



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

**Monday, 1 June 2015 at 6.30 p.m.
Civic Suite, Town Hall, Runcorn**

A handwritten signature in black ink, appearing to read 'David W R'.

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 June Roberts	Labour
Councillor John Stockton	Labour
Councillor Andrea Wall	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 Wednesday, 2 September 2015*

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

Part I

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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: 1 June 2015

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: 1 June 2015

REPORTING OFFICER: Chief Executive

SUBJECT: Executive Board Minutes

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 The Minutes relating to the Children, Young People and Families 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 and Families Policy and Performance Board

EXECUTIVE BOARD MEETING HELD ON 26 FEBRUARY 2015

131	THE SCHOOL GOVERNANCE (CONSTITUTION) (ENGLAND) REGULATIONS 2012 AS AMENDED IN 2014
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The Board considered a report of the Strategic Director, Children and Enterprise, on the revised arrangements for the appointment process for Local Authority governors to school governing bodies.

The Board was advised that new regulations came into force on 1 September 2014, which required all maintained school governing bodies to be reconstituted under the School Governance (Constitution and Federations) (England) (Amendment) Regulations, by 1 September 2015. It was reported that local authority governors, foundation governors and parent governors were only eligible to be appointed if they had the skills required to contribute to the effective governance and success of the school. In addition, new procedures for the removal of surplus governors had been introduced.

It was noted that the Government was seeking to strengthen the role of governing bodies in setting the strategic direction for schools and academies and in promoting school improvement. The amended regulations required local authority governors to be nominated by the local authority, but appointed by the governing body. The report set out further details of constitution requirements for all maintained schools. In the case of Academy Trusts, it was noted that although there was no requirement for them to have a local authority governor on the Academy governing body, should they decide to appoint one, then the appointment would be made via the agreed procedure for appointment of local authority governors.

Reason(s) for Decision

The decision was required to ensure that there was a clear and transparent process in place regarding the appointment of local authority governors.

Alternative Options Considered and Rejected

One option considered and rejected was to remain with the present appointment process, i.e. Local Authority appointments being made by the political Party Groups, with Local Authority governor positions being broadly allocated to a Party on a proportion based on the political make-up of the Council, with the Group whips co-ordinating this process for their party. However, Lord Nash had confirmed this was unacceptable practice and the law now required that all governors were appointed on the basis of the skills they had to contribute to effective governance, and Local Authorities must make every effort to understand the governing body's requirements in order to identify and nominate suitable candidates. Once appointed, Local

Authority governors must govern in the interests of pupils, not to represent or advocate for the political or other interests of the Local Authority.

Implementation Date

The process would commence from the approval of the policy.

RESOLVED: That

- 1) the process and supporting documentation set out in the report regarding the nomination of Local Authority governors to Local Authority maintained schools and Academies, against criteria determined by a school's governing body be approved; and
- 2) a Members Panel consisting of the Portfolio holder – Children, Young People & Families, the Leader, and the Strategic Director or his nominee be established to put forward Local Authority nominations for schools to consider. This panel will test that individuals meet the criteria for governors for specific schools and will meet termly, or additionally, as agreed by the Panel.

EXECUTIVE BOARD MEETING HELD ON 26 MARCH 2015

149	SCHOOL ADMISSION ARRANGEMENTS 2016 – KEY DECISION
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The Board considered a report of the Strategic Director, Children and Enterprise, on school admission arrangements for the September 2016 intake.

The Board was advised that in January 2015, Halton had published a statutorily required consultation paper on the proposed admission arrangements and co-ordinated admission schemes for the September 2016 intake.

It was noted that there were no changes proposed for the oversubscription criteria for admission to Local Authority maintained community and voluntary controlled primary schools, and no change to the current oversubscription criteria for admission to Local Authority maintained community secondary schools.

Reason(s) For Decision

The decision was statutorily required and any revision to the proposed arrangements may adversely affect school place planning, as detailed in the report.

Alternative Options Considered and Rejected

Other options considered and rejected included the allocation of places through random allocation (lottery), as this method could be seen as arbitrary and random.

Implementation Date

The Policy would apply to the September 2016 academic intake.

RESOLVED: That the

- 1) Schools Admissions Policy, Admission Arrangements and Co-ordinated Schemes for admission to primary and secondary schools for the 2016/17 academic year, attached to the report, be approved;
- 2) the Department for Education School Admissions Code be endorsed, and all Halton Schools, including Academy and Free Schools be required to ensure that their admissions criteria are reasonable, clear, objective, procedurally fair and comply with all legislation; and
- 3) the Local Authority writes to the Office of the Schools Adjudicator to express concern regarding the admission arrangements currently operated by Wade Deacon High School.

150	CAPITAL PROGRAMME 2015-16 – KEY DECISION
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The Board considered a report of the Strategic Director, Children and Enterprise, which provided a summary of the Capital programmes for 2015/16 for the Children and Enterprise Directorate.

The Board was advised that in February 2015, the Department for Education announced the schools capital grant allocations for 2015/16; details of the funding received were set out in the report. A further table set out details of how the School Condition and Capital Expenditure revenue Account funding would be allocated. It was noted that schools were required to make a contribution to the cost of capital repair works, which was estimated to be in the region of £40,000 based on current budget costs for the works. A further £95,000 would be carried forward as a contribution to the capital repairs programme for 2015/16.

The report set out details of the details of the re-build of Halebank Church of England Voluntary Controlled Primary School. This project had been included in the Department for Education's Priority School Building Programme. The project would commence on site in June 2015, with completion by April 2016. It was noted that an amount of £20,000 would be required to complete the transfer of equipment and furniture to the new building.

In January 2014, Fairfield Junior School was expanded to allow the integration of the Infants School, to form Fairfield Primary School. It was further reported that a number of improvements would be required to address building and organisational issues at the newly combined primary school.

Reason(s) for Decision

To deliver and implement the capital programmes.

Alternative Options Considered and Rejected

Not applicable.

Implementation Date

Capital programmes for 2015/16 would be implemented from 1 April 2015.

RESOLVED: That

- 1) the capital funding available for 2015/16 be noted;
- 2) the proposals to be funded from School Condition Capital Allocation and Capital Expenditure Revenue Account be approved;
- 3) the proposals for Halebank Voluntary Controlled Church of England Primary School be approved;
- 4) the proposals for Fairfield Primary School be approved; and
- 5) Council be recommended to approve the Capital Programme for 2015/16.

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14-19 STRATEGIC COMMISSIONING STATEMENT 2015-16

The Board considered a report of the Strategic Director, Children and Enterprise, which sought approval for the 14-19 Strategic Commissioning Statement (the Statement) for 2015/16.

The Board was advised that adoption of the Statement would enable the Borough Council to fulfil its statutory duty to secure sufficient suitable education and training provision to meet the reasonable needs of all young people in the Borough, and enable or assist them to participate in education or training.

It was reported that to support the production of the Statement and to identify key priorities, evidence, data and information was gathered and analysed alongside a review of outcomes of the 2014/15 Statement. The report detailed the three key priority areas for the Borough. It was noted that these priorities and supporting evidence had been individually consulted on with partners in specific task groups, and ratified by the 11-19 Strategic Partnership.

RESOLVED: That the 14-19 Strategic Commissioning Statement 2015/16 be ratified in order to fulfil Halton Borough Council's statutory duty.

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

DATE: 1 June 2015

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/Children's Trust, 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 7 April '15

Present:

Gerald Meehan	Strategic Director Children & Economy, HBC (Chair)
Tracey Coffey	Operational Director, Children and Families Services, HBC
Gill Frame	Halton CCG
Anita Parkinson	Divisional Manager, 0-25 Inclusion, HBC
Tracy Ryan	Assistant Policy Officer, Children & Economy, HBC (Minutes)
Mark Grady	Principal Policy Officer, Children & Economy, HBC
Ann McIntyre	Operational Director, Education, Inclusion and Provision, HBC
Julia Rosser	Consultant, Public Health
Gareth Jones	Youth Offending Service
Sarah Pengelly	DCI Northern Area Crime Manager, Cheshire Police

Apologies:

Jan Snoddon	Halton CCG
Michelle Bradshaw	Family Services Manager (Universal Services), Bridgewater
Lorraine Crane	Divisional Manager, IYSS, Commissioning & Troubled Families, HBC
Catherine Johnson	Principal Performance Officer, Children & Enterprise, HBC
Michelle Forder	Parent & Voluntary Lead Engagement Officer, HBC
Chris Masikane	Operational Assistant Director Children, Families & Wellbeing Division, 5 Boroughs Partnership

In Attendance:

Kelly Collier	Policy Officer, Children & Economy, HBC
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Item		Action	Deadline
1.	Minutes and Matters Arising from 17.2.15 Accepted as a true record. Matters arising included:		
1.1	<u>2.1 Ofsted Inspection-Final Feedback</u> New reporting system developed to include the 'missing' information which is also part of the Ofsted Inspection Action Plan.		
1.2	<u>2.3 Early Years Foundation Stage: 360 View</u> AMc advised that a number of meetings have taken place, Julie Karmy will be submitting an Expression of Interest on the Chest and a future Provider Day is to be arranged. Following this a specification will be drawn up for advertisement via the Chest. Action: <ul style="list-style-type: none"> Update on the Early Years Review as agenda item at next meeting on 12 May '15. 	AMc	12.5.15
2.	ITEMS FOR AGREEMENT		
2.1	Early Help–Closing The Gap Strategic Group: Future Options Report MG outlined the proposals for the future remit of the Early Help-Closing the Gap Group which will enable the group to focus on the		

2.2	<p>difference from the work undertaken via the Early Intervention Group. Discussions included the links with the Halton Child and Family Poverty Group and how the early help-closing the gap difference might be combined as one group. This proposal was agreed by members.</p> <p>Action:</p> <ul style="list-style-type: none"> • A report to be produced and discussed with relevant colleagues and Cllr. Ged Philbin, Chair of the Child and Family Poverty Group; • Cancel the next meeting of (EHAS) Early Help-Closing the Gap Strategic Group on 20 April to allow plans for the new combined group to be progressed; <ul style="list-style-type: none"> ○ New combined group - meeting dates, Chair, Deputy Chair, remit etc to be confirmed and an update reported at the next meeting. <p>Children & Young People’s Plan Annual Review 2015 KC and MG presented the draft CYPP Annual Review for discussion, which outlines:</p> <ul style="list-style-type: none"> • Children’s Trust progress against the strategic the priorities; • The key national and local policy developments; • A number of success stories from across the Children’s Trust; • Progress so far against the Plan’s promises. <p>Actions:</p> <ul style="list-style-type: none"> • Revisions discussed to be included in a revised draft • Any comments or additional text to be sent to Kelly Collier kelly.collier@halton.gov.uk 	<p>MG/DH/ AMc</p> <p>TR</p> <p>MG/DH</p> <p>KC/MG ALL</p>	<p>April ‘15</p> <p>20.4.15</p> <p>12.5.15</p> <p>30.4.15</p> <p>30.4.15</p>
3.	<p>3.1 National Child Measurement Programme (NCMP) Outcomes JR outlined the key issues relating to the level of childhood obesity in Halton, noting the continued reduction in levels of excess weight (overweight and obese). It worth highlighting that for year 6 children, Halton has shown a reduction compared to the National trend which demonstrates that Halton is closing the gap with England. There are less underweight children in Halton than the England average. The report highlighted the breadth of work being undertaken locally with schools, Children’s Centres and Early Years setting involving the School Nurse Team, Community Midwives, Health Visitors, Health Improvement Team and the Fit4Life, Healthitude and Healthy Schools programmes.</p> <p>3.2 Halton Safeguarding Children Board Annual Report Circulated for information.</p> <p>3.3 Information Sharing Letter Circulated for information, the refreshed guidance around Working Together to Safeguard Children was issued on 30.3.15.</p> <p>Action:</p> <ul style="list-style-type: none"> • Information Sharing Protocol/Policy to be reviewed and 		

	updated as per the updated guidance.	MG/KC	April/ May '15
4.	PRIORITY UPDATES		
4.1	<p>Commissioning Partnership Action Plan (attached) AMc provided an update on progress, this included:</p> <ul style="list-style-type: none"> • Pre-conception, Pregnancy, Birth and 0-5 Priority – transfer of commissioning Health Visiting from October '15 is in progress. • Phase 2 of Troubled Families under way and audit undertaken; • Early Intervention Group development day was held on the 27 March this enabled a number of themes to be identified, next meeting of group being held at end of April to progress next steps; • Emotional Health and Wellbeing – Tier 2 providers have been awarded. 5BP are progressing work around the IAPT service, also Nurture Groups working with school clusters are in development. 		
4.2	<p>Early Help-Closing the Gap Action Plan (attached) Circulated for information.</p>		
5.	AOB		
5.1	<p>JR advised that the contract for the School Nursing Service has been awarded to Bridgewater.</p> <p><u>Date/time of future 2015 meetings:</u></p> <p>3-5pm, please note venues as noted below:</p> <ul style="list-style-type: none"> • 12 May – Committee Rm 1, RTH • 23 June - Committee Rm 1, RTH • 4 August - Committee Rm 1, RTH • 8 September – Mersey Rm, Ground Floor, Municipal Building • 27 October - Committee Rm 1, RTH • 1 December - Willow Rm, Ground Floor, Municipal Building 		

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

DATE: 1 June 2015

REPORTING OFFICER: Strategic Director, Children and Enterprise

SUBJECT: Annual Report 2014/15

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 2014/15.

2.0 RECOMMENDED: That the 2013/14 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

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

9.1 None under the meaning of the Act.



Cllr. Mark
Dennett
Chairman
Children &
Young People
PPB

**ANNUAL REPORT
CHILDREN AND YOUNG PEOPLE POLICY AND PERFORMANCE BOARD
APRIL 2014 – MARCH 2015**

“I always like to start by looking back over the previous twelve months. The focus of the Board was very much around the scrutiny of our social care services, ensuring that we continue to provide the support for our children in care and families who come into contact with the social care system, ensuring that the systems and support are in place to protect our young people. The critical need for these services has been highlighted by the cases in Rotherham, and we continue to make sure they are fully supported, especially in these times of savage government cuts.

We have also examined how the education reforms have affected our schools. All of our primary schools are still wrestling with how they can assess our children's progress without levels of attainment to measure against. This is even more highlighted when Her Majesty's Chief Inspector singled out Halton for it's high performance in our schools notably, the proportion of disadvantaged pupils (pupils on Free School Meals (FSM) achieving 5+ A*- C including English and Mathematics at GCSE was the highest in the North West and in the top 10 nationally. Unfortunately, proving these kinds of successes will be even more difficult now with the educational reforms.

As I have done over the last few years, I would like to take this opportunity to congratulate our students who did so well this year, and also thank the parents, carers and teachers who supported them in achieving these fantastic results. The results show Halton's continued commitment to drive up standards and improve the opportunities available to all of our young people as they move into adulthood.

Looking back I think it has been a good and varied ninth 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.

Going forward I intend to look further at the educational reforms and look at ways we can help our family of schools to come together and ensure that our children continue to get the best educational start in life. We will also continue to scrutinise our social care and safeguarding services, ensuring that we do everything we can to support our most vulnerable children and young people.

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 2013/14 the Board comprised Eleven Councillors – Councillors M. Dennett (Chairman) Cllr G. Logan (Vice Chairman), L.Cassidy, P.Hignett, M. Horabin, K Loftus, A McInerney, J.Roberts, J. Stockton, A. Wall, B.Woolfall, and Co-optee 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.

Children and Enterprise Directorate Business Plan

The Board considered a report of the Strategic Director, Children and Enterprise on the Directorate Business Plan.

It was noted that each Directorate of the Council was required to develop a medium-term business plan, in parallel with the budget, that was subject to annual review and refresh. The key priorities for development or improvement for the various functional areas were considered previously by the Board at a special meeting held on 19 November 2013 and the Board now endorsed the departmental activities and performance measures and targets that would provide a focus for on-going monitoring of performance throughout the 2014-15 financial year.

Care Leavers

The Board explored the Leaving Care Act (2000) defining the duties of a local authority towards those young people who left its care, and the four categories under the Act. The board discussed key challenges and changes to the benefits system that was having an impact upon care leavers the charter for Care Leavers and the 'Moving on' booklet that had also been reissued to care leavers to explain some of the services available to them when they left care.

SEND Reforms

The Board received a presentation and later in the year an update on Special Educational Needs and Disability (SEND) Reforms, which set out an overview on the current requirements from Government regarding the reforms. The Board considered the Key themes of the reforms and the statutory duty to provide a local offer from 1 September 2014. The Board further noted the difficulties faced by the reforms and that Halton was on schedule to meet the deadline. The Board endorsed the continuing actions to deliver the Send reforms.

Missing from Home and Child Sexual Exploitation

The Board discussed an update on the development of the Missing from Home and Care Service and Child Sexual Exploitation activity and a Pan-Cheshire Joint Protocol for Children and Young People who ran away or went missing from Home or Care. The joint protocol sought to identify and manage the risks and ensure a consistency in approach across borders and agencies and had been revised in April 2014 to take in account new definitions concerning children who went missing which now had 3 classifications, absence, missing and away from placement without authorisation. The new protocol also defined agencies roles and responsibilities including the collation and analysis of data to assist with trends around missing but to also make links to Child Sexual Exploitation and trafficking and next steps in the form of preventative measures.

Members highlighted the dangers of social media and network sites, and were informed of targeted work across primary schools. The Board queried whether there was an issue of trafficking of young people across Halton. In response it was noted that there was no evidence of this at the moment in Halton. In addition Members requested that the zcards and posters with the helpline be circulated. Members endorsed the proactive response to Child Sexual exploitation.

Children's Emotional Health and Well Being

The Board received an update regarding Children's Emotional and Mental Health and Wellbeing review. It was noted that in England one in six adults and one in ten children would experience a mental illness at any one time. The Board considered what Halton had done, locally, including the work of Halton Mental Health and Wellbeing Strategy and the objectives which were outlined in the national strategy that were identified in Halton's Strategy 2013-2016. The Board endorsed the five priorities which had been identified as areas for work to meet the needs of children and local people in Halton.

Children's Social Work Reform Restructure

The Board received a presentation from the Operational Director Children and Families on the Children's Social Work Reform Restructure. Following a consultation exercise with staff within the Department and service users a new structure for Children's Social Work had been agreed and would be in place on 30th September 2014. Members were advised on why change was necessary, the outcome of the consultation exercise, and the key principles agreed with staff:

Haltons Neglect Strategy

The Board Endorsed Halton's Neglect Strategy for Children and Young People which outlined the pattern and nature of neglect, an analysis of the prevalence of neglect in Halton by ward and recommendations supported by an action plan for the years 2014-16

Raising Participation Age

The Board considered progress in support of the Local Authority's statutory duties in relation to raising the Participation age and progress in working alongside other Greater Merseyside Local Authorities to jointly commission services for economy of scale. Members received information on the positive increases in participation and reduction in NEET and endorsed the progress to date.

Members regularly considered matters relating to Safeguarding in particular in the work of the Halton Children's Trust and Safeguarding Children's Board. Members also received reports on complaints and the compliments services had received and the learning from these. Reports were also received on Independent Living, The Sustainable Community Strategy, Proposed cuts to the Education Services Grant, Troubled Families, Use of Pupil Premium, Halton's Early Intervention Model and a summary of recent and forthcoming changes in education

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 Ann McIntyre on 0151 511 7332 ann.mcintyre@halton.gov.uk

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

DATE: 1 June 2015

REPORTING OFFICER: Strategic Director, Children & Enterprise

SUBJECT: Inglefield Short Break Service

WARD(S) Boroughwide

1.0 **PURPOSE OF THE REPORT**

1.1 To provide an update of the current usage and capacity of Inglefield.

2.0 **RECOMMENDATION: That:**

i) PPB to note the information contained within the report.

3.0 **SUPPORTING INFORMATION**

3.1 Inglefield is registered by Ofsted as residential, short break provision for 4 young people, aged 0-18.

3.2 The service was last inspected in November 2014 and for the fifth consecutive key inspection, the provision was deemed to be Outstanding in all areas.

3.3 The service is currently core funded to be operational 5 nights per week.

3.4 In 2012/13, Inglefield experienced a decline in referrals from the Halton area. Halton's short break strategy and the provision of more early help services had been successful in meeting the needs of families for short breaks and these services became the preferred option rather than overnight residential provision. Approximately 300-350 children have short breaks in Halton, with just 20 of these assessed as requiring a residential option.

3.5 However, it was recognised that in order to provide choice and meet the needs of some of the more complex young people, maintaining a high quality local offer for overnight short breaks was important. It was therefore decided that any excess capacity would be offered to young people from other neighbouring authorities, which would generate income and improve the sustainability of the service.

3.6 Inglefield is on the North West Residential Framework for overnight short breaks, the only such local authority provision on that framework. The service is competitively costed and has received

positive feedback from placing authorities and families.

- 3.7 In January 2014, there were 10 young people accessing the service, including 1 young person from another local authority. In April 2015 there are 22 young people accessing the service, including 3 young people from other authorities.
- 3.8 In order to meet the demand, Inglefield uses some of the income from other placing authorities to provide an additional 4 nights opening per month. The service is therefore now operational for 5 nights and 7 nights on alternate weeks.
- 3.9 On this basis, all requests for a service for Halton young people are currently met. There may be additional requests for service from other local authorities but at this time, there is no capacity to provide it.
- 3.10 The service is at capacity for a number of reasons:-
- the staff team is insufficient in number to meet any further demands for additional hours/shifts. Casual members of the Team are already being utilised and the Assistant Registered Manager is also spending the majority of his time directly delivering a service which impacts on the overall management of the service.
 - there is accommodation for a maximum of 4 young people at any one time and no physical space within the building to increase this.
 - where residential overnight short breaks are agreed as the appropriate service, the predominant request by parents is for a service at a weekend. For the reasons above this cannot be provided to any more young people.
 - there are just 2 young people who will leave the service this year, both of whom will release only a small amount of days (77)
 - a high proportion of the young people receiving a service require a high package of support, some up to the maximum of 75 nights per year.
- 3.11 Additional capacity could therefore only be created by both increasing the size of the staff team and identifying how more accommodation/space can be made available.
- 3.12 In respect of the former, providing a service to children with complex needs requires a skilled staff team. While Casual staff are trained to meet the young people's needs, they cannot be a permanent solution. By the nature of their role, they often have other jobs and limited availability to undertake shifts at Inglefield. They are available to work only at their own convenience which means that it is very difficult to plan ahead or increase any provision. Increasing the capacity of the service would therefore require the recruitment of

additional staff members.

- 3.13 In respect of the latter, the only solution to creating additional accommodation would be to utilise the building attached to Inglefield. However, this space is currently occupied by Ashley School as part of their independence work with pupils.

4.0 **POLICY IMPLICATIONS**

- 4.1 The service currently delivered is consistent with the requirement to provide choice and a range of options for short breaks.

- 4.2 Inglefield's operational practice is consistent with the need to ensure that Council services are delivered efficiently and are sustainable.

5.0 **OTHER/FINANCIAL IMPLICATIONS**

- 5.1 In order to ensure that sufficient staffing is in place to meet the demands of the service, the staff establishment will be reviewed.

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

6.1 **Children & Young People in Halton**

Utilising all the capacity of Inglefield means that the service has a more sustainable future and so would be available in the longer term for young people and families from Halton. Services remain within the borough thus maintaining young people in their local area and preventing transport costs.

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

As a Halton based service, Inglefield is able to access local health services for the young people and ensure continuity in their care.

6.3 **A Healthy Halton**

As a Halton based service, Inglefield is able to access local health services for the young people and ensure continuity in their care.

6.4 **A Safer Halton**

The service has a positive presence in the community and that is utilised to promote the young people's place within the broader community.

6.5 **Halton's Urban Renewal**

No specific issues.

7.0 **RISK ANALYSIS**

7.1 Increasing capacity at Inglefield may allow other local authorities to purchase provision and therefore create income, but there are also some risks associated with it, including –

- (1) recent history indicates that parents are choosing a range of other options for short breaks and support rather than a residential option
- (2) other authorities are currently only spot purchasing the service for individual children which makes it vulnerable to changing circumstances and varying demand
- (3) those authorities who currently purchase the provision may decide to provide it themselves in the future. One authority has already indicated that they plan to do this.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 Access to Inglefield will remain an option for Halton young people who are assessed as needing a residential short break service.

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

Document	Place of Inspection	Contact Officer
Ofsted Inspection of Inglefield	Ofsted Website	Karen Metcalf

REPORT TO: Children and Young People Policy and Performance Board

DATE: 1st June 2015

REPORTING OFFICER: Strategic Director – Children and Enterprise

PORTFOLIO: Children and Enterprise

SUBJECT: Locality Early Intervention Update

WARDS: Borough wide

1.0 PURPOSE OF THE REPORT

1.1 To provide an update to the Board on the development of Locality Early Intervention in Halton.

2.0 RECOMMENDATION: That

2.1 The Board note the progress to date and support to approach to multi-agency Locality Early Intervention

3.0 SUPPORTING INFORMATION

3.1 In November 2014 it was agreed that the Health and Wellbeing Board act as the governing body for Halton's approach to Early Intervention, setting the strategic direction and acting as the driver for planning, co-operation and working. In addition, it would be responsible for ensuring effective information sharing and performance management systems are established across partners.

3.2 The revised approach to Early Intervention will now encompass Troubled Families to ensure the learning and success of the programme can be embedded and further developed in line with the expanded programme. It The Troubled Families Strategic Group was therefore revised and renamed as the Early Intervention Strategic Board. The Board is now accountable to the Health and Wellbeing Board. Its key functions will are to develop a business plan and drive the planning, delivery and co-ordination of Early Intervention. In addition, to reporting to the Health and Wellbeing Board the Board will also provide regular to the LCSB.

3.3 At one of its first meetings the Early Intervention Strategic Board agreed that the next phase of multi-agency early intervention locality working should be influenced by the views of partners at both strategic and operational level. To do this and to share the vision of the Borough an Early Intervention Development Day was held at the stadium on Friday, 27th March 2015.

- 3.4 The event was launched by the Chief Executive and there were seventy three attendees. Those attending represented a range of partners including; schools, CCG, Job Centre Plus, Adults Social Care, Public Health, Health Visiting, Commissioned Services, Housing, Voluntary Sector, Police, Riverside College, HPIJ/Welfare Rights, Youth Offending Service, Children and Families Department and the Education, Inclusion and Provision Department. The attendance included representatives from the Strategic Board as well as providers of frontline service providers.
- 3.5 The vision for Early Intervention in Halton was shared along with the CCG One Halton Approach. A presentation was also given by the Director of Public Health on future opportunities for more community based health services and the session were provided with an update on the current work of the Locality Early Intervention Teams.
- 3.6 Each of the tables was a mix of partners with a facilitator whose role it was to support the participants in addressing the following questions:
- How would your agency/service/team contribute to the work of the early intervention teams?
 - Where would your agency/service sit within the new model?
 - What are the barriers or challenges that you see to establishing multi-agency early intervention teams within the borough?
 - Can you take the top four barriers/challenges that you have listed and discussed before lunch and identify how these challenges can be overcome?
 - What are the key actions that you need to take to ensure your agency/service/team can be part of a multi-agency team model?
- 3.7 Following the Development Session a meeting was also held with the schools taking part in the Early Intervention pilot. The meeting provided an opportunity for schools to be given an update Early Intervention Locality working and for them to identify what was working and what was not working currently.
- 3.8 A number of common themes arose from the two sessions including:
- Need for more communication and briefings;
 - Management and governance;
 - Data sharing;
 - Workforce;
 - IT;
 - Capacity
 - CAFs/Assessment; and
 - Accommodation.

It was also agreed that it would be useful to speak with other local areas where multi-agency early intervention was working well and had been in place for a number of years.

- 3.9 There was a huge amount of enthusiasm about multi-agency working however a

recognition that to undertake a project of this type and scale it will require some additional capacity. In addition, it was acknowledged that the Complex Dependencies Project which had secured £5million of funding across the Cheshire Authorities would be utilising a significant proportion of its funds in addressing IT issues and would also consider data sharing arrangements.

4.0 POLICY IMPLICATIONS

4.1 The implementation of multi-agency Locality Early Intervention Teams will have policy implications for the future implementation and delivery of services within the authority and its partners. These implications will be evidenced in the action plan to be developed by the Early Intervention Board.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children and Young People in Halton

The vision in Halton for Locality Early Intervention is:

- That all children and families in Halton thrive and achieve, and are kept safe
- That those children and families who need extra help and support to thrive and achieve well are able to get that help quickly and easily
- That all of us working with children and families work well together to support families who need extra help

5.2 Employment, Learning and Skills in Halton

There are now close links with employment/learning based initiatives such as the Work Programme and the ESF/DWP Programme.

5.3 A Healthy Halton

A range of health partners are committed to contributing to Early Intervention Locality Working.

5.4 A Safer Halton

A more targeted approach offers economic advantage.

6.0 RISK ANALYSIS

6.1 The current pressure on local public services means that the status quo is no longer an option. Late interventions result in increased spending on areas such as children who are taken into care, domestic violence, and the level of young people who aged 18-24 years old are not in education employment or training (NEET). The revised approach to early intervention aims at ensuring agencies and partners work together to provide the right support at the right time and prevent needs from escalating.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 In order to ensure all children and families in Halton can thrive, achieve and are kept safe agencies and partners will proactively identify families who would benefit from early intervention.

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

Document	Place of Inspection	Contact Officer
Early Intervention Development Day – Workshop Feedback March 2015	2 nd Floor Rutland House	Ann McIntyre Operational Director Education, Inclusion & Provision

REPORT TO:	Children Young People and Families Policy Performance Board
DATE:	1st June 2015
REPORTING OFFICER:	Strategic Director – Children and Economy
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Early Years Review
WARDS:	All

1.0 PURPOSE OF THE REPORT

1.1 This report provides a summary of the school performance data for early years in Halton, identifies the challenges the borough faces and describes the actions to be taken to address to raise standards. It also provides details on the progress the borough is making in terms of the national child measurement programme and similarly the challenges faced in the early years.

2.0 RECOMMENDATION: That

2.1 Members support the proposed approach to improving standards in early years.

3.0 BACKGROUND

3.1 There were 1446 children in the reception cohort in 2014 and 33% of this cohort was identified as being eligible for free school meals.

3.2 A Good Level of Development (GLD) is the indicator of achievement at the end of the reception year and is based upon the achievement of expected levels in Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy and Maths.

3.3 In Halton 46% of children achieved a Good Level of Development. Although this was a 9% increase on 2013 outcomes, the national outcome was 60%. Halton was therefore ranked joint 150 out of 152 for this indicator. The percentage of children achieving a Good Level of Development in the 30% most deprived national areas is 53% and in Halton 40%. Further analysis shows:

- GLD Girls in Halton is 52% National is 69%
- GLD Boys in Halton is 39% National is 52%

Of the 17 Early Learning Goals Halton's strongest aspects were children achieved at least expected were health and self-care 86%, moving and handling 85% and technology 82%. The weakest aspects were writing 48%, reading 40%, numbers 38% and shape, space and measure 33%.

- 3.4 Although GLD is a term that refers to “readiness for school”, this assessment is carried out as formative observation throughout the reception year in school and final summative judgements are made at the end of the summer term in reception class. Whilst tracking throughout Early Years settings is an important part of the picture, it is the reception teachers who make the EYFS statutory assessment judgements.
- 3.5 Reception teachers are supported throughout the year with moderation training and networking events. Since the last set of results, briefings have been held with headteachers to share the Halton EYFS data and reinforce the need for using pupil tracking to inform planning and opportunities throughout the year, so that any gaps are continually reviewed to meet children’s needs.
- 3.6 An analysis of Halton’s results has identified that results in individual areas of learning have increased, however, it is primarily the areas of numeracy and literacy where children are falling below expectation.
- 3.7 In 2014 66% of Halton’s Year 1 children were assessed as “Working at” against a national figure of 74%. The Halton result was a 3% increase and a 12% increase on 2012 outcomes. The national increase over the 3 year period was 16%. Despite this increase Halton again has the second lowest proportion of children meeting the expected standard in phonic decoding nationally. As a result the authority has been required to submit to the DfE and Ofsted our plans for raising standards in phonics and reading.
- 3.8 Although progress has been made in reducing levels of excess weight (overweight and obese) in year 6 children from 36.5% in 2012/13 to 33.7% in 2013/14 it is lower than the North West average and only slightly higher than the England value. The Halton percentage was also the lowest in Merseyside. Levels of excess weight have increased in reception aged children from 25.1% in 2012/13 to 29.5% in 2013/14.

4.0 FOCUS FOR IMPROVEMENT

- 4.1 In the report to PPB “Summary of Educational Attainment and Progress 2014” (October 2014) members were given a details of the planned action that would be undertaken as part of Halton’s Early Years Strategy in order to raise standards in early years. Detailed below are some of the key areas of work which have been undertaken since the last report:
 - EYFS data analysis was shared with reception teachers. A briefing session was delivered to headteachers in the Autumn term, 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 have been established. Achieving a Good level of development, writing, reading and number forms the basis of these meetings and this will be reviewed throughout the year.
 - New to reception briefings are going to be established at the start of the new academic year to train and provide support for new to reception teachers in

EYFS curriculum, assessment, moderation and good level of development judgements and curriculum planning.

- In September a cluster network is being established for nursery schools and nursery classes, so that they can plan for how they are preparing children to be able to reach GLD by the end of reception.
- A Good Level of Development (GLD) working group has recently been established working with 16 primary/ infant schools. This group will analyse tracking data throughout the year and use to inform interventions in the aim to increase the GLD in schools and across Halton LA. The results in July will be shared with all schools and will inform future training/working groups and potentially GLD tracking programme for all schools in September.
- Teaching schools have worked with Warrington LA and have been successful in gaining funding for £60,000 to be spent across Halton and St. Helen's to improve EY quality provision, particularly focusing upon outcomes for vulnerable children in literacy and numeracy. Warrington has appointed a specialist teacher who will work with Halton settings on this project work, following targeted work provided by Halton EY specialists. Maths and Literacy training for this project is beginning in May 2015 targeting all practitioners and teachers who work with 3 and 4 year olds.
- Two Early Years Conferences took place in Spring term (one for reception teachers and the other for PVI settings), focusing on provocative learning environments and developing literacy skills with a particular focus upon writing. These were well attended and very positive feedback was received from the delegates. Some settings are using their additional 2 year funding allocation to work with the key note speaker on developing literacy within their settings.
- Two trips to Early Excellence were organised in spring term (1 for reception teachers and another for PVI). Bespoke training was delivered focusing upon the teaching of phonics and time was also spent exploring Early Years environments to support learning opportunities across the EYFS.
- During summer term 2015, a phonics review group will be established to explore the current practice, skills and identification of effective strategies to raise the quality of phonics teaching and improve phonic outcomes in EY and KS1. This will also inform future training/support networks.
- Some two year old funding has been allocated to support two year old training, so that two year old children are supported with their development and any risk of delay identified and acted upon at an early stage.
- Education and health are working closely together to develop an integrated two year old progress check. A two year old support panel is being established in May 2015, so that multi agency professionals can coordinate support for any children not reaching their developmental milestones.

- Many children have been identified with speech and language delay which in turn has an impact on later development in reading and writing. Following a joint strategic needs analysis, Halton have devised a new Speech and Language specification introducing a focus on an Early Years agreement; an Early identification contract and a SEN contract. These contracts will come into effect from July 2015 and will have a significant level of increased support for children, families/carers and practitioners working with Early Years children.

4.2 A piece of action research will be undertaken over the summer term and early autumn. The aim of the research is to:

- support us to understand why Halton's performance in GLD is so low compared to other LAs
- identify and consider examples of good practice and, as a result of the research recommendation, develop a range of actions which will have an immediate impact on early years performance and also actions to secure longer term impact.

4.3 Finally the speech and language service specification has been significantly revised and strengthened. There are now three separate contracts with one of the contracts specifically targeted to address early years. The new contract arrangements are scheduled to commence in July 2015.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children and Young People in Halton

Educational attainment is key to the future life chances of children and young people in Halton.

5.2 Employment, Learning and Skills in Halton

Educational attainment of children and young people will have a significant impact on future employment, learning and skills of Halton's population.

5.3 A Healthy Halton

Child Development is one of the five key priorities for the Health and Wellbeing Board in Halton.

5.4 A Safer Halton

N/A

6.0 RISK ANALYSIS

6.1 It is essential that progress is made to improve early years performance and has been recognised as a key priority by the Children's Trust, Health and

Wellbeing Board and LSCB. Both OFSTED and the DFE have also contacted the authority to raise their concerns. It is therefore essential that we understand why are performance is lower than others and what we can do to accelerate the rate of progress as despite the progress made over the last few years in the borough outcomes for children are well below those in other similar authorities.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 Improving the outcomes in early years will contribute towards closing the gap for our most vulnerable children.

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

Document	Place of Inspection	Contact Officer
Summary of Educational Attainment and Progress 2014	Halton Borough Council Website	Gill Bennett -Divisional Manager - Education

REPORT TO: Children and Young People Policy and Performance Board

DATE: 1st June 2015

REPORTING OFFICER: Strategic Director – Children and Enterprise

PORTFOLIO: Children and Enterprise

SUBJECT: Education Structure

WARDS: Borough wide

1.0 PURPOSE OF THE REPORT

1.1 To provide an update to the Board on the development of Halton's Education Service.

2.0 RECOMMENDATION: That

2.1 Members note the report and support the approach to System Leadership.

3.0 SUPPORTING INFORMATION

3.1 In 2014 an Efficiency Review was undertaken of Learning and Achievement Services in the Borough. Following the resignation of the Operational Director, Learning and Achievement the departmental management arrangements were revisited and revised.

3.2 The Review concluded that the 0-19 Division was well managed and delivering effectively but suggested a number of amendments to the operational structure to build resilience and enhance the long term sustainability school improvement and Portage within the existing budget provision.

3.3 Many of the strategic responsibilities of the previous Operational Director transferred from 1st April 2015 to the Divisional Manager. To enable the Divisional Manager to effectively undertake a more strategic role it was suggested that additional School and Setting Improvement Support be recruited. This would allow the service to increase its front-line capacity and undertake improvement support and intervention with a number of schools previously supported by the Operational Director and Divisional Manager.

3.4 The 0-19 Division has been renamed, the Education Division and has transferred to the Organisation and Provision Department along with the 0-25 Inclusion to form the Educational Inclusion and Provision Department. A 'light-touch' professional oversight is now been provided by the Head of

Service, Education from Cheshire West and Cheshire. This will be augmented by Halton's existing Strategic System Leadership Group.

- 3.5 System Leadership in Education is a school led system where leaders and practitioners with a proven record of success in raising standards provide expert guidance for the schools they support. Halton's approach was recognised in Ofsted's North West Annual Report 2014:

"some system leaders in the region are making an outstanding contribution to school improvement in the most disadvantaged areas, These leaders are working hard to extend the efficacy of school-to-school support more broadly ... signs of improvement are beginning to show in some areas for example in Halton."

- 3.6 In January 2014 Halton's Strategic System Leadership Group was established to co-ordinate the contribution of the LA and Teaching Schools to improving the quality of teaching, learning and leadership in Halton schools. This approach is aimed at ensuring the best possible outcomes for children and young people and the effective deployment of resources with the aim that all schools in Halton are judged as good or better as a result of high standards of teaching and learning and improving standards of achievement. The attached Appendix provides a copy of the terms of the System Leadership Group.

- 3.7 Halton's Strategic System Leadership Group membership includes key system leaders such as National Leaders of Education, Local Leaders of Education and LA School Improvement Leads. Through collaboration and partnership the Group aims to:

- support each other to improve the educational outcomes of Children & Young People
- facilitate the development and on-going implementation of a strategy for school-to-school support strategically that recognises both the statutory responsibilities and system role expectations of partners
- develop activities to support sector-led improvement / system leadership to raise the quality of leadership and management and teaching and learning to improve outcomes for children and young people
- enable the formulation and execution of joint responses to the fast changing school improvement agenda
- identify and share 'best' practice around school-to-school support and explore the possibility of common approaches.
- Publish a termly journal for schools – *Learning Matters Halton*, outlining CPD offers and examples of good practice
- Recruit and broker Self Evaluation Partners (SEPs) quality assured and available for schools

- 3.8 Through the partnership trust and honesty has been established and the sharing of key data is the norm to enable progress to be made. The

partnership has ensured that the most vulnerable schools are given targeted support in order to improve outcomes for our young people through school to school support.

3.9 Members of the Group work closely with our sub-regional partners in the Merseyside and Cheshire area network, Learn and Lead, with both TS and LA colleagues providing a strategic lead in the 3 Learn and Lead working groups:

- School Improvement
- Leadership and management of teaching and learning
- Initial Teacher Training (ITT) School Direct

There is also representation on the wider region's North West School Improvement Board.

3.10 As a result of a recent submission to the DfE for school to school support funding, made by the National Leaders of Education on behalf of identified schools, Halton secured £70,000 to fund targeted school improvement support for 5 Halton schools. Work has already been undertaken with Learn and Lead to submit a collaborative bid for further funding.

3.11 It is intended to build further system leadership capacity across the Borough and sub-region. In Halton there have recently been two new primary headteachers and one secondary headteacher accredited as Local Leaders of Education (LLE). In total Halton now has 4 LLES and 3 National Leaders of Education. This growing capacity will be used to provide support for schools on the journey to good and outstanding. The Strategic System Leadership Group is now seeking out areas of strength and good practice to share in a strategic way for the benefit of all. The Group are particularly keen to build capacity around early years and primary.

4.0 POLICY IMPLICATIONS

4.1 There are no policy implications at this stage.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children and Young People in Halton

The proposed structure is designed to maintain and enhance delivery of services to meet the aims and objectives of the Children and Young People's Plan.

5.2 Employment, Learning and Skills in Halton

N/A

5.3 A Healthy Halton

N/A

5.4 A Safer Halton

N/A

6.0 RISK ANALYSIS

6.1 Failure to implement a coherent structure leaves the Council open to diminishing performance and outcomes within the service.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 The partnership which has been established through Halton's Strategic System Leadership Group has ensured that the most vulnerable schools are given targeted support in order to improve the outcomes for all children and young people in the Borough.

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

None under the meaning of the Act.

Appendix 1 Halton Strategic System Leadership Group

Working together to deliver School Improvement in Halton.

Terms of Reference

Context

The decision to develop the Strategic System Leadership Group was made in January 2014. It was recognised that there was a necessity to establish a strategic group to co-ordinate the contribution of the LA and Teaching Schools to improving the quality of teaching, learning and leadership in Halton schools to ensure the best possible outcomes for children and young people in the Borough. This is reflected in Halton's Learning and Achievement Strategy. It was also paramount that any available resources be deployed effectively to ensure value for money (as measured by educational outcomes) with an aim that all schools in Halton are judged as good or better as a result of high standards of teaching and learning and improving standards of achievement.

Purpose

Teaching schools have a key role in school improvement. As well as offering training and support for their alliance themselves, teaching schools will identify and co-ordinate expertise from their alliance, using the best leaders and teachers to:

1. play a greater role in training new entrants to the profession
2. lead peer-to-peer professional and leadership development
3. identify and develop leadership potential
4. provide support for other schools
5. designate and broker specialist leaders of education (SLEs)
6. Research and development

The LA will work in partnership with Teaching Schools and other system leaders at a strategic level to increase and secure school improvement capacity across the local area. The LA will work with Teaching Schools in the following areas:

- developing school leadership and succession planning
- school to school support
- professional development for teachers and leaders

Through collaboration and partnership we will:

- support each other to improve the educational outcomes of Children & Young People
- facilitate the development and on-going implementation of a strategy for school-to-school support strategically that recognises both the statutory responsibilities and system role expectations of partners
- develop activities to support sector-led improvement / system leadership to raise the quality of leadership and management and teaching & learning to improve outcomes for children and young people
- enable the formulation and execution of joint responses to the fast changing school improvement agenda

- identify and share 'best' practice around school-to-school support and explore the possibility of common approaches.

Roles and responsibilities

- To gather, analyse and share the data around areas of expertise and need to inform the effective development of school-to-school support.
- To support and inform school-to-school support networks through the production and sharing of information.
- To share strategic plans (LA and Teaching Schools) ensuring clarity of targets and success criteria.
- To establish the necessary protocols to broker and deliver effective sector-led improvement.
- To establish a quality framework to evaluate school-to-school support.
- To enable smart targeting of support according to need.

Outcomes and outputs

- Data sets that inform appropriate and effective support, including a Halton analysis, with priority areas identified and informing actions
- Protocols agreed and established regarding how support is brokered and delivered
- School-to-school support impacting upon improvements for children by raising standards of leadership and teaching & learning
- Teaching Schools meeting the requirements of the 'Big 6'

Reporting and Communications

- The group will report jointly to Halton Head teachers through existing channels
- Good practice will be shared across a range of existing networks including HASH, HAPH, LTP SIG (LA Heads of School Improvement), Learn and Lead

Membership

- NLEs
- LLEs
- LA – Divisional Manager Education Halton, Head of Education Cheshire West and Cheshire
- Teaching School representatives (maximum of 3 per TS not including NLEs)
- Other colleagues, including NCTL, LA and SEPs, by invitation.

Frequency of meetings At least termly.

Administration Agenda and minutes will be prepared and circulated by the LA rep.

Calendar of activities:

- Data sharing and identification of priorities
- Learning Matters Publication – September, January, April
- Review of SEP deployment – termly
- QA of SEPs - termly

REPORT TO: Children and Young People Policy and Performance Board

DATE: 1 June 2015

REPORTING OFFICER: Strategic Director - Children and Enterprise

PORTFOLIO: Children and Enterprise

SUBJECT: SEND Update Report

WARDS: Borough wide

1.0 PURPOSE OF THE REPORT

1.1 To update members of our actions with regard to the implementation of the SEND reforms in Halton as required by the Children and Families Act 2014.

2.0 RECOMMENDATION: That

- 2.1 Members approve latest developments.
- 2.2 Members support next steps in the implementation process

3.0 SUPPORTING INFORMATION

- 3.1 Under the directions of the Children and Families Act 2014 Local Authorities had a duty to publicise on the Local Offer website the process by which individuals could obtain an Education and Health Care plan and a timetable of when Statements of SEN would be converted into an EHCP.
- 3.2 Halton LA met this requirement. Every week a 'Partnership Meeting' is held. Representatives from Education, Health, Social Care and Schools attend this meeting. Parents have the opportunity to attend this meeting to talk to the members about why a plan would help their child. Older children and young people may choose to talk about themselves.
- 3.3 To fund the reforms the SEN Service was restructured and we have received a Burdens Fund of £456,833 in total which has been paid in between 2014 - 2016.

New posts have been created at no additional cost to the Local Authority.

- 5 Assessment Coordinators
- 2 Conversion Caseworkers
- Local Offer Officer
- Trainer Evaluator
- Educational Psychologist

3.4 Since 1st September 2014:

- We have received 70 applications for EHC plans (31st March 2015)
- We have started 46 conversions
- 21 plans have been issued within the 20 week deadline
- 8 completed outside the 20 week deadline
- We are on track to complete all the conversions published for July 2015.

3.5 Remaining Challenges

- Preparation for the SEND reforms inspection that was announced in December 2014. The Framework for the inspection will be available after the national election and inspections of Local Authorities will commence from January 2016.
- Personal Budgets. We are required to offer individuals who receive an EHC plan the opportunity to apply for a personal budget. We presently have an offer of short breaks, advertised on our Local Offer. This must be extended as our Personal Budget offer develops.
- Developing and Improving the Local Offer. This is the show piece of our work as a LA in illustrating provision and opportunities for children and young people with SEND.
- Improving our understanding as an LA of the writing of good outcomes to be measurable and accountable, and make a difference.

4.0 POLICY IMPLICATIONS

4.1 Helping to deliver the aims and objectives of Halton Children and Young People's Plan.

4.2 Helping to deliver the Strategy for Learning and Achievement particularly Inclusion 0 - 25.

5.0 OTHER/FINANCIAL IMPLICATIONS

5.1 Risk of Failure to improve outcomes for children and young people with SEND

5.2 Not responding to the personalisation agenda

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People

Ensuring provision meets need within the Borough as well as the locality Supporting Local Offer requirements set out in Section 3 Children and Families Act 2014.

6.2 Employment, Learning and Skills in Halton

To ensure young people with SEND have every opportunity to meet their planned outcomes. Access to employment for young people with SEND.

6.3 A Healthy Halton

To ensure that all young people in Halton have improved outcomes, in particular mental health and well-being.

6.4 A Safer Halton

To ensure the children and young people's needs and rights are safeguarded.

7.0 RISK ANALYSIS

7.1 Risk of failure to improve outcomes for children and young people with SEND.

7.2 Not responding to the personalisation agenda.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Children and young people have achieved outcomes which enable them to have equal opportunity alongside their typical peers.

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

Document	Place of Inspection	Contact Officer
Equality Act 2010	Rutland House	Anita Parkinson
Children and Families Act 2014		
Code of Practice for Special Educational Needs July 2014		

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	1 June 2015
REPORTING OFFICER:	Strategic Director Children & Enterprise
SUBJECT:	Performance Management Reports for Quarter 4 of 2014/15
WARDS:	Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 To consider, and raise any questions or points of clarification, in respect of performance management for the fourth quarter period to 31st March 2015.
- 1.2 Key priorities for development or improvement in 2014-17 were agreed by Members and included in Directorate Plans, for the various functional areas reporting to the Board as detailed below:
 - Children and Families Services
 - Education, Inclusion and Provision (formerly Learning and Achievement and Children's Organisation and Provision)

The report details progress against service objectives and milestones and performance targets and provides information relating to key developments and emerging issues that have arisen during the period.

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 Board.**

3.0 SUPPORTING INFORMATION

- 3.1 Departmental objectives provide a clear statement on what 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.

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 Thematic Priority Based 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

Not applicable

Priority Based PPB Report

Priority: Children and Young People

Reporting Period: Quarter 4, 1 January 2015 – 31 March 2015

1.0 Introduction

- 1.1 This report provides an overview of issues and progress within the Directorate that have occurred during the period of the report. The way in which traffic light symbols have been used to reflect progress to date is explained within Appendix 1 (section 8).
- 1.2 Please note initials have been provided to indicate which Operational Director is responsible for the commentary to aid Members, as requested by the Children and Young People Policy and Performance Board. A key is provided at the end of the report in Appendix 1 (section 8).

2.0 Key Developments

2.1 Ofsted Inspection (GM)

In February 2015, the report on Ofsted's inspection of Halton's services for children in need of help and protection, children in care and care leavers under one single inspection framework was published. The inspection took place over a four week period during November and December 2014. The Ofsted inspection was the most intensive interrogation of Halton's services for children and families that we have ever experienced. It included 33 key lines of enquiry, over 100 meetings and consideration of around 150 files, including 25 detailed audits.

Halton's inspection judgement overall was 'Requires Improvement', although Halton was judged 'Good' on three of the five sub judgements that contributed to the overall score. Halton's inspection report, at the time of publication, was the best received so far by any local authority in the North West. Inspectors found no widespread or serious failures that create or leave children being harmed or at risk of harm. The welfare of looked after children is safeguarded and promoted. A broad range of strengths were highlighted, including the strength of the workforce, the local authority as a corporate parent and a 'whole authority' approach to improving outcomes for our children and young people. Equally, a number of actions were identified that were in line with our own self-assessment and future planning for further improvement. These will be articulated in an action plan that will be finalised by May 2015 and drive work across services during 2015-16.

2.2 Halton Children & Young People's Plan Annual Review 2015 (AMc)

Halton's Children & Young People's Plan 2014-17 is the main plan for all partners within Halton's Children's Trust and the services they provide for children and young people in Halton. It sets out what we are going to do together to make things better for our children and young people. The Plan is built around the following three priorities:

- Working together to deliver services in a joined up way to make sure children and their families get the right help at the right time (Early Intervention).
- Working together to plan and fund outcome focused services for children and families, that deliver high quality services that are value for money (Integrated Commissioning).

- Working together to focus services towards the needs of our most vulnerable children, young people and families to 'close the gap' by improving health, education, social and cultural outcomes.

An Annual Review has been developed as a supplement to the main Plan. It provides an update on progress over the last year towards achieving Halton's Children's Trust's strategic priorities, the nine Children & Young People's Plan promises, that together form the Children's Trust action plan, and key national and local policy developments, including:

- Implementing the Special Educational Needs & Disabilities reforms in Halton.
- Analysis of the unannounced Ofsted inspection of Halton's Children's Services in November 2014.
- Halton's new Early Intervention model.

In addition there are a collection of success stories of Halton Children's Trust over the last 12 months, with links to further information. The review document is available to download from <http://www.haltonchildrenstrust.co.uk/index.php/children-young-peoples-plan-2014-2017/>

2.3 Secondary School Allocations (AMc)

The Local Authority responsible for co-ordinating the admissions process for the allocation of places for those children transferring from primary to secondary school. Parents/carers are notified of their child's allocation on 1 March (or following working day if the 1st falls at a weekend or Bank Holiday). For those children transferring from primary to secondary school for the September 2015 intake, 95% were offered their first preference school. The Local Authority continues to monitor patterns of preference and school capacity.

2.4 Halebank Church of England Voluntary Controlled Primary School (AMc)

The Local Authority received confirmation from the Education Funding Agency that Halebank Church of England Voluntary Controlled Primary School which was included in the Department for Education's Priority School Building Programme, a national, privately financed programme to address those schools in the worst building condition, has been approved for inclusion within the programme. The project to rebuild the school will commence on site in June 2015.

2.5 Participation of 16/17 year olds (AMc)

The Department for Education has published figures identifying that Halton has a higher proportion of 16 and 17 year olds participating in education and training compared to regional and national benchmarks. Figures from December 2014 identify 91.2% of Halton 16 and 17 year olds were participating through either;

- Full time education and training
- Apprenticeships
- Work based learning
- Employment combined with training

This is positive compared to 90% regionally and 90.2% nationally.

2.6 Young people at risk of NEET (Not in education, employment or training) (AMc)
Members of the 11-19 Partnership, including Halton Schools and Academies have agreed a process of support and challenge by the Local Authority in the areas of Post-16 destinations, careers information advice and guidance, and the tracking support and retention of young people. As part of this they will work with the local authority to identify young people in their school at risk of not making the transition to post 16 education, and identify a lead who will link with the 14-19 team.

2.7 Standing Advisory Committee for Religious Education (SACRE) (AMc)
Lord Nash wrote a letter to all SACREs on 7 January 2015. It stated:
'The role of a SACRE is to support the religious education curriculum and collective worship within schools. Local authorities have a duty to enable SACREs to fulfil their statutory responsibilities in these areas. They should assure themselves that the SACRE is functioning well and holding regular meetings. It may also be appropriate for the local authority to support the SACRE's work to provide teacher training in RE and collective worship training. As part of their responsibilities, SACREs must provide an agreed syllabus to support the religious education curriculum in schools, which must be reviewed every five years. All SACREs are encouraged to submit their annual reports to NASACRE for inclusion on their website. The Department intends to commission a review of SACRE annual reports to identify good practice, and ensure that all SACREs are fulfilling their statutory duties.'

Halton SACRE continues to work hard to meet its duties and support schools with issues surrounding Religious Education (RE) and collective worship. All schools have received guidance on the teaching of fundamental British values. To support the continued effective functioning of SACRE, Halton and Warrington LA officers work closely and SACRE colleagues from both LAs have established an informal networking opportunity, this shares ideas and approaches that will meet the needs of teachers. There will also be a joint Halton and Warrington RE conference in the summer term.

Halton SACRE is already looking towards its five year locally agreed syllabus review. At the next SACRE meeting colleagues from Liverpool and Lancashire will present their locally agreed syllabus' that are already used widely across the North West. The Halton Annual report was written and submitted to NASACRE in January. It is now on the NASACRE website and has been circulated to Halton schools.

2.8 Timeline for the Reform of the Primary National Curriculum and Assessment (AMc)
Information on key points in the timeline is included below:

- September 2015: 2014 National Curriculum to be used in all years for all subjects
- September 2015: Schools to continue to use Early Years Foundation Stage Profile at the end of the year but may also elect to use the new baseline assessment for reception.
- May 2016: New KS1 and KS2 tests based on 2014 National Curriculum to be introduced. KS1 tests to be administered in May, not at any time as is case with current tests.

- September 2016: Use of Early Years Foundation Stage Profile becomes non-statutory. Schools have choice as to whether or not to implement a new baseline assessment in Reception Year. This is not a statutory requirement, however progress at the end of KS2 (in 2023) for the cohort of children in Reception 2016-17 will only be measured from the baseline assessment, not from KS1. Therefore if children have not completed a baseline assessment there will not be a measure of progress. This will lead to the school being accountable only for the attainment of children at the end of KS2. Given that the current expectation is that at least 85% of children will meet the expected standard it will be difficult for a number of schools in Halton to meet that floor standard.

2.9 Statutory Assessment (AMc)

This is the final year of KS1 and KS2 tests and teacher assessment based on the pre-2014 curriculum. It will also be the final year for attainment in the tests and teacher assessment to be judged in 'levels'.

From September 2015 schools will need to have an alternative system that no longer makes reference to levels and average point scores. The 2014 Primary National Curriculum refers to what children should know or be able to do by the end of each year, but there are no specific performance descriptors for end of year standards for each year. The Department for Education has consulted on performance descriptors for the end of KS1 and end of KS2 but the publication of the definitive descriptors has been delayed until September at the earliest. The local authority has held several assessment briefings for headteachers this year. The key advice from the local authority is that schools need to ensure that they focus on the principles of assessment, not tracking progress, and therefore whatever assessment procedures they adopt, standardisation is crucial. The local authority will be working with primary schools to hold standardisation meetings.

Tracking progress however, continues to cause concern for headteachers with many looking to their current tracking system provider to introduce a new product that will provide an answer to both how to assess as well as track progress. There are a wide variety of systems being developed and marketed and as yet there is no evidence as to how effective they may be.

2.10 Baseline Assessments (AMc)

As explained above, schools have to decide whether to implement a baseline assessment for reception year children in September 2015. This decision is required by 30 April 2015. Schools will decide whether or not to go ahead with registering with one of the six providers of the assessment materials. The local authority has advised headteachers to use the assessment this September as a 'trial run' and all six providers presented their materials at a local authority arranged briefing for the headteachers in March 2015. These designated providers have to receive orders from a minimum number of schools for the Department for Education to allow them to provide their materials to schools. If a provider doesn't meet the minimum requirement those schools that have registered with it will be advised early June that they need to sign up with an alternative provider.

2.11 Social Worker Recruitment (TC)

Following a successful recruitment drive Children in Need have recruited nine permanent social workers who are due to begin in May 2015. This is due to a high turnaround of staff in recent times, including agency social workers. This will increase productivity and aims to improve performance and outcomes for this vulnerable group.

2.12 Young Carers Statutory Assessments (TC)

Under the Care Act 2014, a statutory duty to assess the needs of Young Carers has now come into effect. The Carer's Centre will manage the registration of young carers, and the Early Intervention Teams will undertake the assessments. Link to the Care Act 2014: <https://www.gov.uk/government/publications/care-act-2014-statutory-guidance-for-implementation>

2.13 Multi-agency Child Sexual Exploitation Team (TC)

A multi-agency Child Sexual Exploitation Team has been established on a pilot basis, initially for 9 months, from 5 February 2015. The team includes a social worker, an education welfare officer, health professionals, police and voluntary sector providers and a parent engagement worker.

3.0 Emerging Issues

3.1 Revised Ofsted Inspection Framework for Children's Homes (TC)

The revised framework of Ofsted inspection of Children's Homes came into effect 6 April 2015. This more rigorous framework will be applied to both Edinburgh Road Children's Home and Inglefield Residential Short Break Unit for Children with Disabilities. The current judgements are Good and Outstanding respectively. Link to the new framework: <https://www.gov.uk/government/publications/inspecting-childrens-homes-framework>

3.2 Children on Child Protection plans (TC)

Children in Care numbers have stabilised but numbers of children on child protection plans continue to increase (58.7 per 10,000 0-18 yrs olds at March 2014, 86.2 at March 2015), with the predominant reason for a plan being neglect or likelihood of neglect. Halton Safeguarding Children Board is undertaking a multi-agency audit of a number of cases in May 2015 to understand better the reasons for the increase and to make recommendations on future ways of working.

3.3 Attainment and progress of Children in Care (AMc)

The Ofsted Inspection of services for children in need of help and protection, children looked after and care leavers for Halton was published 3 February 2015. One of the areas for improvement was to further develop the role of the headteacher of the virtual school to ensure that secondary schools in particular, were held to account fully for the attainment and progress of their pupils who were in care, and for reducing the number subject to a fixed period of exclusion. An action plan is being developed to increase the number and quality of Personal Education Plans (PEP's) of Children in Care. So that they are SMART, outcome focused PEPs. In addition designated teachers will be trained to understand their role and set

targets so there are improved outcomes for Children in Care secondary school pupils in Halton.

3.4 Special Educational Needs (AMc)

From September 2014, implementation of the special educational needs and disability (SEND) reforms commenced. A primary aim of the reform is the development of a more person-centred and joined up approach to meeting the needs of children, young people and their families. To support the personalised approach and the development of Education, Health and Care plans, weekly panel meetings are now held with representatives including health, education and social care. Currently in Halton the teams are working towards undertaking up to 81 conversions by the end of May. Demand has been high with 73 new applications received since September. Volunteers will also be sought from the eligible cohort to pilot personal budgets in a number of settings.

Ensuring children, young people and families are clear on the services and support available within the borough and understand the changes a key area of focus for the next few months will be the further development of our Local Offer. Pupil and parent participation within this will be essential.

During recent months, the Secretary of State has invited Ofsted and the Care Quality Commission to inspect local areas on their effectiveness in fulfilling their new duties. Pilot inspections will commence in late spring early autumn and the first inspections are expected to commence in 2016.

3.5 Youth Provision Budget (AMc)

Halton's new integrated youth provision has recently been awarded to Young Addaction, following a tendering process. There has been a reduction of £200,000 in the overall budget and there will be a need to ensure provision is targeted at the most vulnerable young people and communities. Through this it is expected we will maintain the recent progress made in reducing teenage conceptions, under 18 alcohol related hospital admissions and youth related anti-social behaviour.

3.6 Capital Programme 2015/16 (AMc)

The Department for Education has announced the schools capital grant allocations for 2015/16 and a range of programmed works based upon need will commence during the 2015/16 financial year. Works include a rolling programme to address fire compartmentation in school buildings, an annual update of asbestos surveys and undertaking of resulting remedial works, finding to resolve specific accessibility issues within school buildings, school modernisation projects, and a capital repairs programme.

4.0 Risk Control Measures

- 4.1 Risk control forms an integral part of the Council's Business Planning and performance monitoring arrangements. As such Directorate Risk Registers were updated in tandem with the development of the suite of 2014 – 15 Directorate Business Plans.
- 4.2 Progress concerning the implementation of all Directorate high-risk mitigation measures relevant to this Policy and Performance Board was reported at quarter two.

5.0 Progress against high priority equality actions

- 5.1 Equality issues continue to form a routine element of the Council's business planning and operational decision making processes. Additionally the Council must have evidence to demonstrate compliance with the Public Sector Equality Duty (PSED) which came into force in April 2011.
- 5.2 The Council's latest annual progress report in relation to the achievement of its equality objectives was published on the Council website during quarter 4 and is available via:
http://www3.halton.gov.uk/Pages/councildemocracy/pdfs/EandD/Equality_-_objectives_progress_report_-_April_2013.pdf

6.0 Performance Overview

6.1 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.

Priority: Integrated Commissioning of services to meet the needs of children, young people and families in Halton

Key Milestones and Measures














Hospital Admissions for Substance Misuse & Alcohol				Teenage conceptions quarterly rate				Percentage of educational settings graded good or better			
Current progress	Target	Quarterly progress	Direction of Travel	Current progress	Target	Quarterly progress	Direction of Travel	Current progress	Target	Quarterly progress	Direction of Travel
	26.2	16.4	N/A		N/A	29.5			78%	82%	

Supporting Commentary

Hospital Admissions – Hospital admissions for substance misuse in people aged 15-24 years has fluctuated in Halton during recent years. The Halton rate remains higher than the England average.

Teenage Conceptions – Data provided for Q4 is a different measurement than seen in previous quarters as rolling quarterly average is no longer available. Rate for Q4 2013: 33.3, this is a continued reduction from the position in 2012: 40.4.

The latest published data (31/08/2014) shows that Halton had 81% of maintained schools graded as good or outstanding, in line with the national average. Locally calculated at 31 March 2015 shows that further progress has been made with 82% of the schools graded good or better.

Ref	Milestones	Quarterly progress
LAS1	Evaluate the outcomes of school inspections through the School Development Panel, and summarised within the Ofsted summary reports, to ensure that learning resulting from the inspection process is effectively shared with schools	
LAS1	Undertake categorisation process for all schools and identify actions, including levels of support and intervention, required to improve inspection outcomes by October 2014	
LAS1	Review the performance of all schools and Early Years settings with a specific focus on those currently graded as satisfactory/ requiring improvement by October 2014.	
LAS2	Conduct the annual analysis of school performance data for all primary, secondary and special schools during September – December 2014 (with further reviews undertaken at key points in the performance data release cycle).	
LAS2	Ensure appropriate deployment of School Improvement support for identified schools and settings, including school to school support as appropriate.	
COPS1	Complete the Childcare Sufficiency Assessment (CSA) which provides a comprehensive review of Early Years provision in Halton by April 2014, and implement the action plan to ensure sufficient provision in all areas and age groups.	
COPS1	Review and improve the quality of childcare provision, in particular child minders through targeted training and support by August 2014.	
COPS1	Ensure that priorities in capital spend are in line with the Government Guidance and agreed by all representative bodies	
COPS2	Evaluate and monitor the sustainability on current school provision following the transfer of maintained schools to academies and the introduction of Free Schools, working in partnership with all schools to ensure diversity for parents by March 2015.	
COPS2	Evaluate and monitor the impact on current post-16 provision sufficiency and sustainability through the development of Academies and Free Schools by March 2015.	
COPS3	Strengthen the understanding and links with colleagues in Health and Adult services to ensure effective commissioning by March 2015.	
COPS3	Support Public Health in the commissioning of a new comprehensive open access sexual health services and ensure young people's sexual health needs are met by October 2014.	
COPS3	Facilitate up to 12 Teens and Tot programmes in hotspot schools by March 2015.	

Supporting Commentary

LAS1: The Operational Director for Learning and Achievement attends the regular meetings of the School Development Panel, providing an opportunity to carefully monitor schools' experience of the inspection process, areas for celebration and areas for development. The invitation is issued to Head teachers and Chairs of recently inspected schools, including academies and free schools.

LAS1: The performance of all schools is monitored as new data becomes available. Schools have been categorised based upon a scale of A to E (outstanding to special measures). Ofsted outcomes are included as part of the data set, as well as feedback from school improvement and other officers working with the school. 2014/15 category letters have been sent to all schools, including academies

and the free school. The categorisation of private and voluntary settings is undertaken by the Early Years Consultant Teachers (EYCTs). This is an on-going process with categories subject to change depending upon the context of the setting at the time that the Red, Amber, Green (RAG) rating is undertaken. The categorisation of schools and settings determines the level of support (and intervention) provided.

LAS1: This is an ongoing process (see above). 82% of Halton schools were graded as good or better (published reports March 2015). Nine schools are currently judged to require improvement. These schools are receiving targeted support, including work with system leaders (Teaching Schools, Local and National Leaders of Education). Early Years settings are RAG rated and those rated as RI/satisfactory (red/amber) are targeted to receive further support from their Early Years Consultant Teachers.

LAS2: The analysis of school performance data has been completed. This data is used to inform the categorisation process and the deployment of school improvement support.

LAS2: Support for schools has been reviewed in light of new performance data; Ofsted ratings and link officer knowledge of any school emerging issues. This analysis has informed the deployment of school and setting improvement support. This includes the deployment of Local and National Leaders of Education, National Leaders of Governance and Specialist Leaders in Education and other support through the Teaching School. Officers continue to broker school to school support. The North West Ofsted report commended Halton for its work around system leadership.

COPS1: Review undertaken and action plan currently being progressed.

COPS1: Training has been provided for childcare providers and a further training programme of support has been identified.







COPS1: Capital spend approved by executive board and approved works progressing.

COPS2: Academy transfers continue to be monitored and Local Authority Officers are involved with the conversion programmes thereby ensuring sustainability and diversity.

COPS3: Work has begun addressing the Transitional needs of young people with Adult Commissioning colleagues. A commissioners group has been established which will highlight the learning from previous transitions. Colleagues in Adult services are members of the complex needs panel highlighting transitions in terms of commissioning placements. One of the potential opportunities for future joint commissioning of support services is in relation to Personal Care and Support packages. Special Educational Needs and/or disability (SEND) mediation and disagreement resolution service has been commissioned. This will cover the local authority and the Clinical Commissioning Group (CCG) and shared training planned. Work continues in relation to the detail of the personal budgets and personal health budgets linked to the SEND reforms involving CCG and colleagues in Adult services.

COPS3: This has now been completed and the new service is up and running Warrington Hospital NHS Trust. We are developing participation working with the Trust's new C Card Co-ordinator ensuring more young people's needs are met in Halton.

COPS3: Twelve 18 week Teens and Tots programmes have now been facilitated in five Secondary schools. A further five have started in March 2015 and a further 12 programmes are planned to be completed during 2015/16.

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
LPI06 LAS	Percentage of primary schools below the floor standard (65% achieving L4+ English and Maths at KS2)	12%	N/A	12%		N/A
LPI07 LAS	Percentage of secondary schools below the floor standard (40% achieving 5+ A*-C GCSE including English and Maths)	0%	0%	0%		
COP LI05	Under 18 conception rate, reduction in conceptions from 2009 baseline (140 conceptions)	92	136	76		
SCS SH04	Reduce the number of Young People who repeatedly run away in Halton	141	N/A	214		N/A

Supporting Commentary

LPI06 LAS & LPI07 LAS: Six primary schools did not meet the 65% attainment floor in 2014 (raised from 60% in 2013). As a result of small cohorts, two of these schools were less than one pupil adrift of the attainment floor. All secondary schools met the 40% attainment floor standard.

COP LI05: The number of under 18 conceptions in Halton in 2013 was 76 and this equates to a reduction of 16 conceptions in 2012.

SCS SH04: During Q4 there has been an increase in the number of young people that are missing from care. 106 return interviews have been undertaken and there are four young people currently in direct work. There have been three young people from this quarter were risks around Child Sexual Exploitation have been identified.

Priority: Effectively supporting the child’s journey through the Halton Levels of Need framework when additional needs arise

Key Milestones and Measures

Children subject to CP Plan for 2nd or subsequent time				Social Work Assessments completed within 45 working days				Number of multi-agency interventions (CAF) in place and operating			
Current	Target	Quarterly progress	Direction of Travel	Current	Target	Quarterly progress	Direction of Travel	Current	Target	Quarterly progress	Direction of Travel
	10%	19%			90%	71%	N/A		300	204	

Supporting Commentary




Please note for social care data this is provisional end of year data and will be subject to quality assurance processes. This may change some of the measures at the point of publication during Autumn 2015.

NI065: 54 of the 279 who had a Child Protection plan developed during the year had previously been subject to a child protection plan. The increase in repeat plans needs to be scrutinised further to understand why the numbers continue to rise. This Audit will need to be undertaken by the multi-agency partners.

CFS LI02: The figures have been impacted by a high turnover of social work staff, however following the successful recruitment drive, nine permanent social workers have been recruited who are due to begin in May 2015.

CFS LI03: Number of multi-agency interventions (this is only counted as CAF for 2014/15 but will include more intervention types for future years) open and active at any one time has stabilised at around 200, reflecting the work done to close CAFs appropriately. The cumulative figure for all CAFs open throughout the year was 451 at the end of February 2015.

Ref	Milestones	Quarterly progress
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Ref	Milestones	Quarterly progress
CFS1, CFS3	Implement revised social work service structure supported by career pathway and training strategy	
CFS2	Implement multi-agency early help teams supported by revised performance framework	
COPS4	Review and strengthen the Inspiring Families programme as part of the early help model by September 2014.	

Supporting Commentary

CFS1 & CFS3: This was implemented from 1 September 2014 and has been completed.

CFS2: Three locality early intervention teams were in place by 1st September 2014, covering Widnes, Runcorn East and Runcorn West. Work is ongoing, led by the Early Intervention Partnership Strategic Board on the next phase of further developing these multi-agency teams.

COPS4: The HBC phase of Early Intervention Locality teams came into place in September 2014. An Early Intervention Strategy board has been set up in the Autumn of 2014 this will report into the Health and Well Being Board and Children's Trust.

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
NI 64	Child Protection Plans lasting 2 years or more	2.3%	0%	0%		
NI 66	Children in Care cases reviewed within timescale	97%	100%	99%		
NI 67	Child Protection cases reviewed within timescale	100%	100%	98%		

Supporting Commentary

NI64: There is a system in place where we monitor families subject to a plan for more than nine months to ensure cases are not subject to drift.

NI66: Six children were reviewed out of timescale.

NI67: Nine children were reviewed out of timescale.

Priority: Improving achievement and opportunities for all through closing the gap for our most vulnerable children and young people

Key Milestones and Measures

Placement stability: 3 or more placements				Care Leavers in Employment, Education or Training at 19, 20 and 21				Number of families involved in Inspiring Families			
Current progress	Target	Quarterly progress	Direction of Travel	Current progress	Target	Quarterly progress	Direction of Travel	Current progress	Target	Quarterly progress	Direction of Travel
	7.4%	6.2%			75%	67%			375	375	N/A





Supporting Commentary

NI62: 12 young people have had 3+ placements. These were often due to the presenting behaviours of children and/or capacity issues in meeting their needs.

NI148: This indicator continues to present challenges with nine young people not in EET due to illness/ pregnancy/parenting and seven due to other circumstances such as custody and refusal to engage.

COP LI06: All families are being worked with and payment by results has been claimed for 88% of families in February 2015.

Ref	Milestones	Quarterly progress
CFS4	Implement the Care Leaver Action Plan.	
CFS4	Revise and implement a multi-agency strategy for children in care.	
LAS3	Analyse, evaluate and report end of Key Stage attainment outcomes for Children in Care by December 2014.	

Ref	Milestones	Quarterly progress
LAS3	Through data analysis RAG rate with schools the end of Key Stage attainment gaps between FSM and non-FSM pupils and identify areas of need and support required by December 2014.	
LAS3	Analyse the levels of absence, including persistent absence, across all phases on a termly basis.	
LAS3	Ensure families in Halton can access an education and healthcare plan by September 2014.	
COPS4	Analyse, evaluate and report on performance outcomes for both national and local criteria measures on 20% Inspiring Families by September 2014.	








Supporting commentary














CFS4 – Action plan implemented. Additional actions identified and a revised plan being developed.

CFS4 – Revised strategy is in final draft format and will be endorsed at the Children in Care Partnership Board in March 2015.

LAS3 - The attainment data for Children in Care compared to that of their non-Children in Care peers locally and nationally has been reported in previous quarter. However, following benchmarking data published in December 2014 which compares Halton with the North West and nationally indicates that Halton Children in Care have achieved above their peers both regionally and nationally in Reading, Maths and in the combined measure. They achieved in line for Maths. There are small gaps between Halton Children in Care and their peers regionally and nationally on KS4 outcomes. KS4 outcomes are the main area of focus.

LAS3 - This target has been met. The Local Offer was published by 1 September 2014 deadline and advice on how to apply for a plan and the application form were published. We have had four Partnership meetings to date where applications have been considered.

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
SCS CYP16	Percentage of Children in Care achieving expected outcomes at KS2 and KS4		N/A	See below	N/A	N/A
NI 58	Emotional and behavioural health of Children in Care, average SDQ score	13.8	14	Q4 onwards	N/A	N/A
NI 61	Timeliness of placement for Children in Care for adoption following an agency decision that the child should be placed for adoption	67%	N/A	72%	N/A	
NI 63	Stability of placement of Children in Care; long-term placement	84%	80%	70%		
NI 147	Care Leavers in suitable accommodation at 19, 20 and 21	92%	90%	90.5%		
SCS CYP	Early Years Foundation Stage percentage good level of development	37%	42%	46%		

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
SCS CYP02	Proportion achieving level 4 KS2 Reading, Writing and Maths	78%	81.5%	79%		
CYP10	Achievement gap at KS2 Reading, Writing and Maths FSM and peers	14%	11.5%	15%		
SCS CYP11	Achievement gap at KS4 FSM and peers	26%	23%	24%		
NI104	SEN/non-SEN achievement gap at KS2 Reading, Writing and Maths	50%	33%	40%		
NI105	SEN/non-SEN achievement gap at GCSE 5+ A*-C including English and Maths	45%	27%	46%		
NI087	Secondary school persistent absence rate		5%	2.48% to end of Feb 2015		N/A
NI 114	Rate of permanent exclusions from school	0.22% (13/14 academic year)	0.35%	0.05% to end of March 2015		

Supporting Commentary

KS2 Progress of CIC: 80% achieved 2 levels of progress in Reading and Writing; 60% achieved 2 levels of progress in Maths

KS4 Progress of CIC: 55% achieved 3 levels of progress in English and 27% achieved 3 levels of progress in Maths

NI61 – 8 of 13 children adopted within 12 months of decision. Delays were due to complex family histories which presented challenges in the family finding process.

NI63 – This reflects some of the challenges listed in response to the NI62 above.

NI147 – Four care leavers are not in suitable accommodation due to the choice they make or being in custody.

SCS CYP – 46% of Halton children achieved a Good level of Development. Although this is a pleasing 9% increase on the 2013 outcomes, the national outcome was 60% (having increased by 8%). Intensive training is being delivered to the EY sector and reception teachers. Briefings are being delivered to headteachers to explain the Early Years assessment process and Good level of development in further detail.









SCS CYP02 - Halton's attainment at level 4+ KS2 compares well to national in all areas. Following a 1% gain, 79% of Halton children attained L4+ combined reading, writing & mathematics, the same as national.

CYP10 – The latest RAISE data indicates a 15% gap between the attainment at level 4+ in reading, writing and maths combined of Halton FSM and non-FSM pupils compared to a national gap of 16%.

SCS CYP11 – There has been a further closing of the gap compared to 2013 and Halton’s gap is narrower than national based upon proxy data which indicates a 27% gap nationally compared to 24% in Halton.

Priority: Driving the economic prosperity of Halton to the benefit of residents and the workforce

Key Milestones and Measures

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
SCS CYP03	Proportion achieving 5+ GCSEs A*-C including English and Maths	62%	64%	57%		
SCS CYP04	Achievement of Level 3 qualification at 19	51.8% (12/13)	55%	52.1%		
SCS CYP05	Percentage of 16-18 year olds not in education, employment or training	8.4%	9.5%	6.2%		
NI 79	Achievement of Level 2 qualification at 19	85.3% (12/13)	75%	87.8%		

Supporting Commentary

SCS CYP03 – Whilst this performance is a drop compared to 2013, Halton performance is still above 55% national average.

SCS CYP04 – The proportion of Halton young people achieving a Level 3 qualification by age 19 continues to increase. Of the 52% achieving this benchmark, 27% achieved it through an academic route, and 25% achieved through a vocational route.

SCS CYP05 – 2014 Annual figure is the average at the end of November, December and January. This represents an estimated 280 16-18 year olds. The age breakdown for these is 50 16 year olds, 80 17 year olds and 150 18 year olds. The reduction in 16-18 NEET young people is the result of Halton Borough Council’s Participation strategy. Since March 2014 this in-house service has worked with providers and internal services to engage, track and support young people. Dedicated caseworkers are available to support young people who are identified as having disengaged from education, employment or training.




7.0 Financial Summaries

The Council's 2014/15 year-end accounts are currently being finalised.

The year-end position for each Department will therefore be made available via the Intranet by 30 June 2015.




8.0 Appendix 1 – Explanation for use of symbols

Symbols are used in the following manner:

Progress	Milestone	Measure
Green	 Indicates that the milestone is on course to be achieved within the appropriate timeframe.	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 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.

8.1 Direction of Travel Indicator

Where possible 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.

8.2 Key for Operational Directors

WR	Wesley Rourke, Operational Director, Economy Enterprise and Property Service (EEP)
AMc	Ann McIntyre, Operational Director, Education, Inclusion and Provision Service (formerly COPS and LAS)
TC	Tracey Coffey, Operational Director, Children and Families Service (CFS)