



**Children Young People and Families
Policy and Performance Board**

**Monday, 21 May 2012 at 6.30 p.m.
Council Chamber, Runcorn Town Hall**

A handwritten signature in black ink, appearing to read 'David W R', positioned above a faint rectangular stamp.

Chief Executive

BOARD MEMBERSHIP

Councillor Mark Dennett (Chairman)	Labour
Councillor Margaret Horabin (Vice- Chairman)	Labour
Councillor Ellen Cargill	Labour
Councillor Lauren Cassidy	Labour
Councillor Frank Fraser	Labour
Councillor Pauline Hignett	Labour
Councillor Miriam Hodge	Liberal Democrat
Councillor Kath Loftus	Labour
Councillor Geoffrey Logan	Labour
Councillor Carol Plumpton Walsh	Labour
Councillor Bill Woolfall	Labour
Miss Elizabeth Lawler	Co-optee

*Please contact Michelle Simpson on 0151 511 8708 or e-mail
michelle.simpson@halton.gov.uk for further information.*

The next meeting of the Board is on Monday, 3 September 2012

**ITEMS TO BE DEALT WITH
IN THE PRESENCE OF THE PRESS AND PUBLIC**

Part I

Item No.	Page No.
1. MINUTES	
2. DECLARATION OF INTEREST (INCLUDING PARTY WHIP DECLARATIONS)	
Members are reminded of their responsibility to declare any personal or personal and prejudicial interest which they have in any item of business on the agenda, no later than when that item is reached and, with personal and prejudicial interests (subject to certain exceptions in the Code of Conduct for Members), to leave the meeting prior to discussion and voting on the item.	
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In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.

REPORT TO: Children, Young People and Families Policy & Performance Board

DATE: 21 May 2012

REPORTING OFFICER: Strategic Director, Policy and Resources

SUBJECT: Public Question Time

WARD(s): Borough-wide

1.0 PURPOSE OF REPORT

- 1.1 To consider any questions submitted by the Public in accordance with Standing Order 34(9).
- 1.2 Details of any questions received will be circulated at the meeting.

2.0 RECOMMENDED: That any questions received be dealt with.

3.0 SUPPORTING INFORMATION

3.1 Standing Order 34(9) states that Public Questions shall be dealt with as follows:-

- (i) A total of 30 minutes will be allocated for dealing with questions from members of the public who are residents of the Borough, to ask questions at meetings of the Policy and Performance Boards.
- (ii) Members of the public can ask questions on any matter relating to the agenda.
- (iii) Members of the public can ask questions. Written notice of questions must be given by 4.00 pm on the working day prior to the date of the meeting to the Committee Services Manager. At any one meeting no person/organisation may submit more than one question.
- (iv) One supplementary question (relating to the original question) may be asked by the questioner, which may or may not be answered at the meeting.
- (v) The Chair or proper officer may reject a question if it:-
 - Is not about a matter for which the local authority has a responsibility or which affects the Borough;
 - Is defamatory, frivolous, offensive, abusive or racist;
 - Is substantially the same as a question which has been put at a meeting of the Council in the past six months; or

- Requires the disclosure of confidential or exempt information.
- (vi) In the interests of natural justice, public questions cannot relate to a planning or licensing application or to any matter which is not dealt with in the public part of a meeting.
- (vii) The Chairperson will ask for people to indicate that they wish to ask a question.
- (viii) **PLEASE NOTE** that the maximum amount of time each questioner will be allowed is 3 minutes.
- (ix) If you do not receive a response at the meeting, a Council Officer will ask for your name and address and make sure that you receive a written response.

Please bear in mind that public question time lasts for a maximum of 30 minutes. To help in making the most of this opportunity to speak:-

- Please keep your questions as concise as possible.
- Please do not repeat or make statements on earlier questions as this reduces the time available for other issues to be raised.
- Please note public question time is not intended for debate – issues raised will be responded to either at the meeting or in writing at a later date.

4.0 POLICY IMPLICATIONS

None.

5.0 OTHER IMPLICATIONS

None.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 **Children and Young People in Halton** - none.

6.2 **Employment, Learning and Skills in Halton** - none.

6.3 **A Healthy Halton** – none.

6.4 **A Safer Halton** – none.

6.5 **Halton's Urban Renewal** – none.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

8.1 There are no background papers under the meaning of the Act.

REPORT TO: Children, Young People and Families Policy and Performance Board

DATE: 21 May 20102

REPORTING OFFICER: Chief Executive

SUBJECT: Executive Board Minutes

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 The Minutes relating to the Children and Young People Portfolio which have been considered by the Executive Board and Executive Board Sub are attached at Appendix 1 for information.
- 1.2 The Minutes are submitted to inform the Policy and Performance Board of decisions taken in their area.

2.0 RECOMMENDATION: That the Minutes be noted.

3.0 POLICY IMPLICATIONS

- 3.1 None.

4.0 OTHER IMPLICATIONS

- 4.1 None.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children and Young People in Halton

None

5.2 Employment, Learning and Skills in Halton

None

5.3 A Healthy Halton

None

5.4 A Safer Halton

None

5.5 Halton's Urban Renewal

None

6.0 RISK ANALYSIS

6.1 None.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

**8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE
LOCAL GOVERNMENT ACT 1972**

8.1 There are no background papers under the meaning of the Act.

APPENDIX 1

Extract of Executive Board and Executive Board Sub Committee Minutes Relevant to the Children, Young People and Family's Policy and Performance Board

EXECUTIVE BOARD MEETING HELD ON 9 FEBRUARY 2012

EXB98 - FREE SCHOOL SITE PROPOSAL - KEY DECISION

The Board considered a report of the Strategic Director, Children and Enterprise on the two proposals for the location of the Sandymoor Free School.

The Board was advised that the Sandymoor Free School Proposers (SFS) had contacted the Homes and Communities Association (HCA), as the principal land owner of the undeveloped portions of the Sandymoor housing development scheme, to determine if land in their ownership could be developed for their Free School provision.

The Board was further advised that two options were under consideration, as detailed below:-

- Option A- the primary, secondary and 6th form buildings would occupy the existing reserved primary site with all sporting provision provided on the site currently reserved for community use; and
- Option B- the primary, secondary and 6th form buildings would occupy the new site that was closer to the site reserved for community use. The community site would be used for school and community sporting provision and the currently reserved school site would revert back to HCA for residential development.

An appraisal of the two options was contained in the report for Members' consideration.

Reason(s) for decision

This report sought to gain the views of the Executive Board to the proposal that the current designated Primary School site be shared with the Sandymoor Free School so that a response could be made to Partnership for Schools.

Alternative Options Considered and Rejected

All options considered by the Free School and Partnership for Schools had been considered. It was therefore recommended that the current primary site be retained as for an additional primary school only when this was required.

Implementation Date

February 2012.

RESOLVED: That

- 1) the current ownership and provision related to the reserved primary school site be noted; and
- 2) the current school site be reserved for future primary provision.

EXECUTIVE BOARD-SUB MEETING HELD ON 9 FEBRUARY 2012

ES83 – PROCUREMENT OF THE LICENCE FOR THE SCHOOL INFORMATION MANAGEMENT SYSTEMS

The Sub Committee considered a report of the Strategic Director Children and Enterprise which requested that Standing Orders be waived to allow the purchase of the SIMs software licence from the existing supplier for the financial year 2012/13. The proposed waiver would allow time for the new Central Government Information Management and Learning Services Framework (IMLS) to be established in 2013/14.

Central Government were actively encouraging all local authorities to use the new IMLS Framework in order to conduct procurements in respect of 2013/14 contracts onwards. The framework was designed around educational requirements, to increase choice and competition enable legal procurements and drive best value for money. It would also avoid local authorities spending time and expense of running an OJEU competition.

RESOLVED: That Procurement Standing Order 1.8.2(e) and 4.1 be waived in respect of the School Information Management System Licence (SIMs) thereby allowing the licence to be procured from the existing supplier for financial year April 2012 to March 2013.

EXECUTIVE BOARD-SUB MEETING HELD ON 29 MARCH 2012

ES103 - WAIVER OF PROCUREMENT PROCESS FOR COMPANY DELIVERING LEVEL 3 & 4, CHILDREN & YOUNG PEOPLE'S WORKFORCE QUALIFICATION

The Sub Committee considered a request to waive Procurement Standing Orders to extend existing contracts with Heirs and Graces Childcare Training Solutions for one year until March 2013. The up skilling of workforce within the Early Years Sectors continued to be a major target for the Early Years Strategy.

It was noted that following a procurement process last year, Heirs and Graces were awarded a contract to deliver level 3 and 4 Qualifications. Since the award of the contract last year the cost of the course had not increased and it presented value for money backed up with proven, quality training. In addition, 30 staff had begun to study for a 2 year qualification with this company last year and would continue this year. If the waiver was unsuccessful £60,000 of funding earmarked for training of the Early Years workforce would be forfeited. This may lead to the Council being unable to fulfil its statutory duty to place vulnerable two year olds in quality early years provision.

RESOLVED: That

- (1) in light of the exceptional circumstances set out, for the purpose of Procurement, standing orders 4.1, 4.2 and 4.3 be waived on this occasion in order to extend existing contracts with Heirs and Graces Childcare Training Solutions for the provision of delivering Level 3 & 4 Qualifications for the Children & Young People's Workforce; and
- (2) the Strategic Director, Children and Enterprise be authorised, in conjunction with the portfolio holder for Children, Young People and Families, to enter into the above contracts for one year from April 2012 to the end of March 2013.

ES104 – THE ENTERPRISE GAME – KEY DECISION

The Sub Committee received a report of the Strategic Director -Children and Enterprise, which sought agreement for the implementation and delivery of The Enterprise Game Business Plan April 2012 - April 2015, as recommended by The Enterprise Game Business Group. The Group had been set up to manage the future direction of the Game.

Members were advised that the Business Plan sets out the business case to continue to sell The Enterprise Game in the UK, as a valuable education resource that promoted Halton and contributed towards the Councils planned efficiency savings. The Plan also set out proposals to investigate the long term development of the Game. The investigation would include research into commercial viability of the product in the international market and consideration of the various options for the future legal entity of the product. Information on current and projected game sales was set out in the report.

Members commented that the recruitment of an Independent Sales Representative who specialised in education marketing and sales should be appointed through an external agency.

RESOLVED: That the implementation and delivery of the Enterprise Game Business Plan April 2012 – April 2015 be approved, in consultation with the relevant Portfolio Holder, and subject to a further report to Executive Board in 12 months outlining the progress of the Business Plan.

ES105 - WAIVER OF PROCUREMENT STANDING ORDERS: CITIZENS ADVICE BUREAU 'IDEAL' SERVICE

The Sub Committee considered a report of the Strategic Director Children and Enterprise which requested a waiver of Procurement Standing Orders to enable Halton Citizens Advice Bureau to be awarded a contract in respect of the revised 'IDEAL' Service. The funding currently provided two general advisors, whom parents and carers with young children could access via a direct telephone line which ensured that they were prioritised. The advice and support required was defined as meeting the debt, employment and benefit needs of parents/carers.

As part of the revision of commissioned services, the IDEAL service was reviewed. Following the review, a revised specification for delivery of the service was developed, full details of which were outlined in the report. The funding agreed for the contract was £80,000 per annum for one year commencing on 1st April 2012.

RESOLVED: That

- (1) on this occasion, in the light of the exceptional circumstances set out below, for the purpose of standing order 1.8.2 (d) where compliance with Standing Orders would result in the Council having to forego a clear financial benefit, Procurement Standing Orders 4.1 be waived in order that the Council does not have to forego a clear financial benefit; and
- (2) the Strategic Director – Children and Enterprise be authorised to enter into a contract with Halton Citizens Advice Bureau in respect of the revised 'IDEAL' Service contract, in the sum of £80,000 per annum for the period 1st April 2012 to 31st March 2013, with a possible option of extension to the contract for a further one year from April 2013 to March 2014.

EXECUTIVE BOARD MEETING HELD ON 1 MARCH 2012

EXB106 - CAPITAL PROGRAMME- SCHOOLS CAPITAL GRANT ALLOCATION - KEY DECISION

The Board considered a report of the Strategic Director, Children and Enterprise, on the Capital Programme 2012/13.

The Board was advised that in December 2011, the Department for Education announced the schools capital grant allocations for 2012/13, for each area of capital funding. The report detailed the works proposed for funding from the Capital Maintenance and Revenue Allocation (CERA).

The Capital Programme 2012-13 and the Capital Repairs Programme papers were appended at Appendix 1 and 2 respectively.

The Board noted that Basic Need capital funding was allocated to the relative need for new places, based on forecast data provided by local authorities, and was provided to local authorities to provide school places where needed in their area, in all categories of taxpayer-funded schools.

Capital Maintenance funding was allocated to ensure school buildings were properly maintained. The Local Authority schools element was allocated to support the needs of the schools and for Sure Start Children's Centres and the Voluntary Aided Schools element was allocated to Chester Diocese, Shrewsbury Diocese and Liverpool Archdiocese to fund condition and suitability projects at Voluntary Aided Schools. Devolved Formula Capital would be allocated directly to schools for their own use to address building and ICT needs.

It was noted that a further detailed report would be submitted to the Board later in the year containing proposals for the use of the Basic Need Capital allocation for 2012-13.

Reason For Decision

To deliver and implement the capital programmes.

Alternative Options Considered And Rejected

Not applicable.

Implementation Date

Capital Programmes to be implemented with effect from 1 April 2012.

RESOLVED: That

- 1) the capital funding available for 2012/13 be noted;
- 2) the proposals to be funded from Capital Maintenance be agreed and the position in respect of Basic Need be noted;

- 3) Full Council be recommended to approve the Capital Programme 2012/13; and
- 4) a further report be submitted to Executive Board to detail how the Basic Need capital funding would be spent in 2012/13.

EXECUTIVE BOARD MEETING HELD ON 29 MARCH 2012

EXB116 - SCHOOL ADMISSIONS ARRANGEMENTS 2013

The Board considered a report of the Strategic Director, Children and Enterprise, on School Admission Arrangements for 2013.

The Board was advised that statutory consultation had taken place on the proposed admission arrangements and coordinated admission schemes for the September 2013 intake. In addition to publication via the Council's website, details were also included in the Strategic Director's Spring 2012 Report to Governors, and sent to the four Diocesan authorities responsible for voluntary aided schools in Halton and to neighbouring authorities.

The report contained details of the responses made for Members' consideration.

RESOLVED: That the School Admissions Policy, Admission Arrangements and the co-ordinated schemes for admission to primary and secondary schools for 2013/14 academic year, be approved.

EXB117 - THE HEATH SIXTH FORM FREE SCHOOL PROPOSAL- KEY DECISION

The Board considered a report of the Strategic Director, Children and Enterprise, on The Heath Sixth Form Free School Proposal.

The Board was advised that The Heath School had submitted an application to the Department for Education (DfE) to establish a Sixth Form for 16-19 age range for a total of 300 students across Years 12 and 13, opening in September 2013. The proposed Sixth Form would offer a wide range of 'A' level courses plus a Foundation Learning Pathway. Consultation to a wide range of people had been undertaken by The Heath School.

The Board noted that at the 14-19 Partnership meeting in November, it had been agreed that where providers were interested in delivery of post-16

provision, the authority would expect to see a set of principles applied, which were listed in the report for Members' information.

It was further noted that the Secretary of State had a duty to consider the impact any new free school would have on existing schools and provision in the area. The report provided a summary of existing sixth form provision for Members' information.

Reason(s) For Decision

The report sought to gain the views of the Executive Board to the proposal to establish The Heat Sixth Form Free School, to submit a response to the statutory consultation.

Alternative Options Considered and Rejected

Not applicable

Implementation Date

September 2013.

RESOLVED: That the Board do not support the proposal for The Heath Sixth Form, as there was currently sufficient provision in Halton and its establishment could de-stabilise the provision of other settings and compromise the quality and breadth of education provision available across the Borough.

EXB118 - ACADEMIES STATUS - KEY DECISION

The Board considered a report of the Strategic Director, Children and Enterprise outlining the potential financial implications of the transfer of schools to Academy status.

The Board was advised that the Academies Programme had been introduced to tackle the problem of failing schools for which a sponsor was required. In addition, the Coalition Government had introduced an Academies Programme for high performing schools wishing to opt to Academy status for which a sponsor was not required.

In Halton, three schools had already changed to Academy status, with a number of others showing interest in doing so. Details of funding arrangements which schools received upon conversion to an Academy, were outlined in the report and included:

- an amount equivalent to that which it would receive via the Council's Schools Funding Formula; and
- an amount for services provided to schools individually or as a whole, for which no charge was made.

The Board noted the other financial implications when schools convert to Academy status, such as inclusion in the pension scheme for non-teaching staff, traded services with the local authority, economies of scale in corporate contracts and bulk purchasing arrangements and the length of time it took for conversion to be completed.

Reason(s) for Decision

The report sought to gain the views of Executive Board on the transfer of Halton schools to Academy status, and outlined ways to mitigate the financial impact.

Alternative Options Considered and Rejected

Not applicable

Implementation Date

As schools may be considered for transfer to Academy status in September 2012, it was essential that the Council agree its approach to academisation by April 2012.

RESOLVED: That

- 1) the potential financial impact of schools becoming Academies be noted;
- 2) a further review of traded services to schools be undertaken to ensure full cost recovery was maintained; and
- 3) individual meetings be held with each Secondary and Special School, and Runcorn and Widnes Primary Schools to determine whether they were considering conversion to Academy Status, along with any proposed timescales.

REPORT: Children, Young People and Families Policy and Performance Board

DATE: 21 May 2012

REPORTING OFFICER: Strategic Director, Children and Enterprise

SUBJECT: Annual Report 2012/12

PORTFOLIO: Children, Young People and Families

WARDS: Boroughwide

1.0 PURPOSE AND CONTENT OF REPORT

1.1 To receive the Children, Young People and Families Policy and Performance Boards' Annual Report for 2011/12.

2.0 RECOMMENDED: That the 2011/12 Annual Report be recommended to Full Council.

3.0 SUPPORTING INFORMATION

3.1 Article 6 of the Constitution requires each Policy and Performance Board to submit an Annual Report to Council outlining their work, making recommendations for future work programmes and amended working methods as appropriate.

3.2 The Annual Report (see attached) has been submitted to the Children and Young People Policy and Performance Board for consideration.

4.0 POLICY IMPLICATIONS

4.1 None

5.0 OTHER IMPLICATIONS

5.1 None

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton
None

6.2 Employment, Learning and Skills in Halton
None

6.3 A Healthy Halton
None

6.4 **A Safer Halton**
None

6.5 **Halton's Urban Renewal**
None

7.0 RISK ANALYSIS

7.1 None

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 None

**9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE
LOCAL GOVERNMENT ACT 1972**

9.1 None under the meaning of the Act

ANNUAL REPORT
CHILDREN AND YOUNG PEOPLE POLICY AND PERFORMANCE BOARD
APRIL 2011 – MARCH 2012



Cllr. Mark
Dennett
Chairman
Children &
Young People
PPB

“I always like to start by looking back over the previous twelve months. The pace of change introduced by the Coalition Government has not diminished and this has led to two schools looking to attain Academy Status and the possible creation of a Free School. These schools will operate separate to the Local Authority drawing funding from the family of schools within Halton and possibly putting other schools in precarious positions.

The austerity measures introduced by the government have once again bit deep into the Council’s budget, with cuts in excess of £2.7m to Children and Young People’s Services. Already schools and other clients of the Council’s services are feeling the effects of the diminished levels of staffing and the subsequent knock on effect to service provision.

Against this backdrop the board has continued its focus to maintain the standards of provision in safeguarding, knowing all too well that you can never be complacent.

The Child and Poverty Family Strategy for Halton have also been launched in the year. This is a multi-agency strategy to co-ordinate and target services across the whole borough with the vision, “To create and sustain an environment in which **ALL** children and their families living in Halton are supported in achieving emotional wellbeing and prosperity to fulfill their potential through the elimination of child and family poverty by 2020.” This is a bold vision whose key driver, Councillor John Swain; the Executive Board Portfolio Holder for Children and Young People’s Services, brought to life by bringing together all partners both big and small, from within Halton and outside to fulfill this singular vision.

Once again the educational attainment of our children and young people was fantastic. I would like to take this opportunity to congratulate our students who did so well, and also thank the parents, carers and teachers who supported them in achieving these fantastic results. The results show Halton’s commitment to drive up standards and improve the opportunities available to all of our young people as they move into adulthood.

During the year the board undertook two pieces of scrutiny topic work. The first examined the support provided across the borough to Young Carers and resulted in the creation of a multi-agency strategy ensuring the all Young Carers receive the support for their own needs, while they are providing support within their families. This strategy went to the board for approval in February. The second piece of work was a joint scrutiny topic with the Employment, Learning and Skills PPB, examining how Apprenticeships can be increased and supported across the borough. This piece of work will return to both boards with recommendations for approval in the new Municipal year.

Looking back I think it has been a good and varied sixth year for the board and I would like to thank all of the members of the board, as well as all of the officers involved for their continued support and contribution.

Looking forward, I intend for the board to look at the impact the changes brought about by the Coalition Government has had on the education provided in the borough.

There is an increasing amount of anecdotal evidence that child self harm is increasing in the borough, that is why I also intend for the board to scrutinise the topic of self harm by our children in the borough, and the services available to support and help them.

Finally, I would like to conclude this report by thanking all of the officers and members (of all parties) involved in all of the ‘additional duties’ that take place to make sure that the children and young people receive that best care and support. Duties such as being a school governor with all of the responsibilities that that entails, statutory inspections of our care homes (Regulation 33) or of our social worker teams (Climbié visits), membership of the Local Safeguarding Board, the Adoptions Panel, the Children and Young People’s Trust, to name but a few of the ‘extra duties’ that both members and officers perform to support and improve the lives of the children and young people of our Borough.”

Councillor Mark Dennett

Chairman, Children, Young People and Families Policy and Performance Board

MEMBERSHIP AND RESPONSIBILITIES

During 2011/12 the Board comprised eleven Councillors – Councillors M. Dennett (Chairman) Cllr M Horabin (Vice Chairman), M. Bradshaw, A. Cole, F. Fraser, M Fry, M Hodge, P Lloyd Jones, K Loftus, J. Lowe, N. Plumpton Walsh and a Co-optee Miss E. Lawler.

The Board is responsible for scrutinising performance and formulating policy in relation to the work of the Council (and its partner agencies within Children’s Trust Arrangements) in seeking: to ensure that children and young people in Halton have the best possible start in life and opportunities to fulfil their potential and succeed; and to scrutinise progress against the Corporate Plan and the Children and Young People’s Plan.

REVIEW OF THE YEAR

The full Board met five times during the year, and set out below are some of the main initiatives that the Board has worked on during the year.

Compass Steering Group.

As a result of the Youth Crime Action Plan, which set out a comprehensive package of measures to prevent and tackle youth crime through a triple track approach of tough enforcement, non-negotiable support and prevention. A Compass Steering Group was established and joint planning commissioning framework was essential in progressing projects.

As a direct result of the projects the Steering Group had implemented Halton could report a significant reduction in youth-related anti-social behaviour and police recorded incidents relating to youth anti-social behaviour had been reduced by a staggering 48% when compared to the period of the same time before the projects began.

Halton's Children and Young People Plan

In July 2010 the Government announced its intention to reform Children's Trusts, however the future of Halton's Children's Trust was discussed at both the Executive Group and the Children's Trust Board where it was agreed by all partners for the Trust to continue in its current format as the overarching multi-agency body that contained all children and young services in Halton

A new Children and Young People Plan has been developed and new priorities have been agreed to:

- Improve outcomes for children and young people through embedding integrated processes to deliver early help and support;
- Improve outcomes for children and young people through effective joint commissioning; and
- Improve outcomes for our most vulnerable children and young people by targeting services effectively.

Summary of Education Attainment and Progress 2011

The main headlines for Halton were excellent again this year, in particular the following points were highlighted:

- for Early Years Foundation Stage the Profile Total Score was down 3% from 2010 but was higher than in 2008;
- for Key Stage 2, English and Maths at Level 4+ was above the national average with 77% attaining national expectation in English and Maths at age 11;
- Children in Care in Key Stage 1 attainment was in line with national expectation with level 2 achieved in reading, writing, speaking, listening and maths;
- for Children in Care in Key Stage 2 it was noted that there were only 6 children in the cohort but results exceeded the prediction of 50% achieving Level 4+ in English and Maths;
- In relation to Key Stage 4, 56% of Halton's children achieved 5+ A*-C GCSEs including English and Maths;
- performance has significantly improved in comparison to last year for Children in Care at Key Stage 4 with 44% of Children in Care achieving 5+A*-C GCSEs.

Service Plans

This year the Board continued to take significant steps forward in the way it engaged with the service planning process. The PPB Members identified issues and activities they hoped could be prioritised in the service plans for 2011/2014.

WORK PROGRAMME FOR 2011/12

The Board decided that during the current municipal year (2011/12) it would carry out Topic reviews examining the following areas:

- joint scrutiny topic on Apprenticeships with the Employment Learning, Skills and Communities PPB;
- Transition from Young People to Older People's Services;
- Provision for Young People with Special Educational Needs in relation to preparation for independent living
- Young homelessness provision.

In 2010/11 the Young Carers Scrutiny Topic was completed producing a new strategy and an action plan to implement and deliver the new strategy. This will be revisited in 12 months time.

SAFEGUARDING

Members regularly considered matters relating to Safeguarding, particularly in the areas of monitoring of racist incidents, anti-bullying, private fostering arrangements and the work of the Halton Safeguarding Children's Board.

Children in Need, Contract, Referral and Assessment Analysis

Members have scrutinised referral and assessment activity and In relation to referrals it there was an increase of 15% in comparison to 2009/10. The performance in relation to completion of Initial and Core Assessments within timescales was 79% for Initial Assessments within 10 days and 84% for Core Assessments. The department is in the process of moving to the new Carefirst 6 system which provides more effective working and streamlines processes.

There had been a 2 day unannounced inspection of Front Door Services, by Ofsted, the results of which were positive and a number of strengths had been identified.

Climbie & Regulation 33 Visits

There are two Children's Homes in the Borough requiring 24 visits a year, carried out by Members, who are enhanced CRB checked and fully trained. Regulation 33 Visits also take place enabling scrutiny of care homes for children.

Members of the Public are welcome at the meetings of the Board. If you would like to know where and when meetings are to be held or if you would like any more information about the Board or its work, please contact Gill Bennett on 0151 471 7545 or e-mail: gill.bennett@halton.gov.uk

REPORT TO: Children, Young People and Families
Policy and Performance Board

DATE: 21 May 2012

REPORTING OFFICER: Strategic Director – Children and
Enterprise

PORTFOLIOS: Economic Development, and
Children, Young People and Families

SUBJECT: Joint Scrutiny Review of Provision of
Apprenticeships in the Borough

WARDS: ALL

1.0 PURPOSE OF THE REPORT

1.1 To approve the draft report on the Joint Scrutiny Review of Apprenticeships and forward it to the Executive Board for consideration.

2.0 RECOMMENDATION: That

The report is approved and forwarded to the Executive Board.

3.0 SUPPORTING INFORMATION

The draft report (attached at Appendix 1) was commissioned jointly by the Children, Young People & Families and the Employment, Learning & Skills and Communities Policy and Performance Boards. A scrutiny review Topic Group was established comprising of six Members (three from each Board), and was chaired by Councillor Edge,

There has been a significant resurgence in the Apprenticeship model in recent years, with the current Coalition Government providing enhanced financial incentives to employers, and especially SME's to encourage them to offer apprenticeships.

The review focused on the following specific aspects;

- The implementation of an Apprenticeship programme for the Council.
- Monitoring and review of the programme.
- Engagement with the private sector.

- The roles and responsibilities of partners to drive the Apprenticeships agenda in Halton.

The review itself was conducted through a number of means:

- Monthly meetings of the scrutiny review topic group;
- Presentations by various key members of staff and external partners;
- Examination of local and comparative data and information.

4.0 FINDINGS

A considerable amount of high quality work has been done by the Council and a range of partners over recent years to promote and increase the quality and availability of suitable apprenticeship opportunities in Halton. However, there are still considerable existing and emerging challenges to be overcome, a key one of which is how to respond to the changes in funding from September 2013 for Apprenticeships from 25+ with the introduction of Level 3 and 4 post-24 loans for Advanced and Higher Level Apprenticeships.

The recommendations for action and further improvement identified from this scrutiny review are listed on Page 12 of the scrutiny report and have been arranged into an Action Plan at Annex 1 for ease of reference and monitoring.

5.0 OTHER IMPLICATIONS

Apprenticeships can help develop employability skills and help people gain confidence. They support the Sustainable Community Strategy and Council Corporate Plan by promoting and increasing the employability of local people and removing any barriers to employment.

Also, the embedding of the use of apprenticeships within the recently adopted People Plan has the potential to put Halton Borough Council at the forefront of the creative and constructive use of apprenticeships as an example to other local employers

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

Apprenticeships present an additional opportunity to enable young employees to secure the skills they need to succeed in their working lives. The Apprenticeships, Skills, Children & Learning Act (2009) includes the requirement for all young people to be in education or training until the age of 18 by 2015, and an entitlement to an Apprenticeship place for each suitably qualified young person who wants one from 2013.

6.2 Employment, Learning and Skills in Halton

A package of qualifications offered through the Apprenticeship Framework, will have positive implications for employment, learning and skills

6.3 A Healthy Halton

In some instances people seeking an apprenticeship will have known health problems perceived as barriers to employment. In such instances employers will be given support in terms of advice and adaptations and individuals may need support through the development of condition management plans.

6.4 A Safer Halton

None.

6.5 Halton's Urban Renewal

None.

7.0 RISK ANALYSIS

The proposals are not significant enough to require a full risk assessment at this stage.

8.0 EQUALITY AND DIVERSITY ISSUES

Apprenticeships present an opportunity to engage with the wider community and contribute to ensuring equality of access for all in helping people find sustainable employment and transferable skills.

9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

None under the meaning of the Act.

Halton Borough Council documents:

- Corporate Plan – 2011 – 2016
- Sustainable Community Strategy – 2011 – 2026
- People Plan, 2012-2015.
- Strategic Analysis to support 14-19 Strategic Commissioning for 2012-13

External Documents:

- Skills for Sustainable Growth Strategy Policy Document.
- Building Engagement, Building Futures: Strategy to Maximise the Participation of 16-24 Year Olds in Education, Training and Work
- Liverpool City Region Apprenticeship Strategy
- Apprenticeships in Higher Education

Place of Inspection

Municipal Building, Widnes

Contact Officer

Nick Mannion



*Scrutiny Review of Provision of
Apprenticeships in the Borough*

Report

April 2012

Draft 2

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1.0 PURPOSE OF THE REPORT

The purpose of the report, as outlined in the initial topic brief agreed by the Children & Young People Policy & Performance Board at its meeting on 5th September 2012 is to undertake a review of the provision of Apprenticeships in the Borough of Halton. The review will consider the following specific elements;

- ◆ The implementation of an Apprenticeship programme for Halton Borough Council.
- ◆ Monitoring and review of the programme i.e. the effectiveness of the programme.
- ◆ Engagement with the private sector.
- ◆ Roles and responsibilities of respective agencies to drive forward the Apprenticeships agenda in Halton.

2.0 STRUCTURE OF THE REPORT

This report is structured with an introduction, a brief summary of the methodology followed by evidence, analysis with findings/conclusions and recommendations. The annexes include the topic brief, methodology detail and an action plan to capture the recommendations from the scrutiny review.

3.0 BACKGROUND

3.1 Reason the scrutiny review was commissioned

The bringing together of Children and Enterprise within one directorate recognised that for most young people it was the transferable skills that were developed at school and in further education that would determine their success in a range of jobs throughout their lives.

With reductions in funding, Local Authorities and partners need to work even more closely with NAS to ensure that resources are deployed to create Apprenticeships that are relevant to both the needs of employers and young people

It was therefore agreed at the September 2011 meeting of the Children & Young People PPB that a scrutiny topic on apprenticeships would further cement these principles. It was proposed that the topic group would be jointly overseen by members of drawn from the Employment, Learning, Skills and Community Policy and Performance Board and the Children, Young People and Families Policy and

Performance Board. Councillor Susan Edge was elected to chair the joint topic group.

3.2 Policy and Performance Boards

This report was commissioned as a joint scrutiny working group for the Employment, Learning & Skills and the Children & Young Policy and Performance Boards.

3.3 Membership of the Scrutiny Working Group

Membership of the Scrutiny Working Group included:

Members	Officers
<p>Cllr Susan Edge Cllr Mark Dennett Cllr Margaret Horabin Cllr Stan Parker Cllr Harry Howard Cllr Peter Lloyd Jones</p>	<p>Wesley Rourke - Operational Director, Economy, Enterprise & Property. Siobhan Saunders - Divisional Manager, Employment, Learning & Skills. Simon Clough - Divisional Manager, Learning & Achievement Services. Claire Gurney - 14-19 Programme Manager John Gallagher – Principal Policy Officer – Corporate & Organisational Policy Nick Mannion - Principal Policy Officer - Employment, Learning and Skills</p>

4.0 Methodology Summary

This scrutiny review was conducted through a number of means:

- Regular meetings of the scrutiny review topic group;
- Reports and presentations by various key members of staff;
- Provision of information and comparative data;
- A presentation by the National Apprenticeship Service.

5.0 Evidence (summary of evidence gathered) and analysis with findings/conclusions

5.1 The National Picture

Several areas factors and issues are coming together which should increase the demand for Apprenticeships:

- The Education and Skills Act 2008 will increase the minimum age at which young people in England can leave learning.

- University tuition fees are increasing to up to £9,000 (from £3,000) per year from 2012 and latest figures from UCAS on 28th November 2011 show applications are down 12.9%, 23,427 on last year.
- The development of more Higher Level Apprenticeship frameworks at Levels 4 and 5. There are currently eight issued and £25 million has been allocated to develop a total of 19 more for release by the end of 2012 and a further 10 by the end of 2013

All this comes at the same time as nationally youth unemployment is rising. Within Halton whilst Job Seeker Allowance claimants have risen, the proportion of young people aged 16-18 that are NEET (Not in Education, Employment or work-based Training) in Halton has risen more slowly and is only slightly higher at 10.89% in October 2011 compared to 9.69% October 2010.

In releasing funds to support young people into learning or employment, the Government announced on 29th November 2011 that its Youth Contract that started in April 2012 will provide nearly half-a-million new opportunities for young people, including apprenticeships and work experience placements. This will include:

- To encourage smaller employers to take on their first Apprentice, a total of 40,000 grants of £1,500, divided evenly between businesses with less than 50 employees and those with between 50 and 250 that have not had an Apprentice in the past three years, are available.
- Simplifying processes to make it quicker and easier for employers to take on an apprentice.
- A renewed focus on targeting the programme where Apprenticeships deliver greatest value - including on younger adults, new employees, higher level qualifications and particular sectors where they can make the greatest impact.
- Apprenticeship providers will be required to offer training in English and maths up to the standard of a good GCSE (level 2) for all Apprenticeships.
- Apprenticeship programmes must also last a minimum of 12 months

The Government had also announced a new £150m programme to provide support to some of the most vulnerable 16-17 year olds NEET (Not in Employment, Education or Training) from April 2012. This will provide vital support to help them to get back into education, an apprenticeship or a job with training.

5.2 The Halton Picture

Key details of the work done in recent years, particularly on the issue of NEETs, was discussed, especially regarding Appendix A in the

background information pack - Strategic Analysis to support the 14-19 Strategic Commissioning, 2012-13.

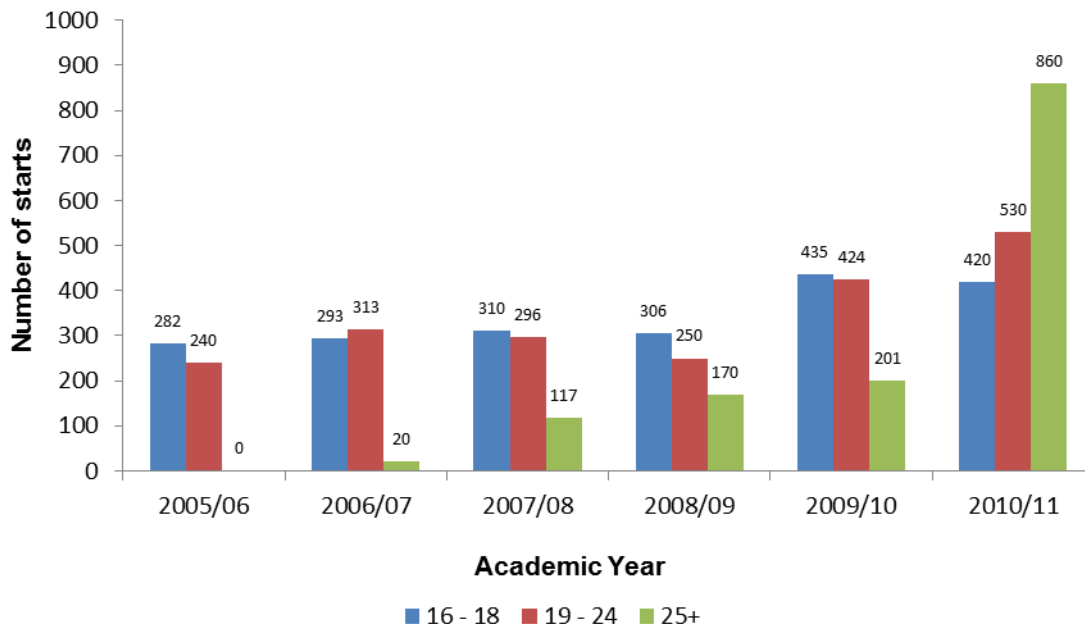
The latest data demonstrates that since 05/06 there has been a significant increase in Halton residents starting apprenticeships.

Age		2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
16-18	No.	282	293	310	306	435	420
	%	6%	6%	6%	6%	9%	9%
19-24	No.	240	313	296	250	424	530
	%	3%	3%	3%	3%	5%	6%
25+	No	0	20	117	170	201	860 *
Totals		522	626	723	726	1060	1810

[Source: www.thedataservice.org.uk]

- A proportion of these may be existing employees that have moved onto an Apprenticeship.

2005/06 - 2010/11 Halton resident Apprenticeship Starts



The top 4 sectors delivering to Halton residents in 2010-11 were Business Administration and the Law; Engineering and Manufacturing Technologies; Leisure, Travel and Tourism, and Retail and Commercial Enterprise. Matched against the Halton growth sector areas of Logistics and Distribution; Retail;

Science, Technology and Advanced Manufacturing, and Construction and the Built Environment.

Challenges

The key challenges set-out in the Action Plan, especially around KF 1, 2 and 3 that present the most severe challenges will benefit from increased practical support.

Other challenges for Halton are;

- How to increase the number of young people (16-24) entering higher level apprenticeships (Level 3 upwards), especially as the offer from local training providers, whose current provision offer is heavily weighted towards level 2.
- To persuade more smaller (less than 50 employees) local businesses and new employers to take on their first apprentice
- The impending removal of the requirement for schools to provide pre-16 work experience opportunities may see many opt out, taking away a previously useful first 'taster' of the world of work for young people.
- To continue to provide work-readiness and pre-employment training, so that young people are able to access suitable Apprenticeship opportunities.
- Maintenance of the availability of impartial IAG (Information Advice and Guidance) so young people are more aware of ALL the post-16 routes available.

Conclusion;

The Topic group concluded that this initial information sharing and awareness-raising session on the current and emerging local and national picture clearly demonstrated the hard work done in recent years, and the high level of expertise and knowledge that the local partners have around the issues of delivering a successful apprenticeship programme in Halton.

However, there are significant emerging issues that are likely to be exacerbated by the deteriorating economic situation.

5.3 National Apprenticeship Service

Peter Finney of the National Apprenticeship Service ('NAS') attended the January 2012 meeting of the topic group. He delivered a presentation that covered current developments in the application of the apprenticeship concept, the work of the National Apprenticeship Service and future opportunities and issues

He opened by advising that an apprenticeship has three elements;

- The workplace environment – key functional skills
- Competency-based qualifications (literacy/numeracy/IT)
- Knowledge-based qualifications

Each of these must be delivered in line with the Specification of Apprenticeship Standards in England (SASE).

The level of participation is growing rapidly, up 60% in the past three years, with nearly 443,000 new apprenticeship starts during 2010/11. The NAS' priority is still the 16-24 age group, but many people and employers are still not aware that an Apprentice can be of any age. The level of satisfaction amongst both employers and learners also continues to improve, with tougher minimum standards scheduled to be introduced during 2012 to drive quality up even higher.

The Government launched its Skills Strategy in October 2010, with Apprenticeships being placed centre stage, whilst the other employer-based training programme 'Train to Gain' has been closed. The strategy also launched a drive to specifically increase the number of advanced and higher apprenticeships being offered.

The current minimum rate for (16 year old) apprentices is £2.60 per hour, rising to £2.65 from September 2012, with an average gross wage of £170 per week across all apprenticeships. There is likely to be an announcement during next week's National Apprenticeship Week on improved financial incentives to smaller employers to take on an apprentice. PF went on to explain the 'Skills Escalator' – a process by which people can move from an entry level Apprenticeship to a Higher Apprenticeship, equivalent to a Foundation Degree and beyond to degree level

Competition for apprenticeship places is currently creating downward pressure - with more 'academic' young people opting to take-up intermediate and advanced apprenticeships for which they are 'over-qualified' at the expense of less academically gifted young people. This could be due to the increased cost of university provision and prevent young people that are NEET obtaining an Apprenticeship.

There are also currently only a limited range of Higher Apprenticeships available locally, but more Higher Apprenticeship frameworks are in the process of being developed.

PF concluded with an overview of the Halton position. Whilst there has been a healthy increase in the number of intermediate and advanced apprenticeships in Halton, out of a total of 1755 apprentices in 2010/11, less than 20 were higher apprentices. He went on to stress that this has been recognised, and NAS is working hard alongside HBC and other partners to promote the availability and attractiveness of apprenticeships to both students and employers. Science Halton, Daresbury SIC and The Heath could all offer potential opportunities.

During the course of the meeting members raised a number of points, which are summarised below.

In response to a query about the number of ICT related apprenticeships available it was confirmed that two categories widely available, including for local apprentices - IT user and IT professional.

As to how we could increase the number of NEET 18-24 year olds starting apprenticeships, PF suggested that one effective way was via better financial support for employers. Also, Halton already has some work-readiness and pre-employment provision in this area, by helping NEET young people to prepare themselves for the application and entry process. However, there is still scope for better 'joining-up' in some areas.

Asked if there was anything the NAS would like specifically from the council, PF urged it to continue to develop the apprenticeship option as an employer, embedding apprenticeships in how the council recruits new staff and trains existing employees. He referred to Manchester City Council's approach on this as a local authority that is now making extensive use of apprenticeships.

Queried how this concept could be 'sold' at a time when the council workforce is set to reduce, PF suggested that a business case can be made to take the apprenticeship option when looking to fill most vacancies at entry level. The Value for Money case will include;

- Less pressure on the corporate training budget
- Free, or heavily subsidised support through training paid by central Government funding, via the Skills Funding Agency.
- Commitment to develop new and also existing workforce.
- Offering more local opportunities to Halton residents.

Conclusion

Whilst local partners work together effectively, and some, mainly the bigger, employers have enthusiastically embraced the apprenticeship concept in Halton, there is still much work to do. The availability of higher apprenticeships and the proportion of small employers offering apprenticeships could be greater.

5.4 Halton Borough Council Support for Apprenticeships

The January meeting of the topic group also considered two short presentations on how the Council is working to increase the number of apprenticeships.

Borough Council's People Plan

John Gallagher started by pointing out that the council is Halton's largest employer, and we also want the council to be recognised as the best employer in the Borough! The development of a People Plan for the Council is aimed at helping to achieve this goal.

Work had been on-going to develop the People Plan for some months, and it is hoped to have it in place by spring 2012. Two pieces of work undertaken at an early stage were a Staff Survey and the assembly of an accurate Workforce Profile for the council. These have been completed and revealed the high average age of council employees (45-54 age band) along with the very small proportion of employees aged under 24 (less than 5%). These figures closely correspond to that of the overall demographic profile of Halton's workforce population.

It is intended that the People Plan will help the council to develop a more balanced workforce with regard to age, gender, ethnicity, residence etc., and to also make better use of our employee's skills and knowledge. Apprenticeships may also be an option for older and 'at risk' staff.

Another element of the plan will be a Talent Strategy that will ensure a more pro-active approach and will have four relevant elements;

- A career pathway to support employees to make full use of their talents
- Skills for the future/address recruitment challenges facing the organisation.
- Attracting future employees from both within and outside the borough.
- The Apprenticeship Scheme/The Graduate Programme/ The Volunteer Project

The plan will also include proposals for an Employee Recognition & Award Scheme that will help improve staff morale. One option could be an 'Apprenticeship of the Year' award.

Another thought-provoking piece of information that emerged from the Workforce Profile exercise is that the average academic qualification of Halton employees is relatively low at Level 2 (equivalent to 5 A*-C GCSEs).

The number of Apprentices that will be employed by the council at the end of March 2012 is expected to be 49, with up to 25 more in the pipeline already for 2012/13. Also, NAS has been very helpful in facilitating and brokering the development of these.

Waste Management Apprenticeship Pilot

SS outlined the Waste Management Apprenticeship Pilot. The council is currently working with NAS to select a suitable training provider (only two currently offer appropriate training in England). Trade unions have been engaged in the process and looking to learn from the experience and roll-out to other parts of the council

Subsequent to the meeting Myerscough College were selected as the preferred training supplier. Also, a Recruitment Day took place on 30th March to promote a total of twelve Apprenticeship vacancies; Waste Management (6) and Open Spaces (6) to local unemployed people. Over sixty people attended and the recruitment process is progressing.

Another recent development has been the attendance of colleagues from Knowsley MBC and NAS at a meeting of the Council's Corporate Organisational Development Group to discuss the experiences at that local authority in developing and expanding Apprenticeship schemes.

6.0 Overall Conclusion

This scrutiny review has been both a successful and a worthwhile exercise in terms of covering all the outputs and outcomes from the initial topic brief and gaining a thorough knowledge of the concept and opportunities that apprenticeships can offer to both employers and students in Halton.

Members of the topic group found the presentations interesting, and especially welcomed the Council's pro-active approach to embedding Apprenticeships into its workforce in service areas that have not traditionally seen a very significant adoption of Apprenticeships.

There has been a considerable amount of high quality work by the council and a range of partners over recent years to promote and increase the quality and availability of suitable apprenticeship opportunities in Halton. However, there are still considerable existing and emerging challenges to be overcome. One of which will be how to respond to the changes in funding from September 2013 for Apprenticeships from 25+ with the introduction of Level 3 and 4 post-24 loans for Advanced and Higher Level Apprenticeships.

From the council's own perspective, the embedding of the use of apprenticeships within the recently adopted People Plan has the potential to put Halton Borough Council at the forefront of the creative and constructive use of apprenticeships as an example to other local employers.

The recommendations for action and further improvement identified from this scrutiny review are listed below and arranged into an Action Plan at Annex 1 for ease of reference and monitoring.

Recommendations:

- a) **Actively promote and support three Key Focus Areas in the Halton 14 – 19 Apprenticeship Action Plan. Namely:-**
 - **Key Focus Area 1: Forge closer links with employment sectors to better understand the needs in the borough**
 - **Key Focus Area 3: Increase the take up of Level 3 and Higher Level Apprenticeships**
 - **Key Focus Area 4: Work with the 14-19 Partnership to promote alternative routes to higher level qualifications.**
- b) **Continue to work closely with the National Apprenticeship Service to maximise the take-up and provision of apprenticeships in Halton with regard to both students and employer.**
- c) **Adopt a policy that ALL new roles shall be assessed for their suitability to be filled by way of an Apprenticeship.**
- d) **Use the Halton Employment Partnership ('HEP') as the main co-ordinating forum for determining the workforce needs of incoming and expanding employers with regard to Apprenticeships.**
- e) **Promote and market the recent introduction of improved financial rewards for SME's to offer apprenticeships and new/expanding businesses via the Halton Employment Partnership ('HEP').**
- f) **Include a corporate Apprenticeship Strategy within the Council's People Plan**
- g) **The Waste Management and Open Spaces Apprenticeship Pilot programme to be evaluated and rolled-out across the Council.**
- h) **Review and evaluate progress report to the Executive Board on a six monthly basis.**

APPRENTICESHIP SCRUTINY REVIEW ACTION PLAN

ANNEX 1

No	Action	Lead Organisation/ Responsible person	Timescale	Measure of Progress
1	Employ partnership approach involving Job Centre Plus, HBC, National Apprenticeship Service, Sector Skills Councils and local employers to explore the employment and training needs of local employers by sector starting with Logistics, and Science, Technology and Advanced Manufacturing. Use the information to inform the commissioning of provision and the development of apprenticeship frameworks	Halton Employment Partnership	By December 2012	Apprenticeship frameworks available locally align with key employment growth areas – increased number of apprenticeship frameworks offered locally; increased number of local people accessing apprenticeships locally
2	Survey learners on Level 2 and Level 3 Apprenticeship programmes to identify young people’s aspirations to higher level courses to inform the commissioning of provision	Claire Gurney Halton Borough Council	Survey May 2012 Results June 2012	Increase : <ul style="list-style-type: none"> • Level 3 – Advanced Apprenticeship starts from September 2012 onwards • Level 4 - Higher Apprenticeship starts from September 2014 onwards
3	HBC and Foundation Learning Group to explore the work based curriculum offer in Halton for 16 and 17 year olds that assists with the preparation of young people to successfully access Apprenticeships.	Claire Gurney Halton Borough Council	By September 2012	Increase numbers of young people progressing from Foundation Learning to Apprenticeships in year from Sept 2012.
4	Design and implement Organisation Apprenticeship Scheme, integral to the Talent Strategy and underpinning one of the Key Strategic Aims of HBC’s People Plan 2012-2015, namely “Attract, Develop and Retain Excellent People”. Scheme will be crucial to help achieve a more balanced Council workforce.	Organisational Development Group, as represented by John Gallagher.	By March 2013	Year 1: Apprenticeship Scheme in place, supported by Elected Members and Senior Management, with a number of apprentices enrolled across the organisation. Year 2: Number of Apprentices successfully completing their qualifications.

No	Action	Lead Organisation/ Responsible person	Timescale	Measure of Progress
				Year 3: Apprentices applying and being successful in acquiring jobs within the LA.
5	Implement and evaluate the Waste Management and Open Spaces Apprenticeship Pilot programme within Halton Borough Council	Siobhan Saunders/Jimmy Unsworth/Paul Wright – Halton Borough Council	Start April 2012. Sept 2012 (interim evaluation) March 2013 (final evaluation)	6 Waste Management Apprentices recruited and complete the programme. 6 Open Spaces Apprentices recruited and complete the programme Pilot extended
7	Review and refresh Halton’s Apprenticeship Strategy in line with the refresh of the Liverpool City Region Strategy <i>(this is likely to focus on specific sectors, particular levels, rather than on just increasing the number of apprentices)</i>	Claire Gurney, Halton Borough Council	September 2012	Halton contributes to LCR apprenticeship activity including: <ul style="list-style-type: none"> • Union learn apprentice champions project • NAS advanced apprenticeship schools project

TOPIC BRIEF

Topic Title:	Provision of Apprenticeships in Halton
Officer Lead:	Operational Director (Employment, Enterprise & Property)
Planned start date:	December 2011
Target PPB Meeting:	May 2012 (CYP) June 2012 (ELS)

Topic Description and scope:

A review of current provision of apprenticeships in Halton; specifically the availability of suitable apprenticeship opportunities, the take-up by local employers of apprenticeship opportunities, the engagement of key agencies towards achieving these objectives.

Why this topic was chosen:

By the bringing together of Children and Enterprise within one directorate it was recognised that for most young people it was the transferable skills that were developed at school and in further education that would determine their success in a range of jobs throughout their lives.

With reductions in funding, Local Authorities and partners will need to work even more closely with NAS to ensure that resources are deployed to create apprenticeships that are relevant to both the needs of employers and young people

It was, therefore, proposed that a topic title on apprenticeships would further cement these principles. It was proposed that the topic would be jointly overseen by members of the Employment, Learning, Skills and Community Policy and Performance Board and the Children, Young People and Families Policy and Performance Board. Councillor Sue Edge had offered to chair the topic group.

Key outputs and outcomes sought:

The topic will consider the following:

- The implementation of an apprenticeship programme for Halton;
- Monitoring and Review of the programme i.e. the effectiveness of the programme;
- Engagement with the Private Sector;

- Roles and Responsibilities of respective agencies to drive forward the Apprenticeships agenda in Halton.

Which of Halton's 5 strategic priorities this topic addresses and the key objectives and improvement targets it will help to achieve:

Children & Young People:

Apprenticeships present another approach to enabling young employees to secure the skills they need to succeed in their working lives. The 2009 Apprenticeships, Skills, Children and Learning Act includes the requirement for all young people to be in education or training until the age of 18 by 2015, and an entitlement to an Apprenticeship place for each suitably qualified young person who wants one from 2013.

Key Objective A - Improve outcomes for children and young people through effective joint commissioning.

Key Objective B - Improve outcomes for our most vulnerable children and young people by targeting services effectively.

Key Objective C - Improve outcomes for children and young people through embedding integrated processes to deliver early intervention.

The safeguarding of Halton's children and young people is a key priority across the Trust and runs through all our work.

Employment, Learning and Skills:

To develop a strong, diverse, competitive and sustainable local economy.

Key Objective B - To develop a culture where learning is valued and skill levels throughout the adult population and across the local workforce can be raised.

Key Objective C - To promote and increase the employability of local people and remove barriers to employment to get more people into work.

Nature of expected/desired PPB input:

Member led scrutiny review of Apprenticeships.

Preferred mode of operation:

- Invite member from National Apprenticeship Service to provide an overview of the national, sub-regional and local position, along with an assessment of the local position and examples of areas of best practice nationally
- Evidence and meetings with relevant officers within the Council to examine current practice, issues and performance. Also, specific regard to the challenges faced by local young people designated as NEET (Not in

Education, Employment or work-based Training) in securing an apprenticeship.

- Briefings on the emerging People Plan and how apprenticeships could be embedded into the Council's recruitment and employment policies.

Agreed and signed by:

PPB chairs

Officer

Date

Date

METHODOLOGY DETAIL**a) Presentations & Reports**

The following officers submitted written reports and/or oral presentations as part of this scrutiny review:

Name of officer	Title of Report/Presentation
Wesley Rourke	An overview of the recent history, the current position, and developments in Halton with regard to apprenticeships.
Simon Clough/Claire Gurney	<p>Apprenticeship Scrutiny Topic Group Information Pack. Contents</p> <ul style="list-style-type: none"> • Liverpool City Region Apprenticeship Strategy • 14-19 Commissioning Statement <ul style="list-style-type: none"> Appendix A – Strategic Analysis Appendix B – Employment Learning and Skills • Halton Apprenticeship Strategy Group Terms of Reference • Halton Apprenticeship Strategy Group Action Plan
John Gallagher	Oral report on the Council's emerging People Plan and related Talent Strategy
Peter Finney	<p>Presentation on the National Apprenticeship Service.</p> <p>Briefing on Higher Apprenticeships.</p> <p>Comparative data on Apprenticeship</p>
Siobhan Saunders	Oral report on the Apprenticeship Pilot Programme in the Waste Management Division.

Documents considered during this review

Links to external data:

The link below is to the Data Service web pages, Apprenticeship Summary Tables for the Academic Years 2005/06 to 2010/11. The data is broken down into various categories and organised into Excel spread sheets.

http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/sfr_supplementary_tables/Apprenticeship_sfr_supplementary_tables/

The link below provides apprenticeship data for the region and individual local authorities in England by age and level of Apprenticeship.

http://www.thedataservice.org.uk/NR/rdonlyres/7D482205-936A-499D-9FA5-22D86B8DF886/0/January2012_ApprenticeshipStartsbyGeographyLevelAge.xls

Halton Borough Council documents:

- Corporate Plan – 2011 - 2016
- Sustainable Community Strategy – 2011 – 2026
- People Plan, 2012-2015.
- Strategic Analysis to support 14-19 Strategic Commissioning for 2012-13

External Documents:

- Skills for Sustainable Growth Strategy Policy Document
- Building Engagement, Building Futures: Strategy to Maximise the Participation of 16-24 Year Olds in Education, Training and Work
- Apprenticeships in Higher Education
- Liverpool City Region Apprenticeship Strategy

DRAFT

REPORT TO: Children, Young People and Families Policy and Performance Board

DATE: 21 May 2012

REPORTING OFFICER: Strategic Director, Children and Enterprise

SUBJECT: Adoption Scorecard

WARDS: Boroughwide

1.0 PURPOSE OF THE REPORT

1.1 The report sets out Halton's position in relation to the Adoption Scorecard that is due to be published by DfE in May 2012. Each Local Authority (LA) has been sent a copy of their scorecard which covers the three year period 2008-11 and the Scorecard is attached as Appendix 1.

2.0 RECOMMENDATION: That

- (1) the Adoption Scorecard be received;**
- (2) Members note that Halton has met both timeliness threshold indicators sets by DfE; and**
- (3) a further report be submitted to the Board detailing how the Scorecard and other changes will affect the Adoption Service.**

3.0 SUPPORTING INFORMATION

3.1 In October 2011 the Children in Care and Adoption performance tables were published and the DfE expressed their intention to use data in this area as a means to focus on improving performance.

3.2 The Scorecard is supported by a set of performance thresholds that set out the Government's expectations of LA's on two of the main timeliness indicators, the introduction of these will be staged process, as detailed below:

- Initially the threshold for the overall journey (child entering care and moving in with its adoptive family) will be 21 months, moving to 14 months within four years (by 2013-16); and
- The family finding threshold (average time between a local authority receiving court authority to place a child and the Local Authority (LA's) deciding on a match to an adoptive family) will be set at 7 months initially, moving to four months within four years (by 2013-16).

3.3 Ministers do not intend to automatically take intervention action in every local authority that fails to meet the performance thresholds when the scorecards are initially published.

3.4 It is anticipated that approximately 80 of the 152 LA's across the Country will not meet these thresholds and some form of monitoring or intervention will take place. For these LA's with performance below one or two of the thresholds, discussions are expected to take place in April and May to agree action plans for improvement. This may involve a special inspection by Ofsted of their Adoption Service.

3.5 Threshold Indicators

3.5.1 The graph on the scorecard shows Halton's 2008-11 average performance against the thresholds set for 2010-13 for indicators.

3.5.2 The average time between a child entering care and moving in with its adoptive family, for children who have been adopted was 580 days which is better than the threshold set (639 days) and the England average (625 days).

3.5.3 The average time between a local authority receiving court authority to place a child and the LA deciding on a match to an adoptive family, for 2008-11 was 97 days which is better performance than the threshold (213 days) and the England average (171 days).

3.5.4 This means that Halton has met the thresholds for both timeliness indicators, and is one of the better performers in England.

3.6 Other indicators

3.6.1 For other indicators on the scorecard no thresholds or targets have been set.

3.6.2 The number and percentage of children who wait less than the 21 months between entering care and moving in with their adoptive family for 2008-11 was 30 children, which equates to 62% of all children who were adopted.

3.6.3 For the prospective adopters section, data will not available until 2014.

3.6.4 In the related information section, the number of adoptions from care was 35 in 2008-11 which equated to 20% of all children who left care.

3.6.5 The figure for the number of children for whom permanence decisions changed away from adoption for 2008-11 was suppressed due to low numbers.

- 3.6.6 The adoption of children from ethnic minorities has been rounded and is listed as 0, however, local data suggests that there was one child from an ethnic background adopted in the three year period.
- 3.6.7 Of the children aged 5 or above who left care, 10 children were adopted, which equated to 8%.
- 3.6.8 The average length of care proceedings locally between the application being submitted and the case being closed on CAFCASS national Case Management System (CMS) is 60 weeks. This performance has yet to be validated.
- 3.6.9 There were 5 children who were awaiting adoption at 31 March 2011 and who had not yet been placed with their adopters.
- 3.6.10 The data for number of approved prospective adopters at 31 March 2011 will not be available until 2014, however, local data suggests that there were 11 prospective adopters at the end of year.

4.0 POLICY IMPLICATIONS

- 4.1 The Government has set challenging thresholds for Local Authorities to meet and work is ongoing within the Directorate to work towards these for future years. However, it is also worth noting that there are a low number of children in the cohorts for each three year period, which will mean that figures in the scorecard can easily be skewed.
- 4.2 If the Council fails to meet the thresholds set, the DfE will take intervention action and it is anticipated that the scorecard will be a limiting judgement in relation to future Children in Care inspections. The guidance for this inspection framework has yet to be published.

5.0 OTHER IMPLICATIONS

- 5.1 Not applicable.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

- 6.1 **Children and Young People in Halton**
As detailed in 4.1 and 4.2 above
- 6.2 **Employment, Learning and Skills in Halton**
Not applicable
- 6.3 **A Healthy Halton**
Not applicable
- 6.4 **A Safer Halton**
Not applicable

6.5 **Halton's Urban Renewal**

Not applicable

7.0 **RISK ANALYSIS**

7.1 As detailed 4.2 above

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 There are no additional equality and diversity issues which have been identified in relation to Adoption as a result of the production of the Scorecard.

9.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

Document	Place of Inspection	Contact Office
Letter to Matt Dunkley	Grosvenor House/Rutland House	Nigel Moorhouse, Operational Director, Children and Families

2012 ADOPTION SCORECARD

Local Authority Scorecard

Halton

LA Number -876

March 2012

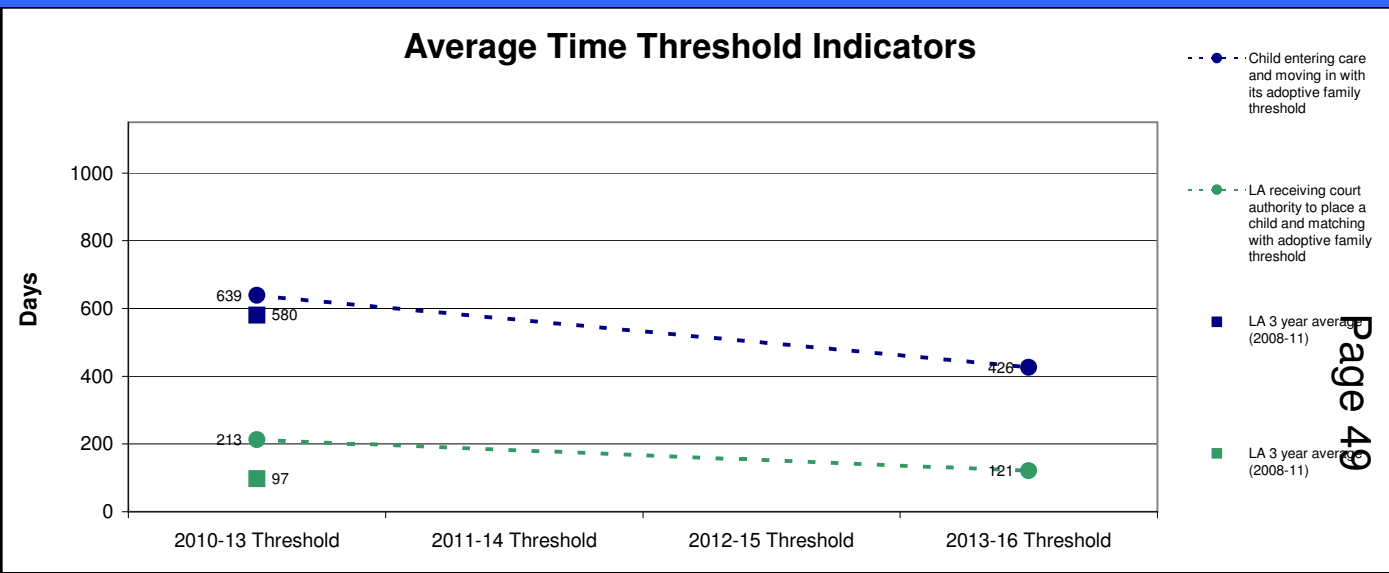
Children, Young People and Families Directorate

Adoption Scorecard

Halton

Children

	Average time between a child entering care and moving in with its adoptive family, for children who have been adopted (days)	Average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (days)	Children who wait less than 21 months between entering care and moving in with their adoptive family (number and %)
LA 3 year average (2008-11)	580	97	30 (62%)
Trend - Improvement from previous year (2010)	↑	n/a	n/a
England 3 year average (2008-11)	625	171	9440 (58%)
Distance from 2010-13 performance threshold	Threshold met	Threshold met	n/a



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Prospective Adopters

	The time taken from registration of interest to decision of suitability to adopt (days)	The time taken from receipt of application form to decision of suitability to adopt (days)	The time taken from decision of suitability to adopt to matching with child (days)
LA 3 year average (2008-11)	Data not available until 2014		
England 3 year average (2008-11)			

Related Information

Adoptions from care (number adopted and % leaving care who are adopted)	Number and % of children for whom the permanence decision has changed away from adoption	Adoptions of children from ethnic minority backgrounds (number adopted and % of BME children leaving care who are adopted)	Adoptions of children aged five or over (number adopted and % of children aged 5 or over leaving care who are adopted)	Average length of care proceedings locally (weeks)	Number of children awaiting adoption (as at 31 March 2011)	Number of approved prospective adopters (as at 31 March 2011)
35 (20%)	x (x%)	0 (x%)	10 (8%)	60	5	Data not available
9570 (12%)	1030 (7%)	1590 (7%)	2560 (5%)	52	4290	Data not available

Notes for all indicators:

1. Figures for England prior to 2010 include figures for Cheshire and Bedfordshire, however performance in these former LAs are not shown elsewhere. In 2009, Cheshire Local Authority split into Cheshire East and Cheshire West and Chester. Similarly, Bedf
2. Percentages have been derived from unrounded numerator and denominator figures.
3. Percentages have been rounded to whole numbers but where the numerator was five or less or the denominator was 10 or less, they have been suppressed and replaced by a cross (x).
4. Symbols used:
 - x Figures not shown in order to protect confidentiality.
 - .. Not applicable, i.e. no children in the cohort.
 - Percentages less than 0.5% but greater than 0%

Notes for individual indicators:

	Latest data	Data included in average	When will the next data be available?	Where can I find the numerators and denominators for percentages	Notes
Average time between a child entering care and moving in with its adoptive family, for children who have been adopted (days)					
Indicator A1	2011	2009 2010 2011	Data for 2012 will be available from Autumn 2012	http://www.education.gov.uk/rsgateway/DB/SFR/s001026/index.shtml The number of children who were adopted can be found in table LAE1	<ol style="list-style-type: none"> 1. This indicator includes all children adopted in years ending 31 March 2009-11 that were placed for adoption immediately prior to their adoption. 2. Time is calculated between a child starting to be looked after and their placement for adoption. Only children with valid data are included. 3. Figures are rounded to the nearest day.
Average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (days)					
Indicator A2	2011	2009 2010 2011	Data for 2012 will be available from Autumn 2012	Underlying figures are not currently published	<ol style="list-style-type: none"> 1. This indicator includes all children adopted in years ending 31 March 2009-11 that were placed for adoption and on a placement order or freeing order immediately prior to their adoption. 2. Time is calculated between receiving court authority to adopt (granting of placement order/freeing order) and matching with adopters. A time of zero is assigned to children who were matched before court authority was received. 3. Figures are rounded
The number and percentage of children who wait longer than 21 months between entering care and moving in with their adoptive family					
Indicator A3	2011	2009 2010 2011	Data for 2012 will be available from Autumn 2012	Underlying figures are not currently published	<ol style="list-style-type: none"> 1. This indicator includes all children adopted in years ending 31 March 2009-11 that were placed for adoption immediately prior to their adoption <u>and</u> all children with a current adoption plan at 31 March 2011 (excluding those where the decision to adopt has 2. Time is calculated between a child starting to be looked after and their placement for adoption. Only children with valid data are included. Children are flagged if they waited less than 21 months between starting to be looked after and being placed for 4. The denominator is therefore all adopted children who were placed for adoption first <u>and</u> all looked after at 31 March with a current adoption decision.
Adoptions from care (number adopted and percentage leaving care who are adopted)					
Indicator A4	2011	2009 2010 2011	Data for 2012 will be available from Autumn 2012	http://www.education.gov.uk/rsgateway/DB/SFR/s001026/index.shtml The number of children who were adopted can be found in table LAE1	<ol style="list-style-type: none"> 1. Only the last occasion on which a child ceased to be looked after in the year has been counted. 2. Figures exclude children looked after under an agreed series of short term placements.
The number and percentage of children for whom the permanence decision has changed away from adoption					
Indicator A5	2011	2009 2010 2011	Data for 2012 will be available from Autumn 2012	http://www.education.gov.uk/rsgateway/DB/SFR/s001026/index.shtml National figures can be found in table E4	<ol style="list-style-type: none"> 1. The denominator includes all children with an adoption decision in years ending 31 March 2009-2011. The numerator includes all children with an adoption decision in years ending 31 March 2009-2011 that had the decision reversed in years ending 31 March
The percentage of black and minority ethnic children leaving care who are adopted					
Indicator A6	2011	2009 2010 2011	Data for 2012 will be available from Autumn 2012	2010 data: http://www.education.gov.uk/childrenandyoungpeople/families/adoption/b0076713/datapack	<ol style="list-style-type: none"> 1. Only the last occasion on which a child ceased to be looked after in the year has been counted. 2. Figures exclude children looked after under an agreed series of short term placements. 3. 'Black and minority ethnic' refers to all non-White children with a known ethnicity. Figures exclude all children where ethnicity was refused or not obtained.
The percentage of children aged 5 or over leaving care who are adopted					
Indicator A7	2011	2009 2010 2011	Data for 2012 will be available from Autumn 2012	2010 data: http://www.education.gov.uk/childrenandyoungpeople/families/adoption/b0076713/datapack	<ol style="list-style-type: none"> 1. Only the last occasion on which a child ceased to be looked after in the year has been counted. 2. Figures exclude children looked after under an agreed series of short term placements. 3. Age on leaving care.
Average length of care proceedings locally (weeks)					
Indicator A8	2011	2010 2011	Data for 2012 will be available from June 2012	Figures are currently not publicly available	<ol style="list-style-type: none"> 1. Figures are provided from the Cafcass national Case Management System (CMS). 2. The unit of measurement is a care application An application can involve multiple children. CMS is a live system and any late entries will be accounted for at the time of 3. Average care duration is calculated from date of care application to the court to date application completed on CMS in the selected time period. Averages are based on care applications completed in the period.
Number of children awaiting adoption					
Indicator A9	2011	2011	Data for 2012 will be available from Autumn 2012	Underlying figures are not currently published	<ol style="list-style-type: none"> 1. This indicator includes all children with an adoption plan in year ending 31 March 2011 that were still looked after at 31 March 2011 and who had <u>not</u> been placed for adoption at 31 March 2011.

Adoption Scorecard

REPORT TO: Children, Young People & Families Policy and Performance Board

DATE: 21 May 2012

REPORTING OFFICER: Strategic Director Policy & Resources

SUBJECT: Performance Management Reports for Quarter 4 of 2011/12

PORTFOLIO: Resources

WARDS: Boroughwide

1.0 PURPOSE OF REPORT

1.1 To consider and raise any questions or points of clarification in respect of performance management of the Children and Young People's Directorate for the fourth quarter to March 2012. The report details progress against service objectives/ milestones and performance targets, and describes factors affecting the service.

2.0 RECOMMENDED: That the Policy and Performance Board

- 1) Receive the fourth quarter performance management reports;**
- 2) Consider the progress and performance information and raise any questions or points for clarification; and**
- 3) Highlight any areas of interest and/or concern where further information is to be reported at a future meeting of the Policy and Performance Board.**

3.0 SUPPORTING INFORMATION

3.1 The departmental objectives provide a clear statement on what the services are planning to achieve and to show how they contribute to the Council's strategic priorities. Such information is central to the Council's performance management arrangements and the Policy and Performance Board has a key role in monitoring performance and strengthening accountability.

3.2 Following discussion with the Chair, the Board has been provided with an overview report which identifies the key issues arising from the performance in Quarter 4 for the Directorate.

3.3 The full departmental quarterly reports are available on the Members' Information Bulletin to allow Members access to the reports as soon as they have become available. This also provides Members with an opportunity to give advance notice of any questions, points or requests for further information that will be raised to ensure the appropriate

Officers are available at the PPB meeting. The three departmental quarterly monitoring reports are also available via the following link <http://intranet/documents/qmr/201112/childrenandent/CE4Reports/>

4.0 POLICY IMPLICATIONS

4.1 There are no policy implications associated with this report.

5.0 OTHER IMPLICATIONS

5.1 There are no other implications associated with this report.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Departmental service objectives and performance measures, both local and national are linked to the delivery of the Council's priorities. The introduction of a Directorate Overview report and the identification of business critical objectives/ milestones and performance indicators will further support organisational improvement.

6.2 Although some objectives link specifically to one priority area, the nature of the cross - cutting activities being reported, means that to a greater or lesser extent a contribution is made to one or more of the Council priorities.

7.0 RISK ANALYSIS

7.1 Not applicable.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Not applicable.

9.0 LIST OF BACKGROUND PAPERS UNDER SECTIONS 100D OF THE LOCAL GOVERNMENT ACT 1972

Document	Place of Inspection	Contact Officer
Not applicable		

Children and Young People Thematic Performance Overview Report

Directorate: Children and Enterprise Directorate

Reporting Period: Quarter 4, Period 1 January 2012 – 31 March 2012

1.0 Introduction

This report provides an overview of issues and progress within the Directorate that have occurred within Quarter 4. The way in which traffic light symbols have been used to reflect progress to date is explained within the Appendix (section 8).

2.0 Key Developments

2.1 Raising the Participation Age (RPA)

The coalition Government has confirmed its commitment to raising the participation age in full-time education to 17 by 2013 and to 18 by 2015. The Department for Education (DfE) is consulting with Local Authorities (LA's) about RPA protocols, including definitions of what should count as full-time education, the use and amount of any levied fines for breaches and any wider ways of working that (when combined with part-time study) could be considered as participating.

The LA has recently completed a 'readiness toolkit' to self-assess its current position towards RPA, which has identified strengths and areas for improvement, including the challenge of converting young people already in jobs without training into Apprenticeships. An RPA Communication Strategy is being developed. Further details will be available as RPA rolls out.

2.2 Teenage Under 18 Conceptions

Halton's conception rate for under 18's continues to be an issue. Since the baseline was established in 1998 we have seen a fluctuating picture in the numbers of conceptions reported. There has been no sustainable reduction over this time. In February 2012 the Office for National Statistics (ONS) released data which covered the calendar year for 2010. This showed that the actual number of conceptions in 2010 was 142. There was therefore an increase of 2 conceptions in 2010 compared to 2009. Halton's rate for Quarter 4 2010 for is therefore 63.3 per 1000 girls aged between 15 and 17 (the England average is 35.4 per 1,000).

2.3 Positive Youth Provision

Two organisations have been awarded contracts to deliver Positive Youth Provision in Halton. Following a tendering process involving over a 150 young people, Catch22 and Young Addaction Halton have been commissioned to deliver youth provision in Halton for two years from April 1st 2012. Catch 22 will deliver open access and universal services based on its offer of a varied menu of activities and opportunities for young people, delivered locally in youth clubs, at times when young people said they require access and support. Catch22 will be working closely in partnership with Young Addaction and other local providers including the Canal Boat Adventure Project and will deliver activities relating to sport, arts, education and young people's participation

Young Addaction has also been successful in winning the contract to provide specialist services for young people involved in risk taking behaviour such as substance misuse and poor sexual health. They will offer early intervention and targeted outreach services to young people and communities affected by anti-social behaviour. Young Addaction Halton has been at the forefront of delivering specialist and targeted services to young people for over six years and will provide the young people and their families with the packages of care and interventions to ensure they lead a healthy, safe and prosperous lifestyle.

2.4 New framework for Early Years Foundation Stage (EYFS)

A new framework for the Early Years Foundation Stage (EYFS) - Setting the standards for learning, development and care for children from birth to five - was published in March 2012. This framework is mandatory for all early years' providers (from 1 September 2012); maintained schools, non-maintained schools, independent schools, and all providers on the Early Years Register.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers; and
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings;
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

The framework outlines the 4 guiding principles that should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

2.5 The New Ofsted Framework for Inspection of Maintained Schools and Academies

The new inspection framework was implemented in January 2012 and as with previous revisions, the bar has again been raised. Schools are now judged on a smaller number of core aspects than before, but those areas are now examined in greater depth:

- the achievement of pupils at the school;
- the quality of teaching in the school;
- the quality of the leadership in and management of the school; and
- the behaviour and safety of pupils at the school.

Ofsted are now consulting on a number of proposals to further change inspections from September 2012. In summary, Ofsted are proposing that:

- schools cannot be judged 'outstanding' unless their teaching is 'outstanding'
- schools will only be deemed to be providing an acceptable standard of education where they are judged to be 'good' or 'outstanding'
- a single judgement of 'requires improvement' will replace the current 'satisfactory' judgement and 'notice to improve' category

- schools judged as 'requires improvement' will be subject to a full re-inspection earlier than is currently the case
- a school can only be judged as 'requires improvement' on two consecutive inspections before it is deemed to require 'special measures'
- inspections will be undertaken without notice being provided to the school
- inspectors should undertake an analysis of anonymised information, provided by the school, of the outcomes of the most recent performance management of all teachers within the school, as part of the evidence for a judgement on Leadership and Management.

The consultation, which can be found on the Ofsted website, remains open until Thursday 3 May 2012.

2.6 Inclusion

Anti-Bullying Operational Group

The multi-agency Operational Group has now developed a full Strategy and an Action Plan. The Action Plan will need to be implemented by members of the group. However, a number of members from other agencies and disciplines have now resigned as a result of government efficiencies and natural 'wastage'. These members will need to be replaced at a time when it is known staffing numbers across all agencies. Further parental representation also needs to be recruited.

2.7 Children's Centre Inspections

During this quarter Ofsted inspected Windmill Hill Children's Centre. The inspection weighed all the evidence provided and applied a thorough judgement. The Centre was graded as 'Good' overall, with good capacity for sustained improvement. This was our fifth Children's Centre inspection and all but one have been rated as good overall. This is tremendous progress since the very first inspection of Kingsway Children's Centre eighteen months ago, which whilst providing good services was only graded as satisfactory overall.

2.8 Early Help & Support

The Children's Trust held its first annual Early Help and Support frontline workforce event on 25 January 2012. Over 150 staff from across partner agencies attended the sessions, and received presentations on the latest developments in early help and support in Halton, and as well as case studies and view from families in receipt of early help and support.

2.9 New Inspection Frameworks

Adoption & Fostering

In February 2012 Ofsted published a new much tougher inspection framework for adoption and fostering services. The aim of the new fostering inspection framework is ensure children experience fewer placements, that children and foster carers are well matched and supported, and that fostering services are doing all they can to achieve the best possible outcomes for each child. Among the most significant change is that fostering services will now be given just ten days warning of an inspection, instead of the current six week notice.

The new inspection framework does mean significant changes from the previous inspection framework, particularly only local authorities that ensure all children identified for adoption are placed within twelve months, unless there are exceptional circumstances, are likely to achieve an 'outstanding' judgment from Ofsted. The Government had also announced an Adoption Action Plan which is aimed at addressing the delay in placing children in care with adoptive families. For each of the last three years we have achieved better than the national average in the percentage of children adopted from care, however a small number of children have waited longer than twelve months either due to the complexity of their needs or delays in the court process. Both our Fostering and Adoption Services are graded as 'Good' by Ofsted and are due to be inspected before March 2013.

Child Protection Inspections

The new inspection framework and evaluation schedule for the inspection of local authority arrangements for the protection of children comes into effect in May 2012. Focusing on the child's journey and experience and looking at what makes the most difference in improving children's lives. The unannounced inspections, carried out over a two-week period, will see a team of experienced

inspectors spending the majority of their time talking directly to children and their families about their experiences, as well as front-line social workers and managers. Inspectors will also shadow social workers in their work with children and their families, and observe multi-agency working. The new inspection framework significantly raises the bar, it is therefore unlikely that we will be able to maintain our current rating of good and outstanding across the board.

Children Homes Inspection

The new framework is not a radical change but it places more emphasis on what makes the most difference and has the greatest impact on the lives of children who are in care. Both our Children Homes are currently graded as outstanding.

3.0 Emerging Issues

3.1 Runcorn Collaborative (Post-16 Provision)

Ormiston Bolingbroke Academy, The Grange School and St. Chad's Catholic & C of E High School are working in partnership to develop ways to enhance post 16 education and training in Runcorn. There have been a series of meetings involving headteachers/ principals of the three schools and there are ongoing discussions with Riverside College. While these meetings have focused on provision for September 2013, Ormiston Bolingbroke Academy and St. Chad's Catholic and C of E High School have continued to develop detailed proposals for joint working in September 2012. The group has also kept 14-19 Strategic Partnership briefed on the developments of the collaborative work.

3.2 Disadvantaged 2 year old programme

The Government has advised LA's that they will receive additional funding to support 2 year olds accessing childcare provision. Halton currently supports around 100 vulnerable 2 year old children per year through approximately £200k of funding, and this initiative will expand incrementally to 500 places for 2013/14 rising to 1000 places by 2014/15 with anticipated funding of circa £2.8m. Halton's priority over the coming months will be to identify and secure sufficient, high quality provision for the children to access throughout the phased increase up to 2014. There is currently no capital funding available from Government to increase capacity and as such the emphasis is on making use of existing under-utilised capacity. To progress this approach a working group has been established to explore and develop a wide range of options to increase the current number of places available for the provision of the free entitlement to 2 year olds. The purpose of the group is to generate a range of options that could be tested to identify any issues/barriers arising from the ideas presented.

3.3 Take-up of three & four year old Free Entitlement

In order to continue to improve the take-up of the free entitlement for three and four year olds the Child Place and Planning Team have produced an updated leaflet and Early Years Admissions Booklet. This information has been distributed to all households in the borough with a child aged between two/three years old to ensure the families have all the facts about what their child is entitled to and where to get further advice. In addition, the CPP Team are planning a number of outreach events in co-ordination with the Family Information Service (FIS) with the purpose of promoting the free entitlement in particular wards where take-up is low. The take-up of the Free Entitlement for three and four year olds had increased to 98% at the January 2012 headcount.

3.4 Inclusion

Halton Inclusion Conference- 2 May 2012- Stobart Stadium

The focus of this year's Conference is 'Sensory Processing Difficulties'. The aim of the conference is to raise awareness of the difficulties faced by some of our children and young people with regard to sensory needs. Some of these difficulties can be very obvious such as visual impairment. Other needs can be much more obscure but can cause significant barriers to learning. A range of professionals will make presentations on the various aspects of sensory needs and there will be accounts of personal experience. The conference will be attended by a range of professionals from within the Council, schools, foster carers and partner services/agencies.

Traded Services

From April 2012, the Educational & Child Psychology Service will be embarking upon a new method of delivery of the Service involving the trading of non-statutory services. Schools will be allocated, as is customary, an annual amount of time to cover the Service's statutory duties with regards to special educational needs. It is anticipated that schools will each receive a minimum of 6 sessions during the financial year 2012/13, with some additional time being allocated according to the information from the Index of Multiple Deprivation. This annual allocation is now changing from the academic year to the financial year. The sessions allocated will be directed towards the meeting of the Services core statutory duties. Individual schools and/or clusters of schools will now be able to purchase additional time that is over and above the core statutory offer. It is expected that Schools will prioritise the statutory work.

Processes

The introduction of a partial traded service delivery for the Educational & Child Psychology Service is necessitating the introduction of new processes and systems that are being disseminated to the schools, including the use of SLAs and the charging of fees. Further 'back office' processes and systems will need to be developed to record data and financial transactions.

Asperger Spectrum Disorder (ASD) Pre and School Age Pathways

The School Age ASD Pathway is under review as to where the Pathway 'sits' and the actual structure of the Pathway. Following consultation with stakeholders, the Pathway is recommended to be sited within the structure of the Child Development Centre (CDC) rather than within Tier 3 CAMHS. There are distinct advantages to this recommendation, namely that a structure already exists within the CDC relating to the work of the Pre-School Pathway. There would, thus, be a seamless, coordinated Pathway covering the age ranges 0-19, supported by a multi-disciplinary team. This new Pathway is in the process of being commissioned for the work of the actual virtual team members, with the creation of 2 further posts of an administrative assistant and a dedicated coordinator.

The School Age Pathway meets the NICE Guidelines relating to the assessment and diagnosis of ASD/SC. It has been considered to be a model of good practice

Green Paper Pathfinder latest development

The Learn Together Partnership is holding an SEN Green Paper Conference on 26 June 2012 with an update from Andre Imich, National SEN Advisor.

3.5 Adoption Action Plan

An Action Plan for Adoption: Tackling Delay explains the changes the government will be making to speed up the adoption system in England. Adoption is one of the government's top priorities. The aim is to create a more effective and user-friendly adoption system. There is a determination to ensure that adoption is available for children where this is in their best interests, and it must happen without undue delay. The action plan sets out a range of proposals to speed up the process for children; to overhaul the service for prospective adopters; and to strengthen local accountability for the timeliness of adoption services. The government will be bringing forward secondary legislation to change many aspects of the current adoption system, for example it plans to remove the requirement for adoption panels to make decisions about whether adoption is in the best interest of a child, when the matter is already before the courts.

3.6 Review of Children in Need/Child Protection Assessment Service

Last December Ofsted conducted an unannounced inspection of the contact, referral and assessment service. Whilst the outcome was very positive, they did conclude that some social workers' caseloads were too high and this was impacting on the completion of initial assessments. As a consequence the planned efficiency review of the service has been brought forward, and the scope widened to include the role of managers within the service and the recruitment and retention issues.

3.7 Peer Challenge

Sector led peer challenge for Children's Services is now being developed. This is an annual process of self-evaluation and challenge between groups of local authorities. Halton is part of a group of four local authorities for this year's challenge activity; Oldham, Wirral and Warrington. Halton's chosen focus is Narrowing the Gap, with a particular emphasis on attainment at Key Stage 2 for pupils in receipt of free school meals. This work is due to be conducted during May and June 2012.

4.0 Risk Control Measures

During the Development of the 2011-12 Service activity, the service was required to undertake a risk assessment of all Key Service objectives.

Identified as a high risk was the objective to recruit and retain sufficient front line Social Work Managers. Progress is noted as follows; Recruitment to the Management Trainee Programme has commenced although there was only one applicant. Recent advertising has been unsuccessful in recruiting potential frontline managers. The current cohort of potential managers are still completing post qualifying courses, therefore it is anticipated that there will be more applications next year when they will have completed current courses.

In light of government cuts, there is a risk around the failure to secure improvement in education, employment and training rates for 16-18 year olds. The Halton NEET strategy is in place alongside a multi-agency action plan which is owned by strategic partners and monitored by the 14-19 NEET Strategy Group. The most recent data indicates a slight decline in the NEET during difficult economic conditions. The borough has developed a September Guarantee group to target young people at key points during their education to ensure successful transition across each phase of education. This group is currently targeting young people in year 11 to ensure they have an offer of Post-16 learning in place by Summer Term. The borough has developed two Case Conferencing meetings; one for NEET young people and one for vulnerable NEET young people who require more specialist support for example LLDD and Young Offenders. Case loads of NEET young people are brought to these groups and then referred onto services and/or providers to re-engage them. A pilot project has started with Saints Peter and Paul and using the Risk of NEET Indicator information a small cohort of young people in year 8 will be targeted to reduced their likelihood of becoming NEET, this is in the early stages and the process of parental consent is currently being sought.

5.0 Progress against high priority equality actions




There have been no high priority equality actions identified in the quarter.

6.0 Performance Overview

The following information provides a synopsis of progress for both milestones and performance indicators across the key business areas that have been identified by each Directorate.

Standards in Education

Key Milestones

Ref	Milestones	Q4 Progress
LAS1	Improve standards in education through improved Ofsted inspection grading's and supporting schools through inspections by July 2011 (LAS1a & LAS1b)	
LAS1, LAS2, LAS3	Use appropriate data analysis for schools to align appropriate support and challenge to improve standards by December 2011 (LAS1c, LAS2a, LAS2b, LAS3a, LAS3b, LAS3c, LAS3d)	
LAS4	Plan, implement and review the resource bases for SEN provision across Halton by August 2011 (LAS4a, LAS4b, LAS4c)	










Supporting Commentary











Schools who are considered vulnerable continue to be monitored by school improvement personnel. The Cross Service Monitoring Group met in March to review the performance of schools in categories C, D and E, where C indicates that a school is vulnerable, D where a warning notice has been issued and E where a school has been placed into an inadequate category by Ofsted. The review enables a RAG rating by a number of areas and if there are any 'red' alerts, follow up action will be agreed within the meeting.

The preview of progress and data analysis for Children in Care (CIC) takes place on an on-going basis. Analysis of individual Personal Education Plan (PEP) targets and termly reports has shown that there are some common areas for development and personalised learning activity packs have been developed and are being implemented to provide additional support for children to enable them to achieve their targets. This analysis will also inform the holiday activity programme that the Virtual School operates.

Access and impact of the Pupil Premium is also being monitored through PEP analysis. Guidance for the use of the Pupil Premium has been provided to all social workers and Designated Teachers and multi-agency training has also been delivered by the Virtual School Head.

Key Performance Indicators

Ref	Measure	10/11 Actual	11/12 Target	Q4	Current Progress	Direction of Travel
LPI01CYP	Percentage gap between Children in Care attainment at Key Stage 2 and their peers (English and Maths)	New indicator	N/A	37%	N/A	N/A
LPI02CYP	Percentage gap between Children in Care attainment for 5+ GCSE's grades A*-C including English and Maths and their peers	New indicator	N/A	39%	N/A	N/A
LPI03CYP	Percentage of Children in Care achieving expected outcomes at KS2 and KS4	New indicator	N/A	83% (KS2)	N/A	N/A
NI075	Proportion achieving 5+ GCSE A*-C including English and Maths	50%	54%	56%		
LPI02LAS	Percentage of primary schools inspected in the period graded good or better	New indicator	100%	100%		N/A
LPI03LAS	Percentage of secondary schools inspected in the period graded good or better	New indicator	100%	None inspected in Q4	N/A	N/A
LPI04LAS	Percentage of maintained primary schools in Halton with latest inspection grade of good or better	New indicator	85%	76%		N/A
LPI05LAS	Percentage of maintained secondary schools in Halton with latest inspection grade of good or better	New indicator	67%	60%		N/A
NI102a	Achievement gap at Key Stage 2 English and Maths between Free school meals and their peers	15.2%	12%	20.6%		
NI102b	Achievement gap at Key Stage 4 between Free School meals at their peers	28%	20%	28.3%		

Ref	Measure	10/11 Actual	11/12 Target	Q4	Current Progress	Direction of Travel
NI104	SEN/Non-SEN achievement gap at KS2 English and Maths	50%	35%	53.3%		
NI105	SEN/Non-SEN achievement gap at GCSE 5A*-C including English and Maths	48.6%	28%	46.2%		
NI072	Percentage achieving 78+ points across EYFS (including 6 at CLL and PSE)	50%	54%	48.3%		
NI073	Percentage achieving level 4+ at KS2 in English and Maths	77%	80%	77%		
NI080	Percentage achieving Level 3 at 19	42.3%	44%	51.2%		

Supporting Commentary

The majority of the measures in this theme are related to attainment. Some information has been provided below in terms of the key themes.

Halton has once again exceeded national outcomes in the Key Stage 2 tests with 77% of children in the Borough attaining the national expectation in English and Maths at age 11, compared to 74% nationally. There has however been an increase in the gap between Free School Meals pupils and their peers and this will continue to be of focus as one of the priorities for the Directorate and the Children's Trust.

In 2011, 72.6% of the reception cohort achieved 6+ points in Personal, Social and Emotional Development (PSED). This is down 3.2% on last year's performance. Looking at data for 2008 and 2009 it would appear that there was a particularly strong cohort in 2010. 51.6% achieved 6+ points in Communication, Literacy and Language (CLL). Again this is down 2.6% on 2010 but is higher than both 2008 and 2009. The average attainment of 9 wards was above this level. This is disappointing given the focus upon developing literacy skills through the implementation of a range of programmes. In 2011 48.3% achieved 6+ points in PSED and CLL. This is down 2.2% on last year but is higher than 2008 and 2009. There are some contextual factors which may account for the drop in attainment this year. This year reception teachers have used child initiated tasks as observation evidence rather than teacher directed, this has had a major impact on scores. CLL and Creative Development were moderated this year which may also have had an impact on scores. In addition there were 12 teachers new to reception this year who are new to the EYFSP assessment process. There has been a significant investment in funding for vulnerable two year olds. Those children who have been funded at two haven't yet reached reception classes. We are hopeful of future impact upon assessment as a result of this early intervention.

In 2011 Halton's 5+ A* - C GCSEs including English and Maths was 56%. This is the highest ever, and is six percentage points above 2010. This should place Halton broadly in line with the 2011 national average by this indicator. 5+ A* - C at 85% (across all subjects excluding English and Maths) is also the highest ever, a three percentage points increase on 2010 and should place Halton well above the 2011 national average by this indicator. The performance of pupils eligible for Free School Meals at 5+ A* - C including English & Maths at 34.4% is the highest ever and up 5 points from 2010. However, since non Free School Meals pupils improved by some 7 points from 2010 the gap has slightly widened.

Measures updated this Quarter include school inspections. A further school inspection report was published in Q4 where the outcome was good. However progress overall was impacted by the satisfactory school and schools in special measures category in Q3. The school in Special

Measures category had a monitoring visit during Q4 and was noted as making progress against its action plan.

Level 3 achievement at 19 has been validated and positive performance can now be confirmed with Halton making significant progress towards closing the gap with the England average and exceeding the target.

Additional information around attainment indicators has been included in the Sustainable Community Strategy Q4 performance report with detail around the actions being undertaken to improve performance.

Continuum of Need: from Early Help and Support to Safeguarding

Key Milestones

Ref	Milestones	Q4 Progress
COPS4	Refresh the IYSS Strategy and implement the agreed action plan by March 2012 (COPS4a & COPS4b)	
CFS2 CFS4	Improve effectiveness of support to children at all levels of need by March 2012 (CFS2a, CFS2b, CFS2c, CFS4a, CFS4b, CFS4c)	
CFS3	Revise the facilitation of the Children in Care Council to improve the engagement of young people by December 2011 (CFS3a)	
CFS3	Develop and commence implementation of a revised multiagency Children in Care strategy and undertake and audit of outcomes for Children in Care by March 2012 (CFS3b, CFS3c)	

Supporting Commentary

The Government have recently published the new "Positive for Youth" Strategy. Services for young people have been reviewed, revised and commissioned in line with Positive Youth provision. The services are now transitioning across to the newly commissioned services with Catch 22 and Young Addaction Halton.













The Integrated Working Support Team (IWST) is fully operational and efforts are now in place to broaden and expand the teams with contributions from other Children's Trust Partners. Key priorities include the development of an Early Help Panel and increasing the capacity of teams via increase in frontline posts and greater co-location with partners. The first Panel has taken place with learning taken to the Early Help and Support Strategic Group. Plans are in place to agree terms of reference and set up further Panel meetings and share chairing responsibilities with partners. Discussions are taking place regarding the co-location of other partners within the IWST Teams, in particular colleagues from Adult services (e.g. drug and alcohol services).

As part of the revision to the facilitation of Speak Up additional resources are in place and part of the revised service specification for the Children's Rights and Advocacy Service which will be delivered by Barnardo's from April 2012. The format and mechanism for facilitating Speak Up has been significantly improved and this has already led to an increase in the number of young people engaged.

An outcomes audit of all children in care has been undertaken. This shows that the vast majority of children in care are making good progress towards positive outcomes. Actions have been agreed for those who require additional support.

Key Performance Indicators

Ref	Measure	10/11 Actual	11/12 Target	Q4	Current Progress	Direction of Travel
LPI06CFS	Child in Need plans are independently reviewed	New indicator	50%	100%		N/A

Ref	Measure	10/11 Actual	11/12 Target	Q4	Current Progress	Direction of Travel
NI059 adjusted	Initial Assessments completed within 10 working days	88.5%	85%	Refer to comment		
NI060	Core Assessments completed within 35 working days	89.6%	92%	Refer to comment		
LPI08CFS	Percentage reduction in the number of referrals to Children's Social Care generated by Police CAVA notifications and closed within 3 months of referral from baseline 2009-10	New indicator	-10%	-7% (provisional)		N/A
LPI09CFS	Percentage of CIN Cases that require a multi-agency co-ordinated plan at level 2- 3a (CAF) on closure have a named lead professional and a clear plan to take forward	New indicator	100%	100%		N/A
NI062	Stability of placements of Children in Care: number of moves	7.9%	7.5%	8.8% (provisional)		
NI063	Stability of placements of Children in Care: length of placement	87%	90%	78% (provisional)		
NI117 adjusted	Percentage of 16-18 year olds not in education, employment or training (NEET) – residency calculation comparison with historic not applicable	Adjusted indicator	10.5%	10.3%		N/A
LPI12COP	Under 18 conception rate, percentage change from 2009 baseline (140 conceptions)	New	-2 conceptions	+2 conceptions		N/A
NI112 – adjusted for SCS Indicator	Under 18 conception rate, percentage change from 2009 baseline (58.9 rolling quarterly average rate)	58.9 Rolling quarterly average rate	-1.43% reduction 58.1 Rolling quarterly average rate	+7.47% increase 63.3 Rolling quarterly average rate		
LD LI 07	Average time taken to complete Child Care Cases (calendar days)	336	225	400		

Supporting Commentary

Due to end of year reporting processes for Children's Social Care a number of measures are only available in June 2012 and therefore are not available for this report, or are reported here as provisional and subject to change.

The small children in care cohort impacts on the performance for both placement stability indicators, neither of which have met the targets set and both have seen a negative direction of travel from last year. Given the small cohorts however, it is important to note that the performance for both

measures is positive when looked at in comparison to other local authorities and the national average.

Performance around Early Help and Support is mixed. There has been a significant increase in the numbers of CAF's far exceeding the target however the percentages of referrals to social care where there is evidence of a CAF has yet to see significant gains and has not met the target set for the year.

As noted in the Key Developments section, performance around under 18 conception rates has not been positive for the end of year performance with an increase in the number of conceptions and the rate per 1000.

The legal services indicator around time taken to complete Child Care cases has been included here at the request of the Policy and Performance Board for Children and Young People although outside the responsibility of the Directorate. The timetable for completing each case is set by the presiding Judge or Magistrate. A recent Family Justice Review has recommended a number of changes to the current court system with the overall aim of considerably reducing delay. These changes will be implemented in 2012/13. More recently a new Pre-Court Proceedings Protocol has been agreed which is also designed to reduce court delays. This protocol will come into effect in July 2012.

Managing Resources Effectively

Key Milestones

Ref	Milestones	Q4 Progress
COPS3	Implement a strategic commissioning framework for 14-19 across the priorities for commission from September 2011 according to the appropriate action plans from September 2011 (COPS3a)	
COPS3	Implement the action plan from the review of quality and sustainability of The Gateway by March 2012 (COPS3c)	
COPS1	Implement the actions from the Children in Care sufficiency assessment by March 2012 (COPS1a)	
COPS1	Complete a comprehensive review of Early Years provision informed by the Childcare Sufficiency Assessment by August 2011 (COPS1b)	
CFS1	Ensure the social care workforce are appropriately supported and developed to meet future demands by March 2012 (CFS1a, CFS1c, CFS1d)	
CFS3	Implement actions from the Placement Strategy to increase accommodation for care leavers and the number of foster carers by March 2012 (CFS3d)	

Supporting Commentary


Progress has been made against all activity within this thematic area with progress noted for the following in particular over the past quarter.

Action plans around the six priorities of the 14-19 Commissioning Partnership have been created in consultation with partners and are currently being implemented through multi-agency work groups.

The Gateway Management Committee continues to monitor and review progress made since the recent Ofsted inspection.

Key Performance Indicators

Ref	Measure	10/11 Actual	11/12 Target	Q4	Current Progress	Direction of Travel
LPI01CFS	Newly qualified social workers (NQS) receiving the level of supervision as set out in the supervision policy	New indicator	100%	100%		N/A

LPI05CFS	Increase the units of accommodation for care leavers	New indicator	4	5		N/A
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Supporting Commentary

There has been an increase in care leaver accommodation and placements within foster care exceeding the target set for the year.

7.0 Financial Statement

Given that there are a considerable number of year-end transactions still to take place a Financial Statement for the period has not been included within this report in order to avoid providing information that would be subject to further change and amendment. The final 2011/12 financial statements for the Directorate will be prepared once the Council's year-end accounts have been finalised and made available via the Council's intranet. A notice will also be provided within the Members' Information Bulletin as soon as they are available.

8.0 Appendix – Explanation for use of symbols

Symbols are used in the following manner:

Progress

Green



Objective

Indicates that the objective is on course to be achieved within the appropriate timeframe.

Performance Indicator

Indicates that the annual target is on course to be achieved.

Amber



Indicates that it is uncertain or too early to say at this stage, whether the milestone/objective will be achieved within the appropriate timeframe.

Indicates that it is uncertain or too early to say at this stage whether the annual target is on course to be achieved.

Red



Indicates that it is highly likely or certain that the objective will not be achieved within the appropriate timeframe.

Indicates that the target will not be achieved unless there is an intervention or remedial action taken.

Direction of Travel Indicator

Where possible performance measures will also identify a direction of travel using the following convention

Green



Indicates that performance is better **as compared to the same period last year.**

Amber



Indicates that performance is the same **as compared to the same period last year.**

Red



Indicates that performance is worse **as compared to the same period last year.**

N/A

Indicates that the measure cannot be compared to the same period last year.

REPORT TO: Children and Young People
Policy and Performance Board

DATE: 21 May 2012

REPORTING OFFICER: Strategic Director – Policy & Resources

SUBJECT: Sustainable Community Strategy Year End
Progress Report 2011/12.

PORTFOLIO: Resources

WARDS: Borough-wide

1.0 PURPOSE OF REPORT

1.1 To provide information on the progress in achieving targets contained within the 2011- 2016 Sustainable Community Strategy for Halton.

2.0 RECOMMENDED THAT:

- i. The report is noted
- ii. The Board considers whether it requires any further information concerning the actions taken to achieve the performance targets contained within Halton's 2011–16 Sustainable Community Strategy (SCS).

3.0 SUPPORTING INFORMATION

3.1 The Sustainable Community Strategy, a central document for the Council and its partners, provides an evidenced-based framework through which actions and shared performance targets can be developed and communicated.

3.2 The previous Sustainable Community Strategy included targets which were also part of the Local Area Agreement (LAA). In October 2010 the coalition government announced the ending of government performance management of local authorities through LAAs. Nevertheless, the Council and its Partners need to maintain some form of effective performance management framework to:-

- Measure progress towards our own objectives for the improvement of the quality of life in Halton.
- Meet the government's expectation that we will publish performance information.

3.3 Thus, following extensive research and analysis and consultation with all stakeholder groups including Elected Members, partners and the

local community and representative groups, a new SCS (2011 – 26) was approved by the Council on 20th April 2011.

- 3.4 The new Sustainable Community Strategy and its associated “living” 5 year delivery plan (2011-16), identifies five community priorities that will form the basis of collective partnership intervention and action over the coming five years. The strategy is informed by and brings together national and local priorities and is aligned to other local delivery plans such as that of the Halton Children’s Trust. By being a “living” document it will provide sufficient flexibility to evolve as continuing changes within the public sector continue to emerge, for example the restructuring of the NHS and public health delivery, implementation of Local Economic Partnerships and the delivery of the ‘localism’ agenda.
- 3.5 As such, articulating the partnership’s ambition in terms of community outcomes and meaningful measures and targets to set the anticipated rate of change and track performance over time, will further support effective decision making and resource allocation.
- 3.6 Placeholder measures have also been included where new services are to be developed or new performance information is to be captured, in response to legislative changes; for which baselines will be established in 2011/12 or 2012/13, against which future services will be monitored.
- 3.7 An annual ‘light touch review’ of targets contained within the SCS, will also ensure that targets remain realistic over the 5 year plan to ‘close the gaps’ in performance against regional and statistical neighbours.
- 3.8 Attached as Appendix 1 is a report on progress to the 2011-12 year end position which includes a summary of all indicators within the new Sustainable Community Strategy and additional information for those specific indicators and targets that fall within the remit of this Policy & Performance Board.
- 3.9 Further detail is contained in the overall report and individual reports for each PPB, with corporate templates for each measure bringing together all relevant pieces of performance information in one place – considering the levels of performance that have been achieved over time to date. These templates also provide a contextual backdrop in relation to performance nationally, regionally and by our statistical neighbours where available. These show for a majority of measures, a continued trajectory of continuous improvement as shown by the upward direction of travel arrow, where performance is better than this time last year; or performance has been maintained. A summary of key activities taken or planned to be taken to improve performance by the Council and its Partners is also stated for each measure by respective Lead Officers.

4.0 CONCLUSION

4.1 The Sustainable Community Strategy for Halton, and the performance measures and targets contained within it will remain central to the delivery of community outcomes. It is therefore important that we monitor progress and that Members are satisfied that adequate plans are in place to ensure that the Council and its partners achieve the improvement targets that have been agreed.

5.0 POLICY IMPLICATIONS

5.1 The Sustainable Community Strategy for Halton is central to our policy framework. It provides the primary vehicle through which the Council and its partners develop and communicate collaborative actions that will positively impact upon the communities of Halton.

6.0 OTHER IMPLICATIONS

6.1 The publication by Local Authorities of performance information is central to the coalition government's transparency agenda.

7.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

7.1 This report deals directly with the delivery of the relevant strategic priorities of the Council.

8.0 RISK ANALYSIS

8.1 The key risk is a failure to improve the quality of life for Halton's residents in accordance with the objectives of the Sustainable Community Strategy. This risk can be mitigated thorough the regular reporting and review of progress and the development of appropriate actions where under-performance may occur.

9.0 EQUALITY AND DIVERSITY ISSUES

9.1 One of the guiding principles of the Sustainable Community Strategy is to reduce inequalities in Halton.

10.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

Document	Sustainable Community Strategy 2011 – 26
Place of Inspection	2 nd Floor, Municipal Building, Kingsway, Widnes
Contact Officer	Hazel Coen DM (Performance & Improvement)

APPENDICES

Appendix 1 – Year End Progress Summary for 2011/12



The Sustainable Community

Strategy for Halton

2011 - 2016

2011-12 Progress Report







01st April 2011 – 31st March 2012

Document Contact (Halton Borough Council)	Hazel Coen (Divisional Manager Performance & Improvement) Municipal Buildings, Kingsway Widnes, Cheshire WA8 7QF hazel.coen@halton.gov.uk
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This report provides a summary of progress in relation to the achievement of targets within Halton's Sustainable Community Strategy 2011 - 2016.

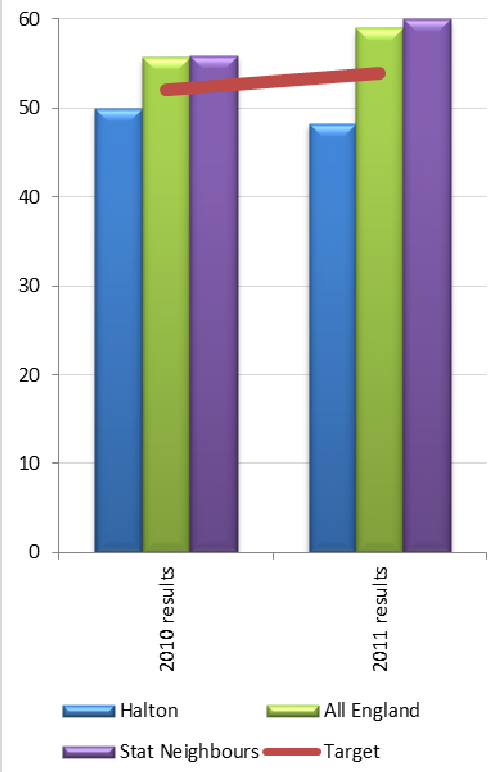






It provides a snapshot of performance for the period 01st April 2011 to 31st March 2012.

The following symbols have been used to illustrate current performance as against the 2011 target and as against performance for the same period last year.

	Target is likely to be achieved or exceeded.		Current performance is better than this time last year
	The achievement of the target is uncertain at this stage		Current performance is the same as this time last year
	Target is highly unlikely to be / will not be achieved.		Current performance is worse than this time last year

Children and Young People in Halton

Page	Ref	Descriptor	2011 / 12 Target	Direction of travel
4	CYP 1	Increase the percentage achieving 78+ points across EYFS (6+ CLL and PSE)		
6	CYP 2	Increase the percentage of children attaining level 4 or above in English & Maths		
7	CYP 3	Increase the percentage achieving 5+ A*-C including English & Maths		
8	CYP 4	Increase the percentage achieving Level 3 at 19		
9	CYP 5	Reduce the percentage of young people not in education, employment or training		
10	CYP 6	Reduce the percentage of children who are obese in Year 6		
12	CYP 7	Reduce the rate of CYP admitted to hospital for substance misuse	N/A	New measure
14	CYP 8	Increase the percentage of referrals with evidence of early help and support (CAF)		
15	CYP 9	Increase the percentage of educational settings with overall effectiveness Good/ Outstanding	N/A	
16	CYP 10	Reduce the attainment gap between FSM and Halton average KS2		
17	CYP 11	Reduce the attainment gap between FSM and Halton average KS4		
18	CYP 12	Improve the identification of Special Educational needs at School Action and School Action plus	N/A	N/A
19	CYP 13	Increase the percentage of young people progressing to Higher Education	N/A	N/A
20	CYP 14	Increase the percentage of children with SEN or receiving enhanced provision achieving 2 levels progress	Placeholder 2012/13	New measure
21	CYP 15	Reduce under 18 conception rate (percentage change from 2009 baseline position)		
23	CYP 16	Reduction in child and family poverty	Placeholder 2012/13	New measure
24	CYP 17	Increase the percentage of children in care achieving their expected outcomes at KS2 & KS4	Placeholder 2012/13	New measure

SCS / CYP 1	Increase the percentage achieving 78+ points across EYFS with 6+ in CLL and PSE																													
 <table border="1" data-bbox="92 331 592 1099"> <caption>Chart Data: Percentage achieving 78+ points across EYFS with 6+ in CLL and PSE</caption> <thead> <tr> <th>Year</th> <th>Halton</th> <th>All England</th> <th>Stat Neighbours</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2010 results</td> <td>51.6%</td> <td>51.6%</td> <td>51.6%</td> <td>51.6%</td> </tr> <tr> <td>2011 results</td> <td>48.3%</td> <td>58.3%</td> <td>58.3%</td> <td>58.3%</td> </tr> </tbody> </table>	Year	Halton	All England	Stat Neighbours	Target	2010 results	51.6%	51.6%	51.6%	51.6%	2011 results	48.3%	58.3%	58.3%	58.3%	<table border="1"> <thead> <tr> <th>2010/11 Actual</th> <th>2011/12 Target</th> <th>2011/12 Actual</th> <th>Current Progress</th> <th>Direction of Travel</th> </tr> </thead> <tbody> <tr> <td>52.0</td> <td>54.0</td> <td>48.3</td> <td></td> <td></td> </tr> </tbody> </table>	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel	52.0	54.0	48.3						
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Data Commentary:																														
Data relates to academic results received in 2011.																														
Performance Commentary:																														
<p>In 2011, 72.6% of the reception cohort achieved 6+ points in Personal, Social and Emotional Development (PSED). This is down 3.2% on last year's performance. Looking at data for 2008 and 2009 it would appear that there was a particularly strong cohort in 2010. 51.6% achieved 6+ points in Communication, Literacy and Language (CLL). Again this is down 2.6% on 2010 but is higher than both 2008 and 2009. The average attainment of 9 wards was above this level. This is disappointing given the focus upon developing literacy skills through the implementation of a range of programmes. In 2011 48.3% achieved 6+ points in PSED and CLL. This is down 2.2% on last year but is higher than 2008 and 2009.</p>																														
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Summary of Key activities taken or planned to improve performance:																														
<p>Developing communication skills continues to be a high priority in Halton. A team of Early Years Consultant teachers provide advice and support for pre-school settings to support practitioners in improving quality of provision. In addition, local authority staff continue to work very closely with colleagues from the Speech and Language Therapy (SALT) service delivering a wide range of support and training for the early years workforce, targeted to enhance children's communication skills.</p> <p>This includes:</p> <ul style="list-style-type: none"> • ICAN" Supporting Level training • "ICAN" Enhancing Level Training • Every Child A Talker (ECAT) /Communication Cluster groups • Inclusion Development Programme (IDP) • Story basket training 																														

- “There’s no place like home” Child minder training
- Training workshops at 2 year old conference
- Training workshops at Child minder conference
- SALT Conference ‘Join the Communication Train’
- Training at EYFS Conference
- Speak, listen & play training
- “You make the difference training” for parents/carers of families with young children
- “Referrers Workshop” training for practitioners
- “Visual supports” training for practitioners
- “Communication workshop” INSET delivered in setting/school bespoke to that context
- Provided written training packs and support such as “Foundations for Understanding” & other information leaflets/posters/tips
- “Moonbeams”; “Little Stars” and “Little Explorers” workshops/activity sessions to support children with complex needs and social communication disorders.
- “ICAN” Specialist level training for EYCT and wider Early Years work force

There has also been a significant investment in funding for vulnerable two year olds. This is enabling our most vulnerable two year olds to access 10 hours a week of pre-school education. Those children who have been funded at two haven’t yet reached reception classes. We are hopeful of future impact upon assessment outcomes as a result of this early intervention.

The new framework for Early Years Foundation Stage will be statutory from September 2012. EYFS sets standards that to ensure that children learn and develop well and are kept healthy and safe. It promotes school readiness giving a broad range of skills and knowledge, providing foundations for good future progress through school and life.

The areas of learning and development must shape all activities in all Early Years settings. The Early Learning Goals state the skills and knowledge that children should have at the end of the academic year in which they turn five.

There are 7 areas of learning and development made up of 3 Prime Areas:

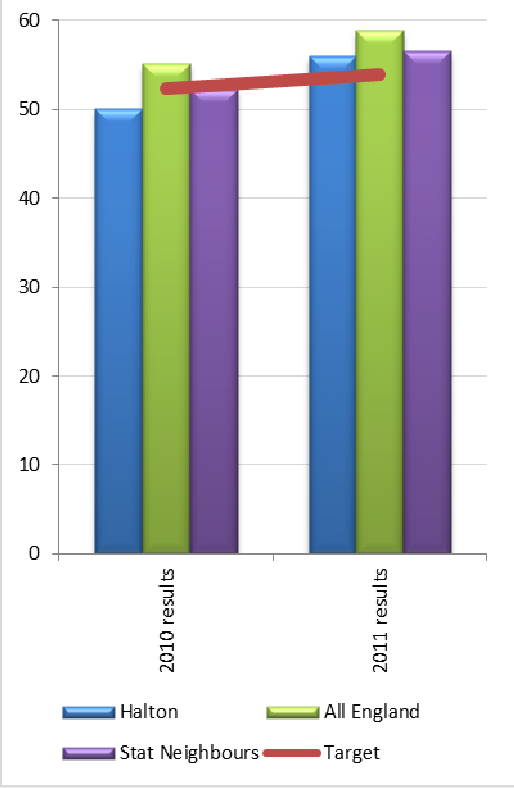



- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

and 4 Specific Areas:

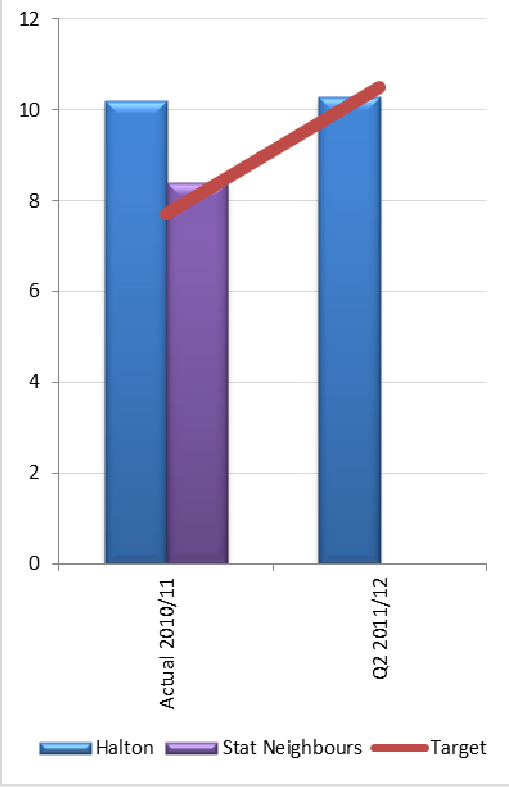


- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

Communication and Language and Personal, Social and Emotional Development remain as key areas in the new framework. Children will continue to be assessed using the EYFS profile which must be completed by the final term of reception. The Local Authority will continue to analyse the EYFS outcomes and target additional support where required.

SCS / CYP 2	Increase the percentage achieving Level 4+ at Key Stage 2 in English and Maths																													
<table border="1"> <caption>Chart Data</caption> <thead> <tr> <th>Year</th> <th>Halton</th> <th>All England</th> <th>Stat Neighbours</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2010 results</td> <td>77.0</td> <td>74.0</td> <td>75.0</td> <td>80.0</td> </tr> <tr> <td>2011 results</td> <td>77.0</td> <td>74.0</td> <td>75.0</td> <td>80.0</td> </tr> </tbody> </table>	Year	Halton	All England	Stat Neighbours	Target	2010 results	77.0	74.0	75.0	80.0	2011 results	77.0	74.0	75.0	80.0	<table border="1"> <thead> <tr> <th>2010/11 Actual</th> <th>2011/12 Target</th> <th>2011/12 Actual</th> <th>Current Progress</th> <th>Direction of Travel</th> </tr> </thead> <tbody> <tr> <td>77.0</td> <td>80.0</td> <td>77</td> <td></td> <td></td> </tr> </tbody> </table>	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel	77.0	80.0	77						
Year	Halton	All England	Stat Neighbours	Target																										
2010 results	77.0	74.0	75.0	80.0																										
2011 results	77.0	74.0	75.0	80.0																										
2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel																										
77.0	80.0	77																												
Data Commentary:																														
Data relates to academic results received in 2011.																														
Performance Commentary:																														
<p>Although Halton did not meet its aspirational target of 80% of children attaining a level 4+ in both English and maths, it maintained high attainment and once again exceeded national outcomes in the Key Stage 2 tests with 77% of children in the Borough attaining the national expectation in English and Maths at age 11, compared to 74% nationally.</p>																														
Summary of Key activities taken or planned to improve performance:																														
<p>The government introduced a raised floor standard for attainment in both English and mathematics combined with a minimum expectation that 60% of children within the cohort attain the level 4 threshold,</p> <p>Whilst the majority of schools in Halton meet, indeed many exceed, this standard, there are some schools, where despite their meeting or exceeding nationally expected rates of progress, attainment remains below the floor standard.</p> <p>Following changes to the delivery of school improvement services in Halton, resulting from the national reduction in grant funding, schools are now required to purchase school improvement support. This support is targeted at improving the quality of learning and this in turn will secure rapid progress for pupils</p> <p>Where schools are identified as requiring significant improvement, in addition to their purchase of school improvement services, they will receive support and challenge from a small team of local authority school improvement officers. School to school support is also being provided through the deployment of National and Local Leaders of Education.</p>																														

SCS / CYP3	Increase the percentage achieving 5+ GCSE's grades A*-C including English and Maths																													
 <table border="1" data-bbox="92 331 608 1115"> <caption>GCSE Results Data</caption> <thead> <tr> <th>Year</th> <th>Halton</th> <th>All England</th> <th>Stat Neighbours</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2010 results</td> <td>50.1</td> <td>55.0</td> <td>52.0</td> <td>54.0</td> </tr> <tr> <td>2011 results</td> <td>56.0</td> <td>59.0</td> <td>57.0</td> <td>54.0</td> </tr> </tbody> </table>	Year	Halton	All England	Stat Neighbours	Target	2010 results	50.1	55.0	52.0	54.0	2011 results	56.0	59.0	57.0	54.0	<table border="1"> <thead> <tr> <th>2010/11 Actual</th> <th>2011/12 Target</th> <th>2011/12 Actual</th> <th>Current Progress</th> <th>Direction of Travel</th> </tr> </thead> <tbody> <tr> <td>50.1</td> <td>54.0</td> <td>56</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> </tbody> </table>	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel	50.1	54.0	56	<input checked="" type="checkbox"/>					
Year	Halton	All England	Stat Neighbours	Target																										
2010 results	50.1	55.0	52.0	54.0																										
2011 results	56.0	59.0	57.0	54.0																										
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50.1	54.0	56	<input checked="" type="checkbox"/>																											
Data Commentary:																														
Data relates to academic results received in 2011.																														
Performance Commentary:																														
<p>The target was exceeded by 2% and this was an increase of 6% on 2010 results for both Halton and the NFER Statistical Neighbours for which Halton is compared. This is the highest proportion Halton has ever reported, and should place Halton broadly in line with the 2011 national average by this indicator.</p> <p>5+ A* - C at 85% (across all subjects excluding maths and english) is also the highest ever, a three percentage points increase on 2010 and should place Halton well above the 2011 national average by this indicator.</p>																														
Summary of Key activities taken or planned to improve performance:																														
<p>The government introduced a raised floor standard for attainment with a minimum expectation that 35% of pupils within the cohort attain 5+ GCSE's including English and mathematics. In 2011 all schools in Halton were above this standard.</p> <p>Following changes to the delivery of school improvement services in Halton, resulting from the national reduction in grant funding, schools are now required to purchase school improvement support. This support is targeted at improving the quality of teaching. It is through the highest quality of teaching that outcomes for pupils will improve and standards will be raised.</p> <p>Where schools are identified as requiring significant improvement they will receive support and challenge from a small retained team of local authority personnel. School to school support is also being provided through the deployment of National and Local Leaders of Education.</p>																														

SCS / CYP 4	Increase the percentage achieving Level 3 at 19																													
<table border="1"> <caption>Level 3 at 19 Performance Data</caption> <thead> <tr> <th>Year</th> <th>Halton</th> <th>All England</th> <th>Stat Neighbours</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>42.3</td> <td>-</td> <td>45</td> <td>44</td> </tr> <tr> <td>2011</td> <td>51.2</td> <td>53</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Year	Halton	All England	Stat Neighbours	Target	2010	42.3	-	45	44	2011	51.2	53	-	-	<table border="1"> <thead> <tr> <th>2010/11 Actual</th> <th>2011/12 Target</th> <th>2011/12 Actual</th> <th>Current Progress</th> <th>Direction of Travel</th> </tr> </thead> <tbody> <tr> <td>42.3</td> <td>44.0</td> <td>51.2%</td> <td><input checked="" type="checkbox"/></td> <td>↑</td> </tr> </tbody> </table>	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel	42.3	44.0	51.2%	<input checked="" type="checkbox"/>	↑				
	Year	Halton	All England	Stat Neighbours	Target																									
	2010	42.3	-	45	44																									
	2011	51.2	53	-	-																									
2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel																										
42.3	44.0	51.2%	<input checked="" type="checkbox"/>	↑																										
Data Commentary:																														
Validated performance has been published by Department for Education for 2011/12																														
Performance Commentary:																														
<p>In 2011, 51.2% of Halton learners had achieved a Level 3 qualification by age 19. This is an 8.9% increase upon the 2010 recorded figure for this indicator and represents a significant improvement.</p> <p>Halton has closed the gap on the national position and is now performing just below the provisional national average (53%).</p>																														
Summary of Key activities taken or planned to improve performance:																														
<p>The analysis highlights the importance of achieving 5+ English & Maths at age 16 as a major factor in increasing performance of Level 3 by age 19. A breakdown of the 2011 Level 3 by 19 cohort reveals that 77.7% of learners who achieved 5+A*-C Inc. E&M at age 16 progressed to achieve this measure by age 19.</p> <p>In addition, the analysis shows that there is a fairly even split between Halton learners achieving a level 3 through an academic or vocational route. 24.9% achieved level 3 through either A/AS Level combinations including double award subjects and 25.8% achieved level 3 through other exam types.</p> <p>The 14-19 Team continues to have termly monitoring visits with Halton School Sixth-Forms, both of which have developed action plans to raise learner achievement and value added performance using the 'ALPS' school improvement tool. Subject to available funding it is intended to continue to use the ALPS in 2011/12.</p> <p>The performance at Level 3 of the borough's largest FE provider, Riverside College Halton continues to improve with 100% vocational pass rate and 99.7% A-Level pass rates in 2011. The College is also continuing to work with the LA in identifying any gaps in provision.</p>																														

SCS / CYP 5	Reduce the percentage of young people not in education, employment or training (NEET)																
 <p>The chart displays NEET percentages for Halton and Stat Neighbours. The Y-axis ranges from 0 to 12. The X-axis shows 'Actual 2010/11' and 'Q2 2011/12'. Halton's NEET percentage is 10.2% in 2010/11 and 10.3% in Q2 2011/12. Stat Neighbours' NEET percentage is 8.3% in 2010/11. A red target line is drawn at approximately 10.5%.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Halton</th> <th>Stat Neighbours</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Actual 2010/11</td> <td>10.2</td> <td>8.3</td> <td>10.5</td> </tr> <tr> <td>Q2 2011/12</td> <td>10.3</td> <td>-</td> <td>10.5</td> </tr> </tbody> </table>	Year	Halton	Stat Neighbours	Target	Actual 2010/11	10.2	8.3	10.5	Q2 2011/12	10.3	-	10.5	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
	Year	Halton	Stat Neighbours	Target													
	Actual 2010/11	10.2	8.3	10.5													
	Q2 2011/12	10.3	-	10.5													
10.2	10.5	10.3%															
Data Commentary:																	
This data is based upon the three-month average of the number of Halton residents academic age 16-18 in NEET from November 2011 – January 2012.																	
Performance Commentary:																	
<p>10.3% equates to 461 16-18 year old NEET young people from a total 16-18 cohort of 4472.</p> <p>This NEET % breakdown by each age group is as follows;</p> <ul style="list-style-type: none"> • 16 year old NEET = 6.1% (90 NEET young people from a total 16-18 cohort of 1474) • 17 year old NEET = 8.3% (130 NEET young people from a total 16-18 cohort of 1567) • 18 year old NEET = 16.8% (241 NEET young people from a total 16-18 cohort of 1431) <p>The counting methodology used to report the National Indicator is now calculated on a residency basis and as such cannot be directly compared to NEET statistics published prior to April 2011.</p>																	
Summary of Key activities taken or planned to improve performance:																	
<p>There are currently 241 NEET 18 year olds in Halton compared to 90 sixteen year olds and 130 seventeen year olds. The issue of long-term NEET within the borough is being addressed through two separate multi-agency case-conferencing meetings. The meetings enable professionals to discuss individual cases of NEET young people with education and training providers to match young people with suitable available provision to reengage them in EET.</p> <p>Data sharing protocols are currently being amended to enable practitioners and providers to freely discuss the specific barriers individual young people have which are preventing them from progressing back into learning.</p>																	

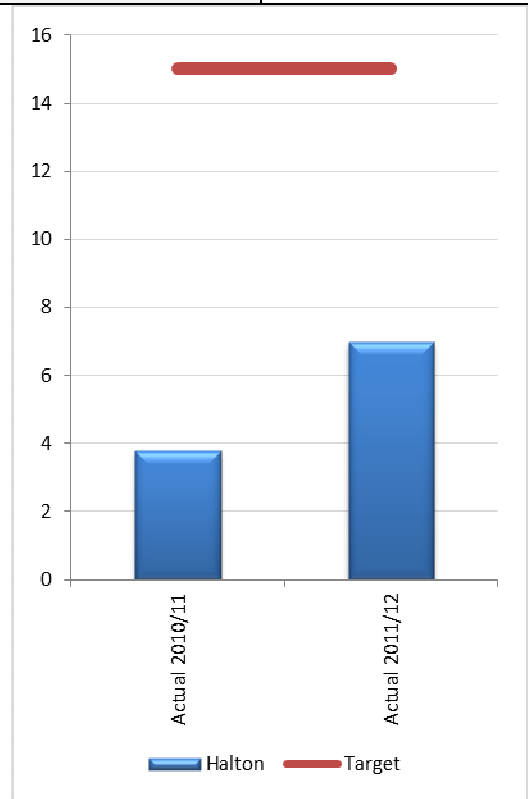


SCS / CYP 6	Reduce the percentage of children who are Obese in Year 6																																												
<table border="1"> <caption>Obesity Rates in Year 6 (Estimated from Graph)</caption> <thead> <tr> <th>Year</th> <th>Halton Actual</th> <th>All England</th> <th>North West</th> <th>Statistical Neighbour</th> <th>Halton Target</th> </tr> </thead> <tbody> <tr> <td>2008/09</td> <td>21.8%</td> <td>18.2%</td> <td>18.2%</td> <td>20.8%</td> <td>22.0%</td> </tr> <tr> <td>2009/10</td> <td>22.2%</td> <td>18.2%</td> <td>18.8%</td> <td>20.0%</td> <td>22.0%</td> </tr> <tr> <td>2010/11</td> <td>21.0%</td> <td>18.8%</td> <td>19.3%</td> <td>21.0%</td> <td>22.0%</td> </tr> <tr> <td>2011/12</td> <td>23.8%</td> <td>19.0%</td> <td>19.3%</td> <td>21.8%</td> <td>22.0%</td> </tr> </tbody> </table>	Year	Halton Actual	All England	North West	Statistical Neighbour	Halton Target	2008/09	21.8%	18.2%	18.2%	20.8%	22.0%	2009/10	22.2%	18.2%	18.8%	20.0%	22.0%	2010/11	21.0%	18.8%	19.3%	21.0%	22.0%	2011/12	23.8%	19.0%	19.3%	21.8%	22.0%	<table border="1"> <thead> <tr> <th>2010/11 Actual</th> <th>2011/12 Target</th> <th>2011/12 Actual</th> <th>Current Progress</th> <th>Direction of Travel</th> </tr> </thead> <tbody> <tr> <td>21.6</td> <td>22.0</td> <td>23.8</td> <td></td> <td></td> </tr> </tbody> </table>	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel	21.6	22.0	23.8						
Year	Halton Actual	All England	North West	Statistical Neighbour	Halton Target																																								
2008/09	21.8%	18.2%	18.2%	20.8%	22.0%																																								
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2010/11	21.0%	18.8%	19.3%	21.0%	22.0%																																								
2011/12	23.8%	19.0%	19.3%	21.8%	22.0%																																								
2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel																																									
21.6	22.0	23.8																																											
Data Commentary:																																													
<p>The percentage of children in year 6 (aged 11) who are obese, as shown by the National Child Measurement Programme (NCMP). Data is reported one year in arrears.</p> <p>Q3 data is newly released official data.</p>																																													
Performance Commentary:																																													
<p>New data is recently released official data for 2010/11. Halton has once again exceeded the 85% target for Reception and Year 6 children with height and weight recorded with 95.3% of children being measured in year 6.</p> <p>Childhood obesity in Halton is fluctuating.</p>																																													
Summary of Key activities taken or planned to improve performance:																																													
<p>Halton's performance for 2010 has show fluctuation with a continued variable trend over the last few years. Halton remains above the national and north west average. Halton shows an increasing obesity rate in line with increasing obesity rates for the England and North West averages.</p> <p>The school Fit4Life Programme which tackles overweight and obesity for children aged 6 to 13 years was rolled out in June 2011 and the results are not therefore reflected in this latest National Child Measurement Programme result. The Fit4Life programme targets schools with the highest obesity rates. It offers education for teachers and children and their parents in cooking, healthy eating and the importance of exercise. It runs fun exercise classes for all children in the school. Data from the pilot programme shows a reduction in obesity amongst those schools that participated as the figures below demonstrate. We anticipate that with further roll out school age obesity figures will fall.</p> <p>Fit4Life Pilot School Results</p> <table border="1"> <thead> <tr> <th>School</th> <th>2009 Halton</th> <th>2010 Halton</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>2</td> <td>49%</td> <td>38%</td> </tr> <tr> <td>3</td> <td>46%</td> <td>34%</td> </tr> <tr> <td>4</td> <td>45%</td> <td>40%</td> </tr> <tr> <td>5</td> <td>45%</td> <td>23%</td> </tr> <tr> <td>6</td> <td>42%</td> <td>31%</td> </tr> </tbody> </table>						School	2009 Halton	2010 Halton	1	51%	26%	2	49%	38%	3	46%	34%	4	45%	40%	5	45%	23%	6	42%	31%																			
School	2009 Halton	2010 Halton																																											
1	51%	26%																																											
2	49%	38%																																											
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6	42%	31%																																											

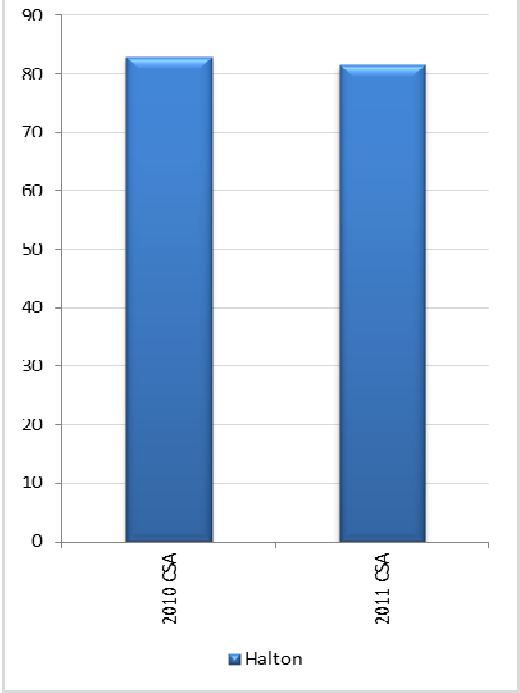
Teenage weight management is being tackled via the Alive and Kicking Programme for all 14 to 19 year olds. This programme offers a personal trainer style programme for all teenagers across Halton. It is now embedded in the colleges and some of the secondary schools. It also runs classes teenagers can access at Halton Stadium and is proving popular. The 2010/11 results show 75% of teenagers participating have lost weight and 70% are now fitter. Unfortunately these figures do not contribute to the target as it is based on the weight of 11 year olds.

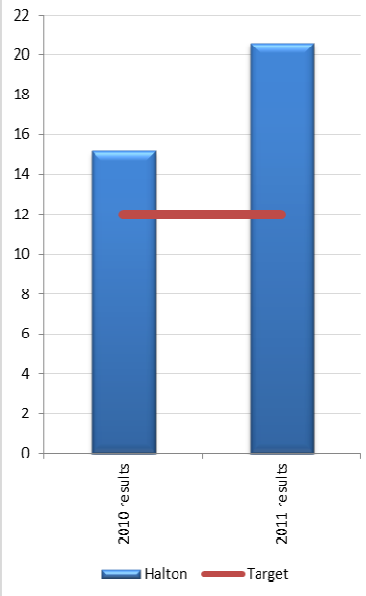


SCS / CYP 7	Reduce the rate of children and young people admitted to hospital for substance misuse (including alcohol)																	
<table border="1"> <caption>Chart Data</caption> <thead> <tr> <th>Period</th> <th>Halton</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2009/10</td> <td>62</td> <td>-</td> </tr> <tr> <td>2010/11</td> <td>44</td> <td>-</td> </tr> <tr> <td>2011/12* (Q2)</td> <td>51</td> <td>58</td> </tr> </tbody> </table>	Period	Halton	Target	2009/10	62	-	2010/11	44	-	2011/12* (Q2)	51	58	2010/11 Actual	2011/12 Target	2011/12 Qtr 2	2011/12 Qtr 4	Current Progress	Direction of Travel
	Period	Halton	Target															
	2009/10	62	-															
2010/11	44	-																
2011/12* (Q2)	51	58																
61	58 (-5%)	51 (-16%)	N/A	N/A	N/A													
Data Commentary:																		
<p>This chart shows a comparison year to date up to Quarter Two between 2009 and 2012. Data is produced in arrears and Quarter Four performance is not expected until September 2012.</p> <p>Data for previous reports on substance misuse has been called into question recently and is currently under investigation. The performance reported in the chart indicates that there was a lower rate of admissions than previously understood.</p>																		
Performance Commentary:																		
<p>There has been an increase of 7 admissions year to date 2011/12 compared to 2010/11.</p>																		
Summary of Key activities taken or planned to improve performance:																		
<p>We have developed outreach provision and interventions for young people with substance misuse needs, which are focussed on early and brief interventions. These include;</p> <ul style="list-style-type: none"> • working in partnership with the DfE co-ordinating the Skills for Change programme aimed at young people affected by parental substance misuse • Together with the Home Office and Mentor UK we have trained local voluntary groups to carry out brief interventions related to alcohol misuse with young people • Peer to Peer training has been provided, to enable young people to be pro-active in delivering alcohol education session in universal provision • 100% of young people referred into treatment are able to access provision within 5 days of referrals • Delivery of targeted outreach/activities in identified wards has led to a reduction in youth nuisance calls related to substance misuse • Clear links between A&E departments, acute hospital wards and the specialist substance misuse service have been developed • Mobile VRMZ outreach bus is routinely used and valued by young people and has impacted on a reduction in alcohol related anti-social behaviour • Developed and established young people friendly services that are available at appropriate times, delivered across the borough 7 days a week • Young people have been fully involved in the design and delivery of the new treatment system • Young people have been involved in the development of posters, information campaigns informing young people of the services available in Halton • Developed clear screening tools and treatment pathways for professionals and community 																		

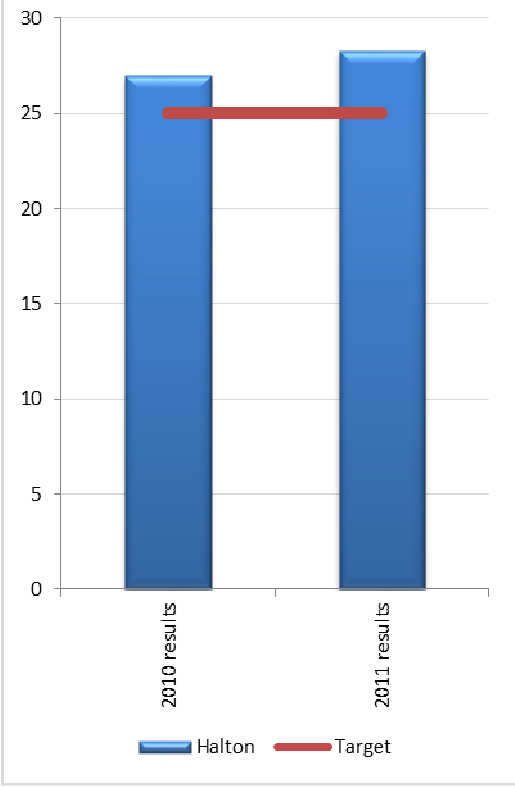


groups on referring young people to the appropriate level of service

- Established clear links with schools and colleges to ensure that drug and alcohol users still at school or college can access individual support and activities to support their wellbeing and prevent exclusion, and
- Further improved TOP reviews and completions within specialist provision.

SCS / CYP 8	Increase the percentage of referrals where there is evidence of early help and support													
 <table border="1"> <caption>Bar Chart Data</caption> <thead> <tr> <th>Year</th> <th>Actual Percentage</th> </tr> </thead> <tbody> <tr> <td>Actual 2010/11</td> <td>3.8</td> </tr> <tr> <td>Actual 2011/12</td> <td>7</td> </tr> <tr> <td>Target</td> <td>15</td> </tr> </tbody> </table>	Year	Actual Percentage	Actual 2010/11	3.8	Actual 2011/12	7	Target	15	2010/11 Actual	2011/12 Target	2011/12 Qtr 2	2011/12 Qtr 4	Current Progress	Direction of Travel
Year	Actual Percentage													
Actual 2010/11	3.8													
Actual 2011/12	7													
Target	15													
	3.8	15	5	7% (provisional)										
Data Commentary:														
<p>Data is taken from the CareFirst system and matched against the Common Assessment Framework (CAF) data taken from Synergy CYP. However, as unique identifiers are not used across both systems the matching can be flawed and therefore this performance may be an under representation of the percentage.</p> <p>Please note that this data represents early help in the form of a CAF. However, other forms of early help are being carried out across the Borough through different agencies but monitoring this as part of this measure are not possible.</p>														
Performance Commentary:														
<p>This is a cumulative figure for the year and there has been an improvement on previous year from 3.8%. Data is extracted from two separate systems therefore this can lead to under reporting. However performance is improving. This will continue to be a key priority for 2012/13.</p>														
Summary of Key activities taken or planned to improve performance:														
<p>Pathways between the Integrated Working Support Team and the Children in Need teams are established and working well. In addition the work with the Police to improve and develop a joint protocol pathway (CAVA) is positively impacting on ensuring those families who require a service at Level 3b and 4 are appropriately referred. There has been a 60% increase in the number of CAF's in place and operating for level 2/3 cases from the 2010 baseline. For cases moving down the levels of need from Child in Need to level 2/3 all cases have a lead professional named and a clear plan to take forward.</p> <p>It is expected that given the number of referrals to social care in a year that it will take some time for CAF to be in place for even a quarter of the children referred.</p>														

SCS / CYP 9	Increase the percentage of educational settings with overall effectiveness of Good or Outstanding										
 <table border="1" data-bbox="97 331 619 1021"> <caption>Data for Bar Chart</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2010 CSA</td> <td>83.0</td> </tr> <tr> <td>2011 CSA</td> <td>81.5</td> </tr> </tbody> </table>	Year	Percentage	2010 CSA	83.0	2011 CSA	81.5	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
	Year	Percentage									
	2010 CSA	83.0									
	2011 CSA	81.5									
83.0	n/a	81.5%	n/a	↓							
Data Commentary:											
<p>Data taken from the Annual Children's Services Assessment (CSA) measured as at August 2011. Provisional information currently available for the annual CSA indicates a further reduction for this performance which will be reported in August 2012.</p>											
Performance Commentary:											
<p>There had been a slight decrease in the percentage of educational settings with overall effectiveness of Good or Outstanding. This has been impacted by the three schools who moved to Academy status during the academic year 2010/11.</p>											
Summary of Key activities taken or planned to improve performance:											
<p>The new Ofsted inspection framework for schools was introduced in January 2012. The changes to inspection are designed to:</p> <ul style="list-style-type: none"> • raise expectations especially for teaching and pupil achievement • give greater priority to early reading and literacy • focus in more depth on the quality of teaching and pupils' behaviour and safety • give greater priority to the impact of school leadership on improving teaching and achievement • focus inspection more on schools that need to improve most. <p>All satisfactory schools are considered to be vulnerable and retained school improvement personnel continue to carefully monitor their progress, providing support and intervention as appropriate.</p> <p>An analysis of performance data is completed for all schools by members of the School Improvement Team in Autumn and Spring as data becomes available. As a result of this analysis schools are 'categorised' to identify those schools that are at risk of not achieving a good or better Ofsted outcome. Where appropriate Warning Notices have been issued to challenge underperformance.</p> <p>This information has resulted in the allocation of link improvement officers to those schools that are considered to be vulnerable or a school causing concern. In addition to the support and challenge provided by the LA, schools are expected to purchase a range of school improvement support targeted at raising quality of teaching and as appropriate, leadership and management.</p>											

SCS / CYP 10	Reduce the attainment gap between free school meals pupils and the Halton average at Key Stage 2													
 <table border="1" data-bbox="159 291 526 884"> <caption>Attainment Data</caption> <thead> <tr> <th>Year</th> <th>Halton</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>15.2</td> <td>12.0</td> </tr> <tr> <td>2011</td> <td>20.6</td> <td>12.0</td> </tr> </tbody> </table>	Year	Halton	Target	2010	15.2	12.0	2011	20.6	12.0	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
	Year	Halton	Target											
	2010	15.2	12.0											
	2011	20.6	12.0											
15.2	12.0	20.6												
Data Commentary:														
Data relates to academic results received in 2011.														
Performance Commentary:														
Attainment of Free School Meals pupils was 62.8% compared to non-Free School Meals pupils 83.4%. The overall average attainment was 77%.														
Summary of Key activities taken or planned to improve performance:														
<p>The Council is carefully monitoring the use of the pupil premium, which is a per pupil allocation of additional funding for schools to be distributed to the more vulnerable pupils. It is for schools to determine how this additional funding is spent but the expectation is that it will have a positive impact upon raising rates of progress for example through the purchase of one to one or small group targeted support.</p> <p>As part of the sector led improvement programme, a peer challenge is being undertaken to look in detail at how some of our primary schools are particularly successful in narrowing the gap between free school meals and non-free school meals pupils. A small team of colleagues from 3 local authorities will be investigating the success factors in Halton schools to narrow the gap in attainment and will be challenging the LA as to how we will support these success factors across the Borough.</p> <p>Two of the priorities within the Child and Family Poverty Strategy are Cultural challenge and realising aspirations and Early intervention. Raising educational outcomes for our most vulnerable children is key to this realising this ambition.</p> <p>For more information on the Child and Family Poverty Strategy follow the links below: http://www3.halton.gov.uk/healthandsocialcare/childrenandfamilycare/192380/ http://www3.halton.gov.uk/lgnl/pages/86821/86827/174277/HALTON_CHILD_FAMILY_POVERTY_STRATEGY_2011-13.pdf</p> <p>One of the priorities of the Children and Young People Plan is to Improve outcomes for our most vulnerable children and young people by targeting services effectively.</p> <p>For further information follow the link to the Children Trust website: http://www.haltonpartnership.net/childrenstrust/</p>														

SCS / CYP 11		Reduce the attainment gap between free school meals pupils and the Halton average at Key Stage 4				
 <p>2010 results 2011 results</p> <p>Halton Target</p>	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel	
	28.0	26.0	28.3			
	Data Commentary:					
	Data relates to academic results received in 2011.					
Performance Commentary:						
The performance of pupils eligible for Free School Meals at 5+ A* - C including English & Maths at 34.4% is the highest ever and up 5 points from 2010. However, since non Free School Meals pupils improved by some 7 points from 2010 the gap has slightly widened.						

Summary of Key activities taken or planned to improve performance:

The Council is carefully monitoring the use of the pupil premium, which is a per pupil allocation of additional funding for schools to be distributed to the more vulnerable pupils. It is for schools to determine how this additional funding is spent but the expectation is that it will have a positive impact upon raising rates of progress for example through the purchase of one to one or small group targeted support.

Two of the priorities within the Child and Family Poverty Strategy are Cultural challenge and realising aspirations and Early intervention. Raising educational outcomes for our most vulnerable children is key to this realising this ambition.

For more information on the Child and Family Poverty Strategy follow the links below:

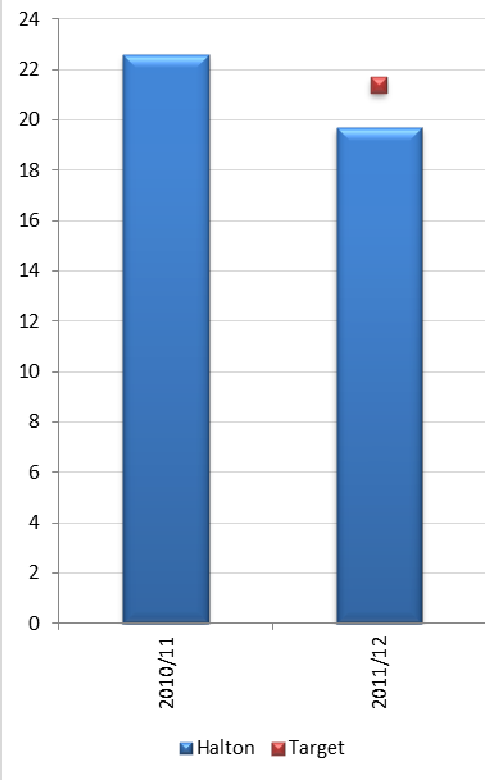






<http://www3.halton.gov.uk/healthandsocialcare/childrenandfamilycare/192380/>

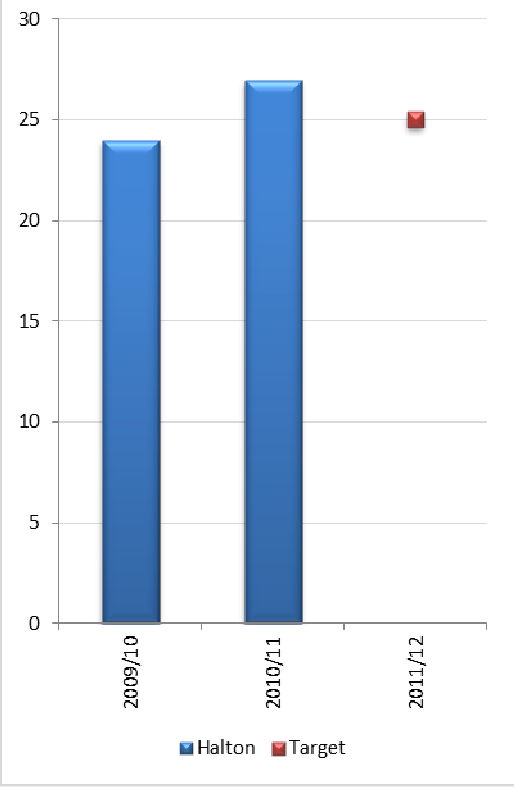
http://www3.halton.gov.uk/lgnl/pages/86821/86827/174277/HALTON_CHILD_FAMILY_POVERTY_STRATEGY_2011-13.pdf

One of the priorities of the Children and Young People Plan is to Improve outcomes for our most vulnerable children and young people by targeting services effectively.

For further information follow the link to the Children Trust website:

<http://www.haltonpartnership.net/childrentrust/>

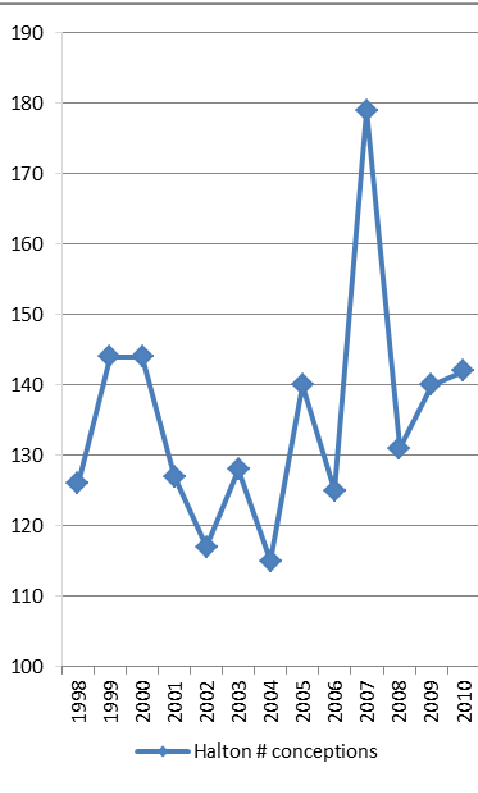
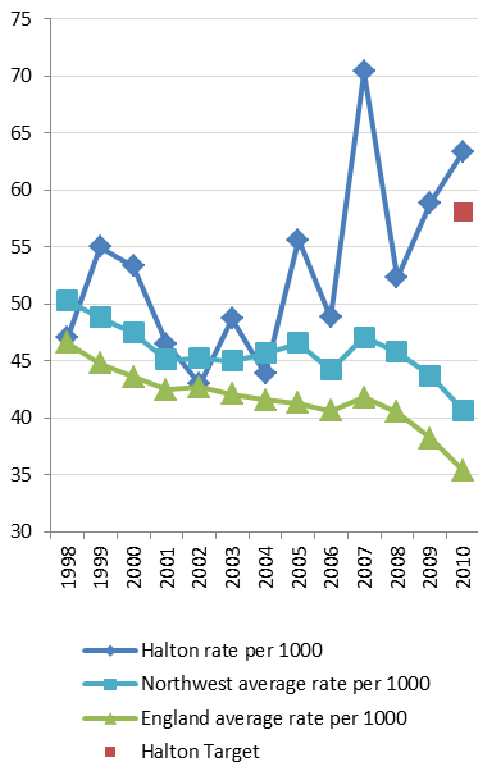
SCS / CYP 12	Improve the identification of Special Educational needs at School Action and School Action Plus																							
 <table border="1" data-bbox="95 331 582 1108"> <caption>Bar Chart Data</caption> <thead> <tr> <th>Year</th> <th>Halton (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr> <td>2010/11</td> <td>22.6</td> <td>21.4</td> </tr> <tr> <td>2011/12</td> <td>19.7</td> <td>21.4</td> </tr> </tbody> </table>	Year	Halton (%)	Target (%)	2010/11	22.6	21.4	2011/12	19.7	21.4	<table border="1"> <thead> <tr> <th>2010/11 Actual</th> <th>2011/12 Target</th> <th>2011/12 Actual</th> <th>Current Progress</th> <th>Direction of Travel</th> </tr> </thead> <tbody> <tr> <td>22.6</td> <td>21.4</td> <td>19.7</td> <td></td> <td></td> </tr> </tbody> </table>	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel	22.6	21.4	19.7						
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2011/12	19.7	21.4																						
2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel																				
22.6	21.4	19.7																						
Data Commentary:																								
This data is taken annually from the Spring Schools Census and will not be available for measurement until the Quarter 4 report cycle.																								
Performance Commentary:																								
The information released from the Spring Census 2012 indicates that Halton has met the target set with a small reduction in the percentage of children subject to School Action and School Action Plus.																								
Summary of Key activities taken or planned to improve performance:																								
<p>Training of Special Educational Needs Coordinators by Halton Inclusion Division and Edge Hill College is being undertaken. Further training of Newly Qualified Teachers by School Improvement and other Inclusive Learning services and Governor Training by Services within Inclusive Learning Division to be undertaken.</p> <p>Areas for training cover:</p> <ul style="list-style-type: none"> • Differentiation of work as part of normal classroom planning • Personalised learning • Tracking pupils' progress through systems provided by Inclusive Learning • School progress meetings • Use of assessments to inform planning • Provision mapping <p>Further monitoring to be taken through Ofsted and Cross Services monitoring led by School Improvement within Inclusion Division.</p>																								

SCS / CYP 13	Increase the percentage of young people progressing to Higher Education				
 <p>Legend: ■ Halton ■ Target</p>	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
	27.0	25.0	N/A	N/A	N/A
	Data Commentary:				
	This data is provided by the HESA Student Returns and data provided in arrears with the latest data available for 2010/11.				
Performance Commentary:					
A small increase is expected for 2011/12 supported by an increase in Level 3 performance. 2011 is the last intake before university fees increase significantly which is likely to impact negatively on further increases.					
Performance over the previous three years is reported as follows: <div style="text-align: right;"> 2007/08 23% 2008/09 23% 2009/10 24% </div>					
Summary of Key activities taken or planned to improve performance:					
Performance for 2010/11 represents a three percentage point increase on the previous year.					

SCS / CYP 14	Increase the percentage of children identified with additional needs who: <ul style="list-style-type: none"> • have a statement of Special Educational Needs (SEN) • receive enhanced provision achieving levels of progress or sub-levels of progress			
2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
New indicator	Baseline to be established 2012 academic results	N/A	Placeholder 2012/13	New measure
Data Commentary:				
This measure was agreed as a placeholder indicator and targets will be set from 2012 academic results.				
Data available at this point of reporting is based on Summer term 2011 results is for School Action Plus/Enhanced provision only: 54% English, 46% Maths				
Performance Commentary:				
Statements of SEN information no information available.				
School Action Plus/Enhanced Provision: To examine pupil progress in more detail it is possible to track small step progress annually through review. Manual collection of evidence from the review of SEN pupils in receipt of Enhanced Provision in the spring term 2012 shows that: <ul style="list-style-type: none"> • 35% of the 29 children reviewed had made 2 sub-levels of progress in English within 12 months • 35% others had made 1 sub level of progress in English within 12 months Collection of evidence from the 3 termly enhanced provision reviews in both English and maths will provide information as to the progress children are making within sub levels of the National Curriculum (NC) levels. (For example, in Key Stage 2 there are 6 sub levels within the 2 main NC levels that children are expected to attain).				
The expectation is that an average child will make 1 or 2 sub-levels of progress within the year. Therefore for children with additional needs this performance is better than average progress.				
Summary of Key activities taken or planned to improve performance:				
A reporting tool is currently being developed which will gather information and enable electronic reporting on the small steps of progress made by children				

SCS / CYP 15

Reduce the under 18 conception rate from the 2009 baseline



2010/11 Actual	2011/12 Target	2011/12 Qtr 2	2011/12 Qtr 4	Current Progress	Direction of Travel
58.9	58.1 (-1.43%)	59.5 (+0.1%)	63.3 (+3.6%)		

Data Commentary:

In February 2012 ONS released data which covered the calendar year for 2010. This is the latest full year data available. The number of conceptions in 2010 was 142, which is an increase of two conceptions compared to 2009.

Performance Commentary:

Halton's conception rate for under 18's continues to be an issue. Since the baseline was originally established in 1998 there has been a fluctuating picture in the numbers of conceptions reported with no sustainable reduction over time. Halton's position in relation to its statistical neighbours had the third worst increase in rate in comparison to 2009. Although the numbers are very low, Halton is seeing a small increase in the rate of conceptions for girls aged 13-15.

Summary of Key activities taken or planned to improve performance:

At a time when all areas are required to undertake measures to contribute to a reduction in the national deficit, it is essential that the most cost effective measures currently in place to tackling teenage pregnancy are identified and sustained. To support this, Halton will:

- Continue to work with schools to increase the number offering holistic health services delivered in schools, by youth workers.
- Prioritise initiatives that will have the widest and sustainable impact on reducing conceptions.
- Increase workforce training on Teens and Toddlers and reducing risk taking behaviour
- Through the IYSS further develop universal, targeted and specialist support and advice on positive relationships.

Continued overleaf

- Increase the number the evidence based DfE funded Teens and Toddlers programmes in identified schools throughout 2012/13.
- Improve access to contraceptive services and provision for young people, including LARCs (Long Acting Reversible Contraception), although there is now medical debate about the impact of LARCs on bone density at a time when young women are still developing which may impact on the use of this type of contraception in young women
- Ensure robust care pathways are in place for prevention and support in all high schools.
- Continue to support pregnant young women of school age to remain in education.
- Identify appropriate courses for young parents with flexible start dates.
- Continue to deliver comprehensive co-ordinated packages of support for teenage parents within specialist and targeted youth provision
- Evaluate the contribution existing teenage pregnancy programmes and initiatives make to a reduction in child poverty.

Undertake cost benefit analysis of current initiatives. Incorporate teenage pregnancy population data into Child Poverty needs assessments (including district and ward level data).

SCS / CYP 16	Reduce child and family poverty																								
<p>Halton, 2010 Data source: DWP</p> <table border="1"> <caption>Estimated data from the bar chart (Halton, 2010)</caption> <thead> <tr> <th>Category</th> <th>0-15 yr olds</th> <th>0-18 yr olds</th> <th>Households</th> </tr> </thead> <tbody> <tr> <td>Living in Out of Work benefit claimant households</td> <td>~7000</td> <td>~8000</td> <td>~4500</td> </tr> <tr> <td>Living in Income Support claimant households</td> <td>~5000</td> <td>~5500</td> <td>~2800</td> </tr> <tr> <td>Living in Job Seeker Allowance claimant households</td> <td>~1000</td> <td>~1200</td> <td>~600</td> </tr> <tr> <td>Living in employment and support allowance claimant households</td> <td>~500</td> <td>~600</td> <td>~300</td> </tr> </tbody> </table>	Category	0-15 yr olds	0-18 yr olds	Households	Living in Out of Work benefit claimant households	~7000	~8000	~4500	Living in Income Support claimant households	~5000	~5500	~2800	Living in Job Seeker Allowance claimant households	~1000	~1200	~600	Living in employment and support allowance claimant households	~500	~600	~300	2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
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n/a	n/a	n/a	Placeholder 2012/13	New measure																					
Data Commentary:																									
<p>A full performance management framework underpins the Child and Family Poverty Strategy however the information shown indicates the number of children/households living in poverty.</p> <p>This information is published with 2010 being the latest available information for the Department of Work and Pensions.</p>																									
Performance Commentary:																									
<p>Until later performance information is published, no comparative analysis of the progress made in Halton can be undertaken. Additional performance measures are reported to the Child and Family Poverty strategy steering group and further analysis undertaken on progress.</p>																									
Summary of Key activities taken or planned to improve performance:																									
<p>The Child and Family Poverty Strategy Steering Group have an action plan in place and is monitored through the Child and Family Poverty Steering group. A number of key actions undertaken to date includes mapping activity across partners which positively contributes to this agenda and supporting Halton Credit Union in Widnes to secure premises at peppercorn rate.</p>																									

SCS / CYP 17	Increase the percentage of children in care achieving expected outcomes at Key Stage 2 and Key Stage 4			
2010/11 Actual	2011/12 Target	2011/12 Actual	Current Progress	Direction of Travel
n/a	n/a	n/a	Placeholder 2012/13	New measure
Data Commentary:				
This is a placeholder indicator and targets to be set once 2012 results are confirmed.				
Performance Commentary:				
Until data has been provided for 2012 results no performance commentary can be provided.				
Summary of Key activities taken or planned to improve performance:				
<p>The review of progress and data analysis for Children in Care (CIC) takes place on an on-going basis. Analysis of individual Personal Education Plan (PEP) targets and termly reports has shown that there are some common areas for development and personalised learning activity packs have been developed and are being implemented to provide additional support for children to enable them to achieve their targets. This analysis will also inform the holiday activity programme that the Virtual School operates.</p> <p>Access and impact of the Pupil Premium is also being monitored through PEP analysis. Guidance for use of the Pupil Premium has been provided to all social workers and Designated Teachers and multi-agency training has also been delivered by the Virtual School Head.</p>				