

**ENJOY & ACHIEVE STEERING GROUP**  
Minutes of the meeting  
held on Tuesday, 8 September 2009 at Cedar School

Present:

Sue Boniface	- Parenting Support Strategic Coordinator
Harrie Atkinson	- Headteacher, Bevois Town Primary School
Varina Emblen	- Senior Inspector, Standards & School Improvement
Jonathan Howells	- Headteacher, Cedar School
Paul Nugent	- Head of School Standards
Sonia Morris	- Chair, 5-13 Years Strategy Group
Chris Kelly	- Headteacher, Chamberlayne College for the Arts
Pat Hoyes	- Early Years Development and Childcare Manager
Nick Jeffery	- Southampton YMCA
Glenda Gardiner	- Assistant Principal – Student Services, Taunton’s College

In attendance:

Paul McGloin	- Commissioning Support Programme
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Action

**1. Apologies**

Apologies were received from Jenny Davies, Tim Davis, Donna Chapman, Lesley Hobbs, Angie Marchment, Christine Rawnsley and Julie Batory.

**2. Minutes of the last meeting and matters arising**


Deferred to the next business meeting.

**3. Self Evaluation and discussion about commissioning roles of the Steering Groups/group members**

Paul McGloin gave a presentation about commissioning and its role within the Enjoy and Achieve Steering Group. Some slides from the PowerPoint presentation are below:

**Children and Young People’s Plan – January 09 guidance**


- **Children’s Trust Boards demonstrate ownership** of the CYP across the partnership.
- Must include how the partnership intends to **achieve improvement to the ECM outcomes**, including who will do what
- Needs to be **based on a joint needs assessment** against the outcomes and the key actions planned to achieve the improvements
- Needs wide **consultation**
- **Focus on early identification and early intervention** for children needing additional help and role of partners
- Implications for development of the children’s **workforce strategy**
- The arrangements for **strategic commissioning** including the alignment across all partners



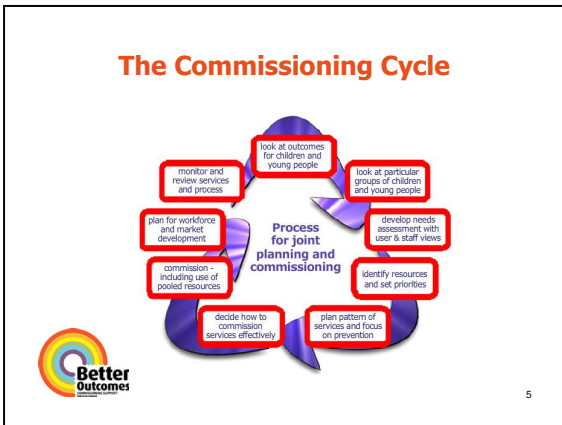
3

**What is commissioning?**

Commissioning is the word that describes the set of activities which enable commissioners to make decisions about how best to use the total resources available for children in order to improve outcomes



4



### The Role of Children's Trusts?

- Local partnerships – “whole system” of children's services- from strategy to delivery of front line services
- Promote strong planning and commissioning of services
- Ensure effective commissioning based on robust analysis of needs
- Use resources flexibly and creatively ( eg aligning or pooling budgets)

6

### The Commissioning Support Programme

Overarching aims:

- To support a **step change** in commissioning capacity and capability in order to improve outcomes for children and young people locally
- To **work in partnership** with Children's Trusts to bring about required organisational change to improve effectiveness of commissioning at all levels
- To provide **support and challenge** for Children's Trusts (all people working within and for Children's Trusts)
- To provide a vehicle to **share great practice** across Children's Trusts; thereby accelerating the pace of change nationally

7

### We are encouraging the commissioning at all levels

- Individual level commissioning
  - Lead professionals and social workers
  - Personalisation
  - Co-production context – stable relationships
- Operational/community level commissioning
  - Groups of children with particular needs
  - Localities
  - Schools and Practice based commissioning
- Strategic commissioning
  - Set strategic direction with new style CYPP, agree pace of change, allocate resources, manage whole system performance, overseen by CT Board

8

### The Self Analysis and Planning Exercise is based on 12 standards

**A. Commissioning governance and framework**

- We are clear and agreed about the outcome improvements we need to achieve for children, young people and families in our area.
- We have robust, up to date commissioning arrangements which allow us to improve outcomes for children, young people and families.
- We have the right governance arrangements to improve outcomes through commissioning
- Partners and stakeholders, including children, young people and families, understand and support the approach we take to commissioning.

**B. Commissioning activity**

- We really understand the needs of children, young people and families in our area.
- We invest wisely and influence the market effectively to improve outcomes for children, young people and their families.
- We monitor the impact and manage the performance of services in order to improve outcomes.
- Our commissioners work effectively together to secure improved services and outcomes.
- We successfully secure major service reconfiguration and change to improve outcomes through commissioning.

**C. Commissioning capacity and competence**

- Our leaders understand commissioning and work together to deliver change through best commissioning practice across the Children's Trust.
- We have the right people with the right skills, knowledge and expertise to deliver change and improve outcomes through commissioning
- We have a culture of continuous learning and improvement involving all commissioners, providers and stakeholders.

11

### Each standard has a "maturity profile" against it – for example on the first standard this is the maturity profile

Standard	Score 1 - We have no clear agreement about what is needed to move forward	Score 2 - We do agree what is needed, and have a plan to move forward	Score 3 - We are making progress towards meeting the standard	Score 4 - We are making very good progress towards meeting the standard	Score 5 - The standard is fully achieved across the Children's Trust	Specific questions to consider further
Section A. Commissioning Governance and Framework						
1. We are clear and agreed about the outcome priorities we need to deliver for children, young people and their families in our area.	There is little or no agreement between partners across the Children's Trust about the outcome priorities for children, young people and families, or about the areas that it particularly needs to focus on.	The Children and Young People's Plan has little influence over the planning priorities of partners. Partners have agreed that they need to improve practice in this area.	There is agreement about the outcomes the Children's Trust particularly needs to focus on, but more work is needed to secure the evidence behind them, or to translate them into effective commissioning plans.	The Children's Trust Board is clear about outcomes needed for some parts of the population, but not clear about others.	The outcome priorities identified by the Children's Trust are based on good evidence. Outcome priorities and improvements are clearly defined, agreed by all members.	Does the Children's Trust need to be clearer or more rigorous in the Children and Young People's Plan (CYPP) about the outcomes that it is trying to achieve? Are there particular population groups (eg Looked After Children (LAC), 5-11 year olds, or a particular locality) which the Children's Trust needs to focus on in more detail? Can you show how commissioning has improved outcomes for these groups or localities? Is the CYPP compliant with recent national guidance?

12

## 4. Any Other Business

4.1 Glenda Gardiner distributed a summary from a discussion held with a class of BTEC Media students on promoting messages city wide on the importance of attendance at school. Notes of meeting are attached as an appendix.

## **APPENDIX**

### **TAUNTON'S COLLEGE**

#### **Summary of discussion on promoting messages city wide on the importance of attendance at school**

**10.07.09**

**Present : Glenda Gardiner, Annelise Miller and class of BTEC Media students**

#### Issues

- Missing school means missing out on being part of social set / can lead to being isolated and, in extreme cases, bullying
- Missing school affects achievement
- 1 student said that she missed more secondary school than primary because parents were at work and not aware

#### Suggestions

- Messages need to focus on primary age
- Rolling PowerPoint/DVD could run while parents are waiting to attend parents' evenings/progress review days
- Bus advert messages are excellent – snappy logo would be good
- Billboards with a local theme are good
- Pupils need to pick up on the fact that it's not cool to hang about at home with parents – more cool to go to school and be with friends.

Interestingly, the students promoted the social advantage of being in education more than the educational advantages of achievement.

Glenda Gardiner