

## Schools' contribution to the National Indicators for Children and Young People and Suttons' Local Area Agreements (LAA's)

The Every Child Matters outcome framework has highlighted the importance of a rounded approach to and measurement of children's health and well-being. The government has developed a range of National Indicators for all services that work with and for children and young people to be measured against. Each local authority has also selected specific indicators to focus on based on local data and areas of identified need.

The indicators are measured through various data sets; school data (Sat's, GCSE's, 'Tell Us Survey'), National Benefit Systems (FSM), and Health data. If you want further information then it can be found in the Sutton Children and Young Peoples Plan.

Schools are a key player in contributing to the national indicators and many opportunities are provided either through the curriculum or the wider extended schools services and or activities. Other vital contributors are the Pastoral Care and management systems to support children and young people, which would also include for example admissions policies and facilities to accommodate and meet the needs of disabled children and young people.

The following chart draws together all the related indicators to the ECM agenda and highlights the Sutton indicators and the contribution that schools can make to improve the health and well-being of children and young people.

Explanation of the colour coding:

<b>N1 51 Effectiveness of CAMHs services</b>	<b>Medium</b> contribution from schools
N1 52 Take up of school lunches	<b>High</b> contribution from schools
N1 53 Prevalence of breastfeeding at 6-8 weeks from birth	<b>Low</b> contribution from schools
N1 54 Services for disabled children	<b>High</b> contribution from schools

N.B. If the National Indicator is **in bold** then this denotes an indicator Sutton has set as a specific target

<b>BE HEALTHY</b> Indicator	Subjects etc.	Pastoral Care	PSHE inc. SEAL, SRE & Drugs	Citizenship	PE	Extended Schools Services	Other subjects
N1 50 Emotional health of children		X	X	X	X	Peer mentoring, school nurse drop-in, parenting support	all subjects
<b>N1 51 Effectiveness of CAMHs services</b>		X	X			School counsellor, school nurse drop-in	drama
N1 52 Take up of school lunches		X	X		X	School nurse drop-in EIPS	Science, Child & social care, D & T, drama
N1 53 Prevalence of breastfeeding at 6-8 weeks from birth							Child & social care
N1 54 Services for disabled children		X	X	X		EIPS, Parenting Support	Drama, social care
<b>N1 55 Obesity among primary school aged children in Reception year</b>		X	X		X	School nurse drop-in, cook and eat clubs, family physical activity programmes, Parenting support	Science, Child & Social Care
N1 56 Obesity among primary school aged children in Year 6		X	X	X	X	School nurse drop-in, cook and eat clubs, family physical activity programmes, Parenting support	Science, Child & Social Care, Drama
N1 57 Children and young people's participation in high quality PE & sport		X	X	X	X	After-school clubs and activities	
N1 58 Emotional and behavioural health of children in care		X	X	X	X	After-school clubs and activities, EIPS	Child & Social Care, Drama

<b>STAY SAFE</b> Indicator	Subjects etc.	Pastoral Care	PSHE inc. SEAL, SRE & Drugs	Citizenship	PE	Extended Schools Services	Other subjects
N1 59 Initial assessments for children's social care carried out within 7 days of referral		X				EIPS, CYPS, Parenting Support	
N1 60 Core assessments for children's social care that were carried within 35 working days		X				EIPS, CYPS, Parenting Support	
N1 61 Stability of LAC adopted following an agency decision that the child should be placed for adoption		X				EIPS, CYPS, Parenting Support	
N1 61 Stability of placements of LAC: number of moves		X				EIPS, CYPS	
N1 63 Stability of placements of LAC: length of placement		X				EIPS, CYPS	
N1 64 Child protection plans lasting 2 years or more		X				EIPS, CP officer	
N1 65 Children becoming the subject of a CPP for a second or subsequent time		X				EIPS, CP officer	
N1 66 LAC cases which were reviewed with required timescales		X				EIPS, CYPS	
N1 67 Child protection cases which were reviewed within the required timescales		X				EIPS, CP officer	
N1 68 Referrals to children's social care going onto initial assessment		X				EIPS, CYPS, Parenting Support	
N1 69 Children who have experienced bullying		X	X	X	X	School nurse drop-in, school counsellor, peer mentoring, buddy systems	Drama, English, Child & social care
N1 70 Hospital admissions caused by unintentional and deliberate injuries to children and young people		X	X	X		School nurse, Parenting Support	Child & social care
N1 71 Children who have run away from home/care overnight		X	X	X		CYPS	

Subjects etc. <b>Enjoy &amp; Achieve</b> Indicator	Pastoral Care	PSHE inc. SEAL, SRE & Drugs	Citizenship	PE	Extended Schools Services	Other subjects
<b>N1 72 Achievement of at least 78 points across EYF stage with at least 6 in each of the scales in PSED, Communication, Language &amp; Literacy</b>	X	X	X	X	EIPS, therapy groups, after school clubs and activities, Parenting Support	English, maths, art, drama, music
<b>N1 73 Achievement at L4 or above in both English &amp; Maths at KS2 (threshold)</b>	X	X		X		English, maths
<b>N1 75 Achievement of 5 or more A*-C grades at GCSE or equivalent including English &amp; Maths (threshold)</b>	X	X	X	X		All subjects
N1 76 Achievement at level 4 or above in both English & Maths at KS2 (floor)	X	X				English, maths
N1 78 Achievement of 5 or more A*-C grades at GCSE or equivalent including English & Maths (floor)	X	X	X	X		All subjects
N1 79 Achievement at Level 2 qualification by the age of 19	X	X	X	X		All subjects
N1 80 Achievement Level 3 qualification by the age of 19	X	X	X	X		All subjects
<b>N1 81 Inequality gap in the achievement of Level 3 qualification by the age of 19</b>	X	X	X	X		All subjects
<b>N1 82 Inequality gap in the achievement of Level 2 qualification by the age of 19</b>	X	X	X	X		All subjects
<b>N1 84 Achievement of 2 or more A*-C grades in Science GCSEs or equivalent</b>	X	X				Sciences

<b>Enjoy &amp; Achieve</b>	Subjects etc.	Pastoral Care	PSHE inc. SEAL, SRE & Drugs	Citizenship	PE	Extended Schools Services	Other subjects
Indicator							
N1 85 Post 16 participation in physical sciences (A level physics, chemistry & maths)		X	X				Sciences, maths
N1 86 Secondary judged as having good or outstanding standards of behaviour		X	X	X	X	EIPS, CYPS	All subjects
<b>N1 87 Secondary school persistent absence rate</b>		X	X			EIPS, CYPS, Parenting Support	
N1 88 Number of extended schools						Extended services team and associated agencies	
N1 89 Number of schools in special measures							
N1 90 Take up of 14 – 19 learning diplomas		X	X				As appropriate
N1 91 Participation of 17 year olds in education or training		X	X			EBP	All subjects
<b>N1 92 Narrowing the gap between the lowest achieving 20% in the EY's Foundation stage profile and the rest</b>		X	X	X	X	EIPS, Parenting Support	All subjects
<b>N1 93 Progression by 2 levels in English between KS1 and KS2</b>		X	X			After school clubs an activities, Disadvantage Fund	English
<b>N1 94 Progression by 2 levels in maths between KS1 and KS2</b>		X	X			After school clubs an activities, Disadvantage fund	Maths
<b>N1 99 Children in care reaching level 4 in English at KS2</b>						After school clubs an activities	English
<b>N1 100 Children in care reaching level 4 in maths at KS2</b>		X	X			After school clubs an activities	Maths

Subjects etc. <b>Enjoy &amp; Achieve</b> Indicator	Pastoral Care	PSHE inc. SEAL, SRE & Drugs	Citizenship	PE	Extended Schools Services	Other subjects
<b>N1 101 Children in care achieving 5 A*-C GCSEs (or equivalent) at KS4 (including English &amp; Maths)</b>	X	X	X	X	EIPS, CYPS After school clubs and activities	All subjects
<b>N1 102 Achievement gap between pupils eligible for FSM and their peers achieving the expected levels at KS2 &amp; KS4</b>	X	X	X	X	EIPS, CYPS After school clubs and activities	All subjects
N1 103 Special Education Needs – statements issued within 26 weeks	X				Appropriate agencies	
N1 104 The SEN, non SEN gap – achieving KS2 English & maths threshold	X	X			Disadvantage fund	English, maths
N1 105 The SEN, non SEN gap – achieving 5 A*-C GCSE inc. English & Maths	X	X	X	X	After school clubs and activities	All subjects
N1 106 Young people from low income backgrounds progressing to higher education	X	X	X	X	After school clubs and activities	All subjects
N1 107 KS2 attainment for Black & minority ethnic groups	X	X	X	X	After school clubs and activities, Disadvantage fund	All subjects
N1 108 KS4 attainment for Black & minority ethnic groups	X	X	X	X	After school clubs and activities	All subjects
N1 109 Number of Sure Start Children Centres					Extended Services Team	

Subjects etc. <b>Make a positive contribution</b>	Pastoral Care	PSHE inc. SEAL, SRE & Drugs	Citizenship	PE	Extended Schools Services	Other Subjects
Indicator						
N1 110 Young peoples participation in positive activities	X	X	X	X	CYPS, After school clubs and activities	All subjects
N1 111 First time entrants to the Youth justice System aged 10 – 17	X	X	X		CYPS, EIPS	Child & social care, Drama and English
N1 112 Under 18 conception rate	X	X	X		School nurse drop-in	Art, drama, Child & social care, science
N1 113 Prevalence of Chlamydia in under 20 year olds	X	X	X		School nurse drop-in	Science, art, drama, child & social care
N1 114 Rate of permanent exclusions from school	X	X	X		CYPS, After school clubs and activities, EIPS, Parenting Support	
N1 115 Substance misuse by young people	X	X	X	X	CYPS, After school clubs and activities, school counsellor, school nurse drop-in, Parenting Support	Science, art, drama, child & social care, English

Subjects etc. <b>Economic Wellbeing</b>	Pastoral Care	PSHE inc. SEAL, SRE & Drugs	Citizenship	PE	Extended schools Services	Other subjects
Indicator						
N1 116 Proportion of children in poverty	X	X	X		EIPS, Parenting Support	History, drama, Social Studies
N1 117 16 – 18 year olds who are not in education, training or employment (NEET)	X	X	X		CYPS, EIPS	Drama, English
N1 118 Take up of formal child care by low-income working families	X				EIPS, Parenting Support	Child & social care, Drama