Children and Young People Plan 2008–2011
Oldham Children’s Trust

one future
Changing for children in Oldham
Growing up is a precious time for all children and young people and we all need to work together to make sure that every child and young person enjoys this time in their lives and that they build solid foundations for adulthood.

The Government has set out an ambitious agenda in its 10-year strategy “The Children's Plan: Building Brighter Futures” and Oldham is committed to shaping its services in order to achieve the stated aims and objectives.

This Plan brings a clear focus to the important areas for improvement over the next three years, our priority actions, detailed under each of the Every Child Matters outcomes – Be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. These outcomes overlap and connect with each other and it is by focusing holistically on all five of these areas for every individual child or young person that we will really make a difference. There is also a section showing how we will improve service management in order to support the work being done by front line agencies throughout Oldham.

Many of Oldham’s children and young people do well and are well supported at home, in school and in their communities. Other children and young people need greater levels of support and intervention at certain times in their lives to overcome the varying challenges and difficulties they face. Our success has to be measured on what we do to improve outcomes for our most vulnerable children and young people, because if we get it right for them it will also be right for all children and young people. Reducing inequalities and narrowing the gap between disadvantaged children and young people and their peers are key to our overall success.

This Plan sets out how all partners who provide services for children and young people will endeavour to achieve our mission: “Working together to secure safe, successful, healthy and happy futures for all our children and young people”. Each agency, whether a public organisation or part of the private, voluntary, community or faith sector, will have their own detailed plans setting out what they will do and how they will measure their success. This Plan, Changing for Children in Oldham, is the strategic framework from which those other plans are developed.

Children and young people are at the heart of this Plan and their views have helped to shape it. Their needs are the key drivers in deciding what we as service providers will do. Through our commitment to achieving these actions we will support the wider priorities of Oldham – Better life opportunities for Oldham’s citizens.
Locally we have agreed six overarching priorities, ‘The Oldham Six’, which were collectively determined and adopted by the then Children and Young People Partnership (now Oldham Children’s Trust). These priorities for our children and young people were driven by the outcomes of the Needs Analysis which underpinned the first Children and Young People Plan in 2006. These are:

- Ensure that all services focus on prevention, early intervention, targeting and support for children, young people and families in Oldham.
- Secure the safety of all children and young people in Oldham.
- Promote proactive activities in Oldham to engage children and young people to reduce the number of them becoming involved in anti-social behaviour or criminal activities.
- Improve the health and self-esteem of children and young people in Oldham.
- Continue to pursue community cohesion in Oldham.
- Focus on educational achievement where the gaps are the greatest for children and young people in Oldham.

We continue to shape our work around these priorities maintaining a clear focus on the way in which we work together with our partners to achieve positive outcomes for all our children and young people. Through increased inter-agency and inter-disciplinary working we will effectively target activity and resources where we have identified that the need is greatest.

This Plan describes our improvement journey to date. Where we have demonstrated high standards of performance we will strive to sustain these and will tackle areas of under-performance with ambitious and innovative strategies for improvement.

There is a lot of good practice in Oldham and we work hard every day to improve the quality of our children and young people’s lives. Together we will continue to make a difference.

Janet Donaldson
Executive Director
Children, Young People and Families

Cllr Kay Knox
Cabinet Member for Children, Young People and Families
Our vision and values

Our vision

‘Children, young people and families in Oldham will be safe, successful, healthy and happy’

Our children, young people and families will be safe, successful, healthy and happy. They will contribute to the economic and reputational success of Oldham and be proud of their contribution. It will be common-place in Oldham to see inter-generational and cross-cultural living, learning and success. The success of children, young people and families in Oldham will be reflected in the outcome measures when we go through external inspection and review. Through our excellent leadership and strategic direction, we will contribute to the future improved rating of our local public services through the Comprehensive Area Assessment.

The views of our children and young people will be paramount in our decision-making and direction. Parents will confirm by their satisfaction ratings that we are doing things right for their children. They will be delighted with the services that they access in Oldham.

Our staff will be high calibre, experienced and highly committed to making children and young people’s lives better and they will do the hard things well. They will be confident to use the services themselves for their own families. The morale of staff will be consistently high and all staff will know that their effort makes a significant difference for children, young people and families. Work will be enjoyable and satisfying. All our staff will continue to learn and grow in their roles thus providing role models for our children and young people.

On our journey to success and excellence we will be innovative and creative. Our approach to Children’s Services will be applauded because we will get it right first time and it will work. Services will be localised, personalised, accessible and fully integrated. Our response will be cross-service, corporate and multi-agency.

Our partnerships will be robust, targeted and effective. We will provide good value with the investment we make; we will be highly accountable. Our community will be proud of our collective achievements, especially those of our children and young people.

How we will achieve our vision

We have clear and challenging ambitions for Oldham. A common set of values underpins the way we work together to achieve our vision. Within these, children and young people will be at the heart of everything we do. We are clear that parents bring up their children and our services will support them to do so. We will operate with openness and inclusivity, honesty and integrity and will ensure involvement and engagement at all levels. All partners within Oldham Children’s Trust and the wider Oldham Partnership will work together with children, young people and their families to achieve our vision and values.

This Children and Young People Plan – Changing for Children in Oldham – sets out our commitment to:

• Acknowledge and accept that keeping children safe is everybody’s responsibility.
• Ensure that services are open and inclusive and are responsive to individual needs.
• Develop locally based, multi-agency teams who will focus on early intervention and support at times of need.
• Develop and deliver services based on knowing what is needed and on what works.
• Work to narrow the gap between those children and young people who do well and those who do less well.
• Improve our performance based on plans, targets, monitoring and reporting.
• Have secure systems for assessing individual need using the Common Assessment Framework (CAF) and sharing information.
• Focus on early intervention and support through universal and targeted services.
• Support children and young people so that they are involved in decisions which affect their lives and in developing and monitoring services.
• Regeneration programmes which have the needs of children and young people at their heart.
• Celebrating the individual and collective successes of our children and young people.
• Reduce inequalities with a particular emphasis on our more vulnerable groups of children and young people.
Every Child Matters

This plan, Changing for Children in Oldham, gives clear information about how Oldham is approaching the Every Child Matters: Change for Children agenda, in improving the well-being of children and young people from birth to age 18, 19 for children & young people with disabilities and up to 25 for some care leavers.

The aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

To achieve this it means that all of the organisations involved with providing services to children and young people – from hospitals and schools, to police and voluntary groups – are teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them to achieve what they aspire to in life. Efficient sharing of accurate and up-to-date information is vital for early intervention to ensure that children and young people get the services they need. It is also essential in protecting children and young people from suffering harm from abuse or neglect, and to prevent them from offending.

Integrated working focuses on enabling and encouraging professionals to work together effectively to deliver frontline services and involves changes to culture and practice across the children’s workforce. The Every Child Matters: Change for Children Programme is being embraced in Oldham as a model for change. We are encouraging integration at every level, co-ordinating our services and wrapping them around the needs of our children and young people.

We are fully committed as partners within the Oldham Children’s Trust and the Local Strategic Partnership, to discover what works best for children and young people and to act upon it. To do this, we have involved and engaged children and young people in the design, delivery and development of service provision at strategic, individual service, and individual child/young person level, and have listened carefully to their views. More information on how we have done this appears later in this Plan.
Working together in Oldham

Context

Oldham has a history of strong partnership working and the establishment of the Children and Young People Partnership in 2003 ensured that significant steps were taken towards meeting the outcomes set out in the Every Child Matters: Change for Children agenda. In order to strengthen and further develop the integration of services in the borough, Oldham has now formally adopted Children’s Trust status to make further improvements to the extent and impact of partnership working.

What is a Children’s Trust?

A Children’s Trust is a concept, which was developed by the Government as part of the Children Act 2004 and the Every Child Matters agenda. It is used to describe the way in which organisations delivering services to children and young people in an area come together to plan, commission and develop more effective services that focus on the needs and outcomes of children and young people.

The conceptual model, shown opposite has five layers:

- An outcome-led vision for children and young people.
- Integrated front-line delivery organised around the child, young person or family (e.g. through Children’s Centres and Full Service Extended Schools).
- Integrated processes sustained by a shared language and shared systems and processes (e.g. through the Common Assessment Framework, ContactPoint and Workforce Reform).
- Integrated strategy through new joint commissioning arrangements and an over-arching Children and Young People Plan.
- Inter-agency governance structures, with robust arrangements for inter-agency co-operation (e.g. through a Children’s Trust Board and associated structures).
How does Oldham Children’s Trust work?

Oldham Children’s Trust is made up of the many organisations and agencies who deliver services to children, young people and families living in Oldham.

These include Oldham Council, Oldham Primary Care Trust, the Police, the voluntary, community and faith sectors, further education, schools and the Learning and Skills Council.

The focus of the Trust is to produce the best possible outcomes for all children, young people and families in Oldham by delivering cross-cutting integrated services based around their needs. In order to really drill down and address key local issues for Oldham’s children, young people and families, the Trust has established seven themed Service Delivery Partnerships, which can be viewed on the structure chart on the following page. These delivery partnerships also play a critical role in ensuring that national priorities are appropriately translated into local plans and delivery.

Overseeing the work of Oldham Children’s Trust is the Changing for Children Executive Board that acts as the accountable body and monitors progress against the Children and Young People Plan. Reporting into the board, is the Changing for Children Strategy Group whose main aim is to drive forward improvements in outcomes for Oldham’s children and young people by developing and implementing integrated strategy and leading the redesign and delivery of effective services. Oldham Children’s Trust is an established thematic board of the Oldham Partnership and the Executive Board and Strategy Group take joint responsibility for overseeing the delivery, monitoring and commissioning of services against the children and young people elements of the Local Area Agreement.

Oldham Children’s Trust has a firm commitment to safeguarding and promoting the welfare of every child and young person and our established Local Safeguarding Children Board (LSCB) provides the necessary support and challenge. The Trust has also made significant progress in ensuring the voluntary, community, faith and private sectors are effectively and actively engaged in the strategic planning, commissioning and delivery of local integrated services for children, young people and families. This has been achieved through a co-ordinated and comprehensive approach to electing representation from this sector on all of the Children’s Trust delivery partnerships and sub-groups.

In order to ensure that the outcome-led vision of Oldham Children’s Trust accurately reflects the views and needs of our service users, work is underway to ensure common strategies are in place to consult and engage with all Oldham’s children, young people, parents and carers, especially those who are hard to reach and hard to help. To ensure the voice of front-line providers is also clearly heard and directly influences strategic decision-making, stakeholder partnership events take place quarterly, providing a valuable forum for all key partners. The following model illustrates Oldham Children’s Trust Governance Framework that is enabling effective integrated governance, planning, commissioning and delivery arrangements to develop.
Oldham Children’s Trust

Local Safeguarding Children Board
- Develops cross-cutting approaches, receives reports from delivery partnerships and locality planning groups and makes recommendations to the Executive Board. Has delegated decision making power from the Board.

Changing for Children Executive Board

Changing for Children Strategy Group

Integrated Systems Board
- Common Assessment Framework, ContactPoint, Integrated Children’s System

Integrated Services Board
- Locality Delivery, Children’s Centres, Full Service Extended Schools

Integrated Commissioning Group
- Sets strategic commissioning priorities

Service Delivery Partnerships
- Early Intervention • Complex Needs and Disabilities • Learning • Early Childhood Services • Looked After Children • Children in Need • Integrated Youth Services

Locality Planning Structures
- Ensuring services are shaped around local needs, enabling community engagement and planning services accordingly, taking a child-centred approach and focusing on prevention – working towards locality

Stakeholder Partnership Board
- All agencies working with children and young people in Oldham

Children and Young People Stakeholder Board
- Effective engagement of children and young people

Seven umbrella partnerships to develop joint planning, delivery and commissioning intentions against specific outcomes from the CYPP
Oldham Beyond is a long term area-wide vision, informed by a major community engagement process.

This vision underpins Oldham’s Sustainable Community Strategy, which has provided the focus for the development of a robust and nationally recognised Local Strategic Partnership, the Oldham Partnership.

The Council and its partners together lead this ambitious vision for Oldham, driven by strong political leadership and cross-party collaboration. The Council’s leadership has been transformed and its ambition to be excellent and direction of travel have received national recognition.

Our planning framework demonstrates the way in which the work we do integrates with that of our partners within the Oldham Children’s Trust. An example of this, showing a selection of key plans and how they link together, appears opposite. These links are described as the “golden thread” running from the highest level strategic plans right through service plans, team plans and appraisals to actual delivery for individual children and young people. Hyperlinks to all of these higher level strategies and plans can be found at the end of this document.
Listening to children, young people, families and communities

Our ability to actively engage children, young people and their families and enable them to influence and shape services features prominently in our consultation and planning processes.

Children and young people themselves are able to provide specific information and detail about what needs are already being met and by whom, areas of good practice in service delivery and how they feel that services could be improved or developed to better meet their needs, specifically within their local communities and focusing on what they most enjoy. Children and young people with learning difficulties and/or disabilities are supported in submitting their views, including making complaints, and feedback is provided to them in a form they can understand. We are committed to ensuring children and young people are seen as true partners in decision-making.

“Giving young people genuine influence over local services is the most effective way of ensuring better access and increasing participation. All young people should feel able to make a positive contribution in their communities and to have their achievements celebrated, sending a strong signal about their rightful place in society.”


A Needs Analysis involving extensive consultation with children, young people and their families was carried out in two phases, in 2005 and 2006. The outcomes of the latest consultation exercise led to the development of a ‘Talking Book’ containing both text and live footage of children and young people discussing their thoughts and feelings relating to the five Every Child Matters outcomes. This was accompanied by a report on the findings, Oldham Needs Analysis Phase 2, including an additional section which captured some of the key messages arising from the consultation process around community cohesion; concept, barriers and good practice. Our commitment to delivering the subsequent recommendations is evidenced within this Plan and includes the localisation, structuring and planning of services to address individual need.

We continue to encourage children and young people to participate in the planning and management of services and activities and we do this by using a wide range of approaches and methods to ensure accessibility for all. Examples include:

- A pooled budget from the Children’s Fund, Children’s Centres and Extended Schools enabled research to be carried out with target groups of children, young people and families to identify what barriers they face when trying to access services and to pilot innovative interventions to address the issues raised. This included working with young people not in education, employment or training (NEET), those with complex communication needs, those at risk of missing education, looked after children and care leavers, asylum seekers and refugees, runaways and young people at risk of offending or re-offending.

- Oldham Youth Council is now well established and has over 60 elected members. They are the representative voice of young people in Oldham. They have carried out a number of consultation events with young people, engage in regular meetings with key decision makers, are engaged with Overview and Scrutiny panels, developed Oldham’s website for young people, which is managed by young people, and also manage the Youth Opportunity Fund for Oldham with decision-making responsibility for over £240,000 per year. The Youth Council elects two Youth MPs who are members of the UK Youth Parliament and represent Oldham’s young people regionally and nationally. The chair and deputy chair of the Youth Council meet with the Director of Children’s Services several times a year.

- Young people are actively involved in recruiting and selecting staff within the Children, Young People and Families Directorate. They also have access to accredited training in recruitment and selection and have been members of panels that have successfully recruited to several key strategic posts, including the Director of Children’s Services, Service Directors, Heads of Service and professional youth workers.
• The development of the Children in Care Council provides a forum enabling children and young people who are in care or are care leavers to be involved in the decision-making process. Consulting with and involving children, young people and families in identifying local need and service design has been core to the development process of extended services in and around schools. The group has developed a young people-led inspection process for residential care homes. Young people are also responsible for the delivery of the ‘Total Respect’ training programme, which sees them telling professionals and elected members exactly how life is for children in care. Members of the Children in Care Council are also members of the Youth Council.

• The Youth Service has established Youth Committees in each of the centres and units through which young people are able to directly influence and shape the provision they receive. The Young People’s Inspection Programme involves trained young people undertaking quality assurance inspections of Youth Service provision. These young people are also involved in the development of the inspection process.

• All secondary schools including the special school and both further education colleges have established school councils and encourage the active participation of all young people. The Youth Service carried out ten manifesto workshops for children across all secondary schools and held mock polling events in every secondary school and college enabling all children and young people to vote for members of the Youth Council. The Director of Children’s Services and Lead Member have a schedule of meetings with various school councils throughout the year.

• All schools have a Disability Equality Scheme in place. An integral component of this is for there to be consultation with children and young people with disabilities to inform accessibility planning. British Sign Language and Signalong communicators, and the extensive use of alternative augmentative communication ensures children are communicated with on their own terms. The Multi-Agency Planning Group’s Total Communication Policy and Guidelines are in place to ensure children with unique communication systems can have their voice heard.

• Young people have been central to the development of refurbishments at two key venues in the town centre – the Centre for Targeted Youth Support and the Central Young People’s Centre – where young people can access a wide range of universal services and activities.

These are just a few examples of the work undertaken with children, young people and their families, which has informed the Plan. We will continue to listen to their views and act upon them to improve their outcomes. Our Active Involvement Strategy, which is currently in development, will ensure the consistent and meaningful involvement of children and young people for future years.

The final words go to our young people….

“Being a member of the Children in Care Council makes me feel like I have a voice and I can make a positive change and contribution to young people. It also gives me, as a person, something back.”

Neil (aged 17) member of the Children in Care Council

“The Youth Council has meant that the voices of young people in Oldham have been listened to and acted on. As Chair of the Youth Council I have had so many great opportunities and I have learnt so much and had so much fun. I can honestly say young people in Oldham have influenced important decisions and we have a really good relationship with some of the top decision-makers in Oldham – including the Chief Executive of the Council! It shows that young people in Oldham can and do make a positive difference.”

Mohammed Adil (aged 18) Chair of Oldham Youth Council
Melesse wanted to let us know how much she valued the support and advice given by the Additional Educational Needs Service (AENS) Early Years Team in Oldham and Rachel in particular. She also told us about the difference that agencies in Oldham have made to her family.

Melesse arrived in Oldham via Bury as an asylum seeker from Ethiopia. She had been beaten and tortured in Ethiopia and her sister who was imprisoned with her died in prison. Melesse does not know what happened to her family in Ethiopia.

Melesse has two sons Tefere and Iskinder. Terere is doing well at school but Melesse has always had concerns about Iskinder’s development.

Melesse tells her story:

“When I came to Oldham, everyone seemed to want to help my family and me. Julie, my health visitor, got Iskinder a place at Sunbeams Pre-school and referred him to the AENS Early Years, which is how I met Rachel, a senior practitioner.

“The support I received from Rachel was fantastic; Iskinder would scream all the time because he could not tell me what he wanted. Rachel explained how to help Iskinder to communicate and what I can do to help him. I followed her advice and now Iskinder is much calmer and is able to say lots of words and tell me what he wants. I have a happy and loving relationship with my son; he is eager to communicate and enjoys repeating the words I teach him.

“Iskinder now has a diagnosis of autism and it is still difficult for us at times. For example, Iskinder doesn’t like sitting down on the bus and he gets cross. People think he is being naughty and I try to explain that he has a disability but they don’t understand.

“I appreciate the help and support I get from everyone, including Lorraine my health visitor, staff at Sunbeams, Dr Foster and Rachel.”
What’s it like to live in Oldham?

Oldham is an area of great contrasts. The western part is densely developed and is partly a legacy of the very rapid period of urbanisation when Oldham grew to become a centre of cotton spinning.

The eastern part has a village landscape and a quarter of the Borough lies in the Peak District National Park. Oldham sits within the conurbation of Greater Manchester.

Oldham’s industrial heritage and associated patterns of migration have played a key role in determining the residents’ current health and well-being status. They will continue to do so into the future as patterns of past (and current) migration impact on the age and ethnic group composition of Oldham’s population.

Population

Oldham’s total population is currently around 219,600 and is projected to grow by 4%, reaching around 228,100 people in 2022. In comparison with the national average Oldham has a higher proportion of people aged 15 or under.

The increase in Oldham’s population overall is primarily from the minority ethnic groups. The proportion of Oldham’s population from Black and Minority Ethnic (BME) groups is forecast to increase from 16.6% in 2007 to around one-fifth (19.4%) in 2012, and to one quarter (24.6%) in 2022. This is predominantly associated with the growth of Oldham’s Pakistani and Bangladeshi heritage communities, partly through the continued immigration of young spouses but mainly through fewer deaths than births.

Currently, the percentage of children and young people under the age of 18 years from BME communities living in Oldham is approximately 31%, with around three out of 10 (27.5%) children aged under 15 years from BME groups. This is projected to increase to four out of 10 (37.2%) by 2022.

The changing composition of Oldham’s population by ethnic group may have a greater impact on health, social care and services to promote the well-being of children and young people, than changes in the number of children and young people overall. Some health issues, such as diabetes and mental health conditions, are more prevalent in some specific BME communities. Increased awareness and sensitivity in relation to the delivery and promotion of some services, including sexual health services, may increasingly be required to ensure equal access.

Recent expansions to the European Union have increased the number of Eastern European migrants coming to Oldham. National Insurance registrations indicate a marked increase in 2005/06, particularly among migrant workers from Poland (270 in 2005/06 and 320 in 2006/07).

Some key facts about the population are as follows:

- The wards that have the largest proportion of children under 16 years of age are Alexandra, Coldhurst, Hollinwood, Medlock Vale, St Mary’s, St James’, Waterhead and Werneth, some of which are our most deprived wards.
- The proportion of the Borough’s population aged 15 years or under (currently 20.8%) is forecast to decrease slightly to 20% by 2022.
- In Oldham the average population density (the number of people living in a given amount of space – a hectare) is 15.3 per hectare. This is four times the national figure of 3.77. Oldham is a borough of contrasts; the population density is highest in Werneth at 73.06 per hectare followed by Waterhead at 48.21 and is over 40 in another five wards. Population density is lowest in Saddleworth North (2.26) and Saddleworth South (2.84) followed by Shaw (14.67).
Poverty

Within Oldham the amount of household income tends to be considerably lower than the national average. Indices of deprivation suggest that poverty has increased in Oldham since 2004 and that compared with the country as a whole, Oldham also has a much higher number of low-income neighbourhoods.

Income deprivation affecting children is particularly concentrated in Coldhurst and St. Marys’ wards, both of which contain areas among the 1% most deprived in England. Coldhurst has the highest percentage (49%) of children under 16 years of age who live in poverty (compared to the Oldham average of 26.9% and the national average of 21.3%). Werneth, Hollinwood, Medlock Vale, Alexandra and St. James’ all have areas among the 5% most deprived.

In contrast, Saddleworth South ward has only 5.9% of children under 16 years of age experiencing poverty.

Housing

Poor and unsuitable housing is related to low income and can affect health and well-being. Those with the lowest incomes have least choice about their housing situation, with the most vulnerable groups often having to live in the least desirable housing.

Across the Borough 7.3% of households are considered to be ‘overcrowded’, close to the national average of 7.1%. However, in Coldhurst the rate is over three times this figure (22.8%) and it is more than twice the Oldham average in Werneth (17.5%) and St Mary's (15.9%). Around one in 10 households are considered to be overcrowded in Alexandra (10.5%) and Medlock Vale (9.1%).

Employment deprivation

In addition to its impact on income, employment deprivation (involuntary exclusion from the labour market through unemployment, ill-health or disability) can have a significant adverse effect on physical and mental health.

The claimant count unemployment rate in July 2007 in Oldham at 4.1% is higher than the national average of 3.1%. Ward-level unemployment rates range from 1% in Saddleworth North to 14% in Coldhurst.

Around one in ten (10.2%) working age people (16 to 64) in Oldham are in receipt of Incapacity Benefit (IB)/Severe Disablement Allowance (SDA), higher than the national rate of 7.1%. The IB/SDA claim rate ranges from around 4.5% in Saddleworth South and Saddleworth North to more than three times that rate in Alexandra (17.5%) and Coldhurst (16%).

Education and learning

Education and learning play a vital role in determining access to employment, income levels and access to resources that subsequently impact on health. Education can also determine access to health information and services.

2001 Census results showed that a much higher proportion of Oldham residents aged 16 to 74 years had no qualifications (37.7%) than in England as a whole (28.9%). This proportion is highest in Coldhurst (54.7%), St Mary’s (52.7%), Alexandra (49.5%) and Werneth (49.2%).
Social isolation and cohesion

Feeling unsafe impacts on health and well being in several ways. It can limit access to health and well-being services, community facilities and social activities, including friends and family. Feeling unsafe can also have a negative impact on mental health by causing anxiety and stress.

During the day, the proportion of residents who feel unsafe walking alone in their neighbourhood ranges from around one-fifth in Hollinwood (21%), Coldhurst (20%) and Werneth (20%) to 1% in Saddleworth South.

After dark a much smaller proportion of women (29%) than men (49%) feel safe walking alone in their neighbourhood. Over twice as many women (25%) as men (10%) never walk alone in their neighbourhood after dark.

High rates of crime impact on quality of life and well-being. Rates of recorded crime are highest in Coldhurst (147.4 per 1,000 population) and St Mary’s (144.9 per 1,000 population), higher than the Borough-wide rate (79.1 per 1,000 population). Rates are lowest in Saddleworth North (24.6).

There is a perception that a significant proportion of crimes in Oldham are carried out by young people.

Mortality and disability amongst children and young people

Infant mortality and disability amongst the younger population remains above the national average and there is evidence that the gap is widening when compared to national and regional data sets. Children experiencing poverty and deprivation are less likely overall to experience optimum health and well-being and are more likely to suffer ill-health as they enter adulthood and beyond into later years. Children in Oldham are also far more likely to be at risk of harm resulting from accidents and exposure to negative events and hazards including road traffic accidents, substance misuse, experience of violence (including non-accidental injury and exposure to domestic violence), be involved in or affected by crime and youth offending and experience mental health issues, all of which can significantly reduce the health, well-being and life chances of both themselves and their families.

What’s good about living in Oldham?

Oldham is changing. Along with our partners we have made significant progress in recent years in improving outcomes for local children and young people. Through shared resources and expertise and the joint commissioning of services and projects, which are generally multi-agency, we are making Oldham a better place in which to live, work and play. Our strength in engaging with communities, the development of cultural vibrancy, educational improvements and outstanding post-16 provision all lead to increased life opportunities, growing economic prosperity and quality of life.

We recognise that building community cohesion is about more than just equality. Oldham’s approach also includes: encouraging interaction between generations and between people from different ethnic and cultural backgrounds; nurturing young people in developing their personal identities and respect for others; empowering people to get involved in their communities and play a leadership role; and building resilience to threats. Every service within the Trust understands that it has a contribution to make to this.

Some excellent things have happened and are planned for Oldham:

- Our £230m Building Schools for the Future programme is set to transform secondary education and support Oldham’s considerable efforts, commitment and determination to secure community cohesion.
- We are already seeing new state-of-the-art schools through Private Finance Initiatives opening to the delight of pupils and parents.
- We now have a University Centre with 1,000 students, which is set to increase to 2,000 over the next few years. Having the opportunity for higher and further education is an essential element in achieving economic well-being by raising the aspirations of our young people to create a sustainable future.
- Oldham has two outstanding further education colleges, with The Oldham College having secured £70m for the re-development of its campus.
- Plans are in place for a new Regional Science Centre with £20m of funding already secured.
• Opportunities for sport and physical activity in Oldham mean that large numbers of children and young people, above national averages, participate in rewarding and health-promoting activities.

• More than £8m of external funding has been invested in our parks and open spaces in recent years, for example Alexandra Park, Coalshaw Green Park and High Crompton Park, providing opportunities for play and recreational activities for children, young people and their families.

• Children and young people speak positively about the excellent opportunities they have to contribute to the shaping and delivery of services that affect their lives. We ensure that their voice is heard, through school councils, the Oldham Youth Council, the Children in Care Council and various locality events and surveys.

• Participation in the Healthy Schools Programme in Oldham is good. 95% of Oldham’s schools are currently engaged in the programme with 62% of schools having achieved the National Healthy School Standard.

• Children, young people, parents, carers and professionals have access to a one-stop information point, ‘Our Oldham’, providing free, impartial information on family services, childcare and activities and events for 0-20 year olds.

• There is an excellent range of cultural activities on offer for children, young people and their families, such as Oldham Theatre Workshop, Gallery Oldham, The Lifelong Learning Centre, Oldham Coliseum and the Oldham Music Centre.
A comprehensive needs assessment was carried out for the 2006/07 plan and in November 2007 we looked closely at those areas where evidence pointed to a lack of progress and where children and young people and their families told us services ought to be improved.

In view of our commitment to the needs of children and young people within the overall picture of what life is like in Oldham, the Trust has been working with various partners including the Primary Care Trust (PCT) to undertake a Joint Strategic Needs Assessment (JSNA). The JSNA contributes to the way in which the Council and the PCT plan and deliver services to all residents of Oldham in order to improve their health and well-being and the information has been used to guide relevant priority actions within this Plan.

In addition, the key themes emerging from the TellUs2 Survey, National School Survey and both phases of the award-winning Every Child Matters Needs Analysis were scrutinised to give us a clear indication of the issues that are important to children and young people and schools to enable us to address them. We also took into account emerging government-guided priorities. These have all been mapped against the new Every Child Matters outcomes framework and evidence has been used to support the prioritisation of need and emerging issues. The resulting priority actions and associated outcome measures were widely consulted upon with all stakeholders. The feedback led to changes being made before the final version was published.

**Needs assessment**

The key priorities identified in pages 40 to 52, have been arrived at through a detailed review of our performance against existing priorities and consideration of the needs facing children and young people in Oldham.

From our needs assessment, two key messages emerged in respect of our work around need in Oldham which underpin our approach to establishing priorities moving forward:

- Early intervention and prevention are essential in order to deliver successful outcomes for children and young people.
- There is a need to focus on ensuring every child and young person has the same opportunities to do well wherever they live in Oldham and whatever their circumstances.
Case study 2

Tom’s story

Tom will start school at SS Aidan and Oswald Primary School in Royton in September 2008. He is totally blind and was referred to Oldham Council’s Additional Educational Needs Service Visual Impairment Team (VI) by his health visitor when he was six months old.

Together with Henshaw’s Family Support Service in Manchester, the team offered the family regular visits at home and worked with mum, Tom and his extended family to build confidence and promote his play development and learning as a child with no vision. Vision plays a key role in learning development, and early intervention for young blind children is essential.

His mum talks enthusiastically about the progress he has made: “Tom came on leaps and bounds after the VI team got involved. He has done really well and he loves going to nursery. He can’t wait to start school with his friends.”

One of his family’s first concerns when the team began home visits was that Tom would have to go to a school for the blind and live away from home. We were able to reassure them that with the experience and expertise in working with blind children in Oldham, he would be able to attend a local school with his friends and live at home with his family.

Tom has made brilliant progress. When he was three, he attended the early years assessment group for children with a severe visual impairment at The Kingfisher School. This is a unique assessment provision in which blind children can show their true potential. Here, he was taught a range of skills to develop his confidence, independent learning and ways to learn through non-sighted methods of touch and listening. He also goes to SS Aidan & Oswald’s Pre-School, where he generalises the skills he learns in the small group and has learned how to interact and play with a wider group of children.

It is very hard for a young blind child to know who and what is ‘out there’ and to want to interact with it, but Tom is great. He is really brave and wants to be involved and do everything; he has friends and is just like everyone else.

Tom will be the sixth totally blind child to be educated in their local mainstream school in Oldham, two have made it into university and three are still at school. With the determination that Tom is already showing at such a young age he is sure to have similar success.
What we know

Be healthy

Where are we now?

- A Positive Health Team is in place offering a young person’s dedicated drop-in health centre based at Connexions – providing age-appropriate physical, emotional and mental health screening, treatment and support. There is a growing evidence base, which illustrates that this is successful in enabling young people to access health care, for example young offenders being treated for physical ailments. Since the team was established in October 2006 more than 490 young people have accessed services on at least one occasion with many becoming regular visitors to the centre.

- The Oldham Alcohol and Substance Intervention Service (OASIS) actively identifies screens and delivers early interventions and substance misuse treatment to young people living in Oldham, specifically targeting looked after children, young people within the criminal justice system, young people excluded from school, persistent truants, and children of substance misusing others. This work has contributed to a reduction in the number of 11-15 year-olds stating they had consumed alcohol in the last month from 42.7% to 23.1% (2007).

- A comprehensive Child and Adolescent Mental Health Service (CAMHS) is operating with active specialist outreach for looked after children (around 50 open cases currently), the Youth Offending Service (around 35 open cases currently) and children with learning difficulties and disabilities (around 100 open cases).

- The PCT has dedicated doctor and nurse posts for looked after children. A fast-track dental referral initiative has also been introduced. This has dramatically increased uptake of health and dental assessments within this group. Outcomes are tracked on a weekly basis and both are now above 80%.

- A Dental Health Strategy has been introduced but there is more work to do as the number of children with missing, filled or decaying teeth remains higher than national figures. As part of this strategy, the Dental Health Team has strong links with educational settings and Children’s Centres.

- A Sexual Relationship Education (SRE) Co-ordinator is in post and is delivering SRE in both primary and secondary schools with specific targeted work in secondary schools with high teenage conception rates.

- Oldham has achieved a 32.8% reduction in teenage conceptions between 1998 and 2006 placing it the 7th most improved in England and the only area in the North West with a “Green” rating.

- A multi-agency Teenage Pregnancy Think Tank took place in 2007 with six teenage mothers attending, leading to the successful development of a peer mentor scheme.

- 95% of all Oldham schools are participating in the National Healthy Schools programme, with 62% of schools having achieved Healthy School status, which is higher than the national average.

- Oldham’s Pupil Referral Unit has also achieved Healthy School status and has developed a range of policies, programmes and activities that have benefited pupils’ physical and emotional well-being. These have directly contributed to positive behaviour, attitudes and performance with attendance improving by 10% over the last year.

- Oldham has demonstrated a 3.14% reduction in rates of child obesity. The data is based on a higher cohort of children measured, 87% in 2006/7 compared to 86% the year before.

- All healthy schools have a whole school food policy which promotes only fruit and healthy snacks at break times and healthy snacks to be brought in from home – many have a healthy tuck shop selling fruit. All infant schools (Key Stage 1) benefit from the free fruit scheme.

- As a result of work targeting school sport and community sport, we have increased the proportion of children and young people aged 5-16 involved in high quality PE or school sport for more than two hours per week from 85% in December 2006 to 91% in 2007. Of those, the number also taking part in sport or moderate physical activity in the community for one or more hours per week increased from 85% to 87%.
• The PCT has completed a self assessment process and action plan in relation to ‘Maternity Matters’. This policy provides a comprehensive programme for improving choice, access and continuity of care in maternity services. Ante-natal and post-natal appointments are now delivered in a variety of settings including GP practices, Primary Care and Children’s Centres.

• The Royal Oldham Hospital has achieved Baby Friendly (BFI) Accreditation and has a dedicated breastfeeding midwife. The PCT also has a dedicated breastfeeding specialist and is presently working towards achieving BFI accreditation within Primary Care. There has been a 2.5% increase in breastfeeding initiation rates from 06/07 to 07/08.

• £100m is being invested to modernise Oldham’s healthcare facilities. New clinics have opened at Failsworth, Moorside and Glodwick and the construction of a £20m Integrated Care Centre in the town centre is also underway, which will bring together a range of services. Further developments are planned in Royton, Shaw and Crompton, Fitton Hill and Hathershaw, Werneth and the Saddleworth area, which will enable children, young people and their families to access responsive, convenient healthcare when needed.
Case study 3

David’s story

David is 12 years old and lives on Alt Estate. He has a history of not taking part in sport and physical activity on a regular basis and has been identified as clinically obese.

Oldham Sport Development first met David two years ago and back then he lacked confidence around other young people. He was invited to attend dance sessions organised and delivered at his school by the Sport Development Team. As he really enjoyed these sessions, he decided that he wanted to access the weekly Dance Exit Route session as part of our extended community dance provision. His enthusiasm to start and continue attending these sessions was a huge success and achievement for him and his family.

As a result of his regular attendance at this after-school dance club, David gradually became more confident and was eager to continue his dancing and progress onto a community session. He and his family asked about our resident Alt community dance team and soon David began to attend the sessions on a weekly basis. These sessions enable David to access a regular physical activity programme and provide some structure within his weekly routine. It is easy to see that he still enjoys the sessions and works very hard each week.

David’s outlook on life has completely changed over the last year. His participation in this activity has improved his level of health in a fun way and helped his weight to reduce. David is now confident in himself and in meeting other people and making friends. He has even overcome his fears and increased his self-esteem to perform dance routines at a number of high profile events run by Sport Development and other local organisations including at the Oldham Sports Awards and Festival of Diversity.

Recently David’s mother thanked Oldham Sport Development for the hard work and support given to her son over the last few years. This is testament to the value that this activity has given to him and his family. She added that: “David absolutely loves coming to dance and who would have thought there would be all these people who applaud and cheer when they finish each dance.”

Looking to the future David now feels much more positive about taking part in other sporting and social activities. He has put himself forward for Rugby sessions and represented his local area at the Oldham Borough Games. It is great for us to see David smiling a lot more and we have no doubts that with his determination and enthusiasm he will continue to get fitter, healthier and happier.
Stay safe

Where are we now?

- In 2007 the Council invested an additional £1.8m in safeguarding services. This investment took place against a backdrop of a very challenging budget situation and resulted in dramatic improvements in performance and outcomes for children and young people, a number of which are included below.

- Completing Initial Assessments and Core Assessments within timescales has improved from 68% (March 07) to 83.9% (March 08) and from 64.3% (March 07) to 85.4% (March 08) respectively.

- We have continued to address rates of repeat referrals and have improved from 35.9% (March 07) to 29.2% (March 08).

- The re-registration rate of children who became the subject of a Child Protection Plan has improved from 20.5% (March 07) to 8.9% (March 08) and our performance is now rated as ‘good’.

- We continue to focus on meeting the need for stability for all our looked after children through permanency planning and placement choice. Our foster and adoptive placements are sufficient to meet local need. We increased our pool of foster placements from 120 to 136 in year, although demand for placements has gradually reduced as a result of a decrease of approximately 12% in the number of looked after children in the last year – this is in line with national trends.

- Our performance on reducing the number of placement moves of looked after children continues to be very good.

- We have appointed a specialist recruitment post in fostering and adoption, which has made a positive contribution to the increase in foster care placements. Foster carers, prospective adoptive parents and residential care staff are trained and offered multi-disciplinary support in understanding and meeting the particular needs of children and young people.

- In March 2008 Ofsted graded our Fostering Service as ‘Outstanding’, one of only nine in the country.

- We have further developed our approach to universal, targeted and acute services for our more vulnerable groups. Part of the financial investment in safeguarding enabled us to establish a number of key posts to increase capacity in early intervention and prevention. Examples of excellence in this area include the Sports Development Service working with looked after children to ensure they have a personal plan in place and support to access sport in the Borough and the Educational Psychology Service providing named link psychologists for residential children’s homes, fostering, adoption and fieldwork services.

- Agreed referral, assessment, planning and review arrangements are consistently applied as a result of multi-agency locality training delivered on the Common Assessment Framework (CAF) – over 550 people from schools, health care, social care and voluntary organisations were trained up to March 2008 with a further 360 planned (including 260 childcare workers.)

- The Children’s Complex Cases Panel ensures that children and young people with complex needs are considered by multi-agency teams at assessment and planning stages. This enables multi-agency decision-making regarding support services, placements and funding to be made holistically and in a timely manner, ensuring that assessed needs can be met.

- Inter-agency policies and procedures ensure that the contribution of each service to preventative support is clearly identified and understood. All member agencies of the LSCB have signed up to the LSCB Compact Standards and compliance is monitored.

- Oldham is a founder member of the e-learning academy with e-learning training on Awareness of Child Abuse and Neglect available to all organisations working with children in Oldham. This training has been adopted by the Council for its Induction Programme for all employees.

- Oldham’s LSCB website has been launched www.oldham.gov.uk/lscb-home to make information, advice and support available to children, young people, families and communities where there is a concern about the safety of any child or young person.
Numbers of children who are the subject of a Child Protection Plan continue to be higher than our statistical neighbours. This seems to be a trend across some of our neighbouring authorities, however, the LSCB has commissioned an independent audit of practice in order to assess whether this is indicative of any issues such as thresholds being low or is a true reflection of need within Oldham.

Government Office North West (GONW) has provided positive feedback on the work of the LSCB in tackling issues around Forced Marriages. This work is being further enhanced through partnerships under the Domestic Abuse Strategic Management Group.

Operation Messenger achieved national recognition as an exemplar in ensuring the safety of young people at risk of sexual exploitation, receiving the Greater Manchester Chief Constable Excellence Award for Partnership work in March 2008. Operation Messenger has worked with 85 young people in the first year of its operation and has been successful in securing a number of prosecutions. Multi-Agency Public Protection Arrangements (MAPPA) are in place locally and any issues in relation to people who pose a risk to children are discussed and multi-agency plans put in place to keep children safe.

79 young carers and their families have been supported through the National Children's Homes’ Young Carers Project.

Oldham has actively involved its partners in safeguarding activities and Greater Manchester Police and Fire Services led an initiative engaging 2,500 pupils from 62 primary schools in home safety and dealing with emergencies in the home. This complements our existing work with parents and carers.

Children and young people are educated about road safety and how to respond to other environmental hazards through a number of targeted programmes, including creative work undertaken within Children’s Centres. In addition we have continued to roll out 20mph zones around schools, both of these measures having reduced the number of children and young people aged 0-15 killed or seriously injured on Oldham’s roads by 34% between 1998 and 2006.

All schools are actively engaged in anti-bullying strategies and supported locally through specialist advisors who represent Oldham on the Regional Anti-Bullying Alliance Partnership. Children’s homes, youth centres and other locations have robust policies and procedures in place to minimise the risk of bullying and to tackle the issue where it arises.

Our multi-agency approach to supporting children and young people with learning difficulties and/or disabilities through transition is working well for Year 9 students aged 14+ and this is to be widened to other age groups and key stages.

We have commissioned a specialist children’s counselling service from the voluntary sector for children affected by domestic violence, which has led to over 90 children receiving personalised support during 2007/08.

A Domestic Violence Outreach Project has delivered awareness-raising and group work involving 617 children during 2007/08 to give children and young people the knowledge and confidence to cope.

Children and young people are represented on the newly formed Domestic Abuse Strategic Management Group and the needs of children affected by domestic violence are a key theme of the strategy.

A working group has been established to address Digital Safety and to promote this during Digital Safety Week in November 2008.

Phase 2 of the Children’s Centre Programme has been formally designated ahead of schedule by the Department for Children, Schools and Families (DCSF) with a period of up to two years to establish full operational core offer in eight centres across each of the reach areas served, including some of our more deprived wards of Alexandra, Medlock Vale and Werneth.

The Extended Schools Team has been key in developing the locality based Early Intervention Support Teams with a remit for supporting the Common Assessment Framework, providing a referral route for targeted support for schools working with vulnerable young people.
Jenny, 22, and Mark, 18, deliver Total Respect training on behalf of the Children’s Rights Officers and Advocates Association (CROA) across the region.

From their own experiences, they understand what life is like for children and young people in care; what it is like to be constantly monitored, to feel powerless and to be unsure of your rights. Their roles as Freelance Total Respect Trainers allow them to tell professionals exactly how it is for children in care at training sessions that are open to all staff working with looked after children and young people.

Jenny delivered training within Oldham and for Tameside Local Authority. Both Jenny and Mark attend regular training courses to develop their training abilities.

Mark says, “Our roles as Freelance Total Respect Trainers mean that children have a voice and support from an advocate who has experience of communicating their needs. Jenny and I explain young people’s rights, encourage young people to say what is good about care and what should change, and put them in touch with other organisations.”

Jenny adds, “Our roles are in place to get young people’s points across and the needs of the people who look after them. Total Respect shows staff who work with children and young people what life is like for children in care.”

Mark says, “Also it is important to get children to understand their rights and many other basic things staff should know when working with children and young people. We ask the attendees to identify good and bad practice and then make a pledge. This pledge is reviewed two months later to see what positive changes have been made.”

Both these young people have used their experiences of being in care to support other children and young people and whilst it is a paid role, Jenny says, “We do it because we want to make a positive change to the lives of young people.” Jenny and Mark are among 18 young people nationally, and only eight in the North, to be successful in being selected to these important positions.
Enjoy and achieve

Where are we now?

- Oldham has no school in an Ofsted category or with a Notice to Improve, i.e. none are deemed to be failing their children. This is very rare for local authorities across the country. Within the Section 5 Inspection Cycle, 57 of Oldham’s schools have been judged by Ofsted to be ‘outstanding’ or ‘good’ overall.

- 53.8% of looked after children in Year 11 sat at least one GCSE or equivalent examination in 2007.

- 63% of young people leaving care aged 16 or over, achieved at least one A*-G grade at GCSE or a GNVQ, higher than statistical neighbour and national averages. Of these 6.67% achieved five or more A*-C grades at GCSE and that included English and mathematics. The implementation of the Virtual School for looked after children will closely monitor the progress being made by individual young people who are looked after and provide support and challenge to schools.

- In 2007, 39% of children achieved the Public Service Agreement (PSA) target of least six points in Communication Language and Literacy and Personal Social and Emotional Development with 78 points overall against a target of 48%. Improving performance and reducing the inequality gap remain a priority in Oldham.

- Whilst our scores at Key Stage 1 have seen a slight decline, the gap to national is narrowing and our rate of progress is above the national average.

- There has been a review of provision for three and four year olds to ensure that all children receive their entitlement to a free part-time place and that additional support is targeted appropriately. There is a dedicated budget of £110k that enables all private and voluntary sector pre-school settings to receive additional funding. This addresses the needs of individual named children with identified special educational needs early, without recourse to Statutory Assessment. The process is moderated and administered by the Additional Educational Needs Early Years Team.

- There has been a year on year improvement in almost all measures at Key Stage 2. Our 2007 results gained national recognition in respect of pupil achievement at Level 4 and above as follows: English increased to 80%, mathematics increased to 78.82% and science increased 86.89%.

- The ‘value added’ figure that measures the level of improvement between Key Stage 1 and Key Stage 2 demonstrates an upward trend.

- Key Stage 3 scores have improved in both English and science. The percentage of pupils achieving Level 5 and above in English increased to 69.96%, whilst science increased to 67.48%. Mathematics saw a slight decrease of 1.28% in the percentage of pupils achieving Level 5 and above and this reflects the national trend.

- The ‘value added’ figure that measures the level of improvement between Key Stage 2 and Key Stage 3 demonstrates an upward trend.

- There has been a significant upward trend in achievement at Key Stage 4. Our GCSE results, although below the national average, are getting closer every year as they continually rise at a faster rate than the national average and our current performance continues to exceed our statistical neighbours. In 2007, 60.21% of pupils achieved 5 or more A*-C grades at GCSE. The percentage of pupils achieving five or more A*-C grades at GCSE, including English and mathematics, has increased by almost 5% to 41.05%.

- Eleven of our sixteen secondary schools improved their performance at GCSE 5 A*-C grades in 2007, one by as much as 23% and another by 15%.

- Thirteen secondary schools have ‘specialist status’ in one or more discipline and of these two have a second specialism.

- Eight of our secondary schools were in the top 25% of all schools for Value Added at the end of Key Stage 4 achieving five or more A*-C grades at GCSE.

- In 2007 the Annual Performance Assessment inspectors found that the proportion of pupils with learning difficulties and/or disabilities who make good or better progress is higher than that found in similar authorities.

- The rate of appeals to the SEN and Disability Tribunal (SENDIST) per 10,000 of the school population is 1.5 compared to a national average of 4.11.
• The percentage of new statements issued for pupils aged under five, at 36.3%, is higher than the national average of 25.4% demonstrating effective early identification of, and timely resourcing for, low incidence, severe and complex needs.

• Additional resources are available without recourse to statutory assessment to support the effective transition of children known to services who appear vulnerable and may have a higher incidence of less severe learning difficulties and/or disabilities into school. This also applies to children who arrive in the Foundation Stage of maintained settings who have not been known to services prior to the child’s admission to school.

• The National Advisor’s summary of the Local Authority’s Inclusion Development Programme planning is that it is ‘secure and plans are in place’ (May 2008).

• Oldham has been identified by Secondary National Strategies as having innovative/effective practice in the use of Management Information Systems for pupil attainment tracking.

• Effective data management and accessibility planning ensures appropriate adaptations are in place for children with learning difficulties and/or disabilities entering mainstream schools for the first time.

• Pupil surveys show that pupils with sensory impairment value the support they receive and enjoy school.

• The number of primary schools not achieving their floor targets of 65% of pupils achieving level 4 or above in English and mathematics has reduced significantly, from 55 schools in 2003 to 15 in 2007. No secondary school is below their floor targets for the second year running at five or more A*-C grades at GCSE. Although seven secondary schools are currently below their floor targets for five or more A*-C grades at GCSE including English and mathematics, we expect to see a significant improvement in the 2008 results.

• Attendance rates continue to improve and, at 94.8% (primary) and 92.39% (secondary), are higher than the national average (2006-7). Both primary and secondary persistent absence is lower than the national average with Oldham having the lowest secondary persistent absence rates compared to statistical neighbours.

• There has been a 64% increase in 100% attendance after offering incentives for primary and secondary school pupils. The Challenge has been organised and promoted by social enterprise MOTIV working with the School Attendance Improvement Service (SAIS) and the Extended Schools Service in Oldham.

• The percentage of primary fixed-term exclusions has decreased from 0.62% (2006-07) to 0.36% (2007-08 not validated) and 6.73% to 5.85% in secondary schools. There has been a corresponding decrease in the number of incidents and days lost due to fixed-term exclusions. The rate of primary permanent exclusions has risen by 0.02% and secondary by 0.1%. This decrease in fixed-term exclusions and increase in permanent exclusions has occurred since the introduction of the Day 6 requirement to provide full-time education for fixed-term exclusions. Schools are working collaboratively to develop strategies for alternatives to exclusion and to meet the Day 6 requirement.

• 100% of pupils who are permanently excluded are provided with alternative tuition of 21 hours or more.

• There are extensive opportunities within Gallery Oldham, libraries and museums for children and young people, with increasing numbers of visits by young people under 16. Five sports centres offer indoor provision for a range of sporting activities and there are also nine public swimming pools across Oldham.

• The Sports Development Service organises a full programme of activities outside the school day and during holiday periods.

• The Youth Service delivers a broad curriculum on: Personal and Social Skills and Increasing Aspirations; Empowerment, Democracy and Decision-making; Equality and Diversity; New Opportunities and Challenging Experiences; and Healthy Lifestyles. In order to engage young people it utilises a range of activities such as the arts, outdoor activities, sport, and Information Communication Technology (ICT).
• Seven head teachers of schools in Oldham, including the Pupil Referral Unit, have been appointed National Leaders of Education (NLE). This is more than any other local authority in the country. NLEs are nationally recognised school leaders who support and help improve other schools.

• Oldham’s School Improvement Strategy is recognised as ‘good’ with School Improvement Partners (SIPs) receiving national recognition as a key strength.

• At the latest Local Authority Standards meeting Oldham was recognised as having ‘well aligned arrangements between School Improvement Partners (SIPs) and the wider School Improvement Service. In particular there is excellent communication between SIPs and National Strategy support to schools’. The following examples of good practice were listed:
  – SIP role in tracking the progress of vulnerable groups;
  – Headteacher collaboration and the sharing of data for improvement; and
  – The brokerage of support to schools on the basis of SIP intelligence.

• 90% of primary schools and five secondary schools are using the Social and Emotional Aspects of Learning (SEAL) programme to provide a structured approach to the teaching of social and emotional skills that can impact positively on behaviour and attendance.

• Currently, Sacred Heart and Our Lady’s RC primary schools have a federated Executive Headteacher.

• At Werneth Junior School, an Executive Headteacher and National Leader in Education, has successfully led the school out of a Notice to Improve category.

• At Medlock Valley Community Primary, another Executive Headteacher and National Leader in Education, has taken the school through a satisfactory Ofsted inspection during the Autumn 2007 term. Negotiations are underway to secure permanent Hard Federation arrangements, which will partner them with a successful primary school to improve performance.

• North Chadderton School and Sixth Form Centre became a Foundation School with effect from 1st January 2008.

• Hathershaw College of Technology and Sport has, this month, announced a successful bid for government funding to support its proposals to research a change of status to become a Trust School.

• We have six Children’s Centres that are fully operational and a further eight designated in March 2008 are currently working towards delivery of full core offer services. These Children’s Centres take tailored services out to our most disadvantaged communities, based on a local assessment of need. They provide an effective vehicle for the delivery of integrated front line services.

• 20 clusters of extended schools, in addition to a Full Service Extended School campus at South Chadderton School, are at various stages of development and are embracing both targeted and universal provision. Extended Schools within Oldham have pooled funding to support our more vulnerable groups of children and young people to access provision including:
  – looked after children
  – children on the autistic spectrum
  – children with poor school attendance
  – asylum seekers and refugees
  – young runaways
  – young people not in education or training
  – children at risk of offending

• Oldham has been selected to participate in the first year of the Extended Schools Disadvantage Pathfinder for which funding of £234k has been allocated to support work with disadvantaged groups.

• Reflecting the national trend towards recruiting Parental Support Advisors, seven clusters have a Cluster Learning Mentor with a specific remit for targeted work supporting vulnerable young people and parents.

• 32% of primary schools are currently delivering all-year sustainable wraparound childcare, which compares favourably with the national picture. 60% of primary and special schools have provision from 8.00am until 6.00pm during term time, and all schools have access to a holiday care club.
Case study 5

Pippa’s story

Pippa has been profoundly deaf since birth but this has never stopped her from achieving her potential.

Now a Year 11 Crompton House School student studying for six GCSEs, Pippa has aspirations to one day become a forensic scientist and wants to stay on at the school’s Sixth Form to study A-Levels in Chemistry, Physics, Maths and Multi-media.

As a pre-schooler she received support at home and nursery from a Teacher of the Deaf from the Additional Educational Needs Service Hearing Impairment Team. She was fitted with a cochlear implant aged three and began the long process of learning to listen and to develop her spoken language.

Pippa says: “The support from my teachers at the Hearing Impairment Team made a big difference to my schoolwork and especially in my coursework in secondary school.”

For the first few years of her education Pippa went out of the Borough, to Thomasson Memorial School for the Deaf in Bolton before starting at South Failsworth Primary School in Year 5. The Hearing Impairment Team has continued to support Pippa since her return to Oldham by working in partnership with Pippa’s schools, parents and with Pippa herself.

Pippa adds: “In primary school my teacher helped me a lot by explaining new words to me and helped me to practice my reading out loud. In secondary school teachers helped me with my subject vocabulary and spellings. Sometimes we read articles about science and then looked at the vocabulary or the ideas. Also, talking about poetry, for example, in tutorials before the lesson really helped me to understand the historical background, context and vocabulary as well as the hidden ideas behind the poetry. What also helped was that my teachers checked my hearing equipment and would fix it if anything was broken!

“I think that the help I got from the teachers and the Hearing Impairment Team really helped me to accomplish really good grades in school!”
Make a positive contribution

Where are we now?

- The Youth Service has established Youth Committees in each of its centres and units enabling young people attending local provision to regularly influence and shape the services they receive.
- The established Oldham Youth Council is actively involved in decision-making at a strategic level. A number of its members are also UK Youth Parliament members. As well as being a key consultation body it has also taken responsibility for decision-making on Youth Opportunity and Youth Capital funding over the last two years.
- At the last Youth Council elections over 80 young people stood as candidates from across Oldham and approximately 1,200 young people cast their vote and 63 young people were elected.
- The Sports Development Service has also formed a Youth Sports Council, which is influencing the nature and range of sports provision.
- The Children in Care Council is the main forum where children and young people who are in care or are care leavers are involved in decision-making and inspection activities around services that are provided for them.
- The Youth Service has established youth forums in a number of ‘hot spot’ areas with young people attending both area committee meetings and meetings for the recently established Community Councils to feedback on consultation with young people on issues affecting young people in the area and provide advice on the need for youth activities.
- There has been an increase in the percentage of looked after children who communicated their views for each of their statutory reviews from 84.2% (March 2007) to 97.7% (March 2008), enabling them to actively contribute to and influence the services they receive.
- Oldham has strengthened its approach to the prevention of bullying with a particular emphasis on racist bullying. An increase in the reporting of racist abuse threats or attacks in schools and other venues reflects positively on the borough-wide work undertaken to raise the importance of racist abuse reporting. The Electronic Notification of Racially Motivated Incidents in Schools (NORMI) system enables more efficient reporting of incidents and further raises the reporting profile.
- The percentage of 13–19 year old young people reached by publicly funded youth services has increased to 28.5% (above the national average for 2007), with 6,468 active participants. Of these, 2,156 young people achieved a recorded outcome with 1,111 young people achieving an accredited outcome.
- 18,000 children and young people access sports provision through the Sports Development Service annually.
- Each week around 6,500 children and young people receive instrumental/vocal or choral tuition in schools and around 950 attend extra-curricular Music Centre activities.
- The Outdoor and Environmental Education Service provides for 12-14,000 users per year combining residential and non-residential use.

Children and young people have been actively involved in a range of consultation exercises. These include:
- Children and Young People Plan 2008-2011
- Staying Safe (National Consultation)
- Children Rights Director consultation (National)
- Foster care information packs for children and young people
- Extended Schools
- Virtual School for looked after children
- Involvement in Family Courts (National consultation)
- Corporate Parenting
- Out of school activities
- Youth Service customer satisfaction
• Oldham is also working with an external partner, Onside (a subsidiary of Bolton Lads and Girl's Club), to develop a bid for £5m from the Myplace funding programme to build a flagship youth facility in the town centre. Oldham will receive further capital investment of £452k for 2008/2009 from the Youth Capital Fund Plus. This will enable the development of a further high quality youth facility in a deprived neighbourhood where crime and anti-social behaviour are an issue. It will complement further funding that Oldham will receive over the next three years to increase the involvement of young people facing disadvantage in positive activities.

• The ‘Unity in the Community’ project encourages young people to participate in sport and build friendships and has engaged over 2600 young people in community cohesion activities, with 1,642 young people aged 8-16 from different cultures participating in organised activities during 2007/8.

• The Youth Service engaged young people in the Fusion Project, which involved a five-day residential and follow-on weekly reunions, bringing young people from different cultures and those with disabilities together to share, learn and develop friendships.

• The Shared Future Project works with young people from diverse backgrounds. This challenging dialogue programme is supported by a range of team-building, recreational and social activities enabling participants not only to build deep cross-community relationships but also to develop leadership skills, which will positively influence other young people and challenge extreme views. During 2007/8, 160 young people from 15 secondary schools have engaged with the programme. The project was highlighted by the Commission for Integration and Cohesion in ‘Our Shared Futures’, in 2007.

• The School Linking Project involves pairing schools of significantly different ethnic intakes, from different geographical areas, and providing opportunities for children to meet and share a range of positive experiences both within schools and off site. 50 schools are currently involved. In 2007/8 1,500 children participated in arts activities and 1,260 took part in team building at the Outdoor Education Centre. The Project has been recognised as an example of good practice and in his review of Oldham in 2006, Professor Ted Cantle makes specific mention of this excellent work.

• Gallery 37 Plus Oldham supports the aspirations of young people aged between 16 and 24 from different and culturally diverse areas of Oldham who are not in education, employment or training (NEET) by giving them the opportunity to explore their creative talents, build their confidence levels and raise their self-esteem. The project achieved a 99% completion rate, higher than any other of the participating authorities, and all the young people completing the course achieved their bronze Arts award. Out of 43 young people involved, 36 have subsequently enrolled at college and three have moved on to other training projects.

• Oldham continues to celebrate the huge aspirations of our children and young people through high profile activities and events including the Young People’s YPXL (Young People Excel), which brought together approximately 250 children and young people from a broad range of backgrounds and abilities, performing as individuals, groups or whole classes to showcase their talents to an audience of over 800 people.

• Children and young people with a diverse range of needs, including additional and complex needs, were involved in the Sports Development Ability Sports Roadshow. This included 188 children from 30 mainstream schools.

• The Duke of Edinburgh Award Scheme continues to engage a significant number of young people. The Award Ceremony in March 2008 was attended by over 400 young people, achieving gold, silver and bronze awards. Award winners included a young person from the Pupil Referral Unit and four young people with additional needs.

• Children and young people aged 9-19 are provided with opportunities to enable them to begin and sustain an involvement in leadership and volunteering through sport. 125 children and young people have received leadership training.

• Oldham has seen an 8% reduction in first time entrants to the Youth Justice system over the last two years.

• The Youth Offending Service has been successful in its bid to the Youth Taskforce to develop a Challenge & Support Project for Oldham and is currently working with the Police, Community Safety Unit, Youth Service and voluntary sector to develop an ‘Integrated Youth Team’ to deliver both the ‘challenge’ element around underage drinking, youth nuisance and anti-social behaviour and the ‘support’ element through individual interventions and referral to positive activities across Oldham.
The Youth Offending Service has developed a multi-agency Prevent & Deter Forum which meets monthly to review up to 30 cases ranging from high risk offenders through to children and young people referred for the first time following anti-social behaviour (ASB) warning letters. The group plans a range of support programmes and interventions delivered by a nominated lead professional.

The Youth Offending Service is developing Integrated Youth Crime Prevention Initiatives combining Youth Inclusion Projects (YIP) and Youth Inclusion Support Panels (YISP) to cover the 8-16 age range. These are located in Greenacres, Fitton Hill and South Alexandra (Alt and Holts). They target young people who are referred from local agencies including the Police and schools who are known to be at risk, and positively engage with them to encourage their participation in positive activities. Groundwork operates a Youth Works detached programme in Chadderton. The Sports Development Service provides specific targeted and specialist support.

Data from the Safer and Stronger Community Partnership Strategic Analysis (2008) indicates that there has been a reduction in the percentage of young offenders in most areas apart from Chadderton South and Saddleworth North. Significantly Alexandra and Medlock Vale wards have both seen more than a 47% reduction in young offenders. Both these wards benefit from Integrated Crime Prevention Initiatives. Waterhead (-12.5%) and St. James (-8.0%) covered by the Greenacres YIP have seen a more modest reduction. Hollinwood has also seen a significant reduction (-21.4%) in the proportion of young offenders. However all these areas have offender levels above the Borough average along with high levels of anti-social behaviour. Failsworth West has seen the greatest reductions in numbers of young offenders.

The Directorate for Children, Young People and Families has introduced the use of the ‘Hear by Rights’ standards and toolkit in order to further support the increased involvement of children and young people in decision-making and shaping the services they receive.

In addition to an Electronic Activity Brochure, a bi-monthly publication that is sent to all agencies that work with or come into contact with young people, a new information website has also been set up for children, young people and their families and practitioners about provision and services which are available (ouroldham.info). The launch party for the website was attended by over 800 children, young people and their families and showcased the myriad of activities available to them, the talents of Oldham’s children and young people and how they can access information from this single source.
Achieve economic well-being

Where are we now?

- The current Local Area Agreement (LAA) stretch target to reduce the rate of young people aged 16-18 who are not in education, employment or training (NEET) overall and particularly in targeted wards, has resulted in over £0.7m additional local and sub-regional investment (over three years) to target the most needy areas and groups. Neighbourhood Renewal Funding (NRF) and Local Initiative Development Funding (LIDF) were initially used to pilot a NEET reduction strategy aimed at targeting vulnerable groups and neighbourhoods. This strategy was used by the Learning & Skills Council (LSC) to commission further provision through to 2010.

- Latest validated data (March 2007) provided by the Department for Children, Schools and Families (DCSF) National Connexions Client Information System (NCCIS) website indicates that the rate of 16-18 year old NEET in Oldham was 7.9%. This compared with the national rate of 7.1% and was the lowest amongst our statistical neighbours. It represents an annual reduction of 16.8%.

- Six of Oldham’s 20 wards account for 50% of 16-18 NEETs. Specific geographically-based NEET reduction initiatives have resulted in significant annual reductions (March 2007 to March 2008) particularly in the wards with the highest rates previously:
  - St James (supported by NEET strategy funding): 33% reduction
  - Alexandra (supported by NEET strategy funding): 19% reduction
  - Medlock Vale (supported by New Deal for Communities): 14% reduction

- Borough-wide NEET strategy resources have also been targeted at specific vulnerable groups: young people with learning difficulties and/or disabilities (LDD); teenage parents; care leavers; and young offenders. The Education, Employment or Training (EET) rates for young offenders were poor (58%) in the first two quarters of 2007-08. Following the establishment of an EET task and finish group in the summer of 2007 by the Youth Justice Management Board, and the introduction of the NEET strategy funding, the rates increased to 85% and 83% in the last two quarters of 2007-08.

- Progress with NEET rates for other vulnerable groups is as follows (March 2008 – NCCIS):
  - The NEET rate for LDD young people aged 16-19 was 12.2% slightly above the national rate of 11.9%. However the rate fell considerably from the March 2007 figure of 23.6%;
  - The EET rate for teenage parents aged 16-19 was 33.5%, above the national rate of 26.6%. However, the rate has fallen from the March 2007 rate of 38.2%; and
  - The EET rate for 19 year old care leavers was 57.1% compared with the national rate of 49.9%. The local rate was 48.6% in March 2007.

- Year 11 Activity Survey analysis for 2007 was also very positive compared with both national and statistical neighbour data (NCCIS January 2008):
  - The NEET rate was 6.3%, the lowest amongst Oldham’s statistical neighbours and just above the national rate of 6.2%;
  - The ‘unknown’ rate was 0.3% compared with the national rate of 1.3% and well above average for statistical neighbours;
  - The participation in learning rate (further education, work-based learning and jobs with training combined) was 89.0% the highest amongst statistical neighbours and above the national rate of 87.2%;
  - The percentage transferring to full-time education in schools and colleges was 79.9%, again highest amongst statistical neighbours and only fractionally below the national rate of 80.0%; and
  - The percentage entering LSC-funded work-based learning was 8.9% way above the national rate of 5.9% and fourth in the statistical neighbour cohort.

- The Year 11 Activity Survey (NCCIS) indicates that learning participation is higher and NEET rates lower amongst school leavers from black and minority ethnic communities (BME) who are more likely to remain in further education at a college rather than a school sixth form.
• There is a requirement that all young people leaving school are offered a place in education or training by the end of September each year. In 2007, Oldham had the 13th highest ‘September Guarantee’ rate in England with 96.7% of school leavers receiving an offer of Education, Employment or Training by 30th September (England average 88%). A further 1% received an offer by the end of October.

• Sustaining participation in learning beyond 16 is problematic in many areas of the country. In March 2008 (NCCIS) the percentage of 16-18 year olds “in learning” nationally was 77.7%. In Oldham the rate increased to 77.4%, from 75.7% (March 2007) positioning Oldham third amongst its statistical neighbours.

• Partnership arrangements with post-16 learning providers have been developed to address and improve retention at 17. An LSC-funded retention research project conducted by Connexions published its findings in the summer of 2007 and recommendations implemented include: deployment of transition learning mentors to support vulnerable students; effective transfer of learning needs “profiles” to support “at risk” students and early exchange of information on students who were considering leaving early, coupled with early interventions by school and college staff and Connexions personal advisers to prevent this happening.

• Positive Steps Oldham (PSO), through Connexions and Personal Social Health Education (PSHE) support functions, has developed its partnership agreements with secondary schools to ensure that the financial literacy element of the new Information, Advice & Guidance (IAG) standards is in place and organisational responsibility clearly defined. Particular attention is also paid to young people undertaking NEET prevention programmes both pre and post 16.

• PSO is currently developing a self-assessment framework for the IAG standards to be rolled out initially with schools and colleges and extended to work-based learning providers and other IAG-based services over the next 12 months.

• 98% of looked after children aged over 16 years and three months have pathway plans and, as appropriate, transition plans, which they had been involved in drawing up and which were regularly reviewed. The percentage of looked after children of school age with Personal Education Plan (PEP), has risen from 60.9% to 92.5% over the course of the last year.

• The After Care Employability scheme has been approved as an Award Scheme Development and Accreditation Network (ASDAN) centre to run accredited employability awards for looked after children and care leavers to gain qualifications in employability. Training and a forum for discussion is delivered centrally for school-based designated staff for looked after children via the Virtual School and the Life Chances Team.

• Over 85% of care leavers at age 19 are living in suitable accommodation.

• Connexions commits significant resource to support young people with learning difficulties and/or disabilities in both New Bridge School and mainstream schools. Schools and colleges supplement this support through careers education programmes and work experience. The Training Into Employment (TIE) service offers supported work experience to young people in year 14.

• The On-line District Prospectus was introduced in 2006 (www.yourchoice14plus.co.uk/) and covers local pre and post-16 provision and provides a gateway to sub-regional post-16 provision. It has considerably improved adviser and student accessibility to up-to-date accurate information.

• In recent inspections Ofsted has judged both The Oldham College (February 2008) and Oldham Sixth Form College (June 2008) to be “outstanding” in all five areas (and in the sixth for Equality of Opportunity).

• In 2007, the average point score of 16-18 year old students who entered GCE/ VCE and A/AS level qualifications was ‘well above’ statistical neighbours and ‘above’ the national average at the two post-16 colleges (Ofsted reports 2007 and 2008).

• Post-16 educational provision in schools and colleges at A Level is very strong in national terms and Oldham ranks 5th out of 89 local authorities for which data is gathered by Assessment and Learning in Practice Settings (ALPS) for its “value-added” measure for learners undertaking two or more A levels. Oldham is almost unique in having no post-16 providers in the bottom 25% of institutions using this measure, with Oldham Sixth Form College placed in the top 10% of all providers on which information is gathered. Academic achievement at 18 in most institutions is above the national average.
• The success rate in National Vocational Qualifications (NVQ) for all work-based learners, at 60.8%, is higher than the national average. The proportion of work-based learners with a learning difficulty and/or disability at 25.6% remains higher than the national average.

• The percentage of young people achieving a Level 2 qualification at age 19 increased to 67% in 2007, which is 5th out of 11 statistical neighbours but remains below the national average. This indicator did see an increase from 64% in 2006 however it remains “Amber-Red” in Government Office for the North West (GONW) indicators. This remains a stretch target for the new Local Area Agreement (2008-11).

• The percentage achieving at Level 3 increased to 41.1% in 2007 from 39% the previous year. It is 6th out of 11 statistical neighbours. According to GONW ranking this indicator is RED and the differential between Oldham and the national average has increased to 9% from 8% in the previous year.

• Entry to Higher Education is improving year on year from 884 in 2003/4 to 1,010 in 2005/6 (Source: HESA student record).

• The 14-19 Strategy, “Building a Shared Future” was developed in 2005, refreshed in 2007 and recognised as an example of good practice (Ofsted 2007). Partnership arrangements have now been strengthened, with the creation of a 14-19 Strategic Partnership within the Children’s Trust framework. The 14-19 Education Plan for Oldham is currently being developed in line with Department for Children, Schools and Families (DCSF) guidance.

• A Diploma Gateway agreement and delivery plan is in place. Implementation of two Diplomas, Creative and Media and Construction and the Built Environment, will commence in September 2008, with Engineering in 2009. Society, Health and Development and Business Administration and Finance are scheduled for 2010. The Partnership plans to submit a further four Gateway applications in 2008.

• The Local Authority manages and subsidises the Key Stage 4 collaborative provision which caters for over 600 young people who access vocational provision with over 15 providers. The District Prospectus allows young people the opportunity to apply directly on line. Providers now have access to an online programme which allows up-to-date attendance monitoring and feedback on progress. Students who completed Key Stage 4 collaborative vocational provision at The Oldham College in 2007, (the majority of it targeted at young people at risk of exclusion), saw learning participation rates of 90.2% compared with the Oldham average of 91.3% for all Year 11 leavers. Similarly the NEET rate for this group was only 5.4% compared with an Oldham average of 5.6%.

• Through a ‘Memorandum of Understanding’ in place with Job Centre Plus, Oldham seeks to ensure that low-income families access childcare to enable them to enter education, employment or training. Similarly, Highway to Opportunities and Shaw Trust provide an outreach or referral service in Children’s Centres for the provision of information, advice and guidance to lone parents and low income families.

• Oldham has been awarded the highest rating by Government Office North West (GONW) for its Childcare Sufficiency Assessment, with particular best practice noted around partnership working and action planning.

• Oldham’s Family Information Service offers advice, guidance and support to families in accessing a wide range of childcare provision, with over 5,200 enquiries in 2007.
Service management

Where are we now?

- The Oldham Partnership (Oldham’s Local Strategic Partnership) fulfils its role of community leader very effectively, and has been awarded the Local Government Chronicle’s Partnership Award for Sustainable Communities, “A great example of training and capacity building to get communities involved in decision making”.
- In January 2007, the Oldham Partnership was awarded a double green rating and has been shortlisted for the Local Government Chronicle’s Local Strategic Partnership of the Year award in 2007 and 2008.
- The Council’s ambition to be excellent and its direction of travel have been recognised through its shortlisting for the Local Government Chronicle’s Most Improved Council of the Year award both for 2007 and 2008.
- As you will read later in this Plan, an ambitious and radical strategy has been developed and widespread support has been generated for the transformation of Oldham’s whole secondary education system, using the Government’s Building Schools for the Future Programme as a vehicle. These plans have received national and international recognition for their ambition and innovation.
- The ambitions for the Borough are set out in the Sustainable Community Strategy, underpinned by this Plan and reinforced through our Local Area Agreement. Children and young people is a significant theme that runs through each of the Blocks of Oldham’s Local Area Agreement.
- The strength of local leadership has been crucial to the progress that has been made in respect of Oldham’s number one priority, community cohesion, as recognised in the Cantle Report. A revised cohesion strategy is in place, and the Oldham Children’s Trust has a key role in delivering against that strategy.
- Oldham Children’s Trust has worked closely with Oldham PCT and the Council’s Adult and Community Services Directorate to develop and publish a Joint Strategic Needs Assessment in respect of the health and well-being of the local population, to inform the review and development of future service provision.
- The priorities for children and young people have been driven by the outcomes of a local strategic needs assessment. This needs assessment sets out the key issues for the Borough’s children and young people and has been used to inform strategic planning and service development, underpinning Oldham’s Children and Young People Plan, Local Area Agreement and Joint Strategic Needs Assessment for Health and Well-Being.
- An Integrated Commissioning Framework has been developed, through which the identified priorities have been mapped against local service provision. This has led to the re-focusing of resources and activity towards agreed priorities, requiring some difficult but important decisions involving the de-commissioning of existing services and re-directing of resources towards new services and service re-shaping and re-design.
- The Children, Young People and Families Directorate has a well established Equalities Working Group, which has developed a three-year delivery plan to progress the equalities agenda throughout the Directorate. The plan provides strategic direction for the Directorate’s equalities work and its delivery will lead to the achievement of level four of the Equality Standard for Local Government. Each service has incorporated detailed actions in their Service Needs Assessments and Service Improvement Plans so that actions and targets within the Equalities Action Plan are integrated into the work of services across the Directorate. We have recognised that there is further work to be done to embed this approach across the Children’s Trust, and so this is an identified priority within this Plan.
- Oldham’s approach to service delivery and performance improvement is underpinned by its ability to target resources effectively, governed by a medium term financial strategy. The medium term financial strategy ensures that resources are directed towards identified priorities and areas of need.
• A systematic approach to service review has been developed, linking performance outcomes to resources. This includes value for money assessments and comparisons, which is a developing area as set out later in this Plan. In the 2007/8 financial year, this led to the re-direction of £17.2 million towards front line services, including £1.8 million allocated to safeguarding vulnerable children. This investment has taken place against a backdrop of a very challenging budget situation locally, following a rigorous assessment of need; and has been aligned robustly to performance outcomes, focusing directly on the achievement of SMART targets for key performance indicators in need of significant improvement.

• Oldham has a strong school improvement strategy, with an integrated approach to differentiated challenge and support, ensuring that school interventions achieve maximum impact. There has been national recognition for Oldham’s approach to the implementation of School Improvement Partners and there are currently no Oldham schools in an Ofsted category.

• Fieldwork Services provide safe and effective referral, assessment and case planning processes, ensuring that children in need, including children in need of protection, are able to access services as appropriate. The timeliness of placing children for adoption has remained an area of excellent performance because of robust performance management and quality assurance arrangements. Areas of past under-resourcing have been identified and targeted with investment, as described previously. Robust performance management has ensured that these areas of under-performance have been addressed over the last 12 months.

• The Council’s Special Educational Needs (SEN) resourcing strategy, through a three-tiered approach, ensures that children’s needs are identified at an early stage, leading to early intervention. Consequently, the Authority has a very low statementing rate, leading to improved outcomes for children and increased value for money.

• The six Phase One Children’s Centres are focused on the most disadvantaged areas of Oldham. In Phase Two, eight centres are being developed, taking forward the concept of locally based programmes identified through community needs analysis.

• The Extended School Strategy is integrated with the offer made from schools, providing additionality to the core business of teaching the curriculum. Parents, carers, children, young people and local providers are involved in service design, enabling the development of innovative and appropriate services.

• The governance arrangements for the Children’s Trust have been strengthened as described earlier in this Plan. This structure ensures that decisions and actions are well-informed, timely, resourced effectively and owned by all partners.

• The local voluntary, community, faith and independent sectors actively contribute to the Children’s Trust and have played an integral part in the development of the Children and Young People Plan and the Local Area Agreement.

• Oldham Children’s Trust has overseen the production of a Children’s Workforce Strategy, which has been cited as good practice by the North West Employers’ Organisation and Children’s Workforce Development Council. The Strategy is already delivering impressive outcomes:
  – a comprehensive recruitment and retention strategy has been introduced successfully in the Field Social Work and Family Support Services, leading to improved recruitment and retention to posts at all levels, (taking Oldham above the national average and statistical neighbours for last year), ensuring the availability of staff with the skills, knowledge and confidence to deliver the range of services required, and offering a clear career pathway from unqualified entrants to qualified social workers and managers. This has also led to the recruitment of Oldham’s first six trainee social workers in partnership with University College Oldham/Huddersfield University;
  – following targeted support, the percentage of social workers and residential managers working with children achieving the PQ1 award in Child Care has risen to 57.8% this year. A New PQ Framework is being established and the first cohort of students is expected to be recruited in this financial year;
– Oldham is one of five local authority areas that has worked with the Pennine Care National Health Service Trust to develop a Child and Adolescent Mental Health Services Joint Workforce Plan, one of the first nationally, to support the recruitment, retention, education and training of specialist Child and Adolescent Mental Health Services’ staff; and

– through various strategies led by the Workforce Development and Governance Service, focused around the principle of ‘grow your own’, there has been a significant reduction in teacher vacancies and above national average numbers of Higher Level Teaching Assistant and Graduate Teacher Programme successes.

• The ‘Outcomes Driving Commissioning’ approach to assessment and care planning is being embedded and excellent progress is being made towards implementing the Common Assessment Framework. An action plan has been implemented, which has seen locality-based training and roll out. An information sharing toolkit has been used to establish information sharing protocols with partners. Assessments are being undertaken and are being monitored and quality assured.

• The Common Assessment Framework Strategic Board has been integrated into the Integrated Systems Board to ensure coherence, particularly with the Integrated Children’s System and ContactPoint. Both the Integrated Children’s System and ContactPoint are progressing well, the Integrated Children’s System having been judged as fully compliant and Oldham’s latest external evaluation of ContactPoint putting it ahead of schedule.

• Close performance monitoring is undertaken and this enables targeted action to be carried out. For example, performance on PAF A1 long-term stability of looked after children has improved as a direct result of interventions, including consideration of long term foster placements at the Adoption and Permanence Panel.

• The Directorate’s Service Director with responsibility for performance chairs ‘Performance Challenge Sessions’ with senior and middle managers on a four-weekly cycle. At these meetings, managers are required to attend and to account for their performance, drilling down to Team Manager and individual worker level, against key performance indicators. The range of measures in place is embedding a performance improvement culture throughout the Directorate.

• As a large-scale commissioner and provider of services to children and young people, the quality of services offered is balanced against the cost, ensuring value for money. Examples of work overseen by Oldham Children’s Trust include: the decision to commission Advanced Childcare, a private sector provider, to provide two six-place residential children’s units at a unit cost significantly below the spot purchase price of similar placements, and lower than in-house unit costs; and the negotiation of contracts with major Independent Foster Agency providers, resulting in reduced fees for long term placements.
## Be healthy

### Priority action

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<th>Priority action</th>
<th>How we will measure what we have achieved</th>
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</table>
| 1.1 Early intervention and support available to all children, young people and their families according to need | 1.1.1 Percentage of children accessing the Child Health Promotion Programme  
1.1.2 Number of children under 5 accessing level 1 & 2 services in the Children’s Centre reach areas  
1.1.3 Parental/pupil satisfaction with transition arrangements for children with disabilities on entry to primary school  
1.1.4 Early access for women to maternity services | LI  
LI  
LI  
LI | Associate Director of Provider Services  
Head of Service, Early Years  
Service Director Supporting and Extending Learning  
Associate Director of Commissioning Services | Early Intervention and Prevention  
Early Childhood Services  
Complex Needs and Disabilities Early  
Intervention and Prevention | Child Health Promotion Strategy  
Children’s Centre Strategy  
Children and Young People’s Preventative Strategy (Draft)  
Strategy for Locality Service Delivery  
Early Support Programme Accessibility Strategy  
SEN Strategy (Draft)  
Transition Strategy and Guidelines for Children with Disabilities |
| 1.2 Reduce high levels of dental decay | 1.2.1 Number of decayed/missing/filled teeth in 5 year old children  
1.2.2 Number of children aged 0-4 and 5-9 who are admitted to hospital for dental extraction (surgical or simple extraction) | LI  
LI | Associate Director of Provider Services  
Associate Director of Provider Services | Early Intervention and Prevention  
Early Intervention and Prevention | Dental Health Strategy |
| 1.3 Continue to promote health and well-being and address health inequalities with a specific focus on reducing obesity | 1.3.1 Take up of school lunches  
1.3.2 Obesity among children in Reception Year  
1.3.3 Obesity among children in Year 6  
1.3.4 Children and young people’s participation in high-quality PE and sport | NI 52  
NI 55  
NI 56  
NI 57 | Group Manager, Catering and Cleaning  
Associate Director of Provider Services  
Associate Director of Provider Services  
Head of Sport and Recreation Development | Early Intervention and Prevention  
Early Intervention and Prevention  
Early Intervention and Prevention  
Integrated Youth Services | Obesity Strategy  
PCT Child Health Promotion Strategy  
Choosing Health Strategy – Local Delivery Plan  
School Sport and Activity Strategy |
### Be healthy continued...

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<td>National Healthy School Standard – Local Delivery Plan</td>
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<td>Complex Needs and Disabilities</td>
<td>SEN Strategy (Draft)</td>
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<td>CAMHS Strategy</td>
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<td>1.4.3</td>
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<td>1.5.2</td>
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<td>Complex Needs and Disabilities</td>
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<td>1.5.3</td>
<td>Chief Executive, Positive Steps Oldham</td>
<td>Early Intervention and Prevention</td>
<td>National Healthy School Standard – Local Delivery Plan</td>
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## Priority action

### 2.1 Continue to progress the quality of safeguarding and other service practices in order to improve the outcomes for vulnerable groups

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<td>Children in Need</td>
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<tr>
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<td>Children in Need</td>
<td>Safeguarding and Review SIP</td>
</tr>
<tr>
<td>2.1.4 Timeliness of placements of looked after children adopted following an agency decision that the child should be placed for adoption</td>
<td>NI 61</td>
<td>Head of Service Looked After Children</td>
<td>Looked After Children</td>
<td>Early Years Outcomes Duty Plan</td>
</tr>
<tr>
<td>2.1.5 Looked after children cases which were reviewed within required timescales</td>
<td>NI 66</td>
<td>Service Manager Safeguarding Children</td>
<td>Looked After Children</td>
<td>Local Safeguarding Children Board Business Plan</td>
</tr>
<tr>
<td>2.1.6 Child protection cases which were reviewed within required timescales</td>
<td>NI 67</td>
<td>Service Manager Safeguarding Children</td>
<td>Children in Need</td>
<td>Strategy for Locality Service Delivery</td>
</tr>
<tr>
<td>2.1.7 Referrals to children’s social care going on to initial assessment</td>
<td>NI 68</td>
<td>Head of Service, Assessment, Prevention &amp; Supporting Families</td>
<td>Children in Need</td>
<td></td>
</tr>
<tr>
<td>2.1.8 Reduction in the number of repeat referrals</td>
<td>LI</td>
<td>Head of Service, Assessment, Prevention &amp; Supporting Families</td>
<td>Children in Need</td>
<td></td>
</tr>
<tr>
<td>2.1.9 The number of Black and Minority Ethnic (BME) children and young people who are the subject of a child protection plan will be proportionate to the local population of BME children and young people</td>
<td>LI</td>
<td>Service Manager Safeguarding Children</td>
<td>Children in Need</td>
<td></td>
</tr>
<tr>
<td>2.1.10 The number of Black and Minority Ethnic (BME) children and young people who are look after by the Council will be proportionate to the local population of BME children and young people.</td>
<td>LI</td>
<td>Head of Service Looked After Children</td>
<td>Looked After Children</td>
<td></td>
</tr>
</tbody>
</table>
### Priority action

<table>
<thead>
<tr>
<th>Priority action</th>
<th>How we will measure what we have achieved</th>
<th>*NI/LI</th>
<th>Accountable officer</th>
<th>Service delivery partnership</th>
<th>Making it happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Strengthen our approach to the prevention of bullying with a particular emphasis on racist bullying</td>
<td><strong>2.2.1</strong> Children who have experienced bullying</td>
<td>NI 69</td>
<td>Behaviour Improvement Coordinator</td>
<td>Children in Need</td>
<td>Anti-bullying Alliance Delivery Plan</td>
</tr>
<tr>
<td></td>
<td><strong>2.2.2</strong> Percentage of schools signed up to an anti-bullying charter</td>
<td>LI</td>
<td>Behaviour Improvement Coordinator</td>
<td>Children in Need</td>
<td>Anti-bullying Strategy and Delivery Plan</td>
</tr>
<tr>
<td></td>
<td><strong>2.2.3</strong> Number of reported incidents of racist bullying in schools</td>
<td>LI</td>
<td>Behaviour Improvement Coordinator</td>
<td>Children in Need</td>
<td>Behaviour for Learning Strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Behaviour Improvement Coordinator</td>
<td>Children in Need</td>
<td>Complaints Procedure</td>
</tr>
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<td></td>
<td>Children in Need</td>
<td>Community Cohesion Strategy</td>
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<td></td>
<td></td>
<td>Children in Need</td>
<td>Secondary Behaviour and Attendance Partnership</td>
</tr>
<tr>
<td>2.3 Continue to tackle child sexual exploitation in the borough</td>
<td><strong>2.3.1</strong> Percentage of children and young people referred to the Operation Messenger Partnership assessed and offered appropriate support</td>
<td>LI</td>
<td>Project Manager – Messenger Partnership</td>
<td>Children in Need</td>
<td>Local Safeguarding Children Board Messenger Partnership</td>
</tr>
<tr>
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<td></td>
<td>Children in Need</td>
<td>Operation Messenger Protocols</td>
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<td></td>
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<td></td>
<td>Children in Need</td>
<td>Delivery of Personal Health and Social Education (PHSE) programmes to schools</td>
</tr>
<tr>
<td>2.4 Continue to inform children, young people and their families about key risks to their safety and how to deal with them</td>
<td><strong>2.4.1</strong> Hospital admissions caused by unintentional and deliberate injuries to children and young people</td>
<td>NI 70</td>
<td>Associate Director of Provider Services</td>
<td>Children in Need</td>
<td>Local Safeguarding Children Board Business Plan</td>
</tr>
<tr>
<td></td>
<td><strong>2.4.2</strong> Children and young people killed or seriously injured in road traffic accidents</td>
<td>NI 48</td>
<td>Section Engineer – Safety</td>
<td>Children in Need</td>
<td>School Travel Plan Strategy</td>
</tr>
<tr>
<td></td>
<td><strong>2.4.3</strong> Ensure adequate support available for children witnessing domestic abuse</td>
<td>LI</td>
<td>Schemes Domestic Abuse Co-ordinator</td>
<td>Children in Need</td>
<td>Domestic Abuse Strategy</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Children in Need</td>
<td>Alcohol Harm Reduction Strategy</td>
</tr>
</tbody>
</table>

Stay safe continued...
### Enjoy and achieve

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<tr>
<th>Priority action</th>
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<th>Accountable officer</th>
<th>Service delivery partnership</th>
<th>Making it happen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 Improve achievement at Early Years Foundation Stage</strong></td>
<td>3.1.1 Achievement of at least 78 points across the Early Years Foundation Stage with at least six in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy</td>
<td>NI 72</td>
<td>Head of Service, Early Years</td>
<td>Early Years Outcomes Duty Plan</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>Differentiated Challenge and Support Strategy</td>
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<td></td>
<td>Strategy for Locality Service Delivery</td>
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<td></td>
<td>Virtual School for Looked After Children</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Learning</td>
</tr>
<tr>
<td><strong>3.2 Improve achievement and attainment at all Key Stages, especially Key Stages 1 and 3 through access to a personalised curriculum</strong></td>
<td>3.2.1 Achievement at level 2 or above in Reading at KS1</td>
<td>LI</td>
<td>Head of School Improvement</td>
<td>Differentiated Challenge and Support Strategy</td>
</tr>
<tr>
<td></td>
<td>3.2.2 Achievement at level 2 or above in Writing at KS1</td>
<td>LI</td>
<td>Head of School Improvement</td>
<td>School Support Plans</td>
</tr>
<tr>
<td></td>
<td>3.2.3 Achievement at level 2 or above in Maths at KS1</td>
<td>LI</td>
<td>Head of School Improvement</td>
<td>School Improvement Service SIP</td>
</tr>
<tr>
<td></td>
<td>3.2.4 Achievement at level five or above in both English and Maths at KS3 (Threshold)</td>
<td>NI 74</td>
<td>Head of School Improvement</td>
<td>Extended Schools Strategy</td>
</tr>
<tr>
<td></td>
<td>3.2.5 Achievement of five or more A*-C grades at GCSE or equivalent including English and Maths (Threshold)</td>
<td>NI 75</td>
<td>Head of School Improvement</td>
<td>Strategy for Locality Service Delivery</td>
</tr>
<tr>
<td></td>
<td>3.2.6 Achievement at level 5 or above in both English and Maths at KS3 (Floor)</td>
<td>NI 77</td>
<td>Head of School Improvement</td>
<td>Virtual School for Looked After Children</td>
</tr>
<tr>
<td></td>
<td>3.2.7 Achievement of five or more A*-C grades at GCSE or equivalent including English and Maths (Floor)</td>
<td>NI 78</td>
<td>Head of School Improvement</td>
<td>SEN Strategy (Draft)</td>
</tr>
<tr>
<td></td>
<td>3.2.8 Achievement at level 5 or above in Science at KS3</td>
<td>NI 83</td>
<td>Head of School Improvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2.9 School attendance – primary</td>
<td>LI</td>
<td>Behaviour Improvement Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2.10 School attendance – secondary</td>
<td>LI</td>
<td>Behaviour Improvement Coordinator</td>
<td></td>
</tr>
</tbody>
</table>
### Priority action

**3.3** Improve achievement in progression by 2 levels between Key Stages through access to a personalised curriculum

<table>
<thead>
<tr>
<th><strong>How we will measure what we have achieved</strong></th>
<th><strong>Accountable officer</strong></th>
<th><strong>Service delivery partnership</strong></th>
<th><strong>Making it happen</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 Progression by 2 levels in English between KS1 and KS2</td>
<td>NI 93</td>
<td>Head of School Improvement</td>
<td>Learning</td>
</tr>
<tr>
<td>3.3.2 Progression by 2 levels in Maths between KS1 and KS2</td>
<td>NI 94</td>
<td>Head of School Improvement</td>
<td>Learning</td>
</tr>
<tr>
<td>3.3.3 Progression by 2 levels in English between KS2 and KS3</td>
<td>NI 95</td>
<td>Head of School Improvement</td>
<td>Learning</td>
</tr>
<tr>
<td>3.3.4 Progression by 2 levels in Maths between KS2 and KS3</td>
<td>NI 96</td>
<td>Head of School Improvement</td>
<td>Learning</td>
</tr>
<tr>
<td>3.3.5 Progression by 2 levels in English between KS3 and KS4</td>
<td>NI 97</td>
<td>Head of School Improvement</td>
<td>Learning</td>
</tr>
<tr>
<td>3.3.6 Progression by 2 levels in Maths between KS3 and KS4</td>
<td>NI 98</td>
<td>Head of School Improvement</td>
<td>Learning</td>
</tr>
</tbody>
</table>

**3.4** Improve the overall effectiveness of secondary schools through access to a personalised curriculum

<table>
<thead>
<tr>
<th><strong>How we will measure what we have achieved</strong></th>
<th><strong>Accountable officer</strong></th>
<th><strong>Service delivery partnership</strong></th>
<th><strong>Making it happen</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.1 Secondary schools judged as having good or outstanding standards of behaviour</td>
<td>NI 86</td>
<td>Behaviour Improvement Coordinator</td>
<td>Learning</td>
</tr>
<tr>
<td>3.4.2 Secondary school persistent absence rate</td>
<td>NI 87</td>
<td>Behaviour Improvement Coordinator</td>
<td>Learning</td>
</tr>
<tr>
<td>3.4.3 Rate of permanent exclusions from school</td>
<td>NI 114</td>
<td>Behaviour Improvement Coordinator</td>
<td>Learning</td>
</tr>
<tr>
<td>3.4.4 Parental/pupil satisfaction with transition arrangements for children and young people with disabilities on entry to secondary school</td>
<td>LI</td>
<td>Service Director Supporting and Extending Learning</td>
<td>Complex Needs and Disabilities</td>
</tr>
<tr>
<td>3.4.5 Parental involvement in Parents Councils</td>
<td>LI</td>
<td>Service Director Learning Development and Localities</td>
<td>Early Intervention and Prevention</td>
</tr>
<tr>
<td>3.4.6 Percentage of secondary schools achieving an overall assessment of good or outstanding following an Ofsted inspection</td>
<td>LI</td>
<td>Head of School Improvement</td>
<td>Learning</td>
</tr>
</tbody>
</table>

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Enjoy and achieve continued...
### Priority action

#### 3.5 Improve the proportion of learners achieving levels 2 and three qualifications at age 19 through access to a personalised curriculum

<table>
<thead>
<tr>
<th>How we will measure what we have achieved</th>
<th>Accountable officer</th>
<th>Service delivery partnership</th>
<th>Making it happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5.1 Achievement of a Level 2 qualification at 19</td>
<td>NI 79</td>
<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>14-19 Education Plan</td>
</tr>
<tr>
<td>3.5.2 Achievement of a Level 3 qualification at 19</td>
<td>NI 80</td>
<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>Aim Higher Delivery Plan</td>
</tr>
<tr>
<td>3.5.3 Inequality gap in the achievement of a Level 3 qualification by the age of 19#</td>
<td>NI 81</td>
<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>Connexions Business Plan</td>
</tr>
<tr>
<td>3.5.4 Inequality gap in the achievement of a Level 2 qualification by the age of 19</td>
<td>NI 82</td>
<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td></td>
</tr>
</tbody>
</table>

### Priority action

#### 3.6 Improve outcomes for looked after children, black and minority ethnic groups, young carers, children and young people from low income backgrounds and those with learning difficulties and disabilities and narrow the gap between students broadly through access to a personalised curriculum

<table>
<thead>
<tr>
<th>How we will measure what we have achieved</th>
<th>Accountable officer</th>
<th>Service delivery partnership</th>
<th>Making it happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6.1 Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest</td>
<td>NI 92</td>
<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>Differentiated Challenge and Support Strategy</td>
</tr>
<tr>
<td>3.6.2 Children in care reaching level 4 in English at KS2</td>
<td>NI 99</td>
<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>School Support Plans</td>
</tr>
<tr>
<td>3.6.3 Children in care reaching level 4 in Maths at KS2</td>
<td>NI 100</td>
<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>Study Support Service SIP</td>
</tr>
<tr>
<td>3.6.4 Children in care achieving five A*-C grades at KS4 or equivalent including English and Maths</td>
<td>NI 101</td>
<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>National Resource Centres</td>
</tr>
<tr>
<td>3.6.5 Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at KS2 and KS4</td>
<td>NI 102</td>
<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>Quality Framework for Supplementary Schools</td>
</tr>
<tr>
<td>3.6.6 The Special Educational Needs (SEN) / non-SEN gap – achieving KS2 English and Maths threshold</td>
<td>NI 104</td>
<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>Virtual School for Looked After Children</td>
</tr>
<tr>
<td>3.6.7 The Special Educational Needs (SEN)/ non-SEN gap – achieving 5 A*-C GCSE including English and Maths</td>
<td>NI 105</td>
<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>Extended Schools Strategy</td>
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<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>Strategy for Locality Service Delivery</td>
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<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>SEN Strategy (Draft)</td>
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<td></td>
<td></td>
<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>Transition Strategy and Guidelines for Children with Disabilities</td>
</tr>
<tr>
<td>Priority action</td>
<td>How we will measure what we have achieved</td>
<td>*NI/ LI</td>
<td>Accountable officer</td>
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<tr>
<td>3.6.8</td>
<td>Young people from low income backgrounds progressing to higher education</td>
<td>NI 106</td>
<td>Head of School Improvement</td>
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<tr>
<td>3.6.9</td>
<td>KS2 attainment for Black and Minority Ethnic Groups</td>
<td>NI 107</td>
<td>Head of School Improvement</td>
</tr>
<tr>
<td>3.6.10</td>
<td>KS4 attainment for Black and Minority Ethnic Groups</td>
<td>NI 108</td>
<td>Head of School Improvement</td>
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<tr>
<td>3.6.11</td>
<td>Number of Sure Start Children’s Centres</td>
<td>NI 109</td>
<td>Head of Service, Early Years</td>
</tr>
<tr>
<td>3.6.12</td>
<td>Percentage of looked after children of school age who have been looked after for 4 weeks or more with a valid Personal Education Plan (PEP) recorded</td>
<td>LI</td>
<td>Head of Service, Looked After Children</td>
</tr>
<tr>
<td>3.6.13</td>
<td>Achievement of young carers in receipt of individualised support</td>
<td>LI</td>
<td>Service Director Safeguarding and Vulnerable Children</td>
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### Make a positive contribution

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<th>Accountable officer</th>
<th>Service delivery partnership</th>
<th>Making it happen</th>
</tr>
</thead>
</table>
| 4.1 Children and young people participate in positive activities to promote community cohesion and health and address, inequalities and deprivation | 4.1.1 Children and young people’s participation in high-quality PE and sport  
4.1.2 Young people’s participation in positive activities  
4.1.3 Number of young people volunteering | NI 57  
NI 110  
LI | Head of Sport and Recreation Development  
Chief Executive, Positive Steps Oldham  
Chief Executive, Positive Steps Oldham | Integrated Youth Services  
Integrated Youth Services  
Integrated Youth Services | Community Cohesion Strategy  
Play Strategy  
Extended Schools Strategy  
PESSCL Strategy and 5-hour Sport Offer  
5-hour Cultural Offer  
SIPs for the following:  
• Youth Service  
• Sport Development Service  
• Schools Linking  
• Playing for Success  
• Music Service  
• Outdoor and Environmental Education Service  
Gallery Education Activities  
v Strategy (Volunteering Strategy) |
| 4.2 Increase participation rates in education, training or employment of young people who offend | 4.2.1 Young offenders’ engagement in suitable education, employment or training | NI 45 | Chief Executive, Positive Steps Oldham | Integrated Youth Services | Youth Justice Plan  
Connexions Business Plan |
<table>
<thead>
<tr>
<th>Priority action</th>
<th>How we will measure what we have achieved</th>
<th>*NI/LI</th>
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<th>Making it happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Reduce the number of young people who engage in risk-taking behaviour</td>
<td>4.3.1 Rate of proven re-offending by young offenders</td>
<td>NI 19</td>
<td>Chief Executive, Positive Steps Oldham</td>
<td>Integrated Youth Services</td>
<td>Youth Justice Plan</td>
</tr>
<tr>
<td></td>
<td>4.3.2 Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody</td>
<td>NI 43</td>
<td>Chief Executive, Positive Steps Oldham</td>
<td>Integrated Youth Services</td>
<td>Youth Crime Prevention Strategy</td>
</tr>
<tr>
<td></td>
<td>4.3.3 Ethnic composition of offenders on Youth Justice System disposals</td>
<td>NI 44</td>
<td>Chief Executive, Positive Steps Oldham</td>
<td>Integrated Youth Services</td>
<td>Young People’s Treatment Plan</td>
</tr>
<tr>
<td></td>
<td>4.3.4 First time entrants to the Youth Justice System aged 10-17</td>
<td>NI 111</td>
<td>Chief Executive, Positive Steps Oldham</td>
<td>Integrated Youth Services</td>
<td>Teenage Pregnancy Strategy</td>
</tr>
<tr>
<td></td>
<td>4.3.5 Prevalence of Chlamydia in under 25 year olds</td>
<td>NI 113</td>
<td>Associate Director of Public Health</td>
<td>Integrated Youth Services</td>
<td>Young People’s Substance Misuse Plan</td>
</tr>
<tr>
<td></td>
<td>4.3.6 Substance misuse by young people</td>
<td>NI 115</td>
<td>Chief Executive, Positive Steps Oldham</td>
<td>Early Intervention and Prevention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.3.7 Under 18 conception rate</td>
<td>NI 112</td>
<td>Chief Executive, Positive Steps Oldham</td>
<td>Integrated Youth Services</td>
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</table>
## Economic well-being

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<th>Accountable officer</th>
<th>Service delivery partnership</th>
<th>Making it happen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1</strong> Address high levels of child poverty within the borough by tackling worklessness and re-focusing services towards early intervention and prevention</td>
<td><strong>5.1.1</strong> Proportion of children in poverty</td>
<td>Head of Service, Early Years</td>
<td>Early Childhood Services</td>
<td>Economy Enterprise Strategy and Delivery Plan</td>
</tr>
<tr>
<td></td>
<td><strong>5.1.2</strong> Take up of formal childcare by low-income working families</td>
<td>Head of Service, Early Years</td>
<td>Early Childhood Services</td>
<td>Prevention Strategy</td>
</tr>
<tr>
<td></td>
<td><strong>5.1.3</strong> Number of Sure Start Children’s Centres</td>
<td>Head of Service, Early Years</td>
<td>Early Childhood Services</td>
<td>Parenting Strategy</td>
</tr>
<tr>
<td></td>
<td><strong>5.1.4</strong> Proportion of children in poverty</td>
<td>Head of Service, Early Years</td>
<td>Early Childhood Services</td>
<td>Childcare Strategy/Childcare Sufficiency Assessment</td>
</tr>
<tr>
<td></td>
<td><strong>5.1.5</strong> Take up of formal childcare by low-income working families</td>
<td>Head of Service, Early Years</td>
<td>Early Childhood Services</td>
<td>Children’s Centre Strategy</td>
</tr>
<tr>
<td></td>
<td><strong>5.1.6</strong> Number of Sure Start Children’s Centres</td>
<td>Head of Service, Early Years</td>
<td>Early Childhood Services</td>
<td></td>
</tr>
<tr>
<td><strong>5.2</strong> Continue to increase the number of 16-19 year old young people in education, employment or training with particular emphasis on vulnerable groups and ward and neighbourhood hotspots</td>
<td><strong>5.2.1</strong> Take up of 14-19 learning diplomas</td>
<td>Head of School Improvement</td>
<td>Learning (NB Supporting Economy &amp; Enterprise Partnership)</td>
<td>Connexions Business Plan</td>
</tr>
<tr>
<td></td>
<td><strong>5.2.2</strong> 16 to 18 year olds who are not in education, training or employment (NEET)</td>
<td>Chief Executive, Positive Steps Oldham</td>
<td>Integrated Youth Services</td>
<td>NEET Reduction Strategy</td>
</tr>
<tr>
<td></td>
<td><strong>5.2.3</strong> Participation of 17 year olds in education or training</td>
<td>Chief Executive, Positive Steps Oldham</td>
<td>Integrated Youth Services</td>
<td>Aftercare Service Delivery Plan</td>
</tr>
<tr>
<td></td>
<td><strong>5.2.4</strong> Care leavers in EET</td>
<td>Chief Executive, Positive Steps Oldham</td>
<td>Integrated Youth Services</td>
<td>“Beat the NEET” campaign</td>
</tr>
<tr>
<td></td>
<td><strong>5.2.5</strong> Teenage parents in EET</td>
<td>Chief Executive, Positive Steps Oldham</td>
<td>Integrated Youth Services</td>
<td>14-19 Education Plan</td>
</tr>
<tr>
<td></td>
<td><strong>5.2.6</strong> Young people with learning and other disabilities in EET</td>
<td>Chief Executive, Positive Steps Oldham</td>
<td>Integrated Youth Services</td>
<td>Individual Learning Plan (ILP) Delivery Plan</td>
</tr>
<tr>
<td></td>
<td><strong>5.2.7</strong> Number of 16 to 19 year old residents of the following wards in EET: • Alexandra; • St James; • St Mary’s; • Hollinwood; • Medlock Vale; and • Waterhead</td>
<td>Chief Executive, Positive Steps Oldham</td>
<td>Integrated Youth Services</td>
<td>Section 40 Transition Plan</td>
</tr>
<tr>
<td><strong>5.3</strong> Increase the percentage of care leavers aged 19 in suitable accommodation</td>
<td><strong>5.3.1</strong> Care leavers in suitable accommodation</td>
<td>After Care Team Manager</td>
<td>Looked After Children</td>
<td>Aftercare Service Delivery Plan</td>
</tr>
<tr>
<td></td>
<td><strong>5.3.2</strong> Number of 16 to 19 year old residents of the following wards in EET: • Alexandra; • St James; • St Mary’s; • Hollinwood; • Medlock Vale; and • Waterhead</td>
<td>After Care Team Manager</td>
<td>Looked After Children</td>
<td></td>
</tr>
</tbody>
</table>
## Service management

<table>
<thead>
<tr>
<th>Priority action</th>
<th>How we will measure what we have achieved</th>
<th><em>NI/LI</em></th>
<th>Accountable officer</th>
<th>Service delivery partnership</th>
<th>Making it happen</th>
</tr>
</thead>
</table>
| 6.1 Continue to integrate our systems and develop our information sharing processes. | 6.1.1 Percentage of registered users of ContactPoint making active use of the system  
6.1.2 Number of assessments completed under the Common Assessment Framework (CAF)  
6.1.3 Percentage of permanent social workers trained and inputting directly into the Integrated Children’s System (ICS) | LI LI LI | ContactPoint Project Manager  
CAF Coordinator  
Information Systems and Business Support Project Manager | Early Intervention & Prevention Service Delivery Partnership (SDP)  
Early Intervention & Prevention SDP  
Integrated Systems Board | ContactPoint Project Plan  
CAF Implementation Plan  
Integrated Children’s System Project Plan |
| 6.2 Ensure services provide value for money | 6.2.1 Percentage of Children and Young People Plan performance targets achieved  
6.2.2 All services undergo service review  
6.2.3 Review of Special Educational Needs provision undertaken and identified improvements implemented | LI LI LI | Service Director Business Development & Support  
Service Director Business Development & Support  
Service Director Supporting & Extending Learning | Changing for Children Strategy Group  
Changing for Children Strategy Group  
Complex Needs and Disabilities SDP | Performance Management Framework  
Service Review Process  
Integrated Commissioning Framework  
SEN Strategy (Draft) |
| 6.3 Effectively promote equality across all services | 6.3.1 Local partners are implementing appropriate equality schemes, including impact assessments, and are promoting good relations between different groups | LI LI LI | Head of Service, Lifelong Learning | Changing for Children Strategy Group | Equality and Diversity Strategy  
Partners’ Equality and Diversity Strategies/ Policies |
| 6.4 Transform Oldham’s education system | 6.4.1 Percentage of surplus places across all schools  
6.4.2 Percentage of parents allocated a place at their preferred school  
6.4.3 All 3 and 4 year olds have equitable access to their free entitlement to a part time nursery place | LI LI LI | Service Director Transforming Learning  
Head of Access  
Head of Service, Early Years | Learning SDP  
Learning SDP  
Early Childhood Services SDP | Building Schools for the Future Strategy for Change  
Primary and Secondary Co-ordinated Admissions Schemes  
Differentiated Challenge and Support Strategy |
### Service management continued...

<table>
<thead>
<tr>
<th>Priority action</th>
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<th>Accountable officer</th>
<th>Service delivery partnership</th>
<th>Making it happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4.4 Percentage of schools offering the extended service core offer</td>
<td></td>
<td>LI Service Director Learning Development and Localities</td>
<td>Early Intervention and Prevention SDP</td>
<td>School Improvement Service SIP</td>
</tr>
<tr>
<td>6.4.5 Number of schools in special measures</td>
<td></td>
<td>NI 89 Service Director Learning Development and Localities</td>
<td>Learning SDP</td>
<td>Primary School Places Review</td>
</tr>
<tr>
<td>6.4.6 Increase accessibility of schools</td>
<td></td>
<td>LI Service Director Supporting &amp; Extending Learning</td>
<td>Complex Needs and Disabilities SDP</td>
<td>Nursery Education Review</td>
</tr>
<tr>
<td>6.4.7 Percentage of schools achieving an overall assessment of good or outstanding following an Ofsted inspection</td>
<td></td>
<td>LI Service Director Learning Development and Localities</td>
<td>Learning SDP</td>
<td>Children’s Centre Strategy</td>
</tr>
<tr>
<td>6.4.8 Develop a 14-19 Commissioning Strategy for Learning</td>
<td></td>
<td>LI Service Director Learning Development and Localities</td>
<td>Learning SDP</td>
<td>Extended Schools Strategy</td>
</tr>
<tr>
<td>6.5 Continue to develop workforce skills and competencies across the partnership, with a particular focus on front-line services and the Integrated Qualifications Framework</td>
<td>6.5.1 Percentage of full day care settings within the private, voluntary and independent sector with 70% of workforce holding a recognised level 3 Early Years qualification</td>
<td>LI Head of Service, Workforce Development and Governance</td>
<td>Early Childhood Services SDP</td>
<td>Accessibility Strategy</td>
</tr>
<tr>
<td></td>
<td>6.5.2 Percentage of full day care settings led by a graduate holding Early Years Professional Status (EYPS)</td>
<td>LI Head of Service, Workforce Development and Governance</td>
<td>Early Childhood Services SDP</td>
<td>14-19 Education Plan</td>
</tr>
<tr>
<td></td>
<td>6.5.3 Percentage of staff in residential children’s homes qualified to NVQ level 3</td>
<td>LI Head of Service, Looked After Children</td>
<td>Early Childhood Services SDP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.5.4 Percentage of managers of regulated services holding a Registered Manager Award (RMA)</td>
<td>LI Head of Service, Looked After Children</td>
<td>Early Childhood Services SDP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.5.5 Percentage of teachers working towards postgraduate status</td>
<td>LI Head of Service, Workforce Development and Governance</td>
<td>Early Childhood Services SDP</td>
<td></td>
</tr>
</tbody>
</table>

Targets for each of these measures are in the process of being agreed and will be set out in the CYPP Delivery Plan.
M’s story

M, a young girl aged 14, and her family had recently arrived in Oldham and had suffered a number of challenging difficulties in their family life. As a result M’s education had been disrupted to the point where her motivation and commitment to education was minimal and she was regularly reported as missing from home.

M’s mother found it hard to discipline her and hoped that the much older ‘boyfriend’ that M had begun to associate with would be a stable influence in her life. M received numerous gifts from the adult man and eventually disclosed to a friend that the relationship had become sexual. When the friend saw the ‘boyfriend’ collecting M from school, she was surprised at the difference in ages and spoke to her form teacher about her concerns.

A number of staff at M’s school had attended the ‘Raising Awareness of Exploitation’ sessions delivered by Barnardos, within the Messenger partnership. As M displayed a number of the indicators associated with young people who are the victims of sexual exploitation, a direct referral was made by the school to the Service Manager.

The family was visited by the Social Worker and a Greater Manchester Police Officer from the Messenger Team. However, M’s response to the visit was predictable; she denied any sexual activity, became very angry and upset and refused to co-operate or divulge any further information. The Messenger team made little progress although their initial concerns about M were confirmed. They left contact details with M’s mother and the outcomes of the visit, together with the nature of their concerns, were shared with the partners at the weekly Messenger meeting.

Very shortly after the home visit, the Messenger Social Worker was contacted directly by M’s mother who asked for a further visit to be made when M was not at home. At this visit M’s mother disclosed further concerns about M, including the possibility of drug or alcohol use, and requested support which was provided through Social Care professionals and Barnardos workers within the Messenger Team. The Messenger Police Officer was able to obtain the registration mark of M’s adult ‘boyfriend’s’ car to determine the name of the registered keeper. A visit was made to the registered keeper’s address to inform him of M’s age and to warn him about potential transgression of the law related to child abduction.

A referral was then made to the Children’s Assessment Team and a worker from Barnardos made a further home visit with the Messenger Social Worker. Although M agreed to receiving support from Barnardos, she was initially very suspicious about what the nature of the support would be and subsequently missed a number of appointments.

The Barnardos worker persisted by using text messages and phone calls to maintain crucial contact with M and to remind her that the Barnardos team was still there for her and available to provide support. M eventually began to commit to the sessions and started to work with them to understand her own emotions and behaviour.

Although there is no ‘quick fix’ for victims of sexual exploitation like M, her story is encouraging. M will continue to work with the Messenger Team for the foreseeable future in the hope of raising her self esteem and awareness of her vulnerability. However, a recent meeting which focused on M’s risk of sexual exploitation, reported very positive outcomes in terms of a reduction in incidents where M was reported as missing from home, a greater commitment to her educational studies and a noticeable improvement in the relationships between M and her family.
Transforming secondary education in Oldham – an outline of our proposals

The Building Schools for the Future (BSF) programme will make a significant contribution to the physical regeneration of Oldham through the investment of £230m. Ambitious and radical plans have been developed and widespread support has been generated for the transformation of the whole secondary education system. The vision has twin aims of school improvement and community cohesion, supporting our efforts to overcome levels of segregation and achieve greater integration amongst our diverse communities.

Our proposals aim to ensure that every secondary school and every child benefits from this record investment. Every school will be either rebuilt, replaced, or substantially refurbished and all will receive massive investment in new information technology. The proposals, which will be subject to statutory consultation, include closing five existing schools and replacing them with three academy schools. These academy schools will be sponsored by organisations from the not-for-profit sector, with further support and expertise provided by partners: the highly regarded The Oldham College, Oldham Sixth Form College and Oldham Council.

Not all of the new schools will be completed at the same time. We are aiming to complete a first phase of work by approximately 2012. The remaining schools will be completed on a phased basis during 2013 and 2014.

The BSF programme is about more than new buildings. It is about transforming learning, through developing new strategies for teaching and learning in and outside the classroom. At the centre of these strategies will be the delivery of the modern school curriculum, in which how learners learn is as important as what they learn, where personalised learning, reflected in a wider range of choices and individual tracking and target setting, and where there are wide opportunities for personal and social development and informal learning. The delivery of this curriculum will be strongly dependent on maximising the use of up to date technology in and outside of the classroom, and on delivering physical learning spaces that support the wider learning strategy for the school.

This transformation of learning is part of the wider jigsaw of provision developing within the Children’s Trust and within the wider framework of Every Child Matters. BSF makes a primary contribution around improving the quality of facilities around enjoying and achieving. Those facilities, will include new sports and leisure opportunities and enhanced opportunities for partnership working and co-located services, so that interventions inside and outside of the classroom are increasingly complementary, outcome focussed, and co-ordinated around the needs of the individual child. The potential of new ICT provision to support this level of service integration is a particular feature of the initiative.

The physical impact of BSF will not become evident in a quantitative sense for some time. The programme will primarily be measured in relation to improved outcomes around enjoy and achieve, especially in terms of the numbers of Oldham students achieving five A*-C including English and maths, progression and achievement in relation to post-16 provision, and the impact on NEET figures. It will also contribute to improved attainment in relation to underachieving groups, including looked after children and students with special educational needs. A primary driver of the programme is to achieve more socially mixed schools, and greater opportunities for all pupils.

Transforming learning

These are our plans:

• The Roman Catholic Diocese of Salford has decided that Oldham’s two Roman Catholic schools, Our Lady’s and St Augustine of Canterbury, should merge on a new site accessible to everyone in the Borough. The preferred location is the present Meridian Business Centre site in Oldham town centre.

• Breeze Hill, Counthill, Grange, Kaskenmoor and South Chadderton schools would eventually close as the new schools open.

• Saddleworth School will be rebuilt.

• New Bridge School will gain on-site accommodation for its Sixth Form.

• Royton & Crompton, Hathershaw, North Chadderton, The Blue Coat and Crompton House will all be refurbished and receive substantial investment in areas such as information technology.
It will play a significant role in addressing inequalities around achievement in terms of deprivation, ethnicity and gender, both within Oldham and between Oldham and its statistical neighbours. Detailed work toward the achievement of these targets is currently taking place, and it is expected that they will begin to impact from 2010, when the three academies proposed within the plan open (prior to new schools being completed).

The BSF programme makes a major contribution towards the efficient and effective management of services for children and young people. It removes excess places within the system, brings considerable additional resources (not just capital buildings, but also knowledge, skills, partnerships and expertise) into the management of education in the Borough, and provides a more robust strategic framework for delivering educational change, both at borough-wide level and the level of individual schools. It also brings a rigorous challenge to innovate in the delivery of joined up services for children and young people.
Process for joint planning and commissioning

The approach to deciding what will be spent on services to children and young people in Oldham, by comparing priorities (based on need) and available resources, is known as commissioning.

The Department for Children, Schools and Families (DCSF) identifies nine key steps that make up the commissioning process and expects that the process is integrated. By this we mean that all key partners are involved.

Three levels of commissioning have been identified:

**Strategic commissioning**
The development of services to children, young people and their families in order to achieve strategic priorities

**Operational commissioning**
The process of procuring and developing services at service level, which will include service redesign and decommissioning

**Individual commissioning**
The procurement of individual packages of care, education and health intervention

The levels of commissioning are not necessarily always separate and the interrelationships between them is key, e.g. patterns of commissioning of individual packages of care should influence operational and strategic commissioning.
The partners who make up Oldham Children’s Trust have agreed that commissioning in Oldham will be based on:

• A common set of values that respect and encompass the full diversity of individuals’ differences
• An understanding of the needs and preferences of children, young people and their families
• A comprehensive mapping of existing services
• A vision of how local needs may be better met
• A strategic framework for procuring all services within politically determined guidelines
• A bringing together of all relevant data on finance, activity and performance
• An ongoing dialogue with children, young people and their families, and service providers in all sectors
• Effective systems for implementing service changes, whether of in-house or of independent sector services
• An evidence-based approach which continuously evaluates services with a view to achieving measurably better outcomes for individuals and communities in Oldham
• An improving alignment with the way that single agency services are commissioned

An integrated Commissioning Framework has been established between partners and the Children’s Integrated Commissioning Group within the Children’s Trust is taking forward the commissioning agenda on an ongoing basis, including the use of resources allocated via the Area Based Grant, to deliver the priorities identified in the Local Area Agreement and this Children and Young People Plan.
Performance management –
how we will know if things are improving

Oldham Children’s Trust has a robust and consistent performance management framework. The role of children and young people in the performance management of services continues to develop.

The ‘Needs Analysis’ underpinned our priority setting process and services continue to be measured against the delivery of these and other new priorities.

The Oldham Business Planning Process ensures synergy between the planning cycles of the Council and its partners. The performance management framework ensures that there is a ‘golden thread’ that links an individual’s actions to their impact on Oldham’s strategies and makes accountability explicit at every level, ensuring shared ownership between partners and supporting Oldham’s vision for children and young people.

What we know about our performance enables us to drive improvements in outcomes. The priority actions contained in this Plan are reflected in Service Improvement Plans and appraisal targets are set with individuals.

Oldham Children’s Trust adopts a joint approach to monitoring, evaluating and reviewing the contribution that partner agencies make to the delivery of its Children and Young People Plan. Through our performance management framework, performance information is shared, examined and challenged through the Changing for Children Strategy Group. This facilitates early identification of issues amongst all partners, enabling the collective response, ownership and accountability for necessary corrective action, and the effective targeting of resources to areas of need, ensuring timely improvements are achieved. Increasingly, performance is related to the allocation of resources. A significant financial investment in safeguarding vulnerable children in 2007 to drive improvement in outcomes has made a significant impact on performance.

The performance management framework is reinforced through strong political and managerial leadership across health, education and social care, with high levels of accountability through a named lead for each of the key performance indicators. The Council also understands the importance of developing a strategic cross-cutting approach to value for money reviews and has therefore adopted a holistic approach to this activity. In addition to this high level approach, the Council has also developed a five-year programme of service-specific value for money reviews.
Oldham Children’s Trust
Performance management cycle

Performance measures (national and local indicators) identified to monitor progress against CYPP priority actions

Improvement plans produced setting out agreed interventions

Changing for Children Strategy Group carries out support and challenge

Service Delivery Partnerships report performance to Changing for Children Strategy Group

Performance report produced for each Service Delivery Partnership highlighting exceptions

Each performance measure assigned to an Accountable Officer and Service Delivery Partnership

Progress against performance measures and improvement plans monitored quarterly
Useful information

A Childcare Sufficiency Assessment Report
B Sustainable Community Strategy
C Workforce Development Strategy
D Local Area Agreement
E PCT Operational Plan
F GMP Policing Plan
G Citizens’ Plan
H The Children’s Plan – Building Brighter Futures
I Youth Justice Plan
J Youth Matters
K Care Matters

For further information please contact Anne Nikolaou, Head of Strategy and Performance, at anne.nikolaou@oldham.gov.uk