School leaders held to account for delivering good ECM outcomes for CYP. Strengthen leadership at all levels in schools, including governors. Improved quality of support and challenge for schools based on level of need leading to higher achievement (notably across KS4 and post 16). LA data is accurate, timely and relevant (1.4) Coherent package of support in which multi-agency teams align support to schools with each other. No school in an Ofsted category of concern. No National Challenge schools (longer term goal)	Will require robust LA-school partnership to achieve this Time slippage in consultation with schools Securing school agreement by December 2009. Coherent package of support in which multi-agency teams align support to schools with each other. Prompt review of 3 rd tier management structures to provide infrastructure to drive this forward. AD CM experienced in school improvement at LA & Ofsted level.	4.1.2 4.2.3	DCS	Schools Causing Concern protocol in place. Process in place to keep schools under review for ECM outcomes. Proposed post of PDWB lead to facilitate.	

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Council Plan Priority 2: To increase the level of educational attainment for children and adults

Priority 4	Establish a clear and shared direction and vision for children and young people (CYP) in Milton Keynes									
CYPP core outcome 4	Enjoy and Achieve: All children and young people are highly motivated and achieve their full potential.									
Indicators ⁴	LAA/NI/C YPP	MK 2007/8 (August 2007 outcomes) APA Baseline	MK 2008/9 (August 2008 outcomes)	NA 2008/9 (August 2008 outcomes)	MK 2009/10 (August 2009 outcomes - provisional)	NA 2009/10 (August 2009 outcomes - provisional)	SN 2009/10 (August 2009 outcomes)	Target 2009/10	Target 2010/11	
Foundation Stage										
% pupils achieving at least 78 points across Early Years Foundation Stage	NI72 LAA	48.8	52.9	49	53.7 (p)	Not yet available	Not yet available	54	55	
Gap between lowest 20% Early Years Foundation Stage and the rest	NI92 LAA	37.7	32.5	35.6	33.9 (p)	Not yet available	Not yet available	33	30	
Key Stage 2										
Achievement gap between pupils entitled to free school meals and their peers achieving level 4 at KS2	NI102i	25.7	26.2	22.4	24.5 (p)	Not yet available	Not yet available	In line with national	In line with national	
% White UK girls entitled to fsm achieving L4+ at KS2 in mathematics	CYPP	53.0	58	61	55.3 (p)	Not yet available	Not yet available	In line with national	In line with national	
% White UK girls entitled to fsm achieving L4+ at KS2 in science	CYPP	71.0	78		76.4 (p)	Not yet available	Not yet available	In line with national	In line with national	
% Mixed heritage pupils achieving level 4+ in KS2 English and Maths	NI107ii	66.9	68.2	74.2	78.5 (p)	Not yet available	Not yet available	In line with national	In line with national	
% Black heritage pupils achieving level 4+ in KS2 English and Maths	NI107iv	46.9	56.2	62.3	60.6 (p)	Not yet available	Not yet available	In line with national	In line with national	
% pupils gaining level 4+ at KS2 including English & Maths	NI73 LAA	67	71.8	73.0	70.1 (p)	73 (p)	74 (p)	75	77	
Progression by 2 levels between KS1 and KS2 in English	NI93 LAA	83.0	78.8	82	81 (p)	Not yet available	Not yet available	85	86	
Progression by 2 levels between KS1 and KS2 in Maths	NI94 LAA	72.0	76.3	79	77 (p)	Not yet available	Not yet available	80	84	
Key Stage 4										
% pupils achieving 5+ A*-C at GCSE including English and maths	NI75 LAA	39.6	42.1	47.6	48.0 (p)		Not yet available	50	53	
Achievement gap of pupils entitled to fsm achieving 5+ A* - C incl English & maths	NI102ii	29.5	28.2	27.8	28.8 (p)	Not yet available	Not yet available	In line with national	In line with national	
Progression rates in English between KS2	CYPP	59	54.5	58.7	68 (p)	Not yet	Not yet	58.5	62.5	

⁴ Data within the Improvement plan is reported in financial years as per NIS reporting and refers to previous academic year outcomes (ie 2007/8 relate to Aug 07 outcomes) for education outcomes. Where data is provisional, this is shown as (p).

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and KS4						available		available	
Progression rates in Maths between KS2 and KS4		CYPP	52	45.8	51.7	60 (p)		Not yet available	49.8
% of Black heritage pupils achieving 5+ A* to C GCSE including English and Maths		NI108iv	36.4	35.2	40.8	40.3 (p)		Not yet available	In line with NA
% CYP of Bangladeshi heritage entitled to fsm achieving 5+A* - C incl English & maths		CYPP	37.5	20	41 (p)	33 (p)		Not yet available	In line with NA

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<p>4.4.1 Raising achievement of underperforming CYP in all schools:</p> <p>i) SIPs work with schools to identify gaps in attainment between different groups & set specific & ambitious targets to close gap to determine appropriate intervention or challenge programmes which ensure they make better progress (e.g. Every Child Counts: Numbers Count in primary schools, – 8 satisfactory schools working with 5 good schools to improve standards in mathematics. 1to1 tuition; introduction of Minority Ethnic Achievement Programme (MEAP) in target secondary schools). Consider more specifically patterns in progress/lack of progress across all MK schools using refined data, including multifaceted reasons for underperformance</p>	Inconsistent practice across schools monitoring performance of groups.	July 2009	EMASS SIPs Robust and rigorous data performance MEAP Existing data sets currently under review. Further work required to develop reporting for identified groups -DCSF (see 1.4)	Head of School Improvement	Targeted EMASS intervention to schools where tracking indicates underachievement by key BME groups Narrowing of the gaps in underachievement for identified groups of pupils (LAC, identified BME, SEN, G&T, white FSM) at all key stages. Schools able to demonstrate monitoring of progress informs provision planning	Core work	7.2.1	AD Universal Services	MK vulnerable & underperforming groups agreed July 2009 Special SIPs briefed about target-setting for different groups Sept 09.
<p>ii) Further develop AfL, Narrowing the Gap & Assessing Pupils Progress (APP) to improve pupil tracking & identify what progress is and how to move pupils on in schools identified through SIP monitoring, QA processes and school self evaluation. Partner red/lamber schools with leading assessment schools with agreed targets for improvement. Monitored by Assessment Adviser</p>	All schools RAG rated and improvements sought. Target schools identified.	Sept-Dec 2009.	Consultants In-house pupil tracking tool for primary schools Making Good Progress Guide	Senior Advisers – Primary and Secondary Strategy Assessment Adviser	Accelerated rates of progress for pupils underachieving.	Core work		AD Universal Services	Continuing focus for NS consultants work in targeted schools.

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iii) Develop monitoring & evaluation systems with a focus on individuals, groups & cohorts as well as school outcomes, including where there are identified newly arrived pupils	As above	September 2009-10	Officer time DCSF (1.4)	Head of EYS; Head of School Improvement	Improved provision for targeted groups. Narrowing of the gaps in underachievement for identified groups of pupils (LAC, identified BME, LDD, G&T, white FSM) at KS1 & 2 LA data is accurate, timely and relevant (1.4)			AD Universal Services	
iv) Introduce programme to train teachers for challenging schools within Education Improvement Partnership	2009-10			Head of School Improvement	Improved attainment of Bangladeshi, Black African, Pakistani, White Eastern European groups			AD Universal Services	
4.4.2 Improving the development of children in EYFS i) Target greater support to EYFS settings with higher EAL needs, white working class & speech & language needs, gender need. ii) Identify PVI settings who are able to offer flexible entitlement of 15 hours over 38 weeks iii) Every Child a Talker programme(ECAT) working with 20 PVI settings to create early language development as part of DCSF pilot scheme	Currently report on achievement in children in EYFS	Sept 2009	DCSF funding	Senior Early Learning Advisor Head of Early Years & Extended Services	Increase in Practitioners confidence levels in speech and language development Achievement of children in EYFS raised esp in PSED & CLL 25% of children are able to access settings offering 15 hours childcare Children are confident and skilled communicators before entering school. (Every Child a Talker Programme) Increased % of childminders accessing NEG and offering flexible provision. Childminders working with children centres locally to support children and families.			AD Universal Services	
iv) Re-shape the current MK Childminding Network to ensure all childminders have access to gain support and guidance Work with children centres and extended services to develop a model across a reach area for support and training with Children centre teachers and other practitioners. To ensure a mixed economy of private,		March 2010		Head of Early Years & Extended Services	Monitoring and support through the Network to increase the quality of care and education in childminding environment Sufficient childcare places are				

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<p>public and voluntary providers who offer quality, flexible and sustainable provision, working with current and potential providers to increase the delivery of the EYFS Curriculum</p> <p>Appropriate allocation of the Quality and Access Grant in line with DCSF funding requirements</p> <p>To ensure that the workforce have the skills, knowledge and training they need to support all children through a diverse range of opportunities</p>					<p>available with PVI; maintained settings and childminders equipped/resourced to deliver a quality EYFS Curriculum</p> <p>Increased quality of learning environment which support the delivery of EYFS</p> <p>Trained and experienced workforce which identifies childrens needs and development and targets provision to meet the need.</p>				
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Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG Mitigation	Ref DR	Monitoring	Progress
<p>4.4.3 Improving the achievement of children 5-11:</p> <p>i) Target 1:1 for 32 schools where significant numbers of pupils or specific Children in Care are not achieving age related expectations</p> <p>ii) Improve and extend provision for G&T pupils in all schools where conversion from level 3 – 5 is poor.</p> <p>iii) Increase focus on MK Better Readers, a successful local cross phase project to tackle underachievement of white FSM pupils with 13 schools in Leon, Woughton and Radcliffe liaison groups which includes work with parents & training adults to teach children to read.</p> <p>iv) Sharpen intervention plans and collection of data for particular groups from the Hard To Shift schools. Ensure enhanced overview of progress for all 8 intervention schools.</p> <p>v) Continue to train governors in intervention schools to monitor effectively and become more confident in their challenge role. vi) Create more robust leadership strategy to improve the quality of leadership at DH/HT level. Focus on leaders distributing leadership and creating a ‘can do’ culture in their schools where every child matters. Further develop Succession Strategy using NCSL funding to partner aspiring senior leaders and shadow & mentor. Train senior leaders more specifically on educating for equality. Use National Leader in Education to work specifically with the SLT of 3 schools.</p> <p>vii) Refocus work on using agreed MK induction/transition processes for pupils with high mobility and ensure schools use guidance and materials</p> <p>viii) Improve transition between Foundation Stage & KS1, particularly for key groups of pupils. Ensure pupil records are passed on within expected timelines so that schools can swiftly intervene.</p> <p>ix) Work with all schools to ensure more flexible &</p>	<p>Build on successful beginning of strategy – high impact identified with starter schools with pupils making at least 5 sub levels progress in 1 term.</p> <p>Strong intervention plans in place monitored by LA that need sharpening further</p>	<p>Sept 09 cohort & continue with cohorts each term</p>	<p>Standards Fund Officer time dedicated to updating and promoting current guidance</p> <p>Agree additional funding for MK Better Readers with Schools Forum to spread across MK</p> <p>DCSF funding</p>	<p>Head of EYS; Head of School Improve ment</p>	<p>Attainment at all key stages is at or above NA and approaching SN levels. Rates of progress are at national levels.</p>	<p>Lack of timely data causes difficulty in intervening appropriately. Individual schools or groups of schools fail to perform to expectation.</p> <p>Loss of governors who find change of emphasis challenging.</p> <p>DCSF funding catch up for data improvement.</p> <p>Close monitoring by SIPs of schools ensure programmes & their impact kept under review.</p>	<p>7.2.1</p>	<p>AD Universal Services</p>	

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Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG Mitigation		Ref DR	Monitor-ing	Progress
<p>personalised responses to curriculum approach & design, using contextual features and outdoor learning.</p> <p>x)Run specific funded National Strategy Projects as required</p> <p>ECaR: 6 schools</p> <p>ECaW: - 29 schools, 10 lead schools – focus on Years 3 and 4</p> <p>CCLD: 10 schools</p> <p>ECaT: 10 schools in September – Reception & Y1</p>										
<p>4.4.4 <u>Improving the achievement of CYP 11-19- a secondary phase plan to address priorities(see 1.3)</u></p> <p>i) Introduce renewed secondary framework (for English) and revised GCSE specifications</p> <p>ii) Targeted work with five lower-performing schools</p> <p>iii) Support schools in developing programmes which provide personalised support for individual YP to catch up, e.g. Study Plus at KS4</p> <p>iv) Utilise 1to 1 tuition in National Challenge schools at KS4 & across all schools at KS3.</p>	<p>Outcomes in English lower than NA & maths.</p> <p>Good progress in several schools in using new framework</p>	2010/11	National Strategies	Head of School Improve ment	Improved rates of progress in English at KS4	Core work	7.2.1	AD Universal Services		
<p>4.4.5 Use Playing for Success and Double Club models, through Extended Services in schools to target increased achievement of identified CYP.</p> <p>Extended Services Co-ordinators to provide a co-ordinated local approach to enable the full extended services offer around schools to have an impact on educational attainment to CYP</p> <p>Parent Support Advisers to support appropriate intervention strategies in schools to CYP and families</p>		<p>April 09</p> <p>April 09</p> <p>April 09</p>	<p>Playing for Success Centre Manager</p> <p>ES Co-ordinators</p> <p>Parent Support Advisers</p>	Head of Early Years and Extended Services	Raised attainment of targeted CYP			AD Universal Services		

CYPS Performance Improvement Plan – June 2009-September 2010
Council Plan Priority 2: To increase the level of educational attainment for children and adults

Priority 4	Establish a clear and shared direction and vision for children and young people (CYP) in Milton Keynes										
CYPP core outcome 5	Enjoy and achieve: There is no gap in attainment between vulnerable children and young people and their peers.										
Success Criteria:	Indicators	LAA/NI/ CYPP	MK 2007/8 (Aug 07 outcomes) APA Baseline	MK 2008/9 (Aug 08 outcomes)	NA 2008/9 (Aug 08 outcomes)	MK 2009/10 (Aug 09 outcomes)	NA 2009/10 (Aug 09 outcomes)	SN 2009/10 (Aug 09 outcomes)	Target 2009/10	Target 2010/11	
	% children in care achieving level 4+ at KS2 English	NI 99 LAA	30	33.3	46	Not yet available	Not yet available	Not yet available	40	40	
	% children in care achieving level 4+ at KS2 Maths	NI 100 LAA	30	16.7	44	Not yet available	Not yet available	Not yet available	40	40	
	% of LDD making 2+ levels progress KS1-2 in English	CYPP	65	71.8	76.4	71 (p)	Not yet available	Not yet available	77	79	
	% of LDD making 2+ levels progress KS1-2 in maths	CYPP	50	61.1	62.9	60 (p)	Not yet available	Not yet available	67	73	
	% of LDD achieving 5+A*-C incl En & Ma	CYPP	3.9	3.7	11.7	Not yet available	Not yet available	Not yet available	8.7	13.7	
	% children in care achieving 5 or more A*-C grades at GCSE inc English and maths	NI101 LAA	13.3	5.6	13.9	Not yet available	Not yet available	Not yet available	20.0	20.0	
	% statements completed in statutory timescale (excl exceptions)	NI 103a	New	90.8	Not yet available	Not yet available	Not yet available	Not yet available	95	97	
	% statements completed in statutory timescale (inc exceptions)	NI 103b	New	50.5	Not yet available	Not yet available	Not yet available	Not yet available	65	80	
	Rate per 100,000 in referrals to SENDIS	CYPP	new	2.87	4.5	Not yet available	Not yet available	Not yet available	2.7	2.5	
	% overall absence Primary Schools	CYPP	4.83	4.91	5.26	Not yet available	Not yet available	Not yet available	Continue to be lower than national	Continue to be lower than national	
	% Persistent absence in Primary schools	CYPP	1.14	1.10	1.7	Not yet available	Not yet available	Not yet available	Continue to be lower than national	Continue to be lower than national	
	% overall absence Secondary schools	CYPP	7.18	6.93	7.34	Not yet available	Not yet available	Not yet available	Continue to be lower than national	Continue to be lower than national	
	Permanent Exclusions from school	NI114 LAA	0.15	0.10	0.11	Not yet available	Not yet available	Not yet available	0.05	0.04	

CYPS Performance Improvement Plan – June 2009-September 2010

Activity	Starting Point	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG		Ref DR	Monitoring	Progress
						Mitigation				
<p>4.5.1 Raising achievement of vulnerable CYP in all schools</p> <p>1. SIPs work with schools to identify gaps in attainment between vulnerable groups & their peers. Set specific targets to close gap putting in place appropriate intervention or challenge programmes which ensure they make better progress. Include Looked After Children in target groups for MKSP</p> <p>Introduce IDP for all schools with SENDIS</p>	<p>High mobility & weak transition compound & impact on number of pupils falling behind. Existing data sets currently under review.</p>	<p>2009-10</p>	<p>SIPs Officer time Improved quality and frequency of data to track performance of different groups, to identify where intervention is needed & monitor impact of interventions (see 1.4). Team manager for educational support for CiC</p>	<p>Head of School Improve-ment</p>	<p>Effective pupil tracking systems to support all pupils and particularly vulnerable groups in place. Improved provision for targeted groups resulting in narrowing of the gap for identified groups of pupils (LAC, CYP with high mobility, Children in Need, & LDD) at all key stages. Framework for school categorisation to identify schools of concern include criteria relating to outcomes for vulnerable learners. (See 3.6)</p>		<p>7.2.1</p>	<p>AD Universal Services</p>	<p>MK vulnerable & underperforming groups agreed July 2009 Secondary & Special SIPs briefed about target-setting for different groups 09.09.</p>	
<p>4.5.2 Improve provision for vulnerable CYP in all schools</p> <p>Develop & implement a clear & coherent <u>inclusion strategy</u> to address the provision for vulnerable groups (see below)</p> <p>Develop a LA strategy and action plan for CYP on all stages of the SEN CoP to raise achievement and to support the use of progression guidance materials, through making better use of LDD data at school and LA level to include early years, primary, secondary and special schools.</p> <p>Rationalise range of specialist resources within and beyond CYP Directorate.</p> <p>Fully embed other strategies within the inclusion strategy, particularly the behaviour strategy (see 4.5.4)</p>	<p>No inclusion strategy Gap at LDD KS2 greater than KS4 CiC Education Support Team in place October 2008</p>	<p>Strategy discussed and refined with headteachers – October 2009. Strategy finalised – November 2009. Focused work streams up and running – October 2009. Publication of performance data.</p>	<p>Consultant support to provide capacity (IESE funded) AD CM Meeting time with Headteachers. Inclusion post including EMASS; LDD post. Structures to develop partnership working with SENDIS, EMASS, CiC Education Teams. Appointment of inclusion staff within SI to co-ordinate work on vulnerable groups. Link to teams.</p>	<p>AD Targeted Services AD Universal Services</p>	<p>A co-ordinated approach between Universal and Targeted Services to promote and embed strategies at Wave 1, 2 and 3 in place. Enhanced capacity to drive developments leading to improved performance at all key stages. Improved co-ordinated work with other services (team around the child). Quality first teaching is embedded in schools and settings to advance inclusive teaching and learning Provision of additional support to all LAC, especially in KS2, KS3 and KS4. Improve community cohesion. Reduction in % of LDD NEET. Improved assessment processes to identify the range of learners' needs and the most appropriate intervention</p>	<p>Robust LA-school partnership to achieve this. Little time before November consultation deadline to develop with HTs. New approach may create instability. Failure to secure timely school admissions. IESE funding to provide capacity</p>	<p>4.5.1 7.2.2</p>	<p>DCS</p>		

CYPS Performance Improvement Plan – June 2009-September 2010

Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG	Ref DR	Monitor -ing	Progress
						Mitigation			
<p>4.5.3 <u>Raising achievement of LDD CYP in all schools</u> Develop a programme for implementation of the recommendations from SEN Review so that</p> <p>i) improved focus on children with severe and complex needs in mainstream & improved co-ordinated work with other services (team around the child).</p> <p>ii) improved capacity, competence, and confidence in mainstream schools to provide for a wider range of need.</p> <p>iii) sufficient and appropriate school places for children with LDD.</p> <p>iv) improved resource funding approach so that individual pupil needs can be met promptly at school setting level without the need for a statement.</p> <p>Develop a LA strategy and action plan for CYP on all stages of the SEN CoP to raise achievement and to support the use of progression guidance materials, through making better use of LDD data at school and LA level to include early years, primary, secondary and special schools</p> <p>Rationalise the existing range of specialist provision and the future development in line with the inclusion strategy and the identified needs of MK</p>	<p>No strategic planning of LDD places</p> <p>High correlation of LDD with fsm eligibility.</p> <p>% of new statements issued for children 5 and under is 3 times NA.</p> <p>Exclusions in primary 2.5 times NA.</p> <p>1.56% of MK children attend specialist provision compared to 1% nationally.</p> <p>Performance gap of CYP with LDD KS2 greater than KS4</p> <p>Data require review and development.</p>	<p>A framework of MK specific LDD performance indicators and targets in place by April 2010.</p> <p>Roles and responsibilities of LDD support services redefined for April 2010</p> <p>Focused work streams up and running – October 2009.</p> <p>Publication of performance data</p>	<p>Appointment of Inclusion Adviser (see 2.3)</p> <p>Consultant support to provide capacity (IESE funded) (see 1.4)</p> <p>Training and development of field work services.</p> <p>Training and development of LDD admin staff.</p> <p>LDD / Inclusion adviser</p>	<p>AD Universal & AD Targeted services /LDD/ Inclusion Adviser/ Head of SEBN Services.</p> <p>LDD & Inclusion Service managers.</p>	<p>Support directory for schools.</p> <p>Wave 3 provision mapping secure in all schools.</p> <p>CYPS Intervention teams targeting priority groups in additional support schools.</p> <p>Educational and well-being outcomes of CYP with LDD improved.</p> <p>Reduction in numbers of new statements & appropriate intervention agreed earlier, especially for LAC. Increasingly, needs are met locally.</p> <p>A reduction in out-county placements</p> <p>Sustained placements in mainstream at KS2/3 transfer.</p> <p>Improved staff skills in line with Inclusion Development Programme, Bercow report</p> <p>Greater parental confidence in MK schools.</p> <p>Coherent model of provision across the continuum</p> <p>New LDD funding scheme in development.</p> <p>Reducing population in special schools.</p>	<p>Staff Capacity. Pressure on staff linked to work streams arising from SEN review.</p> <p>Recruitment of LDD/Inclusion Adviser.</p> <p>Will require new approach from some special schools and mainstream schools</p>	<p>4.2.1 4.5.1 4.5.4</p>	<p>DLT</p>	<p>Currently % of new statements issued for children 5 and under is 0.056% (NA .53%) % of fixed term exclusions in primary phase has reduced to 5.4% (NA 5.7%) & permanent exclusions to 0.08% (NA 0.12%)</p> <p>NI 103a: 100% as at 17.09.09</p>

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Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG	Ref DR	Monitor -ing	Progress
						Mitigation			
<p>4.5.4 Behaviour Strategy In order to engage 4-19 CYP who historically are disaffected in learning: 1. An agreed behaviour strategy which prioritises development of schools' capacity, competence, & confidence to promote positive behaviours tackling bullying; 2. Develop clarity of Secondary Behaviour Partnership accountabilities by revising the existing compact to secure speedy intervention at the point of need. 3. Monitor and improve the quality of alternative provision. 4. Contribute to improved attendance across LA (see 4.6.3 below)</p>	<p>Following reorganisation of PECs nos. of permanent exclusions reduced from 55 in 2007 to 19 in 2008. 2 secondaries with more than 6.1% PA 8 primary schools with 10+ PA pupils</p>	2009/10	<p>SIP for PECs Liaise with consultant working on Inclusion Strategy Increase no. of Learning and Achievement Bases (LAB) in primary schools from 1-3.</p>	Head of Targeted Education Support Services	<p>No child or young person is permanently excluded from education. Learners in specialist provision achieve educational outcomes in line with their potential based on their starting points. To re-engage 11-19 CYP who historically are disaffected in learning. Development & coordination of primary continuum of provision across LABs, primary PRU & special school improve access to specialised support. Improved attendance.</p>	School buy-in – notably in primary schools.		AD Targeted Services	
<p>4.5.5 LAC i) Target support for improving educational provision for LAC in KS2 or KS4 placed both in or out of area ii) Increase the attainment of LAC by ensuring Personal Education Plans (PEPs) are in place and active</p>	<p>Data re educational outcomes available & monitored LAC attainment below NA</p>	2009/10		Head of CIC Service	<p>Improved outcomes for LAC</p>			AD Specialist Services	
<p>4.5.6 Children Missing Education (CME) Improve monitoring of CME</p>		2009/10		Head of CIC Service	<p>Tracking of CME is secure & robust action taken to resolve any emerging problem. Reduced nos. of CME. Roles and responsibilities are clear in engaging partners across CYPS.</p>			AD Specialist Services	

Council Plan Priority 2: To increase the level of educational attainment for children and adults

Priority 4										
Establish a clear and shared direction and vision for children and young people (CYP) in Milton Keynes										
CYPP core outcome 6										
Enjoy and Achieve: Schools and settings provide inspirational, broad and personalised experiences and opportunities so that all children attend regularly, enjoying and gaining maximum benefit from their learning.										
Success Criteria:	Indicators	LAA/NI /CYPP	MK 2007/8 (2006/7 academic yr) APA baseline	MK 2008/9 (2007/8 academic yr)	NA 2008/9 (2007/8 academic yr)	MK 2009/10 (2008/9 academic year)	NA 2009/10 (2008/9 academic year)	SN 2009/10 (2008/9 academic year)	Target 2009/10 (2008/9 academic year)	Target 2010/11 (2009/10 academic year)
	Number of primary schools below 55% floor target	NI 76	12 (23.1%)	10 (18.9%)	13.6%	21 (P)	Not yet available	Not yet available	13	8
	Secondary schools where less than 30% of pupils achieve 5 A*-C grades at GCSE inc English and maths	N78	3 (30%)	3 (30%)	14.5%	3 (P)	Not yet available	Not yet available	1	0
	% overall absence Primary Schools	CYPP	4.83	4.91	5.26	Not yet available	Not yet available	Not yet available	Continue to be lower than national	Continue to be lower than national
	% persistent absence in Primary schools	CYPP	1.14	1.1	1.7	Not yet available	Not yet available	Not yet available	Continue to be lower than national	Continue to be lower than national
	% overall absence Secondary schools	CYPP	7.18	6.93	7.34	Not yet available	Not yet available	Not yet available	Continue to be lower than national	Continue to be lower than national
	% persistent absence in Secondary schools	CYPP	5.5	5.1	5.6	Not yet available	Not yet available	Not yet available	5.4	5.0
	Permanent Exclusions from schools	NI114 LAA	0.15	0.10	0.11	Not yet available	Not yet available	Not yet available	0.05	0.04
	% overall absence Special schools	CYPP	Not available	11.58	10.56	Not yet available	Not yet available	Not yet available	Continue to be lower than national	Continue to be lower than national
	% persistent absence in Special Schools	CYPP	Not available			TBA			TBA	TBA

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Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG Mitigation	Ref DR	Monitoring	Progress
4.6.1 Improving all schools i) Develop a transformational vision for learning which covers all groups across CYPS, stakeholders and the wider community so that it is a driver for improving educational and wellbeing outcomes of all CYP – a touchstone for all activities. Revisit Primary Capital Strategy to ensure vision is clear and actions will transform learning. Ensure preparedness for Building Schools for the Future by fulfilling the explicit criteria, making all policies link towards drive for transformational learning.	Not in place. Initial high profile event May 2009 with community stakeholders, including business, political leaders and parents to establish a desire for an MK Learning Charter. PCS in place but not strong enough to transform learning. LA not ready to deliver BSF.	Draft for discussion and piloting by October 2009 based on work to date. Agreed with CTB, CYPS, and schools by December 2009.	AD Change Management Planned meeting time with stakeholders including members & headteachers. External expertise to bring national research to actions around vision.	Head of EYS; School Improvement and Head of 14-19 Head of SEN Head of Capital & planning & organisation Services	MK Learning Vision embedded in individual school improvement plans. Enriched curriculum offer, including creative and sporting opportunities, providing a personalised curriculum entitlement for all pupils. Schools fit for purpose and offering transformational learning approaches	Lack of lead in time. Lack of sign-up by individual institutions. Behind timescales.	7.1.1 7.6.1	AD Universal Services	
ii) Introduce systematic whole service RAGGING system to share intelligence across services & intervene earlier where schools at risk of causing concern. iii) Improve the quality of teaching and learning to ensure lessons are stimulating & enjoyable for all (in line with the Primary & Secondary Strategies) through: a. Support for development of workforce in schools b. Signing up to DCSF online recruitment service c. In the longer term work with schools & MK University College to develop local R&R strategy for teachers	Not in place Ofsted judgements for teaching & learning across schools: Prim:30/92 =3 Sec: 5/13= 3; 1/13=4 Sp& PRU:3/9= 3 16-19 3/9=3; 1/9=4 Difficulty in recruiting maths teachers.	June 2009 2009-10	Heads of Service meeting time NS Consultants work with 5 secondary schools (3 National Challenge & 2 Gaining Ground) + primary schools (LA Categories 3 & 4) TDA Grant DCSF funding	Head of School Improvement School Improvement Adviser	Reduction in no. of Hard to Shift primary, & those below 55% floor target or 30% floor target Improved CVA KS1-2 Improved CVA KS2-4 80% T&L judged by Ofsted to be good or better 0% inadequate	In place		AD Universal	Risk register begun 07 09

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Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG		Ref DR	Monitor -ing	Progress
							Mitigation			
<p>iv) Target middle leaders EYFS to secondary to increase confidence and make better use of assessment information and data to set challenging targets and monitor progress</p>	<p>Ofsted judgment for quality of school's self-evaluation: Pri: 19/92=3 Sec: 1/12=3;1/12=4 Sp&PRU:3/9=3;1/9=1 16-19= 1/9=3;1/9=4</p>	<p>Sept – Dec 2009</p>	<p>SIS</p>	<p>Head of EYS Head of School Improve-ment</p>	<p>Improve leadership and management, including subject leaders in all schools and particularly in supported schools so that 75% of middle leaders involved in school evaluation.</p>				<p>AD Universal</p>	
<p>v) Improve the work of governing bodies through: a)Improving the quality of data to governors & provide specific training in the use of data in their challenge role; b) Supporting governing bodies in schools identified as needing intervention c)Embedding mentoring system for Chairs and Advanced Skills Governors scheme d) Providing support programme to enable governing bodies to contribute to CYPP e) Implementing the revised procedure for the appointment of LA governors.</p>	<p>Ofsted judgement for governance: 66% good or better 2% inadequate. Data set requires review</p> <p>Early work on Advanced Skills Governor programme carried out June 09</p>	<p>2009/10</p>	<p>Head of Governor Services</p>	<p>Head of School Improve-ment</p>	<p>GB effectively hold schools to account for standards: Governors judged by Ofsted to be 80% good or better 0% inadequate.</p>			<p>AD Universal Services</p>	<p>Risk register identifies GBs at risk (July09).</p>	
<p>4.6.2 Improving Secondary schools Supporting schools to explore different curriculum models at KS3 & 14-19</p>	<p>Ofsted judgement for Curriculum provision: 83% of schools good or outstanding</p>	<p>2009-10</p>	<p>SIS</p>	<p>Head of SIS Head of 14-19</p>	<p>Improved attendance, Curriculum provision improved leading to raised attainment</p>			<p>AD Universal Services</p>	<p>Shared 6th Form Leon/Lord Grey began Sept 09</p>	

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Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG Mitigation		Ref DR	Monitor -ing	Progress
4.6.3 Work with targeted schools i) Speed up process of structural & learning environment change in targeted schools including Radcliffe Academy project	Leon granted Trust status May 09	Sept 2010	Capital Strategic Lead Primary Capital Strategy SIPs: DCSF	AD PCP AD Universal Services	Rapid progress for National Challenge Schools				AD Universal Services	New Milton Keynes Academy opened on time
ii) Work with mainstream schools with high rates of absence & persistent absence to improve attendance & with special schools to improve overall attendance	See above Target schools: 4 Secondaries 1 Special school 20 Primaries (PA)	2009/10	National Strategy B&A consultant	Head of EWS	All schools have rates of PA below NA Special schools have rates of attendance in line with secondary.	Real time data quality			AD Targeted Services	
lii) Develop the role of high performing schools in providing models of excellence through: a) A project to engage headteachers, teachers & children in deep learning through enquiry & coaching & the development of teacher fellowships. b) Utilise effective headteachers in support to schools facing challenging circumstances c) Promoting the very good practice in developing learning attributes across all schools. Focus on developing resilience specifically.	Some high-performing schools working with lower performing schools. Over half schools involved in Building Learning Power programme	Teacher Fellowships begin July 09 Head-teacher Fellowships Jan 10 Seminars for outstanding schools to continue	Centre for Real World Learning and Professor Guy Claxton Building Learning Power	Head of EYS Head of SIS	Transformational learning is at the heart of what pupils do, motivating them to succeed.				AD Universal Services	
iv) Ensure that robust processes are in place to prevent schools going into budgetary deficit is acted upon and recovery plans put in place for those that have deficits. (Including finance software in 30 pilot schools to plan over 3 years and link to School Improvement Plan)	Financial risk to the Council as a result of 2 secondary schools with high levels of deficit. Historic impact on DSG. Schools with budget deficits have limited resources to		Additional financial and SIP support for modelling	Head of SIS Mouchel Finance	Effective processes in place to monitor all school budgets to identify potential risk. Work across School Improvement & Finance to provide structured plans to mitigate any debt. Schools will be better informed about their forward financial projections.	Governors will not take action. Action may impact negatively on standards	7.2.2	AD Universal Services, AD PCP		

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4.6.4 Improving provision in PRUs Improve monitoring, challenge & support of 3 PRUs	deploy effectively to raise standards 1 PRU in special measures	2009/10		Head of Targeted Education Service	<p>GBs set balanced budgets.</p> <p>Strengthened leadership & management Secure monitoring and evaluation of all alternative provision Improved tracking of pupil performance Appropriate resourcing in line with learners' needs Reduction of time spent in alternative education.</p>	Core	AD Targeted Services	
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Council Plan Priority 4: Neighbourhood Regeneration- to improve people’s life chance and narrow the gap between our poorest and most affluent communities
Priority 6: Dealing with the recession- to limit the adverse effects of the recession on the community and businesses and prepare for recovery

Priority 4		Establish a clear and shared direction and vision for children and young people (CYP) in Milton Keynes									
CYPP core outcome 8		Achieving Economic Well-being: Child poverty is not a barrier to success.									
Success Criteria:	Indicators	LAA/NI /CYPP	MK 2007/8 APA baseline	MK 2008/9	NA 2008/9	MK 2009/10	NA 2009/10	SN 2009/10	Target 2009/10	Target 2010/11	
		NA 2008/9	MK 2008/9	NA 2008/9	MK 2009/10	NA 2009/10	SN 2009/10	Target 2009/10	Target 2010/11		
Activity	Starting Point	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG	Ref DR	Monitor -ing	Progress		
4.8.1 Raise attainment of CYP on FSM (see 4.4 above)	As above	2009-10	SIPs	Head of SIS	Effective tracking systems to ensure early identification of underachievement & intervention.	Not yet available	Not yet available	Not yet available	AD Universal Services		
4.8.2 Focus early support & prevention in areas where poverty levels are highest to raise young people’s self-esteem, aspiration and emotional resilience. Liaise with Revenues & Benefits to target vulnerable groups and specific BME groups esp new arrivals to ensure they receive the benefits to which they are entitled. Activities: Woughton	CYP on fsm significantly underperform their peers at all key stages and the attainment gap is wider than national. Work with Heads Nov 08 – Jul 09 to develop	2009-11	EMAS; & School Organisation & Planning	Heads of Service; Council Regeneration, Revenues & Benefits, EY& Extended Schools; CIN; Capital	Increased uptake of benefits & child care places by low income families. Schools in this high need area become the focal point for integrated working. This in turn would promote greater	Not yet available	Not yet available	Not yet available	AD PCP		

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<p>Review of 12 primary schools feeding into Milton Keynes Academy to reorganise provision; Regeneration project in Tinkers Bridge, Fishermead, & the Lakes Estate incl 2 secs, 4 primaries & 1CC.</p>	<p>federated structure</p>				<p>community involvement in schools and improved educational attainment, including life long learning.</p>		
<p>Identify childcare providers taking part in initial 15 % stage of pilot using DCSF criteria re quality of provision Working with FIS and children centres outreach workers to support parents to access scheme & parenting programmes. Monitor take up and impact on outcomes for families in line with DCSF requirements in order to influence further development of the scheme</p>	<p>Sept 2009</p>	<p>2009-2011</p>	<p>DCSF funding</p>	<p>Head of Early Years & Extended Services</p>	<p>15% of most disadvantaged 2 year olds are accessing 10-15 hours of free high quality childcare and family support.</p>	<p>AD Universal Services</p>	
<p>4.8.3 Ensure that suitable accommodation is available for 16/17 year olds, care leavers and disabled young people</p>	<p>Protocol and joint working in place</p>	<p>2009-10</p>		<p>Head of Children in Need</p>	<p>Homelessness amongst 16-17 year old CYP reduced. All care leavers in suitable accommodation</p>	<p>AD Specialist Services</p>	

Council Plan Priority 2: To increase the level of educational attainment for children and adults

Council Plan Priority 5: Activities and facilities for young people - to help teenagers achieve their potential, contribute into their community and enjoy their lives

Priority 4												
Establish a clear and shared direction and vision for children and young people (CYP) in Milton Keynes												
CYPP core outcomes & 10												
Achieving Economic Well-being:												
<ul style="list-style-type: none"> All children and young people have the appropriate skills and knowledge to access further education, training, or work. All children and young people are able to access the full 14-19 entitlement via different pathways. 												
Success Criteria:	Indicators	LAA/NI /CYPP	MK 2007/8 APA baseline	MK 2008/9	NA 2008/9	MK 2009/10	NA 2009/10	SN 2009/10	Target 2009/10	Target 2010/11		
	% young people achieving 5 or more A*-C at GCSE and equivalent including English and maths	NI175	40.2	42.1	47.6	48 (P)	Not yet available	Not yet available	50	53		
	% young people achieving level 2 at age 19	NI79	63.4	67.0	72.4	Not yet available	Not yet available	Not yet available	72	74.1		
	% young people entitled to free school meals achieving Level 2 at 19	NI82	48.4	53.4	57	Not yet available	Not yet available	Not yet available	54	58		
	Inequality gap in the achievement of a Level 3 qualification by age 19	NI81	23.0	26.8	25.0	Not yet available	Not yet available	Not yet available	24.7	24.7		
	% young people aged 16-18 who are not in education, employment or training (NEET)	NI117	5.8	5.9	6.7	Not yet available	Not yet available	Not yet available	5.9	5.1% by Dec 2010		
	% young people aged 16-18 with LDD who are in EET	CYPP	83.9	83.3	76.4	Not yet available	Not yet available	Not yet available	84	86		
	% young people aged 16-18 whose education, employment or training status is 'not known'	CYPP	6.3	3.6	4.5	Not yet available	Not yet available	Not yet available	3.4	National average by Dec 2010		
Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG	Mitigation	Ref DR	Monitor -ing	Progress		
4.9.1 Work with SIPs to develop more effective self-evaluation, school development planning & target setting for underachieving	Existing data sets currently under review, further work likely to be required to develop reporting for targeted groups.	Autumn term 2009	SIPs	Head of School Improvement	Improved outcomes for targeted groups				AD Universal			

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groups	AimHigher programme in place in six targeted schools from Y9 upwards.	2009/10	AimHigher funding	14-19 Adviser	Progression to HE increases by 2%.	Risk RAG	Ref DR	Monitor -ing	Progress
Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Mitigation			
4.9.2 Improve identification of G & T CYP via PLASC to include HE potential		October 2009	Dedicated restructured 14-19 team	AD Universal Services	Dynamic 14-19 Strategy adapted to meet the needs of CYP in MK	Lack of capacity	4.2.1 4.2.3 4.6.8 4.6.9 4.6.1 7.2.1 7.2.2	DCS	
4.9.3 Review 14-19 Implementation Strategy Audit & quality assurance of existing provision		January 2010	Head of 14-19 Strategic Manager School Place Planning and Admissions	AD Universal Services	Improved provision 14-19 through improved inter-institutional collaboration especially Level 1 & 2 courses post 16. Improved outcomes at L2 and L3 at 19. Narrow the gap with NA/SN. Formal collaborative arrangements in place to deliver new commissioning plan.	Collaborative arrangements do not progress with sufficient pace to impact on curriculum offer for 2010.	4.2.1 4.2.3 4.6.8 4.6.9 4.6.1 0 7.2.1 7.2.2	DCS YPLA	
4.9.4 Implement a revised 14-19 Strategy through securing effective partnership arrangements with Secondary HTs, GBS, FE college, YPLA and the business community Broaden the 14-19 curriculum and develop and deliver a wide range of vocational pathways and qualifications, with particular attention to LDD.	No links between planning & commissioning of school places & 14-19 Strategy 14-19 Strategy action plan for 2010-2013 Construction & the Built Environment Diploma in place 3 commencing in 2009 16-19 Commissioning framework drafted.	2009/10	Identified 10 lead teachers to provide support to teachers across LA	Head of SIS Head of 14-19	Results in the ten subjects improve by greater margin than other subjects			AD Universal	
4.9.5 Implement the second year of the 'Improving Post 16 T&L' programme	10 lowest performing subjects identified across LA	2009/10							

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4.9.6 Raise the profile of the functional and wider personal, learning and thinking skills (PLT)	Three centres piloted functional skills (those involved in Diploma teaching in 08-09). These centres also teaching PLT	2009/10	Pilot centres provide CPD to other schools to include Diplomas	Head of 14-19	80% of teachers confident in teaching functional skills	<table border="1"> <tr> <td data-bbox="132 622 252 840">Functional skills new Some schools ignoring PLT</td> <td data-bbox="252 622 360 840">National Strategies to provide support on functional skills</td> </tr> </table>	Functional skills new Some schools ignoring PLT	National Strategies to provide support on functional skills	AD Universal	
Functional skills new Some schools ignoring PLT	National Strategies to provide support on functional skills									

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Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG	Ref DR	Monitor -ing	Progress
4.9.7 Agree and implement IAG action plan with relevant partners in order to ensure that young people receive the support they need to make informed decisions about their future and the help to overcome potential barriers	Audit of IAG services in June led to action plan	March 2011	Team managers for educational support for CIC; CIN, CYP with high mobility, LDD, YOT. Connexions	Strategic lead Youth Support & Plan Services	CYP report that they have high quality advice & guidance to support them to make good choices at key transition points. MKC commissioned services, schools, FE college and WBL providers deliver IAG that meets National Quality Standards.	Engagement of partners, schools – information sharing. Development of ContactPoint Development of virtual Connexions website – moved into new city centre venue – extension of opening hours; access to school-based Personal Advisers		AD Targeted	
4.9.8 Develop and consolidate project for traineeships for care leavers in the Council		December 2009		Head of CIC	Target to have at least 4 care leavers working in the council or partner agencies				
4.9.9 Agree and implement NEET reduction action plan with relevant partners in order to ensure improvement plan target for Dec 2010 is met	14/19 Partnership NEET Sub Group established	December 2010	Within existing resources and budgets	Strategic lead Youth Support & Play Services	No more than 5.1% 16/18 yr olds NEET in Dec 2010. Proportion of not knowns is not greater than the national average in Dec 2010	Impact of recession on local economy and job prospects for young people in particular			
4.9.10 Agree and implement September Guarantee Action Plan with LSC in order to ensure that all school leavers and 17 year olds not enrolled on 2 year courses have an offer of a suitable place in Post-16 education or training	87.5% have an offer of a place 92.4% have an offer of a place	Sept 09 Sept 10	Within existing resources and budgets	Strategic lead Youth Support & Play Services	All 16 & 17 year olds have an offer of a suitable place of learning.	Lack of suitable provision			

Priority 4												
Establish a clear and shared direction and vision for children and young people (CYP) in Milton Keynes												
Staying Safe: All children and young people and their families feel and are safe and secure; living in stable homes, neighbourhoods and communities.												
CYPP core outcome 3	Indicators	LAA/NI /CYPP	MK 2007/8 APA baseline	MK 2008/9	NA 2008/9	MK 2009/10	NA 2009/10	SN 2009/10	Target 2009/10	Target 2010/11		
Success Criteria:	Children who have run away from home overnight	NI71	New	4	Not yet available	Not yet available	Not yet available	Not yet available	8	10		
	Long term stability of children in care	NI63 LAA	58.0	72.3	65.7	Not yet available	Not yet available	Not yet available	67.0	68.0		
	Children who have experienced bullying	NI69	New	47	48	Not yet available	Not yet available	Not yet available	45	43		
Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG Mitigation	Ref DR	Monitoring	Progress			
4.3.1 Implementation of recommendations of the review of the MKSCB.	LSCB not sufficiently strategic. No executive group to ensure delivery of MKSCB business plan.	Oct 2009 revised MKSCB meets with new chair and membership.	Within existing resources.	AD Specialist Services	Revised remit & membership of board. New constitution, including chair, membership & governance, in line with national & local dvpts incl Laming. Executive & sub groups are clear in their remit & focus in line with the national guidance. priorities of MKSCB & CYPP. Clear links with adult services & safeguarding. Participation of CYP, parents & communities. Protocol between Children's Trust & MKSB.	Green	1.15	DCS	New MKSCB Chair appointed wef 1/10/09.			
4.3.2 Put in place an agreed restraint policy and disseminate to schools with associated training.	Not in place	Dec 2009	Team Teach SIPs	AD Specialist Services	All schools have clear restraint policy in place to protect CYP from physical harm. Reduction in numbers of critical incidents and physical restraint. Schools access effective training in line with LA policy. Staff skills support promotion of positive behaviour.	Green		DCS MKSCB	Policy ratified by MKSCB in August 2009. Available on website.			

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Activity	Starting Point	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG		Ref DR	Monitor -ing	Progress
						Mitigation				
4.3.3 Allocate Children Social Care & Family Support teams to designated geographical locations in MK.	All centrally located, weak communication with some schools. Measure needs clarification.	Sept 2010	Costs offset against savings made.	AD Specialist Services	Improved partnership working in localities.	Concerns re fragmentation of child protection service, lack of flexibility and responsiveness. Loss of age focus.		DCS	Discussion paper to DMT September 2009	
4.3.4 Improve co-ordination with colleagues in Adult Social Care and Adult Health services, so that parents who are finding it difficult to meet the needs of their children get effective support.	Some protocols in place. Parents finding it difficult to access appropriate support.	April 2010	Joint meeting between services DCSF funding	AD Specialist Services AD Adult Social Care	Timely and effective interventions ensure needs of CYP promptly met Think Family approach adopted.	Focus on adults' and miss children's needs		DASS DCS	Joint meetings between services	
4.3.5 Develop Intensive family support for children on edge of care.	Range of services in place but numbers in care/ care proceedings are increasing	On going		Head of CIN	Improved parenting meets needs of children at risk.			AD Specialist Services		
4.3.6 Work with the Youth Safety and Crime group to support and develop Safer Schools Partnerships.	Approved by Responsible Authorities Group		Within existing budgets	Head of YOT	Improved safety of pupils, and staff within schools and local communities PCSOs present in each secondary school. Episodes of violence towards CYP reduce.			AD Targeted Services	Sub-group in place to develop an implementation plan	
4.3.7 Support schools / settings to develop measures to prevent bullying/racist incidents as well as effective & swift responses when they occur	Limited anti bullying strategy	December 2009		Strategic Lead PDWB	Robust & rigorous reporting & recording systems in place. Reduction in recorded incidents			AD Universal Services		
Activity	Starting	Timeline	Resource	Lead(s)	Projected outcomes	Risk RAG	Ref	Monitor	Progress	

CYPS Performance Improvement Plan – June 2009-September 2010

	Point	Autumn term	requirements	School Improvement	Mitigation	DR	-ing
4.3.8 Introduce a programme of CRB spot checks in schools	Clear HR policy and processes in place		SIPs	School Improvement	Promote safer recruitment of staff, across the children's workforce, including the voluntary sector		AD Universal
4.3.9 Work together with Community Safety Partnership to ensure that there is an agreed protocol on actions to be taken by services when there are children under the age of 18 living with violence in the home.	Domestic Violence services (MKAct) in place		Crime & Disorder Reduction Partnership	Head of Children in Need	Good multi-agency working		AD Specialist Services
4.3.10 Implement participation strategy in relation to MKSCB.	No parent/ CYP involvement with MKSCB. Limited parent/CYP involvement in planning and service development.	2009-10	Children in care Council Youth Cabinet Parents & carers of disabled children group	Head of Safeguarding & Quality	Parents, carers and children contribute to service development and provision informing the work of MKSCB and Children's Trust.		AD PCP AD Specialist Services

Priority 4 Establish a clear and shared direction and vision for children and young people (CYP) in Milton Keynes													
CYPP core outcome 1		Being healthy: All children and young people whatever their backgrounds and needs, however complex, are at their optimal level of fitness and health and knowledgeable about how to keep themselves that way.											
Success Criteria:	Indicators	LAA/NI /CYPP	MK 2007/8 APA baseline	MK 2008/9	NA 2008/9	MK 2009/10	NA 2009/10	SN 2009/10	Target 2009/10	Target 2010/11			
		CYPP	58	74	Not available	80 (as at Jul 09)	Not yet available	Not available	Not available	85	95		
Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG		Ref DR	Monitor -ing	Progress			
						Mitigation							
4.1.1 Develop strategy for Being Healthy Outcomes with PCT. Raise the number of schools with Healthy Schools Status (HSS) & ensure others sustain accreditation.	Coordinated by PCT not rooted in CYPS. Budget needs clarification held by PCT.	December 2009	Interim consultant to lead on strategic development of PSHE/HSS Liaising with PCT DCSF HSS funding.	Strategy Manager PDWB	CYP have good knowledge of how to eat healthily. Improved provision in schools leading to improved ECM outcomes as below Improved support for development of Primary school councils.	No PSHE adviser		AD Universal Services		2009 current obesity rates in Reception 9%			
						O/ide consultant contracted P/T							
4.1.2 Support the delivery of high quality Sex and Relationship Education in schools & chlamydia screening that serve the wards with highest teenage conception rates	Improved rates	2009-10	1 day week SRE adviser Liaise with PCT Teenage Pregnancy Coordinator	Strategy Manager PDWB	Reduction in conception rates.			AD PCP					
Activity	Starting	Timeline	Resource	Lead(s)	Projected outcomes	Risk RAG	Ref	Monitor	Progress				

CYPS Performance Improvement Plan – June 2009-September 2010

	Point (June 2009)		requirements			DR	-ing	
4.1.3 Improve involvement of universal services in identifying young people who are misusing substances so that they can be referred promptly into specialist treatment services.	Substance misuse services focus on individual adults, not families or children. Data captured in Tellus survey, so there are limitations.	Worker attached to CSC Young People's team	Liaise with Head of Children in Need PCT	Strategy Manager PDWB	Reduced % of YP who say they are misusing alcohol/drugs. Drug abuse protocols in place.		AD Universal Services	
4.1.4 Improve emotional wellbeing of CYP through extending the SEAL (Social and Emotional Aspects of Learning) programme in schools.		Ongoing	Liaise with PCT	Strategy Manager PDWB	Reduction in bullying incidents reported.		AD Universal Services	

CYPS Performance Improvement Plan – June 2009-September 2010

Priority 4 Establish a clear and shared direction and vision for children and young people (CYP) in Milton Keynes													
CYP core outcome 2		Being Healthy: All children and young people are able to access a wide range of quality services, opportunities and leisure activities to ensure their emotional and physical well-being.											
Success Criteria:	Indicators	LAA/NI /CYPP	MK 2007/8 APA baseline	MK 2008/9	NA 2008/9	MK 2009/10	NA 2009/10	Ref DR	Monitor -ing	Target 2009/10	Target 2010/11		
	Young people's participation in positive activities: % responding to Tellus Survey	NI110	N/A	73.3	69.5	Not yet available	Not yet available		CTB	75.0	77.0		
	Children & Young Peoples participation in high-quality PE and sport	NI57 LAA	89.0	91.0	78.0	Not yet available	Not yet available			93.0	95.0		
	Services for disabled children	NI54 (new 2009/10)	N/A	N/A	N/A	Not yet available	Not yet available			Not yet available			
Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG Mitigation	Ref DR	Monitor -ing	Progress				
4.2.1 Integrate PCT, SEN teams, Children with Disabilities teams by colocating.	Work separately – support not coordinated – no joint assessments	October 2009 - Sept 2010	Venue costs Oncosis Pooled budgets	AD Specialist Services, Executive Director PCT	Seamless child centred service for children with disabilities – one lead professional, integrated assessment and care plan.	Lack of venue Agreement needed on who would lead		CTB	Meetings in place. Both teams committed.				
4.2.2 Implement 'Aiming High for Disabled Children'	Some increased short breaks Good carer involvement. Limited transitions development	October 2009 - Sept 2010	DCSF Short breaks Grant Short breaks strategy	AD Specialist Services	More flexible and responsive support for carers Better information and assessment.			CTB Nat. Strategies	Strategy group in place, short breaks plan, parent involvement, work around transitions.				
4.2.3 Work with schools, settings, extended services, etc to ensure CYP have access to high quality PE across MK.	Data set requires review	October 2009 - Sept 2010	DCSF HS funding Interim Consultant	Strategic Lead PDWB	All CYP have access to 2 hours high quality PE & sport within schools & 3 hours beyond.			AD Universal Services					
4.2.4 Work with schools, settings, extended services, etc to ensure CYP have access to high quality out of school activities & extended services fully implemented	Data set requires review	October 2009 - Sept 2010	Interim Consultant	Strategic Lead PDWB				AD Universal Services					

Council Plan Priority 5: Activities and facilities for young people - to help teenagers achieve their potential, contribute into their community and enjoy their lives

Priority 4											
Establish a clear and shared direction and vision for children and young people (CYP) in Milton Keynes											
Making a Positive Contribution: Milton Keynes will be a recognised centre of excellence, where the voices of children and young people and their families are paramount in determining their support and improving all aspects of their well-being and learning.											
Success Criteria:	Indicators	LAA/NI /CYPP	MK 2007/8 APA baseline	MK 2008/9	NA 2008/9	MK 2009/10	NA 2009/10	SN 2009/10	Target 2009/10	Target 2010/11	
	Young People's participation in positive activities	NI 110	New	73.3	69.5	Not yet available	Not yet available	Not yet available	75.0	77.0	
	Reduction in 1 st time offenders	NI 111	2170	2008	1840	Not yet available	Not yet available	Not yet available	2007	2007	
Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG	Mitigation	Ref DR	Monitor -ing	Progress	
4.7.1 Develop an integrated youth support services strategy and implementation action plan	Part-integration	Report to DMT December 2009 Consultation	Within existing resources	Head of Youth Support & Play Services	Development of a targeted youth support service				AD Targeted		
4.7.2 Increasing positive activities for YP through Youth Service, Play, Leisure, Voluntary Sector activities	Baseline figures still to be agreed	October 09 baseline & future targets agreed	Within existing resources	Head of Youth Support & Play Services	Greater uptake of positive activities byYP.				AD Targeted	Draft report	
4.7.3 Increase the opportunities for YP to influence the design & delivery of services. By: i) 2 Members of Youth Cabinet sitting on Children's Trust Board ii) Involvement of YP in recruitment of Key Staff iii) Training for secondary school councils iv) Development of Wider Youth Forum v) Development of Junior Youth Cabinet	No representation on CT YP views collected and built into service delivery and personal plans YP involved in commissioning In planning stage	Sept 2009 March 2010	Within existing budget	Head of Youth Support & Play Services	Young people reporting that they are involved in shaping services and influencing strategic direction.	Green – challenge to achieve representation from vulnerable CYP.			AD Targeted CTB	YP involved in stakeholder interviews of ADs. 2 meetings of wider youth forum since April YP on CT Board	

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Activity	Starting Point (June 2009)	Timeline	Resource requirements	Lead(s)	Projected outcomes	Risk RAG	Ref DR	Monitoring	Progress
4.7.4 Ensure that the stakeholder groups inform the CIC council of activities (known as TCTF) & ensure that CIC out of area are informed and kept involved with service developments		Ongoing	Corporate Parenting Officer	Head of CIC Service	CIC/ Care Leavers informing service and improvements and developments	Green		AD Specialist Services	
4.7.5 Develop Family Intervention Programme (FIP)	Innovation	September 2009	DCSF funded programme	Head of CIC Service	Reducing re-offending by high risk Offenders & Reduction in no. of 1st time Young Offenders	Green		AD Specialist Services	Staff recruited
4.7.6 Developing joint programmes with community safety partners, Integrated Youth Support Services (YSS) and YOT.	Need to refocus to increase pace of improvement	July 2009	Community Safety Partners & Police	YOT manager	Reduction in no. of 1st time Young Offenders	Green		AD Targeted	Year on year reduction in no. of 1st time Young Offenders