

Section eight
Case Studies –
Examples of
Effective Local
Practice





This section of the guidance sets out 114 examples of effective practice from the extensive range of case material provided by participating authorities, through individuals attending the regional events and by those who responded to the Call for Evidence. 70 of the authorities have examples included here. They have been selected because we were told about the impact the practice is **having already or is beginning to have on outcomes**. We have not independently verified the information we were given.

The examples are in two parts, those which have a demonstrable impact on outcomes (A) and those where there is some evidence that they are having an impact (B). The index at the end allows readers to search for specific examples by local authority or by type of service.

The rest of the material submitted as part of the Call for Evidence can be found on the Narrowing the Gap pages of the C4EO website: www.C4EO.org.uk and the LGA website: www.lga.gov.uk

A. Examples of effective practice which are having a demonstrable impact on outcomes

1 Bath and North East Somerset – The Forest School approach.

Area: Midsomer Norton Primary School, Bath and NE Somerset.

Content: The project involved 10 reception class pupils from Midsomer Norton Primary School in a 5-week forest school project in Silver Street local nature reserve, a 10 minute walk from the school. The 10 youngest children from two classes (five

girls and five boys) were involved as they were identified as being most likely to benefit from this opportunity for practical and play-based learning. School assessment data indicated that most of these children scored low in achievement and confidence. The reception class teacher who also undertook the Forest School level 1 training was involved in each of these sessions, providing continuity for the children involved. As part of the project, 15 early year's practitioners participated in accredited Forest School level 1 training and each session was supported by three students as part of their training, ensuring that the quality and ratios of staff support for the project was very high.

Outcomes: Improved Ferre Laevers well-being Scales and Leuven involvement scales scores for each child. Improved Strengths and Difficulties Questionnaire scores (SDQ) for all participating children (main CAMHS indicator of child mental health status). Practitioner observations, case studies, learning stories and children's verbal comments provide evidence of the positive impact of the project on all areas of children's learning and development.

Why it works: Children were provided with a context (and quality outdoor clothing!) which enabled them to explore and learn about the world, themselves and each other through direct and self-directed experience through the structure and support of a Forest School programme. A strong and effective partnership between regional and local advisory staff, the project delivery team and site managers enabled the project to be delivered and evaluated to provide an excellent case study for wider implementation and evidence of the value of the forest school approach for

early years children.

Golden threads: you can do it; through the voice and eyes of the child; learning to learn; shape up and keep fit.

Contact: rowena.kenny@forestofavon.org.uk

2 Bristol – The Learning Communities Team

Area: Bristol

Content: The service targets adults (including a significant number of parents) without a full level 2 qualification, to support their progression to further learning or work opportunities. A team of development workers have a budget each and individual targets to engage and progress learners in specific neighbourhoods (super output areas with adults with no level 2 or above) and communities of interest (eg. BME community). They are deployed to work in close partnership with extended schools, health visitors, children's centres and other services.

Outcome: In 2006/07 the service exceeded all its targets, involving 2,041 (target 1,970) learners on 1st step community or family learning activities and 825 (576) on step 2.

Why it works: The service has a clear vision and is value driven, but also places a strong emphasis on the effective collection and use of data, good strategic and operational planning, and effective leadership and management. The service has a good understanding and knowledge of priority communities and pays a lot of attention to the views of stakeholders.

Golden threads: Learning how to learn; you can do it; prove it – making change happen; together with parents; it takes a community.

Contact: The Learning Communities Team – lctinfo@bristol.gov.uk

3 Camden – Thomas Coram Early Childhood Centre

Area: Thomas Coram Early Childhood Centre working with LB Camden

Content: The Thomas Coram Early Childhood Centre is situated in the Kings Cross area of London, an area of high deprivation with a transient population and significant levels of temporary housing, and one of the most problematic areas of London for drug trafficking and sex working. The centre takes children from birth to five. 20% (50) places are reserved for vulnerable children (including looked after children) and are allocated by the multi-agency safeguarding panel for the south of the borough. 65% of this group are from new communities, new to learning English and between them they speak 19 languages. A quarter of the centre's children have identified learning needs and a quarter are entitled to free school meals.

Children can be allocated a place from six months. All key workers are qualified to NVQ 3 or above. Team leaders are all graduates and include practitioners with NQT. The centre also has a rigorous and thorough system to track children's learning and development. Every child is regularly assessed and there are clear plans for each child's programme, which actively involves their parents. Learning priorities for each child are identified and

used to plan what experiences they are offered. Data from each child's records is drawn together to give an overview of children's progress. It also helps monitor the progress of groups within the cohort and informs overall planning.

Outcome: On entry to the children's kindergarten at age three, approximately 30% are below the expected level of development. On exit 6% are below the expected level (1 out of 17), 23% reaching it and 71% are exceeding it. The children who started as babies or toddlers are generally doing better than those who start at three.

Why it works: The centre has strong leadership and staff put children's development and learning central to what they do. The centre puts an emphasis on early identification and access to high quality nursery education. Staff are highly trained and well supported, and meet daily to discuss each child and make decisions about the programme for each child based on the previous day's observation and assessment. Data is used rigorously to support observation and support focused individualised planning. Care, welfare, emotional and social development have the same value placed on them as educational development and learning. Vulnerable children have the same opportunities as their peers in a mainstream environment. Parents are fully engaged and involved and there are strong links with partner agencies.

Golden threads: you can do it; together with parents; through the voice and eyes of the child; learning to learn; shape up and keep fit; prove it – making change happen; from good to great.

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4 Cheshire – Quality Matters in Parenting Support

Area: Cheshire

Content: A parenting strategy has been developed embedding within it the golden threads. In order to quality assure the parenting support programmes provided through the strategy, Cheshire has applied the 'Quality Matters – Think Family' framework. This involves parents in the quality assurance process as well as offering training for parents to be more effective in taking part in the consultation process.

Outcome: The audit of services has already shown a significant improvement in quality (and quality of training of staff) over the first six months.

Why it works: because it provides an explicit, clear and transferable quality framework against which a range of different types of parenting support can be measured – providing a consistent set of expectations and a standard of service but not constraining the nature, type and organisation of local parenting programmes. It also provides assurance through the central expectation that parents are the auditors of quality as well as being assured of a standard of quality in what they can access.

Golden threads: together with parents; prove it – making change happen; passion with purpose; shape up and keep fit; unite to succeed.

Contact: Pauline.Kershaw@cheshire.gov.uk

5 Coventry – Data Book

Area: Coventry

Content: Each year the Coventry Children’s Strategic Partnership holds a ‘Turning the Curve – Data Day’ event, to look at what the data says about Coventry’s strategic priorities, their progress on the previous year, and plan for the next. They publish a data book to support the work of the day. The book provides practitioners as well as strategic planners and senior officers with an evidence base for decision-making on the day and then throughout the year. The five outcomes are addressed with information on the desired individual outcomes agreed in the CYP plan, the trend, the statistics and the story behind the data.

Outcome: Strategic planning across the whole children’s trust is evidence based, well informed, monitored, and adjusted depending on effectiveness in the previous year. This facilitates faster progress.

Why it works: Because it provides coherent and focused information and evidence about national and local statistics and the trend in Coventry using a common methodology so planning is based on a shared knowledge base and real time understanding of what difference partners are making. It also turns a focus on targets into a focus on outcomes and knowledge to inform practice.

Golden threads: you can do it; unite to succeed; prove it; from good to great; culture not structure.

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6 Derby – Community Paediatric Service

Area: Derby City

Content: The service was set up to meet the needs of children from specific vulnerable groups and those living in the most deprived circumstances (approximately 10% of Derby’s general child population). The children supported have complex and enduring health problems that impact on their ability to function at home and in school or are living in poverty. The cohort have a history of the frequent use of emergency services, but missed regular appointments and failure to attend follow up clinics. A gap was identified in terms of how the PCT was responding to and meeting the health needs of this cohort of children.

To achieve their aim the PCT radically remodelled existing resources to develop a specialist team (using resources previously providing alternative primary care to that provided by GP’s), led by consultant paediatricians with associated specialists including a consultant in population paediatrics. The service set up a comprehensive information system which helps them identify, work with and monitor the outcomes for individual children as well as understand the overall impact on outcomes. They have developed strong working relationships with children’s services, schools and GPs. The service supports mainstream services and complements what primary health practitioners can practically provide. Children’s centres, schools and children’s services can access swift and effective health care when they identify a health need.

Outcome: The information system shows that a high percentage of children

seen by the service are from recognised vulnerable groups. The majority of contacts are for children in the most deprived two quintiles (fifths) on a nationally recognised scale and that the proportion of deprived children seen is statistically significantly greater than the proportion of children in these two quintiles in the population covered. No child was lost to follow-up after six months. The service is meeting previously unmet health needs which is leading to improved overall outcomes for children and improving their experience in school and socially as well as in the home.

Why it works: Excellent data underpins extremely effective identification, early intervention and successful engagement with parents who tend not to use mainstream primary health care. This directly improves children's health in those families.

Golden threads: shape up and keep fit; together with parents; unite to succeed; prove it – making change happen.

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7 Devon – The Enable project

Area: Devon, South Brent Primary School

Content: The Enable project narrows the gaps in education for children with mental health needs. Based on the understanding that a child's emotional foot print is set between birth and seven years, and that emotional development can be interrupted by life experiences that cause tangible barriers to learning, the Enable project provides staff working

with the children with knowledge of the brain theory, strategies and culture to identify children's interruptions to their development. This project works to address the impact of these interruptions reparatively and therapeutically as part of personalised mainstream curriculum delivery.

Outcome: 102 pupils and 71 families have received this support in the last five years. Of the 102 children, 47% have made progress in line with national expectations, 9% have exceeded them. Parent feedback says that this has "changed their lives". This has all been evidenced by Ofsted.

Why it works: By attending to pupils with mental health issues as part of the curriculum the gap in learning has been significantly narrowed and in some cases closed. Staff have been equipped to understand the issues and address them confidently with both children and parents, and children have not been singled out or stigmatised in the process.

Golden threads: you can do it; learning to learn; together with parents; shape up and keep fit; unite to succeed.

Contact: Helen Nicholls 01364 72203

8 Essex – Interlock Neighbourhood Management Programme

Area: Basildon, Essex

Content: The programme is based in an area of Basildon with low educational attainment, high levels of benefit, and high numbers of single parents, poor health outcomes and high crime levels. The approach has been two pronged. It

has dealt with visible improvements to the environment with environmental improvements, increased play resources (play areas, equipment and activities) coupled with high profile policing. It has also invested in the community across all generations. It funds parent and child training programmes for children aged 11+ with neurological problems such as ADD/ADHD which has led to parents forming a support group. This group became involved in a volunteering programme in schools and in the community which has given members access to training opportunities, got more adults engaged in volunteering (especially in schools), and led to a number of parents gaining employment after never working.

Outcome: There has been a marked improvement in cleanliness and a drop in youth nuisance, a significant drop in recorded crime from a baseline of 1,550 to 599 in 2007/08, a reduction in exclusions (no exclusions at primary in the last three years and year on year reduction at secondary), a significant rise in children involved in out of school activities, and other outcome measures relating to community well-being. There has also been a significant change in attitudes to children and young people in the area, an increase in adult learning and in the number of adults becoming employed.

Why it works: The programme takes a whole system approach to addressing a wide range of inter-related problems, dealing with effect as well as cause simultaneously. Starting with high aspirations for the neighbourhood, it has brought targeted resources to bear and built on the outcome of each investment to extend the impact on an incremental basis. It has also simultaneously involved adults, especially

parents and offered those parents opportunities for themselves. Parents and children have increasingly got involved in, and started to contribute to, then design developments. Schools, Children's Centres and the voluntary sector have worked together in partnership with the district and county council and the whole programme has got its own multi-agency governance arrangements, acting as an employer as well as a strategic partnership. Careful data and performance monitoring has underpinned the whole programme.

Golden threads: all 12

Contact: jackiebrown@nminterlock.org.uk

9 Gateshead – Motivating Stakeholders

Area: Gateshead Kells Lane Primary

Content: This school is using the TDA's School Improvement Planning framework to involve pupils, governors and school staff in planning and in thinking about the school's work in relation to ECM and the five outcomes. The senior leadership team is also using tools from the framework to examine key school issues in depth. The approach has led to a deeper engagement of the various stakeholders involved in the school which was good for morale and motivation and has contributed significantly to changing some of the ways the school is working.

Outcome: A redesigned breakfast club targeting maths has led to improvements in the attainment of a selected cohort; improved evidence for the SEF; contributed to Ofsted rating the school "outstanding"; and to better

communication with and engagement from parents, including the response to the parent questionnaire going up from 30% to 80%. The Head Teacher workload has reduced by shared planning, and a number of parents are now leading on school improvement work. Shared ownership of the school improvement plan has also been noted by Ofsted.

Why it works: An explicit shared framework for improvement and development that supports strong leadership but ensures complete engagement and shared contributions from everyone involved, provides a platform for higher aspirations, and focuses on the gaps to be addressed.

Golden threads: together with parents; shape up and keep fit; unite to succeed; you can do it; expect the best – passion with purpose.

Contact: The Head Teacher, Kells Lane Primary School, Gateshead

10 Hackney – Academic mentoring in English, maths and science for Caribbean Heritage students at KS3 and KS4

Area: Hackney – three secondary schools

Content: Caribbean heritage pupils who are underachieving or at risk of underachieving at GCSE are identified and their progress is tracked. Weekly mentoring meetings with the local authority consultant for Caribbean Heritage pupils allow students to evaluate their learning and identify barriers to learning which are resolved via the head teacher if appropriate. The approach was initially tried in one school and then

extended to two more.

Outcome: The first year in which this was tried the results achieved by all Year 11 pupils in that school, which included Caribbean heritage pupils, improved dramatically – the 5 A*-Cs at GCSE results went up by 10.1%. Science results were also the best in many years. Pupils that were supported in another of the schools last year had a record completion of coursework.

Why it works: A targeted personalised approach gives individual attention to students, and there is a willingness on the part of the school to actively listen to feedback from students about perceived barriers to their learning, making adjustments where appropriate.

Golden threads: you can do it; learning to learn; through the voice and eyes of the child.

Contact: Maude Blair, 020 8820 7249.

11 Herefordshire – The Gypsy, Roma and Traveller (GRT) Programme

Area: Herefordshire County working with Herefordshire schools

Content: The programme comprises a number of elements. Improved student tracking; better targeting of interventions; awareness raising with traveller families of the importance of being identified as such; measures to improve attendance; school based improvement in cultural awareness (eg. GRT History month); increased parental involvement (eg. Headteacher/GRT Parent Forum) and increased personal contact

with GRT parents; and a shared literacy unit between schools to encourage greater sharing of pedagogy between phases and smooth the transition between KS2-3.

Outcome: Achievement in the project primary schools has improved to 25% L4 with all GRT students making 2 levels of progress in English and maths and 50% making 3 levels of progress between KS1 and 2. 100% of the children targeted transferred from primary to secondary school. This transfer rate is significantly better than the norm in similar areas with the same ethnic groups. Rates of detention have gone down and there have been no exclusions.

Why it works: Effective data and tracking systems are supported by well targeted, more strategic and carefully planned, personalised, aware and informed interventions with both children and their parents. Parent interventions are face to face rather than based on written contact. Schools recognise the need to maintain contact with, set work for and provide support to students who are away travelling for some parts of the year.

Golden threads: You can do it; together with parents; holding onto the baton; learning to learn; shape up and keep fit; prove it – making change happen.

Contact: Bridget Knight, Herefordshire County Council

12 Herefordshire – Cool Cats

Area: Herefordshire (also Birmingham)
Content: The Education Welfare Service lead a scheme aimed at establishing a

pattern of strong attendance in primary schools, particularly looking at five year-olds. The programme uses universal and targeted activity (those who are already displaying regular or persistent absence). Each year starts with the cool cat team attending open evenings for parents, and regular parents events also take place. Tools used include interclass competitions; rewards; advertising and articles in local press about successes and being a cool cat. Work also takes place with primary head teachers to support their understanding of the need to promote strong attendance at five years old (or earlier).

Outcome: Persistent absences dropped from more than 40 to 5 in a year.

Why it works: Early identification and intervention using mainstream as well as targeted activities and generating a different cultural expectation (with teachers as well as parents) about absences. It promotes positive approaches to resolving problems rather than punitive ones and changes expectations.

Golden threads: you can do it; together with parents; learning to learn; through the voice and eyes of the child; shape up and keep fit.

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13 Hull – Top 700 Project

Area: Kingston upon Hull City Council

Content: A whole system approach to improving outcomes for the 100 most persistent families with complex problems – focussing initially on non-

school attendance. This is based within Hull's strategic vision (Hull is a good place to grow up – no child is left behind) and framework – using regeneration across seven geographical areas and a central purpose (the aim is to break the cycle of deprivation) for organising service delivery. Three behaviours are expected from the workforce: genuine engagement with the voice of the child; outcome based accountability; and restorative practice. Each school leads the work for the top 100 through a multi-agency local community team, identifying who is most appropriate to engage with the family, re-engage with the child, wrap the service around the child, get child and family involved in identifying solutions, and use flexibility of targeted shared additional budget to support the work.

Outcome: data shows a major reduction in non-attendance and reduction in associated behaviours, especially crime, re-engagement of family with services and reduction in/resolution of other problems (housing, debt, employment, mental ill-health, substance abuse etc) and improved quality of life for the whole family

Why it works: clarity of vision, focus, expectations and behaviours universally applied and rigorously pursued across the whole system, coupled with leadership, flexibility and a co-operative approach within each locality, backed by strong political commitment, and informed by data and needs analysis.

Golden threads: all 12.

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14 Isle of Wight – Healthy and extended schools and children's centres programme

Area: Isle of Wight – all 69 schools and all children's centres

Content: The Island has focused on a common goal - improving the lives of children, their families and the wider community - and every professional has taken an innovative and creative approach to making a real and lasting difference. The partners in the task have been children, young people, their families, and the wider community. Listened to and involved, they are influencing the process and pace of change.

Children's Centres and Extended and Healthy Schools are working to create a varied mix of integrated provision with partners across all statutory and voluntary sectors in order for every individual child and young person to make the best possible start in life. All of this work is in partnership with parents and carers and the children and young people themselves. Already this has resulted in projects which have aligned learning with enjoyment, brought families and communities closer together and enabled parents to play a positive part in their children's education. Promotion, consultation and engagement in service development are some of the key outcomes of the Big Day Out which brings together all the services, organisations and agencies that are striving to improve outcomes for the Isle of Wight's children and young people. Statutory and voluntary organisations working with children and young people use the day to provide information and guidance about their services. Each year more than 5,000

children, young people and their families attend.

Examples of the various initiatives that are part of healthy and extended schools include the Community Chef Service which has taken its format into schools and community settings across the Island. In 2007, the service worked with nearly 5,500 children and nearly 1,700 adults. Active 8's is an intensive summer holiday programme run over three weeks, aimed at those young people at risk of disengaging in education through their transition to High School.

Outcome: 45% of schools achieved National Healthy Schools status, up from 38% in 2007. 84% of schools are participating on various levels which has led to huge improvements in individual schools. These include: 33% increase in cooking lessons on offer since 2005; 100% healthy snacks now on offer at break; an increase of 4% uptake of school meals Jan – June; a 95% reduction in behaviour incidents since introduction of activities; 100% increase in number of children walking to school with 10% scooting and 2% cycling; and a 75% increase in numbers of pupils who participate in consultation opportunities for school food, environment and quality learning. Schools comment on the impact of the programmes through the self validation process for Healthy Schools. For example in one school they reported 75% of students scoring higher after 1:1 emotional literacy intervention. Another school reported a decrease in the average number of late sessions from seven a week in December 2006 to one in September 2007, through awareness raising and celebration of children who are not late. Another school reported that lateness had reduced from 1,291 sessions

to 969 by instigating 'wake up and shake up'.

Breastfeeding continues to be better than the national average. The national average in 06/07 (most recent year for comparative data) was 68.4% compared with 76.4% for the Isle of Wight.

Why it works: Children, young people and families are embraced as partners in all our work. As one 16 year-old who attended the Wight 2B Heard Conference said: "I have realised that everyone can make a difference and that everybody can change things for the benefit of others."

Golden threads: you can do it; together with parents; through the voice and eyes of the child; learning to learn; cornflakes to canoeing; unite to succeed; prove it, making change happen; from good to great – passion with purpose; it takes a community.

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15 Islington – AMASS (Adolescent Multi-Agency Support Service)

Area: London Borough of Islington

Content: AMASS is a dedicated multi-agency team comprising behaviour support workers, outreach workers, psychologist, psychiatrist, senior social worker, substance misuse worker and advisory teachers which works with case holding social workers (including fostering workers) to improve outcomes for young people with complex needs, at significant risk of social exclusion. The service was established in 2007 after a service audit identified gaps in service. The aim is to improve outcomes, to

reduce the number of children who are looked after and increase the stability of looked after children.

The service provides highly intensive personalised packages of support to the child or young person, and to their parent or carer. It uses an evidence based model of intervention, ICON (intensive, community, outreach network). The model uses a set of core assumptions. These are: a focus on and way of working with parents or carers to empower them to take control and responsibility; the development of skills to help the young person manage the complexities in their lives; a present and future goal-orientated behavioural approach to making change; and a process that attempts to understand what maintains problem behaviours (an ecological model of understanding). Throughout the process, parents and young people are helped to work more effectively with support agencies. This is helping to build their self-determination and self-reliance in the future, breaking down suspicion about external agencies and encouraging them to seek support when they need it in the future.

Outcome: 84% of families have remained engaged with AMASS, despite their historical difficulties of involvement with children's social care and receiving and accepting support from services. In 85% of cases where the aim has been to improve stability at home, this has been achieved. Of the foster placement cases AMASS has worked on, 100% of the young people remain in their placement despite a history of placement breakdowns. Early indicators are also encouraging within educational outcomes, where there has been an increase in the number of young people

attending their provision with a reduction in risk from permanent exclusion; service user evaluations have noted 80% of parents/carers and 70% of young people noted positive changes in how they get on with each other.

Why it works: There is a clear rationale for the service, strategic support from the Children's Trust, and a commitment to sufficient funding to second all staff from their parent agencies full-time. A shared location supports an effective approach, with strong understanding of the role and contribution of each team member. There is a common vision, shared aims and objectives and a strong theoretical basis. Staff have been trained to use the methodology whatever their professional background. There is a clear performance management framework and monthly monitoring of progress (including satisfaction surveys). Young people contributed to the planning of the programme, and parents or carers and participant young people are fully involved in developing their own support package.

Golden threads: you can do it; together with parents; through the voice and eyes of the child; holding onto the baton; learning to learn; cornflakes to canoeing; unite to succeed; shape up and keep fit; prove it – making change happen.

Contact: Kim Lawson, AMASS Manager, 07825098035

16 Islington – Targeted maths support for Turkish and Bangladeshi pupils

Area: A number of Islington Primary Schools

Content: Improving the maths results of Turkish and Bangladeshi pupils through a special project. Project staff received initial training from the Ethnic Minority Achievement Service (EMAS) team and a maths strategy consultant. The project staff then work with identified school leaders like the head teacher in order to provide strategic direction and continuity to the process. Pupils receive in-class support from trained teaching assistants and parents attend a programme of sessions held in their home language focussing on strategies to support their children's learning at home.

Outcome: The schools working within this project out performed the non-project schools with similar ethnic populations.

Why it works: This project has successfully raised levels of attainment for Turkish and Bangladeshi pupils. Attainment has improved most significantly for those pupils whose parents attended the programme of maths classes for parents.

Golden threads: together with parents; you can do it; learning to learn; it takes a community; shape up and keep fit.

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17 Kent – School Improvement and Extended Services

Area: Sittingbourne Community College

Content: Sittingbourne Community College has developed a comprehensive range of extended services. These services contribute to a significant number of support strategies for both students and their families that improve educational

and career progression, encourage engagement with and commitment to learning, give students and parents/ carers opportunities to develop their own interests, boost personal wellbeing, increase community involvement with the college and reduce obesity by improving health and fitness. Each strategy is based on an analysis of local need and evaluation of data gathered by the college and external agencies. Key outcomes include: staff awareness means teachers and support staff are better equipped to recognise early signs that pupils might need additional help and support; all staff have had emotional intelligence training; staff now sit on council working groups, which reflect their expertise in working with hard to reach groups such as cared for children and traveller families; a student social worker is based at the college and the college has set up a Young Active parents group to offer information and advice to teenage parents. It is also providing educational opportunities for pregnant teenagers through its Centre for Post-16 and Adult Studies.

Outcomes: Evidence is supported by outcomes, case studies, statistics and student comments. The levels of attainment of students on entering the college are extremely low. Despite this, Sittingbourne is one of the fastest improving schools in Kent.

Why it works: Informed, data-led and evidence-based interventions, coupled with workforce remodelling and continuous development, high expectations, working with partners and the community and a response to what is needed in terms of the development of extended services within the school.

Golden threads: you can do it; together with parents; through the voice and eyes of the child; learning to learn; cornflakes to canoeing; shape up and keep fit; prove it – making change happen; unite to succeed; it takes a community.

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18 Kingston-upon-Thames – Early Intervention and Prevention Strategy

Area: All schools, organised into four clusters with multi-agency support in Royal Borough of Kingston-upon-Thames

Content: The early intervention and prevention service is organised around a central hub, known as the ASKK Service (Advancing Services for Kingston Kids). This is both an information sharing and the central referral point for all children and young people identified as having additional needs at tiers 2 and 3. There is close liaison with statutory services for children at tier 4. The ASKK Service works closely with four clusters of schools and brokers a multi-agency package of support for individual children and families, that can include a family plan, lead professional, parenting and family support, targeted elements of the extended core offer or children's centre offer, free holiday provision and additional learning support. The model works in a similar way for young people as part of the Integrated Youth Support Service.

The clusters commission some of the provision and ensure the package is focused on children's learning, emotional and wider social needs, plus

parenting support. The individual work is coordinated around the needs identified in the CAF and family support workers are the main source of the lead professional or key worker role. There is a strong focus on 'Making Good Progress' strategies and narrowing the gap between the bottom 20% at age 5 and other children, and between free school meals (FSM) pupils and their peers by age eleven. The work is focused by clear targets to reduce Kingston's FSM inequality gaps, at school, cluster and pupil level.

Outcome: In 2007, Kingston's overall attainment in the Foundation Stage improved and the gap between the lowest 20% and the rest narrowed by 2.1%. The focus has continued to make a difference and the Borough has begun to set targets for Children's Centres. In 2008 there was a 7.5% increase in children achieving 78 points and the gap narrowed by 4%. The attainment gap between those eligible for FSM and the rest of the population narrowed between 2006 and 2007. For example at Key Stage 2 in English, at Level 4 and above, the gap narrowed from 26% in 2006 to 18% in 2007. In mathematics, at Level 4 and above, the gap narrowed from 32% in 2006 to 20% in 2007. At KS4 the gap between FSM pupils and their peers in achieving five or more GCSE grades A*-C, including English and mathematics, reduced from 36% in 2006 to 22% in 2007. The borough expects in 2008 to narrow the gap at KS2 between FSM pupils and their peers to 16% in English and 18% in mathematics, and at five good GCSEs to below 20%. Gaps in attainment between boys and girls have also narrowed, and there have been improvements in attendance and a reduction in the number of days lost to education as a result of exclusion.

Pupils who had one to one tuition made significantly better rates of progress in KS2.

Why it works: Strong leadership and strategic intent, well articulated moral purpose, very good use of data, clear identification of individual children and their needs, and a strong focus on learning needs which ensures multi-agency support is linked to attainment and progress. The infrastructure and organisation around ASKK and the school clusters is strong, with good LA support to co-ordinate and integrate the work around children's centres, extended services, ASKK, the lead professional and the CAF. Roles such as the Cluster Services Managers and Extended Schools Managers, whose work is well coordinated across the borough, are key factors in making the model work effectively. There is very good engagement by schools and shared responsibility for children and young people's outcomes. Cluster arrangements are led by headteachers as Chairs and are supported by senior LA officers. Clusters commission new services and target the use of cluster funding to commission the right additional support for individual children and young people. Data provided to schools by ASKK helps to inform this operational commissioning. The focus on personalisation in learning and in other services and a strong element of co-learning with children and parents has resulted in more positive relationships and attitudes.

Golden threads: you can do it; through the voice and eyes of the child; learning to learn; together with parents; cornflakes to canoeing; unite to succeed; shape up and keep fit; prove it, making change happen; from good to great – passion with purpose.

Contact: Tina Herring, Acting Head of Learning and School Effectiveness, Caroline Beazley, Strategic Manager for Cluster Services and Prevention.

19 Kirklees – Better Futures 2

Area: Kirklees

Content: Better Futures 2 is a neighbourhood renewal (NR) project based in disadvantaged communities (NR cluster areas) across Kirklees. Its overall aim is to overcome disadvantage. The gap between children and young people in the area and their peers elsewhere was wide. In 2004 43.7% of young people gained five GCSE's A*-C, but in the NR cluster areas it was only 28%. Better Futures 2 has brought together a range of partners to address the gap.

Extended Learning employees have been established to work with schools in the NR Cluster areas. Each school is given information about the number of students they have on intake from the most deprived areas and details of the social and economic circumstances of the children involved as well as how they are progressing. This information is used at classroom level to give teachers a context for understanding individual student needs better, and is used to inform target setting, SIPS, and school strategic planning. The data is also used to inform prioritisation and commissioning of extended services. It informs a range of programmes offered to schools including family learning, reading partners, 'share' (a family learning model where parents can learn from one another), a 10-week challenge programme for targeted students, a 10-week adventure

zone programme, 'together we succeed' sessions for students and parents, and 'kitchen sink science' events.

Outcome: Extended learning has worked with 2,400 NR cluster parents and 3,668 students over 4 years. The gap at GCSE level has narrowed to 10.9 points. The gap at KS2 has narrowed even more, closing from 20 points to 3 in English, 14 points to 4 in maths and 13 points to 0 in science over the same time period.

Why it works: The intelligent use of data informs personalised planning, and creates a strong degree of teacher aspiration for students. Heads and school leaders are supported and encouraged. School capacity is strongly enhanced by children's service resources. Parents and students are engaged and involved and family learning is supported. Primary and secondary school links are strengthened and the transition is smoothed. Practical direct support is integrated into and informs strategic and resource planning.

Golden threads: you can do it; together with parents; from good to great; cornflakes to canoeing; holding onto the baton; learning to learn; shape up and keep fit; prove it – making change happen; it takes a community.

Contact: anita.davis@kirklees.gov.uk

20 Kirklees – Black children's achievement programme

Area: One infant and nursery school, one infant school and two primary schools in Kirklees

Content: The LA, working together with four Kirklees schools, has established a

whole school development approach to narrowing the gap for Black pupils. Each school was set an aspirational target (all Black pupils were to make at least three points progress and, where specially targeted, four points). Those children with SEN were to achieve individual aspirational targets set by their teachers.

At the start and half way through the academic year, each school holds a Senior Leadership Team meeting to discuss the whole school strategy for raising the achievement of Black pupils. These inform the termly Raising Achievement Planning meetings between the head teacher, the BCAP link teacher and LA officers to discuss the progress of targeted groups, and progress made towards whole school development. Continuous Professional Development (CPD) needs for whole staff are also identified followed by the delivery of Professional Development Modules by the LA. The LA has provided consultancy support with exemplar materials, partnership planning and partnership teaching, and support with curriculum planning. Network meetings are also held termly, attended by the Heads and BCAP link teachers from the Programme schools and LA officers. At the same time community support is provided in collaboration with the Parents of Black Children's Association, co-delivering parents' launches, CPD for school and LA staff, and a range of other projects drawing upon community expertise.

Outcome: The majority of children in all four schools met (or exceeded) the targets. 90% of targeted students are on target for accelerated progress. One school reported that children in years 5 and 6 in particular are highly motivated and willing to engage in independent

study. Relationships with Black parents have improved and many are now involved in whole school activities. Staff are also more confident and aware of the need for a culturally infused curriculum. They have positively responded to target setting and are becoming increasingly skilled at ensuring that planning meets every child's needs.

Why it works: Clear leadership by the LA and by each school's headteacher, coupled with whole school development, clear support and high levels of practical material and consultancy advice, the use of data and performance monitoring to track progress and active engagement with parents and the community.

Golden threads: you can do it; together with parents; through the voice and eyes of the child; learning to learn; unite to succeed; shape up and keep fit; prove it – making change happen; from good to great – passion with purpose; it takes a community.

Contact: monica.deb@kirklees.gov.uk

21 Leeds – Community Cohesion Project

Area: Education Leeds with Leeds City Council

Content: This programme supports and enables Leeds schools to successfully induct, assess and provide personalised learning for international new arrivals and their families. It helps with: early intervention (a collaborative website with a whole series of resources schools can use); sustainability and increasing capacity (an extensive programme of professional development at all levels of

school staff); continuity and progression (through English language summer schools); sharing of good practice (with a city wide network of teachers involved in working with new arrivals); partnership working with early years, the PCT, healthy schools service, inclusion services and the school improvement service; including the whole family (through supporting schools to provide whole family ESOL classes); and rigorous monitoring and evaluation of progress. The programme consists of a specialist team working across five school development centres, the collaborative website, and a support team going into schools.

Outcome: Attainment has improved significantly with four schools with high numbers of new arrivals rated outstanding, a significant impact at KS2, improved relationships with parents and a collaborative network of 11 secondary schools sharing learning and development.

Why it works: The service supports schools with their partners and extends the knowledge and skills of mainstream school staff to provide the right lesson content for a specific vulnerable group. The service also supports schools to work with the whole family and to help parents access English as a second language as soon as possible after their arrival in the country.

Golden threads: shape up and keep fit; learning to learn; together with parents; prove it – making change happen; it takes a community.

Contact: Dorothy Smith, Director of School Improvement, Education Leeds

22 Lincolnshire – Haven High Technology College

Area: Haven High Technology College, Lincolnshire

Content: Full service extended school open 52 weeks, 8.00am to 10pm every day, with Behaviour Improvement Programme (BIP) locality, a purpose built multi-agency centre (MAC) supporting students from the college, partner secondary schools, the cluster's primary schools and their families, an in-school inclusion centre, a child care centre for 0-16 years, and a community ICT centre, a range of other community facilities and sports facilities. A remodelled workforce, including a non-teaching lead behaviour professional (at Assistant Head Teacher level) and a team of 52 weeks-per-year pastoral staff (including youth workers, educational behaviour support staff, and education welfare staff) plus a non-teaching full service extended school co-ordinator. Key workers from 13 agencies and services are located together in the MAC. The Head Teacher as executive leader sits on the Local Strategic Partnership (LSP) and the Children and Families Partnership Board, and leads locality commissioning by school cluster.

Outcome: Five A* - C GCSE's from 19% 2003/04 improved to 39% in 2006/07; permanent exclusions and fixed term exclusions at 0 in 2006/07, and NEET's reduced from 16.8% in 2003/04 to 6% in 2006/07.

Why it works: strong leadership and aspiration for every child, rooted in data-based understanding of children, family and community needs in the area, clarity of vision and purpose, a clear strategic improvement and development

plan, engagement and patient persistent partnership working, a workforce that is fit for purpose and shares the vision, a can-do culture and child and community focussed behaviours, clarity about the role and place of teaching and learning, entrepreneurial skills used to best effect, and the community and students together are involved in planning and running the school.

Golden threads: all 12

Contact: Adrian Reed at Haven High Technology College via phn@hhtc.org.uk

23 Lincolnshire – Improvement through partnership and environmental change

Area: Joseph Rushton Technology College, Lincoln

Content: Joseph Rushton Technology College became part of an Education Improvement Programme in partnership with the Priory. Numerous changes have been made to the school's physical environment including the introduction of year-based pupil areas that promote a sense of ownership amongst pupils. Pupils do not move from their room, but staff move to them. Pupils feel safe in school; they respect their surroundings, and there are improved levels of attendance throughout all year groups.

Outcome: 75% of pupils achieved five A to C grades in 2007 compared to 17% in 2005. In 2006 the school was in the top 1% nationally in terms of contextual value added. It is now recognised as the most improved school with technology status, the most improved specialist school in the East Midlands and the most

improved school year-on-year throughout the last five years.

Why it works: A new Senior Management Team have worked with others to identify things that influence and change student behaviour, and using that evidence, have put together a programme to make pupils feel safe in school and improve attendance.

Golden threads: you can do it; learning to learn; shape up and keep fit; from good to great – passion with purpose; culture not structure; holding onto the baton.

Contact: Andrew Madge 01522 882900

24 Luton – School Liaison Meetings

Area: All Luton schools

Content: Each school leads on and sets up meetings once a term with key local authority and partner agencies (learning, behaviour, psychology and welfare support, integrated youth support, social care, school health representatives, CAMHS, family workers) to plan how to address whole school issues, how to commission services and work together to meet the needs of individual children to ensure their effective progress, and to review links with the school improvement plan where relevant. The LA provides support and administrative input plus training for Head Teachers on effective chairing.

Outcome: Data shows the gap is narrowing for students in ‘school action plus’ and there is a significant reduction in school exclusions.

Why it works: Head Teachers and Inclusion Managers feel supported to act in a co-ordinating role with partners, and the impact of easy effective access to targeted school-led family support work has changed the school’s cultural behaviours and attitudes. Partners are better able to prioritise and identify where they can be most effective. Relationships are built and developed through a common purpose.

Golden threads: sanity, not vanity; holding onto the baton; together with parents; learning to learn; culture not structure; unite to succeed.

Contact: Anne.Futcher@luton.gov.uk

25 Merton – Intensifying support programme (ISP)

Area: Nine targeted primary schools in Merton

Content: Merton has used the ISP to support nine low performing primary schools to narrow the Key Stage 2 attainment gap. The schools had an average Free School Meals entitlement rate of 24% (compared with 12% for the remainder of Merton schools). The key elements of this support were: an integrated multi-disciplinary team approach; a literacy and a maths specialist deployed in each school; and individual head teacher strategy meetings to resolve outstanding issues. The nine schools together with others in their clusters use devolved funding to commission local provision to support vulnerable children and families, and a range of pilot projects in the relevant school cluster areas to support families.

Outcome: The test outcomes in three years increased by 9% at level 4 or higher.

Why it works: The use of data to identify where to focus and target resources, the provision of specialist assistance, and intensive personal leadership support plus partnership working in a range of ways, including with other schools to develop support in local communities to complement in-school support and additional services.

Golden threads: you can do it; learning to learn; prove it – making change happen; it takes a community; unite to succeed.

Contact: Janet Martin 020 8565 4060

26 Newcastle – Programme to reduce child poverty

Area: Newcastle City working with local schools

Content: Activity to reduce child poverty has included a whole range of initiatives focussed on schools and children's centres in the most deprived areas and with key vulnerable groups. Schools are at the forefront of driving the strategy to raise aspirations and attainment of the whole family. CAF and Team around the Family are used to ensure a whole family focus; The Family Intervention Project, Changing Trax and the domestic violence Multi-Agency Risk Assessment (MARAC) target the most marginalised families; the family learning service targets the parents of school-age children in deprived areas.

A wide range of activities are co-ordinated and provided, including work with the DTI on targeting loan sharks; childcare taster sessions and Childcare

Chats pilots as a first step in supporting parents into work; actively promoting how Newcastle Futures supports parents into work; Children's Centres support parent volunteers to access training as a stepping stone to employment and women-only advice sessions for the Bangladeshi and Pakistani communities.

Outcome: There has been a 13% fall between 2004 and 2007 in the number of children living in families on benefits and a steady reduction in claimant rates since 2000 (23.5% to 18.2%). The gap in KS2 attainment between the Newcastle average and those who live in the most deprived areas since 2005 has narrowed and at KS4 the number of students gaining 5+ GCSEs including English and maths is also improving faster. Child obesity rates (though still high) are declining, rates of breastfeeding are increasing and are now higher than in similar demographic areas, smoking during pregnancy has reduced from 23% in 2005/06 to 18% in 2007/08 and infant mortality rates have reduced significantly to levels lower than in similar demographic areas. The number of homeless 16-17 year olds has reduced from 209 in 2003/04 to 67 in 2006/07, there has been a reduction in the number of first time entrants to the criminal justice system and re-offending rates have reduced by 13% since 2005/06 compared to a national fall of 9%. Progression to Higher Education for deprived young people is improving at a faster rate than the rest of the region.

Why it works: The strong partnership between participants on the ground as well as at a strategic level is central. A multi-faceted approach to reducing child poverty has been put in place, ensuring all services are 'thinking family', thinking

creatively to overcome the barriers to learning for children and their parents.

Golden threads: you can do it; together with parents; learning to learn; unite to succeed (sanity not vanity); shape up and keep fit; prove it – making change happen; from good to great; it takes a community; culture not structure.

Contact: carol.hambling@newcastle.gov.uk

27 Northumberland – Cramlington Learning Village

Area: Cramlington Secondary School & extended services

Content: This school has adapted the extended services model and has linked personalisation to education through participation, creating the concept of the school as a Learning Village. The change supports the idea that 'learning can no longer be seen as something that is done to children by teachers.' It also supports the extended schools principle that learning is not something that only happens between the hours of 8.30am and 3.30pm. Timetables are arranged to suit learning needs, rather than being regimented into strict 45 minute blocks. So if a lesson needs to last for 75 minutes, half-day or a whole day, then it does. Students are given timetabled lessons in 'learning to learn', where they are shown how to make the best of their time and how to conduct proper inquiry and research. There are designated mentors with each student given a six-weekly review. Homework is set each half term in advance and while there are some set topics, students are also given options that will allow them to approach the

subject in the way that they want and that suits their own learning style best.

Outcome: The pass rate in five A-C GCSEs has gone from 40% to 80%.

Why it works: A well managed personalised approach, created to maximise the opportunities for flexible personal learning without losing rigour of a focus on achievement. There is a strong focus on relationships to support learning and engagement of individual students in setting their own goals and managing their own learning.

Golden threads: you can do it; through the voice and eyes of the child; learning to learn; cornflakes to canoeing; shape up and keep fit; holding onto the baton.

Contact: Mr D M Wise Tel: 01670712311

28 Peterborough – Early Years Pedagogy Team

Area: Peterborough

Content: The Early Years Pedagogy Team's core focus is to work with settings, schools and partners to raise the educational attainment at all key stages and achievement for all children and young people, with a special focus on vulnerable groups. The pedagogy team supports the education attainment within this setting. They are based at Children's Centres. These Centres have developed a strong multi-agency partnership. There is a new area based multi-agency management structure with three area managers appointed by the Local Authority, four employed by the voluntary sector, one by a school and one by the Primary Care Trust. Plans to

appoint Early Years Professionals (EYPs) to support the Children's Centre play and learning activities are being developed. These EYPs will be professionally supervised by the Early Years Pedagogy Team. The team's work is complemented by additional support from speech and language therapists, working through the Children's Centres, aimed at improving communication and language skills.

Outcome: An increase in the percentage of children showing a level 6 at the end of foundation stage for personal, social and emotional development and for communication, language and literacy development.

Why it works: Strong leadership, and a coherent area wide framework, with systematic identification and targeting of vulnerable children using a range of data sources and the direct provision of additional support with development and learning to those children who may need it.

Golden threads: you can do it; prove it – making change happen; unite to succeed; shape up and keep fit; from good to great – passion with purpose.

Contact: jenny.spratt@peterborough.gov.uk

29 Plymouth – KEW5

Area: Plymouth

Content: KEW5 (Kids Emotional Welfare) is a mental health service for under 5's involving CAMHS and Community Development Workers designed to meet the identified needs of children

from deprived areas and, in particular children and families from the asylum seeking community. The service uses a community development methodology in its work, creating a relationship with the community, using community leadership networks and recruiting and training workers from the community. Evaluation is also done by community members trained to undertake interviews with the service recipients. 25% of service recipients are from BME communities.

Outcome: Improved communication and establishment of trust with isolated and insecure communities; parents put in touch with and using services they would not access otherwise; significant increase in children accessing early years settings, and identified impact on traumatised children's ability to engage in play and learning at an early stage, which will improve resilience and minimise future mental ill-health.

Why it works: clearly located within and through the community, and designed by community members to a large extent but providing in addition primary mental health treatment for traumatised children. It is seen as 'safe' to use by individual parents and families (whose experiences prevent them trusting 'officials') so is able to link isolated parents to mainstream services.

Golden threads: you can do it; together with parents; through the voice and eyes of the child; learning to learn; unite to succeed; it takes a community.

Contact: Debbie Shotter 01752 307485

30 Plymouth – Tracker pupil profiling

Area: Plymouth council working with Plymouth schools

Content: The Council have introduced 'Tracker pupil profiling', which is a programme designed to accelerate pupil learning by targeting support for specific schools. Each targeted school has developed pupil profiling through enhanced use of age-related expectation tracking data. Six-weekly progress meetings take place for each class of pupils to enable a focussed discussion about those pupils not making the progress that they should. These meetings have also been linked to the school's learning environment and developing the school as a learning community, so that they can accelerate the progress of all pupils but with an emphasis on those under-achieving in each cohort.

Outcome: The end of KS 2 Level 4 outcomes over the past two years have risen by 5% in English and 4% in maths in the targeted schools.

Why it works: The use of detailed data to inform the way in which efforts are targeted and focused coupled with clear leadership, strong aspiration, a focus on improvement, regular reviews and the monitoring of the impact of inputs on outcomes.

Golden threads: prove it – making change happen; from good to great – passion with purpose; unite to succeed; shape up and keep fit.

Contact: Heather Ogburn 01752 307485

31 Poole – Family Outreach Workers

Area: Poole

Content: A family outreach worker from the locality team (with social services training) is based in each school providing drop-in services in school, working with the SENCO and pastoral support staff and providing support to families needing support at home. The worker is building up relationships, brokering services and practical support, and providing a bridge between school and home. Schools are now commissioning additional workers from locality teams to increase impact. A high degree of trust exists between child, parent and worker, facilitating strong engagement with school, community etc.

Outcome: Evaluation shows high impact on individual children and family well-being, ability to cope with school and with parenting etc. Also a significant reduction in referrals to social care and CAMHS services as problems are identified and resolved before they intensify. Attainment levels are also improving and non-attendance is significantly reduced.

Why it works: problems are identified by schools and immediately responded to by a person familiar to the children, their families and school staff, who has already developed strong relationships and is trusted by families. The individual has a strong theoretical knowledge base but can apply it flexibly and effectively because of their base in a multi-agency locality team and their significant presence in the school, as well as their access to practical resources and other community based services.

Golden threads: together with parents;

through the voice and eyes of the child; cornflakes to canoeing; holding onto the baton; unite to succeed; you can do it.

Contact: j.westmass@poole.gov.uk

32 Staffordshire – Driving up exam results for hard to reach children

Area: Staffordshire secondary schools and extended services

Content: Driving up exam results for hard to reach pupils including children in care, those with special educational needs and children from different ethnic backgrounds by using a range of methods. These include the use of a monitoring group to map the progress of Key Stage 4 children in care, a project known as We All Matter (WAM) devised to put on training for the Private, Voluntary and Independent sectors and an after-school science club where pupils and their parents have the opportunity to participate in science investigations.

Outcome: Success is evident in the school surveys and improved GCSE results.

Why it works: This work actively involves children in care, children with special education needs and children from different ethnic backgrounds. A range of methods are systematically used to improve GCSE results.

Golden threads: you can do it; prove it – making change happen; together with parents; learning to learn; cornflakes to canoeing; unite to succeed.

Contact: Shelley Davis 01785 854231

33 Stockport – First time entrant reduction programme

Area: Stockport

Content: A project to reduce the number of first time entrants into the criminal justice system, redistributing resources and effort from those already in the system. The area has been split into six, each of which can set their own priorities, and more support is provided for those areas with a history of high entrants. Support is directed especially to local schools. The Youth Offending Service has established a new prevention team targeting those on the edge of offending behaviour and assessing the risk factors affecting their behaviour. The team prioritises those aged 8-13 years. Attention is paid to ensuring those children on the edge are in full time education. A combination of the CAF and ONSET assessment is used as the trigger for a multi-agency response with interventions to reduce the risk.

Outcome to date: Onset scores are reducing overall and there is a drop in new entrants to the criminal justice system of 21%.

Why it works: The use of data and investment to target areas of greater problems, coupled with an integrated response using a range of multi-agency interventions co-ordinated by a specialist team but working with others.

Golden threads: unite to succeed; prove it – making change happen; shape up and keep fit; you can do it.

Contact: jaqui.smith@stockport.gov.uk

34 Stockton-on-Tees – Children's Centre programme

Area: Stockton-on-Tees

Content: The programme is founded on strong and dynamic Children's Trust arrangements that oversee the planning, commissioning and delivery of services for children and young people. The key features embedded in the strategic and operational delivery of children's centres are a multi-disciplinary approach to prevention, intervention and targeted support, the co-location of area-based services, common processes (including ContactPoint and the CAF) lead professionals and a focus on early intervention.

Commissioning arrangements ensure coherent and transparent mechanisms for planning and consulting. There is a participation and consultation strategy in place for parents and children under five supported by the Children's Trust management team, and this will steer the development of universal Sure Start services in Stockton. The authority has produced a range of documents to support family participation, including a version of the Children and Young People's Plan specifically for children and young people, and a children and young people's parenting plan. Stockton's partnership and commissioning arrangements are best illustrated through their joint work with health services: The Commissioning Unit is jointly funded by the PCT and the local authority. Service level agreements have been agreed for rolling out the Child Health Promotion Programme, and with the Tees Dental Trust for rolling out the 'Tiny Teeth' project from all centres, and arrangements for the delivery and

monitoring of services to reduce child obesity are in place in every centre.

Outcome: There have been: increases in the percentage of women breastfeeding, and in birth weights; reductions in smoking and teenage pregnancy rates; infant and perinatal mortality rates are now at lower rates than the national average. Outcomes have improved most notably in both the early years provision itself and the services for disabled children provided in children's centres.

Why it works: strong leadership exercised through a shared vision, a coherent explicit organisational framework with the same processes across all partners, and the integration of services at the front line as well as strategically.

Golden threads: you can do it; together with parents; unite to succeed; prove it – making change happen; from good to great – passion with purpose; shape up and keep fit.

Contact: customercomments@stockton.gov.uk

35 Suffolk – The Letter Box Club

Area: Suffolk Primary age children

Content: The Letter Box Club was introduced to support learning for children who are looked after by the County. Personalised letters together with a selection of books in a parcel are sent regularly to all looked after children in year 3 and year 5 to promote a love of reading and writing.

Outcome: The project has improved

literacy levels for all looked after children involved. The biggest gain was an increase in reading ability of 1 yr and 8 months, 11 children improved by 12 months in their reading and 13 made significant improvements in their maths performance. The results were measured using the Neal Reading Analysis. There are four years of results and in 2007 of 30 children, 20 had improved their standard score in reading accuracy by the end of the project.

Why it works: A direct and personalised approach to individual children, making them feel special and supported, with material carefully targeted and chosen, which also supports foster carers to read with the child and engage in the contents of each parcel.

Golden threads: you can do it; learning to learn; together with parents; through the voice and eyes of the child; prove it – making change happen.

Contact: Linda Gower 01379 668 820

36 Swindon – Local Preventative Groups

Area: Swindon

Content: Local Preventative Groups (LPGs) are multi-agency planning groups that come together around the unmet needs of a vulnerable child/young person based on the evidence in the Common Assessment (CAF). The LPGs are intended to meet the needs of vulnerable children and young people earlier so as to improve outcomes and life chances so that they make a successful transition to adulthood. Universal services, including education settings such as colleges, schools and

early years, identify children and young people aged between nine months and 19 years across Swindon, complete the Common Assessment, and, if there are more unmet needs than can be met by one agency, then a LPG is requested. Up to twelve LPGs a week across the four areas bring together up to a hundred and fifty different professionals from the following agencies: Connexions, Intensive Connexions, Children's Centres, Health Visitors, Schools Nurses, Education Welfare Service, Educational Psychology, Youth Service, Primary Mental Health Service. There is also a social worker who takes the higher level of cases to Children and Families (social care) and acts as the seamless lead professional.

The child/young person and parent/carer are always at the meeting together with any absent/ shared-care parent to ensure that discussion takes place with all those involved. The specific purpose of the LPG is to produce a plan that is child and family focused that is SMART and looks to meet the unmet needs. The meeting has a strong ethos of 'working with the family'. The child/young person also guides the selection of the lead professional. Volunteer advocates are always offered to children/young people and parents/carers.

The LPG plans are evaluated and monitored through six-weekly and then three-monthly reviews. They are also monitored across key performance indicators as shown below. The unmet needs of children and young people are also monitored. The pilot budget- holding lead professional has given children and their families the opportunity to fill service gaps themselves and shown good outcomes.

Outcome: In a longitudinal evaluation

of the LPG's 50% of parents said that having a lead professional made a difference. There has been an improved performance across the board. Only 4.3% of children and families have had a section 47 investigation, 0.72% have been accommodated, 1.08% have been registered on the Child Protection register, 2.5% have received a fixed-term exclusion since their LPG and 4.3% committed an offence for the first time since their LPG. Children have had improved health outcomes. Families have improved economic circumstances such as no longer being in rent arrears or seeking work or training.

Why it works: clear leadership, coupled with a shared ethos about the benefits of the approach across all agencies supported by a clear process, strong shared protocols, proper training for chairs, advocates and participants and a strong focus on the child and their family being in the driving seat.

Golden threads: from good to great; prove it – making change happen; shape up and keep fit; unite to succeed; holding onto the baton; through the eyes of the child; together with parents; you can do it.

Contact: STough@swindon.gov.uk and jkennard@swindon.gov.uk

37 Swindon – Integrated Locality Teams

Area: Swindon Borough Council and Swindon PCT

Content: Swindon Council and the PCT have established integrated locality teams across the whole area, bringing 400

staff from different agencies together into four integrated locality teams and creating an effective structure promoting early intervention and prevention. The process began in 2003 with widespread consultation with children and young people on ways to improve information sharing. Each team (of up to 80 staff) is led by an integrated service manager supported by at least two operational managers. Each profession has a lead to represent the expertise and interests of their profession. The teams include 200 staff seconded from the PCT, Connexions, the youth service, educational psychology, education welfare, behaviour support and primary mental health. The size of the teams means communication processes are particularly important, so teams meet regularly to discuss issues and develop joined-up support for individuals and there is a regular newsletter. The teams are supported by effective governance and two NHS agreements plus an overarching NHS agreement for joint commissioning (of £28 million). Local preventative groups are convened to look at the outcome of a CAF and the plans that are agreed and identify the lead professional.

Outcome: Annual evaluations of the teams' work (2006 -2008) show improved outcomes including: young people not in education, employment and training reduced from 8.8 per cent (2007) to 6.1 per cent (Jan 2008); children in care reduced by 9 per cent from March 2007 to March 2008; fixed term exclusions down by 200 from 2005/06 to 2006/07; school attendance has improved from 7.35% missed half days to 6.8% in 2007/08 and the Teenage conception rate down from 45.7 to 42.7 for 1st quarter 2007.

Why it works: Strong leadership with sign off from all Chief Officers is crucial,

as well as beginning from the views of young people and building from there. Ensuring everyone understands the rationale for change so that outcomes for children improve as well as ensuring core services continue to be delivered effectively and to high quality throughout the period of change is equally important, as is constant communication and continued involvement of young people. Proper governance supports the process and builds in organisational confidence, also allowing people to stop doing what they have always done and do new things in new ways.

Golden threads: from good to great – passion with purpose; prove it – making change happen; shape up and keep fit; unite to succeed; through the voice and eyes of the child.

Contact: STough@swindon.gov.uk and swald@swindon.gov.uk

38 Tower Hamlets – Tackling family poverty

Area: Lincoln and Burdett Children's Centre. Mile End East and Bromley by Bow

Content: The Children's Centre delivers a training and employment service to parents to enable more parents to access local jobs. The service offered includes support with volunteering, signposting of parents to other service providers and specialist support through training and supplementary learning. Staff provide bespoke advice for every new parent accessing the employment and training service. Following registration, parents are referred on to relevant training, volunteering or other support appropriate to their needs and are also able to access

a full range of in-house services. These include: Job brokerage coffee afternoons; Money Matters Training Programmes (an in depth two day course); Motivational Training specific to re-entering the job market delivered by a psychologist on site; CV Training provided by Working Links, targeting single parents; and Better Off Calculations, provided on site by a local community organisation.

Outcome: The impact of the employment and training service in Lincoln and Burdett has been considerable. Over the last year: 2,460 parents were contacted about the employment programme; 228 eligible job seekers have been registered (195 women and 33 men); 29 parents secured work for six months or longer, and two further parents secured work for less than six months; 116 parents have been referred to vocational training, for example NVQs in health and safety or food hygiene; 63 parents have been referred to academic courses; 28 parents have been referred to Jobcentre Plus. Of the 228 job seekers who were registered: 21 different ethnic backgrounds were represented with 75% coming from the Bangladeshi community; 41 (18%) were lone parents; 79 (35%) came from workless households; 28 (12%) did not speak English. The parents who use the service are very positive about it.

Why it works: The service offered by Lincoln and Burdett Children's Centre is highly sensitive to locally specific demographic, social and cultural needs, and this has been a key factor in its success. It has worked closely with a range of community based partners including the training and employment team at Poplar Harca (the Registered Social Landlord), Job Centre Plus, Working Links, the Voluntary Centre Tower Hamlets and

the Bromley by Bow Centre. Strong links between the Children's Centre-based project and the wider City Strategy pilot have also been critical.

Golden threads: you can do it; together with parents; learning to learn; through the voice and eyes of the child; unite to succeed; it takes a community.

Contact: Isabel Darling, Head of Early Years Service, London Borough of Tower Hamlets

39 Wakefield – FEET Programme (Families enjoying everything together)

Area: Schools and Early Years services in parts of Wakefield

Content: A joint initiative between schools and early years services targeted on the most deprived areas, funding is provided by the LA to support the FEET programme. Using information from the Early Years Foundation stage outcomes, the programme identifies the cohort of children who, together with their parents will receive targeted support at KS1 transition into school. The parents are supported to come into the classroom together with their child, and with their own learning programme as well as being involved in 'parents as partners in early learning' work. Parents are involved in developing their child's learning programme, but also access educational opportunities for themselves.

Outcome: Better outcomes than projected for the cohort at KS1, and a significant number of parents accessing further education opportunities.

Why it works: Data is used to inform the

targeting of families at an early stage but in a non-stigmatising way. Children are supported through transition to school, and their parents are also supported, engaged and involved in a direct way, enhancing their own confidence, enjoyment (of learning as well as of their children's achievements), skill, knowledge and level of aspiration for themselves and their children. Problems are resolved before they become significant.

Golden threads: you can do it; together with parents; holding onto the baton; learning to learn; prove it- making change happen.

Contact: Slewis@wakefield.gov.uk

40 Wandsworth – Black Pupil's Achievement Programme.

Area: Three Wandsworth secondary schools

Content: Three schools in the borough work to a strategy that has targeted boys from BME backgrounds in three different year groups.

Outcome: Results at school 1 rose by 4% in English and 4% in science, 6.7% in maths and 5.9% in science, which was greater than the overall school improvement. At school 2, results for Caribbean pupils improved by 10% in english and 3 % in maths with an overall reduction in exclusions.

Why it works: A greater understanding of the issues affecting black pupil achievement amongst staff groups, displays and learning reflect the history, experience and culture of black pupils in school. The schools use a wide range of

methods including strategies which are led by senior school leaders, backed up by support and tracking through core subject area and individual analysis trackers, academic mentoring, pastoral support for pupils, home and course work support, Saturday and Easter revision sessions, data on attendance and punctuality. Each of the schools has been successful, with improved exam results.

Golden threads: you can do it; together with parents; through the voice and eyes of the child; learning to learn; prove it – making change happen.

Contact: Kathy Maclean 0208 871 8738

41 Warrington's Way – The Warrington Family Support Model

Area: Warrington

Content: The Warrington Family Support Model (WFSM) places children, young people and their families at the centre of all intervention and provides clear pathways for earlier support. Partners across all sectors (including health, police, youth justice, social care and education) use WFSM to support families with additional needs, through a significant culture shift where both families and practitioners are seeing the benefit of multi-agency working. It was developed out of the learning from two pilot activities (an ISA pilot and a CAF pilot). The WFSM works with every child or young person who is identified as failing or at risk of failing to achieve one or more of the five ECM outcomes. A multi-agency meeting is held to discuss the support needs of the child and their family and a Family Support Plan is agreed. It is

monitored using a model that sets a baseline measure of the level of need which is reviewed at each subsequent meeting and any change is scored. The monitoring framework allows Warrington to monitor outcomes at an individual as well as an aggregate level and to make strategic changes in provision accordingly.

Outcome: There have been improvements to aggregate needs scores across all 5 outcomes, especially to staying safe scores. Nearly 60% of children's individual needs scores have also improved significantly since the framework was introduced. The average individual need score fell from 12 to 7 with over 30% of children falling to 5 (the lowest possible score). Where scores increase significantly, social care becomes the lead professional agency. Satisfaction surveys of parents, children and children's staff are also positive.

Why it works: The model builds on the CAF framework in a way designed locally, which is owned by and makes sense to all Warrington agencies and practitioners. It provides a common model for all practitioners to use regardless of their professional background, which is significantly improving multi-agency working. Impact assessments and trend analysis is now common practice at case and aggregate level. This has supported the culture change needed. It also informs locality and strategic planning, with evidence for effective commissioning provided regularly.

Golden threads: prove it – making change happen; unite to succeed; shape up and keep fit; you can do it; culture not structure; together with parents; through the voice and eyes of the child.

Contact: scockerill@warrington.gov.uk

42 Warrington – Innov8ed Warrington:

Area: Innov8ed schools in Warrington: Alderman Bolton Community Primary School, Evelyn Street Primary School, Oakwood Avenue Community Primary School, St Andrew's CE Primary School, and St Bridget's Catholic Primary school.

Content: This is a three-year school-based project designed to break down barriers to learning using a 21st century solution. Focused initially on Year 6, it provides a way of engaging reluctant learners, improving attainment and increasing motivation. In spring 2007, the local authority (LA) identified a group of schools which had consistently been performing around floor targets at Key Stage 2. The schools, all serving disadvantaged communities, supported by the LA and the e-Learning Foundation and involving parents and students, agreed to work together to engage reluctant learners. All Year 6 students (and in some of the schools, Year 5) were provided with an ultra-mobile PC – Samsung Q1 (UMPC) as a learning tool. Students shared information with and across schools, used internet research, and presented their work through various media. Students had full access to these computers at all times: in school, at home and even on holiday. This meant that learning could continue wherever and whenever they wanted.

Outcome: From the early stages of the project it has had a positive impact on learner attitude, motivation and engagement. There were improvements in attendance, punctuality and learner confidence. On evaluation, there was improved attainment – all five schools improved in maths with one school

achieving 100% level 4 and above. In English, four schools saw an improvement of between 40% and 4.4%. Levels of attendance improved overall and punctuality improved (anecdotally). There were widening expectations and experiences. Children's horizons have been expanded and career aspirations rose. There are better home-school links as parents are involved in their children's learning and can view work done. There are also increased levels of personal responsibility shown through knowledge and practice of e-safety and care of computers. It has also created high levels of self-esteem and confidence.

Why it works: Both teachers and students shared responsibility for the facilitation of the learning and ensuring progress was achieved. Teaching and learning was fully interactive, with student's ability to share information enhanced. The collaborative learning championed by the children has crossed school and community boundaries.

Golden threads: you can do it; through the voice and eyes of the child; together with parents; learning to learn; cornflakes to canoeing; shape up and keep fit.

Contact: ntoyne@warrington.gov.uk

43 Worcestershire – Early intervention and prevention family support service

Area: Worcestershire

Content: Family support workers for children from birth to 13 and their families are based in each children's centre, but linked to local primary and secondary schools. The workers provide

family support to children and their families when there are early signs of a need for support and specific forms of intervention. Schools can refer into the service and the workers can continue to work with a child and their family through transition to primary or secondary school. The service is partially funded by the County Council and partially commissioned by each school cluster. Schools have already committed themselves to fund the service on a sustainable basis.

Outcome: An evaluation of the service has demonstrated a measurable impact on outcomes for vulnerable children and their families. Children's centres and schools rate the service highly and families feel supported and able to seek further support if they need it from the same worker, even if their child has moved on to school or secondary school.

Why it works: Specific workers not only provide swift and supportive help to families at an early stage but can also form a bridge and a liaison function for families with whom they have been working through periods of transition and change across services.

Golden threads: unite to succeed; together with parents; shape up and keep fit; prove it- making change happen; holding onto the baton.

Contact: jpickering@worcestershire.gov.uk or zcookson@worcestershire.gov.uk

B. Examples of effective practice which can demonstrate some early impacts on outcomes

44 Barnsley – Parents as partners in early learning

Area: Two Children's Centres in super output areas in Barnsley

Content: The project is targeted on two areas with a high number of vulnerable families. Two Children's Centres in super output areas in Barnsley have developed a programme, with three strands, for children and parents that involves the parents in supporting the child from the start of their attendance through to their transition to school. The three strands are: songs fun (0-2 years); stay and play (2-3 years) and carry on (transition to school). They have also developed parent champions who are trained and supported to visit vulnerable parents and carers living locally in their community, to engage with them and encourage them to use the children centre's services and get engaged in the programmes.

Outcomes and what is working: The involvement of parents as champions for the service helps to draw in other more vulnerable or resistant parents and provides peer support when they attend the centre. The programmes engage parents in understanding, getting involved in and supporting their child's development and helps ensure the family are supported through into school. The impact to date is that children using the three strands are showing an improvement in their vocal skills, and there is an improvement in parenting skills amongst the parents involved. There has also been an increase in the number

of parents from the centres gaining qualifications.

Golden threads: together with parents; you can do it; prove it – making change happen; learning to learn; through the voice and eyes of the child; it takes a community.

Contact: info@barnsleychoices.co.uk

45 Blackburn with Darwen – Love Writing programme

Area: Blackburn with Darwen primary schools

Content: Love Writing is a programme made up of elements such as a positive environment, scaffolding tasks through modelling new vocabulary and language structures, supportive contexts for learning for children from ethnic minority groups and oral rehearsal for writing. The writing sessions are whole class interventions with elements of the sessions being reinforced across the curriculum to embed the learning.

Outcome and what is working: This programme has accelerated learning and improved outcomes in SATs. In several of the schools where the programme has been implemented at both KS1 and KS2 there has been accelerated progress in levels attained. What works is the use of a kinaesthetic and targeted approach by teachers working with pupils. Value is placed on children's attempts, providing clear feedback to writers on ways to further improve.

Golden threads: you can do it; learning to learn; through the voice and eyes of the child.

Contact: Carol Grady 01254274537

46 Blackburn with Darwen – Integrated Child Development Centres

Area: Blackburn with Darwen

Content: Prior to the development of children's centres, parents of disabled children in Blackburn with Darwen had to travel to Child Development Centres out of the borough to access specialist services. These services are now provided in purpose-built facilities integrated into in two children's centres, and also in other centres and settings. Appointments can be made with other professionals to coincide with the family's visit to the centre. The services are enhanced by the staff of a former specialist nursery school who now work as a virtual team with children at any location, including private nursery providers and family homes. The creation of a joint record for the child between Children's Services and Health means that parents need 'tell their story' only once.

Outcome and what is working: For parents this means not only is the service within easy travelling distance, but they can access it in a welcoming, non-stigmatising setting where they also have the opportunity to access the wider range of children's centre services. For staff it means shared learning and expertise as well as additional flexible support.

Golden threads: unite to succeed; shape up and keep fit; together with parents; holding onto the baton; through the voice and eyes of the child.

Contact: (01254) 666871 or (01254) 666872

47 Blackburn with Darwen – Language for Life project

Area: Blackburn with Darwen

Content: This project centres on improving the language skills of children living in socially deprived neighbourhoods. It is based on the research evidence about the link between the acquisition of language and its impact on outcomes. Research also shows poor language skills impact on a child's mathematical ability. Funded by the Neighbourhood Renewal Fund, it has three interlinked strands which cover the key points of transition for children. The first strand consists of screening reception-age children and providing the appropriate interventions to support those with delayed language skills. The second strand consists of ongoing targeted support for year 4-6 students in both language and maths/maths language skills. The third strand consists of screening and intervention at KS2 transition, so that students moving into secondary school with poor language and/or maths skills also receive appropriate interventions to support them through transition and improve their secondary school outcomes.

Outcome and what is working: The targeting of neighbourhood renewal funds on children in a specific area to ensure, at each crucial stage in the children's lives, that they are linguistically skilled enough to make the best use of their learning, is having a marked impact. It is proving most successful at reception stage where children are moving up to level three when they were expected to do less well. It is also having an impact in primary, particularly in terms of maths skills. The scheme is currently being evaluated but there is a perception it is also having an impact on student's

behaviour.

Golden threads: through the voice and eyes of the child; learning to learn; prove it – making change happen; you can do it.

Contact: cath.hitchen@blackburn.gov.uk

48 Blackpool – Direct tuition for looked after children

Area: Blackpool

Content: The virtual head identified a need for swift, responsive, flexible and personalised additional tuition for looked after children. This was not being provided as a norm, and often when a need was identified it was taking time to arrange a response. A local tuition centre was contracted on a block basis to provide individually commissioned tuition on request. Teachers or carers are now able to identify a specific learning need that would benefit from additional 1:1 tuition and immediately arrange for it to be provided, as most parents would. The tuition centre and carers provide 6-weekly reports on the child's progress, and the value of the tuition.

Outcome and what is working: the ability to provide swift, effective and personalised support in the same way as any family, avoiding unnecessary bureaucracy in response to either a short or a longer term need.

Golden threads: learning to learn; together with parents; holding onto the baton; through the voice and eyes of the child; prove it – making change happen.

Contact: Suzanne.bradbury@blackpool.gov.uk

49 Brent – Reduction in exclusion of black Caribbean students

Area: London Borough of Brent

Content: Over many years academic and economic outcomes for children and young people from Black Caribbean and some Black heritage groups have been significantly below borough averages. These groups have also been over-represented on many social and exclusion indicators such as teenage pregnancy, school exclusions and youth offending. A Council-wide focus across many service areas to improve outcomes in key areas by placing a high profile on this area with key stakeholder groups such as the Children and Young Peoples Strategic Partnership Board has changed outcomes. This has been done through targeted partnership working with key stakeholders such as schools and the community and voluntary sector and a multi-agency Improving Outcomes Steering Group including key local stakeholder groups which provides direction and impact in driving progress.

Outcome and what is working: Working in partnership with local stakeholders such as schools, parents, young people and community and voluntary organizations, we have achieved: an increase in Black Caribbean pupils achieving 5 or more A*-Cs at GCSE from 32% in 2005 to 49% in 2007; an increase of Somali pupils achieving 5 or more A* - Cs at GCSE from 34% in 2005 to 43% in 2007; substantial improvements in the results of Black Caribbean and Somali pupils at Key Stage 2; a reduction of school exclusions of Black Caribbean pupils in both secondary and primary schools. Black Caribbean pupils represented 49% of permanent school

exclusions in 2004/05 which reduced to 40% in 2006/07. Black Caribbean pupils represented 52% of fixed-term primary school exclusions in 2004/05 which reduced to 32% in 2006/07. Year-on-year increases in the numbers and proportion of Black young people on the Youth Offending Register have been halted. Reductions in the numbers of NEET (not in education employment and training) young people have begun. Black Caribbean young people now represent 23% of the total Brent 16-19 young people not in education employment and training compared to 29% in 2006. Improvements in key social care indicators include Black Caribbean and Black African young people now representing much lower percentages of all children on the Child Protection register and Children Looked After. In addition, the numbers of teenage pregnancies for Black Caribbean young women has decreased.

Golden threads: from good to great; prove it – making change happen; learning to learn; together with parents.

Contact: Naureen.Kausar@brent.gov.uk and Anthony.Felsenstein@brent.gov.uk

50 Bristol – The Park Local Opportunity Centre

Area: Bristol

Content: A new 'Learning Communities' Team based in a multi-purpose centre provides community-based activity, learning, business support, support services and leisure opportunities. It provides for the needs of young people aged 11-19 as an alternative to school as well as adult learners. As well as the qualification-based learning programmes, it has services provided by

'Positive Futures' (a provider of activity based services), 'Youth Moves' (the local organisation responsible for youth work in the area) and the Knowle West Media Centre. Courses are designed for children and young people and adults who have the potential to gain good qualifications, are not achieving well in mainstream school or have left without qualifications and are motivated by a vocational pathway. Individualised work with 11-14 year-olds includes literacy and numeracy and removing barriers to learning. The staff team can engage in a holistic way and not just on a subject basis. Support workers provide care functions as well as learning support. The centre provides community access to activities and employs local people. Local residents in the community are involved in a range of roles on site.

Outcome and what is working: The centre has engaged with 86 learners in 2006/07 of whom 86% stayed for the whole course. 58% achieved a full award, and 21% a partial award. A new performance management framework is being developed to better reflect the holistic approach to adult learning and its impact. Changing the workforce and linking with local settings such as children's centres has provided a bottom-up as well as top-down strategy to support service design and delivery. The leadership team have an in-depth knowledge of the young people and their families and there are high expectations of what all the young people who attend can achieve.

Golden threads: you can do it; through the voice and eyes of the child; learning to learn; cornflakes to canoeing; shape up and keep fit; unite to succeed; it takes a community.

Contact: principal@icob.co.uk

51 Cheshire – Early years support for children with complex needs

Area: Cheshire

Content: The County has developed a multi-agency support service for children with complex needs (physical, learning or sensory disabilities, neurological disorders, emotional and behavioural problems) in children's centres, nurseries or other early years settings. The service draws on specialist staff from the county's special schools who come into the early years settings on an outreach basis to work with staff, parents and the children. The service includes a range of specialist health staff, also providing outreach support. Every child with complex needs receives a co-ordinated educational, social and health assessment and support and therapy provision co-ordinated at the centre to meet the needs identified in the assessment and service plan.

Outcome and what is working: Early years staff are supported to work with a wide range of children in mainstream early years settings. Parents are able to receive a single assessment and the services they need for their child from one place, and are also supported to develop skills to meet their child's needs and manage the challenges they present. Children are included in mainstream services from the earliest stage in their lives. Special schools are able to work with children who will move to them at four, ensuring stability and continuity in the support the children receive as well as the relationships they have formed, and minimising the need for new assessments.

Golden threads: through the eyes of the child; together with parents; you can do it; shape up and keep fit; unite to

succeed; holding on to the baton.

Contact: steve.edwards@cheshire.gov.uk

52 Cumbria – Prevention strategy

Area: Cumbria

Content: Cumbria's prevention strategy is part of the local strategic partnership's wider community strategy for renewal and redistribution of resources. It has been developed through a number of stages. The first stage was a very detailed analysis of all the available data from across the county about each area and about children within the area. It was clear from this that historically, three groups had not been achieving good outcomes. These three groups (looked after children, families with a high level of hospital admissions and children out of school, employment and training) were identified as the three priority groups for the county. Multi-agency sub-groups across the county were then put together, and given the data analysis at local level, in order to focus on the three priority groups, and identify their needs locally in a collaborative systematic way. These groups of staff then put together their local prevention strategy which fitted within the county wide priorities. The sub-groups made individual and collective pledges and the strategy is now being relentlessly pursued and the outcomes monitored.

A second element of the strategy involves county-wide strategic reviews of five key areas of service provision (behaviour support, CAMHS, family support, LAC, CWD). This involves decommissioning and re-commissioning of service support that is fit for purpose.

Outcome and what is working: strong leadership and the use of a strong data analysis to inform priorities and identify areas of concern coupled with the engagement of staff across the partnership at various organisational levels to create locally responsive action plans, which are then monitored for impact and outcomes.

Golden threads: you can do it; unite to succeed; prove it – making change happen; from good to great – passion with purpose; it takes a community; culture not structure.

Contact: information@cumbriacc.gov.uk

53 Darlington – Early Years Transition Groups

Area: Darlington

Content: Children's Centres in partnership with school nursery units and co-located health visitors together run transition groups for 3 year-olds to support them in their transition from home to an early years setting. These groups are run together with the parents whose children are moving into early years services.

Outcome and what is working: Evaluations demonstrate that children manage the transition better and settle more quickly into the setting when they have actually started, improving their development. Staff have a better understanding of each child's stage of development, and their social, emotional and educational abilities. Parents feel reinforced as partners in their children's early educational development and are able to support their child's maturing more effectively.

Golden threads: holding onto the baton; together with parents; through the voice and eyes of the child; unite to succeed.

Contact: lynne.henderson@darlington.gov.uk

54 Derby – Parent safeguarding champions

Area: Derby

Content: Arising from an event with parents looking at the CAF development, parents identified a need to have a better knowledge and understanding of safeguarding issues, practice and services for themselves and in their local communities. Derby City worked with them to develop a specific course for parents on safeguarding. On completion of the course, participating parents become 'local community safeguarding champions'. They are then asked to link to, advise, and work with integrated locality teams working on safeguarding, and to link with specific schools and children's centres. They are supported to maintain their champions' role.

Outcome and what is working: The whole project has been parent-led, parent designed and intended to support parents and communities. As a result an ongoing dialogue is taking place across the city between services, parents and communities about effective safeguarding practice, identified gaps in safeguarding services, issues, challenges, knowledge, confidence and engagement. This in turn informs school and centre practice as well as service development.

Golden threads: together with parents; shape up and keep fit; prove it – making

change happen; it takes a community; unite to succeed.

Contact: liz.williamson@derby.gov.uk

55 Derby – Delay Course for parents

Area: Derby

Content: Derby has begun to run a course for parents to help them talk to their children about relationships and sex. As part of the wider partnership's strategic parenting plan, the course is targeted on parents, carers and foster carers of young people who are vulnerable to risk of teenage pregnancy. It was originally designed and rolled out nationally for training practitioners working to prevent teenage pregnancy and has been adapted to provide 12 bespoke 'delay' sessions to each group of parents/carers. The course has run with foster carers, Sure Start groups, groups of parents of young people at high risk of offending, home start groups, and groups in deprived areas. The course is run as part of a wider targeted 12-week safeguarding course.

Outcome and what is working: Those attending the course filled in a self-assessment, rating their understanding and confidence about talking to their children about relationships and sex before and after the course. The data shows a very significant improvement in knowledge, confidence and understanding for all participants. The parents attending were all parents who had a significant number of children (in one family one parent with 13 children) and/or were teenage or young parents themselves so the potential 'reach' of

the learning is very extensive. The course was carefully designed and targeted and located in an extended services setting or children's centre. The sessions were run by a skilled trainer with a practitioner known to the participants, supported by childcare facilities, and participants were given a variety of materials in a variety of media to extend their knowledge and skills and help them apply it practically with their own children. The foster carer course has been added to the rolling foster care training programme in the authority as a regular opportunity for new carers.

Golden threads: together with parents; learning to learn; through the voice and eyes of the child; unite to succeed.

Contact: sheila.mcfarlane@derby.gov.uk

56 Devon – Exeter Project to reduce NEET to nil

Area: One Exeter secondary school and extended services

Content: St James School utilise a range of methods including the development of vocational qualifications and close working relationships with local businesses.

Outcome and what is working: The outcomes will be based on improvements in behaviour, attendance and qualifications that the pupils will have achieved by 2009/10. On the back of this work the school now has plans to become the new service provider for 'Learn to Work', and the school will develop new vocational qualifications with local businesses, to provide the most vulnerable students with the skills needed for working life.

Golden threads: through the eyes and voice of the child; unite to succeed; you can do it.

Contact: Moira Marder 01392 209922

57 Ealing – Children's Centre Clinical Psychology Service

Area: Ealing

Content: In Ealing, a clinical psychology service works alongside front line children's centre staff to address a wide range of issues. These include the whole spectrum of social, emotional and behavioural issues that can manifest themselves in children, but also where postnatal depression or a parent's mental health difficulty is impacting on the child. The overall aim is to support new mothers and vulnerable parents with the attachment process with their children, and teach them strategies to manage their children's behaviour. The clinical psychologist also runs parenting groups in partnership with centre staff, and trains staff in recognising and dealing with emotional / mental health issues.

Outcome and what is working: This approach will result in fewer children being placed on the child protection register, and in children remaining on the register for shorter periods of time. It facilitates swift and easy access to support for families as well as develops staff skills and confidence in managing behaviours and challenges. It also supports the transition of children into school, preventing severe behaviour difficulties primary school that may lead to school exclusion at a later stage in the child's education

Golden threads: unite to succeed; shape up and keep fit; together with parents; holding onto the baton.

Contact: cwelsby@ealing.gov.uk

58 Ealing – Access to tax credits

Area: London Borough of Ealing

Content: The borough identified that take-up of tax credits was lower than it should be. They undertook detailed analysis with families using early years settings to establish what the problem was, and identified that there were a number of barriers impacting on take-up. They have trained a member of staff in each early years setting to be able to act as an ‘economic well-being contact’, providing advice, signposting to income maximisation opportunities and supporting parents to take up benefits they are entitled to. Each setting can now provide support. In addition the borough’s children’s information service runs regular parent workshops on tax credits.

Outcome and what is working: A strong data-led initiative, addressing an identified gap, supported by good evidence and designed to provide effective support in the mainstream setting most used by the parents involved. Mainstream staff are trained and supported with additional skills, providing fast easy access to help and signposting to more specialist advice. Take-up of tax credits is improving, providing additional economic support to families and children and improving the sustainability of the early years sector.

Golden threads: prove it – making change happen; together with parents; unite to succeed; you can do it; shape up and keep fit.

Contact: tlangford@ealing.gov.uk

59 East Sussex – Inclusive Learner Tutor Project

Area: East Sussex Primary schools

Content: The Inclusive Learner Tutor (ILT) Project aims to improve the educational experiences of vulnerable children in areas of low attainment, attendance and behaviour. The service targets children who have ‘emerging needs’ before they reach crisis point. The ILTs work across the whole of the ECM agenda to provide children with the emotional security to engage with education. Children and parents/carers are referred by schools but choose to access the services as equal partners. Using CAF, an action plan is created with tasks shared between child, parent /carer, school, ILT and other agencies.

Outcome and what is working: Outcomes include examples of improved school attendance and punctuality in schools, parental involvement, and significant improvement in pupil self-esteem, confidence, and interpersonal relations. The service recognises the ‘team around a child’ of the parent/carers and the project seeks to ensure that they have the skills to make their voice heard.

Golden threads: you can do it; together with parents; through the voice and eyes of the child; learning to learn; holding onto the baton.

Contact: Carol Dixon 01424 439340

60 Essex – Partnership working in children's centres

Area: Essex

Content: Essex have placed a strong emphasis on extensive partnership working between their children's centres and others and between centres and parents. As well as running Parents Participation in Early Learning schemes and Investors in Volunteers they undertake outreach work with the travellers' community. Using an EC funding stream, three centres are linked to European centres and are sharing expertise on developing healthy eating. Three of the Essex centres are UNICEF baby-friendly accredited and are taking the training forward across the county. A restorative practice approach building on the family links nurturing programme has been developed by one centre and has been piloted with minority community parents and children. Evaluation shows it has had a major impact and the approach is to be rolled out across the city.

Outcome and what is working: A culture of partnership between centres as well as with parents and the community allows centres to share knowledge and evidence of what works, develop local programmes based on that evidence and generate improvement in outcomes based on that shared knowledge.

Golden threads: unite to succeed, together with parents; you can do it; prove it – making change happen.

Contact: fis@essex.gov.uk

61 Gateshead – Parenting Support programme

Area: Gateshead

Content: Barnardo's, in partnership with Gateshead Council, are involved in delivering the borough's parenting support programme, which is a key part of the Council's LAA. The programme consists of an integrated process around parents who are accessing support specifically through parenting programmes. It consists of wrap-around targeted specialist services working together, from early intervention to long term support, and supporting family learning. The process includes budget-holding lead professionals and is part of the Parenting Implementation Project led by DCSF identifying, testing and disseminating good practice in both commissioning and delivering parent support services for vulnerable groups. 40 programmes are working with 300 parents a year.

Outcome and what is working: The programme has measured outcomes (attachment, behaviour, emotional and social development etc) for two years and can demonstrate good evidence of change in the way children are parented in certain vulnerable target groups and good outcomes for the children involved. The combination of a borough-wide strategic approach, with integrated common processes, co-ordinated wrap around services designed to meet need on an individual flexible basis rather than isolated 'standard programmes', and careful monitoring of outcomes is having a significant impact.

Golden threads: together with parents; learning to learn; holding onto the baton;

unite to succeed; shape up and keep fit; prove it – making change happen; from good to great – passion with purpose.

Contact: Julia.moller@barnardos.org.uk

62 Greenwich – School based Health Centres

Area: Seven secondary schools in Greenwich

Content: The borough has opened health centres in seven secondary schools in the borough. There was a correlation in the data between those students using A and E services and those using the PRU, so they specifically included one in the PRU, which as a setting also provides the local education service for young people who are new to the borough. The centres are planned and designed with students at each of the schools, who are also involved in the setting-up and launch of each one. They are run by school nurses and youth workers, work on a drop-in, confidential and variable-hour basis. Usage figures are high. The services also run events, courses and programmes in the school such as the ‘teen talk’ model.

Outcome and what is working: Data shows the centres have already had an impact on under-18’s conceptions, and improved student emotional and mental health. The engagement of students has ensured the centres are seen as ‘safe’ places to go for advice and health care. The involvement of youth workers has ensured that wider extended services can respond to identified needs for particular services or programmes. The profile of school nurses as people who can provide an alternative pastoral service to teachers has been raised, supporting the

development of a trusted adult model in the schools.

Golden threads: through the voice and eyes of the child; unite to succeed; shape up and keep fit; holding onto the baton; cornflakes to canoeing; prove it – making change happen.

Contact: Sheila.Norris@Greenwich.gov.uk

63 Greenwich – Transitions data

Area: London Borough of Greenwich

Content: A tailored analysis of Foundation Stage Profile outcomes is produced for every primary school. As well as sharing this with the relevant school a list of pupils with a total FSP score below 60 (the bottom 20% of each cohort) is produced separately and provided to each year 1 student. This provides teachers with immediate information about which students are most at risk of poor outcomes as they begin primary school, and allows them to target and plan individualised programmes for those individuals.

Outcome and what is working: The relationship between the council’s research and statistics section and primary schools helps to support intelligent and data-led targeting of vulnerable children at the point of transition.

Golden threads: prove it – making change happen; unite to succeed; holding onto the baton.

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64 Hackney – Co-educators for Turkish, Kurdish and Turkish Cypriot pupils at KS3 and KS4

Area: Hackney – four secondary schools

Content: Trained co-educators, commissioned from the community and voluntary sector, provide targeted support for Turkish/Kurdish/Turkish Cypriot (T/K/TC) students who have limited academic English. They work with subject teachers and ethnic minority achievement co-ordinators to identify under-achieving pupils and to track and monitor individual progress. The co-educator project includes individual tuition, in-class support, academic and social mentoring and translation and interpretation. Drop-in sessions are also provided for T/K/TC parents.

Outcome and what is working: tracking and monitoring of student progress shows better than expected progress for most of the targeted students in English, maths and science. For example in one school, which had 27 targeted students, in the first term of the project 10 were making better than expected progress in maths and English. By term 3 the figure had risen to 22. The co-educators are role models and provide pupils with a positive adult input from the T/K/TC community. Improvements made in English have a beneficial impact on the students' learning in other subjects and skills. Supported pupils have chosen to attend after-school clubs that provide English, maths and science classes. An increasing number of parents are attending the drop-in session with co-educators.

Golden threads: you can do it; together with parents; through the eyes and voice of the child; learning to learn; prove it

– making change happen; cornflakes to canoeing; it takes a community.

Contact: Maude Blair 020 8820 7249

65 Hammersmith and Fulham – Targeted early years services

Area: London Borough of Hammersmith and Fulham

Content: The borough has identified those early years settings where there are high numbers of children from key super output areas. Each of the identified settings has had additional pump priming resources invested in them. These have been used to provide a range of interventions that relate to children's individual progress and establish and provide the personalised support each family needs. Each child's individual progress as a result of the interventions is tracked.

Outcome and what is working: A combination of pump priming, common expectations of what should be delivered, the intelligent use of data and personalised family centred programmes of support.

Golden threads: prove it -making change happen; together with parents; through the voice and eyes of the child; unite to succeed.

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66 Hampshire – English Immersion

Area: Hampshire secondary schools

Content: A local authority led intervention strategy raising standards

in teaching and learning using binding protocols and a 'toolkit'. The local authority team consists of secondary and primary (transition) consultants, behaviour experts and English inspectors.

Outcome and what is working: The programme has been applied in five schools, which have shown improved results and report significantly improved performance and professionalism in the English departments. One school has adopted the 'Immersion Process' as a senior leadership tool for evaluating the performance of all its departments. What works is activities such as coaching, seminars, talking with pupils and forming partnerships with teachers. The Immersion team are consciously modelling the professionalism they seek to promote. There is an Immersion Week which generates an action plan, which is shared with the school at every stage. At the end of the week the action plan is formally 'handed over' to the school for their consideration and agreement then delivery. The process and outcomes are jointly planned between the school and the LA every step of the way.

Golden threads: you can do it; through the voice and eyes of the child; unite to succeed; shape up and keep fit; learning to learn.

Contact: Ken Wilby - 023 9244 1521

67 Hampshire – Inclusive literacy project

Area: Hampshire

Content: The team for the education of children in care ran an intensive literacy project for two specific cohorts of looked

after children in years 5 and 6, seeking to improve the reading ages of children with specific literacy difficulties and to empower foster carers and parents to effectively and actively support the education of 'their' children. The project consisted of two wave-three interventions, Paired Reading and Phono-Graphix. The project's overall aim is to increase literacy levels for looked after children, and reduce the incidence of school failure and anti-social behaviour linked to poor literacy.

Outcome and what is working: There was a significant improvement in mean reading age for the paired reading improved functional literacy measured by a number of methods. In addition there were significant gains in confidence and reading enjoyment for the children and a positive response from foster carers who appreciated the impact on the children and the additional skills the approach gave to them. The key success factors are the application of an evidence-based learning approach supported by educational psychologists but applied by the foster carer after training as a shared activity.

Golden threads: learning to learn; together with parents; you can do it; through the voice and eyes of the child.

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68 Haringey – Language project

Area: A selection of primary schools in Haringey

Content: Extending the use of technical language through oral participation

across the curriculum. The idea is that key subject, specific language is consistently presented throughout the lesson and reinforced through pupil oral uptake for further retention and extended application in writing

Outcome and what is working: Outcomes range from evidence of key vocabulary in pupils' writing, science tests and before and after input measurement. The programme is known to teachers as M.RAF. It is so successful it has its own acronym based on its methods (Modelling key identified language feature; Reinforcing language (by pupils, eg. Paired talk); Applying language (eg. Interviews, speaking triangles); Frames used for scaffolding speaking and writing (eg writing frames).

Golden threads: learning how to learn; you can do it; shape up and keep fit.

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69 Herefordshire – Speech and language service

Area: Herefordshire

Content: The county council have, with the PCT, developed a universal (as well as a targeted) speech and language (SAL) service supporting every children's centre in the county. Each centre receives a package of support from a specialist SAL therapist. Centre staff are supported to acquire skills in developing speech and language through their mainstream work with children. Parents are also supported through group and individual activities to help their own children develop their speech and language. A range of

materials for staff and parents to use are provided.

Outcome and what is working: The impact has been a measurable decrease in referrals of under 5's to the specialist SAL service, from 300 to 150. Specialist input can be provided on site at the child's centre as an extension of the support already being provided, ensuring continuity of service and inclusive services.

Golden threads: together with parents; unite to succeed; holding onto the baton; shape up and keep fit; prove it – making change happen.

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70 Hull – The McMillan Children's Centre

Area: The McMillan Children's Centre, Hull

Content: The centre specialises in supporting disabled children to maximise the benefits from early learning. If parents and professionals agree that children need significant additional support to access the Foundation Stage curriculum, they can be offered a place in the Nurture Group. This is a small group of children with a high ratio of staff with expertise in supporting children with individual needs. Each child benefits from a personalised activity plan to help them adapt to their environment. As they settle in, children are offered additional sessions in the main nursery, but are still supported by the same key worker.

Outcome and what is working: A large number of children with a wide range of needs have now been supported through the Nurture Group into mainstream

provision, some of whom had previously tried unsuccessfully to attend other early years settings. The progress of learners with disabilities was identified in an inspection as “outstanding”. It works because of the highly personalised programme coupled with carefully managed transition and continuity of the key worker relationship.

Golden threads: together with parents; holding onto the baton; through the voice and eyes of the child; learning to learn; shape up and keep fit.

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71 Islington – Reach Integration Project

Area: Two secondary schools in Islington

Content: Two Islington secondary schools, Holloway and Elizabeth Garrett Anderson, have worked with the Islington Raising Educational Attainment of Children and Young People in Care (REACH) team to develop a funded programme to support the integration and achievement of newly arrived unaccompanied asylum seekers and refugees who need to enrol in Year 11. The programme offers initial assessment, identification of curriculum pathways, initial support into mainstream lessons, tracking and monitoring of progress through the year, mentoring support and extra help eg. in applying for work experience or making college applications, and support to establish good communication and partnership with carers. The project sought to ensure that the target students achieved 1 A*-G grade at GCSE despite only starting UK schooling during the Autumn term of

Year 11 and being new to English.

Outcome and what is working: All students achieved at least 5 A*-G grades (far exceeding our target), one achieving 7 A*-C grades including an A* grade in mathematics. All of the students involved in the 2005-2006 programme are going on to college next year. The REACH team have also positively evaluated the social and academic benefits to the student. The key success factors to date are the use of targeted funds to develop intensive highly personalised plans for each individual, the additional 1:1 time from a mentor and careful monitoring and tracking of each young person’s progress, all within a mainstream inclusive setting.

Golden threads: through the eyes of the child; you can do it; holding onto the baton; learning to learn; prove it – making change happen.

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72 Kingston-upon-Thames – Early Years Data programme

Area: London Borough of Kingston-upon-Thames

Content: The borough, working together with head teachers from its children’s centres, has developed an approach to the use of foundation stage (FS) data to improve provision, set targets and narrow the gap at children’s centre level. The data set is prepared and provided to the heads group, at an annual meeting. The data shows their FS data compared to the overall LA picture, the Children’s Centre ‘reach’ data compared to the overall LA picture, the LA statutory targets and the same data set for FS, and Children’s

Centre 'reach'. Through a process of 'sustained shared thinking' and discussion each head agrees to set targets for their own centre and they agree collectively ways forward for targets for 'reach' schools via each cluster.

Outcome and what is working: Heads engage because the focus is on improving provision in their centres via reflection and discussion together about what the data is showing, reducing competition and increasing collaboration. The data supports Heads to look at the story behind it. This has informed what resources, activities and experiences can be provided in children's centres more effectively, and helps debate about the best way to use integrated working. This has begun to improve outcomes for the bottom 20% and narrow the gap.

Golden threads: prove it – making change happen; unite to succeed; you can do it; culture not structure.

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73 Lambeth – The best for our children programme

Area: London Borough of Lambeth
Content: This is a programme funded jointly by London Challenge, the Neighbourhood Renewal fund and the Borough. It supports primary schools in the most deprived wards in the Borough. The programme aims to maximise outcomes for all the children in the area by supporting schools through: building leadership and management capacity; improving the quality of teaching and learning; early reading and numeracy at foundation stage, KS1 and KS2; supporting parents and carers to become involved

in all areas of their child's learning and supporting the best possible behaviour for learning, for all groups of children. The multi-disciplinary programme team ensure all participating school staff have access to a high level of continuing professional development, school leadership teams have dedicated support from school advisers and staff have input from teaching and learning consultants. Outreach workers work with participating schools to support schools, parents and carers and children with issues relating to attendance and punctuality, children's behaviour, and attitudes towards learning; they work with parents and carers to help them fully engage with their children's learning. Schools are supported to provide a range of programmes such as 'Talking partners', 'Every child a reader', 'JUMP' mathematics programme etc.

Outcome and what is working: Participating schools had been below floor targets for more than five years in 2005. By the end of year one, six schools were above floor targets. Performance has continued to improve as have outcomes for children. The programme has been extended to a secondary school and four more primary schools. What works is the use of a dedicated, funded multi-disciplinary team supporting each school to focus on every aspect of the school from leadership to personalised engagement with children, young people, parents and their communities. High aspirations are coupled with practical support and additional capacity to work with and engage with children, parents and their families to overcome the barriers they experience to learning.

Golden threads: you can do it; passion with purpose; shape up and keep fit; unite to succeed; together with parents;

learning to learn; cornflakes to canoeing; through the voice and eyes of the child.

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74 Leeds – Personalisation to address needs of visually impaired pupils

Area: Leeds schools

Content: The Visual Impairment Team has applied personalisation to address the individual need of pupils with visual impairment (VI) in mainstream schools across Leeds and offer a personalised VI curriculum. Lack of incidental learning, and limited expectations are factors which often lead to gaps in experience and knowledge for children with a significant visual impairment.

Outcome and what is working: The team have accessed all available resources to motivate learners and offer a wide range of activities such as specialised coaching and outdoor education days. Children are reporting new friendships which have been extended to having new friends home for tea, and to visit in the summer holidays as a result of this programme. Others are developing IT skills to communicate via email and mobile phones. Parents are pleased with results and fully supportive of the programme.

Golden threads: you can do it; together with parents; through the voice and eyes of the child; learning to learn; cornflakes to canoeing.

Contact: Anne Lomas 0113 395 1111

75 Leicester – Parents as peer educators

Area: Leicester

Content: Sure Start Children's Centres are involved in the town's multi-agency early preventative strategy to tackle anti-social behaviour. Parents have been recruited as volunteer peer educators to support families with children experiencing behaviour and communication difficulties. Over 30 parent volunteers have been recruited and undertaken accredited training in skills such as behaviour management and anti-discriminatory practice

Outcomes and what is working: The parents receiving support have reported improvements in relationships with their children, better communication, less anti-social and poor behaviour, and improved self-esteem.

Golden threads: together with parents; through the voice and eyes of the child; unite to succeed; it takes a community.

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76 Leicester – Parents support initiative

Area: Leicester

Content: Two complementary projects are working together to generate parent-led parenting support services. Turning Point Leicester is running a 'Speakeasy Programme' working with teenage parents and young parents who have had substance abuse problems. The programme has trained a considerable number of peer educators who are

now providing education and training for other young parents and parents with substance abuse problems. At the same time, Voluntary Action Leicester is running 'Help, I'm a parent – get me out of here' courses. These are 8-week empowerment programmes which take place in schools below their floor target, working with vulnerable parents.

Outcome and what is working: The two programmes, both commissioned from the voluntary sector, and both of which are parent-led, work with vulnerable parents to improve their knowledge; give them access to advice and support; help them understand the choices they can make and empower them to be more confident successful parents. Both reduce the need for statutory service interventions and both impact on the capacity of parents to help their child achieve better outcomes, in or out of school.

Golden threads: together with parents; you can do it; learning to learn; unite to succeed; shape up and keep fit.

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77 Leicester – Transforming Leicester's learning in schools with early years foundation programme

Area: Leicester

Content: Based on NCB/Coram's 'parents as partners in early learning programme', Leicester has developed a city-wide programme working with parents individually and in groups with a particular emphasis on fathers and on young parents. The programme is informing and is part of a wider roll-

out of Leicester's 'Learning in Schools with Early Years Foundation Stage' programme. The programme aims to increase parental involvement with their children's development.

Outcome and what is working: The developmental gap between vulnerable children and their peers is narrowing. The programme increases parental confidence in being involved with, understanding and supporting their children as they grow and develop, and also increases practitioners' confidence in working with vulnerable parents.

Golden threads: together with parents; learning to learn; shape up and keep fit.

Contact: Kay Jaques, Leicester City Council

78 Leicestershire – Extended Schools Cluster Dance Coach

Area: Loughborough school cluster

Content: A cluster of 21 schools in Loughborough identified a need for physical activities that provided exercise, built confidence but was not one of the traditional sports that some students would not access in or out of school. They appointed a Dance Coach, working in each school as part of their extended services to provide dance classes across a number of dance disciplines. The service is provided free for students on free school meals. The service has had a very high take up, particularly from some more vulnerable students. The cluster collaborates in putting on an end of term dance festival. The coach also acts as a mentor for some of the participants and supports sports staff in developing dance as a mainstream activity.

Outcome and what is working:

Monitoring shows a significant increase in attendance amongst participants, as well as their overall engagement in school activities and a growth in their confidence and self esteem. There have also been a number of health gains. The service is working because it creates an opportunity for disaffected young people with poor attainment and attendance to demonstrate they can achieve high standards of performance.

Golden threads: unite to succeed; learning to learn; through the eyes of the child.

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79 Leicestershire – Family Action Family Support Service for parents with learning difficulties

Area: Leicestershire

Content: Leicestershire commissions, from Family Action, a specialist family support service to work with parents with learning disabilities. The programme is designed to work with those parents who may be or are subject to a safeguarding plan. Specialist staff with experience of working with people with learning difficulties support specially trained family support workers from the local area to work with the whole family on a highly flexible basis – for example setting routines (such as bath and bedtime, or getting school clothes ready and getting to school), hygiene, nutrition and basic cookery, packed lunches, clean clothes, etc. They also work on activities and communication. The service identifies a separate ‘trusted adult’ (funded through a special charitable Trust) for the children in the family.

Outcome and what is working:

The national picture is that a disproportionately high number of children of parents with learning difficulties are taken into care and not reunited with their parents. Locally the programme is working towards redressing this balance, is showing good engagement and effective improvements in parenting and the ability of parents with learning difficulties to safely parent their children. It has not yet had a significant impact on figures for reception into care but that is anticipated in the near future.

Golden threads: you can do it; together with parents; through the eyes of the child; prove it- making change happen.

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80 Lewisham – Black pupils achievement project

Area: All Lewisham secondary schools

Content: The project’s aim is to narrow the gap in achievement between black pupils and their peers in 2008. It consists of an effective three-year partnership between parents, teachers and students working with 200 named students across all the secondary schools. Each of the 200 are engaged on a specific programme (the Black Pupils Life Programme) as part of their schooling.

Outcome and what is working: There has been a significant improvement in the achievements of the 200 students. An intense focus on a small number of young people who are vulnerable and identified as significantly under performing underpins the success of this programme.

In addition, the application of a common programme for the whole project, across a number of different secondary schools as a core part of the work, provides shared expertise and a shared focus and vision without removing those students from mainstream school settings.

Golden threads: learning to learn; together with parents; prove it – making change happen; shape up and keep fit; through the voice and eyes of the child.

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81 Lincolnshire – The Ruskington Consortium for Extended Schools

Area: Ruskington, Lincolnshire

Content: The Ruskington Consortium started as the initiative of one school and quickly grew. The initial commitment came from the School Improvement Plan of Winchelsea Primary School, where the school's Partnership School Change Team was tasked with discovering whether or not there was a need for additional childcare before and after school. The secondary school, the fellow primary school and one of the private childcare providers that serve the community of Ruskington, together with the county's Extended School Advisor, formed the Ruskington Consortium. A wide range of agencies working with and for the community came together as equal members of the Consortium in active and/or advisory roles. For the first year it operated with no funding. The ethos of the Consortium is one where all members are working together, to benefit the children and young people of the community regardless of any individual

organisational agendas.

Provision has focused on both children and parents. The Consortium has signposted childcare, centralised a wide range of information for parents, created a parents' room, run breakfast/nurture/homework clubs, offered a wider range of out-of-school activities, hosted adult maths, literacy and EAL, provided opportunities for parents to gain coaching awards along side the children taking part in clubs and delivered joint parent information.

Outcome and what is working: A greater uptake clubs, and feedback from staff and parents involved in activities about the pre-school groups, has been very positive. Children in the nurture group are coming into school with a far better disposition to learning. The success has been as a result of effective leadership.

Golden threads: From good to great – passion with purpose; unite to succeed; shape up and keep fit; together with parents; through the voice and eyes of the child; cornflakes to canoeing; it takes a community.

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82 Luton – School based family workers

Area: Luton

Content: Each Luton primary school employs family workers who are working with children, and their parents in and out of school. The workers have a variety of employment backgrounds. The workers are collectively co-ordinated by Luton school improvement service, which

provides them with a peer group to share knowledge, learning and problems, facilitates the exchange of information and ensures there is some service-specific supervision provided.

Outcomes and what is working: Since the service was introduced KS1 results have improved, more parents are engaging in adult learning, and referrals to social care have gone down. The family workers are developing common ways to work together and schools are valuing the partnership with the school improvement service in terms of the support that they can provide to the school's individual worker.

Golden threads: shape up and keep fit; unite to succeed; learning to learn; together with parents; you can do it; cornflakes to canoeing.

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83 Merton – Cluster social work service

Area: London Borough of Merton

Content: School clusters and children's centres are aligned and supported by cluster social workers, working as part of a local multi-agency team. The social workers are specifically expected to work with children, young people and families in need who do not reach the Merton threshold for formal social work intervention (ie children and families assessed as at tier 2 as opposed to tier 3 of the child concern model) to provide early intervention and prevent family crisis. The workers also work with staff in the centres and schools to develop their skills in meeting the needs of vulnerable children and their families before they

escalate, building capacity within each cluster to extend early intervention and prevention services. Data on the total number of interventions and the number escalated to a level of formal intervention is collected and evaluated monthly.

Outcome and what is working: Success is measured in terms of what is prevented from escalating as well as in terms of the effectiveness of the support provided and outcomes for individual children. What works is the clarity of expectation about the role of the cluster social workers, the capacity they bring into the system, and the ability to provide a continuum of services rather than one dominated by thresholds as a barrier to service.

Golden threads: unite to succeed; shape up and keep fit; prove it – making change happen; holding onto the baton; culture not structure.

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84 Middlesbrough – The SPARC programme

Area: Middlesbrough,

Content: The SPARC (Supporting Positive Attention and Reciprocal Communication) programme is based on evidence of what achieves positive outcomes for children's social and emotional skills. Packs are available to parents with children aged 0-6 that contain activities to support the development of children's communication skills, self-esteem, and emotional growth. After consultation with teenage mothers, BabySPARC has been introduced to address the specific needs of young parents, including raising awareness of their responsibilities.

Outcome and what is working: Evaluation of the impact of the SPARC packs on three year-olds has found that home visiting is a particularly effective way to get parents to do the activities, and parents feel it has helped their children in the transition to nursery school.

Golden threads: together with parents; through the voice and eyes of the child; you can do it; learning to learn.

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85 Newcastle – Access to employment through volunteering

Area: Newcastle City

Content: Newcastle provide a career pathway into employment through volunteering at its Sure Start children's centres. Parents start as service users receiving family support services, then are supported with accessing family learning. They are then helped to develop their own CV through taking part in a range of support volunteering roles including receptionists, administrators, maintenance etc. At the same time, through the centre the council provides the volunteer with stable child care arrangements and provides advice on coming off benefits, family tax credits, the implications for housing and other benefits, help with transport costs etc. Direct support with accessing training and learning in particular career paths is also available. Eventually parents are supported with the process of applications, interviews and the early weeks of employment.

Outcome and what is working: The

staged and constant level of support to parents, coupled with the opportunity to develop without taking risks, build marketable experience and gain the right qualifications or skills before finally moving into work. It also brings a gain for the centres as they get additional staff capacity from the contribution made by the volunteer parents. The approach increases aspirations for both the parents and their children.

Golden threads: you can do it; together with parents; learning to learn; holding onto the baton.

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86 Newcastle – locality partnership planning

Area: Newcastle City

Content: Newcastle City Council has, with its children's trust partners, developed locality partnerships which are responsible for planning and commissioning services for children. They have set up an outcomes-based accountability framework for each locality partnership to use in order to identify need at a local neighbourhood level and use practitioners on the ground (including practice-based commissioners) to put the story behind the data. They have just developed an outcomes-focused evaluation framework to apply in evaluating those services being commissioned.

Outcome and what is working: The approach has acted as leverage to change culture across all partner agencies from one of 'buying services' to one of commissioning service. It encourages commissioners at a local level to think

about 'this is what we want to deliver, and this is how we will achieve these specific outcomes'. Everyone at locality partnership level understands and is trained in the use of the framework, which has reduced barriers between agencies. Children and young people (from the specific target group eg. school phobics) as well as parents, carers, and community members are involved and included in the process.

Golden threads: culture not structure; shape up and keep fit; unite to succeed; prove it – making change happen; through the voice and eyes of the child; together with parents; it takes a community.

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87 North East Lincolnshire – Lads and Dads project

Area: North East Lincolnshire

Content: The scheme is a partnership between NE Lincolnshire Study Support, Sports Development & Libraries. It was developed in response to an identified gap in attainment between boys and girls at KS1 and used research about the limited time fathers spend reading to their children to inform the content.

It is a six-week programme which combines literacy with sports. Three schools from the same cluster are targeted each term. Every week for five weeks, ten year-3 boys from each school take home a bag which contains a book, a literacy worksheet (with questions and quizzes from the book) and sports equipment. Each bag contains a different book and sports equipment for a specific skill. Throughout the week, the boys

work on their sports skill and read the book with their dad or significant male carer, (whether they live with the child or not). On the Saturday of the sixth week, a competition day is held to which the 'lads & dads' from all three schools are invited. Every 'lad & dad' team receives a certificate for taking part in the scheme. There is also a sportsmanship award.

Outcome and what is working: Early evidence from the first year demonstrates that the boys' reading age improved, as did their co-ordination, motor skills and confidence. They also displayed an increased interest in and willingness to read. Fathers report they see more of their children and enjoy it more. The scheme works closely with each school to ensure that they can target vulnerable children and involve them alongside others in participating.

Golden threads: together with parents; learning how to learn; shape up and keep fit; cornflakes to canoeing; through the voice and eyes of the child.

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88 North East Lincolnshire – Data-focussed practice in early years

Area: North East Lincolnshire

Content: The LA set up an Early Years Performance Management Team to centralise early years data and provide a coherent picture of what was happening. Key aspects of the new system include: providing individual children's centres with self-evaluation forms (SEFs), pre-populated with data with an analysis highlighting specific areas of need; an analysis of Foundation Stage Profile

data for schools and children's centres to inform them of the cohort and individual learning needs; and fully integrated arrangements with health. Data is gathered on the number of individuals and families accessing services, and trends on births and the 0-4 population are calculated to aid service planning. The integration and quality of data from health is very well embedded. This will improve further as Child Health surveillance data is included, allowing the inclusion of vaccinations and inoculations into SEF plans and the pinpointing of gaps in immunisations at the lower Super Output Area (SOA) level.

Outcome and what is working: These robust arrangements have made a real difference to children's centres' ability to identify gaps and target resources effectively which is impacting on outcomes. Examples include: identifying lower SOA 'hotspots' where 70% of women were smoking during pregnancy and targeting smoking cessation on those areas; and introducing an enhanced programme of training and childcare options in an area shown to have a much higher than average percentage of children living in workless households. Service provision decisions are data led and the data analysis is provided to every centre allowing for local flexibility informed by the data. The data collection also allows for the identification of the areas of learning that specific settings are excelling at, and examination of reasons behind this with a view to sharing best practice with others.

Golden threads: prove it – making change happen; shape up and keep fit; unite to succeed; you can do it; learning to learn.

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89 Northumberland – Leadership influence in the LAA process

Area: Northumberland

Content: Northumberland have adopted a strong leadership model to support their strategic and operational approach to delivering the Local Area Agreement (LAA) targets for children, young people and their families. The county agreed their LAA priorities and have set up a central team and infrastructure to turn them into locally meaningful action. The team, working with 15 partnerships across the county, comprising 204 schools in total with their partners in a local area presented the LAA priorities, then challenged the partnership to define what they felt was their moral purpose locally in relationship to them. From this discussion each partnership has agreed a set of priorities for delivery and a set of partnership performance indicators to monitor and measure progress. The partnerships are supported in their work by a multi-agency infrastructure.

Outcome and what is working: Strong leadership committed to making the LAA process meaningful and purposeful for schools and communities coupled with a strong sense of responsibility (ie. moral purpose) at a local level about what services are delivered how.

Golden threads: From good to great – passion with purpose; you can do it; unite to succeed; shape up and keep fit; culture not structure; it takes a community; prove it – making change happen.

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90 Nottingham – Persistent absenteeism programme

Area: Nottingham

Content: Nottingham City Council Education Welfare Service have identified all children and young people who are persistent absentees. Applying research evidence that such absenteeism is an indicator of other underlying problems for a child or young person, they have then mapped the characteristics of each child. 500 children and young people have been identified and each one has been assessed in conjunction with the school. The information has been used to create an individual package of intervention and support for each child. It has also been used on an aggregate level to identify service need, gaps and weaknesses. This will inform strategic planning and service commissioning as well as any specific areas or schools that require further support. The city has identified that a significant number of persistent absentees have special educational needs for example, so are using that information to review SEN services. Each child's progress is also being tracked.

Outcome and what is working: Corporate collective leadership and the use of a data-led response to an identified problem at a strategic, operational and individual level. Strong monitoring is used to underpin an understanding of the impact of the initiative, and the outcomes achieved by individual children and young people as well as the effectiveness of school level interventions and family support services.

Golden threads: prove it – making change happen; from great to good – passion with purpose; you can do it; unite to succeed.

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91 Nottinghamshire – Quality assurance through partnership in early years services

Area: Nottinghamshire

Content: There is a county-wide approach for the continuous improvement of early years provision, with explicit links to improving outcomes. The Authority has set up focus groups to discuss the delivery of outcomes, with 'Enjoying and Achieving' (E&A) groups established at children's centre, district and county-wide levels to focus on early learning experiences.

Each children's centre has its own E&A group consisting of parents and representatives from a wide range of service providers with an interest in early learning, including schools, PVI sector providers, childminders, health visitors and children's librarians. The group is facilitated by the children's centre teacher and meets quarterly with the aim of making recommendations for improving the quality of learning experiences; increasing awareness among parents of the benefits of early learning; contributing to the extended schools agenda by recommending improvements to seamless services for 0-11 year-olds; seeking funding to deliver new services; and sharing knowledge and good practice.

This E&A group monitors play and early learning activity and feeds information into the performance management cycle. Changes and improvements are discussed and reported to the children's centre management group. A district-

wide E&A group has been established with a more strategic remit. This group considers childcare sufficiency, quality and workforce issues, with a focus on resource targeting and the planning of training. The county-wide E&A group includes health representation, speech and language therapists, children's centre co-ordinators and teachers. It is responsible for considering county-wide needs, systems and policy issues.

The work of the E&A groups is also informed by increasingly sophisticated methods of demonstrating improved outcomes. These include a two year language screen designed by speech and language therapists that tracks improvements after a programme of support, and helps parents to recognise the progress that they and their children have made.

Outcome to date and what is working: Baseline data has been established to measure performance for early years provision, and the early indications show an improvement in the Foundation Stage Profile in children's centre areas. What is working is strong leadership and an explicit framework for quality assurance and performance monitoring, informed by information at local level that 'tells the story' and good tools to monitor outcomes. There is strong engagement with all stakeholders who contribute and learn together.

Golden threads: you can do it; together with parents; unite to succeed; shape up and keep fit; prove it – making change happen; from good to great – passion with purpose.

Contact: fis@nottsc.gov.uk

92 Oxfordshire – New fathers visiting programme

Area: Rose Hill Littlemore Children's Centre Oxfordshire

Content: The centre arranges a visit to all new fathers shortly after the birth of their children. This helps them to feel fully involved in the early weeks of their babies' lives, and complements the work of health visitors with mothers. A volunteer development programme at the centre includes practical activities that have proved appealing to dads, including painting and barbecuing, and these have often led to greater involvement in the centre and the wider community.

Outcome and what is working: The increase in the number of dads at the health visitor clinics at the centre is evidence of their increased engagement with their children's day to day care. This is anticipated to have a positive impact on their children's development.

Golden threads: together with parents; it takes a community; you can do it.

Contact: Sylvia Dolan, Rose Hill Littlemore Children's Centre, Oxford

93 Rochdale – Joint support panels

Area: Rochdale

Content: A high level panel which meets to create Individualised service plans for children and young people with complex, highly specialist needs. The individual children are those who have got 'stuck' despite having had a CAF or other assessments, as well as support from

the team around the child. The panel is made up of senior staff from across the children's trust, who have the authority to make decisions and commit resources where there is a likelihood that they will require high cost, or a potentially high risk type of support or a need to be creative and innovative. The lead professional represents the team around the child at the panel meeting, but in forming a plan the panel uses information from the child or young person and their parent or carer about what support they feel they need, as well as the views of the lead professional and the team around the child.

Outcome and what is working:

Leadership and the ability to resolve complex service needs quickly. Also the ability to ensure individual commissioning of specific, specialist or innovative services is undertaken swiftly and collaboratively, using the resources of all partner agencies.

Golden threads: from good to great – passion with purpose; you can do it; together with parents; through the voice and eyes of the child; unite to succeed.

Contact: brian.braithwaite@rochdale.gov.uk

94 Rochdale – Sunny Brow Forest School

Area: Rochdale MBC

Content: Sunny Brow School in Rochdale provides a full time Forest School, but also trains Forest School practitioners to work in other early years and primary settings. To date there are 52 trained level 2 forest school practitioners modelling forest

school techniques in mainstream settings.

Outcome and what is working: There has been an improvement in children's listening and speaking skills across the settings involved as well as some health gains. In addition there has been a marked improvement in staff motivation and inspiration in teaching practice. Mainstream practitioners learn new techniques and approaches from colleagues.

Golden threads: learning to learn; unite to succeed; shape up and keep fit; through the voice and eyes of the child.

Contact: 0161 643 3306

95 Rochdale – Fathers Programme Integrating strategy and practice with fathers and separated families

Area: Rochdale

Content: Rochdale Council with its partners has established a strong approach to working with fathers and separated parents through an approach which integrates strategy with practice. Practitioners had expressed the view that they lacked knowledge, experience or confidence in working with the separated parent (predominantly fathers) and had anxieties about doing so.

Instrumental in the changes has been the establishment of a 'separated parents steering group'. The group has been working on a consistent policy for working with the separated parent across every agency. It is also developing guidelines to be considered in policies and procedures to ensure all parents

and significant adults are included when working with and for children.

Outcome and what is working: Most agencies are now ensuring they identify and include/work with fathers and or separated parents as well as with mothers and/or the primary parent, although awareness raising is still required in some sectors. In particular this has included changes in practice by the homelessness service and some voluntary sector agencies. Practitioners have developed confidence, and access to a range of materials, tools and support services to assist them ensures their work on a whole family basis is being improved. What seems to work is a whole system approach, combining strategy with practice across every agency, developed from practitioners upwards in response to an identified gap in services, skills and knowledge.

Golden threads: together with parents; holding onto the baton; unite to succeed; shape up and keep fit; prove it – making change happen.

Contact: julie.hayes@rochdale.gov.uk

96 Rotherham – Unified management

Area: Rotherham

Content: The Local Authority and the PCT as individual agencies within the Children’s Trust have brought their children and young people’s services into one unified management team. This has been done incrementally and will be completed by April 2009. The change has been underpinned by a range of legal and service level agreements, new HR processes and the assumption of clinical

governance processes. All services are reporting to and accountable to the Director of Children’s Services.

Outcome and what is working: The change has meant that the introduction of locality based multi-agency services has been achieved quickly and effectively, and is creating a faster culture change within services.

Golden threads: unite to succeed; shape up and keep fit; from good to great – passion with purpose; culture not structure.

Contact: Pam.Allen@rotherham.gov.uk

97 Somerset – MAISEY (Multi-Agency intervention services for children in early years)

Area: Somerset

Content: Early years services have access to MAISEY for children identified as having a special educational need and/or disability in need of additional support. The process includes social care, health staff, education psychologists, speech therapists and works with a ‘plan around the child’ that is monitored and regularly reviewed. Each child moves to school with a school entry plan in place.

Outcome and what is working: The service provides swift access to additional services and support to early years settings to meet the needs of children with SEN themselves. Children with additional needs are identified early and interventions put in place before they move to school, ensuring the impact of the transition is minimised. Needs and intervention can be identified

from hospital discharge for very young children. Schools and parents value the fact that plans are in place on arrival into school and preschool. The process focuses on where children are, identification of intervention, reducing travel to specialist services for vulnerable families in a mainly rural area.

Golden threads: unite to succeed; shape up and keep fit; holding onto the baton; together with parents.

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98 Southampton – Joint working with health in early years

Area: Southampton Council and PCT

Content: Southampton Council and Southampton PCT recognised that to achieve genuine integration of health services with Sure Start, joint management of the process by the LA and the Primary Care Trust (PCT) was required, including the agreement of shared delivery targets.

A jointly funded post of Sure Start Public Health and Parenting Manager was established, managed by the Head of School Standards and the Associate Director of the PCT (Children and Families Services). This has made a major difference to the way that early years and health services work together. The areas covered by health visiting teams are structured to coincide with the 14 children's centre reach areas. A health visitor in each team supervises the family support workers, prioritises multi-agency referrals, and provides training and guidance. Public health and children's

centres' targets are agreed jointly by the LA and PCT, including breastfeeding, smoking cessation and oral health. An expanded public health outreach service is provided for teenage parents, the obesity programme, oral health and breastfeeding. There is improved data sharing between the LA and the PCT.

Outcome and what is working: There is growing evidence that this transition to fully integrated working is improving outcomes: breastfeeding, smoking cessation and normal delivery rates have improved, with a significant narrowing of the gap between the most disadvantaged areas and the rest of the city. There is excellent communication to parents about services. Levels of service uptake have improved each year, and a recent survey showed that 68% of parents have a raised awareness of children's centre services. The alignment of management, organisational structures and arrangements, joint planning, joint target setting and joint data analysis all have a direct impact on practice.

Golden threads: unite to succeed; shape up and keep fit; prove it – making change happen.

Contact: cis@southampton.gov.uk

99 Southend – School based CAMHS commissioning

Area: Southend schools with CAMHS

Content: Arrangements have been made so that schools in the area can directly commission individual therapeutic work and other mental health interventions from the CAMHS service when they identify an emotional, social or behavioural problem

for the child or young person. Adult counselling, play therapy, art therapy and family therapy are all provided. The system has been established for 18 months and has significantly changed the way services are accessed.

Outcome and what is working: Schools have grown in confidence about their ability to identify early mental health problems. The arrangements have had an impact on the work being done by CAMHS as much as on the outcomes for individual children. The CAMHS service now finds it is doing more family-based work rather than individual direct work with children. Of 15 children where CAMHS was commissioned because they were at risk of exclusion only one has been excluded. The reduction of bureaucracy, access to swift input as soon as problems begin to be identified, and opportunity to engage in a different way are all having an impact.

Golden threads: unite to succeed; shape up and keep fit; together with parents.

Contact: YvonneCamden@southend.gov.uk

100 South Gloucestershire – Senior Managers Inclusion Forum (S.M.I.F.)

Area: South Gloucestershire

Content: This forum was set up as a shared initiative by a number of 'Pastoral' Deputy Headteachers in South Gloucestershire secondary schools. All 15 secondary schools in the borough now participate. The forum meet and work together to support children at risk of exclusion across the whole system.

Exclusion is viewed as a corporate responsibility by all 15. The support provided is funded by a top slice from PRU funding.

All schools take part in a 'managed moves' approach to support coupled with additional support services.

Outcome and what is working: There has been a significant and rapid drop in the number of exclusions. What works is the corporate ownership of the issue, coupled with shared problem solving, funding agreements and working together collectively.

Golden threads: unite to succeed; you can do it; holding onto the baton; prove it – making change happen.

Contact: nick.aslett@southglos.gov.uk

101 South Tyneside – The childminder associate model

Area: South Tyneside

Content: Childminders enter agreements to provide call-off services to the children's centre they are linked to and are also available to run 'stay and play' sessions at the centre when they are not childminding. Some have also provided 'walking services' from local schools to children's centres. These arrangements enable childminders to enjoy the benefits of being part of the children's centre team, and provide the LA with a flexible, affordable and high quality childcare solution.

Outcome and what is working: A simple approach to ensuring shared expertise, maximum use of resources and improved

skills, coupled with explicit frameworks to maximise impact.

Golden threads: shape up and keep fit; unite to succeed; holding onto the baton.

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102 Staffordshire – Nurture Groups

Area: Staffordshire Schools

Content: Nurture Groups are an in-school resource for children whose emotional, social and behavioural needs cannot be met in the mainstream class room. They provide higher levels of support than can be offered by the usual class room support. Nurture groups are being developed in Staffordshire schools as it is increasingly being recognised that some students are not able to fully access the secondary curriculum and need additional support. To date 219 members of staff in Staffordshire schools have received accredited training and currently there are 43 active groups with 30 groups interested in or actually setting up a group to begin in September 2008.

Outcome and what is working: The groups have mushroomed in Staffordshire and Ofsted has commented on the benefits. Baseline assessments are carried out using Boxall Profile and Goodman's strengths and difficulties tests. These are repeated each term to monitor progress. Schools, using information from their baseline assessments, report that the majority of children that attend the group improve their attendance, increase in confidence and are better able to access the curriculum.

Golden threads: you can do it; learning to learn; through the voice and eyes of the child; shape up and keep fit; prove it – making change happen.

Contact: Julie Stevenson 01785 277977

103 Staffordshire – Community and learning partnerships (CLP's)

Area: Staffordshire

Content: 50 Community and Learning Partnerships have been established across the County. A local needs analysis, initially considering the core offers for Children's Centres and extended services, is used to identify priorities for action. Each Partnership is developing integrated services for children, young people and their families which respond to local needs. Community and Learning Partnerships have a devolved budget, based on the number and needs of children and young people in the partnership area, which is then utilised to deliver or commission services to meet the needs. Community development principles are used to enhance the way the partnerships work.

Outcome and what is working: The partnerships start from the principle of needs-based service and business planning, but take a highly inclusive approach, engaging with community leaders as well as schools, children's centres and District and Borough Children's Trusts and other local agencies. The County Council remains the accountable body but the local Management Advisory Groups of each CLP have decision making responsibility within the Staffordshire Children's

Trust governance structure. Extended services are developed holistically across partnerships and lead to enhanced outcomes for all members of the community: children, young people their families and carers.

Golden threads: unite to succeed; shape up and keep fit; prove it – making change happen; from good to great – passion with purpose; cornflakes to canoeing; it takes a community; together with parents; through the voice and eyes of the child.

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104 Suffolk – BME Pupil Project

Area: St Albans Catholic School, in Suffolk – secondary school and extended services

Content: The St Albans Catholic School BME Pupil Project was set up around the creation of a new post of Student Support Manager. It monitors BME exclusions and represents a positive response to the discontent of the BME community who were alarmed at the rate of disproportionate BME exclusions.

Outcome and what is working: In 2006-2007 the St Albans school roll included 14.7% pupils from BME backgrounds, while there was a total of 26 fixed-term BME exclusions (24% of the total). There were 16 individual BME pupils with fixed term exclusions (21.6% of the total). For the period from September 2007 until 5 May 2008 there has been a dramatic reduction in BME exclusions and they are no longer disproportionate. The school employed a Student Support Manager who was of black heritage. The new

manager works in collaboration with the local authority. He has worked with the head teacher, senior teachers and LA link adviser to draw up an agreed action plan. The new manager works well with a seconded youth worker also of black heritage in collaboration with the local BME communities and pupils to reduce exclusions.

Golden threads: you can do it; through the voice and eyes of the child; unite to succeed; it takes a community.

Contact: Derek Merrill - 01473 583529

105 Telford and Wrekin – The Maybe Baby Programme

Area: Wellington, Telford

Content: The programme works with year-9 students, both girls and boys, over seven weeks in small groups of 10. The opportunity to run a programme is offered to each Telford school and the school identifies potentially vulnerable students who would benefit most from the programme. It focuses on life skills and relationships, and is designed to raise awareness of sexual health issues, parenting skills and the difficulties of being a teenage parent. Students are made aware of their choices over relationships, options around parenthood and how to take steps to delay pregnancy. It is linked to the PHSE curriculum and each programme is evaluated and then discussed at the Teenage Pregnancy Unit's Prevention Group to assess impact, and what needs to be changed or improved and to be aggregated up to identify overall impact on under-18 conception rates.

Outcome and what is working: The

scheme is showing early signs of an impact on under-18 conception rates and strong evidence of a change in attitude amongst young people who have participated towards the age of first pregnancy, a realisation of the choices available to them, the opportunity to raise their aspirations and to continue in education post-16. A significant number of participants chose to stay on in education after the course. The scheme works within mainstream settings, and is non-stigmatising despite being targeted towards vulnerable groups. It is delivered within the school but by specialist health workers, and complements the mainstream curriculum. It also focuses on being able to do more than leave school and become a parent, so has a wider impact.

Golden threads: You can do it; through the voice and eyes of the child; cornflakes to canoeing; learning to learn; unite to succeed; prove it – making change happen.

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106 Wakefield – Using child data from the PCT

Area: Wakefield

Content: The PCT in Wakefield provides accurate individual child data on a monthly basis to the Local Authority. This allows the Authority to identify three year-olds who are eligible for the free early education entitlement and who have not taken up the offer. The Authority then targets those children's families to encourage and support them to take up the entitlement.

Outcome and what is working: The

shared use of data collected by one partner for specific purposes and used by the other for other purposes to benefit vulnerable children and their families is making a significant impact.

Golden threads: prove it – making change happen; unite to succeed; shape up and keep fit.

Contact: asadler@wakefield.gov.uk

107 Wakefield – Outcomes based accountability

Area: Wakefield

Content: Wakefield has introduced outcomes based accountability as a single framework for continuous improvement and to support work to narrow the gap across the Borough. It is used to agree actions between partners, to identify performance measures for each CYP Plan priority, and as a performance monitoring tool.

Outcome and what is working:

What works is effective leadership in introducing a single framework based on evidence and research. The unifying nature of a single framework across a range of partners has helped move integration forward, and supported a common moral purpose.

Golden threads: from good to great; prove it – making change happen; shape up and keep fit; unite to succeed; culture not structure.

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108 Waltham Forest – Reduction in Health Inequalities in Waltham Forest

Area: London Borough of Waltham Forest

Content: The PCT with the LA has put additional health services (midwifery services) into 42 early years settings and children's centres in the Borough with a focused programme of work targeting health inequalities. The programme includes intensive focussed training and support for linked primary schools and other early years settings, providing training and professional development for schools and centre staff as well as direct services. In particular the programme is targeting smoking cessation.

Outcome and what is working: Early figures show that infant mortality is coming down, breast feeding is up and smoking in pregnancy is also down. Smoking in pregnancy was specifically targeted by midwives through direct family outreach with identified parents, providing a 'preparation for parenthood' advice and support service prior to rather than post birth: this includes sensitive enquiry as to an individual's reason for smoking and support to stop. The nurturing relationship built up with the mother makes it possible. Data collection is also important in order to measure impact.

Golden threads: together with parents; unite to succeed; shape up and keep fit.

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109 Wandsworth – Tackling Child Poverty

Area: Wandsworth,

Content: The Authority and Jobcentre Plus are working together on a set of interventions with the explicit aim of tackling child poverty. The Authority has set out a strategy for tackling poverty that acknowledges that, for some parents, it may take up to five years of tailored support to help them into work. A range of initiatives are in place that address the entrenched barriers to employability that include: courses in literacy and numeracy offered in children's centres to supplement basic skills courses available at local colleges; ten-week courses run by Jobcentre Plus in each children's centre cluster area covering a wide range of 'back to work' skills; referrals from Jobcentre Plus to sessions held at children's centres on personal skills such as anger management and assertiveness; and a volunteering project that helps parents boost their confidence and learn new skills.

Outcome and what is working: a strong partnership and mutual use of each other's resources.

Golden threads: together with parents; you can do it; unite to succeed; holding onto the baton; shape up and keep fit.

Contact: Paul Robinson. 020 8871 7892

110 Wandsworth – Primary School Multi-Agency Planning

Area: London Borough of Wandsworth

Content: The Borough has introduced

multi-agency planning meetings at each primary school supported by a school demographic profile. Each school is given a detailed demographic profile of its intake and its community area (covering all data known including for example obesity data) by the Council. This is used to inform school planning, help identify which additional activities and services the school should provide and target children more likely to struggle. Individual children are supported through a CAF which is used as a holistic tool to look at whole family circumstances. This informs how the school with their partners can co-ordinate support.

Outcome and what is working: By sharpening the schools' planning focus the demographic profile helps them focus on how to 'get more for less' rather than spend new money. It helps raise aspiration by staff, partners and children, and brings an analytical focus to school performance outside academic attainment. It is feeding into better transition planning with secondary schools.

Golden threads: you can do it; together with parents; learning to learn; cornflakes to canoeing; unite to succeed; prove it – making change happen.

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111 Warwickshire – Patch-based Health Visiting services

Area: Warwickshire

Content: Working with the PCT Warwickshire has created a new 'patch' or geographical area-based health visiting service rather than a GP-based service. Each children's centre has a patch round

it. 10-day check handovers from midwives to health visitors as part of a project known as CHUMS (Care Handover Uniting Mums) take place in children's centres. This is intended to ensure that all new parents are introduced to the services at the centre, and in particular to engage those new parents least likely to access those services without encouragement and support.

Outcome and what is working: It is maximising the opportunity to introduce vulnerable new parents to services they might begin to access within a mainstream setting. It is also focussing scarce resources more effectively and strategically and creating new links between GP services and children's centres as the health visitors act as a bridge. Parents are put at ease about using children's centre services. This is particularly significant in those Children's Centres where health visitors have recently established a base.

Golden threads: unite to succeed; shape up and keep fit; together with parents.

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112 Westminster – Outreach Teams

Area: Westminster children's centres

Content: Westminster has developed a borough-wide strategy for the provision of outreach to isolated families in order to embed it as a consistent, high quality service. Outreach teams have been set up with the express purpose of making contact with families, gaining their confidence, and encouraging their

continuing involvement with relevant services. The allocation of outreach workers is made on the basis of one full-time equivalent to every 400 children. There are outreach teams operating across each of the three children's centre clusters, employed by two voluntary sector organisations with strong track records of building effective relationships with parents and delivery partners. This arrangement gives centres the flexibility to access a wide range of expertise. The presence of an outreach manager supports the development of a consistent service and consistent monitoring and evaluation arrangements.

The key function of the outreach teams is to engage isolated parents and act as a gateway to Sure Start services. Health visitors undertaking new birth visits work very closely with the outreach team, and refer families to them who are considered less likely to access services without support. The outreach team make up to three visits to these families, and agree a plan of action with them, with input from colleagues from other agencies as required. The teams also facilitate at least one consultation with parents per year to identify gaps in provision, and barriers to accessing services. There is a strong focus on quality and continuous professional development within the outreach teams. All outreach staff are expected to achieve NVQ level 3 if they don't already hold such a qualification, and a core training programme is provided that includes breast feeding awareness, prevention of childhood obesity, and positive parenting interventions.

Outcome and what is working: The service is designed specifically to reach families that may not otherwise access services, at a borough wide level – ensuring equity and consistency of access. There is also effective

leadership. However local flexibility is also built into the approach.

Golden threads: together with parents; through the voice and eyes of the child; holding onto the baton; unite to succeed; shape up and keep fit; it takes a community.

Contact: jvertkin@westminster.gov.uk

113 West Sussex – Haywards Heath Family and Child Support Project (FACS)

Area: West Sussex and Sussex Partnership NHS Trust

Content: The project is designed to prevent the referral of children and young people to more specialist child and adolescent mental health services by early intervention at a local level; to promote integrated working between head teachers, educational welfare officers, family link workers, school nurses, educational psychologists, SEN co-ordinators, learning mentors, pastoral care workers, PHSE co-ordinators, behaviour support teams, counsellors, GP's, social workers, Connexions staff and others and built the capacity of the whole system to meet the specific tier 2 mental health needs of children and young people.

It was developed by a group of eight West Sussex Primary and Secondary Headteachers who identified a gap in services in terms of the provision of mental health support for pupils in their schools. After discussions with the CAMHS service, the schools pooled a sum of £18 per pupil of ECM money (£55,000) to commission a dedicated Primary Mental Health Worker (PMHW) working directly

with them with individual pupils, and with other staff in groups. The PMHW also provides training to staff to deliver primary mental health education and use certain types of intervention in classrooms or with individuals.

Outcome and what is working: The number of pupils in the eight schools, (total number 3,185) on the SEN register, particularly at school action plus, has risen slightly and the degree of support provided by other professionals fallen slightly. The number of pupils not getting their emotional and mental health needs appropriately met across the eight schools has fallen from 6.6% to 1.7%. There has been a reduction in referrals to CAMHS to eight in total. The ability of school staff to seek advice and support, and to request that a piece of direct work be undertaken where they feel the mental health needs of the pupil are more than they can meet is significantly improved. There is a high level of satisfaction amongst staff and parents with the speed of access and nature of support. Other clusters of schools in the area are also planning to commission a PMHW.

Golden threads: together with parents; holding onto the baton; unite to succeed; shape up and keep fit; culture not structure.

Contact: judy.andrews@sussexpartnership.nhs.uk

114 Wiltshire – Chippenham Town Partnership

Area: Chippenham, Wiltshire

Content: 11 schools in Chippenham have come together to create the Chippenham Town Partnership. This partnership works

with the District and County Council to plan for, collaborate on and provide specific services to children experiencing difficulties in or out of school, or beginning to cause 'problems' in the community. Their vision is 'the whole community educates the child'. The partnership is facilitated by an external individual from NCSL who is supporting the partners to develop leadership skills on a multi-agency and partnership basis. Each school has agreed to contribute a levy of £10 per school student on their register to create a pooled budget to use to purchase specific services. Schools also share resources and contribute expertise, or other support as appropriate. The partnership also runs a children's parliament, involving children and young people in the partnership's work, and in planning and providing services.

Outcome and what is working: Effective leadership, along with a shared understanding of the effectiveness of collaboration, co-ordination and cooperation in improving outcomes for vulnerable children. Other schools in Wiltshire are now beginning to create similar partnerships

Golden threads: from good to great – passion with purpose; shape up and keep fit; unite to succeed; it takes a community; culture not structure; through the voice and eyes of the child.

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