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| CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE | Agenda Item No. 5 |
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Report of the Executive Director of Children’s Services, John Richards

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CHILDREN’S TRUST - ENJOY AND ACHIEVE PARTNERSHIP

1. PURPOSE

- 1.1 This Report is being presented as part of a cycle of reports assessing the impact of the Children’s Trust on outcomes. The Enjoy and Achieve Partnership (EAP) is one of the Every Child Matters Outcome Groups, underpinning the Children’s Trust.

2. RECOMMENDATIONS

- 2.1 Understand the importance of the EAP in improving learning and skills outcomes and driving forward improvements in equality, community cohesion and anti-bullying.
 Support the priorities of EAP in conjunction with Children’s Services Learning and Skills priorities.
 Suggest additional priorities or activities that EAP could be involved in leading.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY AND LOCAL AREA AGREEMENT

3.1 How does the report link to the Sustainable Community Strategy or LAA priorities/outcomes?

There is a strong link with two Sustainable Community Strategy priorities, namely Creating Opportunities and Tackling Inequalities and Creating Strong and Supportive Communities. There are also a number of LAA priorities and outcomes captured within EAP including promoting equality and community cohesion, reducing bullying and improving learning and skills outcomes for children and young people

What National Indicators does the report help to achieve?

All indicators associated with education, learning and skills together with community cohesion indicators.

4. BACKGROUND

- 4.1 Initially, the EAP was one of 5 Every Child Matters outcome partnerships underpinning the Children’s Trust responsible for delivering the shared priorities set out in the Children and Young People Plan. A review of these partnerships recently made some changes to the partnership arrangements, introducing new task and finish groups and merging other partnerships into new groups to ensure they were best set up to deliver improvements. The EAP remains, linking closely with the 14-19 Strategic Commissioning Partnership and the Child Poverty Task and Finish Group.

The EAP was set up to add value to the day-to-day work of the Children’s Services Learning and Skills division, to focus particularly on the ‘enjoy’ element of Enjoy and Achieve and to focus on issues and problems that need a partnership approach rather than a service solution.

The EAP meets six-weekly, is chaired by Mel Collins and consists currently of the following membership: primary, secondary and special headteachers, school governor, lead for anti-bullying, lead for equality, lead for education of children in care, voluntary sector lead, lead for play, lead for Aim Higher (widening participation for young people), cultural and neighbourhood services leads, New Link representative. (Please see attached list of members in Appendix 1).

Membership is currently being reviewed to ensure we have the right representation for the priorities and to ensure stronger representation from the new 0-7, 8-13, 14-19 integrated services and the three locality leads.

The purpose of EAP is to:

- Monitor improvements in key education and skills outcomes, including community cohesion grades from Ofsted Reports, school, children's centres and other settings, Ofsted outcomes, examination results at all key stages, as well as more qualitative outcomes through the Tellus Survey and School Survey.
- Identify key issues and barriers that prevent children and young people from enjoying and achieving.
- Work together with others to develop solutions.

These priorities and ways of working are captured in a Work Plan.

5. KEY ISSUES

- 5.1 The challenge for the EAP is to ensure that its priorities and activities add value to the day-to-day work of the Children's Services Learning and Skills division and that the purpose of the partnership is clear so every member can contribute effectively to improve outcomes.

Our key priorities are:

Improve Learning Outcomes – particularly to report on exceptions, identify gaps in performance and agree partnership solutions to poor performance. The EAP now monitors school/setting inspection outcomes, Ofsted judgements on community cohesion, Ofsted comments on behaviour and bullying as well as key National Indicators. There is a strong focus on Children in Care (CiC) and supported by EAP members, the Head of Learning and Opportunity for CiC was able to demonstrate 'good' progress and outcomes in the recent Children's Services inspection.

Create additional opportunities for children and young people to engage in **play, sport and leisure** activities – particularly to understand and promote the importance of play, develop and support a Play Strategy, map existing and future play, sport and leisure activities. Through EAP we were able to ensure that all Children in Care had free access to sport and leisure activities.

Create additional opportunities for children and young people to engage in **cultural, heritage and creative** learning opportunities – particularly to develop a cultural strategy and entitlement for children and young people, map existing resources and activities and to create pilot and pathfinder projects to improve 'enjoy' outcomes in wards/localities. EAP need to work closely with Vivacity and the Citizens Power project on developing a creative primary curriculum.

Improve outcomes for three cross-cutting themes: **bullying, community cohesion** and **Minority Ethnic New Arrivals (MENA)**. Each lead officer produces reports on these themes (available on request) setting out current priorities and action, developing interesting activities around these themes and determining what EAP members can do to improve outcomes. A particular challenge for EAP is how to collect and record evidence of improvement in bullying and community cohesion in schools and settings; we are working on this currently. Also to assess how the newly developed Equality and Diversity Plan and Community Cohesion Action Plan are being implemented and embedded in practice (documents available on request).

Impact of the EAP on outcomes:

The EAP has brought together a range of leaders who add value to the learning agenda. The group has made a difference by:

- Understanding educational outcomes at all stages and ensuring members' own organisations are aware of examination results, learning needs and skills gaps for the city. EAP Members have stated how their organisation can support poorer outcomes for example: New Link identified the lack of children's play for diverse communities and are working with the Play Partnership to address this. Michael Cross offered the Key Theatre as a venue for young people's creative and dramatic pursuits. Through EAP a heritage and learning bid was submitted to the Heritage Lottery Fund for additional resources to support culture and heritage experiences for children, young people and their families.
- Analysing trends and patterns in data. A key issue is to encourage young people to stay on in education post-16 and access the University Centre Peterborough (UCP) post-18. The EAP supported the 'Passport to Higher Education' and agreed, with the 14-19 team, to part-fund the Passport process. Further funding was not made available from other partners so it did not go ahead in 2009-10, although it is planned for 2010-11, led by UCP.
- Developing strategy and policy. The EAP has the lead for equality and diversity, including community cohesion, play and anti-bullying. Strong policies and partnerships have been developed for all of these areas. The Community Cohesion Action Plan links to the work of the Schools Community Cohesion Group and there are lots of school-based projects, thanks to funding from the Cohesion Board, that impact directly on children in those schools. The BRAVE strategy is also impacting on bullying outcomes as evidenced through the results of the Health-Related Behaviour and the Tellus Surveys. EAP are currently looking at how bullying data can be collected from schools, there is evidence that the numbers of pupils excluded for bullying are declining and there is Ofsted evidence that anti-bullying work is a strength in our schools.
- Discussing issues that are barriers, preventing children and young people from achieving fully. The EAP worked together to lobby Vivacity to offer free access to sport and leisure facilities for children in care.

6. IMPLICATIONS

- 6.1 The EAP provides additional support for Children's Services to improve, particularly the 'Enjoy' element of the 'Enjoy and Achieve' Every Child Matters outcome. The implications for the future are to try and articulate the added value this group has on outcomes and also to ensure that EAP has the right membership of senior leads who can make decisions and pool resources. Working closely with the locality and neighbourhood leads as well as headteachers in the future will ensure a firmer focus on improved delivery, not just setting policy and strategy.

7. CONSULTATION

- 7.1 Minutes of EAP meetings are available on request

8. NEXT STEPS

- 8.1 This committee could be kept informed of progress in relation to the impact of the city-wide Anti-Bully Strategy (called BRAVE), the development of the Equality and Diversity Strategy and Community Cohesion Action Plan, the impact of the Play Strategy, alongside education and skill outcomes for vulnerable groups.

9. BACKGROUND DOCUMENTS

None

- 9.1 EAP agendas, minutes and reports (all available on request)

10. APPENDICES

10.1 Appendix 1 – EAP membership list