

**Directorate:** Children and Enterprise Directorate

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

### 1.0 Introduction

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

### 2.0 Key Developments

#### 2.1 Raising the Participation Age (RPA)

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

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

#### 2.2 Teenage Under 18 Conceptions

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

#### 2.3 Positive Youth Provision

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

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

## **2.4 New framework for Early Years Foundation Stage (EYFS)**

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

The EYFS seeks to provide:

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

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

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

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

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

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

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

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

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

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

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

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

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

## **2.6 Inclusion**

### **Anti-Bullying Operational Group**

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

### **2.7 Children's Centre Inspections**

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

### **2.8 Early Help & Support**

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

## **2.9 New Inspection Frameworks**

### **Adoption & Fostering**

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

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

### **Child Protection Inspections**

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

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

### **Children Homes Inspection**

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

## **3.0 Emerging Issues**

### **3.1 Runcorn Collaborative (Post-16 Provision)**

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

### **3.2 Disadvantaged 2 year old programme**

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

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

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

### **3.4 Inclusion**

#### **Halton Inclusion Conference- 2 May 2012- Stobart Stadium**

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

## **Traded Services**

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

## **Processes**

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

## **Asperger Spectrum Disorder (ASD) Pre and School Age Pathways**

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

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

## **Green Paper Pathfinder latest development**

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

## **3.5 Adoption Action Plan**

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

## **3.6 Review of Children in Need/Child Protection Assessment Service**

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

### 3.7 Peer Challenge

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

### 4.0 Risk Control Measures

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

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

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

### 5.0 Progress against high priority equality actions




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

### 6.0 Performance Overview

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

#### Standards in Education

##### Key Milestones

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










## Supporting Commentary











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

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

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

## Key Performance Indicators

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

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

### Supporting Commentary

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

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

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

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

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



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

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

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

## Continuum of Need: from Early Help and Support to Safeguarding

### Key Milestones

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

### Supporting Commentary

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













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

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

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

### Key Performance Indicators

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

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

### Supporting Commentary

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

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

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

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

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

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

## Managing Resources Effectively

### Key Milestones

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

### Supporting Commentary


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

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

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

### Key Performance Indicators

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

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

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

## 7.0 Financial Statement

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

## 8.0 Appendix – Explanation for use of symbols

Symbols are used in the following manner:

### Progress

### Objective

### Performance Indicator

Green



Indicates that the objective 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/objective will be achieved within the appropriate timeframe.

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

Red



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

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

### Direction of Travel Indicator

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

Green



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

Amber



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

Red



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

N/A

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