

SCS Vision	"We want Thurrock to be at the dynamic heart of the Thames Gateway, a place of ambition, enterprise and opportunity, where communities and businesses flourish and the quality of life for local people is continually improving."													
SCS Priorities	Priority 2: Improve the education and skills of local people					Priority 4 : Provide & commission high quality & accessible services that meet, wherever possible individual needs		Priority 1: Ensure a safe, clean and green environment			Organisational Priority 6: Delivering efficient, customer-focussed and well-designed, well-managed, accessible public services		Priority 4 : Provide & commission high quality & accessible services that meet, wherever possible individual needs	
CYPP pillars	Priority One: Excellent settings, schools, colleges and services			Priority two: Everyone succeeding			Priority three: Protection when needed			Priority four: lean and fit for the future				
CYPP Aims	Raising aspirations & promoting engagement, resilience, active learning & economic well-being	Personalisation of education, training and services for children, young people and families.	Ensuring sustainable progression routes to higher level qualifications.	Narrow the gaps in attainment & achievement of children with different backgrounds so that all fulfil their potential	Promote and support inclusion	Intervene early to mitigate the impact of child poverty and disadvantage	Building resilience in the community.	Outstanding services for children who have been or may be abused.	Outstanding services that build resilience & transform the life chances of disabled children and children in need of care.	Strong & resilient governance & leadership across the Children's Trust & LSCB.	Strong organisational discipline.	Capital planning & commissioned services.		
CYPP Objectives	<ul style="list-style-type: none"> Strengthen school improvement so that all schools in Thurrock are good or outstanding. Develop schools, youth facilities and children's centres at the heart of local communities. Increase participation in learning and assuring high quality learning opportunities for all. Promote family learning to support the whole school community. 	<ul style="list-style-type: none"> Commissioning/providing high quality early years settings and family support. Integrating service delivery to meet the needs of children families and communities. Ensuring a comprehensive programme of Positive Activities and engagement. Ensuring effective early identification and intervention, to ensure equal access 	<ul style="list-style-type: none"> Delivering the 14-19 Entitlement, including Diplomas and Specialist Learning. Expanding the delivery of Apprenticeships and work-related learning. Developing 21st Century specialist learning facilities. 	<ul style="list-style-type: none"> Align teaching & learning through transitions. Improve identification and tracking of under-performing groups through better monitoring and disaggregation of data Raise attainment of targeted groups by adopting best practice from within and beyond Thurrock. Improve the attainment of under-performing boys, particularly white boys Reduce gaps in basic literacy and numeracy between most advantaged and disadvantaged pupils by the age of 5 	<ul style="list-style-type: none"> Support vulnerable children and young people, particularly those at risk of exclusion. Meet the needs of children and young people with SEN and LLDD more effectively. Improve outcomes and life chances of pupils in short stay school provision. Reduce levels of fixed term exclusions 	<ul style="list-style-type: none"> Deliver a full range of early intervention support to reduce health inequalities. Improve school attendance, tackle persistent absence and reduce fixed term exclusions. Ensure there is an integrated approach between Trust partners to remove barriers to learning. Ensure affordable child care to support parents into work or education and training Develop and implement a partnership child poverty strategy Improve benefits advice, support and signposting to secure maximum take up of support available to families and to young people 	<ul style="list-style-type: none"> Deliver flexible and diverse solutions to meeting problems caused by domestic abuse Improve community cohesion by working innovatively and creatively to find family and community based solutions to anti-social behaviour, hate crime and so on Develop specific approaches for preventing and intervening in sexual, homophobic and racist bullying in all settings, schools, colleges and services Reduce youth crime by focusing on what is proven to work in prevention and reducing repeat offending. Tackle violent extremism in young people and in some sections of the community 	<ul style="list-style-type: none"> Develop and maintain excellent practice in core safeguarding services Ensure interventions are timely and appropriate including those aimed at improving emotional and mental wellbeing Develop a local strategy and intervention plan to respond to gender based abuse and violence (including sexual bullying trafficking, domestic violence, forced marriage, FGM) 	<ul style="list-style-type: none"> Transform services for disabled children and young people so that they and their families get the support they need to enjoy their childhoods and live ordinary lives Ensure disabled young people have proper support as they get older so they can live fulfilled adult lives Reserve public care for those children for whom there is no safe and appropriate alternative Deliver outstanding fostering, private fostering and adoption; develop and maintain excellent services for children in care. 	<ul style="list-style-type: none"> Use the Children's Trust for joint strategic and operational planning, delivering and sharing resources Balance challenge and delivery roles of the Trust and the LSCB Engineer new models of leadership across schools and services through federations, amalgamations and co-location Transfer more resources and responsibilities for local service delivery to schools, clusters and children centres 	<ul style="list-style-type: none"> Ensure business processes are effective and efficient Improve the use of performance management across all agencies within the Trust and the LSCB Enhance skills, quality and capacity within our workforce Improve policy and strategy development 	<ul style="list-style-type: none"> Further develop framework and capacity for single and joint commissioning Develop forward financial planning across all agencies Improve Capital Strategic Planning and asset management Reduce our carbon footprint and increase sustainability Deliver transformation in quality of schools and co-located community facilities through available capital programmes 		

CYPP outcomes and targets	How will 100 children be affected	If there were 100 young people we would see			If there were 100 young people we would see			If there were 100 young people we would see			If there were 100 young people what changes would we see		
		<ul style="list-style-type: none"> 11 more children will be achieving the target levels at the end of foundation stage (NI 72) 9 more children will be achieving level 4 and above in both English and Maths at the end of primary (NI 73) 7 more children will be make good progression between KS1 and KS2 in Maths and English (NI 93 & 94) 8 more young people will obtain 5A*-C including maths and English by 16 (NI 75) 6 more children will be make good progression between KS2 and KS4 in English and 8 more in Maths (NI 97 & 98) 	<ul style="list-style-type: none"> 9 more adults (out of 100) will be qualified to at least level 2, 5 more to level 3 and 2 more to level 4. (NI 163, 164 & 165) 10 more young people will report taking part in positive activities (NI 110) 	<ul style="list-style-type: none"> 7 more young people will be taking diplomas. (NI 90) 3 more young people will be obtaining science qualifications by 16 (NI 84) More young people will choose to take A levels in Physics (?), Chemistry (?), and Maths (?)(NI 65a, b, &c) By 19 7 more young people will have a level 2 qualification and 9 more a level 3 qualification (NI 79 & 80) 7 more 17 year olds will be in education or training (NI 91) 7 more young people from low income backgrounds will be progressing to higher education (NI 106) 1 less young person will not be in education, employment or work (NI 117) 	<ul style="list-style-type: none"> 10 more young people in receipt of free school meals will attain a level 2 qualification by 19 (NI 82) 	<ul style="list-style-type: none"> 18 (in 100) more statements will be completed within 26 weeks (NI 103a&b) 	<ul style="list-style-type: none"> less than 5 young people will be absent from school for more than per week in secondary schools (NI 87) 5 fewer young people will be living in poverty (NI 116) 3 more low income families will take up child care (NI 118) 11 more primary and 17 more secondary children will take meals at school (NI 52a & b) 4 more young people will participate in sport (NI 57) 5 more woman (out of 100) will still be breast feeding at 6 to 8 weeks (NI 53) 3 fewer reception children and 4 fewer primary children will be obese (NI 55 & 56) 4 more young people will rate our parks and countryside as good (NI 199) 4 fewer young people will have a problem with sustain misuse (NI 115) 	<ul style="list-style-type: none"> For every 100 care leavers 7 more will be in accommodation judged as suitable. (NI 147) For every 100 care leavers 18 more will be in employment, education or training. (NI 148) 5 fewer young people will be experiencing bullying (NI 69) 	<ul style="list-style-type: none"> Only 8 of every 100 children in care have 2 moves in a year. (NI 62) 71 out of every 100 young people in care live in the same place for more than 2 years (NI 63) In every 100 reviews 10 more will be in time. (NI 66) 2 more young people will judge themselves as emotionally healthy (NI 50) 2 more (in every hundred young people in care) will be judged as emotionally healthy (NI 58) Further improve the timeliness of initial assessments so 4 more in every 100 are in time (NI 59) Further improve the timeliness of core assessments so 11 more in every 100 are in time (NI 60) 80 in every 100 referrals to social care will proceed to an initial assessment. (NI 68) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
What difference will we make	What other changes will we see			What other changes will we see			What other changes will we see			What other changes will we see			
<ul style="list-style-type: none"> 5 fewer Primary schools will be below the expected levels at the end of Primary (NI 76) 0 secondary schools will be performing below the expected levels of attainment (NI 78) 0 school will be in special measures (NI 89) When inspected the numbers of Primary / secondary and special schools judged as good or better overall will be at least as good as the national average 	<ul style="list-style-type: none"> All schools will have give access to extended services (NI 88) 7 More children's centres will be open (NI 109) When inspected the numbers of Primary / secondary and special schools judged as good or better for positive contribution will be at least as good as the national average When inspected the numbers of Child minders / childcare / judged as good or better will be at least as good as national averages 	<ul style="list-style-type: none"> TELLUS - Percentage of young people wishing to progress to FE / HS Inspections of Secondary / sixth form / colleges judged good Percentage inspected services judged good or better for economic well being When inspected the numbers of secondary / sixth forms and colleges judged as good or better for economic well being will be at least as good as the national average 	<ul style="list-style-type: none"> We will not see a significant difference between the attainment of young people from different ethnic groups (NI 107 & 108) The lowest attaining pupils at foundation stage will improve at a faster rate than the best performing (NI 92) Fewer FSM pupils will attain lower grades at KS2 and KS4 than there non FSM peers (NI 102a, b) More children in care will attain the expected levels in education (NI 99, 100 & 101) More pupils in receipt of free school meals will progress to obtain a level 3 qualification (NI 81) When inspected the numbers of Primary / secondary and special schools judged as good or better for Enjoy and Achieve will be at least as good as the national average. 	<ul style="list-style-type: none"> Fewer than 1 in 1000 young people will be excluded (NI 114) The performance gap between young people with Special needs and their peers will close (NI 104 & 105) Behaviour in 9 out of 10 of our schools will be judged and good or better (NI 86) 	<ul style="list-style-type: none"> Continue the reduction of teenage pregnancies (NI 112) Chlamydia comment (NI 113) 	<ul style="list-style-type: none"> Maintain the present low rate of hospital admissions caused by unintentional and deliberate injuries to children (NI 70) Improved Processes for the safeguarding of children who go missing from care or home will be developed (NI 71) Y01S comment re (NI 19, 43, 44, 45, 46 & 111) When inspected the numbers of Primary / secondary and special schools judged as good or better for staying safe will be at least as good as the national average 	<ul style="list-style-type: none"> Fewer young people subject to child protect plan for more than 2 years (NI 64) Fewer than 1 in 10 young people who are subject to a child protection plan are re registered. (NI 65) All Children who are subject to a child protection plan are reviewed on time (NI 67) 90% of those who are identified as in need of adoption are adopted within 12 months. (NI 61) All guidance for provision of CAMHS services will be met. (NI 51) 	<ul style="list-style-type: none"> The views of parents of disabled children will be satisfied with services (NI 54) Achieve good or outstanding inspection judgements in fostering, private fostering and adoption by developing and maintaining excellent corporate parenting services 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	