



**Torbay Council**

**Self Assessment  
for the  
Annual Performance  
Assessment**

**May 2005**

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**PART A Background Information**

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Connexions Devon & Cornwall Constabulary LSC Torbay Children's Fund Torbay Primary Care Trust South Devon Health Care Trust	
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<b>Signed/agreed on behalf of the Children's Services' Authority</b>	
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## **PART B Summary statement**

Torbay (TC) became a Unitary Authority as a result of Local Government Reorganisation (LGR) in April 1998.

TC has had a difficult history since LGR culminating in a “poor” categorisation in the Corporate Performance Assessment (CPA) of 2002. Since then the Council has become successively “weak” (December 2003) and “fair” (December 2004). ([Link 4](#))

TC was inspected as a Local Education Authority (LEA) in March 2001 when it was deemed to be providing a satisfactory level of service. However the leadership provided by elected members was deemed unsatisfactory and corporate affairs were found wanting.

TC was inspected again as LEA in May 2004 when it was found to have made satisfactory progress since the 2001 inspection, to have satisfactory capacity for improvement, but was found to be providing an unsatisfactory service overall. Improvements in political and officer leadership and in corporate activities figured large in the conclusions. ([Link 10](#))

TC was inspected by the Social Services Inspectorate (SSI) in 2001 and found to be serving some children well but with uncertain prospects of improvements.

Most recently the Council was inspected by CSCI in January 2005 and found to be serving some children well and with promising prospects of improvement. ([Link 6](#))

Against that backdrop of improvement, TC has made rapid strides. It appointed a Director of Children’s Services (DCS) designate as early as November 2003 and has operated a Children’s Services Directorate from April 2005. The Council appointed a Lead Member for Children’s Services effect on 1st April 2005.

### **As a Local Authority for Children’s Services TC has:**

- Focused attention on the social care and education of Children Looked After (CLA).
- Built powerful alliances with other agencies, notably the Primary Care Trust (PCT) and the police.
- Put in place governance and executive arrangements including a Lead Member and Director of Children’s Services (DCS).
- Implemented a project to combine education and children’s social care services.

### **As a provider for social care for children TC has:**

- Improved overall performance in all key threshold Performance Indicators which includes positive outcomes for CLA in terms of stability of placement, education outcomes and health outcomes. Torbay is one of three Local Authorities in the South West that has a Healthy Care Partnership Pilot Project and this has underpinned improvements for CLA.
- Reduced the number of final warnings and convictions of CLA (PAF C18) following joint work between the Youth Offending Service and the Permanency Planning Service.
- Increased numbers of Direct Payments, expanded Family Group Conference Service and Young Carers Service in line with the development of the Preventative Strategy.
- Tackled poor performance in relation to Reviews of children’s cases (PAF C20 – BPI 162) resulting in a significant increase in performance and Reviews now been undertaken 100% within timescale.
- Developed work streams for the formation of a Children’s Services Directorate and for its development in 2005/6.

**As LEA, TC has:**

- Ensured the provision of early education places for all 3 and 4 year olds in Torbay whose parents require one.
- Begun to tackle the problem of falling school rolls through a far-reaching review of primary places.
- Managed LEA and schools budgets prudently.
- Gradually won back the trust of schools indicated by the number of permanent exclusions, fixed term exclusions, by handing back services, attendance at meetings and so on.
- Worked with schools to maintain and improve standards of education, indicated by test and examinations results and Ofsted inspections of schools.
- Increased the number of pupils out of school receiving full time education.
- Developed arrangements for school improvements given the New Relationship with Schools (NRwS).
- Developed the programmes for Children's Centres and Extended Schools.
- Implemented in part the outcomes of the Special Educational Needs review of 2004.
- Continued the considerable improvement of school buildings.
- Conducted a thorough-going review of Home to School Transport, with implementation from September 2005.
- Drawn up an action plan following the Ofsted/Audit inspection of May 2004

**Self-assessment grades for Torbay's annual performance assessment 2005:**

<b>Areas for Judgement</b>	<b>Contribution overall</b>
The contribution of the local authority's social care services in maintaining and improving outcomes for children and young people	<b>2</b>
The contribution of local authority's education services in maintaining and improving outcomes for children and young people.	<b>2</b>
The contribution of the local authority's children's services in maintaining and improving outcomes for children and young people.	<b>2</b>
Capacity to improve of council services for children and young people	<b>3</b>

**Show how your current priorities for action are founded on an analysis of need.**

Torbay Council (TC) uses a wide variety of qualitative and quantitative information to analyse need. Further work is required to ensure coherence across Children's Services (CS) and to ensure unmet need is identified and then satisfied.

The Torbay Community Plan (TCP) ([Link 12](#)) was drawn up after extensive consultation including:

- Public meetings in Torbay, Paignton, Brixham and St Marychurch
- School visits in Torbay, Paignton and Brixham
- Meetings with Government Agencies and public service providers
- Roadshows in Torquay, Paignton and Brixham
- A Community Plan conference
- Ward partnership meetings
- A questionnaire
- TC staff

TC carried out considerable consultation with the Community to establish views and to set the budget for 2005/06. As a direct result of this, for example, expenditure on the Youth Service has increased for this financial year.

A number of priorities for action are in response to case and data analysis.

- EWS uses attendance data to focus their resources on those schools with the highest level of absence which is resulting in slowly improving levels of attendance
- Primary school place review use of PLASC and live-birth and Asset Management Plan data has and will result in changes to school organisation. Removal of surplus places across Torbay will release resources to support other priorities.
- Analysis of BVPI 159 identified a shortfall in alternative tuition provision which in 2005/6 is being addressed by measures to increasing capacity.
- Case file analysis undertaken to ensure mental health needs and health care plans in place for all CLA led to the identification of unmet need which is being used to inform the review of CAMHS by the PCT. A mapping exercise has been undertaken.
- The "Strengths and Difficulties" questionnaire being phased in as a screening tool for all CLA will identify mental health needs and the most appropriate service to meet these.
- Analysis of individual and group pupil attainment data drives the key activities of the Primary National and Key Stage 3 strategies and the categorisation of schools.
- The School Organisation Plan (SOP) and the management of the building stock has been informed by the Asset Management Plan (AMP) and detailed analysis of forecast numbers on roll.
- Support for schools through the Priority Schools Group has resulted from the analysis of qualitative and quantitative data from many parts of the service.
- The annual stock-taking meeting with representatives of the DfES has informed strategic planning and the budget setting process.
- The LMS formula for funding schools has been continually revised to reflect refined identification of need, notably through the size and deployment of the social inclusion element.
- Deployment of the children's fund has been based on careful needs analysis.
- The Ofsted and CSCI inspection reports have identified areas for development and have resulted in comprehensive Post Inspection Action Plans (PIAP).
- Overview and Scrutiny report into Social services finance.

Other priorities result from engagement with partners and the community including young

people

- The EDP ([Link 9](#)) was based on a thorough audit of need and developed in close consultation with schools (Ofsted Inspection Report paragraph 32 [Link 10](#)). All schools via headteachers, teachers and chairs of governors are able to contribute proposals for activities within the agreed priority areas. Issues about priorities in the EDP have been addressed through focussed action plans.
- The 14 – 19 Strategy ([Link 8](#)) has been determined through consultation with and participation of all secondary and special schools, the South Devon College, Connexions, LSC, Chamber of Commerce, work-based learning providers and learners. The views of approximately 200 14 – 19 year old young people were gathered through questionnaires and informal discussion groups. Data from LSC, DfES performance tables, Connexions, Ben Johnson Hill Associates value for money study, Torbay staying-on and participation rates and curriculum provision underpinned the way forward.
- Findings from a survey carried out in 2004 by the Substance Misuse Workers in the Youth Offending Team (the No Limits document) led to an Alcohol Action Plan being drawn up following the multi-agency working day (see Part D Be Healthy).
- CYPSP used demographic and deprivation index information as part of assessing and mapping of local needs of children and families when setting up Children's Fund and Sure Start programmes
- The recently undertaken child in need survey has been analysed and will be used to inform policy and service development.
- A consultation day with 18 CLA on Sexual health led to the development of an Sex Related Education (SRE) policy for Torbay for CLA.
- Healthy Care Partnership audit of services for CLA.

Youth workers undertake ongoing community profiling and engagement with young people both in groups and individually (refer to Part F for examples).

Self-evaluations and inspection findings for the LEA, youth service and children's services have identified priorities for action which are being addressed through action plans. These are regularly monitored through the Council's performance management arrangements.

The CSCI inspection report (paragraph 5.49 [Link 6](#)) found that the work conducted through CYPSP around developing the Children's Fund, Sure Start and CAMHS strategies was an effective start on needs mapping.

We continue to develop mainstream opportunities for our service users and providers, and for the community at large, to provide feedback and quality assurance on our services for children, young people and their families and carers.

As part of the integration process a Single Plan Task Group will, through the use of multi-agency meetings, participation with children, young people, families and carers, map and analyse local need and provide the evidence base for the development of integrative initiatives. The group will collect and analyse data from existing audits and draw comparisons with other authorities, review complaints for lessons to learn and liaise with Workforce Remodelling Task Group.

## **PART D Be Healthy**

### **How good are the outcomes?**

The focus on being healthy within TC is promoted through multi-agency strategies including the Healthy Care Partnership, CAMHS, Healthy Schools Programme and Alcohol Action Plan.

#### **Healthy Care Partnership**

- TC completed a thorough audit of the services received by Children Looked After (CLA), including consumer feedback on effectiveness of service provided.
- The pilot project has developed into a number of key project areas including Sex Related Education Policy, website information - healthy living and preparation for independent living.
- Dedicated multi-agency co-located team has been set up which includes health, education and social care professionals working together.
- CLA nurse ensures school nurses are aware of CLA children in each school in the Torbay area and healthy care training has been delivered to foster carers and residential care staff.
- Comprehensive health assessment data base developed for all Torbay CLA
- Proforma developed to inform Health Trusts of Torbay children placed in their area.

Having health care professionals based within social work teams has raised the awareness and understanding of health issues for CLA demonstrated by;

- All CLA being offered health assessments. Where these are refused actively followed up by the CLA nurse to work with young people who would otherwise not receive a service.
- A dedicated CPN nurse post will also join the child care teams working exclusively with CLA on their mental health needs.
- A leisure allowance is provided to all children by their foster carers to promote healthy exercise as well as cultural visits.

#### **CAMHS**

- The CAMHS Strategy which has been agreed by all partner agencies, focused on ensuring the mental health needs of CLA are met as well as developing tier two CAMHS services in the community as part of preventative strategy.
- Agreement from all partner agencies that the current service has not met the needs of children and young people in Torbay and that access to services needs to be improved.
- The CAMHS Strategy now offers a wide range of interventions (tiers 1- 3) planned in partnership with other agencies.
- Includes three CPN nursing posts based in the community offering direct clinical support and consultation/advice to tier two practitioners.
- Review of all CAMHS services in Torbay will include a gap analysis to ensure comprehensive service provision across all tiers.
- Work also to be undertaken to review the referral and prioritisation of work within the tier three child and adolescent mental health service based at Torbay hospital.
- Ongoing training for carers on a range of health related topics.
- Introduction of "strengths and difficulties" questionnaire as a screening tool for all CLA.
- Dedicated therapeutic time for CLA funded from the CAMHS Grant.
- Dedicated CPN and Specialist Assessment Therapy Service to CLA.

#### **Healthy Schools**

- All schools in Torbay have either achieved or are working towards the Healthy School award.
- Focus on food & health issues to raise profile of children and parents attitudes to diet.

- Establishing better information systems in respect of safe sex as part of SRE in schools.
- Information from schools placed on the National Healthy Schools database.
- Focus school activity on Torbay Teenage Pregnancy Strategy, Healthy Care Standard Audit, and Young Persons Substance Misuse Plan.
- TC has also worked closely with Devon Direct Services (caterer) to develop a healthy lunch menu over recent years. Menus supplied to parents through each school.
- TC will organise a seminar for parents and children to improve awareness of fruit and vegetables in their diet in line with the five a day campaign - PCT.
- The school meal service has met school nutrition action groups, school and governor meetings to raise the profile of this issue.

#### **Managing Alcohol consumption**

- Funded by the Torbay Safer Communities Partnership the Youth Offending Team (YOT) has undertaken a survey (“No limits”) to assess the levels of alcohol consumption and drinking patterns of young people.
- Survey was carried out in 2004 by the YOT and has led to an alcohol action plan being drawn up following multi-agency workshop on the findings of the research.
- The review of the action plan held in April 2005 reported progress across the plan. Achievements include securing funding for mobile information/awareness bus from environment services and appointment of marketing consultants to co-ordinate education/awareness campaign throughout Torbay.
- Media campaign (summer 2005) to highlight the dangers of drinking to excess and raise health issues related to alcohol. The material also aimed at parents and carers as well as the licensed trade and other members of the public spreading the safe and responsible drinking message.

#### **Teenage Pregnancy**

- The Teenage Pregnancy Strategy in Torbay comprises activities including funding specified school nursing time, supporting midwives working with teenagers, family planning drop-in service and funding PSE Teacher Accreditation and Health Education.
- The action plan has been endorsed by the Children and Young People’s Strategic Partnership.
- The Tic Tac Centre at Paignton Community & Sports College received Beacon Status for its achievements in relation to Healthy Outcomes and is being used as a model from which to develop further multi-agency provisions as part of the extended services implementation.
- The strategy has reduced the number of teenage pregnancies within Torbay.

#### **Are we making a difference?**

The focus on being healthy across all agencies has led to a number of improvements in specific performance indicators including;

- Excellent performance in health of **CLA (PAF C19)**.
- All of Torbay schools rated as good on **Ofsted School Inspection judgement 5.8 – participation in sport**.
- All of Torbay schools either participating or plan to participate in **National Healthy Schools Standard**.

Work on the **Healthy Care Partnership** delivered positive outcomes for CLA ;

- **100% of health assessments** offered to all CLA.
- All CLA children have access to **specialist CPN post**.
- CLA nurse has been able to ensure **health records are accessible** and accurate.
- CLA nurse has been able to collate problem information such as lack of dentistry and provide names to PCT to ensure remedial action is taken.
- **20 personal health plans (PHPs)** are in place for children and young people who had previously refused statutory health assessments.

- CLA nurse provides 1:1 support for foster carers to help prevent placement breakdown.
- All health plans are returned direct to the CLA nurse to ensure social workers and foster carers can be made aware of outstanding health issues which require input.
- Health assessments and PHPs for CLA returned with full immunisation record printout.

The **CAMHS Strategy** makes a difference by;

- Specialist training for carers on mental health issues including attachment disorder and their impact on looked after children to provide more stable placements.
- Screening tool for CLA to identify mental health needs and most appropriate service.
- Dedicated therapeutic time for CLA including specialist assessment and therapy for post abuse counselling for both children and their parents.
- Family therapy clinic to promote reunification of CLA to family.

**The Healthy Schools initiative;**

- **Pupil forum meetings have included healthy schools work**, APAUSE and “Love Bites” pupil questionnaires.
- **Pupil responses to peer mediation training have impacted on school policies**, curriculum planning, pupils’ behaviour, healthy options at lunch times, provision of a variety of physical activity.
- 8 secondary schools participated in “the Love Bites” theatre **production sexual health awareness raising workshops**. Workshops evaluated by pupil questionnaires indicating pupil’s knowledge of attitude and sexual risk taking behaviour.
- All secondary schools participate in the **APAUSE Sex and Relationships Programmes of studies**. Programmes increase knowledge and empower the student with assertive behavioural skills.
- Pilot of **new healthy menu** items that have been introduced as a result of the removal of processed food. From January 2005 **TC agreed with DDS to phase out processed food**.
- Schools encouraged to allow children to drink water during the day to avoid less healthy alternatives and to **counteract dehydration and to improve energy levels and concentration**.
- TC participates in the **National School Fruit Scheme** and also employs “Cool Milk” to assist in the supply of both free milk to under fives and subsidised milk to children up to eleven years of age.

**The multi-agency action plan to address alcohol consumption** within the youth population has introduced;

- High profile media campaign to educate, raise awareness and influence young people’s drinking habits being undertaken during the summer of 2005.
- Responsible drinking message incorporated in local media including Herald Express Health Can Do Campaign.
- Education awareness sessions in a substantial number of schools. Very positive feedback received from both pupils and teachers although some schools yet to sign up.

## PART D Stay safe

### How good are the outcomes?

The "Staying Safe" agenda is a major priority for the new Children's Services. Progress to date includes development of the ACPC into a LSCB by April 2006. Improved multi-agency training on child protection/safeguarding and development of ISA tools to improve referral and assessment processes all contribute to staying safe.

- ACPC has planned and commissioned **child protection training** for all key agencies, including training for designated teachers.
- Training workshops for head teachers and chairs of governors on schools' responsibilities and duties related to S175 Education Act 2003 have also taken place.

Action to **prevent** children and young people becoming victims of **bullying** includes;

- PSHE curriculum which promotes positive self esteem by encouraging peer education, mediation schemes and befriending schemes.
- Parent partnership arrangements include a Pupil Parent Liaison Officer to assist communication over matters related to special provisions, bullying and other welfare matters.

The **ISA** programme has been used to continue to raise the profile of safeguarding by delivering;

- Clear multi-agency protocol for all staff on information sharing.
- Website with clear information related to resources and how to make a referral.
- Promotion of the Common Assessment Framework (CAF) during 2005/06.

Although further work needs to be done, the **Action Plan following the CSCI inspection** of children's services has already improved service provision in the following areas;

- Intake Services enhanced to provide consistent response to referrals regarding child abuse and neglect. Referral co-ordinators available to receive referrals and provide advice and support to other agencies.
- Use of **ISA materials has begun to improve the quality of referrals** into Intake resulting in a more efficient service being delivered and more ownership by other agencies. There remains room for improvement **and joint training, CAF and further developments of extended schools** will further enhance the service.
- Review of service thresholds for children with special needs and/or a disability.
- Service level agreement with voluntary organisation to provide advocacy services for children and young people with special needs and/or a disability being negotiated.

Other action also being taken to create a safe environment includes;

- A review of the **complaints procedure** for children and young people is underway to develop the service to meet new regulatory requirements.
- A joint agency approach to monitoring and managing sex offenders in the community and TC is a regular contributor to **MAPPA**.
- Arrangements to ensure **CRB and other vetting checks** are undertaken for all staff.
- Recruitment of social workers is receiving continuous focussed attention

### Agencies collaborate to safeguard children;

- Inter-agency child protection policies and procedures produced by the **ACPC** and now being reviewed in collaboration with Devon County Council and Plymouth City Council. Ongoing training will be delivered to ensure that all staff are familiar and confident in using CP policies and procedures.
- **All social care staff** responsible for safeguarding **supervised** monthly and receive 6 month reviews which include a training needs analysis. **Caseload weighting** systems introduced to ensure staff workloads are appropriate and balanced. Supervision records are typed and copied to the relevant case file.
- There are clear recording documents and protocols in relation to the sharing of

information on children and young people at risk. Following the CSCI inspection a number of measures have taken place to improve the overall standard of recording.

- Re-introduction of front-line management audit tool.
- The **PARIS project** is well underway and will replace the currently weak management information system in social care as well as making **substantial progress towards the ICS and e.government requirements** – full implementation Sept 2005.
- The CSCI inspection noted that the “Council had experienced significant difficulty in the recruitment of qualified staff. As part of the Council’s Inspection Action Plan a **recruitment programme is underway to address the high number of vacancies** within the social care teams.
- There have been **no Serious Case Reviews (SCR) in Torbay during 2004/05**. All of the recommendations from the last SCR in March 2004 have been implemented including review of all CLA placed out of authority notification to local authority in which child placed, implementation of missing persons protocol in partnership with police and Children’s Society.
- TC actively **encourages parents and carers to contribute** to safeguarding processes by using the **Framework for Assessment** tools which include a clear consent to share information form.
- The CAF will also be piloted to encourage universal service providers to discuss referrals at an early stage with parents and carers and involve them in the decision making process.

**Services in TC are effective in establishing identity and whereabouts of all children and young people;**

- Sharing of information between agencies has been enhanced by the **ISA programme**.
- TC is implementing a **new management information and ICS (PARIS) within social care** which will be fully functional by September of 2005. Access to the system will be provided to professionals in education, health and the police.
- Police and health care professionals in accident and emergency will have **direct access to the child protection register**.
- The PARIS system has been chosen and developed because of its ability to be **compatible with other management information systems**.

TC **pupil data base** is updated each term with pupil level data drops from all Torbay schools. Within the pupil data base **CLA are identified** from social care IT system. This has a number of advantages including:

- CLA information copied to the advisory teacher within the CLA service.
- Information used to ensure all CLA have PEPs that are reviewed and monitored.
- The pupil data base will be updated to operate within Capita EMS software from summer 2005 in line with National ISA guidance. Increased access for social care and education professionals to both PARIS and EMS will take place later in 2005.
- Other information sharing technology is also used increasingly when children move across boundaries or to unknown destination. Torbay schools are increasingly using the DfES s2s secure transfer website to transfer essential electronic files from pupils move from one school to another.

**Children looked after in TC live in safe environments and are protected from abuse and exploitation.** Many of the performance indicators within children’s services for CLA are **positive and demonstrate good or very good performance**. Fostering, adoption, residential services are regularly inspected by the CSCI National Standards Inspection Team.

- Inspections for fostering and adoption and residential services within Torbay have all received generally positive inspections and all services meet National Minimum Standards.
- The recent CSCI Inspection to children’s services noted that the Independent

**Reviewing Service offered effective quality monitoring** and that reviews of **CLA were 100% on time**. Looked after children are fully consulted and listened to in their statutory process resulting in a **97% participation rate** for young people in their review process.

For children and young people with special education needs and/or disabilities services ensure;

- All local authority provision includes appropriate staff training in child protection.
- Residential care placements are compliant with National Standards and regulations and subject to regular review by CSCI Standards Inspections.
- All staff undertake child protection awareness training and are sensitive to varying communication abilities of children and young people with special needs.
- A transitional worker has now been appointed to address the ongoing work between CS and the adult care trust to develop clear transitional procedures.

#### **Are we making a difference?**

**TC can demonstrate positive outcomes on a range of performance indicators related to children and young people staying safe – for example;**

- **100% of children on the child protection register allocated to a social worker.**
- Child protection cases reviewed 100% within timescale (**PAF CF/C20**).
- Low numbers of children on the child protection register for 2+years (**PAF CF/C20**).
- **100% of CLA reviews completed within timescale.**
- Robust procedures implemented with Police and Probation Service for multi-agency Public Protection arrangements (**MAPPA**).
- All Torbay schools rated 'good' **s10 school inspection judgement P8:child protection.**
- All Torbay schools rated 'good' **s10 school inspection judgement P35:pupils freedom from bullying, racism and other forms of harassment.**

Specific outcomes in relation to **staff being trained to identify risks** and manage them have included;

- Increased training to designated teachers on safeguarding and child protection issues.
- Specific workshops for headteachers and governors on safeguarding.

Implementation of the ISA programme has ensured that all agencies have access to

- Multi-agency information sharing protocol for practitioners and practitioners guide.
- Website - links to resource directory and guidance on referrals and assessment of risk.
- Promotion of the Common Assessment Framework for roll out during 2005/6.

Following the CSCI Inspection services to assess, promote and raise the profile of **private fostering arrangements** are also being developed during 2004/05 within Torbay.

Arrangements to improve safe working arrangements within Torbay include;

- **CRB validation** exercise across the workforce.
- **Enhanced disclosures** undertaken for all posts requiring work with children.
- A full range of information is available to children and families including how to make a complaint, the confidentiality and consent process, "Your Care" booklet for children who become looked after.

**The ACPC is implementing a clear action plan to establish the LSCB** by April 2006.

- ACPC Workshop – moving to Local Safeguarding Children's Board in Torbay – April 2005 attended by all partner agencies.
- Agreed formal structure for LSCB to fit into wider Integrated Children's Trust Board.
- Consultation undertaken with local partners and Regional Advisor.

## PART D Enjoy and Achieve

### How good are the outcomes?

**Pupil attainment** at all key stages is in line with national expectations as the APA grades indicate and is higher in 2004 than in 2000, although below the peak performances in 2002 at GCSE 5A\*- C and Key Stage 1.

No school has been in an **Ofsted category of concern** since 2001. Between Sept 2003 and Aug 2004 all ten schools are graded good or very good for pupil achievement and all but one as good or very good for both management and overall effectiveness.

For 2006 the aggregation of **school targets** (and therefore TC targets) for 2006 has increased significantly over the 2005 aggregation at all key stages. Consistent rise in average points scores at GCSE reflects well on the focus by secondary schools on raising attainment across the ability range.

**KS1 Level 2b Reading** - 1% below national with Level 2b+ at national levels. Up on 2003.

**Level 2 Writing** - 1% above national with Level 2b+ 1% below. Down from 2003.

**Level 2 Mathematics** - at national, Level 2b+ 1% below national. Down from 2003. Although Maths TA at Level 2a was below national in 2004 (APA grade D) attainment on the Tests in 2004 was 2.5% higher and in line with national (C).

**KS2 English L4+** - 1% above national results; 2% below schools aggregated targets

Reading - 1% above national, 2% increase on 2003;

Writing - 3% above national, 4% increase on 2003; Performing above the national; Progress has plateaued. From observation, teaching and learning outcomes are improving.

**Maths L4+** - 1% above national results; trend is static; progress has hit plateau ; teaching of maths is generally better but still not inspiring enough in many classrooms.

**KS3 English** - Outcomes declining slightly, but in line with national and statistical neighbours. Comparisons unreliable due to erratic nature of the marking at national level.

**Maths** - Results maintained and better than national and most statistical neighbours.

**Science** - results dipped in line with national results but still better than the national average and most statistical neighbours. Improved teaching observed. **ICT** - Variable from school to school but improving rapidly. **Value-added** from KS2 – GCSE and KS3 – GCSE is slightly better than national data.

**GCSE 5 A\* - C** - In line with national data, better than most statistical neighbours, higher than 2003 but lower than 2002 by 1%. One secondary school is not due to meet the floor target at GCSE 5A\* - C until 2005. **5 A\* - G** - Better than national data and statistical neighbours. **5 A\* - G Inc M & E** - Significantly better than national better than most neighbours. **Ave Pts** - Better than national and neighbours and year on year improvement 2000 – 2004.

17% of Torbay schools have the ICT **NAACEmark** more than any other LA in the country. By September 2005 Torbay will be only the third LA in the **South West Grid for Learning** (SWGfL) area to have all schools fully connected to **Broadband** and the only LA with connection to libraries giving access to pupils outside school hours. 14 Strategic Leadership for ICT (SLICT) schools, and 40% of schools are used as host schools by the National College of School Leadership (NCSL).

There is an overall surplus of places in **early years** educational provision for 3-4 year olds. Childcare targets have been exceeded and 98% of settings meet Ofsted requirements for quality of educational provision.

Parents' homework, including feedback from their children and **Healthy Schools** portfolios, show that families are changing habits in response to training and Healthy Lifestyles

programme. Vulnerable young persons are supported in risk scenario workshops in 50% of secondary schools. Pupils are engaged in workshops and programmes which they devise themselves.

Fewer days lost to school **exclusion** in 2004/5. Behaviour audits and reports of those schools inspected by Ofsted, indicate good behaviour and generally positive relationships. The overall trend for **attendance** upwards. Reduction in fixed term exclusions from primary schools. Permanent exclusions of primary pupils up in 2004/5.

The % of pupils receiving **alternative tuition** because of permanent exclusion is falling. Attendance for students who are on roll at the KS3 **PRU** shows improvement from their attendance at school. High reintegration rate of 56% for pupils returning to school. Tuition hours for permanently excluded pupils have increased, but short of the DFES target of 25 hours a week.

The % of **pupils with statements** has reduced from 5% in Jan 2004 to 4.6% in Jan 2005 with a significant reduction in new statements and new Statutory Assessments from 2003 to 2004.

Very positive response from all service users about **Team around the Child** Inclusion project which enables young disabled people 5 – 13.

Over 90% of Personal Education Plans are always in place for **Children Looked After** (CLA) at any one time. Examination results are variable and comparisons on attainment levels are unreliable due to small cohorts and the fact that overall attainment takes no account of progress.

There are sufficient secondary **school places** in Torbay due to recent expansions. No secondary school has more than 25% surplus places. In 2005 81.2% of parents were offered a place at their first preference secondary school.

#### **Are we making a difference?**

**Monitoring and challenge** to schools has been enhanced through an open and effective cross directorate assessment of schools' performance against level descriptors by officers. For the first time in 2004/5 this has led to the formal categorisation of schools in Torbay. 7 schools are in the LA priority category, each has a resourced action plan.

The **target setting** process for all schools is now more rigorous leading to higher aggregated school targets for 2006. Creative use of funding for the **Interactive Whiteboard (IWB) Pilot Projects** and standards funds, and negotiation with suppliers have enabled IWBs to be installed in 90% of primary classrooms, supported by teaching and learning consultants in all schools. Early feedback suggests there will be an impact on achievement. The **link adviser programme** with all schools in 2004/5 has ensured that schools' performance has been monitored and assessed with suggestions for improvement where appropriate. In accordance with the post Ofsted action plan **governors** are being more directly engaged in monitoring and evaluation activities in schools. Multi officer support and intervention has prevented one **priority school** going into an Ofsted category and enhanced the readiness of others to ensure success in inspection.

**KS1** Advisers and consultants have improved training for Teacher Assessment at KS1. **KS2 Maths/English** – 6/12 schools supported for Mathematics have improved; 3/8 schools supported for English improved. Primary National Strategy (PNS) not making impact in schools where Leadership is less effective. New strategies will be determined following analysis of 2005 SATs results.

**The KS3 Strategy** has been embedded very well in 2004/5 as compared to 2003/4 with all

schools engaged and a clear focus of spending and activity on pupils at risk of not achieving level 5 due to overall, strong leadership with the clear targeting of resources and consultant time; a focus on whole school inset across the curriculum involving all consultants; assessment for Learning cross-curricular pilot led in schools by KS3 FS Consultant; ICT - SoWS and effective assessment now well embedded in all schools; strong lead and engagement from the Behaviour & Attendance Consultant in formulation of behaviour plans and involvement in departmental reviews.

Impact of KS3 Strategy limited when schools which do not deliver or spend funds according to plan agreed with the KS3 team.

**GCSE** In 2004/5 work through LIG and KS3 with significantly under-performing departments; the introduction of SAM Learning provided by the LA as part of LPSA target 1 at KS3, GCSE and A level across all schools, support through ASTs; harnessing good practice; active brokering of opportunities for low attaining pupils and alternative 14+ curriculum opportunities.

The **ICT** Adviser and Advisory teacher have supported schools in NAACE mark accreditation, with a direct impact on teaching and learning. Primary school engagement with the LA on the **Gifted and Talented** agenda is good; in secondary schools it is still unsatisfactory. All schools have registers of gifted and talented pupils. Leadership and support for the content of a strong **PSHE** curriculum in schools. Equal opportunities for CLA through contribution of PSHCE Team to corporate parenting training.

The **Early Years** team has supported the implementation of the Foundation Stage profile; supported parents support their children within the Surestart programmes; increased childcare places in areas of deprivation.

**Permanently excluded children** need to receive 25 hours tuition to be achieved by a protocol for 'Hard to Place' pupils and places at a Virtual School (NISAI); increased full time capacity at South Devon College for KS4 pupils; restructuring of Interim Tuition Service; service level agreements with alternative tuition providers.

Strong links between the **Behaviour Learning Support Team (BLST)**, KS3 Consultant, EOTAS Officer and EWS ensure reintegration of children who have been receiving alternative tuition following permanent exclusion. The BLST is helping to build capacity.

The school-based Social Inclusion Welfare Officer (SIWO) posts and Truancy Sweeps, have contributed to improved **attendance** figures at individual schools. The EWS has promoted and supported early detection and response to absences and early intervention.

Reductions in new statements and statutory assessments have been effected by clarifying and changing the criteria, rigorously following the criteria and through an increased percentage delegation of funds via the inclusion sub-formula.

The **Team around the Child Inclusion** project is managed by the Council with funding from the Children's Fund and has met all but one of the Fund's criteria already.

The advisory teacher for **Children Looked After (CLA)** convenes Personal Education Plan (PEP) meetings which are attended by the Carer, designated teacher, social worker and child where appropriate.

TC was one of the LAs that successfully implemented co-ordinated **admission arrangements** for both secondary and primary school admissions. Action on **school place planning** has led to a review of primary school places because of a forecast of increasing surplus places. TC is improving its school **building stock** mobile classroom replacements, construction of Children's Centres, a specialist SEN unit and sports facilities with community use.

## PART D Making a Positive Contribution

### How good are the outcomes?

The majority of children and young people in Torbay are settled, achieving and making a positive contribution.

We have many challenges to overcome in securing positive outcomes for all. In particular we recognise that more needs to be done to:

- Reduce Teenage Pregnancy Rates
- Support a reduction in the levels of fixed term and permanent exclusions from schools
- Raise the education attainment of school leavers at age 16 and to reach or exceed national averages in school attainment benchmark targets
- Reduce incidence of children in exclusive SEN provision and reduce the incidence of statemented SEN
- Improve the stability of foster care arrangements for CLA
- Reduce the number of children in statutory care
- Reduce offending and re-offending rates.

Services are well targeted at vulnerable groups of children especially those with educational, social or physical barriers to making a positive contribution.

- School transition from primary to secondary phase is well orchestrated and transition for children with physical difficulties is well managed.
- Young Carers receive dedicated attention with overcoming the effects of the additional demands and distractions in their lives. A range of young carers activities are in place and highly valued including lunch clubs, after school clubs, a social support network and a range of holiday activities. A bi-annual newsletter supports communication and network for young carers. The Young Carers project is resourced and provides a focus for personal development and academic success.
- In outcome terms this activity supports improved achievement at school and overcomes social isolation and provides key support mechanisms for this often “hidden” group of children and young people. Individual befriending and counselling support is provided for young offenders and the service greatly assists in preventing young people from being at risk.

The education standards fund – especially funds for vulnerable children are targeted at removing barriers and ameliorating the impact of difficulties. Our ability to measure outcomes in relation to the direct impact of these services requires further development. A dedicated team of social care staff work specifically on independence planning and preparation for CLA.

Good interagency collaboration is in place from early years through to teenage provision. The success profile as indicated by young people in education, training or employment post 16 is improving year on year.

Our early years provision has much potential with a well received set of services supporting early years settings underpinned by two Sure Start programmes and two embryonic Children Centres. Sessional care is very successful and early years Ofsted inspections indicate high quality provision. The national Early Support programme is being run as a pilot in Torbay with a local approach named “Team Around the Child” which has raised expectations and enthusiasm for future developments.

Children and young people are actively involved in participation processes and our

attention is moving to the development and consistency of practice across settings - especially schools. Established mechanism – especially in secondary phase, allows young people to participate and have a voice. The Youth Service is the conduit for an annual Youth Parliament and secondary schools approach to personal, social, health, emotional and citizenship education is developing and currently empowering children and young people. Most schools have pupil/student councils where engagement and participation is recognised and valued.

A major focus through the Teenage Pregnancy Partnership and arrangements to support teenage mothers is beginning to be well focused and alternative education provision and opportunities support positive outcomes.

The inter-agency approach to Youth Offending is well established and highly successful at pulling together focus and intervention to maximise the reduction of re-offending by children and young people. The service oversees three specific Children's Fund initiatives:

- Youth Inclusion Support Project (YISP),
- a School Support Project and
- an Out of School Hours project targeted 5-13 children at risk of offending and school exclusion or care proceedings.

These services, although limited, are very focused and successful at inclusion of disaffected children and young people with a particular emphasis on pastoral work and confidence building.

TC's Youth Service is beginning to focus on the most disengaged young people and to target activities. Contact rate with young people through the Youth Service is improving.

- A number of activities exist, supported by the Youth Services which indicate a positive regard from young people.
- Young people attest that services allowed their voice to be heard and involvement to be secured in the development of an Anti-social Behaviour Order in the Brixham area of Torbay.
- A neighbourhood-based service allows vulnerable young people to engage in positive activities. Hard to reach young people especially in high deprivation areas have access to positive activities via clubs and specific activities.

There are geographical variations in the range and nature of services but largely services are oriented to the more economically disadvantaged areas of the Bay.

We have recognised that much development is needed with our inter-agency provision for child and family mental health services. We are supportive of a PCT review of CAHMS and have a priority to see a step change in these service both directly to children but also of multi-agency functioning.

CLA are fully involved in the review and planning of their care with supplementary activities to engage children and young people in care delivered by the Children's Society as part of priority funds allocated from the Children's Fund. There is a 97% participation profile for children and young people in the formal process of their Looked After statutory annual review. Social care staff actively involve young people in their transition to independence planning. A specific Local Public Service Agreement (LPSA) has been developed and is targeted at the education attainment of CLA leaving school at 16.

We have identified that more needs to be done to engaged directly with and secure the participation of children and young people with special education needs and disabilities. Our information sharing developments will be developing this aspect of service development and actions are in hand to develop a more inclusive education experience for children with identified SEN. Our action plan following the Children's Social Care

Inspection includes addressing deficits in information provision and the engagement of carers and parents of children and young people with disabilities.

**Are we making a difference?**

There are strong elements to our arrangements for the participation of young people in service development and delivery. The Children's Fund commissioned activities includes a dedicated web site and a range of participation processes. A specific Alive and Kicking group is an initiative to support CLA involvement in the evaluation and development of corporate parenting. TC secures the services of Children's Rights to support advocacy and information provision for children and young people.

Teen Network Torbay is a project which provides a positive impact for young people to campaign and HYPAs (Helping Young People Achieve) provide a strong community base for engagement and advocacy and is highly valued by young people in the Brixham area.

An award winning inter agency protocol for missing and runaway children and young people is operating successfully and links with a wider South Coast Runaways Initiative.

A basic entitlement for young people is being developed as part of the Post Inspection Action Plan for the Youth Service.

The Duke of Edinburgh's Award is well established and makes a significant difference for a range of young people. A Millennium Volunteers project has had an impact for a number of young people getting involved in volunteer work especially service groups – Charity Shops, Older People's homes and environmental work.

A range of Youth partnership schemes are in place especially to support Youth Achievement Awards and other accredited outcomes.

The outcomes in terms of recidivism for offending amongst youth are mixed and inconsistent but with some exceptionally good performance. Generally the indicators for youth offending reinforce a strong success for outcomes. The profile for NEETs is the most successful in Devon and Cornwall. The Safer Communities focus in Torbay has an increasing focus on children and young people and has explicitly targeted drug abuse and alcohol abuse. Good initiatives are in place and coherent strategic agenda is being developed. A targeted focus via the Positive Activities for Young people project supports diversionary positive activity for young people at the risk of offending. A key interface with families is provided in several ways – notably via a Parenting Worker providing a link between the YOT and social care professionals. Key support workers are resourced in the YOT and in the EBD school and have an impact in terms of bridging school and home settings for children and young people most at risk of exclusion.

In recognition of the weakness in special education needs a refreshed management focus is creating confidence and purpose to developments to improve SEN provision and education inclusion in Torbay. A strategic plan for SEN and Disabilities is in preparation and will give strategic focus to medium term planning and making a difference to children with SEN and Disabilities and their families.

Strong advocacy arrangements exist for children with SEN and their families with a part time dedicated worker and purchased advocacy arrangement from an independent supplier. We recognise that much remains to be developed to secure the views of children and young people with special educational needs and/or disabilities. Our plans include addressing information sharing and advocacy including complaints management.

## **PART D Achieve economic well-being**

### **How good are the outcomes?**

Standards in the schools overall are at least in line with national expectations and in some instances better, as follows:

#### **At Key Stage 4**

- In 2004 the LEA percentage for achievement of level 2 at 16 was 53%, which compares favourably with national figures, although there were pockets of low achievement.
- On the Ofsted APA Education summary sheet the percentage achieving 5+A\*-C is graded at C, and 1+A\*-G at B
- The percentage of students achieving level 1 in 2004 is 90.8%, with 97.6 achieving at least one entry level qualification
- KS3 – KS4 Value Added – in 2003 Torbay (99.0) was close to the national average (99.1) with four schools above the England average. In 2004, using the new measure that takes account of the wider range of qualifications approved pre-16, Torbay (988.2) was just below the England average (990.7) with four schools above the England average

#### **In Torbay Sixth forms -**

- The average point score for A level was 275.9 – above the England average of 269.2 and the LSC average of 260.7
- The average points per entry were 83.6 - above the England average of 78.7 and the LSC average of 77.1
- These average point scores have shown improvement in the last three years.
- The average point scores per student and per entry are graded at B on the Ofsted APA Education Summary sheet
- Sixth form provision in schools in Torbay has been repeatedly praised by Ofsted
- The Value Added/Value for Money first survey carried out by Ben Johnson Hill associates on post 16 level 3 attainment for the academic year 2003/4 shows that all but one of the Torbay schools achieve better than average results. Torbay schools showed the narrowest range between the highest and lowest cost per learner.
- A second year study has been undertaken which when complete will show the two year trend.

#### **The NEET group**

- Over the past two years, the proportion of young people entering post 16 education, training or employment has improved in Torbay.
- The Connexions Service exceeded its targets for reduction of young people who were NEET and reduction of young people who were 'not known' at the end of November 2004. The performance exceeded that in other parts of Devon and Cornwall.
- The engagement of certain vulnerable groups, for example, young mothers and young offenders, continues to be a challenge.
- Considerable progress has been made to improve the opportunity structure to enable these groups of young people to engage. Programmes such as 'Stepping out' 'My Life' and 'Positive Pathways' are designed to accommodate the needs of this group and will continue to improve the rates of engagement.

#### **Entry to Employment**

- In 2003-4, the E2E allocation to Dartington Tech (the E2E contract holder for South Devon and Torbay) was 195 starts. Actual starts were 281. The 2004-5 start target is 211.
- The adjustment of the readiness criteria for E2E has resulted in a reduction of the number of places available on the programme and has thus necessitated the development of alternatives in order to enhance the opportunity structure.

**Increased Flexibility**

- National data for IF have not been produced.
- Data from South Devon College show that in cohort 1, 16 learners from Torbay schools were retained to the completion of the programme and 15 of these achieved an NVQ or VRQ (93.75%)
- There is an issue with capacity on IF courses. In subsequent cohorts, schools have generally put forward applicants for whom the course would be appropriate, but only half them have been accepted.

**Range of provision**

- A curriculum map for post 16 and Key stage 4 is being worked on which will show gaps clearly and will inform planning for future provision.
- General information indicates a good range of provision at level 3 post 16, but little at Entry Level and Levels 1 and 2 and at pre 16, insufficient provision of vocational learning.
- Some learners are not following the most suitable pathways for them individually and there are also a number of learners at Key Stage 4 who are disaffected. The TC is leading work in this area and the appointment of an Alternative Curriculum Officer Key Stage 4 will drive this forward in the future.
- Bid for building project at Torquay Community College includes vocational provision

**Participation**

- 82.4% of year 11 learners remained in learning (including work based learning) in 2004

**Provision for young people with Special Educational Needs and/or disabilities**

- Information on financial entitlements are given in leaflet form, Compass Cred – the in-house magazine – and on Page 12 of the Pathway Plan.
- 100% of all care leavers have been offered Pathway Plans. The 90% Pathway Plan review has also been achieved.
- 86% of Needs Assessments have been carried out within 3 months of the young persons' 16th birthdays.
- Education, training and employment for 19 year old care leavers: the PAF A 4 indicator rose from 63% in ¾ to 72% in 04/05 (second draft as at 18/5/05).
- Transition planning is included in the 14+ annual reviews which are completed on all pupils with statements.

**Achieve economic well-being**

- Torbay now has a 14 – 19 Strategy, agreed with stakeholders, which is due solely to the strong leadership of the Director and the effective working relationships between the lead 14-19 officers and the Learning and Skills Council(LSC)
- Since January 2004 the LA has taken a lead in collaboration with stakeholders, initially through an external consultant and then 2004-5 by the secondment appointment of a 14-19 Strategy Implementation Manager. As a result in partnership with the LLSC, a 14-19 Strategy has been produced with a five year Implementation plan and yearly action plan which is being worked through.
- Funding has been received through co-financed bids and the LA works together with Devon County Council, the LLSC and other organisations to manage a range of projects. Each of these projects is having/will have an impact on 14-19 learners in Torbay, e.g.
- The GOSW funded PEET project is developing work on Leisure and Tourism in three schools (St Cuthbert Mayne, Paignton Community & Sports College and Westlands) and taster experiences and curriculum materials have been developed.
- The co-financed Progression Onto Work (POW) project aims to increase the awareness of Work Related Learning across South Devon and Torbay. The project is having an impact in schools (through publication of catalogues, staff development, tasters, presentations and workshops). POW money is for facilitation, not delivery.
- The co-financed 'My Life' project has extended opportunities for those who are already

NEET or in danger of becoming NEET through a range of taster and longer project activities.

- An Increased Flexibility Programme is currently delivered at South Devon College and was commented on favourably in the College's Ofsted Inspection Report, but there are real issues relating to capacity.

**Barriers to progress are:**

- Collaborative work is still in its very early stages, and it is difficult to claim that these plans are implemented by managers at all levels across the provider institutions.
- Institutions work independently and the shift from 'provider-led' to 'learner-led' thinking is developing.
- There has not been a good working relationship between the schools and South Devon College, but the work to develop strategies and to raise standards at SDC and its planned move to a new site have improved this situation and should lead to extension of provision through collaboration.
- The existence of three selective schools within the Bay masks some areas of low achievement which need to be addressed.
- There are issues about capacity to meet the demand for work based training and experience, which will be helped a little if the TCC building project bid succeeds
- Innovative actions - in the year 2004-5 with impact/outcomes measurable later in 2005.
- A detailed Self-evaluation process led by LEA and LLSC will identify clearly the current situation and will inform future 14-19 planning
- Work on the development of an Alternative Curriculum for the disaffected at Key Stage 4 (work led by LA and with Providers, the 14-19 Partnerships Office, and with a planned appointment of an officer to lead its implementation.)
- Schools have begun to share information and hence good practice about their Strategies for Social Inclusion. Evidence collected indicates that a great deal is already being done.
- Work to develop a Web-based directory of all learning opportunities in South Devon and Torbay to be used by students is in its initial stages with an intention to produce the first directory in November 2005
- The Aim Higher Peninsula programme has had an impact in schools across the Bay and should lead to widening participation of Torbay learners in HE.
- Few learners study at more than one base, but there is some collaboration between Torquay Boys and Girls Grammar Schools, and work between St Cuthbert Mayne and Westlands will be helped to progress by some joint timetabling from Sept 2005. Far more could be developed across Torbay. A bus pass usable across Torbay is being developed as a feature of a Quality Bus Partnership.

**Provision for young people with Special Educational Needs and/or disabilities**

- All Pathway Plans for 'eligible' young people, are reviewed by the Independent Reviewing Officer, at the CLA reviews. The IRO are currently reviewing the first batch of 10% of relevant and former relevant Pathway Plans. Evidence for reviews taking place at least every 6 months is shown on the dated list on the front of the Pathway Plan.
- Financial incentives CTC is currently financially supporting 16 over 18 year olds in some way, as they are in education, training or employment. This includes accommodation, fares, uniform or equipment, bus passes and general top ups.
- Schools are supported by LA staff with the review process and personal advisers from Connexions attend Transition reviews wherever possible.
- The LA has piloted a transition based project based on a special school to improve post 17 provision.

**Does service management help to improve outcomes for children and young people?**

- TC is committed to implementing the Every Child Matters agenda and is working towards the formation of a Children's Trust. A Children's Services department (CS) has been formed by merging the Education and Children's Social Services areas (April 2005). A staffing structure has been put in place and all managers are focused on improving service outcomes for children and young people by reviewing service outcomes both within CS and working with other agencies. Existing resources within CS are being re-targeted to better match need. Additional resources have been clearly directed at need.
- Elected members have a clear vision of how they want to see services for children develop and were well informed (Children's Services Inspection paragraph 9.3) ([Link 6](#))
- The Overview and Scrutiny Committee holds Lead Member and Senior Officers to account through thematic reviews e.g. schools funding, children's social care, teenage pregnancy, child protection and school improvement. The reviews involve stakeholders and are thorough. (LEA Inspection paragraph 4 and Children's Services Inspection paragraph 9.4) ([Link 10](#) and [Link 6](#))
- Performance Management Board for Children's Services reviews performance against a range of performance indicators.
- Business Development Meetings (senior politicians and strategic directors) formulate policy and monitor policy implementation.
- Termly meeting with the DfES Children's Service's Improvement Adviser and Regional Change Adviser monitor progress and encourage self-evaluation.
- Schools Forum is effective in reviewing decisions on school issues and schools-related expenditure (LEA Inspection paragraph 11) ([Link 10](#))
- Preparation for inspection/reviews and inspections themselves promote self-awareness. LEA (May 2004) Youth Service (April 2004 and June 2005); CPA (2004); Children's social care (January 2005); APA (July 2005).
- Service Performance and Risk (SPAR) database system provides a means for managers to set targets and monitor progress.
- A range of services has been judged to be good by the LEA and Children's Services Inspections. For example, the Education Welfare Service (EWS), Independent Reviewing Service, Family Group Conferencing, Education Financial Services, School Organisation and the Fostering Service.
- Co-ordinated admission schemes have extended parental choice and ensure no child is left waiting for a place. A scheme for primary schools was introduced one year early. The schemes succeed because of the close involvement with schools.
- School Organisation issues have been tackled with stakeholders to provide better value for money and a better context for school improvement. The Brixham Primary Place review has been completed, and the Executive has agreed proposals for changes to provision in Torquay and Paignton.
- The Student Loans service is among the highest performing nationally, due to experienced and dedicated staff and this ensures students are provided with financial support at the start of their studies.
- Local Admission Forum fosters co-operation between admitting authorities and promotes the interests of pupils, parents and carers and has secured better admission arrangements for CLA.
- There is a strong, experienced senior CS leadership team in place. Middle managers empowered to drive change. Frequent meeting of senior and middle managers within and across services.
- Special Education Needs (SEN) improving with clear emphasis on future strategy.
- Some vacancies in critical areas (at the time of writing) – 14-19; Extended Schools; Workforce Reform; Children's Social Care.

- Vacancies in relation to qualified social workers. However, detailed and costed actions are included in CSCI action plan to address recruitment of staff. ([Link 7](#))
- Formation of Children's Services has allowed for realignment/rationalisation of some functions into more coherent, cross-service inspections. For example, with the development of the CLA team and the secondment of a social worker to lead the EWS.
- Equality Impact Assessments have commenced to ensure policies and procedures do not discriminate against minority interests.
- Performance management of accountability of individual staff in place – Results and Development Annual Review (RADAR).
- Comprehensive training programmes for all Children's social care workers in place.
- Training and development needs analysis completed leading to a comprehensive training and development plan for Children's Services in July 2005.
- Children's Services Senior Management Team (CSSMT) has agreed need and resources for deferential management development training.
- TC has a workforce plan in place.
- Briefings, newsletters and staff events are in place for TC (Torbay View and The Info) and Children's Services Directorate (Q & A's).

#### **How well are you using your resources?**

- Considerable success in improving school buildings – Private Finance Initiative (PFI) project involving two schools; two successful Targeted Capital Funding (TCF) bids; one new Voluntary Aided (VA) school; projects to remove temporary accommodation; new building to implement the Infants Class size pledge; reorganisation of special schools, effectively three new schools; children's centres constructed; new VI form building at one school. Framework of partners formed to deliver capital projects resulting in a very competitive fee package for high quality expertise.
- Significant investment in Interactive Whiteboard (IWB) project both in materials and staffing largely in the primary sector. Very efficient procurement ensured good value for money and has enabled 90% primary classroom coverage by this project. Effective use on Standards funds has maximised consultant support for teachers using this technology.
- Re-alignment of schools funding into the Social Inclusion element of the Funding Formula for Schools is leading to a reduction in the number of statements and of permanent and temporary exclusions.
- Activity-led models of funding for primary secondary and special schools are in place.
- SEN unit funding and funding for statemented pupils under review to align resources and need.
- Changes in School Organisation already agreed and others under consideration will lead to more efficient use of revenue and capital resources, for example a reduction in primary school surplus places.
- Key Stage 3 and Primary National Strategy standards funds have been used flexibly and specifically targeted to meet the needs of individual pupils in schools on the basis of pupil led data to maximise impact on attainment.
- The distribution of a number of standards funds has been realigned across a number of agencies to reflect identified need rather than historic service patterns.
- Reduction of expenditure in administration staffing and home to school transport.
- Reinvestment in: youth service; co-ordination of strategy for disaffected KS4 pupils; transport co-ordinator; 14-19 strategy.
- Areas identified for further Gershon Efficiency savings in 2006/07.
- Additional £500,000 (full year effect) identified to invest in social care services in order to develop local capacity rather than out of borough placements, leading in the longer term to improved outcomes for children and more efficient use of resources based on the implementation of Every Child Matters.
- Robust budget monitoring and accountability procedures in place.
- Some pooled budgets/joint commissioning is in place for example, Youth Offending

Team. There is an integrated protocol for meeting the needs of children educated in independent special schools.

- Section 52 benchmarking indicates sound value for money and the Schools Forum firmly involved in reviewing benchmarks.
- CS make good use of Department of Health benchmark data and will continue to do so with special reference to spend on Family Support. We intend to increase this spend as the remodelling of the social care function continues and Every Child Matters is fully implemented.

## **PART F Involving children and young people**

### **How well do you engage children and young people?**

The CSCI Inspection Report (paragraphs 4.19 – 4.22) ([Link 6](#)) reported that there are notable examples of engagement with young people. In the education context engagement is mainly at the school level. One good example is the four young people's fora (which represent all key stages of learning), ongoing evaluation of the effectiveness of the delivery of PSHCE programmes of study.

Youth Service and social care models are examples of good practice which are being further developed. An example is the Youth Service use of the National Youth Agency 'Hear by Right' standards.

### ***How involved are children and young people in decision making about the development of services in the local area?***

Engagement with young people is aimed at consultation and participation. A range of one-off or regular consultations and/or evaluation exercises are undertaken to inform and evaluate service and policy development. Other activities place the emphasis on participation which enables young people to influence decisions which affect them as individual or collective users of services.

The views of young people are considered as part of the commissioning, evaluation and service review process. Teenage parents have been involved in the TC's scrutiny review of the effectiveness of The Teenage Pregnancy Strategy and have discussed the recommendations on Radio.

Jointly funded by the Children's Fund and Torbay Youth Service, the Take Part project managed by the Children's Society supports service providers in involving children and young people in decision making. 3 part time staff are employed to facilitate local youth networks including the Teen Network Torbay (TNT) and Helping Young People Achieve in Brixham. These groups have supported funding bids, interviewed key staff, including the Principal Youth Officer for the Torbay Youth Service, and most recently facilitated a workshop ('Big Cheeses Listen Up') to demonstrate the benefits of involving service users in the development of children's services. The workshop involved senior managers from children's services, health and the voluntary sector and 12 young people aged between nine and seventeen.

The projects which form Torbay's bid for funding for Extended Schools services through the Young People's Fund of the Big Lottery Fund were identified through consultation with children and young people. TC working closely with Torbay Children's Fund, Youth Enquiry Service, Voluntary groups and local schools to ensure that as large a number of young people between the ages of 4 - 25 years could participate. It is anticipated that children & young people will continue to feed in their views and take on a monitoring role for the Lottery Bid projects to ensure they continue to shape the services. Greater engagement with School Councils and existing youth groups will help to support this role.

Sure Start Paignton has worked with Early Years and the Children's Fund to consult on the type of activities young people attending Foxhole & Curledge Primary Schools were keen to take up, both during school activity weeks and outside school. The Play Together project enabled young people with impairments to help shape summer playscheme activities and provide an opportunity for those young people to join with local "mainstream" playschemes. Torbay Play Forum, a support group for Playworkers part funded through TC, carries out consultation with young people to identify activities which will be taken up under the

Adventure Play in the Bay project.

***How have you sought the views of children and young people and with what success?***

Locally young people are being engaged through individual service provision and local youth networks.

Sure Start Paignton, Play Together and Torbay Play Forum have sought views of children and young people through verbal consultation, presentations, multi-media events such as making videos and taking photographs, taped interviews, 1:1 conversations, talking circles, questionnaires and informal discussions. Through the Sure Start Parent Action group young parents help to design and equip new and refurbished buildings, input into the annual business plan and evaluate services. There are parent representatives on the Sure Start Management Boards, the main steering groups for service and budget planning. A regular newsletter, informing and updating on all programme activities and business, is sent to every parent in the programme. Young people are thanked for their contributions, by word and through celebrations such as fun days.

A mapping exercise of youth service projects undertaken on 14 April 2005 identified the following examples of engagement:

- surveys – including surveys with community partnership through open meetings,
- consultation – including street based work and participation in community projects (eg Brewery Park). Group of young people involved in YOT consultation on binge drinking and assisted with preparation of an advice leaflet. Young people involved in the wider Brixham 21 consultation which identified facilities which they would like to see provided and this has led to preparation of a business plan and submission of lottery bids. Currently young people are being consulted on the Torbay Youth Pledge
- participation through membership and feeding back to youth fora (eg Torquay Youth Forum feedback on how grants are used and Paignton Youth Forum participation in the grants committee. Tic Tac - information/advice centre in Paignton College. Young people on management group. Link with health professionals. Received Beacon status.
- Teen Network Torbay (TNT) - puts across young people's views; consulted on ASBO policy; supported the organisation of Torbay youth festival; shared information on young people's consultation with social services; developed participation strategy, give presentations on young people's participation; contribute to local network funding panels.
- The work of the Independent Review Service has ensured that 97% of looked after children to contribute to their CLA reviews
- As part of Democracy Week a series of question times were organised where young people were able to raise issues with senior representatives of the Council, PCT and the Police

Young people's engagement is supported by the child advocacy service which is provided independently through The Children's Society. This support is offered to children and young people who are looked after or involved with the child protection process so that their views and wishes can be represented. It also supports the children's complaints service.

In the last year outcomes from engagement with young people have included:

- 'Total Respect' training for elected members, managers and practitioners was jointly facilitated by young people to ensure that their views, wishes and feelings are acknowledged by those working with them. This training led to a change in the sleep over policy and increase in pocket money for CLA
- 21 young people were part of the Alive and Kicking Group, as part of the pilot on Healthy Care Standards. 3 also presented at a conference on Healthy Care following

which five working groups established to develop services for CLA. Young people were involved in the outcomes which include:

- development and launch of a web site for CLA via Children's Rights
- A consultation day with 18 CLA on Sexual health, and development of a Sex Relationships Education policy for CLA.
- 3 young people have worked with the leaving care team in developing services and support to better prepare young people for independence
- developing a new service around supervised contact at the Family centre.
- Involvement of young people in the inspection/assessment of new provision for children who need to be looked after within the independent sector. Training has been provided for the young people involved.
- As part of the development of Eden Park Primary school, pupils were consulted about dining arrangements and their ideas have been incorporated into the design of the new buildings.

#### **How do you feed back to them on the action you have taken?**

These outcomes support service improvement and young people's personal development and engagement in public/community life. It is recognised that increased attention needs to be given to the collecting evidence of outcomes systematically and with rigour. Our plan is to build consultation and feed back into our Quality Assurance processes so that the child centred culture becomes a central feature of children's services in Torbay.

A key outcome of the action plan for the Children's Service Integration Project will be the growth across the whole service of existing good practice so that it becomes central to all our work with young people. Work to establish a child/youth focus is being progressed through a Participation Task Group which is tasked to:

- build upon the existing social care participation strategy mechanisms will be developed to ensure that customer feedback is at the heart of change and ongoing improvement for Torbay's children's services.
- undertake a baseline audit which will lead to the development of activities to bridge identified gaps.
- establish a stakeholders' forum and ensure a participation element attached to other existing strategic fora.
- ensure that participation work supports the development of strategies which will be outlined within the CYPP.

**How good is partnership working?**

The depth of partnership working across Children's Services is strong in parts. There are established and strong partnership processes with schools and some formal partnership structures are in place and developing e.g:

- Torbay Partnership Committee
- Children's and Young Peoples Strategic Partnership
- Area Child Protection Committee
- Schools Partnership Forum
- Healthy Schools Partnership
- Teenage Pregnancy Partnership
- Children's Fund Partnership
- Safer Communities Partnership and the YOT Board

Strong processes exist with schools which have a strategic coherence and include:

- Termly meetings between Children's Services SMT (CSSMT) and all Headteachers
- Termly School Phase Strategy Forums with key officers addressing phase specific strategic issues
- A twice termly CSSMT and a sub group of Headteachers operating as a Partnership Steering Group
- A termly meeting of Chairs of School Governing Bodies and CSSMT.
- An annual meeting between CSSMT and Torbay Governors' Association.

Children and young people matters feature in the work of the Torbay Safer Communities Partnership and a focus on children's services is embedded in the priorities of the Torbay Local Strategic Partnership.

Torbay has a strong Youth Offending Team which continues to perform extremely well by national standards, based on a strong partnership approach.

Since 2003 Torbay's Safer Communities Partnership has integrated the steering arrangements for the YOT, the Drug Action Team (DAT) and Safer Communities. The Steering Group is chaired by the Chief Executive of Torbay PCT and other agencies are represented by appropriately senior personnel. This integrated approach to developing this work has allowed the partners to ensure there is great coherence among the three strands.

The development and establishment of the newly integrated CS has led to greatly improved strategic links and more effective partnership working between the YOT and education services.

Together with local partners, the YOT has developed a structured approach to anti-social behaviour and a multi-agency alcohol plan has been drawn up for 2005 ( to promote safe and responsible drinking).

Three new Children's Fund projects have been established: the Schools Support Project (working specifically with young people struggling with the transition from primary to secondary school), the Youth Inclusion and Support Project (which works closely with the Children in Need Team), and the Out of Hours Activities Diversionary scheme.

Specific service level agreements are part of brokered partnership delivery with Devon CC

for services to Traveller family children and black and minority ethnic community children – mostly refugee children.

The Children with Disabilities Service is delivered on a multi-agency basis and pilots a 'Team Around the Child' approach as part of the national Early Support Programme.

Torbay has a co-located multi-agency team for CLA whose work is supported by an LPSA targeting educational attainment for this group and for care leavers.

The local Healthy Care Partnership pilot has focused explicitly on improved outcomes for CLA across a range of national performance indicators.

Torbay is developing joint funding arrangements across health, education and social care for independent sector placements (ISPs) with an initial focus on children requiring expensive residential placements.

Torbay is currently negotiating a contract with Barnardos to provide independent advocacy for children with disabilities. The National Children's Society currently provide under an SLA, independent advocacy for all children.

The local CAMHS has been developed with partners and there is a multi-agency agreement for the usage of the CAMHS and Teenage Pregnancy grants.

Torbay's Youth Service has established service level agreements with and support for voluntary sector groups and undertakes joint planning with Connexions.

In partnership with Connexions the Youth Service provides activities under contract for key groups including NEET young people, and young offenders/young people at risk of offending. Torbay's Youth Service has a trainee youth worker on placement with Torbay's YOT and is engaged with their No Limits campaign.

The Youth Service is also involved in bidding, through the 'Change Up' programme, to support the development of Voluntary Sector infrastructure. This has enabled increased provision (e.g. Chill'd Out and Brixham YES), filling gaps in service, improving service delivery and having consequent effects on outcomes.

Torbay is working hard to develop improved performance management and quality assurance arrangements as has been acknowledged by recent audits such as the LEA Inspection in 2004 which noted that the framework for performance management is strong but that objectives needed to be defined with more precision in order to support effective monitoring and evaluation. ([Link 10](#)) The recent CSCI inspection of Children's Social Services noted that:

'There had been a good deal of effort to derive relevant performance information and create a performance culture within the Department and a system of reporting performance was in place'. (8.12) ([Link 6](#))

A Children's Partnership Board and Executive have been created to provide integrated governance arrangements for Torbay's children's services. These bodies include representation from Torbay Council, Torbay PCT, South Devon Health Care Trust, Devon and Cornwall Police Authority, Torbay Governors' Association, Torbay Voluntary Services, Connexions and Torbay primary and secondary schools. The new arrangements will replace the local Children and Young People's Strategic Partnership (CYPSP).

In 2005/06 the Children's Partnership Executive will develop joint commissioning and

pooled budgets for services and will drive the local Change for Children programme through a set of sub-groups, each charged with delivering key elements of Torbay's Change for Children project plan.

The sub-groups have a multi-agency membership and include focus on:

- Workforce Remodelling - including developing the role of lead professional and where appropriate co-located multi-disciplinary teams. Consultation with all stakeholders on relevant proposals is scheduled for Autumn 2005.
- Production of the single Children and Young People's Plan - including consultation with all stakeholders.
- Delivery of integrated systems - including CAF, ICS and ISA.
- Participation - including the mainstreaming of service user feedback and engagement in the quality assurance, planning and performance managements cycles of Torbay's children's services and including the delivery of a stakeholders' forum for service users and providers.
- Training and Professional Development - including embedding the 'Common Core' and delivering locally elements of the national Children's Workforce Strategy.
- Performance and Management Information – pulling together information from partners and sharing it widely to promote holistic approaches from a sound evidence base and to promote consensus.
- Finance and Resources – establishing opportunities for pooling budgets and re-engineering resource.
- Communication – ensuring that staff across all partner agencies are involved in the change and co-ordinating a series of 'getting to know you' sessions to promote understanding between different disciplines.

It is too early yet to comment on the effectiveness of these arrangements.

A range of other partnership and multi-agency fora operate regularly.

Work is ongoing to review the range of strategic fora that exist locally, their membership and terms of reference. This is likely to lead to some rationalisation and re-engineering.

'High level' partnership arrangements are in place through the Torbay LSP and the Torbay Partnership Committee. A multi-agency driver group is to be developed for the Community Plan theme – 'Placing learning at the heart of our community'. ([Link 12](#))

There has been significant community engagement in developing the Community Plan and its associated action plan and in agreeing their priorities and actions. ([Link 12](#))

The work of Torbay's Children's Fund in identifying need and gaps in service and in engaging children and young people has been significant. Exeter University in an external evaluation report identified the strength of the participation element within the Torbay Children's Fund. This also reported a "positive/ consensual view of the support provided by the Torbay Participation Project [Take Part]"

There is service user and provider engagement at other levels although there is a need to make this more robust. Mainstreaming the activities of the Children's Fund and the work of the Participation group (see above) will aid this.

Social care professionals engage in a range of quality consultation processes with children and young people as indicated in Part F.

Torbay Early Years Development and Childcare Partnership (EYDCP) has worked to



create, deliver and monitor the Early Years Childcare Plan. A separate forum – the “Bay Forum” meetings to allow service delivery practitioners to share information and to network.

Partnership meetings occur quarterly and further engagement with stakeholders takes place through sub-groups and working parties, childcare cluster group meetings, local provider networks, information and consultation events facilitated through and supported by development workers from the maintained, private and voluntary sectors.

Service Level Agreements are in place with Devon Childminding Association, Playlines, Devon Children’s Information Service and the Pre-School Learning Alliance.

The EYDCP’s recognition of, and engagement with, voluntary, private and maintained sectors will provide an opportunity to build upon the good practice already in place and to continue to develop Children’s Centres and Extended Services on school sites.

**PART H Links to plans and key policies**

<a href="#">Link 1</a>	<b>Corporate Plan 2005 – 8</b> <a href="http://www.torbay.gov.uk/corporate-plan.pdf">http://www.torbay.gov.uk/corporate-plan.pdf</a>
<a href="#">Link 2</a>	<b>Children’s Services Social Inclusion Action Plan 2005 - 2006</b>  Social Inclusion Action Plan 2...
<a href="#">Link 3</a>	<b>Children’s Services Learning &amp; Resources Action Plan 2005 - 2006</b>  Learning & Resources Action Pl...
<a href="#">Link 4</a>	<b>CPA Inspection Report December 2004</b> <a href="http://www.torbay.gov.uk/torbay-cpa-report.pdf">http://www.torbay.gov.uk/torbay-cpa-report.pdf</a>
<a href="#">Link 5</a>	<b>CPA Service Scores</b> <a href="http://www.torbay.gov.uk/torbay-cpa-service-scores.pdf">http://www.torbay.gov.uk/torbay-cpa-service-scores.pdf</a>
<a href="#">Link 6</a>	<b>CSCI Inspection of Children’s Social Care</b> <a href="http://tgfl.torbay.gov.uk/PDFS/CSCI-Inspection-Report-January-2005.pdf">http://tgfl.torbay.gov.uk/PDFS/CSCI-Inspection-Report-January-2005.pdf</a>
<a href="#">Link 7</a>	<b>CSCI PIAP</b> <a href="http://tgfl.torbay.gov.uk/PDFS/CSCI-Inspection-Childrens-Services-Improvement.pdf">http://tgfl.torbay.gov.uk/PDFS/CSCI-Inspection-Childrens-Services-Improvement.pdf</a>
<a href="#">Link 8</a>	<b>Draft 14 – 19 Strategy</b> <a href="http://tgfl.torbay.gov.uk/CONSULTATIONS/14-19%20Learning%20Strategy%202004-08.doc">http://tgfl.torbay.gov.uk/CONSULTATIONS/14-19%20Learning%20Strategy%202004-08.doc</a>
<a href="#">Link 9</a>	<b>Education Development Plan</b> <a href="http://tgfl.torbay.gov.uk/Schools-EDP.htm">http://tgfl.torbay.gov.uk/Schools-EDP.htm</a>
<a href="#">Link 10</a>	<b>LEA Inspection Report May 2004</b> <a href="http://tgfl.torbay.gov.uk/Schools-LEA-School-Inspection-Reports.htm">http://tgfl.torbay.gov.uk/Schools-LEA-School-Inspection-Reports.htm</a>
<a href="#">Link 11</a>	<b>LEA PIAP December 2004</b> <a href="http://tgfl.torbay.gov.uk/Schools-LEA-School-Inspection-Reports.htm">http://tgfl.torbay.gov.uk/Schools-LEA-School-Inspection-Reports.htm</a>
<a href="#">Link 12</a>	<b>Torbay Community Plan April 2004</b> <a href="http://www.torbay.gov.uk/torbaycommunityplan-april-2004.pdf">http://www.torbay.gov.uk/torbaycommunityplan-april-2004.pdf</a>
<a href="#">Link 13</a>	<b>Torbay Community Plan Consultation Results</b> <a href="http://www.torbay.gov.uk/index/council/torbay-partnerships/torbaystrategicpartnership/consultation_results.htm">http://www.torbay.gov.uk/index/council/torbay-partnerships/torbaystrategicpartnership/consultation_results.htm</a>
<a href="#">Link 14</a>	<b>Torbay Community Action Plan 2004 – 2007</b> <a href="http://www.torbay.gov.uk/torbaycommunityplan-actionplan-2004-2007.pdf">http://www.torbay.gov.uk/torbaycommunityplan-actionplan-2004-2007.pdf</a>
<a href="#">Link 15</a>	<b>Youth Service Inspection Report</b> <a href="http://tgfl.torbay.gov.uk/Schools-LEA-School-Inspection-Reports.htm">http://tgfl.torbay.gov.uk/Schools-LEA-School-Inspection-Reports.htm</a>

<a href="#">Link 16</a>	<b>Youth Service PIAP</b> <a href="http://tgfl.torbay.gov.uk/Schools-LEA-School-Inspection-Reports.htm">http://tgfl.torbay.gov.uk/Schools-LEA-School-Inspection-Reports.htm</a>
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**PART I Glossary**

<b>ACPC</b>	<b>Area Child Protection Committee</b>
<b>AMP</b>	<b>Asset Management Plan</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child Adolescent Mental Health Service</b>
<b>CLA</b>	<b>Children Looked After</b>
<b>CPA</b>	<b>Comprehensive Performance Assessment</b>
<b>CPN</b>	<b>Community Psychiatric Nurse</b>
<b>CS</b>	<b>Children's Services</b>
<b>CSSMT</b>	<b>Children's Services Senior Management Team</b>
<b>CYPP</b>	<b>Children &amp; Young People's Plan</b>
<b>CYPSP</b>	<b>Children &amp; Young People's Strategic Partnership</b>
<b>DCC</b>	<b>Devon County Council</b>
<b>DCS</b>	<b>Director of Children's Services</b>
<b>DDS</b>	<b>Devon Direct Services</b>
<b>EWS</b>	<b>Education Welfare Service</b>
<b>ISA</b>	<b>Information Sharing &amp; Assessment</b>
<b>HYP A</b>	<b>Helping Young People Achieve</b>
<b>LA</b>	<b>Local Authority</b>
<b>LGR</b>	<b>Local Government Reorganisation</b>
<b>LLSC</b>	<b>Local Learning &amp; Skills Council</b>
<b>LPSA</b>	<b>Local Public Service Agreement</b>
<b>LSCB</b>	<b>Local Safeguarding Children's Board</b>
<b>MPPA</b>	<b>Multi-Agency Protection Arrangements</b>
<b>NEET</b>	<b>Not in education, employment or training</b>
<b>NVQ</b>	<b>National Vocational Qualification</b>
<b>PCT</b>	<b>Torbay Primary Care Trust</b>
<b>PFI</b>	<b>Private Finance Initiative</b>
<b>PHP</b>	<b>Personal Health Plan</b>
<b>PRU</b>	<b>Pupil Referral Unit</b>
<b>RADAR</b>	<b>Results and Development Annual review</b>
<b>SCR</b>	<b>Serious Case Review</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SOP</b>	<b>School Organisation Plan</b>
<b>SPAR</b>	<b>Service Performance &amp; Risk database</b>
<b>SRE</b>	<b>Sex Related Education Policy</b>
<b>SWGfL</b>	<b>South West Grid for Learning</b>
<b>TC</b>	<b>Torbay Council</b>
<b>TCF</b>	<b>Targeted Capital Funding</b>
<b>TCP</b>	<b>Torbay Community Plan 2004 – 2007</b>
<b>Tic Tac</b>	<b>Information and advice centre in Paignton Community &amp; Sports College</b>
<b>TSCP</b>	<b>Torbay Safer Communities Partnership</b>
<b>TSP</b>	<b>Torbay Strategic Partnership</b>
<b>TNT</b>	<b>Teen Network Torbay</b>
<b>YISP</b>	<b>Youth Inclusion Support project</b>
<b>YOT</b>	<b>Youth Offending Team</b>