DELIVERING FOR LOCAL COMMUNITIES

MALCOLM MORLEY

Chief Executive

Harlow Council

TWO TIERS?

WHETHER THE AREA IS UNITARY OR NON-UNITARY THE KEY IS TRUE PARTNERSHIP FOCUSED ON MEETING LOCAL NEEDS.

WHAT DOES LOCAL MEAN?

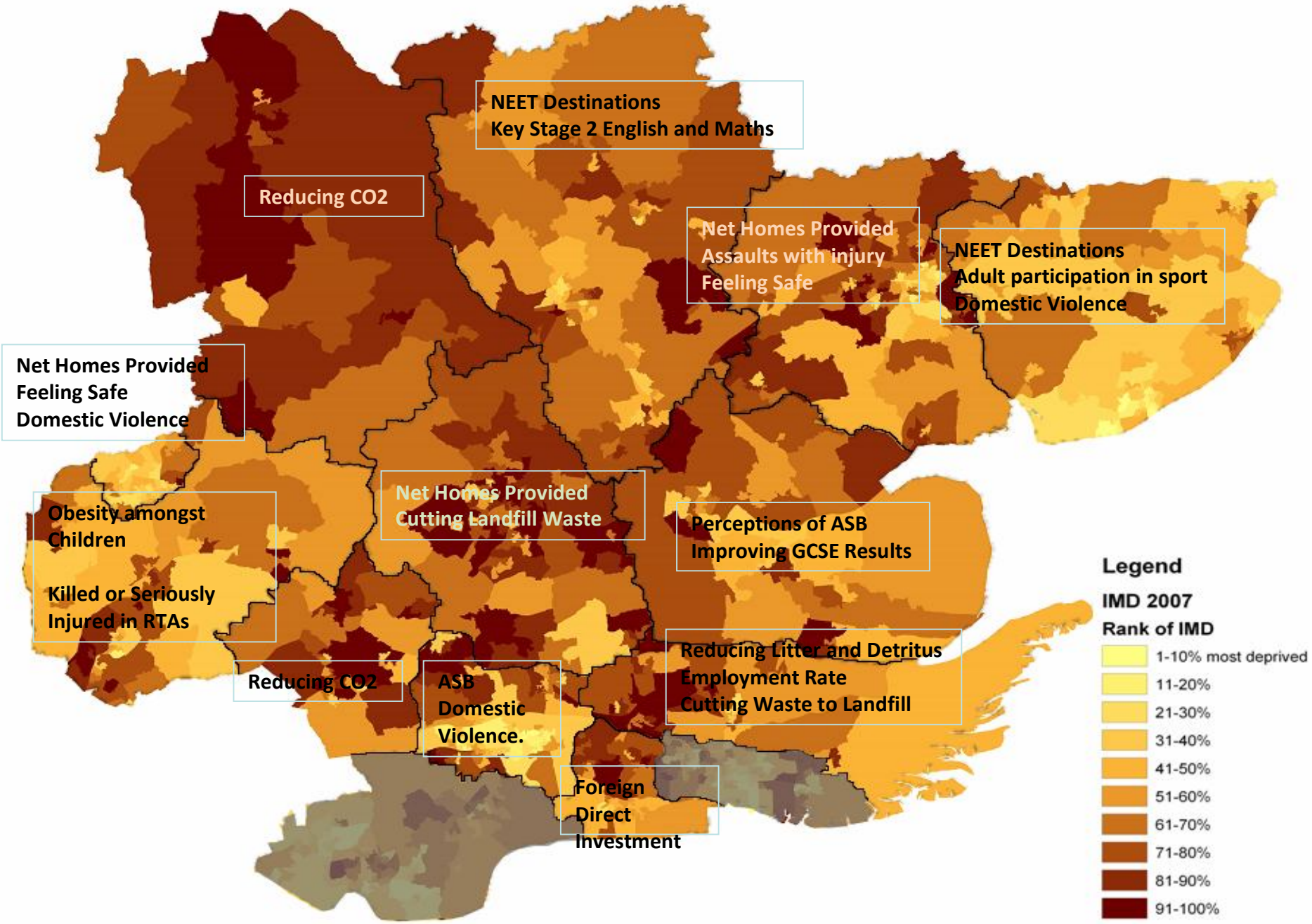
PEOPLE AND COMMUNITIES EXIST WITHIN PLACES SUCH AS HARLOW.

THE *LOCAL* IN LAA HAS TO RELATE TO A PLACE/COMMUNITY TO MAKE IT RELEVANT.

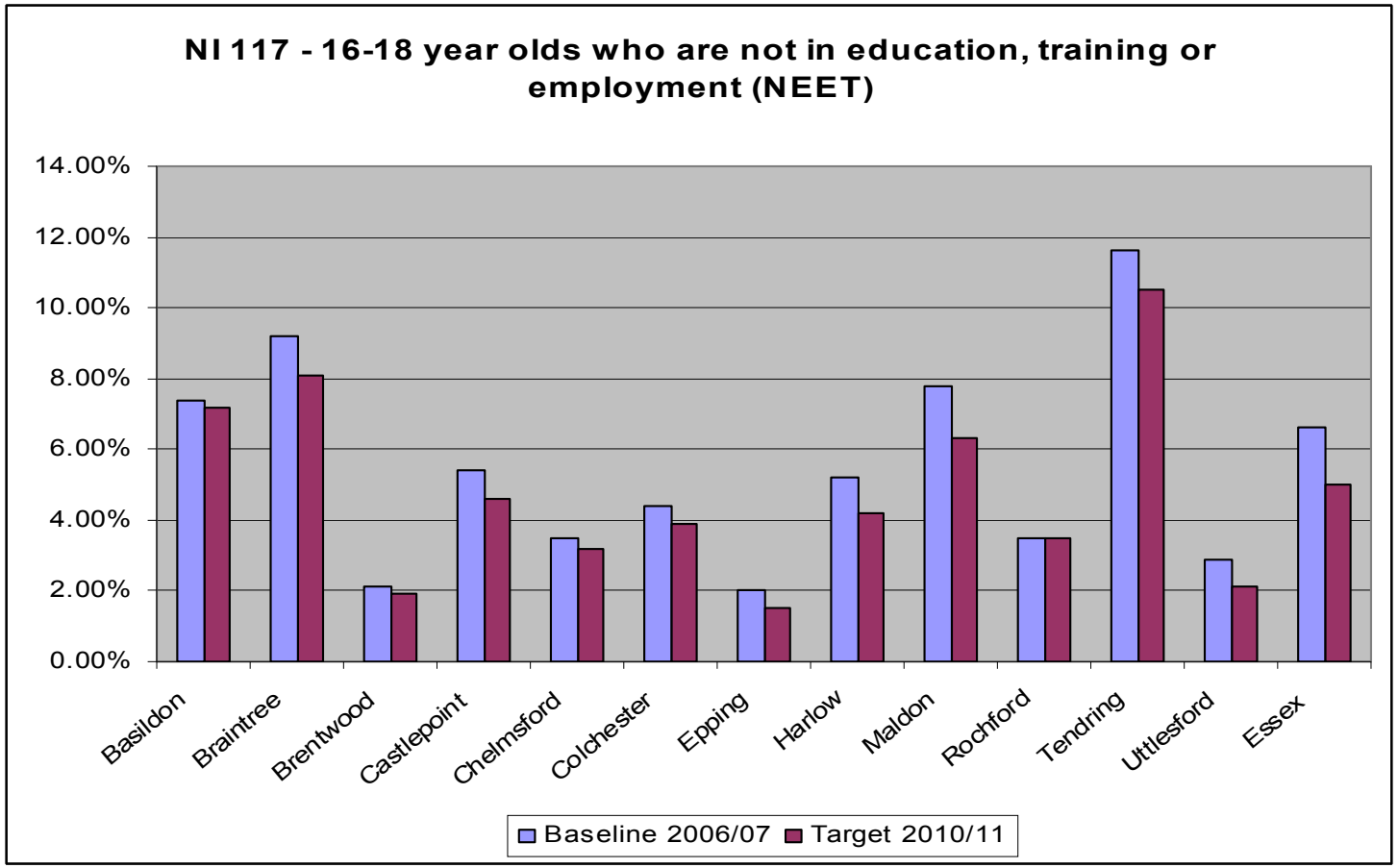
LOCAL

THERE IS OFTEN HUGE DIVERSITY OF NEED AND BASELINES WITHIN GEOGRAPHICAL COUNTY AREAS.

LIFE EXPECTANCY WITHIN ESSEX VARIES BY 18.6 YEARS!


NEET Destinations
Key Stage 2 English and Maths
Reducing CO2
Net Homes Provided
Assaults with injury
Feeling Safe
NEET Destinations
Adult participation in sport
Domestic Violence
Net Homes Provided
Feeling Safe
Domestic Violence
Net Homes Provided
Cutting Landfill Waste
Obesity amongst Children
Killed or Seriously Injured in RTAs
Perceptions of ASB
Improving GCSE Results
Reducing CO2
ASB
Domestic Violence.
Reducing Litter and Detritus
Employment Rate
Cutting Waste to Landfill
Foreign Direct Investment
Legend
IMD 2007
Rank of IMD
1-10% most deprived
11-20%
21-30%
31-40%
41-50%
51-60%
61-70%
71-80%
81-90%
91-100%

LOCAL


NI 117 - 16-18 year olds who are not in education, training or employment (NEET)
14.00%
12.00%
10.00%
8.00%
6.00%
4.00%
2.00%
0.00%
Basildon
Braintree
Brentwood
Castlepoint
Chelmsford
Colchester
Epping
Harlow
Maldon
Rochford
Tendring
Uttlesford
Essex
Baseline 2006/07
Target 2010/11

LOCAL

***LOCAL* REQUIRES RECOGNTION OF DIFFERENT LOCAL NEEDS AND PRIORITIES SO THAT RESOURCE INVESTMENT AND APPROACHES ARE LOCALLY RELEVANT AND EFFECTIVE.**

COMMUNITY STRATEGIES

LOCAL SUSTAINABLE COMMUNITY STRATEGIES PROVIDE AN IMPORTANT CONTEXT FOR THE DEVELOPMENT OF LAAs.

LOCAL

LAAs (WHETHER FOR UNITARY OR NON-UNITARY AREAS) WILL ONLY BE EFFECTIVE IF THEY RECOGNISE THE DIVERSITY OF NEED WITHIN THE AREAS THEY COVER.

DIVERSITY RECOGNISED

NI 95 – Progression by 2 levels in English between Key Stage 2 and Key Stage 3

% of pupils making 2 levels progress in English between Key Stage 2 and 3 where prior attainment data exists.

District	BAS	BRA	BRE	CAS	CHE	COL	EPP	HAR	MAL	ROC	TEN	UTT	ESSEX	UK
Baseline (2006/70 AY, %)	20.7	26.2	22.0	22.6	30.0	30.2	27.6	28.2	31.7	34.3	21.2	36.3	26.8	N/A
Target (2009/10 AY, %)	29.5	34.5	29.5	35.5	44.5	42.5	33.5	30.5	38.5	37.5	32.5	43.5	38.5	

Suggested targets are based on locally agreed school-level targets in Essex districts. This is a new indicator and there are no published figures for national performance.

NI 96 – Progression by 2 levels in Maths between Key Stage 2 and Key Stage 3

% of pupils making 2 levels progress in Maths between Key Stage 2 and 3 where prior attainment data exists.

District	BAS	BRA	BRE	CAS	CHE	COL	EPP	HAR	MAL	ROC	TEN	UTT	ESSEX	UK
Baseline (2006/07 AY, %)	52.5	59.3	71.2	55.8	65.5	57.6	57.5	51.5	58.1	63.1	44.6	64.8	58.0	N/A
Target (2009/10 AY, %)	54.5	64.5	61.5	62.5	74.5	69.5	67.5	57.5	67.5	69.5	58.5	77.5	72.5	

Suggested targets are based on locally agreed school-level targets in Essex districts. This is a new indicator and there are no published figures for national performance.

NI 97 – Progression by 2 levels in English between Key Stage 3 and Key Stage 4

% of pupils making 2 levels progress in English between Key Stage 3 and 4 where prior attainment data exists.

District	BAS	BRA	BRE	CAS	CHE	COL	EPP	HAR	MAL	ROC	TEN	UTT	ESSEX	UK
Baseline (2006/07 AY, %)	42.2	49.3	64.4	52.9	56.3	58.9	53.0	46.6	50.1	67.3	55.6	63.3	54.6	N/A
Target (2009/10 AY, %)	56.3	58.7	73.2	62.4	70.7	67.7	67.1	46.7	56.5	71.4	57.8	66.8	63.4	

Suggested targets are based on locally agreed school-level targets in Essex districts. This is a new indicator and there are no published figures for national performance.

NI 98 – Progression by 2 levels in Maths between Key Stage 3 and Key Stage 4

% of pupils making 2 levels progress in Maths between Key Stage 3 and 4 where prior attainment data exists.

District	BAS	BRA	BRE	CAS	CHE	COL	EPP	HAR	MAL	ROC	TEN	UTT	ESSEX	UK
Baseline (2006/07 AY, %)	28.3	23.4	30.2	30.4	38.7	31.4	29.5	18.2	21.1	35.5	26.1	31.4	29.7	N/A
Target (2009/10 AY, %)	26.1	29.4	37.1	30.5	40.8	33.9	35.5	24.0	29.5	38.8	30.9	44.7	33.4	

Suggested targets are based on locally agreed school-level targets in Essex districts. This is a new indicator and there are no published figures for national performance.

AGGREGATION v DIS-AGGREGATION

IN NON-UNITARY AS WELL AS UNITARY AREAS THE LAA SHOULD BE AN AGGREGATION OF STRETCHING LOCAL TARGETS.

THINKING OF THE ANSWER AND THEN SEEKING TO DIS-AGGREGATE IT DOES NOT WORK.

THE LAA MUST:

PROVIDE A FRAMEWORK FOR THE DELIVERY OF THE SHARED ASPIRATIONS, PRIORITIES & OBJECTIVES IN THE LOCAL SUSTAINABLE COMMUNITY STRATEGIES.

IT MUST BE DELIVERED THROUGH:

1. **A CO-ORDINATED RESPONSE TO NATIONAL & LOCAL PRIORITIES WITHIN A PLACE.**
2. **IDENTIFYING THE OPPORTUNITIES TO LEVERAGE INVESTMENT AND PERFORMANCE ON A TOTAL PLACE BASIS.**

KEY QUESTION 1

What can we, acting individually and in partnership, do to improve the quality of life for individuals and the well-being within the places/ communities that we serve?

KEY QUESTION 2:

What can we, acting individually and in partnership, do to improve unit cost and efficiency gains from our activities and investments for the communities served?

PULLING IT TOGETHER

STRATEGIC CAN BE LOCAL.

THINK STRATEGICALLY LOCALLY.

IDENTIFY AND UNDERSTAND THE LINKAGES BETWEEN NEEDS AND WITHIN SUB-REGIONS.

LOCAL PARTNERSHIPS

PLACE CENTRIC LOCAL STRATEGIC PARTNERSHIPS SHOULD LEAD THE DEVELOPMENT OF LOCAL PLACE CENTRIC LAAs & SHOULD REVIEW PEFORMANCE TOWARDS THEIR ACHIEVEMENT.

LOCAL PARTNERSHIPS

PLACE CENTRIC LOCAL DELIVERY PARTNERSHIPS SHOULD

CO-ORDINATE RESOURCE INVESTMENT AND PERFORMANCE TOWARDS THE ACHIEVEMENT OF THE LAA.

LOCAL PARTNERSHIPS

LOCAL PARTNERSHIPS SHOULD WORK TOGETHER TO LEVERAGE LEARNING AND IDENTIFY WHERE ECONOMIES & EFFICIENCY IMPROVEMENTS CAN BE ACHIEVED ACROSS THE AREA COVERED BY THE LAA.

PERFORMANCE MANAGEMENT

SYSTEMS SHOULD ENABLE PERFORMANCE REVIEW AND MANAGEMENT OF CURRENT LAAs AND THE ABILITY TO PLAN FOR THE FUTURE.

PERFORMANCE MANAGEMENT

PERFORMANCE INFORMATION SHOULD BE ROBUST, RELIABLE, TIMELEY, RELEVANT TO THE PLACE/COMMUNITY AND MANAGED IN A WAY WHICH ALLOWS PARTNERS COMPLETE ACCESS.

THE HARLOW APPROACH

Conveys the story not just the numbers

Priority 7.2 - Reduce the number of secondary schools where fewer than 92% of pupils attain 5 or more GCSEs at grades A*-G (Including Maths & English)

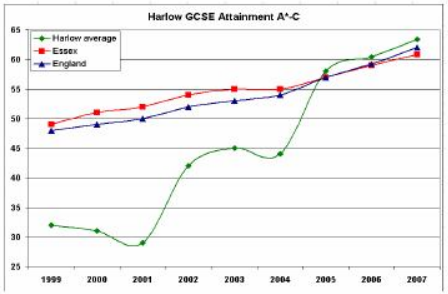
Essex Baseline	41 Schools
Harlow Baseline	5 Schools
Variance	-
LAA Target	28 Schools
Harlow LAA Target	2 Schools

Actions under-way towards Priority:

- The current position (May 2008) is that 2 Harlow schools are in this category and these both expect to achieve the 30% target within the next two years.
- Constructive discussions were held (May 2008) with Andrew Adonis, Schools minister, around the government approach to future policy relating to assessment processes, target-setting and value added indicators.
- These issues are central to the view of the achievements of Harlow as a community; the Harlow education community received a very positive feedback on the collaborative approach to raising standards in the town.

Latest Harlow Performance:

Significant improvement in Harlow A*-C GCSE results.

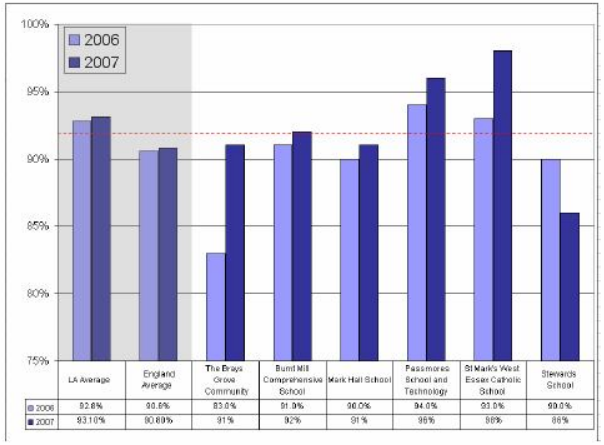


Priority 7.2 – Continued...

A*-G Including English and Maths:

3 schools attained level 1 GCSE including English & Maths

3 schools fell below the floor target (1 school fell 1% short)



	LA Average	England Average	The Brays Grove Community	Burnt Mill Comprehensive School	Mark Hall School	Passmores School and Technology	St Mark's West Essex Catholic School	Stewards School
2006	92.8%	90.8%	83.0%	91.0%	90.0%	94.0%	93.0%	90.0%
2007	93.10%	90.80%	91%	92%	91%	96%	98%	86%

Harlow 2020 Commitment:

Continue to work to improving GCSE educational attainment. Reduce the number of Harlow's secondary schools where fewer than 92% of pupils attain 5 or more GCSEs at grades A*-G (Including Maths & English) from 5 to 2 by 2008.

Issues arising around target:

It is felt that in light of the imminent closure of Brays Grove School that this school should not be included within this measure for the 2008 target number.

THE HARLOW APPROACH

THE HARLOW LAA IDENTIFIES WHAT THE LOCAL PARTNERS WILL SEEK TO DELIVER AND WHAT THE HARLOW CONTRIBUTION TO THE ESSEX LAA WILL BE.

CHALLENGES

COUNTY, SUB-REGIONAL AND REGIONALLY BASED ORGANISATIONS HAVE TO EMPOWER THEIR REPRESENTATIVES TO MAKE DECISIONS AND RESOURCE ALLOCATIONS LOCALLY.

CHALLENGES

IMPORTANT TO RECOGNISE THE DIFFERENCES BETWEEN ACCOUNTABLE BODY STATUS FOR FINANCE AND ACCOUNTABILITY FOR DECISION-MAKING AND PERFORMANCE.

CHALLENGES

ROLES AND RESPONSIBILITIES.

GOVERNANCE, ENGAGEMENT AND RESOURCE ALLOCATIONS.

BALANCING ECONOMY, EFFICIENCY AND EFFECTIVENESS.

THE ACID TEST

WHAT DIFFERENCE IS THE LAA MAKING TO PEOPLE AND PLACES?

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