



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

**Monday, 20 October 2014 at 6.30 p.m.
Civic Suite, Town Hall, Runcorn**



Chief Executive

BOARD MEMBERSHIP

Councillor Mark Dennett (Chairman)	Labour
Councillor Geoffrey Logan (Vice- Chairman)	Labour
Councillor Lauren Cassidy	Labour
Councillor Pauline Hignett	Labour
Councillor Margaret Horabin	Labour
Councillor Kath Loftus	Labour
Councillor Angela McInerney	Labour
Councillor Carol Plumpton Walsh	Labour
Councillor June Roberts	Labour
Councillor John Stockton	Labour
Councillor Bill Woolfall	Labour
Miss Elizabeth Lawler	Co-optee

*Please contact Ann Jones on 0151 511 8276 or e-mail
ann.jones@halton.gov.uk for further information.
The next meeting of the Board is on Monday, 5 January 2015*

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

Part I

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1. MINUTES	
2. DECLARATION OF INTEREST (INCLUDING PARTY WHIP DECLARATIONS)	
Members are reminded of their responsibility to declare any Disclosable Pecuniary Interest or Other Disclosable Interest which they have in any item of business on the agenda, no later than when that item is reached or as soon as the interest becomes apparent and, with Disclosable Pecuniary interests, to leave the meeting during any discussion or 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: 20 October 2014

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: 20 October 2014

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 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.

EXTRACTS OF EXECUTIVE BOARD MINUTES RELEVANT TO THE CHILDREN, YOUNG PEOPLE'S AND FAMILIES POLICY AND PERFORMANCE BOARD

EXECUTIVE BOARD MEETING HELD ON 4 SEPTEMBER 2014

42	SCHOOLS CAUSING CONCERN – STATUTORY GUIDANCE FOR LOCAL AUTHORITIES
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The Board considered a report of the Strategic Director, Children and Enterprise, which provided an overview of the Schools Causing Concern (SCC) Statutory Guidance for Local Authorities.

The Board was reminded that, at its meeting on 27 February 2014, it had approved the Learning and Achievement Strategy. At the time, this was based on SCC Guidance issued in March 2013. The SCC Guidance was subsequently revised and issued to Local Authorities by the Department for Education in May 2014. It was reported that the Learning and Achievement Strategy would need to be revised to reflect the latest Guidance.

It was noted that the revised Guidance set out the local authority's role in relation to maintained schools causing concern, and the importance of early intervention and swift and robust action to tackle failure. The new Guidance set out ten indicators for local authorities to champion educational excellence. Details of the key changes were contained in the report for Members' information.

RESOLVED: That the proposed changes to Halton's approach to support and intervention in Schools Causing Concern be approved and the Learning and Achievement Strategy be amended accordingly.

43	BASIC NEED CAPITAL FUNDING – KEY DECISION
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The Board considered a report of the Strategic Director, Children and Enterprise, which provided an update for the allocation and spending of Basic Need Capital Funding.

The Board was advised that the Basic Need allocation supported the capital requirement for providing new pupil places by expanding existing maintained schools, free schools or academies and by establishing new schools. Halton used pupil forecast data to determine the need to provide additional school places in order to meet demand. Basic Need capital funding had been used to carry out building works to provide additional school places at a number of primary schools listed in the report, to alleviate pressure for demand in those areas.

The Board was reminded that in January 2014, Fairfield Junior School was expanded to allow the integration of the Infants School to form the new Fairfield

Primary School. It was proposed that Basic Need capital funding be allocated to address school building and organisational issues at the newly combined school.

It was reported that Basic Need capital funding was allocated to local authorities to provide school places in any type of school. The Board noted that the building needs of all categories of school should be taken into account in the distribution of this funding. The Board further noted that £474,818 of funding would be set aside for the authority to address their strategic building needs. Applications would be assessed against agreed criteria. Once a bid was approved, each responsible body would then cash- flow the project and claim the re-imburement on production of invoices once works were completed.

Reason(s) For Decision

The decision was required to deliver and implement the Capital Programme.

Alternative Options Considered and Rejected

Distributing the total Basic Need allocation – was rejected as funding needed to be retained to address emerging basic needs issues.

Implementation Date

October 2014, following agreement by Council.

RESOLVED: That Council be recommended to approve

- 1) the proposal to allocate Basic Need capital funding to the Fairfield Primary School project; and
- 2) the bid process for Responsible Bodies based on Strategic Needs.

EXECUTIVE BOARD MEETING HELD ON 18 SEPTEMBER 2014

59	HALTON'S CHILDREN & YOUNG PEOPLE'S PARTICIPATION STRATEGY 2014-2017
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The Board considered a report of the Strategic Director, Children and Enterprise, which provided an overview of the new Halton Children and Young People's Participation Strategy 2014-17 (the Strategy).

The Board was advised that the previous Strategy was devised in 2006 and then renewed and extended until 2011. In November 2013, the INVOLVE group came together to promote and improve the participation of children, young people and their families.

It was noted that work began in January 2014 on the new Strategy, with partnership working between professionals and children, young people and parents

developing new and creative ways of working. The report set out examples of the approaches that had been used to develop the Strategy.

It was reported that the Strategy would sit under the Children and Young People's Plan and was intended as a practical, useful document, which included:-

- An explanation of participation;
- Reasons for participation including legal obligations;
- Possible barriers to participation;
- Current participation and what would be achieved in Halton; and
- What participation would look like in Halton after the Strategy was in place.

RESOLVED: That

- 1) the contents of the report be noted;
- 2) the Participation Strategy 2014-17 be endorsed; and
- 3) the roll out of the new Children and Young People's Participation Strategy be supported, in order to embed active participation in the culture of Halton Children's Trust and the wider Halton partnership.

60	FOSTER CARE ALLOWANCES – KEY DECISION
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The Board considered a report of the Strategic Director, Children and Enterprise, on a revised scheme for the payment of allowances to Halton Foster Carers.

The Board was advised that foster care allowances were determined by each local authority. In 2010, Halton decided to increase allowances beyond the national minimum, as set out in Appendix 1. It was reported that the scheme had worked well, but a review was necessary for the following reasons:

- (i) the current scheme did not recognise the different knowledge and skill level amongst the foster carer population;
- (ii) there was no 'incentive' for carers to complete their necessary core and developmental training;
- (iii) many local authorities and some of the national bodies (e.g. BAAF, Fostering Network) recommended the use of a 'levels' based scheme which recognised the skills of each carer, the training that they do, the experience that they gain and the development they achieve in the caring role; and
- (iv) case law has established that financial support for Special Guardianship Orders should be based on a local authority's 'base' fostering allowance.

It was proposed that in future, allowances would be paid at two levels:-

- Level 1 – base fostering allowance paid to all carers; and
- Level 2 - enhanced allowance paid to those carers who demonstrated additional skills, knowledge and experience.

It was noted that the proposed revised scheme, attached at Appendix 2, had been consulted upon with carers between June and August 2014, had been amended to reflect their feedback and had the support of existing carers.

Reason(s) For Decision

To implement a revised scheme that represented a more effective and efficient use of Council resources and recognised experience, knowledge and skill.

Alternative Options Considered and Rejected

The proposal had been through the consultation process and had been amended as a result of it.

Implementation Date

The revised scheme of payments would be introduced from April 2015 for existing carers and would be advertised from October 2014 for newly recruited carers.

RESOLVED: That the revised scheme be endorsed.

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

DATE: 20 October 2014

REPORTING OFFICER: Chief Executive

SUBJECT: Special Strategic Partnership Board minutes

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

1.1 The Minutes relating to the Children and Young People's Portfolio which have been considered by the Special Strategic Partnership Board are attached at Appendix 1 for information.

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.

**Minutes - Halton Children's Trust Executive Group Meeting
24 June 2014**

Present:

Gerald Meehan	Strategic Director Children & Enterprise, HBC (Chair)
Mark Grady	Principal Policy Officer, Children & Enterprise, HBC
Tracy Ryan	Policy Officer, Children & Enterprise, HBC (Minutes)
Gill Frame	Halton CCG
Julia Rosser	Consultant, Public Health
Michelle Forder	Parent & Voluntary Lead Engagement Officer, HBC
Ann McIntyre	Operational Director, Children's Organisation and Provision, HBC
Clare Myring	Integrated Commissioning Manager, HBC
Steve Nyakatawa	Operational Director, Learning and Achievement, HBC

Guests

Sarah Dimmelow	Core Assets
Rachel Dixon	Core Assets

Apologies

Gareth Jones	Youth Offending Service
Tracey Coffey	Operational Director, Children and Families Services, HBC
Michelle Bradshaw	Family Services Manager (Universal Services), Bridgewater
Simon Clough	Divisional Manager, 14 – 19 Services, HBC
Catherine Johnson	Principal Performance Officer, Children & Enterprise, HBC
Lorraine Crane	Divisional Manager, IYSS, Commissioning & Inspiring Families, HBC
Dave Sweeney	Operational Director Integrated Health Commissioning, Halton CCG

Item	Action	Deadline
1.	Minutes and Matters Arising from 13.5.14 These were accepted as an accurate record.	
1.1	<u>1.3 Children's Trust Membership</u> Assistant Director, 5BP Chris Masikane invited to join the group and MB has agreed to discuss with the Acute Trusts to consider membership.	
1.2	<u>1.4 CYPP 2014 Draft</u> Actioned - Levels of Need leaflet circulated to HSCB members.	
1.3	<u>3.1 Neglect Strategy</u> Approved at HWBB, at HSCB Executive 24.6.14 the training arrangements for this was queried - a letter is being sent from HSCB to Ann McIntyre to clarify this. The launch events are due to take place on 16 & 18 July.	
1.4	<u>3.3 Children's Trust Business Plan 2014-15</u> Role/remit of Integrated Commissioning clarified within the Plan.	
1.5	<u>3.4 Halton Children's Trust/Halton Safeguarding Children's Board Annual Joint Event 2014</u> Reported to ICYPB on 17 June	

1.6	<u>4.2 Early Help Conference – Information circulated</u> Actioned.		
2.	<p>2.1 INFORMATION ITEMS</p> <p>2.1 PRESENTATION: Core Assets - Family Domestic Abuse Service Sarah Dimmelow and Rebecca Dixon provided an overview of the service highlighting the positive impact through a number of case studies the service has provided. The discussion included the effectiveness of the Core Assets model in terms of being utilising evidence-based models whilst ensuring the service provided remains sufficiently flexible to meet a wide range of family's needs.</p> <p>2.2 Ofsted Evaluation of Inspection Pilots MG provided an overview of the Munro report and in light of this Ofsted's responses include:</p> <ul style="list-style-type: none"> • Qualitative software for data analysis to be trialled. • No further amendments to the Annex A requirements other than the minor changes recently announced – for review November '14. • Guidance on increasing transparency and the possibility of a consistency panel will be released by 31 July '14. • Inspector training will be implemented. • Self-assessment processes for local authorities from September 2014. <p>2.3 Inspiring Families Report Circulated for information only. The ongoing sustainability of the programme will be embedded within the revised Early Help Model restructure which is currently being developed which will include closer working with schools. This will assist improvements in providing Early Help interventions with a broader range of families.</p>		
3.	<p>3.1 ITEMS FOR AGREEMENT</p> <p>3.1 SEN Reforms: Significant Development Issues Report PB highlighted the key issues from the report including:</p> <ul style="list-style-type: none"> • Post-16 environment there will be capacity issues for the Conversion Plan during the initial 12 months from 1 September 2014. • Health Pathways re the role of the Designated Health Officer around the flexibility and expectations of the role is it more operational or strategic. • Information, Advice & Guidance requirements which requires an advocacy and mediation service including the role of regional Independent Supporters • Training – still to be planned, costed and developed to explore and develop future plans – this has proved difficult due to a lack of support from the local Pathfinders. • Local Offer – schools information is likely to be available in September. 		

3.2	<p>Participation Strategy</p> <p>MF provided an overview of the Strategy which Young people within the INVOLVE group and Trust colleagues have developed. Members recognised the hard work young people had contributed in developing the strategy and were in agreement of its implementation. From September '14 the INVOLVE group will follow-up with colleagues any requests for involvement to check work undertaken as a result of their advice/support. It was agreed that the marketing and promotion of the Strategy once launched would assist future partner engagement.</p> <p>Action:</p> <ul style="list-style-type: none"> • Agenda item at following Boards to recommend participation and engagement: <ul style="list-style-type: none"> ○ COMT – 8 July '14 ○ HWBB agenda item – September '14 ○ Halton CCG Participation Group – July '14 ○ 5BP Participation Forum – July '14 ○ Bridgewater - July 		
3.3	<p>Home-Start Programme</p> <p>AMc noted that this is a volunteer-led parental support programme, which is proposed to be funded from the Inspiring Families Commissioned Services Budget which has sufficient funds available to meet the programme requirements. In terms of procurement it is proposed that a soft market testing exercise is undertaken followed by a shortened tender process.</p> <p>It is noted that members fully endorsed the recommendations for the programme.</p>		
3.4	<p>CHIMAT report</p> <p>JR outlined the key elements from the Child Health Profile (CHIMAT) report. Infant and child mortality rates have reduced for Halton which is very positive in light of the levels of deprivation and being at the England average rate, the number of low birth weight babies has improved now below the England average and teenage conception rates have dramatically improved in the borough. Areas where Halton is lower than England average is child development, breastfeeding and hospital admissions.</p> <p>Action:</p> <ul style="list-style-type: none"> • Arrange for a comparison report against our statistical neighbours 	JR	23.9.14
3.5	<p>Improved Child Development</p> <p>JR provided an overview of child development activities, noting that 100% of families have access to antenatal sessions, 92% of women see their midwives early within first 12 weeks, midwives screen for mental health and target work with vulnerable women.</p>		
3.6	<p>FNP update</p> <p>JR mentioned that the FNP Board invitations have been issued.</p>		

<p>4.</p> <p>4.1</p> <p>4.2</p>	<p>PRIORITY UPDATES</p> <p>Commissioning Partnership Key areas included the development of the:</p> <ul style="list-style-type: none"> • Sufficiency Strategy. The challenge around this will be due to the increased numbers of children in care and managing the local authority's response to this. • Local Offer website was demonstrated and views sought on content which is to be launched soon. <p>Also, the Core Assets – Family Domestic Abuse Service presentation was well received.</p> <p>Early Help-Closing the Gap Key areas of progress included:</p> <ul style="list-style-type: none"> • CAF Activity task & finish group established - two meetings have taken place with good multi-agency representation. The group are reviewing local data, followed by the auditing processes. • Local Offer website was demonstrated and views sought on content which is to be launched soon. • Early Help Model – still on deadline for September, consultation with HR, Unions and staff in process, the new multi-agency meeting strategic meeting led by David Parr is planned for August. 		
<p>5.</p>	<p>AOB</p> <ul style="list-style-type: none"> • Tuesday 23 September 1-3pm - venue to be confirmed <p><u>Date/time of next meeting:</u></p> <ul style="list-style-type: none"> • Tuesday 5 August, 1-3pm in Committee Room 1, Runcorn Town Hall 		

Minutes - Halton Children's Trust Executive Group Meeting 5 August 2014

Present:

Ann McIntyre	Operational Director, Children's Organisation and Provision, HBC (Chair)
Mark Grady	Principal Policy Officer, Children & Enterprise, HBC
Tracy Ryan	Policy Officer, Children & Enterprise, HBC (Minutes)
Gill Frame	Halton CCG
Steve Nyakatawa	Operational Director, Learning and Achievement, HBC
Gareth Jones	Youth Offending Service
Tracey Coffey	Operational Director, Children and Families Services, HBC
Michelle Bradshaw	Family Services Manager (Universal Services), Bridgewater
Simon Clough	Divisional Manager, 14 – 19 Services, HBC
Catherine Johnson	Principal Performance Officer, Children & Enterprise, HBC
Dave Sweeney	Operational Director Integrated Health Commissioning, Halton CCG
Chris Masikane	Operational Assistant Director Children, Families & Wellbeing Division, 5BP
Pamela Beaumont	Lead Officer, SEN Review, HBC

Apologies

Gerald Meehan	Strategic Director Children & Enterprise, HBC
Julia Rosser	Consultant, Public Health
Michelle Forder	Parent & Voluntary Lead Engagement Officer, HBC
Lorraine Crane	Divisional Manager, IYSS, Commissioning & Inspiring Families, HBC
Lindsay Smith	Divisional Manager, Adult Mental Health, HBC

Item		Action	Deadline
1.	Minutes and Matters Arising from 24.6.14 These were accepted as an accurate record.		
1.1	<u>1.1 Children's Trust Membership</u> Currently the only health representative on the Executive Group is MB as the Chair of Early Help-Closing the Gap. From 2015, SN will take over as the new Chair of the Group therefore to preserve provider engagement an additional health representative on the Group is required. Action: <ul style="list-style-type: none"> • Provide an update next meeting – 23 September. • Police representative to be invited to join the Executive Group. 	MB MG	23.9.14 23.9.14
1.2	<u>1.3 Neglect Strategy</u> TC acknowledged that HSCB had agreed to fund the Neglect Training.		
1.3	<u>3.1 SEN Reforms</u> PB noted that there were still some capacity issues around post 16 conversions including Riverside College ability to support the conversions. A new post for conversions within the 14-19 Team has been agreed although due to the establishment process this role		

1.4	<p>may not be filled until December. In the interim a contingency plan is in place to organise cover on a short-term basis. A Conversion Plan is being developed.</p> <p>3.2 Participation Strategy The draft Strategy received positive feedback at a recent HBC Chief Officer Management Team (COMT) and it is being taken to the Equality Committee of Halton CCG in August.</p> <p>Action:</p> <ul style="list-style-type: none"> • Provide an update next meeting – 23 September. 	MF	23.9.14
1.5	<p>3.4 CHIMAT Report</p> <p>Action:</p> <ul style="list-style-type: none"> • Comparison Report against statistical neighbours as agenda item next meeting – 23 September. 	JR	23.9.14
1.6	<p>3.6 FNP Update MB noted that the Family Nurse Partnership Board members are currently being agreed.</p>		
2.	<p>2.1 SEN Local Offer Draft Website Demonstration http://www.haltonchildrenstrust.co.uk/index.php/local-offer/ TR provided an overview of the draft Local Offer website being developed as part of the SEND Reforms. The information is to be user-friendly and easily accessible to parents/carers, children/young people and professionals. Links to services and partner websites are a key element which will help to ensure the information is regularly updated. During August, the Policy Team will be developing the website ready for the 'official' launch in September. A feedback form is in development for comments/feedback and in the interim the Children's Trust email address has been included for this. It is expected that as new information and parental feedback is received the Local Offer will evolve and develop over time.</p> <p>2.2 Halton's Neglect Strategy Launch Events 2014 Evaluation Report TR provided an overview of the event report outlining the workshops delivered and the feedback gathered. It was acknowledged that over 120 people attended the two launch events and 10 people have volunteered to become Graded Care Profile Champions following the training due to commence from September 2014.</p> <p>2.3 Integrated Inspections Consultation – Halton Response AMc/TC noted the key elements of the consultation and members discussed responsibilities for submitting a Trust response. It was proposed that the following Trust partners/members complete the areas identified:</p> <ul style="list-style-type: none"> • John Davidson – Probation • Gareth Jones – YOS • Gill Frame – Health • Nigel Wenham – Cheshire Police 		

	<ul style="list-style-type: none"> Tracey Coffey/Ann McIntyre – Children’s Social Care. <p>Action:</p> <ul style="list-style-type: none"> MG to contact nominated members for their response. Nominated members to complete the response and send to MG by Friday 5 September. Combine response and circulate to members in time for the 12 Sept deadline. 	<p>MG JD/GJ/ GF/NW/ TC/AMc MG</p>	
3.	ITEMS FOR AGREEMENT None.		
4.	PRIORITY UPDATES		
4.1	<p>Commissioning Partnership New Business Plan in development, the commissioning priorities are now more streamlined, the reporting and Action Plan will link in with the JSNA for updates on progress/developments.</p>		
4.2	<p>Early Help-Closing the Gap Action Plan The restructure for the Early Help Model is on target for September implementation.</p>		
5.	AOB		
5.1	SN noted that the Ofsted Report on Pupil Premium has ranked Halton as 1 st in the North West and 29 th nationally (report attached).		
5.2	Youth Justice Strategy to go to Trust as an information item for the next meeting 23 October and link added to the Trust website.		
	<p>Action:</p> <ul style="list-style-type: none"> GJ to send to TR/MG for Trust meeting and upload to website <p><u>Date/time of next meeting:</u></p> <ul style="list-style-type: none"> Tuesday 23 September 1-3pm, Boardroom, Municipal Building 	<p>GJ/TR/ MG</p>	23.10.14

REPORT TO:	Children and Young People Policy and Performance Board
DATE:	20 October 2014
REPORTING OFFICER:	Strategic Director, Children and Enterprise
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Safeguarding Compliance in Halton's Schools
WARD(S)	Borough-wide

1.0 **PURPOSE OF THE REPORT**

1.1 To provide SMT/PPB with an overview of safeguarding compliance across schools in Halton, as reported to Halton Safeguarding Children Board.

2.0 **RECOMMENDATION: That:**

i) The Board receives the report

3.0 **SUPPORTING INFORMATION**

3.1 Section 175/157 of the Education Act 2002 outlines a school's duties to safeguard and promote the welfare of children. The organisational responsibilities for schools in relation to safeguarding children are set out in Working Together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children (2013). Keeping Children Safe in Education (2014) contains statutory guidance for schools, including the role of the staff body, and specifically the Senior Designated Person, regarding safeguarding, safer recruitment and allegations management.

One of the objectives of Local Safeguarding Children Boards (LSCBs) is to ensure the effectiveness of what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area. Schools are required to complete Section 175/157 Audits to provide information to the Board on the effectiveness of safeguarding arrangements in their settings. This includes maintained schools including nursery schools, academies, independent and free schools.

In addition, the Safeguarding Children in Education Officer offers a limited number of 2 day on-site safeguarding audits to schools, the findings of which are reported to the school and the LSCB.

The LSCB also receives performance information from the Safeguarding Unit and the Local Authority's Children's Services Performance Team in relation to schools' engagement in safeguarding processes from early intervention to child protection; for example, the number of schools where the Lead Professional for a CAF plan (Common Assessment Framework) is from a school, attendance and reports to Child Protection Case Conferences from schools.

3.2 The Section 175/157 Audit is a self-evaluation audit for schools to evidence their compliance against statutory safeguarding requirements. The sections within the Audit document relate to:

- Senior/Deputy Designated Persons - all schools must have a named Senior Designated Person for safeguarding who is a member of the Senior Management team and has undertaken the appropriate level of safeguarding training within the previous two years.
- Children in Care – all schools must have a Designated Teacher for Children in Care with lead responsibility for promoting the educational achievements of Children in Care.
- Governance Arrangements – all schools must have a specific Designated Governor for Safeguarding who has undertaken the appropriate level of safeguarding training within the last three years.
- Whole School Safeguarding Training – all staff in the school community should have undertaken basic awareness in safeguarding training in the last three years; safeguarding should be included in the induction of any new staff or volunteers.
- Safeguarding Quality Assurance – the Governing Body should receive termly reports to enable them to scrutinise safeguarding practice within the school; the Governing Body should also review the effectiveness of all safeguarding related policies & procedures, and ensure that the school follows guidance in respect of record keeping.
- Safeguarding related Policies & Procedures – the school should have the statutory safeguarding/child protection policy in place, available to all staff, pupils & parents.
- E-Safety – there should be a statutory policy on E-Safety including Acceptable Use, available to all staff, pupils & parents; there should be a named E-Safety lead.
- Managing allegations of abuse against staff – the school should be compliant with Keeping Children Safe in Education, 2014 statutory guidance and follow Local Authority procedures.
- Safer Recruitment & Single Central Record - the school should be compliant with Keeping Children Safe in Education, 2014 statutory guidance.

- Safeguarding Ethos – the school promotes the safety and wellbeing of children across the school community.

3.3 Following completion of the S175/157 Audits, schools are issued with an action plan. Progress against the action plan is reported in the following year. The LSCB receives a report on the findings from the audits. The findings are shared with the Local Authority who have agreed to support the process by reminding schools of the submission requirements and supporting oversight of the action plans via the Cross Service Monitoring Group and School Improvement Team.

3.4 In addition to the S175/157 Audits, the LSCB has received the following assurances from the Local Authority in relation to oversight of safeguarding arrangements across schools in Halton:

- The School Improvement Team act as Link Advisors to all schools. This includes monitoring safeguarding which is discussed and recorded at each visit.
- Quality Assurance visits to Newly Qualified Teachers where safeguarding is discussed and recorded.
- Moderators undertaking moderation assessments in primary schools have received safeguarding training as part of their training to be moderators.
- Staff from services regularly working in schools, for example Educational Psychologists, Attendance & Behaviour Service and SEN staff, have received safeguarding training and know how to spot risks and how to report concerns.
- The LSCB ensures that single agency safeguarding training is available free to all schools regardless of their status via the Safeguarding Children in Education Officer; this includes whole school Basic Awareness, and more specialised training for Senior/Deputy Designated Persons, Designated Governors and full Governing Bodies. This offer also includes accredited Safer Recruitment and Safer Recruitment refresher training.
- The termly Cross Service Monitoring Group considers safeguarding and multi-agency relationships as part of the categorisation judgements of schools, which in turn identifies the level of support and intervention each school receives from all agencies.

3.5 Each local authority should have a Local Authority Designated Officer (LADO) who must be informed of all allegations relating to adults working with children, including volunteers. The LADO should be informed when the worker has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;

- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Working Together 2013 amended the role of the LADO to remove issues of suitability from the LADO's remit. It is now the responsibility of the employer to determine and investigate issues of suitability and take appropriate action. The exception is in the event that Children's Social Care deems that the individual's actions have harmed a child and as a consequence the threshold for LADO involvement is met.

Halton's LADO is Katherine Appleton, Senior Manager for Safeguarding & Quality Assurance in the Safeguarding Unit. There is a LADO duty system in place, staffed by Child Protection Conference Chairs, to ensure that someone is available in the Safeguarding Unit during office hours. The duty LADO will provide consultation to schools regarding allegations. Both Head Teachers and Chairs of Governors have received briefings from the LADO on managing allegations.

In order to ensure a robust but swift resolution to allegations reported to the LADO, there are timescales to be adhered to within the process. A strategy meeting should take place within 5 working days of the initial referral, and the majority of cases are resolved within 1 month. Cases which conclude after a significant length of time are usually where court proceedings are taking place. The LSCB receives 6 monthly reports from the LADO that include information on timescales and outcomes, along with themes identified which can lead to actions being undertaken such as dissemination of safe working practices in relation to use of social media.

4.0 **POLICY IMPLICATIONS**

4.1 With the recent change to statutory guidance issued from the Department for Education (Keeping Children Safe in Education 2014), schools are required to have updated their policies in line with this guidance. They are also required to ensure that they now have a statutory Staff Behaviour Policy / Code of Conduct. The last Section 175/157 Audit was completed in December 2013 and was prior to the issue of this guidance, therefore the LSCB will now require confirmation from schools that they have addressed these areas. This will be addressed within the 2014-15 action plan update process and will be reported to the Board accordingly.

5.0 **OTHER/FINANCIAL IMPLICATIONS**

5.1 Safeguarding forms part of the inspection framework for Ofsted and

if there are serious failings during an inspection, it could result in the school being placed in an Ofsted category. The result of this would then have financial implications in terms of the level of support and guidance the Local Authority would be required to offer the school.

6.0 **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

6.1 **Children & Young People in Halton**

Although not all of Halton's children attend schools in the borough, the safeguarding duties apply to all schools. In addition, all LSCBs are responsible for ensuring the effectiveness of safeguarding arrangements in their local area.

6.2 **Employment, Learning & Skills in Halton**

In order for children to develop the skills and achieve the qualifications necessary to eventually take up employment opportunities, children need to feel safe in the school setting. School based staff also need to be able to identify early signs of safeguarding concerns as children who are at risk of harm may find it more difficult to engage at school, adversely affecting their learning and future prospects.

6.3 **A Healthy Halton**

The safeguarding of children is fundamental to their health and well-being.

6.4 **A Safer Halton**

The effectiveness of Safeguarding Children arrangements is fundamental to making Halton a safe place of residence for children and young people. Operation Encompass which improves information sharing between the Police and schools of incidents of domestic abuse, allowing support to be given the next day that the child is in school, has been piloted in Widnes. The schools have engaged positively and the outcome of the pilot will be reported to the LSCB later in the year.

6.5 **Halton's Urban Renewal**

None identified.

7.0 **RISK ANALYSIS**

7.1 No risk assessment required for this report.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 An Equality Impact Assessment is not required for this report.

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

Document	Place of Inspection	Contact Officer
Children Act 2004	DfE Website	Tracey Holyhead
Education Act 2002	DfE Website	Tracey Holyhead
Working Together to Safeguard Children 2013	DfE Website	Tracey Holyhead
Keeping Children Safe in Education 2014	DfE Website	Tracey Holyhead

REPORT TO:	Children, Young People and Families Policy & Performance Board
DATE:	20 October 2014
REPORTING OFFICER:	Strategic Director, Children and Enterprise
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Current position of the Reform Programme for Special Educational Needs & Disability September 2014
WARD(S):	Borough-wide

1.0 PURPOSE OF THE REPORT

- 1.1 To update the PPB on recent developments and the current position in Halton as regards the SEND Reform Programme.

2.0 RECOMMENDATION that:

- (1) The PPB notes the report &
- (2) Endorses the continuing actions.

3.0 SUPPORTING INFORMATION

The Children & Families Act received Royal Assent on 13 March, 2014. Several aspects have now come into force as of 1 September, 2014. The Code of Practice was finalised by Parliament in July 2014.

Priorities for 1 September 2014 were:

- To implement the Education, Health & Care Plan model for new applications and for conversions
STATUS: Achieved
- To support the model with appropriate roles/new appointments
STATUS: Posts approved & adverts pending, using grant funding.
- To upgrade and update the linked database system with all workflows
STATUS: Achieved
- To begin the process of converting 450 existing Statements of Special Educational Needs over a 3 year period
STATUS: Conversion Plan on the SEND Local Offer & on-going

- To begin the process of converting 170 Learning Difficulty Assessments to Plans over a 2 year period
STATUS: Conversion Plan on the SEND Local Offer & on-going
- To continue our approach to joint commissioning
STATUS: Model of partnership-working continuing
- To further develop the Local Offer and monitor/audit the Offer, in consultation with children, young people, parent carers
STATUS: Additional post approved, using grant funding
- To revise our approaches to information, advice & guidance, including provision of advocacy for all children & young people who require it
STATUS: Advocacy being discussed as part of the new contracts with commissioned services
- To monitor the newly-commissioned mediation / dispute resolution service, in line with legislative requirements
STATUS: Service commissioned by the deadline, discussions continuing
- To plan for & carry out a training programme 2014/2015 , in the first instance
STATUS: Training Plan in place & approved

Policy Implications of the SEND Reform Programme: Education, Health & Care Plans / Process

In order to comply with legislative duties under the Act, a robust process has been developed, in order to meet the legal deadline of 20 weeks.

Tribal has supported training and development of the system, to meet our needs.

An Education, Health & Care Plan template has been agreed and approved by the DFE. It combines a person-centred approach alongside the legal requirements, as set down in the Code of Practice.

A critical part of this process will be the appointment of 5 Assessment Co-ordinators, managing the interface with parent carers, families, children, young people and all stakeholders, on behalf of the Authority.

It is unlikely that these approved posts will be advertised until 1 October, due to SEN team re-structuring. These posts are being funded by deletion of some existing posts within the current structure plus New Burdens funding, in order to meet the changing needs of the service & to comply with legal requirements.

Any appointments are unlikely to be completed until the end of December 2014

As our statutory duties run from 1 September 2014; we have a contingency plan that is “fit for purpose” to cover the short-term from 1 September to 1 January 2015.

The current teams need an additional 4 staff to undertake the role of Assessment Co-ordinator / case worker and 2 staff to offer a high level of additional SEN administrative support for this interim period.

These 6 temporary staff will support team members who have agreed to take on additional responsibilities during this period of time

Staff are currently being sought, in line with procurement procedures, approved by COMT, using grant funding.

“New Burdens” funding for 2014/2015 amounts to **£142,150**. This will be paid in 3 instalments directly by the government to the Local Authority:

- 2 instalments in August 2014
- 1 instalment in November 2014
- 1 instalment in March 2015

This grant has been allocated to meet all of our obligations 2014/2015

Policy Implications of the SEND Reform Programme: The Local Offer

Local authorities are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25.

The intention of the local offer is to improve choice and transparency for families. It is also be an important resource for professionals in understanding the range of services and provision in the local area.

A further key role for the local offer is to inform the joint commissioning for children and young people with special educational needs and disabilities by setting out in a single place what is available locally.

The local authority will continue to work together with children and young people, parent carers and with local services, including the voluntary and community sector, in order to develop the offer and keep it under review. This is co-production.

The Local Offer also includes information about the provision the local authority expects to be available in its own area for children and young people with special educational needs and outside of its area for the children

and young people for whom it is responsible, regardless of whether or not they have Education, Health and Care Plans.

The Local Offer must cover:

- education, health and care provision for children and young people with SEN (which should include information about its quality and the destinations/outcomes achieved by those who use it);
- arrangements for identifying and assessing children and young people with SEN, including arrangements for requesting an EHC needs assessment;
- other education provision (outside of schools or colleges such as sports or arts provision);
- training provision, including apprenticeships;
- arrangements for travel to and from schools, post 16 institutions and early years providers;
- support to help children and young people in moving between phases of education and to prepare for adulthood;

The Local Offer is has been developed by existing staff within the SEN & Policy /Performance teams respectively & is now a live offer via the Halton Children's Trust website.

It can be accessed on www.halton.gov.uk/localoffer

Policy Implications of the SEND Reform Programme: Advocacy & Mediation

A considerable amount of the preparation in this area has been due to the involvement of our Halton SEND Partnership (formerly Parent Partnership Service), linking in to national developments, particularly around the role of the Independent Supporter.

This is initially a 2-year government -funded programme, developed and monitored by the Council for Disabled Children.

Our local SEND Partnership has received a grant to appoint an Independent Supporter & this is underway.

We will also be able to link into the regional offer of Independent Supporters, managed by Barnados North-West & PSS in Liverpool locally.

This is a developing programme and a considerable amount of training is required, prior to the offer of this service.

This will greatly assist our families and young people, who might need some impartial and independent advice during the EHC 20-week statutory assessment process.

A new dispute resolution & mediation service has been commissioned to meet our legal duties, with all legal deadlines met for the 1 September. This will be provided by "Your Family Matters".

There have already been a number of supplementary meetings to agree the finer points of the contract. Local provision is provided by PSS in Liverpool.

Policy Implications of the SEND Reform Programme: Next Steps

The Reform programme will continue and the project plan for Year 2 will reflect our developing priorities:

Key Issues:

- To successfully appoint Assessment Co-ordinators by January 2015
STATUS: Advertised and applications received
- To successfully appoint a Lead Officer for the Halton SEND Local Offer
STATUS: To be advertised at the end of September
- To audit Halton SEND Local Offer
STATUS: Part of the on-going cycle of Local Offer development
- To embed the work of the Independent Supporters
STATUS: On-going via Halton SEND Partnership
- To embed the work of the mediators within the contract
STATUS: On-going via Division of Inclusion & Commissioners
- To evaluate the delivery of the programme overall
STATUS: Project Plan continuance – linked to appointment of an Evaluator
- To implement on-going training requirements across Halton, in line with the medium & long-term training Plan
STATUS: Plan in place, sessions advertised via Children's Trust website / Training Plan, SEN newsletters etc;
- To monitor capacity of service provision & allocations: e.g. Educational Psychology Service, Speech & Language Therapy
STATUS: On-going monitoring by the Division of Inclusion, alongside appropriate Commissioners
- To ensure that the information relating to Complaints, dispute resolution, mediation and Tribunals is reviewed to ensure it is both comprehensive &

accessible.

- To maintain engagement with parents, families, children & young people via:
Halton Family Voice
Halton Impart
Halton SEND Partnership
Involve & to explore further avenues for consultation & co-production: e.g through the ENROL portal during an EHC Needs assessment.
STATUS: Project Plan continuance

FINANCIAL IMPLICATIONS

SEND Reform Programme September 2014: Budgets

Budgets are being carefully monitored to ensure that the “New Burdens” funding is allocated appropriately. A third grant is expected to be released for 2015/2016.

It is not yet known if there will be any further new money thereafter.

This area represents a risk area for the Local Authority, as the 2015/2016 grant has not yet been agreed.

SEND Reform Programme September 2014: Governance

It is anticipated that the Strategic Group for SEND reforms will continue, offering the strategic overview of the Plan 2014/2015.

The Reform programme will continue to be the focus of all key Boards and partnership meetings, to enable further work around integrated working.

Where appropriate & agreed, some of the Task & Finish Groups will continue to operate: e.g. Preparing for Adulthood and Personal Budgets

IMPLICATIONS FOR THE COUNCIL’S PRIORITIES

Children & Young People in Halton: Implementation of S.3 of the Children & Families Act, 2014 goes to the very heart of the agenda to support our children & young people. It directly addresses the needs of children & young people with a wide range of additional needs.

Employment, Learning & Skills in Halton: The Preparing for Adulthood agenda, which forms an important part of the reform programme, is focusing on transition into adulthood, independent living skills & employment.

A Healthy Halton: The programme, as described above, fully supports a healthy Halton, as we want all of our children & young people to achieve, thrive and enjoy high levels of positive social, emotional & mental health.

A Safer Halton: Aspects of the Reform Programme equip young people to have a more positive interaction with their communities and to keep safe – for example, independent travel training.

Halton's Urban Renewal: As above, we anticipate that, overtime, our young people with additional needs will have even greater levels of confidence and self-esteem to cope with all of the planned changes.

RISK ANALYSIS

Any risks affecting the children & young people would be addressed from within their settings, on an individual basis and as appropriate to the particular activity that the child or young person is undertaking.

Risks in terms of budgetary allocations are referenced above, as Halton waits for the next New Burdens allocation for 2015/2016. This grant is required to help embed the reforms and change of professional practice

EQUALITY & DIVERSITY ISSUES

The above is at the very heart of the ethos & vision surrounding the Special Educational Needs & Disability Reform Programme. The programme is delivered in line with all of the requirements under the Equality Act, 2010.

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

Supplementary information relating to all aspects of the Reform Programme can be accessed via www.sendpathfinder.co.uk/infopacks

REPORT TO: Children & Young People's Policy & Performance Board

DATE: 20 October 2014

REPORTING OFFICER: Strategic Director, Children & Enterprise

PORTFOLIO: Children, Young People and Families

SUBJECT: Early Intervention

WARD(S): All

1.0 PURPOSE OF THE REPORT

1.1 To update the board on the latest developments within Halton's Early Intervention model

2.0 RECOMMENDATION: That:

- i) The board note the contents of the presentation**
- ii) The board endorse the next steps for the service**

3.0 SUPPORTING INFORMATION

3.1 Presentation

4.0 POLICY IMPLICATIONS

4.1 The current developments have been agreed by all relevant partners.

5.0 OTHER/FINANCIAL IMPLICATIONS

N/A

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton
N/A

6.2 Employment, Learning & Skills in Halton
N/A

6.3 **A Healthy Halton**
N/A

6.4 **A Safer Halton**
N/A

6.5 **Halton's Urban Renewal**
N/A

7.0 **RISK ANALYSIS**

7.1 N/A

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 N/A

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

N/A

REPORT TO: Children and Young People and Families Performance and Policy Board (PPB)

DATE: 20 October 2014

REPORTING OFFICER: Strategic Director, Children and Enterprise

PORTFOLIO: Children & Enterprise

WARDS: Borough-wide

SUBJECT: School Development Panel

1.0 PURPOSE OF THE REPORT

- 1.1 To provide members with an update of schools that have been scrutinised by the School Development Panel (SDP) in the 2013/14 academic year

2.0 RECOMMENDED THAT:

- 2.1 Members take note of the report and the quality of educational provision in the schools inspected during this period.

3.0 Background Information

- 3.1 The School Development Panel, as part of Halton's Learning and Achievement Strategy, holds schools to account following their most recent Ofsted inspection.
- 3.2 The Headteacher and Chair of Governors attend the School Development Panel as soon as practicable after their school has been inspected by Ofsted. The school is asked to present and share the outcomes of its inspection with members. The school is also asked as part of this presentation, to report on progress against the areas for improvement identified in the inspection report.
- 3.3 The SDP members, through this process challenge schools where the inspection outcome is less than good. If any barriers to improvement are identified, the school is asked on how it will overcome these and if any external support is being provided, the effectiveness of this support is evaluated by members.
- 3.4 Where schools have been judged as good or outstanding this gives SDP members opportunities to celebrate the school's success and explore how any good practice could be shared widely.
- 3.5 The above scrutiny process helps SDP members keep in touch with our schools and this helps identify opportunities for scrutiny in order to influence education in Halton. This process also helps support school leaders and governors improve the quality of educational provision. This report helps

'join up' the functions of the SDP and the Children, Young People and Families Performance and Policy Board (PPB). Monitoring, challenge and support remain clear roles for both the SDP and the PPB.

4.0 School Development Panel Programme 2013/14

4.1 During the 2013/14 academic year the School Development Panel, which is chaired by the Lead Member for Children, Young People and Families met on five occasions, to discuss the inspection outcomes of 23 schools.

4.2 The list of schools including Academies and the free school are discussed in sections 5.1 to 5.6 of this report.

5.0 Summary Evaluations

5.1 At first meeting of the SDP on 25 September 2013 three schools attended the SDP meeting namely:

Ditton Nursery (4)
Simms Cross (3)
Farnworth CE Primary (2)

- Ditton Nursery was in Special Measures at that time. Ditton Nursery was taken out of Special Measures in June 2014. The overall effectiveness was judged as good.
- Simms Cross was requiring improvement but the school was judged as good in July 2014.
- Farnworth was judged as good and the school continues to improve and is now providing support to another local school.

5.2 The next SDP meeting was held on 20 November 2013. Three schools attended this meeting as follows:

West Bank (4)
Murdishaw West (3)
Windmill Hill (1)

- West Bank is still in Special Measures and has been subject to HMI monitoring. The most recent HMI monitoring visit in June 2014 concluded that the school was making reasonable progress. Another HMI visit is due this term.
- Murdishaw West requires improvement. The school has had external support from HMI and from its Link Officer. The school is being monitored closely.
- Windmill Hill was judged outstanding in all areas.

5.3 On 29 January 2014, All Saints Upton, The Brow and Fairfield Infant attended the School Development Panel.

- Fairfield Infants is now part of Fairfield Primary. Overall the last inspection of Infant School judged it as good overall.

- All Saints Upton requires improvement and under the leadership of a new Headteacher is making reasonable progress.
- The Brow, the Headteacher has been on long term illness since February 2014. The Deputy Headteacher is currently the Acting Headteacher. The school has strengthened its Governing Body and continues to receive external support from its Link Officer, HMI and other Council Departments.

5.4 The next batch of schools to come before the SDP was on 19 March 2014. They are as follows:

- Moore Primary was judged as good overall.
- St Edwards was judged as good overall.
- Woodside, a school that had been subject to a Warning Notice, was judged as good overall.
- St Martin's was judged good overall.
- Sandymoor Free School, overall effectiveness was judged as good.

5.5 On 21 May 2014 the following schools attended the SDP:

- St Clement's requires improvement. The school continues to have external support from HMI and its Link Officer. The school is improving but it has had difficulty recruiting experienced teachers.
- Pewithall was judged outstanding and provides support and training to other schools on computer programming.
- Birchfield Nursery was judged as good overall.
- St John Fisher was judged as good overall.
- Chesnut Lodge was judged good across all areas.

5.6 The last group of schools to come before the SDP for the academic year on 9 July 2014 was:

- The Grange All Through School was judged to require improvement. Feedback from the most recent HMI monitoring visit was positive.
- Oakfield was judged to be requiring improvement but leadership, teaching, behaviour and safety were judged as good.
- Halebank, the school was judged as good overall.
- Ditton Primary was judged good across all areas under new leadership.

6.0 Summary – Overall Effectiveness

6.1 The 23 schools scrutinised by SDP were inspected under the new framework. Two schools, Ditton Nursery and Simms Cross Primary were re-inspected towards the end of the 2013/14 academic year and both improved on their previous overall effectiveness judgements. Simms Cross Primary, previously judged as requiring improvement was judged as good and Ditton Nursery, previously in Special Measures was judged as good.

6.2 Total number of schools scrutinised by the SDP: 23

Overall Effectiveness, Judgements, Changes between September 2013 and July 2014				
Judgement	Number of schools		Change July 2014	
Outstanding	2	8.69%	2	8.69%
Good	12	52.1%	14	60.8%
Requires Improvement	7	30.0%	6	26%
Serious Weaknesses	0	0%	0	0%
Special Measures	2	8.69%	1	4.34%
TOTAL	23		23	

6.3 Overall, as at the end of August 2014, 82% of all schools in Halton were judged as good or outstanding compared to 80% nationally.

7.0 FINANCIAL IMPLICATIONS – N/A**8.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

8.1 Children and Young People

The monitoring, challenge and scrutiny provided by the School Development Panel contributes to the raising of pupil achievement across all schools in Halton regardless of school type.

8.2 Employment and skills in Halton – N/A

8.3 A Healthy Halton – N/A

8.4 A Safer Halton

Most Ofsted inspection judgements on Behaviour and Safety are good or outstanding.

8.5 Halton's Urban Renewal – N/A

9.0 RISK ANALYSIS

Failure to monitor and scrutinise school performance could lead to underperformance and poor relationships with our schools.

10.0 Equality and Diversity Issues

All schools come before the School Development Panel and the performance of various groups is scrutinised in particular the use of the Pupil Premium to close the attainment gaps.

11.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT.

Learning and Achievement Strategy available from
steve.nyakatawa@halton.gov.uk
3rd Floor, Rutland House.

REPORT TO: Children and Young People Policy and Performance Board

DATE: 20 October 2014

REPORTING OFFICER: Strategic Director, Children and Enterprise

PORTFOLIO: Children, Young People and Families

SUBJECT: Halton's Neglect Strategy for Children and Young People

WARD: Borough-wide

1. PURPOSE OF REPORT

To present to members of Halton's Neglect Strategy which outlines the pattern and nature of neglect, analyses the prevalence of neglect in Halton by ward and makes recommendations supported by an action plan for the years 2014-2016.

The strategy has been endorsed by Halton Children's Safeguarding Board and by Halton Children's Trust. Halton Children's Safeguarding Board will be responsible for the accountability and monitoring of the strategy as part of its statutory duties.

2. RECOMMENDATION

- 2.1 Members endorse the Halton's Neglect Strategy 2014-2016

3. BACKGROUND

- 3.1 As defined in national guidance, Working Together to Safeguard Children, Department of Education (2013), neglect can be defined as

'the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)***
- protect a child from physical and emotional harm or danger***
- ensure adequate supervision (including the use of inadequate care-givers)***
- ensure access to appropriate medical care or treatment***

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs'.

A helpful reminder of neglect involves the failure to meet a child or young person's 'basic needs' and includes acts of "omission" (failure to recognise/act) and "commission" (deliberate/intentional):

- medical neglect
- nutritional neglect
- emotional neglect
- educational neglect
- physical neglect
- lack of supervision and guidance (Howarth, J 2007)¹.

Having an understanding of emotional abuse is important due to the overlap between emotional abuse and the many forms of child maltreatment. Being able to recognise and understand the impact of neglect is essential when working with children that are subject to neglectful situations.

- 3.2 The strategy outlines the different types of neglect and also analyses the prevalence of neglect in different wards in Halton. It highlights what is currently available as support across the Levels of Need framework and then outlines an action plan to address the areas for development that strategy has highlighted.
- 3.3 Ofsted has also made recommendations in their thematic inspection of neglect which have been addressed in the strategy.

4.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

4.1 Children and Young People in Halton

Children who are affected by neglect can have their outcomes compromised in health and education and also be placed at risk of harm.

4.2 Employment, Learning & Skills in Halton

Parents who have issues with drugs and alcohol, mental health issues or learning disabilities may not access employment, learning or education which may impact on their ability to meet their children's needs.

4.3 A Healthy Halton

Children affected by neglect may have their health needs adversely compromised as well; in addition, if their parent's health needs are not met that may impact on their ability to provide safe and consistent care.

4.4 A Safer Halton

See above

4.5 Halton’s Urban Renewal

No direct implications

5.0 RISK ANALYSIS

5.1 It is important to understand the nature and prevalence of neglect in Halton ensure the workforce is appropriately trained and services are designed and commissioned to meet the needs. Failure to do so mean that the impact of neglect goes unrecognised and leave children and young people exposed to harm.

6. EQUALITY AND DIVERSITY ISSUES

6.1 Neglect can occur in all communities; the strategy makes particular reference to the cultural and ethnic minority background issues that should be addressed as well the vulnerability of disabled children.

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

Documents	Place of Inspection	Contact Officer
As detailed below	Rutland House	Tracey Coffey

[Ofsted | Protecting disabled children: thematic inspection](#)

[Halton Neglect Strategy 2014-2016](#)

REPORT:	Children, Young People and Families Policy and Performance Board
DATE:	20 October 2014
REPORTING OFFICER:	Strategic Director, Children and Enterprise
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Summary of Educational Attainment and Progress 2014
WARDS:	Borough-wide

The 2014 data remains un-validated until publication of performance tables later this term and also the Spring term. There is not yet a full suite of national data available to enable comparisons with national performance.

Headline data relates to the LA's performance with a more detailed report, including gender analysis, FSM, CiC and national comparisons, to be presented at a future meeting as further data becomes available.

1.0 PURPOSE OF REPORT

To provide a headline report for Members on Halton's 2014 school performance data for Early Years Foundation Stage Profile and Key Stages 1 to 4.

2.0 RECOMMENDED THAT:

Members note the attainment of the children and young people in Halton schools for the 2013 / 14 academic year

3.0 SUPPORTING INFORMATION

3.1 Early Years Foundation Stage

The Early Years Foundation Stage Curriculum (EYFS) is delivered in nursery and reception, spanning a number of areas of learning. Three areas of learning are classed as Prime areas, characterised by core skills and development that young children need to acquire and these lead into four further specific areas of learning.

Prime areas of learning:

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

Specific Areas of Learning:

- Literacy
- Maths
- Understanding of the World
- Expressive Arts and Design

3.2 Assessment

At the end of the reception year children are assessed and a judgement made as to their level of development across a number of areas. The EYFS assessment arrangements identify if children have reached expectation.

There are 17 Early Learning Goals (ELG's) and at the end of reception, a judgement is made through continuous observations, against whether:

- The child has achieved the ELG – identified as **expected**
- The child has not reached the ELG - identified as **emerging**
- The child has exceeded the ELG - identified as **exceeding**.

Prior to this final assessment, children's progress is continually monitored and assessed against ages and stages. This enables next steps to be planned for and early intervention targeted. However, these details are not part of the statutory assessment process that is reported back to the Department of Education.

There are two national indicators in respect of the profile:

1. A "**Good Level of Development**" (GLD). This is based on the percentage of children reaching expected level or above, in the 3 Prime areas of learning (Communication & Language; Personal, Social & Emotional Development and Physical Development) as well as reaching expected or above in Literacy and Mathematics.
2. **Average total point score**. If a child is emerging in an ELG, they receive 1 point; if they are reaching expected level they receive 2 points and if they are exceeding the ELG, they receive 3 points. There are 17 ELG's in total.

3.3 EYFS attainment in 2014

This is only the second year that the current EYFS assessment requirements have been in place. In 2013 the Standards and Testing Agency (STA) stated that the data was likely to be unreliable as it was the first year of a revised curriculum with new assessment arrangements, so historic comparison needs to be considered in this context. At the time of writing we only have a 'proxy' national average based on an incomplete data set. Based upon this information it is very likely that the 2014 national GLD will be 60% or very close to 60%. It is anticipated that National data will be published in October 2014.

In summary:

In 2014, 46% of Halton children achieved a Good level of Development. A 9% increase on 2013 outcomes.

- Average Points Score 30.7, slight increase on 2013

- Communication and language has been an area of focus and there has been an increase in the percentage of children meeting or exceeding the standard from 65.2% in 2013 to 69.3% in 2014
- Mathematics has also seen an increase in the percentage of children meeting or exceeding the standard from 52.9% in 2013 to 59.2% in 2014

All areas of learning (apart from Understanding of The World) have seen increases in the percentage of children attaining the Early Learning Goal.

87 children missed by 1 area, representing 6% of the cohort. Had this been achieved Halton's GLD would have increased to 52%.

3.4 Closing the gaps at EYFS

Free School Meal funded children have seen their GLD increase from 27.5% achieving GLD in 2013, to 33.1% achieving GLD in 2014, although this is significantly lower than the Halton average GLD of 46%.

The gap between Free School Meals & Non Free School Meals is closing across all 7 areas of learning; most significantly in Communication & Language & Personal Social and Emotional Development.

The attainment of 2 year old funded children has also improved across all areas of learning, although still falls behind the attainment of all children.

- Girls GLD: 51.4% (43.8 in 2013)
- Boys GLD: 38.4% (30.3 in 2013)

The gender gap for GLD in 2013 was 13.5 and in 2014 closed slightly to 13.0.

- FSM GLD: 33.1%
- Non FSM GLD: 50%
- 2014 GLD gap 16.9, 2013 gap 19.6

The priority continues to be to close the gap between boys and girls and free school meals and non-free school meals, particularly in literacy. It is hoped that with the national expansion of funded 2 year olds, more children in Halton will benefit from early education and this will impact upon all areas of learning, including communication and literacy.

3.5 Actions taken 2013-2014

There has been a focus upon raising standards in early years and this will continue as part of Halton's Early Help strategy.

Following the analysis of the 2013 EYFS data, Maths and Writing were identified as key areas to develop, with some focus upon Expressive Arts and Design. A number of actions were taken to raise standards, including:

- EYFS data was shared with Early Years practitioners and teachers across both the PVI and maintained sector. Priorities for the authority were shared along with examples of good practice.

- Training for maintained reception teachers was commissioned and delivered by highly regarded trainers for both writing and maths. Writing bags and resources were also given to schools to support the practice being delivered in class.
- The Early Years Consultant Teacher team are linked to each private and voluntary (PVI) setting and provide link officer support and challenge to develop practice
- PVI training was provided 'free' for all settings. This focused on mark making and early writing skills; phonics; characteristics of effective teaching and learning; baby development and providing supportive learning environments for two year olds.
- PVI moderation was introduced to settings. This enabled settings to work with other settings analysing individual judgments from Early Years Outcomes and participate in agreement trialling.
- PVI settings are now using a system to track individual children's progress and analyse the cohort and vulnerable groups. This information is used to implement early interventions, with the impact being monitored.
- LA officers attended Standards and Testing Agency (STA) assessment and moderation briefing sessions to ensure Halton were following accurate, current assessment and moderation policy and procedures.
- All reception teachers from schools attended moderation and EYFS training with the LA Assessment and Moderation Lead; EYFS lead & LA moderators. Key information was shared around Good Level of Development; how to make reliable judgments and use of best fit criteria based on observations of children's skills and development. All schools were involved in external moderation of judgments either through a school visit from LA moderators and/or in a moderation session at the stadium, agreement trialling with other reception teachers and LA moderators.
- Cross LA moderation took place with moderators partnering up and visiting Liverpool EY Assessment & Moderation lead and moderators.
- Halton moderators received an external monitoring visit from the Standards and Testing Agency (STA). Moderator judgments were found to be valid and in line with national expectations.

3.6 Early Years Plan 2014-15:

- Writing training will be a key priority for reception teachers. Plans are in place to commission writing workshops for reception teachers promoting the development of writing skills.
- EYFS data analysis will be shared with reception teachers. A briefing session is going to be delivered to headteachers regarding good level of development and using data throughout the year to inform gaps or areas of learning to focus upon.
- Reception teacher cluster networks will be established. Achieving a Good level of development, writing, reading and number will form the basis of these meetings and will be reviewed throughout the year.

- New to reception briefings will be established to train and provide support for new to reception teachers in EYFS curriculum, assessment, moderation and good level of development judgements and curriculum planning.
- EYFS assessment and moderation training events and school visits will continue in line with STA policy and practice.
- Halton LA will continue to conduct joint moderation with Liverpool LA and link with other quality improvement networks.
- PVI settings will continue to be supported by EYCT's and cluster networks will be established organised around Children Centre footprints. Early help Officers will also be linked to CC footprints and will target children in settings that require support with home learning. Early interventions provided both in the setting and at home, should support children in reaching expected levels of attainment throughout their Early Years, so that they are able to join school equipped with the necessary skills to learn.
- EYCT team are going to be working more closely with settings modelling good practice and providing in house training to meet the needs of that setting and the children within it.
- The two year old progress and two year old development check are currently being carried out independently. Multi agency groups are working closely together to produce an integrated 2 year old check so that any areas of concern receive the appropriate support at the earliest opportunity.
- An LA wide tracking system will be developed so that EY data will be available as soon as children start at a setting, to analyse children's progress. This LA wide system will provide the EY team with a view of all children; groups of children and areas of weakness at an early opportunity so that appropriate training, interventions and multi- agency support can be established as soon as possible.
- Hanen training programmes are being delivered to EY practitioners developing understanding of communication and language skills. Every Child a Talker child observation sheets are also going to be used by settings and Children's Centre groups to track children's language development and target intervention programmes as needed. Improving speech and language development will prepare children to be able to access, explore and understand wider learning opportunities. This will in turn enable them to develop early reading and writing skills in line with expected development.
- An EY Conference is being planned for Spring term, focusing on inspiring learning environments and developing literacy skills. Further training is planned to support Understanding of the World area of learning.

4.0 Year 1 Phonics Testing

2012 saw the introduction of a phonics screening check which involves each year 1 pupil reading a list of 40 real and pseudo-words one-to-one with a teacher they know. The pass mark which indicates that a child has met the required national standard is 32.

In Halton in 2014 66.4% of children were assessed as 'Working at' (National 74%). This is a 3.3% increase on 2013 and an 11.9% increase on 2012.

4.1 Key Stage 1

At Key Stage 1 a child's attainment in Reading, Writing, and Maths (and speaking and listening and science) is assessed during Year 2. The expectation is that all children attain at level 2 or above by the end of year 2 (age 7).

In 2014 Halton's attainment at level 2+ was:

All L2+	Reading	Writing	Maths
2013	86%	80%	89%
2014	88%	83%	90%
	+2%	+3%	+1%

All L2+	Reading	Writing	Maths
Halton	88%	83%	90%
National	90%	86%	92%
Gap	-2	-3	-2

Level 2b+

Children who attain a 'secure' level 2 (level 2b+) at the end of year 2 are considered to be well prepared for entry to key stage 2.

The LA results in Reading, Writing and Maths at L2B+ have increased again in reading and writing in 2014 but remain below national.

All L2B+	Reading	Writing	Maths
2012	72%	58%	73%
2013	73%	60%	75%
2014	76%	64%	74%
	+3%	+4%	- 1%

All L2b+	Reading	Writing	Maths
Halton	76%	64%	74%
National	81%	70%	80%
Gap	-5%	-6%	-6%

Level 3

There has also been an increase in the higher level 3 results but raising attainment for more able children continues to be a priority.

All L3	Reading	Writing	Maths
2013	23%	10%	18%
2014	24%	12%	19%
	+1%	+2%	+1%

All L3	Reading	Writing	Maths
Halton	24%	12%	19%
National	31%	16%	24%
Gap	-7%	-4%	-5%

4.2 Closing the Gap in Key Stage 1

The results in Reading, Writing and Maths at L2B+ for those pupils who are FSM eligible have increased over the last three years.

FSM eligible L2B+	Reading	Writing	Maths
2012	56.1%	39.4%	57.4%
2013	59.3%	44.2%	63.5%
2014	65.7%	51.8%	64.7%

The gap between FSM eligible and non-FSM eligible at Level 2b+ has narrowed over the last three years, most significantly in reading and writing.

FSM eligible/non-FSM eligible Gap L2B+	Reading	Writing	Maths
2012	-23.0%	-27.2%	-23.2%
2013	-22.0%	-25.2%	-17.6%
2014	-16.3%	-19.5%	-16.1%

4.3 Children in Care

A summary of outcomes for children in care will be provided in the Virtual School Head's report that will follow in November / December.

5.0 Key Stage 2 provisional data

The national expectation is that children attain at level 4 or above by the end of year 6 (key stage 2).

5.1 Level 4+

- 79% of Halton children attained L4+ combined reading, writing & mathematics, the same as national
- Reading 89%, the same as national
- Writing 86% compared to national 85%
- Mathematics 87% compared to national 86%
- Grammar, punctuation and spelling 76%, the same as national

Level 4+	Halton 2013	Halton 2014	2013 to 2014	National 2014	Halton v National
Reading	86	89	+ 3	89%	0
Writing	86	86	0	85%	+1%
Maths	86	87	+1	86%	+1%

GPS	74	76	+2	76%	0
R,W and M	78	79	+1	79%	0

5.2 Good level 4

There is an emphasis upon those children who have attained a good level 4 as an indicator of secondary school readiness at the end of year 6 i.e. attaining level 4b+. Halton's attainment in this indicator compares very well to national.

Level 4b+

- Halton attained 1% above national in the L4b+ combined reading, writing & mathematics, Halton 68%, national 67%
- Reading 80% compared to national 78%
- Mathematics 78% compared to national 76%
- Grammar, punctuation and spelling 67%, national 68%

Level 4b+	Halton 2013	Halton 2014	2013 to 2014	National 2014	Halton v National
Reading	77	80	+ 3	78%	+2
Maths	75	78	+3	76%	+2
GPS	63	67	+4	68%	-1
R,W and M	67	68	+1	67%	+1

5.3 Level 5+

- Halton attained 3% below national in the L5+ combined reading, writing & mathematics, Halton 21%, national 24%
- Reading 49% compared to national 50%
- Writing 30% compared to national 33%
- Mathematics 41% compared to national 42%
- Grammar, punctuation and spelling 51%, national 52%

Level 5+	Halton 2013	Halton 2014	2013 to 2014	National 2014	Halton v National
Reading	42	49	+7	50%	-1
Writing	28	30	+2	33%	-3
Maths	39	41	+2	42%	-1
GPS	43	51	+8	52%	-1
R,W and M	19	21	+2	24%	-3

Whilst there have been good gains in Halton at level 5+ the attainment of more able children remains an area of focus in order to achieve in line with national outcomes.

There continues to be variation in attainment in individual schools. Looking at reading, writing and maths combined, 6 schools have not met the 65% attainment threshold set for 2014. (Raised from 60% in 2013). For schools with small cohorts this may be the equivalent of one child not achieving level 4+ in one or more area.

5.4 2 levels of progress (Key Stage 1 to Key Stage 2)

All children are expected to make at least 2 levels of progress from year 2 (age 7) to year 6 (age 11).

- 91% of children in Halton made 2 levels progress in reading KS1 to KS2 in 2014, same as national. The 4% increase from 87% in 2013 was higher than the increase seen nationally (3%).
- 93% of children in Halton made 2 levels progress in writing from KS1 to KS2 in 2014, same as national and maintained from 2013.
- 89% of children in Halton made 2 levels progress in mathematics from KS1 to KS2 in 2014. This is a 1% decrease on 2013 but is the same as national progress.

(The national figures are based upon NCER data not DfE released data which has not been published at the time of writing)

5.5 Closing the Gap at Key Stage 2

5.6 Free School Meals

The results at L4+ for those pupils who are FSM eligible have been variable over the last three years. Disappointingly overall there has been a decline in attainment.

FSM eligible L4+	Reading	Writing	Maths
2012	85.3%	74.9%	79.7%
2013	80.3%	78.4%	80.5%
2014	79.8%	75.6%	78.8%

Following a closing of the gap between FSM eligible and non-FSM eligible pupils in writing and maths in 2013, the gap has widened in 2014 in all areas. The reason for this will be discussed at school level in those schools where the gap has widened. (All schools are required to publish how they have used their Pupil Premium).

FSM eligible/non-FSM eligible Gap L4+	Reading	Writing	Maths
2012	-5.2%	-12.4%	-9.9%
2013	-8.7%	-10.6%	-8.7%
2014	-12.9%	- 13.7%	- 11.4%

5.7 Children in Care

A summary of outcomes for children in care will be provided in the Virtual School Head's report that will follow in November / December.

6.0 Key Stage 4 GCSE attainment

In 2014, along with many other LAs, the percentage of students gaining five or more A* – C grades including English and mathematics decreased resulting in 57.9% of students meeting this indicator compared to 62.5% in 2013. (No national data published).

There are no Halton schools below the 45% attainment floor standard which was raised from 40% in 2013.

The percentage attaining five or more A* - C fell significantly from 86.5% in 2013 to 67.5%.

6.1 Benchmarking – 5A* - C GCSEs including English and maths

At the time of writing there was not a full dataset for comparison. National data has not been published, statistical neighbour data is not available and the North West data set is not fully populated. Provisional data is suggesting that Halton's attainment may be slightly higher than the North West average.

6.2 3 levels of progress (Key Stage 2 to Key Stage 4)

All pupils are expected to make at least 3 levels of progress from year 6 (age 11) to year 11 (age 16).

No dataset available at the time of writing.

6.3 The “English Baccalaureate” (EB)

It is important to note that the English Baccalaureate is not a qualification. It was introduced by the Secretary of State for Education in the Summer of 2010 as a new indicator of the performance of secondary schools. To qualify for the EB students need to attain at least a Grade C in English, Maths, Science, a Humanities subject (History or Geography) and a Modern Foreign Language (MFL).

The percentage of GCSE students achieving the **English Baccalaureate** has shown significant gains in Halton since its introduction as a performance indicator:

- In 2012 12.8% of students achieved this indicator.
- In 2013 the figure increased by 10.2% to 23%, a remarkable achievement
- In 2014 there was a further significant increase to 30.1%.

6.4 Closing the gap at Key Stage 4

There was a significant increase in the percentage of FSM pupils in Halton attaining 5 A* - C including English and maths in 2013. This resulted in a further closing of the attainment gap.

No 2014 dataset available at the time of writing.

6.5 Children in Care

A summary of outcomes for children in care will be provided in the Virtual School Head's report that will follow in November / December.

7.0 POLICY IMPLICATIONS

None.

8.0 OTHER IMPLICATIONS

No other implications have been identified.

9.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

Educational attainment is key to the future life chances of children and young people in Halton. It also provides a proxy to the work being done with vulnerable children in the borough and the critical priority area of closing the gap. Educational attainment of children and young people will have significant impact on future employment, learning and skills of Halton's population.

10.0 RISK ANALYSIS

N / A

11.0 IMPLEMENTATION DATE

N / A

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

There are no background papers.