



Staffordshire Children's Trust

Working together to improve the lives of children and young people

Community and Learning Partnerships - Facilitating Early Intervention

Presentation to Early Intervention Conference

Staffordshire County Showground

14 July 2009

Anne Cummins and Paul Woodcock

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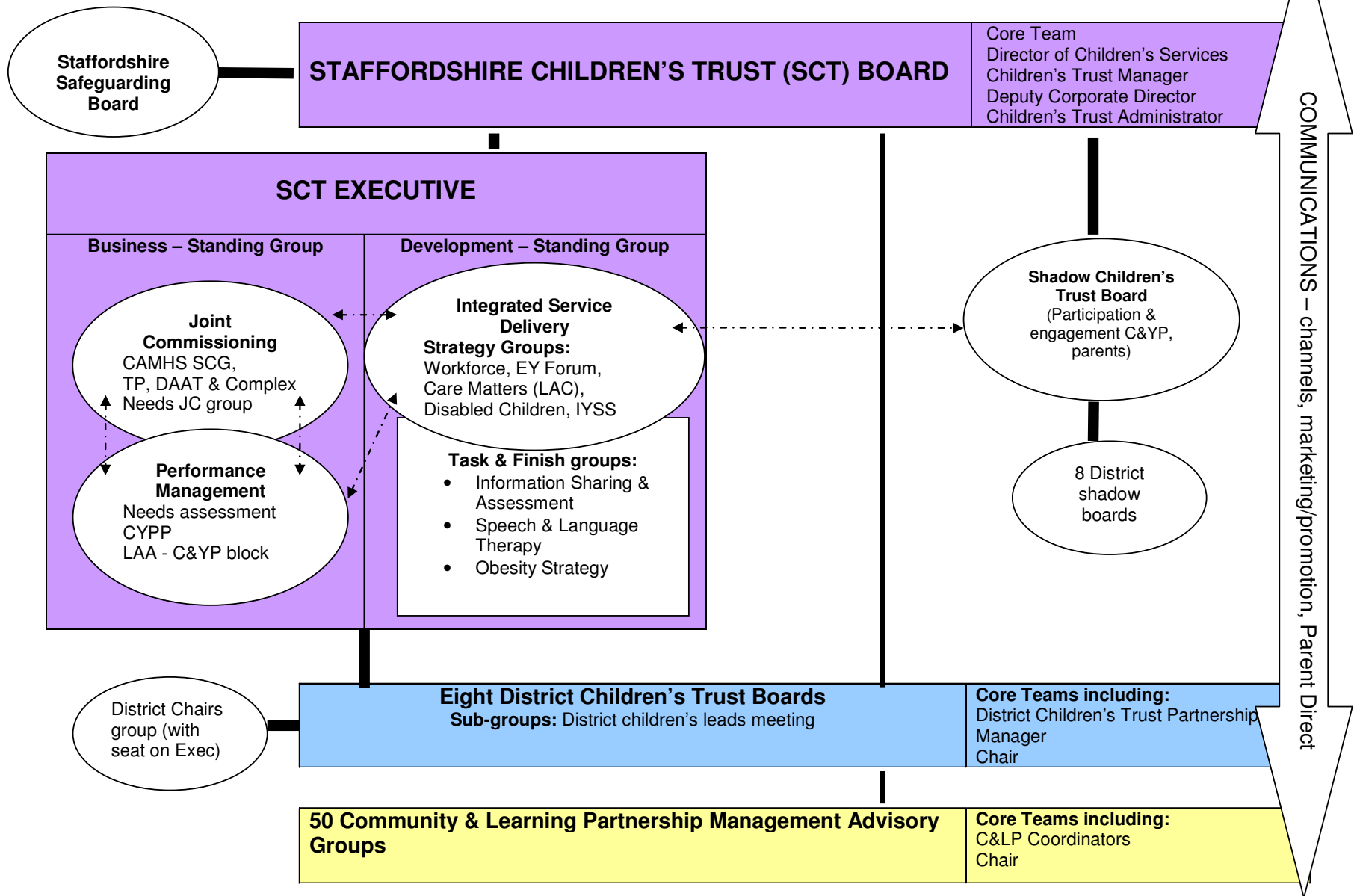


What is a Community and Learning Partnership?

- A pyramid of schools
- Statutory Services
- Voluntary and Community Services
- Private Sector Services
- District / Borough Council Services
- Parents and Carers
- Children and Young People

Representation from anyone who is interested in ensuring positive outcomes for children, families and the wider community.

Diagrammatic representation of Staffordshire Children's Trust – January 2008





Management Advisory Group Membership

Voting Members

- 1 High School
- 2 Primary School Representatives
- 1 NHS Primary Care Trust
- 1 Non Statutory Sector Representative
- 1 Childcare Representative (non statutory)
- 1 Special School Representative
- Connexions
- Adult Education
- Youth Service
- Police / Fire and Rescue Services
- Councillors: County Council, District Council, Parish Council
- Parents / Young People

Non Voting Members

- C&LP Development Officer
- C&LP Co-ordinator
- District Partnership Officer
- Childcare Development Officer
- Specialist Advisers inc.
Children's Centre Services Manager



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Challenges

- 394 schools (First, Primary, Middle, Secondary, Special, PRUs)
- 2 PCTs
- 8 District Councils
- 1000's of Voluntary and Community Organisations delivering services across the County

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Role of C&LP

- Planning at local level
- Identify gaps in service
- Commissioning services to meet gaps
- Use of devolved budgets
- Delivery of Children's Centre and Extended Schools core offer across the partnership cluster.

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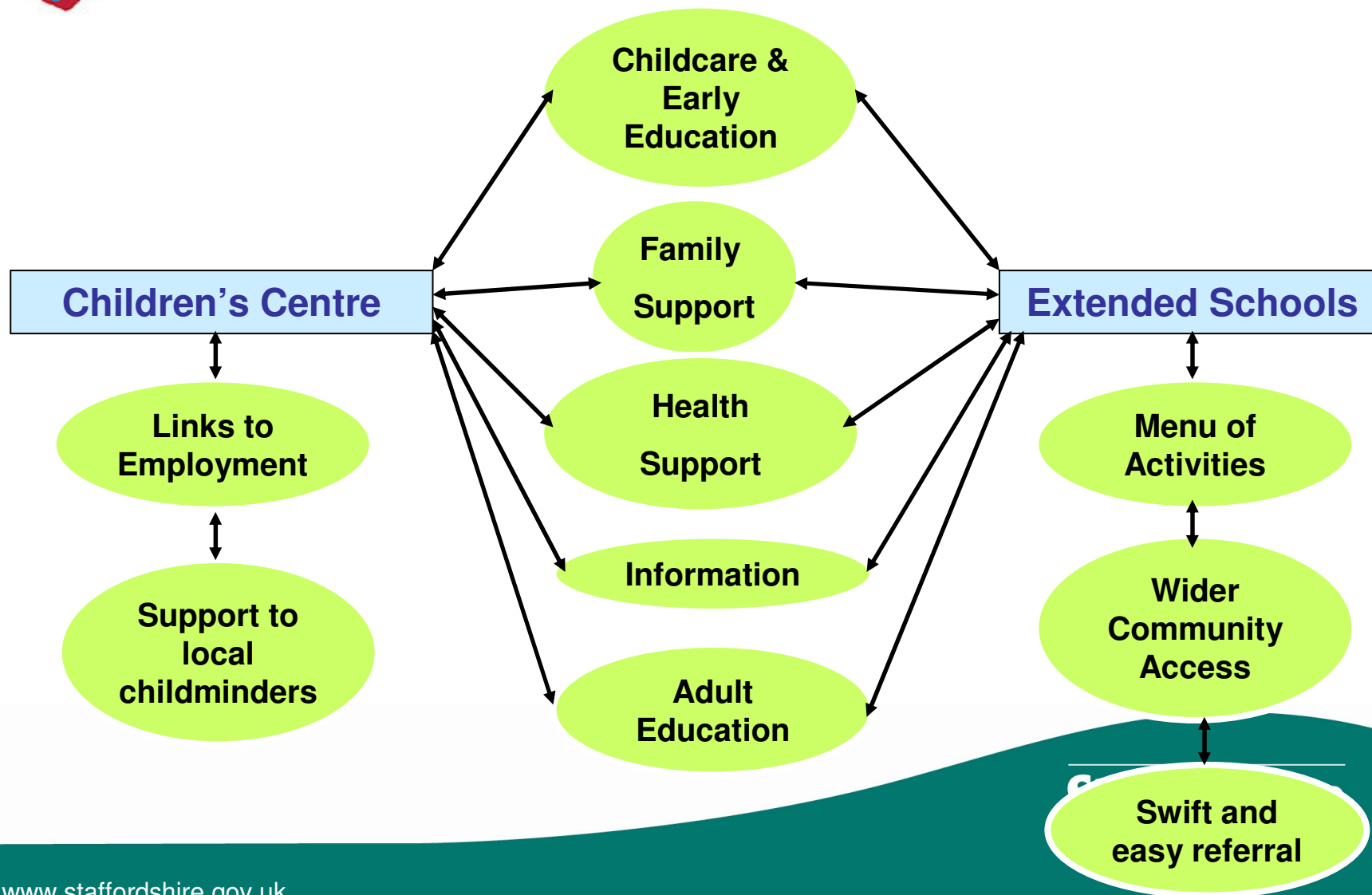
C&LP Strategy Document

- Create 32 Children's Centres in Phase I and 18 in Phase II
- Delivery of extended schools and children's centre core offer
- To create a seamless approach for 0 -19 to support families, children and young people



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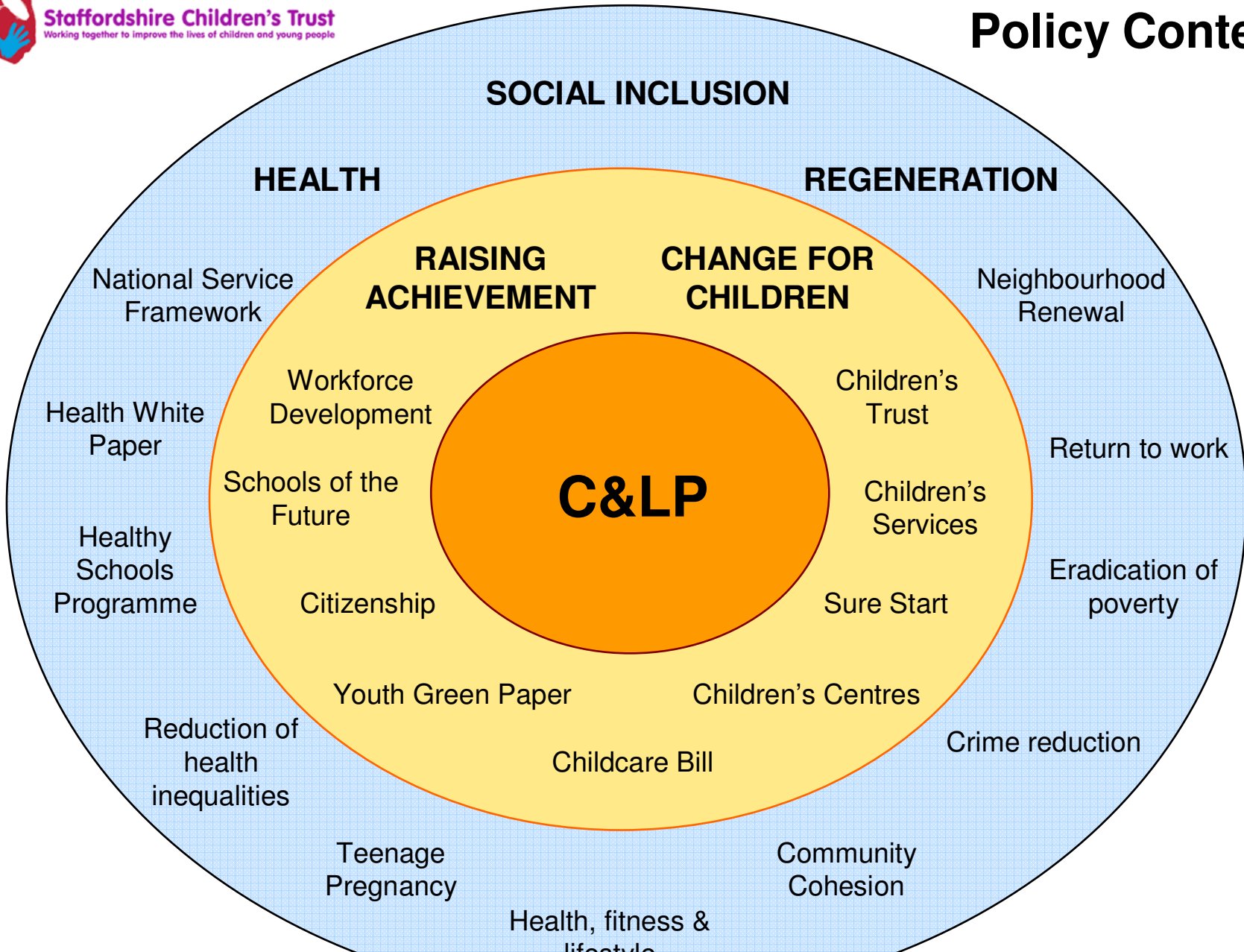
Core Offer – Examples of Existing Services





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Policy Context



Raising Aspirations

- The largest influence on education attainment is home background
- This is the key area for PSWs

Key Educational Milestones

- Preschool education
- Key Stage 1 / 2 transition
- Key Stage 2 / 3 transition
- New diplomas – 14-19
- Key Stage 4 (GCSE results)
- Increasing staying-on rate post 16
- National Challenge Schools (6)



Four Key Elements for Success

1. Holistic approach for the delivery of services to individuals and communities (families, children and young people)
2. Regeneration
3. Preventative model
4. Raising achievement and aspirations for individuals and communities



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Children's Centres 2006 - 2011

- 6 Phase 1 Children's Centres
- 32 Children's Centres designated 2006-2008
- 18 Children's Centres 2008-2010

- Phase 2 and 3 centres developed around existing services including
 - Maintained nurseries
 - Schools – primary and high schools
 - Libraries
 - Neighbourhood nurseries
 - Sure Start local programmes
 - Youth centres
 - Health centres
 - Community Centres

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Children's Centres

- Models of service delivery that best fit the community
 - Single centre
 - Campus model
 - Rural network model
 - Staffordshire's first mobile children's centre
- Small capital grants – minor works programme to develop a network of outreach services
- By 2010 an additional 18 children's centres
- All children under 5 and their carers will have access to children's centre services

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Progress So Far...

- All C&LPs have a Management Advisory Group (MAG) and 0.5 FTE co-ordinator
- 8 District Children's Centre Services Managers as C&LP improvement partner
- All C&LPs have a delegated budget and a financial commitment for the period April 2008 to March 2011
- All C&LPs have integrated service delivery

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Neighbourhoods and Communities Matter

- **“Children’s educational underachievement is linked with a wide range of deprivation factors: low parental income, poor housing conditions, low family income, ill-health, family problems and wider community factors such as low aspirations and unemployment. To another, initiatives are increasingly recognising the need for multi-disciplinary approaches to break the cycle of disadvantage, which addresses the needs of the child, the wider family and the community.”**
- **“More than the sum…….” Audit Commission Nov 2006**

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