



**A Review of Children's Centres and Extended Services in
and Around Schools in Bracknell Forest by a Joint Working
Group of the**

**Health Overview & Scrutiny Panel and
Social Care & Learning Overview & Scrutiny Panel**



March 2009

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1. Foreword by the Lead Member

- 1.1 I must first express my thanks to my colleagues on the Working Group. The production of this report and the review itself have been extended and it has involved a number of interviews as well as a visit to Portsmouth. While the time scale has been an extended one, we trust that the resultant report will reflect the effort and expertise that has gone into its generation.
- 1.2 While the report looks at both Extended Services in and around Schools (ESS) and Children's Centres (CC) – and each is technically a different service – it would be difficult to consider them alone. Both are intended to provide additional facilities for our children and many parents would look at them in an integrated way.
- 1.3 We have also taken the view that any aspect of our services for children that relates to their health, well-being and educational needs deserves our highest priority. It is for this reason that we have concentrated on making those recommendations which are likely to take us to the 'next level' of service provision. In this respect it is worth noting that the Working Group was particularly impressed with the way that the service in Portsmouth was managed, funded and organised.
- 1.4 Details of the brief we worked to are in Appendix 1.
- 1.5 Not least I wish to express the thanks of the Working Group to those officers (and many others) that have assisted us in the preparation and conduct of this review. Theirs has not been an easy task and it is all the more appreciated.
- 1.6 The Working Group members were:
 - Councillor Ian Leake (Lead Member)
 - Councillor Mrs Jan Angell
 - Councillor Mike Beadsley
 - Councillor Mrs Gill Birch
 - Councillor Scott Burrows
 - Councillor Mrs Jennie McCracken

2. Background

2.1 In 2003 the Government launched its 'Every Child Matters' (ECM) agenda with 5 key outcomes for children:

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

2.2 Many organisations are involved in working towards these outcomes, using a wide variety of services and programmes. This Overview and Scrutiny (O&S) review has concentrated on how Bracknell Forest Council ('the Council'), along with its partners, has implemented two closely related programmes which the Government required all Local Authorities to carry out in support of the ECM outcomes: Extended Services in and around Schools (ESS) and Children's Centres (CCs).

What is an extended school?

A key way of delivering Every Child Matters (ECM) outcomes, an extended school works with the local authority, local providers and other schools to make an impact on the life chances of children by providing access to a 'core offer' of integrated services:

- a varied menu of activities (including study support, play/recreation, sport, music, arts and crafts and other special interest clubs, volunteering and business and enterprise activities), in a safe place, for primary and secondary schools
- childcare 8:00am — 6:00pm, 48 weeks a year for primary schools
- parenting support including family learning
- swift and easy access to targeted and specialist services such as speech and language therapy
- community access to facilities including adult learning, ICT and sports facilities.

These will often be provided beyond the school day but not necessarily by teachers or on the school site.

What are the benefits?

There is evidence that extended services can help to:

- improve pupil attainment, self-confidence, motivation and attendance
- reduce exclusion rates
- better enable teachers to focus on teaching and learning
- enhance children's and families access to services
- enhance pupils' well-being
- support community cohesion

What is a Children's Centre?

Children's Centres are places where parents and carers of children aged 0-5 will be able to access services, support and information in one place. Exactly which services are provided at each centre will depend on what is needed locally. For that reason, each centre will be different and not all the centres will have a central building, but may have services offered in local community buildings instead.

All the centres will offer a variety of services including some or all of the following:

- Family support with advice on parenting, child development and relationships
- Child and family health services like health visitor clinics, antenatal advice, information on healthy eating (some of the centres will have training kitchens); speech and language support or help to give up smoking.
- Visits from the Family Information Service which offers advice to parents and carers on all types of family services and activities
- Links with Job Centre Plus offering help and advice to those people who would like support in returning to work
- Links with Early Years and childcare provision such as pre-schools, toddler groups, after-school or holiday clubs and childminders.
- Other services according to local need and parental choice.

- 2.3 The legal background is provided by the Children Act 2004, and more specifically by the Education Act 2002, and affirmed in the Education Act 2005 and the Childcare Act 2006. This enables governing bodies to directly provide facilities and services that 'further any charitable purpose for the benefit of pupils at the school, or their families or people who live and work in the locality in which the school is situated' (the local community)(Section 27).

What Did the Government want to be achieved?

Extended Services in and Around Schools

- 2.4 The Government's vision is that Extended Services (also Children's Centres) should be designed to become universal access points for integrated services for children and their families, at the heart of local authorities, in local communities. This aimed to recognise that schools cannot work alone in helping children and young people to achieve their potential; instead they need to work in partnership with other agencies that have an interest in outcomes for children and young people, and with the local community. In doing so, Extended Services aim to meet not only the school's objectives but also to share in helping to meet the wider needs of children, young people, families and their community, to create a coherent offer for pupils and families. The Government also required every local authority to have at least one extended schools advisor. The Government set a target for all schools to provide a 'core offer' of extended services by 2010 (see paragraph 2.2). These were to be provided either in, or accessible through, all schools.

- 2.5 The Government's early material on Extended Services described the concept of extended schools. From the outset, the Council took the view that, because of the particular setting in many of Bracknell Forest's neighbourhoods of schools alongside other community facilities, the approach would be to extend services so that more services were easily available whenever children and families chose to access them. The Government has continued to monitor schools' delivery of the ESS 'core offer'.

Children's Centres

- 2.6 The Government decided that local authorities were to lead in planning and implementing the development of 'Sure Start' Children's Centres, which would allow for services to be "joined up" through partnership working between statutory and voluntary agencies. This partnership working would seek to bring benefits of improved planning and commissioning of services and make the best use of resources. The Council has not used the term 'Sure Start' as the original Sure Start local programmes were aimed at areas of high deprivation. Bracknell Forest does not have any such areas, and the Council wanted to clearly offer a service open to all residents. Government funding for CCs is provided by the Sure Start Unit of the Department for Children, Schools and Families (DCSF).
- 2.7 The Government's target of 2,500 Children's Centres across the country was met in March 2008. Centres were initially to be established to serve all of the most disadvantaged areas. The ten-year strategy for childcare recommended more co-located and accessible services be set up, and that Children's Trusts be given the ability to develop Children's Centres in response to local demand outside areas of priority government funding.
- 2.8 The Government intended that CCs would help to contribute to the "Every Child Matters" ECM strategic outcomes by improving health outcomes for children and families; reducing crime rates; reducing child poverty; enabling parents to study and work and helping lone parents to access work and training opportunities.
- 2.9 Children's Centres are intended to be models of integrated service provision, where Primary Care Trusts, local authorities, Jobcentre Plus, education and childcare providers, social services, and the community and voluntary agencies should work together to deliver seamless holistic services. Guidance on governance arrangements for Children's Centres and Extended Schools was issued by the Department for Education and Schools in 2007.

The Reason for and Scope of this Overview and Scrutiny Review

- 2.10 This review forms part of the agreed work programme for Overview and Scrutiny¹, which is designed to have a strategic and effective coverage of matters of importance to residents. It was selected as being a significant development contributing to the very important 'Every Child Matters' agenda.
- 2.11 The purpose of the review of the Extended Schools Services and Children's Centres project was to look at the effectiveness of the implementation of the project in Bracknell Forest and to review the anticipated outcomes for children, young people and families with a view to informing future project development.
- 2.12 Key objectives of the review (see Appendix 1) were defined as: reviewing the working arrangements and effectiveness of the Area Steering Groups; to understand the role and work of Children's Centres; to evaluate the significance of shared targets; to explore the effectiveness of partnership working, and in particular, the links between youth services and extended services. Finally, to ascertain an overall impression of the development of the project's process and to make positive suggestions to aid the development of Children's Centres and Extended Services.
- 2.13 The Working Group decided that partner agencies' role, work and performance was outside the remit of the review.
- 2.14 The scope of the review included the Working Group meeting a number of key professionals involved in the project. Members also made visits to Area Steering Groups, Children's Centres and schools which enabled them to look at accountability arrangements and good practice within the Borough. Additionally, a visit was made to Paulsgrove, Portsmouth where an extensive extended services project was underway, to learn from their experiences of good practice.

¹ The current work programme for Overview and Scrutiny is available on the Council's website <http://www.bracknell-forest.gov.uk>

3. Investigation, Information Gathering and Analysis

How did the Council plan to deliver Children's Centres and Extended Schools Services?

3.1 The Council's long term plan for Children's Centres (CCs) and Extended Services in Schools (ESS) forms part of the statutory Children and Young People's Plan (CYPP)². The current plan, for 2006-09, states that:

- By 2008, 50% of Primary Schools and 33% of Secondary Schools would offer extended services;
- All schools will provide the full range of extended services by the end of 2010;
- CCs would be developed in accordance with national guidance and locally identified needs in the period 2006-2008.

3.2 The high-level CYPP is supported by a more detailed Council Strategy for extending the provision of Extended Schools and Children's Centres³ dated October 2005. That strategy provided for a phased implementation and states:

- That in the autumn of 2004, all schools in the Borough currently offered at least one 'extended' service. Furthermore one third of primary schools, and all secondary schools, offered four or more extended services
- That between 2006 and 2008 six new Children's centres were to be created, to reach 4,581 new under 5's.
- That by the end of 2010, all schools in Bracknell Forest will be offering core services and at least six Children's Centres will be set up, with additional support (i.e. funding) provided for rural areas in the north of the Borough.
- The envisaged benefits were for children and young people (e.g. increased pupil motivation and self-esteem); for schools (e.g. support to improvement in standards); for families (e.g. greater availability of childcare and specialist support); and for communities (e.g. improved local availability of sports, arts and ICT based at schools)

² The Children and Young People's Plan can be viewed on the Council's website at <http://www.bracknell-forest.gov.uk>

³ The Council Strategy for extending the provision of Extended Schools and Children's Centres can be viewed on the Council's website at <http://www.bracknell-forest.gov.uk>

- 3.3 The implementation of Extended Services In and Around Schools and Children's Centres were steered, until August 2008, by a Working Group chaired by the Chief Officer Access and Inclusion, and constituted under the Council's Change for Children programme. It has met throughout 2005-2008. Reports have been made to the Change for Children Project Team, the Management Team of Social Care and Learning and the Children and Young People's Strategic Partnership. Implementation reports on both Children's Centres and Extended Schools Services were submitted regularly to the Working Group. The Change for Children Project Team then became the Children's Trust Executive, and the Children and Young People's Partnership became the Children and Young People's Trust.
- 3.4 The O&S Working Group appreciated that development of extended services at Kennel Lane Special School presented particular challenges which the school and North Bracknell Area Steering group were addressing.
- 3.5 A Community and Activity Services (CAS) Partnership has recently been set up, as a successor to the old ES&CC WG, to promote joint opportunities. A revised strategy is currently being prepared - in the form of a CAS strategy to focus on all the community based interventions to support children and families through programmes in Social Care and Learning such as children's centres, extended services in and around schools, and integrated youth services, but also ranger, leisure, sports, library, health, police and other partners.

Budgets

- 3.6 The strategy above stated that in the three years 2005/2008 there was a total funding of £5.97 million for Children's Centres and Extended Schools Services. The Council's current plans are that:
- The Children's Centres budget is £1.15 million in 2008/09 rising to a planned £1.78 million in 2010/11.
 - The Extended Services and childcare budgets are £0.64 million in 2008/09, falling to £0.54 million in 2010/11, due mainly to phasing down the 'start up' element.
 - There is some uncertainty of the future position of the ESS budget, with the ESS budget being subsumed into the new Area Based Grant.

Area Steering Groups for Extended Schools Services

- 3.7 The Council established eight 'Area Steering Groups' (ASG) to oversee the Extended Schools Services Programme (Appendix 2). These have since been changed – Binfield and the Priestwood, Bullbrook and Warfield ASG's have merged into a 'North Bracknell' group, and both Sandhurst groups have merged into a single 'Sandhurst' group.
- 3.8 The Working Group was advised that this was to improve effectiveness:
- In Sandhurst the Central & Little Sandhurst ASG covered only three schools, with no secondary school and had reduced its activity to the three heads meeting alone. One of the schools feeds into Sandhurst Secondary School in the old Owlsmoor and College Town ASG. Sandhurst Town Council was keen that all of Sandhurst was together in one group.
 - Binfield has one primary school, but a very distinct community. Binfield Parish is an area with half the population living in Farley Wood, which feeds into Meadowvale School in the Priestwood area. Children from Binfield School go to a variety of secondary schools - in Wokingham, Garth Hill (in the Priestwood ASG) but mostly to Ranelagh as both schools are Church Aided. Part of the reason for forming the new Group is that Ranelagh is joining too.

Service Plans

- 3.9 Each of the Council's departments produces and publishes annual service plans setting out in more detail how it will contribute to achieving the Council's objectives. The 2007/08 service plan included a target that 14 schools would offer a full range of extended services (20 were achieved by that date) and 6 Children's Centres would be established. All Bracknell Forest's CC's were designated against government criteria (i.e. operational) by February 2008, although the buildings for some of these were not in place by that date. The Rowans and The Oaks were awarded 'Full Core Service Offer' status in November 2008, and the WG was advised that the remaining four CC's were due to receive this status by the end of 2009.
- 3.10 The 2008/09 service plan includes an objective to commission a wide range of extended services. It also includes 'Establishing six new Children's Centres', and '2-3 additional centres by 2011'. Officers have clarified this as being for achievement by 2010, not 2011 (due to a change by central government), and it is based on a maximum number of 600-1,200 children for each Children's Centre. Furthermore, it would be more accurate to say that the 6 CC's began their establishment in 2007/08, and the objective in 2008/09 was to complete that, by making them fully operational in terms of buildings, membership and range of services. Whilst acknowledging that some changes were caused by central government, the Working Group considered that the services plans could have had more detailed officer input and therefore been clearer.

Performance Measures

- 3.11 Children's Centres have nationally-set performance indicators, many of which are National Indicators, where the performance is a shared responsibility among a number of partners including the Council (see Appendix 3). Children's Centres carry out self-assessments and maintain local performance indicators.
- 3.12 Extended Schools Services have the National Indicator 88 (the percentage of schools providing access to extended services) which in Bracknell Forest has a baseline of 53% with 20 schools at September 2007 and a 2008/09 target of 50% of Primary Schools and 30% of secondary schools to be achieved by September 2008. The Council's plans also show a target of 100% (reflecting the national target) for all schools by 2010.
- 3.13 The Working Group observe that whilst these performance measures meet national requirements, neither the CC nor the ESS measures get fully to the heart of the long-term outcomes these programmes are designed to achieve, in terms of improving the lives and life chances of families and children. We acknowledge that there are powerful influences beyond the programme's control – for example, in relation to child poverty – also that many of the outcomes sought by Government are long term and therefore difficult to assess at this relatively early stage. We note that useful information is being collected at each CC, and that – over time – the Council should be able to assess the programme's full effectiveness. The CC Action Plan identifies data sources, marshalled under the ECM outcomes and key performance indicators, both national and local, but this is not being consolidated centrally at a high level. There is also some good information available on the outcomes in some individual cases of assistance. Establishing performance baselines and obtaining data from external sources is proving to be a challenge.

Governance

- 3.14 Governance arrangements vary between Centres, but all are managed with partners that reflect local need and diversity and represent all agencies involved in delivery as well as the users of services themselves.

What did the Working Group do in this Review?

- 3.15 The Working Group (WG) commenced its work by scoping their review in September 2007 and received advice on the scoping from Council's lead officers for CC's and ESS. It met on eight subsequent occasions to speak to various professionals involved in the project.
- 3.16 In addition to establishing the plans for and achievements of CC's and ESS in Bracknell Forest, the WG undertook the following meetings during the course of its investigations:

18 September 2007 - Introductory meeting to discuss the review, and to receive presentations from the Council's lead officers, Karen Frost and Graham Symonds.

Discussions were held with:

5 November 2007	Manager of The Rowans Children's Centre, Cath Lowther
3 December 2007	Children's Centre Co-ordinator, Bridget Shepherd
9 January 2008	Family Outreach Worker, NCH at The Rowans, Louise Bowman
16 January 2008	Parenting Worker, Maria James
7 February 2008	Health Visitors Team Leader, Shelagh Davies and Community Public Health Nurse, Julia Lamming
13 March 2008	To assess position of the review and forward planning
27 March 2008	Meeting with the Council's lead officers, Karen Frost and Graham Symonds
14 July 2008	Discussion on position of review and information sharing

The Working Group also undertook the following visits during the course of its investigation:

9 November 2007	Bracknell Forest Extended Services Conference
15 January 2008	Great Hollands, Hamworth and Birch Hill Area Steering Group
1 February 2008	Owlsmoor and College Town Area Steering Group
3 March 2008	Crowthorne Area Steering Group
4 March 2008	South Bracknell Area Steering Group
28 April 2008	Birch Hill Primary School
30 April 2008	Sandy Lane Primary School
13 May 2008	Paulsgrove Project, Portsmouth
12 February 2009	The Rowans and The Oaks Children's Centres

- 3.17 On 5 November 2007 the Working Group met **Cath Lowther, Manager at The Rowans**, the first of the project's Children's Centres. The Manager confirmed the extensive nature of the development of partnership working underway at the centre. This included a Common Assessment Framework co-ordinator, an outreach worker, a Parenting Officer, the Early Years and Childcare Team, play workers, a speech and language professional, Special Educational Needs Co-ordinators (SENCO) and a Senior Partnerships Development Officer. All staff were police checked and appropriately trained. The facilities provided two offices as well as a room for activities. It was hoped to provide core opening hours of 8am to 6pm with additional flexibility if required.
- 3.18 From this meeting the group learned more about the whole ethos of running Children's Centres; i.e. be close to those people it was hoped to help (within pram-pushing distance), to offer a wide range of activities found to be of use to as large a percentage of these people as possible; to be approachable e.g. by using drop-in sessions and to offer some additional activities at a reasonable cost to users.

- 3.19 The WG gained a clear insight into the range of activities that could be run at a Children's Centre and of the partnership working between agencies that could facilitate bringing these about. These included parenting courses, toddler groups, breastfeeding support, family support, health visitor support, baby groups, sports activities e.g. "Little Kickers", family activities such as cookery and antenatal courses. Not all activities would be offered at each centre but it was hoped to provide a good range of activities at each. Further, from this meeting the group expressed interest to learn more about the Solihull parenting initiative that it was hoped to offer to parents.
- 3.20 **Bridget Shepherd, Children's Centre Co-ordinator** met the working group on 3rd December 2007 and gave the group an insight into the strategic development for the overall project for Children's Centres. Plans were viewed for The Oaks Children's Centre and the group noted the multi-agency facilities to be provided. The group heard about the plans for The Alders, The Chestnuts and the Family Tree Children's Centres noting that the Berkshire East Primary Care Trust had offered to pay for 50% of the desktop computers at The Oaks. The WG again expressed interest in further details of the funding of the entire project; and it was understood that indicative revenue and capital funding had been given for the project for the next three years. However at the time of the meeting there was no capital funding to support the building for the Maples, the services being delivered instead from a variety of sites.
- 3.21 The WG noted at this meeting the key work reconfiguration by Health Visitors to match the Children's Centre areas. The WG also noted the role of the Area Steering Groups (ASG) was to support and advise the Children's Centre and Extended Services projects. ASG's were made up of local community representatives and were chaired by a Councillor.
- 3.22 **Louise Bowman, Family Outreach Worker at The Rowans Children's Centre** attended the WG's meeting on 9th January 2008. The FO Worker explained her role and the WG noted that she was employed by the National Children's Homes, receiving funding from the Council. The WG gained insight into the benefit of multi-agency working as 90% of the FO's referrals were from health visitors so the centre enabled closer working with the health visitors and the Common Assessment Framework Co-ordinator who was also present at the Rowans. The FO Worker role involved intensive support for those families that required it and breaking down boundaries to encourage them to become involved in the centre and to gain the support /access the activities that would help them. The WG noted how valuable such professionals' work was in this environment, and were encouraged to hear the benefits that such roles could bring to the community.
- 3.23 **Maria James, a Family Worker**, attended the meeting in January 2008 and gave the WG a detailed insight into her role and in running "The Solihull Programme" at The Rowans. The programme was highly valuable and through a highly effective group approach reached approximately 12 parents, 2 hours a week for 10 weeks on each programme. It was hoped to extend the programme across the borough and a promotion campaign was to be run through toddler groups. Support from the Berkshire East PCT was gained via funding for some course facilitators. PACT "Parents and Children Together" and the then National Children's Homes (now 'Action for Children') were helping to identify some parents that might benefit from the project,

- 3.24 On hearing with interest about this valuable work the WG again wished to find further clarification on whether funding for the overall project was ring-fenced, how much funding was provided for the long-term and whether it was linked to the Local Area Agreement. Further, to find out what funding was available in the North and in the South of the Borough. Officers subsequently advised that by September 2008, rolling programmes of parenting courses were in place across the Borough, and that ESS - and not CC - funding was to move within the Area Based Grant.
- 3.25 **Shelagh Davies, Health Visitors Team Leader and Julia Lamming, Community Public Health Nurse** attended the WG's meeting on 7th February to give details of the work of health visitors in the project. The WG learned that all were trained nurses but provided a holistic approach to healthcare for the family. The support offered to families now extended to families whose first language was not English as well as those new to the area. Concern was expressed that the Borough's rapidly changing demographics meant that this issue would grow as a work area, putting more pressure on health visitors' time. The health visitors linked into most General Practitioner (GP) services on a weekly basis, thus providing linkages to further health services. Health Visitor services included support for new mothers, limited ante-natal visits, baby clinics and help with mothers' post natal depression. There were 13 Full Time Equivalent (FTE) Health Visitors in the borough.
- 3.26 At the WG's meeting on 13 March, updates were provided on visits to the Area Steering Groups as listed above. The WG noted the strong links into local schools, and the benefits of various activities and sessions run e.g. parenting courses. The benefits of the project were noted as good co-operation between agencies, increased problem solving, and increased liaison between external and statutory agencies. Links with the community were working well in some schools through e.g. lunch club activities. However funding for the Area Steering Groups (ASG) was an issue of concern generally, including what contributions were being made by other agencies, and whether there would be any charitable help for the projects.
- 3.27 **Karen Frost, Early Years Manager and Graham Symonds, Extended Services Manager** met with the WG on 27th March to give extensive background information to the project. The WG were informed about the progress of the six designated Children's Centres; a significant number of which were virtual Centres using various premises to site their activities. The WG learnt about the staffing levels across the Centres and how activity programming was being progressed. Additional Centres would eventually be required in line with population growth and service provision had been prioritised towards the more disadvantaged parts of the Borough.
- 3.28 The WG was informed of the activities running at the various schools in the borough. The WG learnt that the ESS provision was a dynamic situation. The WG looked at various editions of the 'Extended Services Newsletter' published four times each year, which includes evidence of achievements. The WG also looked at the OFSTED report which summarised national progress assessed so far in relation to ESS and CC's.

- 3.29 The WG was informed that the CC project had core funding which was ring fenced for two years. The local authority would have revenue funding over the next three years for the current Centres, and the three additional Centres. The decision was delegated to the local authority as to how to distribute the monies. It was not thought that funding for ESS would continue after 2010/2011 as it was anticipated by the Government that the project should be 'sustainable' in the future. The WG subsequently noted that the Government are consulting on a proposal to make Children's Centres a statutory requirement, which should ensure continued revenue funding.
- 3.30 Members of the WG visited **Paulsgrove, Portsmouth** which was a pathfinder project for extended services, on 13 May 2008. In Portsmouth as a whole the project comprised of a large number of schools – 23 arranged in five clusters. There were 13 Children's Centres in Portsmouth. Particular issues were raised in the Paulsgrove area by its unique demography and geography, and the WG was able to gather some very useful information about how extended services worked from this. For example, the project had benefited greatly from having its own unique branding. We were particularly impressed with the enthusiasm and innovation shown by Paulsgrove, which we felt surpasses that in Bracknell Forest.
- 3.31 A Project Manager oversaw the entire Paulsgrove project and co-ordinated its multi-disciplinary approach by ensuring clear communication between its management groups which included representatives from different agencies. It was noted with interest that the Project Manager was recruited from outside the local authority applicants and had extensive practical experience of project management in the commercial and industrial sector. The Manager's budget included money for his role and administration. Different agencies then took on financial support for various projects; such as accessing children with particular issues. The benefits of the project were noted as being; the branding; the strategy group overseeing the project groups; the ability for strategic thinking and project management and also the fact that now all schools were able to provide some form of 'wraparound' care. Challenges included the difficulties of sharing data with health professionals.

How far have the Council's Plans been achieved?

Extended services in and around schools

- 3.32 Overall progress on ESS is summarised in the most recent implementation report at Appendix 4.
- 3.33 Implementation of ESS started in October 2005, with wide agreement to the Council's 'Strategy for extending provision in schools and Children's centres'. Since then, progress has included all schools being engaged in developing services appropriate to their needs. Area Steering Groups (ASGs) have been created to facilitate work in the community and with local partners to ensure a wide variety of activities and services are available.
- 3.34 On progress towards achieving the Government's target for all schools to have the full range of extended services by 2010, officers advised that, on national criteria the Council's Red/Amber/Green rating is Green overall. Officers were also very confident the Council would achieve its targets in 2009 and 2010.

- 3.35 The Working Group noted that national comparisons are difficult due to the shortage of data.
- 3.36 By October 2008, 21 of the Borough's 37 schools were offering fully extended services (see Appendix 5). By December 2008, two more schools were reaching the 'full core offer' for Extended Schools Services.

Extended Schools Services – A Case Study

'Tug of War' at Wildridings Primary School

Wildridings Primary School was experiencing some issues of low self-esteem and some challenging behaviour in Year 3. Extended Services suggested an unusual experience – tug of war training – as a way of addressing these concerns.

A member of the prize-winning Sandhurst Tug of War team went into the school to run a six week course. He began by teaching pupils the physical skills required in 'tugging', working the children in four small groups. This led on to discussing the mental strategies involved in overcoming difficulty, supporting each other and developing self belief.

The children learned little mantras such as 'I love myself' to be repeated before difficult activities which the children were observed doing before spelling tests and other difficult class work. Through experiencing wins and losses in each tug, the children were shown that there is no such thing as failure, since they could learn and try again.

During and after the course, teachers observed a distinct improvement in self esteem which was reinforced by support from the other children. The sessions provided a vehicle for teaching the children positive life skills, ways of dealing with positive and negative attitude and poor self esteem.

The children found the sessions extremely interesting as they hadn't done anything like it before.



Partnership

- 3.37 The WG regard effective partnership working to be critical to the success of both Children's Centres and Extended Schools Services. The Working Group considered that engagement with partners and schools is good, including the Citizen's Advice Bureau, the PCT, Police, Royal Berkshire Fire and Rescue Service, Bracknell Forest Voluntary Action, South Hill Park, and local churches.

School improvement plans

- 3.38 The Office for Standards in Education, Children's Services and Skills (OFSTED) say that the schools with the most effective services have integrated the developments of extended provision within their school improvement plans.
- 3.39 Officers advised the group that the Council had continued to encourage schools to recognise the need to meet better the needs of children through the 5 ECM areas, and so embed ES developments in the central planning of objectives, priorities and actions. Schools have been very focussed in the areas of attainment, achievement, attendance and behaviour. However, schools are now being required to address a wider range of issues around pupils' well-being. The OFSTED inspection framework is now based on the five ECM outcomes. ESS is designed to support these but schools could largely justify their adherence to these outcomes through more traditional support to students during the school day. OFSTED are now to introduce measures to account for the new requirement on schools for the 'well-being' of pupils (and to some extent the new requirement for community cohesion too). Schools differ in their response to these changes - the best will have considered the needs of the whole child and included a range of interventions in the day and after school to support these aims. Others approached it in a more traditional way. The Government recognised this need, and through the Training and Development Agency (TDA), the agency managing ESS, have developed a School Improvement Planning Toolkit which is a methodology and collection of tools to encourage wider consideration of the issues and involve all stakeholders in a school to participate in the formulation of the plan (through including parents, pupil and the community in the formulation, the focus will shift to whole child issues). The toolkit was developed in response to school leaders' requests for help in making the five Every Child Matters (ECM) outcomes a reality. This approach to school improvement planning aims to raise standards of attainment and promote pupil well-being. Officers advised us that the Council launched this 6 months ago to interested schools, and 5 returned recently to report on its success. A further 7 schools were present to hear from them and learn about the approach.

Monitoring effectiveness

- 3.40 The WG enquired what was being done to monitor and evaluate the effectiveness of Children's Centres and Extended Schools, with reference to any specific outputs/outcomes. Officers advised us that describing outcomes and impacts on children and families has been difficult. Our observations are in paragraphs 3.10 – 3.12 above. Newsletters and highlight reports included case studies and descriptions of the impact of schemes. Officers advised the WG that the Council was meeting its targets, but these concerned outputs and delivery. Schools were being inspected and extended services evaluated and the effectiveness of this scrutiny was being improved. ESS had not arisen as

an issue in any school inspection report so far. Officers also advised that the Extended Services target for September 2008 has been met, with more than half of schools now being 'fully extended'. The ESS team has an 'Impacts and Outcomes' process where any funding bid has to include baseline data against which progress is monitored. The WG considered that performance management was stronger in the CC programme than ESS, where new CC software was about to be procured to improve monitoring and evaluation.

Governance

3.41 The Council is required to comply with the Department for Education and Skills (DFES) Governance guidance for Children's Centres and Extended Schools, issued in 2007. This guidance covers requirements around systems of decision-making used to determine the services offered through ESS, to make sure they meet local needs and deliver value for money.

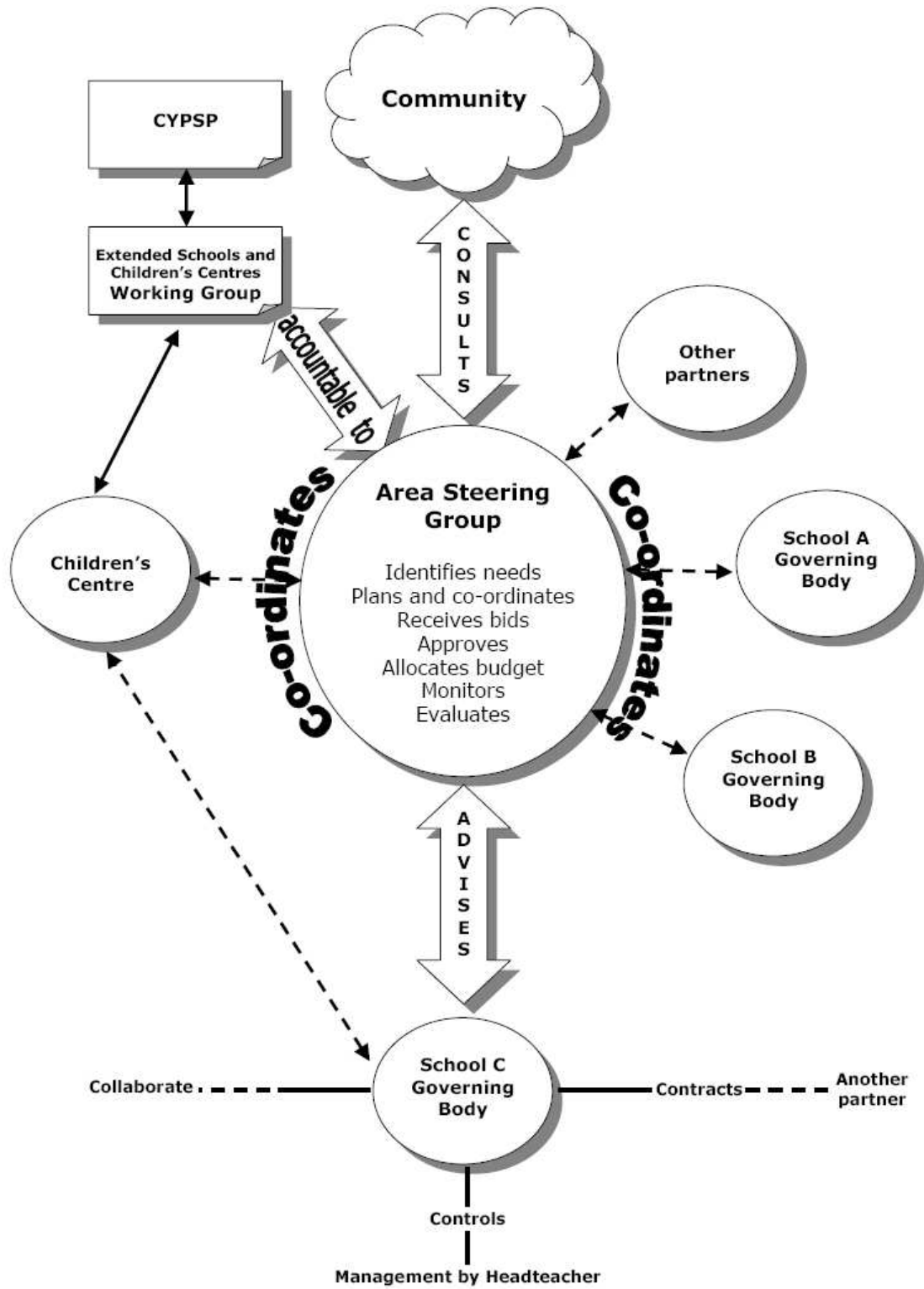
3.42 The Working Group were informed by officers that this governance was being applied for ESS:

- Bracknell Forest schools work in partnership with other organisations and schools, and in cluster arrangements.
- There is much consultation with pupil, parents, community, etc.
- The majority of local authorities' funds are devolved to clusters, either directly or through the support of an identified co-ordinator.
- In supporting schools officers were aware of delivery responsibilities, liabilities and accountability and addressed them when needed. All schemes meet all requirements, and are accountable. However Bracknell Forest has a different starting point from many local authorities. The Council's viewpoint has been that 'all our schools are already extended' (because they were, in one sense or another) and the Council aim to help them develop their provision further, building on strengths. This incremental growth has meant these issues have not become as apparent as they would have done in a school that changed its direction to one embracing ESS completely, from a position of having no extended services.
- Principles of workforce remodelling have been used.
- There is good liaison with multi-agency staff, partnership working being a strength in Bracknell Forest.

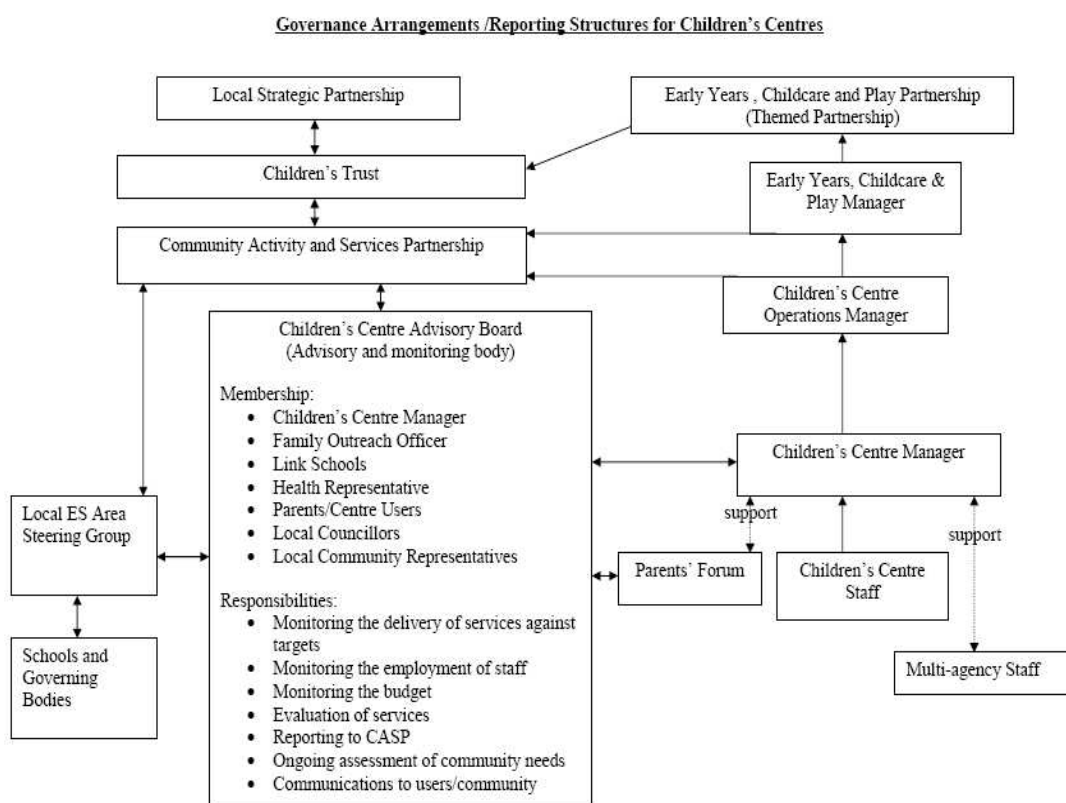
ESS Area Steering Groups

3.43 ESS Area Steering Groups (ASGs) have been set up by the Council, whose responsibilities include overseeing the local development and operation of services to ensure that the outcomes of the Every Child Matters (ECM) agenda can be realised. The geographical boundaries of ASG's were originally set in line with those of the Council's Neighbourhood Action Groups. They are a key contributor to the ECM agenda, and oversee local implementation of Extended Schools Services (ESS) and networking with a range of other partners to ensure benefits are delivered for children, families and the local community. ASGs are voluntary associations of individuals and organisations, and could be characterised as a mini Children and Young People's Strategic Partnership for the area. The role of ASG's is shown diagrammatically below. The membership of ASGs includes the Council's Executive Member for Education and Libraries (or their nominee) and relevant Council officers. ASG's have no management responsibilities.

Area Steering Groups



3.44 The governance arrangements for Children's Centres, shown in the diagram below, were agreed by the Extended Services and Children's Centres Working Group in July 2007. Advisory Boards have now been established in The Oaks, The Rowans and The Family Tree Children's Centres and the membership includes local Councillors, Head Teachers, representatives from Health and the local community and parents. Whilst the members represent the views of the local area and the users of the centre, there is also additional consultation and evaluation taking place informally on an ongoing basis. Terms of Reference have been agreed and each Advisory Board considers the need of their local community within the context of both council and national agendas.



3.45 Whilst there are currently no formal Advisory Boards in The Alders, The Chestnuts and The Maples, officers advised the WG that these are under consideration and there is ongoing consultation with the local community and parents to ensure that the services that are developed meet local needs. The Children's Centre Managers attend the ESS Area Steering Groups to ensure that the two programmes are working together wherever possible in the development of services so that families receive support whatever the age of the children.

3.46 Partner agencies and parents are also given the opportunity to develop services to meet local need, facilitated by the Children's Centres e.g. a Slovak family group meets once a month at The Rowans run by members of the local community.

Children's Centres

- 3.47 The overall progress on Children's Centres is summarised in the most recent report implementation highlight report at Appendix 6. Appendix 7 is an example of how the Family Outreach Workers are reaching vulnerable groups in The Rowans and The Oaks.
- 3.48 Children's Centre (CC) services have been progressively developed, according to local needs. The CC's (see map at Appendix 8) are 'The Rowans' at Easthampstead (opened in September 2007), 'The Oaks' at Great Hollands (opened March 2008), 'The Family Tree' for central Bracknell, 'The Maples' for northern parts of the Borough, 'The Chestnuts' for Crowthorne and Little Sandhurst, and 'The Alders' covering Sandhurst and Owlsmoor. 'The Family Tree', 'The Chestnuts' and 'The Alders' do not have their own dedicated buildings yet, though these are planned. Neither does 'The Maples' have its own building, and they will continue to use community venues. All the Council's CC's were designated as meeting Government criteria ahead of schedule and Bracknell Forest was the first to achieve this among the Berkshire Unitary Authorities. By November 2008, some 1,000 families have registered with CC's, which the WG regard to be a significant achievement.
- 3.49 'Together for Children', the Government Agency (sponsored by the Department for Children, Schools and Families), and responsible for monitoring and supporting local authorities in their Children's Centres programmes, has assessed Bracknell Forest as 'Low' meaning that the Council's delivery plans are assessed as having a low risk of not being delivered within the programme timescales. This demonstrates that 'Together for Children' has confidence in the way the Council is delivering the Children's Centre programme.
- 3.50 The Working Group also reviewed the current status regarding actioning the recommendations in the Support Plan for Children's Centres. Officers advised that:

- On performance management there is an Action Plan which is the main framework for the requirements of the performance management guidance. Managers also have to complete an annual Self Evaluation Form looking at their performance against the ECM outcomes. All the sessions that are run by the Children's Centres are robustly evaluated both qualitatively and quantitatively, and most are measured against Key Performance Indicators. This includes services that are commissioned by the local authority. This informed decisions to cease any under-achieving services.

The action points from the 'Together for Children' action plan had been actioned:

- The Alders' capital slippage was approved in January 2008.
- An officer ran a workshop at the Extended Services and Children's Centres conference in November 2007 which was well attended.
- All phase 2 Children's Centres were designated ahead of schedule. The departmental Performance Monitoring Report for the period April-June 2008 stated that planning had begun on the next phase of CCs – to develop a further three Centres over the next three years, in Crown Wood, Jennets

Park and a northern location. Officers were to meet in December 2008 to finalise designation dates for the phase 3 centres.

- The Action for Children Annual Report demonstrated how the Family Outreach Workers had worked with the vulnerable families in their areas (part of the performance management arrangements) and also a case study.



Members of the Working Group meeting parents and babies at 'The Oaks' Children's Centre, February 2009

3.51 As the Children's Centres had not become fully operational at the time of the main stage of our review, the Working Group visited 'The Oaks' and 'The Rowans' Children's Centres on 12 February 2009, to meet the staff, the parents and the children using those centres. We observed that:

- (i) Both Centres offered an impressive range of services and facilities, including for example sensory rooms, speech and language therapy, family outreach, indoor and outdoor play areas, a family room, kitchens for cookery lessons, baby weighing, and both Russian and Spanish language groups.
- (ii) The parents we met clearly valued the Centres, and got a lot out of them. The children also seemed to be happy and enjoying their activities.
- (iii) Health visitors and other professionals worked closely and effectively as part of this partnership programme.
- (iv) Both centres were well equipped and cheerfully decorated, with good physical security. In our view, these physical aspects are very important to the overall quality and success of the programme.
- (v) We noted that users of the Centres are consulted on proposed charges, the level of which was pitched at encouraging participation. All activities

are subsidised to some extent, though some achieve break-even if the level of participation is high.

- (vi) In our view, the parenting exercises, the encouragement given to parents to come along and talk about any concerns and difficulties they may have, and the theme of building confidence among users of the centres are particularly valuable.
- (vii) A high proportion of the parents we spoke to lived in apartments nearby. As both Centres are sited in less economically advantaged parts of the Borough, this indicated to us that the Centres are reaching their target 'audience'.



Members of the Working Group visiting 'The Rowans' Children's Centre, February 2009

Children's Centres – a Case Study

Report from Family Outreach Worker

I received a referral from a Health Visitor for a single parent family. Mum is a young parent who has 2 boys aged 2 and 6 months. She has also been a victim of domestic violence from her ex partner and the father of the boys who they no longer have contact with. When I started work with mum her needs were to have better coping strategies in how to cope with the transition from 1 child to 2, and to build up her confidence as a mother which in turn could improve her self esteem.

*I began with a couple of weekly visits and then I took her to the young parents group run at The Oaks Children's Centre. I could see from my observations that she connected well with her children, who in turn responded very well to her. After going with her to a couple of the young parent group sessions, she said she then had the confidence to go on her own. I carried on visiting her and speaking to her about things she could do for herself as well as the boys. I looked into getting her some funding for her eldest son to go to pre-school 2 sessions a week so she could have time with her youngest son. We also went together to look at a few pre-schools so she could decide which one would suit him. We were successful with the funding and managed to get 1 session a week paid for until her son is 3 at which point he will be entitled to 5 sessions a week. Mum now attends lots of the sessions at both children centres and has helped run some of the sessions herself. I have seen a huge change in her over the last few months and have seen her confidence grow. I was able to close this family in March and I see her down at the centre often. Mum enrolled onto the young mums cooking course that was run at The Rowans. The cooking course was facilitated by a chef who was incredibly impressed by her and told her she was a natural. She thoroughly enjoyed the course and decided she would like to pursue cooking as a career. She helped out at one of the weekly Stay and Cook sessions and ran the Alders 'Community Cook and Share' project. She is going to begin college in September to do a cooking course. I am confident that if she needed further outreach support then she would feel happy to contact me. In my feedback questionnaire she said 'thank you very much for the help. **Me and the boys are really happy and settled now and I feel we have a brighter future. I will go out with both boys without worrying on my own. I am more confident with my boys and don't feel as torn between them.**'*

4. Conclusions

General

- 4.1 Extended Services in and around schools and Children's Centres are important services which can, and have made a real improvement to people's lives and particularly the life chances of children. The Working Group was impressed with the commitment and professionalism of the officers and others we met during the course of this review, and we conclude that the Council has made very good progress in delivering these important services to residents.
- 4.2 These programmes are founded on evidence-based best practice. The programmes are designed to have a long term impact on children's lives, and it is difficult to isolate the effects of these programmes from many other factors and external influences. Consequently, it is understandable that the Council's plans for exactly what it wants to achieve are more output than outcome-oriented at this stage. The wording of service plan targets was somewhat vague, for example 'establishing 6 Children's Centres' was replicated in successive years' departmental Service Plans. Furthermore, the performance measures for both Extended Schools Services and Children's Centres do not fully get to the heart of what these programmes are aimed at achieving, in terms of all the *outcomes* for families and children. Instead, they dwell on the more easily measurable inputs (such as the number of centres), processes and some outputs.
- 4.3 Consequently, the Council's monitoring of the real effectiveness of these programmes is currently of limited utility. We note that this is not an easy task, particularly in the early stages of these programmes and because of external factors, and that in their report '*How well are they doing? The impact of Children's Centres and Extended Schools*', which was carried out at an early stage in the CC programme, OFSTED concluded that across England there was too little monitoring and evaluation of the impact of these services.

Children's Centres

- 4.4 The Children's Centres project was found by the group to be developing steadily and well. Extensive partnership working appeared to be in place and was providing benefits in both the working arrangements and in the services provided. The 'health sector' is involved in providing a service in the Children's Centres that have a physical presence. Also, there is a strong involvement from Voluntary Sector organisations, such as National Children's Homes (NCH), 'Parents and Children Together' (PACT), and 'Homestart' who have a focus on supporting children aged 0-5 years.
- 4.5 The wide range of activities which was being provided at those physical Centres already in operation was welcomed by the group.
- 4.6 The group was encouraged to hear of the plans for the development of future Children's Centres. However it was noted that one of these – The Maples - would be a "virtual" Centre without its own building, and some others used temporary building facilities pending their own buildings being constructed. We were informed that community venues (helped by a van service) were in use to deliver Children's Centre services, giving families access to local venues. The

Working Group had mixed feelings about this. On one hand, there was concern as to whether this would be as useful and successful as those with their own dedicated physical premises. On the other hand, we welcome the use of community venues for Children's Centres, in terms of the greater flexibility to offer locations closer to service users, also to the support it gives in maintaining and enhancing the Borough's community facilities. Officers are aware of the constraints here and the overriding need to provide good levels of service, and that all residents have equality of access.

- 4.7 The Children's Centre programme depends on Health Visitors to inform residents of the CC services which are available. This is valuable.

Extended Services in and around Schools

- 4.8 The Extended Schools Services programme is clearly showing signs of delivering some very positive outcomes, including better co-operation between the various agencies involved, increased problem-solving abilities, and extended liaison between external and statutory agencies. However, we conclude that more needs to be done to involve charities and the voluntary sector. We also note that, in the early stages, the secondary school sector was slower to become involved with ESS than other schools, however the programme is now becoming soundly embedded in these schools.
- 4.9 The group was encouraged to note the strong links between schools and the Area Steering Groups (ASGs), and concluded that these were working well. The ASGs were encouraging community working, and the increased use of local facilities.
- 4.10 The significant amalgamations of the ASGs suggested to the Working Group that the determination of ASG boundaries may not be thoroughly thought through at the outset, though we welcome the action taken to learn from practical experience and to improve effectiveness. It may also be a reflection on the active membership of the ASGs being lower than hoped for. This, in turn, may be a reflection of the actual level of empowerment of ASGs, also that some ASG members regard funding for the ASGs to be sparse, and falling well short of what was designed to make an observed 'step change' in benefits to parents. Nevertheless, we note that this is at odds with some ASG's under-spending their allocations.
- 4.11 While efforts to reach the 'harder to reach' groups are being made, the group consider that much remains to be done in that regard.
- 4.12 Acknowledging that four out of six secondary schools are 'fully extended', in our view significant progress needs to be made for teenagers in the extended services project in some parts of the Borough.
- 4.13 Members of the Working Group noted the close involvement of local community representatives in the Extended Service provision and their concern about future funding intentions, given the cessation of ring-fenced government funding and the creation of the Area Based Grant. We concluded that there needs to be more clarity in the sustainability and development of the Extended Services programme.

- 4.14 23 of the Borough's 37 schools offer 'fully extended' services at present. This rate of progress is understandable, given the timescale for delivering the whole programme, but it underlines that there is a significant way to go before achieving what the government requires of local authorities by the end of 2010.
- 4.15 This is a particular challenge for Kennel Lane School both in terms of their own on site provision and arranging for individual pupils to be included in their area. The ASG for North Bracknell is looking into the possibilities for inclusion of special needs pupils, which may well have financial implications.

5. Recommendations

It is recommended to the Executive Member for Children & Young People and Executive Member for Education and Libraries that:

- 5.1 We would encourage the Council to move towards outcome-based performance measures for Extended Schools Services and (needing less advancement on measures) Children's Centres as early as possible, to get fully to the heart of what outcomes are being aimed for, in terms of improving the lives and life chances of families and children. The Executive should set a timetable for stating and adopting these performance measures.
- 5.2 Service plan statements and targets need to be less vague, so it is clearer exactly what is to be achieved in each year.
- 5.3 The current assessment of Children's Centres by officers, which is on-going, should cover the next 5 years, the optimum disposition of the buildings for each Centre, partnership input, and the long-term funding position.
- 5.4 Residents in the areas without a single-site Children's Centre building should be surveyed for their views on the accessibility, range and success of the service.
- 5.5 The Council strives to improve the involvement of charities and the voluntary sector with the ESS programme.
- 5.6 The Council encourages, where appropriate, ASG's to strengthen their membership and accountability, and review whether they are suitably funded and empowered in practice. This is particularly important as there is uncertainty over their budgets after August 2010.
- 5.7 The Council carefully manages the expected transition from central funding to schools-based funding, and maximises contributions from partner organisations such as the PCT.
- 5.8 The partnership with Health visitors should be developed, specifically so that they are informed of the full range of services at all of the Children's Centres.
- 5.9 Focus should be maintained on funding those extended services that are sustainable beyond August 2010.
- 5.10 The Social Care & Learning and Health O&S Panels be kept informed, via quarterly Performance Monitoring Reports, as to the funding position and advised of possible future developments.
- 5.11 The Council should require the 14 schools yet to achieve 'fully extended' services to publish plans showing how that will be achieved by the end of 2010, with identified progress milestones. Progress reports on this should be included in quarterly Performance Monitoring Reports, which are reviewed by the Social Care and Learning Overview and Scrutiny Panel.
- 5.12 More is done to improve the 'reach' of Extended Schools Services to teenagers and hard-to-reach groups.

- 5.13 Given that Kennel Lane School serves the whole Borough, all Area Steering Groups should be encouraged to consider how they can best support the inclusion of special needs pupils at Kennel Lane.
- 5.14 Schools should be further encouraged to undertake their improvement planning - setting their vision, objectives and actions - in the light of the 'whole child' and the views of all stakeholders.
- 5.15 The Council strives to realise the benefits of partnership work supporting children and families through the Community Activity and Services Partnership.
- 5.16 The Council further ensures that needs continue to be identified through enhanced engagement processes.

6. Glossary

ASG	Area Steering Group
CAMHS	Child and Adolescent Mental Health Service
CAF	Common Assessment Framework
CAS	Community and Activity Services
CC	Children's Centre
CYPP	Children and Young People's Plan
CYPSP	Children and Young People's Strategic Partnership
ECM	"Every Child Matters"
ESS	Extended Services in and around schools
FTE	Full Time Equivalent
GP	General Practitioner
ICT	Information and Communications Technology
NCH	National Children's Homes
OFSTED	The Office for Standards in Education, Children's Services and Skills
O&S	Overview and Scrutiny
PACT	Parents and Children Together
PCT	Primary Care Trust (National Health Service)
SC&L	Social Care and Learning
SENCO	Special Educational Needs Co-ordinator
TDA	Training and Development Agency
'The Council'	Bracknell Forest Council
WG	Working Group

Bibliography

Extended Schools and Children's Centres – Strategy for extending provision
(Bracknell Forest Council, October 2003)

Children and Young People's Plan 2006/09 (Bracknell Forest Council)

Government Guidance for Sure Start Children's Centres and Extended Schools
(Department for Education and Skills, 2007)

How well are they doing? The impact of Children's Centres and extended schools
(Ofsted Report 2008)

BRACKNELL FOREST BOROUGH COUNCIL

**HEALTH OVERVIEW AND SCRUTINY PANEL and
LIFELONG LEARNING OVERVIEW AND SCRUTINY PANEL
WORK PROGRAMME 2007-2008**

Terms of Reference for

**SCRUTINY WORKING GROUP ON EXTENDED SERVICES IN AND AROUND SCHOOLS
& CHILDREN'S CENTRES**

Purpose of this Working Group / anticipated value of its work:

To look at the effectiveness of the implementation of extended services and children's centres project and to evaluate the anticipated outcomes for children, young people and families with a view to informing future project development.

Key Objectives:

1. To review the working arrangements and effectiveness of the Area Steering Groups.
2. To understand the role and work of children's centres.
3. To evaluate the significance of shared targets, in particular those relating to children's centres.
4. To explore the effectiveness of partnership working, and in particular at the links between youth services and extended services.
5. To ascertain an overall impression of the development of the project's process and be supportive, innovative and make positive suggestions to aid the process's development

Scope of the work:

1. To visit children's centres, and in particular to be present at the opening of the first children's centre.
2. To attend some of the Area Steering Groups within the borough.
3. To look at accountability arrangements and good practice outside the borough.
4. To identify partners and partnership arrangements.

Not included in the scope:

1. Investigation into individual partners' role and work.
2. Assessment of individuals' performance

Terms of Reference prepared by: the working group

Terms of Reference agreed by: the working group

Working Group structure: Councillors Ian Leake, Gill Birch, Jan Angell, Jennie McCracken, Mike Beadsley, Scott Burrows

**Working Group Lead Member: Councillor Ian Leake/Gill Birch
Portfolio Holder: Councillors Alan Ward and Dr Gareth Barnard.**

BACKGROUND:

1. General information on the project and a chronological guide as to how we reached this point now in the Borough – from the Officers of the Education, Children’s Services and Libraries Department
2. Information from the Area Steering Groups
3. TDA and Sure Start information
4. Information on what partners are involved in this project

SPECIFIC QUESTIONS FOR THE PANEL TO ADDRESS:

1. How are the Area Steering Groups working and are they implementing their decisions?
2. Are the extended services being made accessible to all children, especially the harder to reach groups?
3. What is being done for teenagers under the extended schools project?
4. How are the arts being brought into the extended schools activity?
5. How are local partners contributing to these projects?
6. What is the role of health in these developments?
7. How are extended services working with the voluntary sector and charities?

INFORMATION GATHERING:

Witness to be invited

Name	Organisation/Position	Reason for Inviting
Cath Lowther	Manager of the Rowans	To find out how the process of opening the first children’s centre was achieved/outcomes
Bridget Shepherd	Children’s Centre Co-ordinator	To gain further understanding into the project
South Hill Park’s Schools Liaison Officer		
A health representative		
A Police representative		
Local Authority Officers Graham Symonds Karen Frost Martin Gocke	Extended Services Manager Early Years Childcare and Play Manager Chief Officer, Access and Inclusion	Ongoing support to the project as requested

Site Visits

Location	Purpose of visit
Schools – TBA	To see how the project is progressing from the view point of schools.
Children's Centres – TBA	To see how the project is progressing from children' s centres viewpoint
South Hill Park	To look at how the arts could be involved in the project

Key Documents / Background Data / Research

1. Performance Indicators
2. Targets
3. List of Area Steering Groups with Chairs and lead officers
4. List of partners
5. Audit of extended schools

TIMESCALE

Starting: September 2007

Ending: March 2008

OUTPUTS TO BE PRODUCED

1. Scoping document to be reported to the Director of Education, Children's Services and Libraries and the Overview and Scrutiny Commission
1. Interim report paper by January 2008 to the Overview and Scrutiny Commission
2. Final report by end March 2008

REPORTING ARRANGEMENTS

Body	Date
Overview and Scrutiny commission – to see scoping document	

MONITORING / FEEDBACK ARRANGEMENTS

Body	Details	Date



Note: Since this map was produced, Binfield and Priestwood, Bullbrook etc have merged into a 'North Bracknell' group, and both Sandhurst groups have merged into a single 'Sandhurst' group.

New Performance Management Framework for Sure Start Children's Centres

ECM Outcome	Recommended Key Indicators	Difference	Data Source	Timing
Enjoy and Achieve	NI 72 – Percentage of children who achieve a total of at least 78 points across the Early Years Foundation Stage (EYFSP) with at least 6 points scored in each of the personal, social and emotional development (PSED) and communication, language and literacy (CLL) scales. (PSA 10)	SAME (as original framework)	DCSF/LAs based on EYFS Profile results.	Annual. LAs will have their own data now. DCSF will publish data for all LAs mid September 2008, so LAs will be able to benchmark their performance against their statistical neighbours.
	NI 92 - Percentage gap between the lowest achieving 20% in the EYFSP and the rest (PSA 11)	NEW (from 2008-09)	As above	As above
Be Healthy	NI 53 – Percentage of infants being breastfed at 6-8 weeks from birth (PSA 12)	CHANGED (old indicator referred to 'breastfeeding initiation')	PCT – as for old breastfeeding initiation indicator	Quarterly
	NI 55 – Percentage of children in reception year who are obese (PSA 12)	SAME (as original framework)	PCT – same as last year	Annual

Achieve Economic Wellbeing	NI 116 - Percentage of children aged 0-4 living in households dependent on workless benefits (PSA 9)	SAME (as original framework)	DCSF (from SOA level data supplied by DWP), accessed via the Key to Success website.	Annual. 2007 data is available now.
	NI 118 – Percentage of eligible families benefiting from the childcare element of Working Tax Credit; (DWP DSO)	NEW (from 2008-09)	HMRC Tax Credit Admin Data. SOA level data made available on the HMRC website.	2005 data is available now. More recent data will be made available once cleared by HMRC and DCSF
Stay safe	NI 70 - Rate of emergency hospital admissions caused by unintentional and deliberate injuries to children and young people (PSA 13)	NEW (from 2008-09)	Information Centre for Health and Social Care will publish Hospital Episode Statistics. DCSF is discussing with DH how LAs might be able to access data broken down by SOA and age; currently data is published for the 0 to 17 age group and is at a LA level. We will update LAs on	To be confirmed

			the situation later this year.	
Access for the most excluded groups	Percentage of members of the following groups in the children's centre reach area, with whom the children's centre establishes contact Teenage mothers and pregnant teenagers; Lone parents; Children in workless households; Children in Black and Minority Ethnic groups; Disabled children; children of disabled parents; and fathers. Other priority groups in the CC area.	CHANGED ('fathers' has been added to the list)	Collected at children's centre / LA level.	To fit in with self evaluation and LA performance cycle
Parental Satisfaction	% of parents of children aged 0 to 5 in the children's centre area satisfied with services	SAME (as original framework)	Collected at children's centre / LA level.	To fit in with self evaluation and LA performance cycle

CHANGE FOR CHILDREN IN BRACKNELL FOREST

PROGRESS / HIGHLIGHT REPORT
Working Group: Extended Services
Lead Manager: Graham Symonds
Reporting Period : July to October 2008
<p>Progress Against Targets</p> <ul style="list-style-type: none"> • The Training and Development Agency (TDA), who steer this work for the Government, report that Bracknell Forest 'compares very well against the SE region, statistical neighbours and national averages'. Under most assessment headings progress is assessed to be 'green' (on a scale of red, amber, green). Our likelihood of meeting targets in 2009 and 2010 is categorised as 'amber' due to the scale of work still to be achieved and the expectation that Government thresholds will rise. Our overall position is green – plans in place, good progress and evidence of good outcomes. • Progress against 'Strategy for extending provision in schools and children's centres': <ul style="list-style-type: none"> • Headteachers now generally recognise and support the benefits of extended services. 20 schools are now providing the 'full core offer' compared with the target agreed with the TDA of 14 schools. • Six Area Steering Groups (ASG) cover the whole Borough. All have visions and prioritised action plans and are steering local developments. This has changed since previous meetings: the Central and Little Sandhurst ASG and Owlsmoor and College Town ASG have merged to form a Sandhurst ASG, and Binfield ASG is considering joining with the Priestwood, Warfield and Bullbrook ASG. • £78,500 of the budget is allocated to ASGs in the period September 2008 to March 2009 to spend in accordance with their action plans. • Engagement and consultation activities are becoming routine to all initiative development. • A wide range of partners continue to be engaged. • Area Co-ordinators provide local support to schools and communities.
<p>Key performance indicators</p> <p>% of schools with full or sustainable extended provision in (July 2008):</p> <ul style="list-style-type: none"> • 3 or more elements of the core offer: 89% (33 schools) • All 5 elements of the core offer: 57% (21 schools) <p>The annual audit of schools was completed in July and the methodology has been revised to make the process more useful to schools. The evaluation of 'some', 'full', 'full plus' and 'sustainable' provision is now based on descriptors of delivery at this level, so schools can see what they could do to improve their extended services. The audit can also now be completed on a self-review basis. The outcome is similar to last year but the judgements are stricter and overall there has been an improvement. Further change can be expected next year.</p>

Recent developments

- In all areas there have been Area Steering Group (ASG) meetings, with the opportunity taken to refresh the area plan, reviewing existing objectives, suggesting new areas and re-prioritising.
- In **Binfield** the ASG met in October and agreed to continue to fund the library activities and parenting support activities. ASG members agreed the following priorities for 2008/9:
 - To develop a cohesive, inclusive community in Binfield.
 - Provide opportunities for young people
 - To offer parenting support, learning opportunities & advice
- In **Crowthorne** Broadmoor and Crowthorne C of E schools' have employed Family Support Advisers who commenced employment in September.
- Crowthorne library provided successful weekly craft sessions during the summer holidays for families in the Crowthorne area and have since started a weekly after-school craft club.
- A senior citizens' lunch club has started at Crowthorne C of E primary school and is attracting 4 or 5 older people from the local community each week. Year 5 pupils are supporting the older people.
- The summer activities programme coordinated by the PCSO was very successful. A large number of young people and their parents got involved and the Friday activities on the Morgan Recreation Ground were very well attended. It was evident that the harder to reach young people wanted the activities to come to them rather than going to Oakwood or Horseshoe Lake.
- A successful Arts Week took place during the summer. 26 young people attended and a sharing took place at the end of the week for parents & carers. A monthly Saturday arts session is currently being piloted until Christmas at a cost of £2.00 per session for 2 hours per young person attending.
- The October ASG meeting agreed the following priorities for 2008/9:
 - To offer parenting & family support
 - To provide opportunities for young people
 - The Area Plan will be revised to reflect the agreed areas for future work.
- In **Great Hollands/ Hanworth/ Birch Hill** ASG priorities agreed for 2008/9 were:
 - The need to increase parental engagement
 - Raising the aspirations of young people and their parents
 - Litter/environmental concerns (to include issues such as personal safety and anti social behaviour)
 - Easily accessible family spaces in schools
- A School Council Conference was held at Easthampstead Park in July. The theme for the half day had been 'Are we a caring community?' and feedback from the children and young people who took part suggested that the conference had been a huge success
- An Age to Age in Stories & Songs project is currently taking place in conjunction with Bracknell Forest Arts Development at Birch Hill & St Margaret Clitherow schools. Pupils are engaged in song writing and recording activities based on reminiscences from elderly residents at Ladybank Care Centre culminating in a performance at Ladybank.
- A successful health event took place at Easthampstead Park on July 22nd for pupils in year 9 with hour long sessions provided on drugs & alcohol (Drugs & Alcohol Team DAT), sexual health (Bracknell Forest PCT staff), internet safety

(Childnet International). Feedback from staff and pupils was excellent particularly regarding the internet safety session delivered by Childnet International

- A number of Stay & Play sessions took place at Birch Hill School during the summer holidays. The sessions were well attended with on average 10 adults & 22 children attending. Comments from the evaluation were very positive with all attending saying they enjoyed the session and would attend future sessions.
- In **Sandhurst**, the Summer of Fun event was a huge success with over 1300 children taking part in some part of the 4 week programme. It is hoped that this programme will be repeated next year, with local sponsorship currently being assessed to help sustain its future.
- New priorities for the newly merged Sandhurst ASG have been decided, one of these is to be a project around Sandhurst Pride in schools, giving local children and young people a sense of pride in where they live. A meeting with representatives from all of the school councils is planned for November to get the children's views on how they feel about where they live and how all children can feel proud and value their surroundings.
- A number of interschool activities are underway with pupils from Sandhurst school supporting reading in the College Town schools, and staff from Sandhurst school helping to support booster classes at Owlsmoor. Other interschool opportunities will be sought with the other Sandhurst schools.
- In **Priestwood, Bullbrook and Warfield**, the September Area Steering Group meeting considered priorities for 2008-09 and the Area Plan will be revised to reflect the agreed areas for future work which include SEN inclusion, consultation and engagement and work with families.
- A working group set up to consider the issue of the need for a youth hub in the North Bracknell area has, with advice and support from youth services, carried out an impressive piece of work establishing the movements and habits of young people in the area. Happily our group observed no anti social behaviour and further consultation and engagement work with young people is planned for the Spring to establish the best way forward for future provision.
- In support of the 2008 Northern Parishes Arts week, Holly Spring Infant School is one of a number of schools which will host two lantern making workshops. Up to 20 participants will work with professional artists to make a lantern which can then be used at the lantern and singing procession in Lily Hill Park on the 31st October.
- Finally, Holly Spring Infant school has also, in response to the needs of a small group of its children, set up a Nurture Group for a two term pilot. The Nurture Group supports 10 children from years one and two and runs on 3 mornings a week. The group, called "The Caterpillar Club" has been running for 4 weeks and the school reports that it is already seeing positive results with the children talking about their feelings more freely, having increased self-esteem and being more aware of others around them. Feedback from parents has also been positive and this pilot will be closely evaluated as a possible future model for other schools in the Borough.
- In the '**South Bracknell**' area – covering areas of Easthampstead, Wildridings, Harmans Water, Crown Wood and Forest Park – 3 schools in this cluster now have Family support advisers, with 1 other to be employed within the next few months. Progress has already been made in developing specific services to suit

their individual schools

- The tug of war project was hailed as a huge success from Wildridings Primary School with improved behaviour clearly noticed from the children who attended. Other schools are eager to try out this innovative programme.
- Two main priorities were identified from this ASG for the forthcoming year, one of these is around healthy eating, obesity and family cooking. The other is around expanding the schools community watch in this cluster, looking at specific issues that concern the children and young people in this area and trying to address these concerns with a week long programme of events.

- In **Winkfield/ Cranbourne/ North Ascot**, The ASG are continuing the cycle of consultation, implementation and evaluation to establish key priorities for action.
- All four schools will have pupils taking part in the Northern Parishes arts festival at the end of October and the ASG have funded part of the lantern project developed by the Arts Development Team at Bracknell Forest
- The series of parenting workshops are complete and the feed back from all sessions was extremely positive with participants requesting further sessions which the ASG have agreed to fund this term.
- The CAB drop in at Ascot Heath, goes from strength to strength and the ASG have agreed to maintain the sessions for a further year.
- Family Support Advisor is now in post for the four schools, and already the headteachers are reporting that she is making a difference

- The development of the Family Support Adviser (FSA) role is progressing. Between 20 and 25 schools are expected to have the role underway in the autumn term. Partners are working on an induction and training programme.
- Study Support, Nine schools have agreed to participate in QiSS accreditation this academic year, three secondary, four primary and an infant and junior school who plan to work together as a cluster.

Problems / Delays / Risks – Ongoing Issues

Willingness of schools to prioritise work in areas key to fulfilling full core offer.

Outlook for Next Period – Please identify potential changes to the plan.

- Development and embedding of FSA role
- Development of Borough-wide parenting opportunities
- Working with schools separately to help them achieve in all five 'core offer' areas
- Initial work on Disadvantage Subsidy pilot
- Development of, and consultation on, an updated strategy

Signature : *Graham Symonds*

Date : 31/10/2008

Extended Schools Services: Position of Bracknell Forest Schools at October 2008

Schools	Childcare 1.	Varied Menu of Activities 2.	Parenting 3.	Swift and Easy Referral 4.	Community Access 5.	Fully Extended?	Target for FCO 6.
Great Hollands Primary	Full +	Full +	Some	Full	Full	No	Mar-09
Cranbourne Primary	Full	Full	Some	Full	Full	No	Mar-09
College Town Junior	Full	Full +	Some	Full	Full	No	Apr-09
Easthampstead Park School	Full	Full	Some	Full	Full	No	Apr-09
Holly Spring Junior	Full	Full +	Some	Full +	Full	No	Apr-09
Sandhurst School	Full	Full	Some	Full +	Full	No	Apr-09
Winkfield St. Mary's CE Primary	Full	Full +	Full	Full	Some	No	Jun-09
Meadow Vale Primary	Some	Full	Full	Full	Some	No	Jun-09
New Scotland Hill Primary	Some	Full	Some	Full	Some	No	Jun-09
Binfield CE Primary	Some	Full +	Full	Full	Full	No	Oct-09
Fox Hill Primary	Full	Some	Some	Full	Some	No	Oct-09
Holly Spring Infant and Nursery	Some	Some	Some	Some	Some	No	Oct-09
St. Michael's CE Primary, Sandhurst	Some	Full	Full	Full	Some	No	Oct-09
Kennel Lane School	Some	Some	Sustainable	Sustainable	Some	No	Dec-09
Birch Hill Primary	Full	Full	Full	Sustainable	Full	Yes	
Owlsmoor Primary	Sustainable	Full +	Full +	Full	Full	Yes	
St. Michael's Easthampstead CE Primary	Full	Full	Full	Full	Full	Yes	
St. Margaret Clitherow Catholic Primary	Full	Full +	Full	Full +	Full	Yes	
Wooden Hill Primary	Sustainable	Full +	Full	Full +	Full	Yes	
Crown Wood Primary	Full	Full +	Full	Sustainable	Full +	Yes	

Schools	Childcare	Varied Menu of Activities	Parenting	Swift and Easy Referral	Community Access	Fully Extended?	Target for FCO
Sandy Lane Primary	Sustainable	Full +	Full	Full +	Full +	Yes	
St. Joseph's Catholic Primary	Full	Full +	Full	Sustainable	Full	Yes	
Uplands Primary	Full	Sustainable	Full +	Full	Full +	Yes	
Warfield CE Primary	Full +	Full	Full	Full	Full	Yes	
Whitegrove Primary	Full	Full +	Full	Sustainable	Full	Yes	
Wildridings Primary School	Full	Full	Full	Sustainable	Full	Yes	
Ascot Heath Junior	Full +	Full +	Full	Full	Full	Yes	
Crowthorne CE Primary	Full	Full	Full	Sustainable	Full	Yes	
Edgbarrow School	Full	Full	Full	Full	Full	Yes	
Ranelagh CE School	Full +	Sustainable	Full +	Sustainable	Full +	Yes	
Broadmoor Primary	Full +	Full +	Full	Full	Full	Yes	
College Town Infant and Nursery	Full	Full +	Full +	Full +	Full +	Yes	
Harmans Water Primary	Full	Full +	Full +	Full	Full	Yes	
The Brakenhale School	Full	Full +	Full	Full	Full	Yes	
The Pines School	Full	Full +	Full	Full	Full +	Yes	
Ascot Heath Infant	Full	Full	Full	Full	Full	Yes	
Garth Hill College	Some	Full +	Full	Full +	Full	Yes	
Total: 37						23	
Percentage fully extended						62%	

Notes

1. Childcare applies in primary schools and a 'safe place to be' in secondary schools.
2. A varied menu of activities means a wide range of study support activities for children - which will complement childcare provision.

3. Parenting means information for parents, access to parenting groups and programmes and family learning
4. Swift and Easy Referral means effective arrangements for identifying and reviewing children and young people in need of support, and schools have plans in place to implement Common Assessment Framework processes
5. Community access means if there is local demand, community use of suitable school premises
6. 'FCO' means Full Core Offer' as set by Government (see paragraph 2.2)
7. 'Full +' denotes schools which are working towards the top rating of 'sustainable'.
8. 'Sustainable' means that processes in schools will be embedded so that the services can continue to be offered, all the time changing and developing to suit changing needs.

CHANGE FOR CHILDREN IN BRACKNELL FOREST.

PROGRESS / HIGHLIGHT REPORT.
Working Group: Extended Schools and Children's Centres
Lead Manager: Children's Centres - Karen Frost
Reporting Period July 08 – October 08
<p>Progress Against Targets</p> <ul style="list-style-type: none"> • Together for Children (TfC) have approved The Oaks and The Rowans as being 'Fully Operational' thus acknowledging that full core offer services are being delivered from both centres. The remaining four centres have until March 2009 to be approved. <p>Progress against 'Strategy for extending provision in schools and children's centres':</p> <ul style="list-style-type: none"> • The project at Meadowvale School has now been started and is due for handover at February half term 2009. • The planning application for the original project at The Alders was withdrawn in August due to additional parking requirements that could not be met. A new application for the site of College Town School is currently in the pre-planning stage and indications are looking favourable. • The project at Crowthorne CE School has been given partial planning approval and is likely to proceed. Additional facilities are being explored in the area of Broadmoor School. • A capital plan has been developed which includes both children's centres and early years capital programmes. <p>Phase 3 Developments</p> <ul style="list-style-type: none"> • The DCSF has recently changed the guidance for the Children's Centre capital budgets for phase three developments. Rather than having a three year time period in which to deliver the additional three centres, this has now been changed to a two year programme with all capital expenditure (other than retentions) having to be spent by March 2010. • As a result of the above, the multi-agency proposal for the phase 3 CC building at Jennett's Park adjacent to the new community centre which had BFBC and PCT strategic approval to progress is unlikely to fall within the above time period. • However, three new projects are in the early stages of development, and will be reported to this group at the next meeting should they prove to be viable.
<p>Key Performance Indicators</p> <ul style="list-style-type: none"> • The national KPIs have been revised and now include accident and emergency admissions, sustained breastfeeding rates and fathers as a target group. • The CC Action Plan is being updated to include these revised national and local performance indicators. • Evidencing KPIs will be facilitated by the procurement of the CC software which is now moving forward.

Recent Developments

Staffing

- Two Project Workers have been recruited – one full time post and one part-time post and both members of staff are running sessions and proving to be a valuable asset to the CC team. Unfortunately the person recruited to the Saturday post has recently resigned having been offered a full time post at Larchwood which necessitates shift working. This post will be reviewed and then readvertised.
- Sandra Woodward has been awarded her NPQICL qualification and Cath Lowther has just started on the same course. As Louise Clark has also achieved this qualification, all three managers will have the required qualification for their role.

The Rowans Children's Centre

In addition to an already full programme, new services/activities include:

- Antenatal midwife clinic
- Diwali celebration run by Hindu mums
- Cooking workshop for children with allergies/food intolerances run by a mother
- Speakeasy course for parents which supports them in talking about relationships with their children
- A Polish information afternoon is to be held at The Rowans in November which has been organised by a working party including BFVA, the Police, Health services and Children's Centres.

The Family Tree Children's Centre

- It is hoped that the Family Tree CC will establish an interim office base at Langley Hall for families within the town centre area while the final location for the children's centre is decided. Outline terms have been agreed, but need to be approved by the Legal Dept.
- A weekly session is held at Bullbrook Community Centre with all areas of E.C.M. being covered on rotation.
- A Dads' group has been established to run every 2nd Saturday of the month at Langley Hall.
- Once a month at Langley Hall there are two E.S.L. groups facilitated by the P.L.A. – Bengali and Afrikaans
- A Kids + 1 group for lone parents is running on Wednesday morning at Langley hall, followed by a drop-in cooking session
- Priestwood Community Centre: All areas of E.C.M. covered on rotation.
- C.A.B., S.A.L.T., C.I.S., Jo Jingles, cooking sessions, baby massage, baby yoga and parenting sessions are all offered in the Family Tree area.

The Oaks Children's Centre

- The Health Visitors have moved on site and have settled in well.
- The Stay and Play sessions which ran at Birch Hill School using the nursery building and resources during the summer and half term holidays have been very popular and have also resulted in new parents visiting the school.
- An afternoon drop-in supporting more vulnerable families has just started. The group is for parents and children to enjoy activities together.
- A Tea and Toast group for the pre-school and nursery parents is planned to start soon with the aim of engaging parents on an informal basis and then developing the sessions into a Share programme.
- The Dads' Saturday group is taking place on a monthly basis.

- 3 short parenting workshops are in the process of being delivered as a precursor to a full Solihull programme next term.
- A parent has volunteered to become a mentor/community voice.

The Alders Children's Centre

- Staff from the Children's Centre supported the Sandhurst Summer of Fun.
- Weekly drop in sessions at The Spot are just about to start to include specific themes e.g. music with babies and guest visitors such as SALT.
- A Speakeasy course is to run in the area in the New Year.
- Further consultation will be taking place to ensure that services meet local need

The Chestnuts Children's Centre

- Stay and Play sessions were run from Broadmoor School during the holidays.
- Story and craft sessions were run from Crowthorne library supported by a PACT volunteer.
- Bumps and Babies/breastfeeding café is due to start in November to be supported by PACT/NCT volunteers.
- A paediatric first aid course is planned for November.

The Maples Children's Centre

- Binfield sessions are running fortnightly at Farley Wood hall in conjunction with an existing parent & toddler group which has helped to increase numbers.
- A project worker is to establish a baby café clinic at Tesco in Warfield.
- A Starting School evening was run in September, which was a great success and had good feedback from parents and partners at the event.
- There has been very positive feedback from the North Ascot sessions
- A bi-monthly session is running at Ascot Jubilee Hall and on the first Saturday of the month at North Ascot Hall.
- All areas have had paediatric first aid training – this will continue in the New Year.

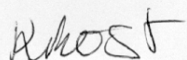
Problems / Delays – Ongoing Issues

- The final location of The Family Tree CC has still not been determined but a number of options are being explored.
- The revised capital guidance for the phase three centres will mean that any developments on school sites will have to be undertaken in advance of the primary capital programme although they will be planned to fit in with future plans.
- It will also mean that it is imperative that other departments within the Council understand the time constraints put upon us and work with us to ensure that the capital funds are not clawed back.

Outlook for Next Period – Please identify potential changes to the plan

- To move forward the phase two developments at the Family Tree and Owlsmoor.
- To explore the possible phase three children's centre developments.
- To remap the centre catchment areas once the location of the three additional centres is known.
- To consider additional staffing requirements.

Signature :



Date : 3.11.08

PERFORMANCE INDICATORS: Performance Results April 07 – March 08

To meet the following criteria for outcomes:

	Rowans CC	Oaks CC
Child(ren) in reception year who are obese: to look at diet, healthy eating plans and to look at active lifestyles.	0	0
Mothers initiating breastfeeding: to look at the first 48 hours of birth, baby to the breast or baby offered mother's breast milk.	4	3
Mothers continuing to breastfeed: to look at monitoring this ongoing process.	3	1
Children aged 0-4 years living in households dependant on workless benefits: to monitor closely with contact from Jobcentre Plus and Colleges/ Open Learning Centre.	10	13
Teenage mothers aged 16-19 years in education, employment or training: to include part-time learning and employment.	0	0
Teenage fathers aged 16-19 years in education, employment or training: to include part-time learning and employment.	0	1
Teenage mothers and pregnant teenagers:	2	7
Lone parents:	10	12
Children in black and minority ethnic groups:	1	3
Disabled children and children of disabled parents:	3	3
Other groups which are priority vulnerable groups in the children's centre area:		
Mental Health Issues	5	5
Domestic Violence	1	1
Drug and Alcohol Misuse	1	1
Other	0	1
Work carried out engaging with fathers:	9	10
Parents of children aged 0-5 years satisfied with the service: to measure when feedback has been received.	6	6

