



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

**Monday, 19 June 2006 6.30 p.m.  
Civic Suite Town Hall, Runcorn**

**Chief Executive**

**BOARD MEMBERSHIP**

<b>Councillor Mark Dennett (Chairman)</b>	<b>Labour</b>
<b>Councillor Margaret Horabin (Vice-Chairman)</b>	<b>Labour</b>
<b>Councillor Frank Fraser</b>	<b>Labour</b>
<b>Councillor Robert Gilligan</b>	<b>Labour</b>
<b>Councillor Trevor Higginson</b>	<b>Liberal Democrat</b>
<b>Councillor David Lewis</b>	<b>Conservative</b>
<b>Councillor Kelly Marlow</b>	<b>Liberal Democrat</b>
<b>Councillor Stan Parker</b>	<b>Labour</b>
<b>Councillor Ged Philbin</b>	<b>Labour</b>
<b>Councillor Margaret Ratcliffe</b>	<b>Liberal Democrat</b>
<b>Councillor John Stockton</b>	<b>Labour</b>

*Please contact Lynn Derbyshire on 0151 471 7389 for further information.*

*The next meeting of the Board is on Monday, 4 September 2006*

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

**Part I**

<b>Item</b>	<b>Page No</b>
<b>1. DECLARATIONS OF INTEREST (INCLUDING PARTY WHIP DECLARATIONS)</b>	
Members are reminded of their responsibility to declare any personal or personal and prejudicial interest which they have in any item of business on the agenda, no later than when that item is reached and (subject to certain exceptions in the Code of Conduct for Members) to leave the meeting prior to discussion and voting on the item.	
<b>2. PUBLIC QUESTION TIME</b>	<b>1 - 2</b>
<b>3. EXECUTIVE BOARD MINUTES</b>	<b>3 - 8</b>
<b>4. DEVELOPMENT OF POLICY ISSUES</b>	
<b>(a) Terms of Reference</b>	<b>9 - 12</b>
<b>(b) Annual Report</b>	<b>13 - 22</b>
<b>(c) School Balances</b>	<b>23 - 26</b>
<b>(d) Children and Young People Plan Presentation</b>	<b>27 - 30</b>
<b>(e) APA/JAR Presentation</b>	<b>31 - 54</b>
<b>(f) Barriers to Learning</b>	<b>55 - 68</b>
<b>(g) Transition of Sure Start to Local Children's Centres</b>	<b>69 - 76</b>
<b>(h) Work Programme</b>	<b>77 - 78</b>
<b>5. PERFORMANCE MONITORING</b>	
<b>(a) Performance Management Reports for 2005/6</b>	<b>79 - 128</b>

***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.***

**AGENDA ITEM NO. 3**

**REPORT TO:** Children and Young People Policy and Performance Board

**DATE:** 19 June 2006

**REPORTING OFFICER:** Strategic Director, Corporate and Policy

**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 33(5).
- 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(11) states that Public Questions shall be dealt with as follows:-

- (i) A total of 30 minutes will be allocated for 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 submitted by 4.00 pm on the day prior to the meeting. At any 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 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 that 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 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

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

**REPORT TO:** Children and Young People Policy and Performance Board

**DATE:** 19 June 2006

**REPORTING OFFICER:** Chief Executive

**SUBJECT:** Executive Board Minutes

**WARD(s):** Boroughwide

**1.0 PURPOSE OF REPORT**

- 1.1 The Minutes relating to the Children and Young People Policy and Performance Board which have been considered by the Executive Board and Executive Board Sub since the last meeting 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**

None.

**5.0 OTHER IMPLICATIONS**

None.

**6.0 RISK ANALYSIS**

None.

**7.0 EQUALITY AND DIVERSITY ISSUES**

None.

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

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

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**APPENDIX 1**

**Extract of Executive Board Sub Committee Minutes Relevant to the Safer Halton Policy and Performance Board**

**EXECUTIVE BOARD MINUTES 30<sup>TH</sup> MARCH 2006**

**EXB206 SEN REVIEW – THE LEARNING SUPPORT SERVICE**

The Board considered a report of the Strategic Director – Children and Young People providing an update on the consultation recently undertaken in respect of the proposed review of the Learning Support Service, and outlining a proposed Structure for the new service, subject to a second stage consultation with those affected.

RESOLVED: That

- (1) the results of the consultation be noted;
- (2) the proposed structure for the new Halton Special Educational Needs Service be endorsed for a second stage consultation with the affected service employees and their union representatives;
- (3) subject to the outcomes of the consultation, the timescale for implementation be agreed;
- (4) under the delegated authority of the Strategic Director – Children and Young People, in consultation with the appropriate Portfolio holder, the Learning Support Service be disestablished and steps taken for the development of the new Halton Special Educational Needs Service; and
- (5) authority to implement the “At Risk” procedure for staff in Learning Support Services be granted.

Strategic  
Director –  
Children and  
Young People

**EXB188 SCHOOL ADMISSION ARRANGEMENTS 2007/8**

The Board considered a report of the Strategic Director – Children and Young People regarding school admission arrangements for 2007/8 which had been prepared in accordance with the School Standards and Framework Act 1998, the Education Act 2002 and associated regulations.

It was noted that the statutorily required consultation paper had been issued to head teachers and governing bodies of all nursery, infant, junior, primary and secondary schools; the four diocesan authorities responsible for voluntary aided schools in Halton; and neighbouring authorities in January 2006. The consultation paper did not propose any changes to the current over-subscription criteria for admission to Local Authority (LA) maintained community and voluntary controlled schools which were in accordance with Department for Education and Skills (DfES) recommendations contained within the School Admissions Code of Practice.

Following an audit of the admissions process by the Council's Internal Audit Section, it had been recommended that Local Performance Indicators (LPIs) be introduced for 2006/7 and subsequent years in respect of meeting first preference applications. The Halton Admissions Forum had agreed targets of 94% for primary schools and 91% for secondary schools for 2006: actual preferences met were 94% for primary and 92% for secondary schools. The Forum would be considering LPIs for 2007 at its next meeting.

**RESOLVED: That**

- (1) the Admissions Policy and Co-ordinated Schemes for primary and secondary admissions for the 2007/8 academic year be approved; and
- (2) the setting of Local Performance Indicators for meeting first preference applications in 2006/7 and subsequent years be noted.

Strategic  
Director –  
Children and  
Young People

**EXECUTIVE BOARD MINUTES 20<sup>TH</sup> APRIL 2006**

**EXB208 THE AGREED SYLLABUS FOR RELIGIOUS EDUCATION**

The Board considered a report of the Strategic Director – Children and Young People outlining the recommendations of both the Agreed Syllabus Conference and the Life Chances and Employment Policy and Performance Board (PPB) to adopt the revised Agreed Syllabus for Religious Education (RE).

It was noted that, as statutorily required, an Agreed Syllabus Conference had been established to review and revise the RE syllabus for introduction in community and voluntary controlled schools in September 2006. A working



group had been established made up of Conference members and co-opted teachers representing as far as possible primary, secondary and special education phases. This working group had produced a draft revised Syllabus that was subsequently agreed by the Conference at its meeting held on 27<sup>th</sup> February 2006. The Syllabus had also been considered by the Life Chances and Employment PPB on 6<sup>th</sup> March 2006.

If agreed, the revised RE Syllabus would be implemented in the schools it was relevant for in September 2006.

RESOLVED: That the revised Agreed Syllabus for Religious Education produced by the Agreed Syllabus Conference be adopted for implementation with effect from 1<sup>st</sup> September 2006.

Strategic  
Director –  
Children and  
Young People

#### **EXECUTIVE BOARD SUB-COMMITTEE 6<sup>TH</sup> FEBRUARY 2006**

##### **ES142 ACCEPTANCE OF TENDER FOR NEW BUILDING WORKS AT WARRINGTON ROAD CHILDRENS CENTRE, WIDNES**

The Sub-Committee were advised on five tenders received relating to the proposed building works at Warrington Road Children's Centre. The lowest tender received, from Walter Carefoot & Sons Ltd., exceeded the client's allocated budget and cost savings totalling £136,184.90 had been negotiated with the contractor reducing the building costs to a revised tender of £1,657,946.10 which was now within the client's budget.

RESOLVED: That the acceptance of a revised tender for the building works at Warrington Road Children's Centre submitted by Walter Carefoot and Sons Limited in the sum of £1,657,946.10 be noted.

#### **EXECUTIVE BOARD SUB COMMITTEE 27<sup>TH</sup> FEBRUARY 2006**

##### **ES154 TO SEEK WAIVER OF CONTRACT STANDING ORDERS TO ENABLE THE COUNCIL TO ENTER INTO A JOINT COLLABORATION PROJECT WITH TRIBAL TECHNOLOGY**

The Sub-Committee considered a request to waive Contract Standing Orders to enable the Council to enter into a joint collaboration project with Tribal Technology (TTL) to develop electronic enablement of a Common Assessment Framework (CAF) within the Children and

Young People Database, at a cost of £20,000 in respect of their consultancy fees. CAF is a further module of the system already in place for other local authority functions. The software would run in partnership with the authority's existing Tribal Technology systems.

Since the Authority was moving towards a fully integrated Children and Young People system to meet the future needs of the authority including information sharing assessment (Child Index and CAF) it was vital that electronic enablement of CAF was also integrated.

It was noted that establishing a new, multi-agency case management system at a local authority (or greater) level would not appear to be a credible solution to the requirement for electronic enablement of the CAF. The preferred option was to develop the e- CAF in collaboration with TTL.

RESOLVED: That

- (1) the Strategic Director, Children and Young People be authorised to develop electronic enablement of CAF within the Children and Young People's database for £20,000 in respect of their consultancy fees; and
- (2) on this occasion in the light of exceptional circumstances namely that compliance with Standing Orders was not possible due to there being only one possible consultant, Standing Orders 2.1 - 2.13 relating to Contracts be waived pursuant to Standing Order 1.6.

Strategic Director  
Children & Young  
People

**REPORT TO:** Children and Young People Policy and Performance Board

**DATE:** 19<sup>th</sup> June 2006

**REPORTING OFFICER:** Strategic Director – Corporate and Policy

**SUBJECT:** Terms of Reference

**WARD(s):** Borough-wide

### **1.0 PURPOSE OF REPORT**

1.1 To inform Members of the Terms of Reference of the newly formed Children and Young People Policy and Performance Board.

**2.0 RECOMMENDED: That the Terms of Reference be noted.**

### **3.0 SUPPORTING INFORMATION**

3.1 As part of the recent revision of the Council's Constitution at Annual Council on 19<sup>th</sup> May 2006, a number of changes have been made to the Council's decision-making structure to be implemented in the 2006/07 municipal year.

3.2 The changes have been made in order to bring the Policy and Performance Boards into line with the Council's Strategic Priorities as contained within the Corporate and Community Plans.

3.3 An extract from the Council Constitution setting out the Terms of Reference relevant to the Children and Young People Policy and Performance Board is attached at Appendix 1.

### **4.0 POLICY IMPLICATIONS**

None.

### **5.0 OTHER IMPLICATIONS**

None.

### **6.0 RISK ANALYSIS**

Not applicable.

### **7.0 EQUALITY AND DIVERSITY ISSUES**

None.

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

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

**APPENDIX 1**

**POWERS AND DUTIES OF THE CHILDREN AND YOUNG PEOPLE POLICY AND PERFORMANCE BOARD**

**Strategic Priority** – To develop policy and monitor the Council’s objectives for children and young people in Halton.

1. In relation to the following policies, responsibilities and functions of the Council:

**Corporate Policies/Responsibilities**

- Children and Young People’s Plan
- Youth Justice Plan
- Children and Young People’s aspects of the Local Area Agreement

**Functions**

- All educational functions
- Schools
- Youth Service and Connexions
- Children’s Social Care
- 14-19 Years
- Children’s Centres and Extended Schools
- Youth Offending Team
- Children’s Mini Trusts

the Board will:

- (i) initiate new policy proposals for consideration by the Executive Board/Council;
- (ii) monitor and comment on performance;
- (iii) review and make recommendations on existing policies;
- (iv) promote public confidence in the Council’s services;
- (v) hold Executive Board Members and senior officers to account;
- (vi) monitor Executive Board compliance with agreed policies;
- (vii) ensure adherence to the priorities in the Council’s Corporate Plan.
- (viii) receive a report on any petitions received by the Council relating to the Board’s policy area and on any action taken or proposed to be taken by the Executive (or Executive Board Sub-Committees, Portfolio Holder, or an officer acting under delegated powers).

2. To receive representation, evidence or expert opinion from outside the Council and to draw conclusions from such representations to the attention of the Executive Board/Council as appropriate;

3. To consult the public where appropriate in relation to Council services which fall within the terms of reference of the Policy and Performance Board.

4. To review any area of income and expenditure which falls within the remit of the Policy and Performance Board.
5. To make recommendations to the Executive Board on the financial aspects of the proposals, which fall within the remit of the Policy and Performance Board.
6. To require the Executive Board where appropriate to make a report to the Council on any decision not included in the Forward Plan which the Policy and Performance Board consider should have been included in the Forward Plan.
7. The Chair of the Policy and Performance Board will receive papers relating to a decision which is on the Forward Plan when this Forward Plan is finalised and published.
8. To examine systematically the services of the Council, within the remit of the Board, in order to assess their efficiency, effectiveness, economy, quality and value for money.
9. To draw up an annual programme of performance review to respond to briefs on performance review of specified activities and to develop programmes and performance monitors to ensure quality in all the Council's dealings with the public and external organisations.
10. To consult with the Executive on any plan or strategy including strategic policy.
11. To monitor the citizens charter and complaints procedure and make recommendations to the Executive Board.
12. To provide informed input in response to requests from the Executive Board for advice, options and appraisal on matters falling within the remit of the Policy and Performance Board.
13. To authorise expenditure on civic hospitality up to maximum of £500 per annum.

**REPORT:** Children and Young People's Policy and Performance Board

**DATE:** 19 June 2005

**REPORTING OFFICER:** Strategic Director, Children and Young People

**SUBJECT:** Life Chances and Employment Policy and Performance Board Annual Report

**WARDS:** Boroughwide

### **1.0 PURPOSE AND CONTENT OF REPORT**

1.1 This report presents a draft Annual Report of the activities of the Life Chances and Employment Policy and Performance Board (PPB) during 2005/06 for comment/amendment. Subject to endorsement by the PPB, the Annual Report will go forward with the Annual Reports of other PPBs to a forthcoming meeting of the full Council for adoption.

### **2.0 RECOMMENDED: That**

- (1) the PPB consider, comment upon and if necessary agree amendments to the attached Annual Report of the PPB's activities in 2005/6; and**
- (2) the PPB endorse the attached/amended Annual Report for the purpose of its adoption at a forthcoming meeting of the full Council.**

### **3.0 SUPPORTING INFORMATION**

3.1 None

### **4.0 POLICY IMPLICATIONS**

4.1 None arising from this report itself.

### **5.0 OTHER IMPLICATIONS**

5.1 None arising from this report itself.

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

6.1 None

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## **Annual Report**

### **Life Chances & Employment Policy & Performance Board June 2005 – March 2006**

#### **1.0 Introduction**

- 1.1 During the second year of the Life Chances and Employment Policy and Performance Board the new Council structure was implemented and on 1<sup>st</sup> April 2005 the Children and Young People Directorate was established bringing together Children's Social Care, Education and Lifelong Services. This signalled the start of integrated service provision for Children and Young People in response to the Children Act 2004 and the Every Child Matters Agenda.
- 1.2 This was a Council priority energetically supported by and through the members of this Policy and Performance Board as were all other aspects and elements of Life Chances provision, such as Cultural Entitlement, quality access to sport and leisure and those factors contributing to employability. This prompted a busy and challenging Municipal year for the Board and its Officers, as we sought to address the needs of service integration whilst continuing to strive for improved policy development in other key areas.
- 1.3 Overall this was a remit which was demanding, yet rewarding, with results that speak for themselves. The very broad but clearly interlinked workload of PPB has required Members to confront complex issues and anticipate emerging Agendas, often in co-operation or partnership with others. To further aid this forecasting, I believe we have established some means such as "Communities That Care Audits", to address developing Social Inclusion issues that impact on the Wellbeing of our Borough.
- 1.4 I must therefore, express my appreciation to those Elected Members who dedicated their time, energy and input to the many and varied additional Topic and Scrutiny meetings. Special thanks go to our Vice-Chair for her continuous loyalty and support. The demanding work carried out by the Officers serving this Board should also be applauded. Their guidance and contributions to discussion with the ensuing implementation of political direction has been valued. I trust we have all demonstrated a willingness to embrace views and ideas before driving forward in the perceived best interest of our Community.
- 1.5 More specifically, continuing with our dynamic approach, we have further built on previous groundwork of constructive, progressive

scrutiny and creative policy development. The multiple recommendations, some major, others subtle, in the Barriers to Learning Report, exemplify this method.

- 1.6 We also broke exciting new ground by combining the responsibilities and expertise of the Life Chances and Health PPBs which resulted in a rigorous and significant Scrutiny Report on Healthy Eating and the associated benefits and consequences.
- 1.7 Members also continued to monitor youth activity which will be enhanced by Merseyside Cultural Forums continuation of the Youth games, which we support.
- 1.8 The safeguarding of all our young people has remained an obvious priority but particular emphasis has been maintained in regard to our Looked After Children and Care Leavers. We have also been reassured by the rapid emergence of Children Centres across neighbourhoods and the rich diversity available in our schools.
- 1.9 The Brindley Arts Centre is increasingly important as a Community Focal Point and proceeds to enhance a quickly acquired reputation for quality. Cultural and Sports Clubs locally are flourishing and interacting with a Council that values them highly. We have been able to provide greater access to better resourced Libraries and our residents have utilised this. Many have also taken advantage of improvement opportunities in Enterprise and Skills development.
- 1.10 The year has also included the presentation and resolution of some challenging issues. We continued to refine the agreements resulting from the School Balances and have now concluded a Policy, which is acceptable to all parties and in the best interests of the Borough. We also wrestled with the sensitive and challenging re-organisation of Special Schools and managed to achieve a successful outcome that bodes well for both current and future pupils, families and staff.
- 1.11 It has been gratifying to engage local residents in our work programme and also witness public attendees at Board meetings.
- 1.12 Again, I thank all of the colleagues and contributors to our past year's work, internal and external, particularly for the diligence and enthusiasm shown in the face of much demand. I trust this PPB has been about substance and has displayed a fair minded clarity of purpose in it's representation of the people.

Thank you.

.....  
**Cllr E Jones, Chairman**  
**Life Chances & Employment Policy and Performance Board**

## **2.0 Members and Responsibilities**

2.1 During 2005 – 2006 the Board comprised of 11 Councillors : Cllrs E Jones (Chairman), Councillor Horabin (Vice Chairman), Cllr Dennett, Cllr Cole, Cllr Findon, Cllr Gilligan, Cllr K Hodgkinson, Cllr Parker, Cllr M Ratcliffe, Cllr Tyrell and Cllr Higginson. The primary function of the Board is to focus on the work of the council (and its partners) in seeking to enhance the life chances of people in the Borough and to scrutinise progress against the Corporate Plan in relation to the Life Chances and Employment Priority.

## **3.0 Review of the Year**

3.1 The full Board met six times during the year and continued to support the work of services provided by the Council which directly impact on Life Chances and Employment, significantly in the Children and Young People, and Environment Directorates. In addition Members and Officers have been involved in various Scrutiny and Topic groups.

3.2 The following topics were agreed as areas for detailed scrutiny :

- 3.2.1 Improving School Attendance.
- 3.2.2 Adult Learning/Skills Development
- 3.2.3 Barriers to Learning (gifted and talented)
- 3.2.4 Sports Development and Inclusion in Sport
- 3.2.5 Healthy Eating (Joint with Health PPB)

3.3 The outstanding topics for completion from last year were :

- 3.3.1 Early Years and Sure Start – Final report received.
- 3.3.2 Barriers to Learning including Excluded Pupils – action plan carried forward to next year.

3.4 The following strategies were also subject to scrutiny and have now transferred to the Employment Learning and Skills PPB.

- 3.4.1 Employment
- 3.4.2 Enterprise
- 3.4.3 Workforce Development

3.5 There were also detailed presentations from Service Managers on a wide range of issues. These included :

- A video and presentation on the Children's Centre Strategy.
- A report about Widnes Library.
- A presentation on developing the new Corporate Plan.
- A report outlining the consultation process on the Strategic Area Review (StAR) which would determine the preferred option for configuration of post 16 education in the Borough.
- A report on the establishment of SACRE and the agreed syllabus conference which was chaired by the Chair of this PPB and established the new syllabus.

- A report on the Base Budget Review and the establishment of the Base Budget Review working party.
- Quarterly Monitoring Reports.
- Regular reports updating the work and progress of the Youth Service was an ongoing scrutiny.
- Update report on the review of the special educational needs provision within the Borough.
- Update report on Enterprise, Employment and Workforce Development Strategies.
- A report exploring options to improve youth consultation in the Borough.
- The Youth Matters Green Paper.
- Proposals for the Strategic Planning arrangements and Children's Trust proposals for Children and Young People's Services.
- Corporate Parenting.
- Summary of Educational Attainment 2005.
- A presentation on the Educational attainment of Looked After Children.
- Youth Service Strategic Plan – subsequently launched to an audience of Members, Senior Officers and Partners.
- Capital of Culture.
- Every Child Matters in Schools – the Secondary School Perspective.
- School Funding Formula Review.
- Section 52 – Education outturn and school balances.
- Race Equality – Racist Incident Report in Schools.
- Healthy Eating Topic – joint topic with Health PPB.

3.6 Areas of concern were highlighted by some of these presentations including :

- Security issues at Widnes Library as a result of increased opening hours and measures to improve the situation.
- Key issues of concern were identified by Secondary Head Teachers including parental attitude, drugs, alcohol and attendance. Opportunities arising from the new Directorate arrangements were also identified. Actions and progress in relation to these issues will be monitored by the Board during 2006/2007.

3.7 Positive developments were also highlighted including :

- Children's Social Care awarded 2 stars out of a possible 3.
- The Annual Performance Assessment Judgement for the Directorate for Performance in 2004-2005 was graded 3 out of a possible 4 described as "good" a service that consistently delivers above minimum requirements for users. The Directorate's capacity to improve was also graded 3.
- Significant improvement in attainment at Key Stages 2 and 3 and it was noted that all schools were performing above floor targets. Halton High moved out of special measures.

- A reduction in Statutory Assessments Special Educational Needs and an improvement in the number of statutory assessments completed within the 18 weeks timescale.
- Strategic Planning Arrangements for Children and Young People were put in place through the establishment of the Alliance Board, the Safeguarding Board and associated sub groups. Mini Trust proposals also started to take shape and all these developments served to progress the Every Child Matters Integration Agenda aimed at improving outcomes for children and young people.
- Members Seminar on Corporate Parenting was commissioned by the Board and was very successful.
- Sports development was strongly supported through participation in the Sports Forum.
- A strong presence at Merseyside Cultural Forum.

3.8 The Annual SACRE Report was considered and recommended to the Executive Board for approval.

### 3.9 **Improving School Attendance**

3.10 The Scrutiny Group met twice during the year. Improving secondary attendance has now been agreed as one of the nine priorities for the Directorate by Ofsted, CSCI and DfES. Consequently a Priority Action Plan and an authority wide strategy for improving attendance have been developed.

3.11 It has been agreed that the focus of this scrutiny will be the monitoring of the implementation of the authority strategy and it is planned that the scrutiny group will meet again at the end of the June 2006 when the annual school census data should be available enabling us analyse performance. A final report of the scrutiny group will be presented to the Board during 2006/2007.

### 3.12 **Adult Learning/Skills Development**

3.13 This scrutiny topic was deferred for several months as the Adult Learning Team was scheduled for Inspection in October 2005. The inspection lasted 5 days and involved a team of 7 inspectors assessing 5 different curriculum areas. Inspectors gathered evidence in a number of ways including 39 observations of teaching and learning; interviews with learners, staff, sub contractors and the agencies which commission adult learning provision including Sure Start and Extended Schools. Inspection grades were awarded for overall effectiveness, Equal Opportunities, Quality, Improvement, Leadership and Management, Information and Communications Technology, Arts, Media and Publishing, Languages, Literature and Culture, Preparation for Life and Work and Family Learning. Judgements were also made on overall effectiveness, level of confidence in the reliability of the self assessment process and capacity to improve. In all areas of performance and effectiveness the service scored 2 out of 4 with 1 being "outstanding" and 2 being "good". This was therefore a very positive inspection and the Post Inspection Action Plan outlining key

challenges from the inspection was accepted as the brief for the Scrutiny Topic for Adult Learning. This topic has now transferred to Employment Learning and Skills PPB for the 2006/2007 work programme.

**3.14 Barriers to Learning Gifted and Talented**

3.15 In November 2005 a scrutiny group of Elected Members and Officers was established including the Gifted and Talented Co-ordinator. The group examined strategies for raising aspirations and attainment of young people in Halton as well as the impact of the strategies on the various stakeholders.

3.16 In addition, discussions with stakeholders had taken place to develop an understanding of the role of the gifted and talented co-ordinator; how teachers differentiate for the more able; the opportunities for parents to engage with activities and how pupils perceive the opportunities available to them.

3.17 The final report will come to the Board during 2006/2007.

**3.18 Sports Development and Inclusion in Sport**

A Seminar was held on 1<sup>st</sup> September 2005 to which all Members of the Life Chances and Employment PPB were invited. An overview on sport in the Borough was given, particularly in the context of the revision of the Sports Strategy. There was a focus on the role of the voluntary sector, schools sports, swimming provision, use of schools facilities, coaching, and health related activities. Comments were made to feed into the review of the strategy and the programme of events and activities. The Chair maintains a personal brief on this.

**3.19 Barriers to Learning including Excluded Pupils**

The Topic Team had acknowledged that barriers to learning were many and complex and that the factors involved were often interrelated. They identified a number of potential barriers to learning that could exist and which were widely acknowledged and not necessarily Halton specific. Consequently the Topic Team concentrated on those barriers which they considered had all of the following characteristics:

- May be affecting the learning of a significant number of Halton pupils;
- Were susceptible to intervention by Halton Borough Council or one of its partners;
- Were identified but were not yet being fully addressed by Halton Borough Council or one of its partners or where their efforts were not demonstrating improved outcomes for children; and that there was evidence to inform decisions on future practice.

The Team concluded that all the evidence supported the view that early intervention to overcome any barrier to learning was vital and a comprehensive list of recommendations was agreed. An action plan to

implement these recommendations has now been developed and it's implementation will be monitored by the Board during 2006/2007.

### **3.20 Early Years and Sure Start**

There are currently five Sure Start local programmes in Halton providing services to families and children aged 0-4 within specific areas. In order to provide a comprehensive scrutiny two presentations were made to the scrutiny group and the Lead Member met with a group of 6 parents from the Sure Start programme. Many parents had developed a sense of ownership of the local programme and contributed to the Management Board arrangements. The parents involved in the interview welcomed the opportunity to discuss the issues with the Lead Member.

3.21 In 2005, Chester College undertook a parent satisfaction survey including the percentage of families using Sure Start Services. The survey reported that 98% of the parents sampled using Sure Start Services were satisfied or very satisfied.

3.22 It was agreed that regular updates on Performance Indicators for Sure Start would be presented to the Board as well as a full report concerning the transition of Sure Start local programmes to the core offer for Childrens Centres during 2006/2007.

## **4.0 Work Programme for 2006/2007**

4.1 The following topics have been agreed as areas for detailed scrutiny during 2006/2007 :

- 4.1.1 Children with Disabilities Mini Children's Trust.
- 4.1.2 Basic Skills/Adult Learning (now transferred to Employment Learning and Skills PPB).
- 4.1.3 Out of Borough School Placements.
- 4.1.4 Halton Safeguarding Children Board.

4.2 Items identified for Performance Monitoring included :

- 4.2.1 Corporate Plan.
- 4.2.2 Children and Young People Plan.
- 4.2.3 School Attendance Strategy.
- 4.2.4 Annual Performance Assessment.
- 4.2.5 Action/Improvement Plans from previous topics.

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<b>REPORT:</b>	Children and Young People - Policy and Performance Board
<b>DATE:</b>	19 June 2006
<b>REPORTING OFFICER:</b>	Strategic Director, Children and Young People
<b>SUBJECT:</b>	Update on School Balances
<b>WARDS:</b>	Boroughwide

### **1.0 PURPOSE OF REPORT**

- 1.1 To update the meeting on the action agreed by the School Forum for 2004/2005 school balances and provide a summary of the level of school balances carried forward from 2005/2006

- 2.0 RECOMMENDED: That the Board acknowledge the reduction in the school balances and request that termly financial reports be presented to the School Forum by schools with excess surplus balances.**

### **3.0 SUPPORTING INFORMATION**

- 3.1 In March 2006 having considered the case of each school, the School Forum agreed not to clawback any excess surplus balance schools had carried forward from 2004/2005. The Forum did, however, agree that schools be encouraged to make better use of creditors (accruals) procedures and that the criteria for use of excess surplus balances be revised for 2006/2007 to allow the excess balances to be used for capital works only.
- 3.2 The level of balances carried forward by schools from 2004/2005 was a total of £6.1 million. The four nursery schools, thirty seven primary and one special school had balances in excess of 8% at the end of 2004/2005. In addition, five high schools held balances above 5%.
- 3.3 The accounts have now been closed for 2005/2006 and these show a significant reduction in the total of schools balances to £4.3 million and a reduction in the number of schools with surplus balances. Two nursery schools and ten primary schools have balances above 8%. No special schools have balances above 8%. Three high schools now have surplus balances above 5%.

3.4 All schools with excess surplus balances will be required to complete a form identifying the use to which they intend to put this funding to. This information will need to be returned in July 2006 and will be checked against the criteria currently permitted under the excess balance scheme. This information will be summarised and reported to the School Forum meeting in October. At this meeting consideration will be given as to whether any clawback is appropriate.

3.5 No Halton schools carried forward a deficit budget from 2005/2006.

#### **4.0 POLICY IMPLICATIONS**

4.1 With the provision of two year budgets to all schools in 2006/2007, an actual allocation for 2006/2007 plus an indicative budget for 2007/2008 schools should be better able to effectively plan the use of their resources.

#### **4.0 OTHER IMPLICATIONS**

4.1 Consultation is currently being undertaken by the DfES on whether all Local Authorities should be required to produce schemes, which permits clawback from schools with excess surplus balances.

#### **5.0 RISK ANALYSIS**

5.1 The decline in pupil numbers in Halton schools means that it is important that schools continue to retain contingency provision to cushion the impact of reduced funding until they can reduce their costs.

#### **5.0 EQUALITY AND DIVERSITY**

5.1 Reducing school balances through maximising the funding spent by schools on all the pupils contributes towards the promotion of equality.

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

Documents	Place of Inspection	Contact
School Forum Minutes – 15 <sup>th</sup> March 2006	Grosvenor House	Ann McIntyre
School Forum – Minutes – 17 <sup>th</sup> May 2006	Grosvenor House	Ann McIntyre



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**REPORT TO:** Children and Young People Policy and Performance Board

**DATE:** 19 June 2006

**REPORTING OFFICER:** Strategic Director, Children & Young People

**SUBJECT:** Halton Children & Young People's Plan

**WARDS:** Borough wide

### **1.0 PURPOSE OF REPORT**

- 1.1 To provide information to the Board on the development of the Children and Young People's Plan.

### **2.0 RECOMMENDATION: That the Board endorse the Children and Young People's Plan 2006 – 2009.**

### **3.0 BACKGROUND**

- 3.1 The production of a Children and Young People's Plan is one of the statutory requirements introduced by The Children Act 2004. The local authority and its partners must produce a Strategic Plan describing the actions and provisions by which they will jointly achieve the five outcomes (as specified in the Children Act 2004) for children and young people in the Borough.
- 3.2 The process of joint planning is intended to support the Council and its partners to agree targets and priorities for all services, and identify the actions needed to achieve them. 'Partners' include not only agencies who have a duty to co-operate (such as health and criminal justice agencies) but also others such as schools and the voluntary sector.
- 3.3 The Children and Young People's Plan was published and launched on 29<sup>th</sup> March 2006 and will now be included in the regular discussions between the local authority and government representatives and inspectors.
- 3.4 The Children and Young People's Plan is stipulated as being 'strategic' and not a detailed operational plan. It is however expected to be based on detailed needs analysis. It must be reviewed and updated annually. Plans are expected to be brief, but supported by operational planning and reporting documentation.

#### 4.0 SUPPORTING INFORMATION

- 4.1 The Halton Children and Young People's Plan was developed over a period of months, incorporating the strategic aims and objectives of all agencies delivering services that have an impact on children and young people. This included the voluntary sector, Cheshire Constabulary, Cheshire Probation Service, the youth offending team, the health Trusts, the Connexions Partnership, the Learning and Skills Council and the Education Business Partnership.
- 4.2 Briefing and consultation sessions were held for members, officers and staff from all agencies involved in working with children and their families to ascertain their views on priorities for the Children and Young People's Plan. The wider community has also been consulted regarding the content of the Plan, and this has been facilitated via hard copy consultation forms incorporated into *Inside Halton* and also via the website with two online versions. Other existing fora have also considered and commented on the Plan, such as the Stakeholders Forum of the Children & Young People's Alliance Board, and fora attended by school governors and head teachers.
- 4.3 As stated in 3.4 above the Children and Young People's Plan is expected to be brief, but supported by operational planning and reporting documentation. In order to achieve this there are a 'suite' of documents that sit behind the Children and Young People's Plan:
- Detailed Needs Analysis (prepared by Mott McDonald)
  - 6 x Supporting Information & Action Plans
    - Be Healthy
    - Stay Safe
    - Enjoy & Achieve
    - Make a Positive Contribution
    - Achieve Economic Well-being
    - Service Management
- 4.4 The Children and Young People's Plan has been posted on the Council web-site with the supporting documents outlined above available by 'hyperlink'. The Children and Young People's Plan will also be available in 'hard copy' with a CD-Rom containing the supporting documents outlined above.
- 4.5 The Children and Young People's Plan was submitted as evidence within the Annual Performance Assessment (APA) in May 2006 and as such will feed into the Councils CPA assessment. When we are inspected in 2007/8 the Children and Young People's Plan will have a significant focus within this Joint Area Review process (JAR)

## **5.0 POLICY IMPLICATIONS**

- 5.1 There is a requirement within the 2004 Children Act for each Local Authority and its partners to produce a Children & Young Peoples Plan by March 2006. The newly established strategic planning arrangements for Children & Young People in Halton will support the implementation of this plan.
- 5.2 The Children and Young People's Plan has also been produced in tandem with the new Community Strategy. Board members will note the coherence between the aims and objectives of both the Children and Young People's Plan and the Children's and Young Peoples section of the Community Strategy.

## **6.0 IMPLEMENTATION DATE**

- 6.1 The Children & Young People's Plan is effective from 1<sup>st</sup> April 2006, it's implementation will be monitored and it will be reviewed annually by the Children & Young Peoples Alliance.

## **7.0 BACKGROUND DOCUMENTS**

- 7.1 Children Act 2004.

Kath O'Dwyer

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**REPORT TO:** Children and Young People Policy and Performance Board

**DATE:** 19 June 2005

**REPORTING OFFICER:** Operational Director, Children & Young People Directorate

**SUBJECT:** Annual Performance Assessment and Joint Area Review

**WARDS:** Boroughwide

**1.0 PURPOSE OF REPORT:**

1.1 To advise Members that a presentation will be made on the Annual Performance Assessment and Joint Area Review.

**2.0 RECOMMENDED: That the presentation be received.**

**3.0 SUPPORTING INFORMATION**

3.1 To update Members on the Annual Performance Assessment recently completed and submitted to The Commission for Social Care inspectorate and Ofsted. The Self Assessment document is attached as Appendix A.

3.2 To brief Members on the process for the Joint Area Review due to take place between April 2007 and March 2008.

**4.0 POLICY IMPLICATIONS**

4.1 None at this stage.

**5.0 OTHER IMPLICATIONS**

5.1 None at this stage.

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

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

**Appendix A**

# **Annual Performance Assessment and Joint Area Reviews**

## **Self-assessment**

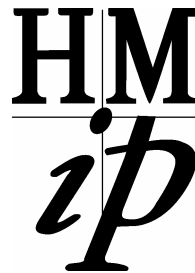
### **Part 2: The template for completion**

**Name of Authority: HALTON BOROUGH COUNCIL**

Adult Learning Inspectorate  
Audit Commission  
Commission for Social Care Inspection (CSCI)  
Healthcare Commission  
HM Crown Prosecution Service Inspectorate  
HM Inspectorate of Constabulary  
HM Inspectorate of Court Administration  
HM Inspectorate of Prisons  
HM Inspectorate of Probation  
Ofsted



ADULT LEARNING  
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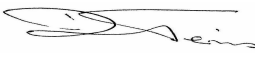

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<b>CONTENTS</b>	<b>Page</b>
<b>PART A</b> Background information	<b>4</b>
<b>PART B</b> Context and arrangements for partnership working	<b>5</b>
<b>PART C</b> Analysis of needs, involvement and impact	<b>7</b>
<b>PART D</b> The management of services for children and young people, including the use of resources and the capacity to improve.	<b>15</b>

**When completing this form:**

- please refer to Part 1: Guidance on self-assessment for joint area reviews and annual performance assessment;
- please do not use a font size smaller than 11 point; and
- please ensure that the overall number of pages is no more than 20 for APA purposes and no more than 26 for a JAR

**PART A Background Information**

<b>Name of Children's Services Authority:</b>	<b>HALTON BOROUGH COUNCIL</b>
<b>Address:</b>	<b>Children &amp; Young People's Directorate, Grosvenor House, Halton Lea, Runcorn, Cheshire WA7 2ED</b>
<b>Name of Children's Services Contact:</b>	<b>Kath O'Dwyer</b>
<b>Address:</b>	<b>As above</b>
<b>Telephone:</b>	<b>0151 471 7532</b>
<b>Email:</b>	<b>kath.o'dwyer@halton.gov.uk</b>
<b>Date self-assessment submitted:</b>	<b>24 May 2006</b>
<b>Signed/agreed on behalf of the Children's Services' Authority</b>	
<b>Name</b>	<b>Diana Terris</b>
<b>Position</b>	<b>Strategic Director (Children &amp; Young People)</b>
<b>Signature</b>	
<b>How partners have been involved in completing this form:</b>	
Partners have participated in work groups for each of the 5 Outcomes and Service Management, meeting on a number of occasions as individual work groups and once at a 'writing day' for all groups. The draft assessment was then circulated to all partners for final comment and a Partners Meeting held for final discussion.	
<b>Signed/agreed on behalf of the Children's Services' Authority's partners:</b>	
<b>Name</b>	<b>David Parr</b>
<b>Position</b>	<b>Chief Executive HBC and Chair of Alliance Board</b>
<b>Signature</b>	

**PART B Context and arrangements for joint working**

The priorities for the children and young people of Halton arise from a comprehensive needs analysis; the outcomes of performance evaluation and both self and external evaluations of services; and from consultations with children, young people and their parents and carers. They are:

1. To improve outcomes for Looked After Children
2. To improve levels of school attendance, particularly in secondary schools
3. To reduce the number of children/young people requiring Statement of SEN and, in particular, in segregated provision i.e. Special Schools.
4. To raise standards of achievement, including attainment, at all Key Stages, particularly for Vulnerable Groups and all Learners.
5. To improve the engagement of young people
6. To reduce the conception rate amongst women under 18
7. To improve Behaviour in Schools
8. To reduce the numbers of 16 to 18 year olds not in Education, Employment or Training
9. To reduce surplus school places

Further priorities for each of the 5 ECM Outcomes are outlined in the **C&YP Plan Pages 11 – 13** (Be Healthy), **Pages 18 – 20** (Stay Safe), **Pages 24 – 26** (Enjoy and Achieve), **Pages 25 – 27** (Positive Contribution), **Pages 31 – 33** (Economic Well Being).

The **C&YP Plan Page 4** 'What is Life Like in Halton' outlines the context of delivering services to children and young people in Halton. A more comprehensive analysis of the socio-economic factors affecting delivery of services in Halton which provides the contextual information for the Community Strategy is available in The State of the Borough Report on [www.haltonpartnership.net](http://www.haltonpartnership.net) within the Priorities Process Section 'Summary of the Findings about Halton.' In addition all existing needs analyses have been compiled and reanalysed by Mott Macdonald to inform the development of the Children and Young Peoples Plan. Where possible this analysis has been undertaken by ward to support targeting of resources and identification of areas of unmet needs.

A significant demonstration of partnership working is the review by the Halton Strategic Partnership in 2005 of its strategic priorities. It has now adopted Halton's Children and Young People as one of the 5 Priorities for the Community Strategy providing a clear framework within which all organisations can plan and deliver services for children and young people. The Children and Young People's Plan brings together the plans of all the agencies and services in Halton working with children and young people and provides the overarching strategic direction for this Strategic Partnership priority.

The **C&YP Plan Pages 44 – 48** describe the Strategic Partnership and Joint Working arrangements which have been established for delivering children's services in Halton through The Children and Young People's Alliance migrating to a Children's Trust by 2008, and the practical arrangements for working in partnership to deliver services for children and young people.

The **C&YP Plan 'Way Forward Background Information' Pages 2 – 9** provide:

- More detail on Partnership Working arrangements with illustrations of the breadth of partnership involvement in the Alliance Task Groups.
- Information on one of Halton's key aims of refocusing resources to front line preventive services. This is being carried out jointly through the Preventative Mini Children's Trust and Children's Centres/Extended School developments.
- More detail on the practical arrangements for joint working.

Please provide the following self-assessment grades

**Only required for a joint area review:**

Areas for judgement	Grade for being healthy	Grade for staying safe	Grade for enjoying and achieving	Grade for making a positive contribution	Grade for achieving economic well-being
The contribution of					

<b>publicly funded services collectively</b> in maintaining and improving this outcome for children and young people.					
---	--	--	--	--	--

Publicly funded services	Grade
Capacity to improve	

Required for the joint area review and annual performance assessment.

The council's children's services	Grade
The contribution of <b>the council's children's services</b> in maintaining and improving outcomes for children and young people.	4

The council's children's services	Grade
The council's capacity to improve its services for children and young people	4

Additional area for judgement in 2006 only	Grade
Children's social care services	4

**PART C Needs analysis, impact and involvement.**
**Being healthy**

Ref: **C&YP Plan Pages 8 – 9** (Data) **11 – 13** (Priorities) and **C&YP Plan Be Healthy Background Information Pages 4 – 7, 9 – 10** (Data) **10 – 11, 14** (Priorities)

- Services are being developed in partnership to take health services into a variety of locations in order to increase accessibility, to promote prevention and to support health needs being met at an earlier stage. Locations include schools and children's centres. Examples of partnership arrangements include:
  - Halton Healthy Schools Ref: **C&YP Plan Be Healthy Background Information Pages 7 – 9**. A partnership comprising Health Promotion and Education supported by Sure Start, DAT, Children's Fund, and Road Safety Unit has resulted in this initiative exceeding national targets with Halton being one of the top 10 performing authorities. 50% of schools have reached the full standard 16 months ahead of the national target. Work is now targeted at the PRUs and Early Years settings. The authority is applying for Beacon Status for this initiative.
  - A targeted initiative has resulted in 26 teachers across 25 schools working to obtain the DfES PSHE certificate with the quality of teaching and learning improving 100% in participating schools. 87.5% of secondary schools provide access to confidential health advice through the school nurse. A comprehensive PHSE workbook has been commissioned to deliver the substance misuse element of PHSE and 23 families have received training from YPSM service about substance misuse. As a consequence there has been a 122% increase in the number of people receiving support for substance misuse with 50% being engaged in treatment for 12 weeks or more and 17% being referred into EET. Ref: **C&YP Plan Be Healthy Background Information Pages 13 – 14**
  - 100% of schools involved in the School Sport Co-ordinator Partnership with participation in 2 hours sport per week already 4% above 2006 PSA target. 98% of schools are involved in structured lunchtime play to increase activity levels for 5 – 7 year olds, 50% of schools incorporate physical activity into the school day to raise participation levels and 64% of young people are members of community sports clubs or regularly attend club sessions. This is contributing to improved health and reduction in obesity.
  - A CAMHS Mini Children's Trust was established in April 2006 Ref: **C&YP Plan Be Healthy Background Information Pages 14 – 17**. This will work towards a broader multi agency delivery of CAMHS services at Tiers 1 – 3 by building on positive provision and outcomes at Tier 3 and increasing capacity in the Primary Mental Health Team to manage referrals so that 100% of referrals result in individuals accessing appropriate services. Through these actions we plan to have made significant progress towards a 4-Tier service by 2006/07. A joint commissioning approach with neighbouring authorities is being taken for defined priority areas.
  - Pilot in a targeted High School to reduce absence from school for reasons of ill health. Medical absences of 10 days+ are referred to School Health who then visit the family with an EWO to offer support in managing the illness. Attendance has been improved in over 80% of pupils visited, and attendance and attainment at the school has been generally improved. This pilot will be extended to more schools via NHS Live.
  - Integrated working between YOT and health services resulting in speedy assessments and interventions. In 05/06 there were 11 CAMHS and 38 substance misuse interventions - all within timescales.
  - 1500 families have accessed the Sure Start/Home Equipment Low Price Scheme and 90% of families stated they knew more about home safety issues as a result of the project. Since 2002, there has been a 10% drop in children (0-3 years) admitted to hospital as a result of accidents. The Children's Centres and Sure Start are all working on Health targets addressing issues such as reduction in smoking and increase in breastfeeding.
- Teenage pregnancy data was used to identify hot spots in the Borough resulting in work being



targeted in 29 schools for 2005 – 2008. Local PIs incorporated within the Alliance PMF have been developed to closely monitor progress. Performance has improved with the number of conceptions amongst all 15 – 17 year olds reducing by 7% by the beginning of 2004 with a further reduction towards the national target anticipated in the 04/05 year-end figures. The gap between the hotspot wards and average wards reduced by 2% in 2003. Sexual health resources have been provided to GP Practices and the PCT 'Choices' Sexual Health Service is being provided from a Connexions Youth Information Centre to increase young people's access to information on contraception and sexual health. Support services for teenage parents are being provided through Sure Start Children's Centres, Supporting People and NRF funded parent support workers. Ref: **C&YP Plan Be Healthy Background Information Pages 9 – 13**

➤ Ref: **C&YP Plan Be Healthy Background Information Pages 18 – 19**. Improved outcomes for LAC have been promoted by:

- Close partnership working resulting in a high performance of 93% LAC receiving annual health assessments
- Priority intervention by CAMHS and substance misuse services as part of the Integrated LAC Team.
- Providing LAC with information on healthy diets; and the dangers of drugs, alcohol and tobacco as appropriate.
- Improving placement stability (73.8%) through effective support systems to promote emotional health

➤ Ref: **C&YP Plan Be Healthy Background Information Pages 17 - 18**. Improved outcomes for children with disabilities have been promoted by:

- Engagement of CWD in sport with attendance at local multi skills clubs increased by 20%.
- Ensuring all pre-school children with complex needs receive a co-ordinated multi agency baseline assessment to enable early identification of developmental delay.
- Supporting families of children with complex needs through the multi disciplinary Shaping Services Team promoting emotional health of siblings, reduction of stress in families and prevention of family breakdown.

### Staying safe

Ref: **C&YP Plan Pages 16 – 17 (Data) 18 – 19 (Priorities) and C&YP Plan Stay Safe Background Information Pages 3 – 6 (Data) 5, 6 – 8, 9 – 10 (Targets and Priorities)**

- A comprehensive programme of safeguarding courses has been delivered consisting of 13 different courses/events on 36 occasions to 1175 staff from schools and Partnership agencies. The extent of safeguarding training is expected to increase with the appointment of the Safeguarding Development worker for schools and the LSCB Safeguarding Development Officer. This training increases multi agency understanding of safeguarding processes and systems.
- Progress has been made on stabilising numbers of children on the CPR following the previous year's performance which ended with a high number of registered children. The number of registrations per 10,000 has reduced to 34.4 with a correlating increase in de-registrations to 36.2 and reduction in the number of initial conferences to 35.1. This results from continued development of support services and brings performance in line with the national average. The re-registration rate has increased from 9.0% to 11.3% putting performance in Band 5. There has been an increase in the number of children remaining on the register for over 2 years but this is attributable to 7 of the 9 children being from 2 families, 1 of which was involved in protracted care proceedings delaying the deregistration decision.
- The %age of referrals progressing to an initial assessment increased from 66.2 to 89.2. This is due to better quality referrals resulting from implementation of CAF and improved multi agency understanding of thresholds. Where there are disagreements about threshold levels mechanisms are in place to address areas of disagreement. Even though the number of initial assessments in 05/06 increased from 751 to 1063, 81.8% of initial and 88.9% of core assessments were completed within timescales. As a consequence of improved threshold understanding and assessment activity, the re-referral rate has also reduced to 9%.
- Robust safeguarding performance has been maintained - LAC/child protection conferencing/reviewing by

IROs within timescales remains at 100%; 95.2% of eligible young people participate in LAC reviews, and all CP/LAC cases have an allocated social worker who receives regular supervision.

- Performance in adoption has declined this year to 4.9%. This follows a significant increase last year due to the fast tracking of adoptions prior to the end of March 2005. This took children out of the 2005/06 cohort and because of the small numbers involved made it difficult to sustain the high performance. A detailed action plan is in place and with the adoption indicator tending to follow a two-year cycle a significant increase is anticipated for 2006/07. The decrease in adoption timescale performance is attributable to the placement for adoption of 1 child with significant disabilities who needed the process to proceed at a slower pace in order to meet individual need.
- The LSCB has been established since March 2006. Multi agency safeguarding procedures are being updated and related multi agency CIN Procedures plus CIN Strategy are being produced to underpin the work of the Board. A local action plan incorporating Bichard and the Kelly Serious Case Review recommendations has been implemented. Two Serious Case Reviews have been conducted by independent consultants in the past year. The learning from the first included changes to the referral process to Children's Social Care, the way school absence is reported and implementation of a multi-agency protocol for the identification, investigation and monitoring of children at risk or exposed to neglect. The learning from the second SCR led to changes in the arrangements for transferring children between hospitals and record keeping.
- All complaints and responses to complaints are monitored quarterly by DMT.
- Safety in schools is being promoted through training for governors and post Bichard NCSL on-line training for heads and chairs of governors. Social Work Managers are linked to each secondary school.
- A Safeguarding Liaison Group comprising all stakeholders meets bi-monthly to improve the co-ordination of safeguarding services e.g. production of an agreed neglect threshold protocol.
- A range of support services are commissioned for children in need to promote their safe care at home either within a CAF action plan, child in need plan or a child protection plan. Services include substance misuse, behavioural and adolescent support, counselling, young carers support and domestic violence.
- A Domestic Abuse Forum has been established within the Safer Halton Partnership structure chaired by the CYPD Operational Director and linked to the LSCB. The forum has commissioned research into the needs of victims and secured £100K NRF to commission services against identified needs. An LPSA2 for Domestic Violence has been submitted focusing on increasing reports and arrests; reducing the number of repeat referrals to the police through changes in police practice and the development of early intervention and advocacy services.
- Ref: **C&YP Plan Stay Safe Background Information Pages 11 – 12**. Improved outcomes for LAC have been promoted by:
  - Development of LAC Mini Children's Trust and Partnership Board comprising PCT, Connexions, Youth Service, Police, YOT, CYPD and schools
  - 3 monthly reviews of child care plans for children in temporary out of borough placements and rigorous pursuit of the Placement Strategy to increase the number of children in local placements (85.7%) and placement choice.
  - Independent Review of all foster carers ensuring sustained quality placements and development of carers' skills.
  - Placement stability for LAC has improved although there are a number of older children who have experienced more than 3 placement moves. We continue to promote long-term placement stability (2065SC -73.8% and D35 -65.1%) through the delivery of effective support systems. Further improvement in long-term placement stability (2065SC) to 81.5% is a target of an LPSA2.
- Ref: **C&YP Plan Stay Safe Background Information Page 12**. Improved outcomes for children with disabilities have been promoted by:
  - Development of CWD Mini Children's Trust which builds on existing strong partnership arrangements with an existing Partnership Board and registered Section 31 Pooled Budget. Ref: **C&YP Plan Be Healthy**

**Background Information Pages 17 – 18**

- Parents/carers (7) and staff provided with BILD training to enable them to manage challenging behaviour safely.
  - Provision of a range of short breaks giving positive experiences for children and respite for carers
  - Facilitating increased participation through the purchase of the widget system to translate words into pictures.
- The needs of privately fostered children have been prioritised with a dedicated SW to support private foster carers working jointly with the child's SW to ensure the child's safety; presentation of all assessments to the Fostering Panel for independent scrutiny; an awareness campaign with information included in PCT and schools newsletters

**Enjoy and achieve**

Ref: **C&YP Plan Pages 22 – 23** (Data) **24 – 26** (Priorities) and **C&YP Plan Enjoy and Achieve Background Information Pages 2 – 3** (Data) **3, 5 – 6, 8 – 9, 14 – 15** (Priorities)

- The quality of Early Years provision remains good with 98% of private and voluntary providers judged by OfSTED as satisfactory or better. Free 3 and 4 year old private and voluntary early education will be extended from 33 to 38 weeks from March 2006. All childminders are supported by attending an initial briefing session and six subsequent workshops. Each new childminder is assigned a designated mentor to support them through the registration process.
- Although attainments at KS1 remain below the national average and have marginally declined this year they are still comparable with statistical neighbours. Actions to bring KS1 attainment closer to the national average include a comprehensive training programme for KS1 teachers, increased engagement in the 'Big Write' Project and an increased focus on personalised learning.
- Attainments at KS2 have improved steadily over the past 3 years and are comparable with or better than statistical neighbours and in line with the national average.
- Attainments at KS3 in English and Maths have increased by more than the national average and attainment in science has increased in line with the national average. Attainments at KS3 are significantly better than statistical neighbours. The aggregated increase in English, Maths and Science is 27% from 2002 to 2005 – the second highest improvement in the North West. Level 5 results have shown an 8% increase. The focus for 05/06 is to increase Level 6+.
- The %age of young people obtaining 5+ GCSE A\*-C grades has significantly increased to 50.1% which compares well with statistical neighbours and has reduced the gap with the national average. 5 A\*-C GCSE including English and Maths is subject to a LPSA2. Point scores show a similar increase. The %age of pupils obtaining 1 GCSE A\*-G has increased to 96.32% reversing the two years previous decline. It is recognised that for both GCSE value added measures Halton is overall below the national mean.
- Schools with sixth forms are broadly in line with national results and one made significant improvements in 2005.
- Raising standards remains a challenge in both KS3 and 4. Variations both school to school and within subjects in schools are being addressed through bespoke contracts. This has been recognised regionally and nationally as innovative good practice. 67% of schools inspected since Sept. 2005 were judged to be good or better
- Actions are targeted at raising the attainment of boys and Gifted and Talented pupils. Attainments for boys have improved (2003-2005: KS2 9.2% increase in English; 5.2% Maths; 2.7% Science. KS3 English 4.5%, Maths 3%).
- 20 primary teachers have been trained to challenge more able children; 2 High Schools held gifted and talented summer schools for Year 6 pupils to ease transition to secondary school and 2 parent/pupil National Academy for gifted and talented youth sessions resulted in 270 young people applying for membership of the Academy.
- School attendance is a major focus for both the LA and schools with significant resources committed to improvement. Attendance improved last year and although the level of unauthorised absence increased, this was due to a more proactive approach being taken to challenging the reasons for absence.

Attendance is being increasingly managed through closer partnership working between home and school, attendance panels, the use of statutory powers (16 cases in 2005/06) and the establishment of a School Attendance Leaders Network. Each school has an action plan, plans for identified persistent truants and a designated EWO.

- Schools are facing an increasing challenge in managing behaviour. The %age of fixed exclusions at primary and secondary level are below the level of statistical neighbours and the national average. In 04/05 permanent exclusions increased (mainly in non-BIP schools) from 33 to 44 but have reduced this year with the current number of exclusions being 26. Multi agency consultations have significantly improved school attendance and appropriate behaviour interventions within BIP schools as well as improving access to CAMHS and other services. BIP is to be rolled out to other schools from September 2006 with further improvement then expected. Halton is in the upper quartile for placing excluded pupils in full time education within 15 days – this impacts positively on safeguarding, youth offending and educational attainment.
- Opportunities for personal development of young people through work related learning opportunities have been provided and the 2006 target has been exceeded with 4129 secondary pupils involved.
- Anti bullying and anti discrimination strategies in schools are impacting on behaviour evidenced by 'Good' OfSTED judgements in pastoral care and equal opportunities.
- £250K has been invested in the KS4 PRU and OfSTED judged provision to be 'Good'. Recent success nationally and internationally in the Lego League gave KS4 PRU students the experience of making working robots and learning from industry. Both PRUs are developing preventive work and the KS3 PRU links to the wider behaviour agenda through school outreach. Attendance in both PRUs is improving assisted by the Hard to Place Pupil Protocol supporting reintegration for permanently excluded pupils.
- Falling rolls have increased the number of schools with 25% or more surplus places to 2 secondary schools (25%) and 15 primary schools (28.85%). This is a high priority for the Authority. Premises have been re-measured and the correct designations in each school identified. Revised capacity calculations are expected to result in an interim reduction in surplus capacity. A detailed audit has been completed of every school with surplus capacity to determine the changes required and possible options. The School Places Rationalisation Strategy will proactively address the continuing reduction of places. Ref: **C&YP Plan Enjoy and Achieve Background Information Pages 14 – 15.**
- Ref: **C&YP Plan Enjoy and Achieve Background Information Pages 10 - 11.** Improved outcomes for LAC have been promoted by:
  - The Education Support Service undertaking direct work with individuals to maximise achievements/support GCSE coursework; and general support work with carers and LAC e.g. foster carer training, development of an A-Z educational help guide, and summer school to address LAC transition needs. This work has even greater impact because of the large number of young people placed locally (87.5%). 3 young people obtained 5 GCSE passes at A\* – C in 05/06 although only 1 can be included in the cohort for the indicator as the others remain looked after.
  - Improved LAC school attendance with 25+ days absence reduced from 18.2% to 16.5%. Daily monitoring of attendance by Welfare Call and other generic attendance actions are expected to improve attendance further. Increasing the %age attendance of children looked after for at least 12 months to 92.6 is an LPSA2 target.
  - Comparing the attainment of LAC against their individual Fischer Family Trust estimates resulting in 112 LAC receiving Achievement in Education Awards for positive progress in school.
- Performance in the % of LAC who sat at least 1 GCSE equivalent exam reduced from 76.9% to 61.5% but still compares well to national performance. This result was affected by the reporting group of 11 including a significant number of young people with special needs. 50% of careleavers in 2005-06 obtained a GCSE pass. This is a reduction from the previous year because of the cohort group, but still in line with the national average.
- Ref: **C&YP Plan Enjoy and Achieve Background Information Pages 12 -14.** The

implementation of the SEN Review is well under way resulting in:

- Fewer requests for statutory assessments (04/05 – 107; 05/06 – 68) as schools are managing behaviour better due to early intervention and school capacity building through SEN support services.
- Completing more statements within 18 weeks (2003/04 56%; 2004/05 69.7%). Continuing improvement in completing statements within timescales is expected to place Halton in the top quartile in 2005/06.
- Reorganisation of special schools and pending reorganisation of SEN units
- Rollout of PIVATS to a wider number of schools to track pupil progression
- Improved early identification system including the development of Portage and early support
- A multi agency ICT assessment service (SENATT) for all children with disabilities to support their inclusion in mainstream schooling delivered from the local authority's full service extended special school.
- Increased number of LAC with disabilities having PEPS ensuring regular attainment information is received.

➤ Numbers of children in schools from ethnic minorities are low. Their performance is monitored as for all children and there is additional monitoring across schools of any racially motivated incidents or harassment. The needs of travellers who are the main minority group in Halton are met by a nationally recognised education service provided by a consortium of Cheshire, Halton and Warrington councils. Ref: **C&YP Plan *Enjoy and Achieve Background Information Pages 6 – 7.***

➤ The involvement of young people has been significant in planning services.:

- BIP has undertaken consultations on the barriers to attendance
- Pupils have completed the PASS survey and the Community that Cares Audit. The results were analysed and included in the needs analysis for the C&YP Plan. The Youth Service is preparing feedback for participants.
- There was a comprehensive consultation about full service extended schools and 2 locality based clusters are now operating and developing services to meet the needs of the local community.
- 75% of schools have school councils

### **Make a positive contribution**

Ref: **C&YP Plan Pages 28 – 29 (Data) 31 – 33 (Priorities) and C&YP Plan *Make A Positive Contribution Background Information Pages 5 – 6 (Data) 2 – 4, 7 - 8(Priorities)***

➤ The engagement of young people is a priority area. Progress is demonstrated by numerous activities including:

- Summer holiday programme targeted at 120 vulnerable pupils within the EAZ resulting in a reduction in anti social behaviour incidents and Learning Mentors implemented a programme of support for individual children as part of curriculum entitlement and enrichment activities during school holiday periods.
- The Youth Service working with PCSOs on a street based youth engagement project on Friday evenings in a hot spot area to encourage young people into centre based and other Youth Service provision; and also with the Fire Service as part of an Invest to Save bid to develop a RESPECT outreach project in fire starting hot spot areas aimed at engaging young people causing youth nuisance and associated firestarting in sustainable activities resulting in a reduction of fire setting incidents. The Service also offers afternoon and evening holiday activity in the areas of the Borough with the highest recorded youth nuisance to deter anti social behaviour reducing by 3.5% the number of reported anti-social behaviour incidents in school holiday periods.
- The Youth Service and Connexions are running a weekly support group for young people NEET in Murdishaw (an area of high deprivation identified in the needs analysis) with some early success in engaging young people to attend the sessions at the Youth Club. The new Connexions Youth Information Centres in Runcorn and Widnes are easily accessible to young people increasing the information, advice

and guidance available to them.

- A Youth Festival day focussing on 'harder to reach' young people engaged over 360 young people in arts, performance, sporting and music activities. A survey of young people's views on the Youth Service Plan was undertaken at the day and the plan adjusted accordingly. Young people have started to organise their own activities supported by their youth workers. Recruitment and Selection training has been provided and young people have been involved in every appointment throughout the service since July 2005.
- Training programme for governors to develop awareness of the need to support the citizen curriculum empowering governors to be more proactive in the work of school councils.
- Parenting interventions considered by YOT as part of every statutory assessment with 100% of parents satisfied with the outcome. All Pre-Sentence Reports consider the appropriateness of making of a Parenting Order.
- Restorative Justice projects working with the Ranger Service and two community centres assisting with conservation matters and lunch preparations.
- The School Sports Partnership has been used to encourage children to take on leadership roles. 620 9 – 11 year olds have trained as Junior Play Leaders (a 77% increase), 212 14 – 16 year olds have gained the Junior Sports Leader Award and 53 16 – 18 year olds have gained the Community Sports Leader Award (a 141% increase).
- A Young Leaders Award has been developed in Halton and is to be rolled out nationally.
- Three Aimhigher projects are working with 13 – 17 year olds to develop their leadership/advocacy skills.
- Development of voluntary/statutory partnership projects with homeless young people and young carers.
- 513 young people have completed the Service to the Community Section of the DofE Award and 5 young people involved in the Nessie Club (a social inclusion project) received citizenship awards.
- A Risk Assessment Protocol has been developed to target young people who act in a violent, sexual or dangerous manner within school so that a risk management plan is in place; YOT also complete a risk assessment on every young person to identify the factors affecting the likelihood of re-offending and put in place interventions to address these. Halton and Warrington YOT were given the highest grade for this area of work.
- A Consultation, Participation & Engagement Service has been commissioned from a Voluntary Sector provider with the aim that by 2008 all agencies will be signed up to the 'Hear by Right' participation standards with training provided to agencies, volunteers, families, children and young people.

➤ Ref: **C&YP Plan Make A Positive Contribution Background Information Pages 9 – 10**. Improved outcomes for LAC have been promoted by:

- 5 young people undertaking recruitment and selection training accredited by the Open College Network with 4 young people participating in the selection of staff in 2005/06.
- 2 young people being trained to carry out regulatory visits to residential units as part of a CSCI project.
- 7 young people producing a regular newsletter for LAC and CYPD staff.
- Revision of LAC Review consultation documents after feedback from young people.
- Robust children's rights service supporting LAC participation in planning/reviewing and child focused complaints systems.

➤ Further improvement will be promoted through:

- A social worker being appointed to the LAC Division with specific responsibility for LAC offending.
- Development of a Protocol with Cheshire Police to manage incidents within residential units as research shows many LAC offences are related to management of behaviour within placements. Performance on LAC offending has declined again this year from 3.9 to 5.0 (12 young people this year

compared to 10 last year) and we expect the above appointment and the Protocol will impact positively on this performance.

- Production of a CD Rom, developed by young people to better prepare others for life in residential units.

➤ Ref: **C&YP Plan Make A Positive Contribution Background Information Page**

8. Improved outcomes for children with disabilities have been promoted by:

- Members of Speak Out's involvement in recruitment of staff, delivery of training and presentation of recommendations for change to key stakeholders.
- School councils involved in the SOC decision to reorganise special schools.
- A Stakeholders day in March 2005 attended by 145 parents, carers and children to receive feedback from them on how their needs can be met within current and future service provision

➤ Further improvement will be promoted through:

- The commissioning of an inclusive-play training programme for all providers to support sustainable inclusive services for over 50 children.
- Production of 3 versions of the transition information pack for children with disabilities (including 'boardmaker' and a photographic version) now the Transition Protocol has been finalised.

➤ The most significant development of the past year has been the development of structures within the Alliance to support the involvement of children, young people, parents and carers in the planning and delivery of services (Ref: **C&YP Plan The Way Forward Background Information Pages 2 – 3**). As part of this the Board facilitated a comprehensive process to elect the Youth Forum and Member of Youth Parliament. 123 young people from a variety of backgrounds attended area based residential events where they learned about the democratic process. This formed the basis for the selection process for the youth forum and the MYP. All 11 – 18 year olds received a National Democracy Week information pack and 5228 eligible young people voted.

### Achieving economic well-being

Ref: **C&YP Plan Pages 36 – 37** (Data), **38 – 39** (Priorities) and **C&YP Plan Achieve Economic Well Being Background Information Pages 2 – 4** (Data), **4 – 6** (Priorities)

➤ Partners involved in this outcome have been schools, LSC, Work related and Enterprise Co-ordinators, Connexions, EBP, CYPD. Performance Action Plans/operational plans were developed in response to the Area Wide Inspection, Connexions Audit and the EBP programme.

➤ Data was used to identify progress being made in priority areas and further actions which may be needed:

- Aimhigher is having a positive impact. 1600 15-19 year olds have attended aspiration-raising events and HE applications have increased for 18–19 year olds from 22% in 2004 to 25% in 2005. The APS for post 16 attainment in schools increased significantly from 194.4 in 2004 to 236.2 in 2005. With colleges included the APS increased from 194.8 to 217.4. It is recognised this is still below statistical neighbours and the national average. In recognition of the need to improve post 16 attainments further, the Strategic Area Review proposed the merger of the 2 colleges in Halton to improve the quality, range and flexibility of options for 16 – 19 year olds. The merger has been agreed by both colleges and has been approved by the GM LSC. The proposal is now awaiting national ratification.
- The Area Wide Action Plan target for 16 year olds continuing in education and training was exceeded by 10% (Target 80% Actual 90.4%) and the target for 17 year olds was exceeded by 16% (Target 74% Actual 90%).
- There is an improved curriculum offer pre and post 16 and additional work based learning options are available accessed by 643 young people. 362 young people are accessing alternative offsite provision pre-16. 395 learners are enrolled on the increased flexibility programme and 169 at the newly opened Runcorn Skills Centre. A quality framework is being established with schools contracting with pre-16 providers to improve the learner's experience.
- Development of a 14 – 19 Learner Entitlement Ref: **C&YP Plan Achieve Economic Well Being**

*Background Information Pages 4 – 6.* 3000 young people, parents and employers were surveyed in developing the Learner Entitlement. Implementation of the learner entitlement from September 2006 will deliver improved learning options post 14 with supported careers, education and guidance programmes.

- Connexions NEET data for Nov 2005 shows the 16 to 18 NEET %age rising to 10.54 from 8.84 in Nov 2004. However in the same period the %age of young people 'not known' to the service decreased from 12 to 5.3. This illustrates the effective tracking process now in place giving a more realistic NEET picture for the Borough. An area for concern is that Runcorn NEET %ages are considerably higher than those in Widnes. A NEET reduction strategy is now in place in Connexions with additional resources allocated to Runcorn.

➤ Ref: **C&YP Plan Achieve Economic Well Being Background Information Pages 6 – 7.**

Outcomes for careleavers have been promoted by:

- 98% of careleavers having a Pathway Plan by the age of 16 years with data from Reviews used to track EET participation. Connexions, Teenage Pregnancy, Housing, CAMHS and YPSM workers are co-located with the YPT improving joint working. All careleavers have a Personal Advisor and receive the necessary personal and financial support to participate in EET (except for 2 young people who are in prison/have mental health problems).
- Partner agencies developing an entry-level training programme (Halton Youth Academy) for challenging young people accessed by 75 young people including 8 careleavers.
- Organisation of leisure activities for care leavers using Positive Activities for Young People funding with the aim of improving self esteem and encouraging healthy lifestyles
- Development of a 6-bed unit through Supporting People to encourage independence and life skills training.

➤ Further improvement will be promoted through the Corporate Parenting Strategy by increasing paid ILM work placements to 12 a year through allocation of £65K NRF funding. The project should commence in July 2006.

➤ Ref: **C&YP Plan Achieve Economic Well Being Background Information Page 6 - 8.** Improved outcomes for children with disabilities have been promoted by:

- Aimhigher aspiration events specifically targeting disabled young people
- A multi agency transition protocol ensuring all children with disabilities have a transition plan with almost 100% of children with disabilities progressing into continued learning when leaving school.
- Promotion of direct payments with an increase of 30% over the past year.



## PART D The management of services for children and young people

### Sustained Improvements and Partnership Working

- Sustained improvements have been maintained in key outcome areas due to clear strategic planning, partnership arrangements, and the high corporate priority given to achieving the 5 ECM outcomes for children and young people outlined in the Community Strategy. All council directorates have nominated a 'children's champion' to ensure they contribute to the C&YP Plan and change agenda. Sustained improvements include:
- **Be Healthy:**
- 95% participation of schools in Healthy Schools Standard and 100% participation in School Sports Co-ordination Programme. Ref: **C&YP Plan Be Healthy Background Data Page 8**
  - LAC mental health needs are met early and 93% of LAC have an annual health assessment because of support of LAC nurse/PCT professionals, alternative health assessments for older children, and co-location of health and CAMHS staff with social work teams.
- **Stay Safe:**
- Effective referral and assessment systems achieved through a common understanding of threshold levels and effective gatekeeping, assessment and planning systems with a high number of referrals leading to an initial assessment (89.2%) and 81.8% of initial and 88.9% of core assessments completed within timescales.
  - Reducing numbers of LAC with 87.5% being in local placements; high numbers of children placed in foster care (85.4%) and good long-term placement stability (65.1% & 73.8%) because of effective support systems.
  - Strong safeguarding systems and processes for children with all processes being completed within timescales.
- **Enjoy and Achieve:**
- 94% of excluded pupils are in alternative education provision within 15 days which impacts on overall educational achievement, keeping children safe and a low number of offences per 1000 child population. A multi agency protocol and tracking of hard to place children supports timely educational placements.
  - Consistently less failing schools than the national average due to an inverse proportion allocation of support and challenge from the advisory service.
  - Excellent Early Years provision resulting in children entering school with increasing levels of achievement.  
Early Years have received a "Partners in Excellence" award for recruiting men into childcare; the Children's Information Service has been awarded the National Quality Award from NACIS and Halton's Childminder Network has received the NCMA quality award.
  - Sustained improvement in attainments at KS 2 and 3 and improved performance at KS4
  - Decreasing number of requests for SEN assessment because of the effective partnership between schools, agencies and Sure Start resulting in needs being met earlier and without recourse to a statement.
- **Positive Contribution:**
- Low level of youth offending compared to other NW authorities with stretch targets exceeded and the YOT (consistently in the top10 best performing teams in 2005) working within a strong Safer Halton Partnership.
  - High level of participation of LAC in reviews and service planning using child friendly processes and consultation methods
  - Increasing engagement with young people through the Youth Service, Youth Forums, and the Youth Consortium. Ref: **C&YP Plan Page 47.**
  - Increasing inclusion of children with disabilities in leisure activities, reviews and service

planning

### Economic Wellbeing

- Reduction of numbers of 16 to 18 year olds 'not known' to Connexions to 5.36% in Nov 2005 as a result of improved tracking processes and outreach work giving a more accurate picture of young people in EET.
- 62.5% of careleavers in EET due to co-ordinated preparation of looked after children for leaving care.
- Nearly 100% of children with disabilities progressing to Education, Employment and Training
- New/joint approaches to service delivery and partnership working have included:
  - Introduction of CAF with over 200 assessors trained, 100 CAFs initiated and 45 assessments completed. Feedback from parents has been very positive and full implementation is intended by 2007.
  - Collaboration with other LAs to deliver some services –e.g. education services for travellers, Adoption Panel Chair arrangements, YOT, SEN Parent Partnership, development of new safeguarding procedures.
  - Introduction of a 'Life Appreciation Day' for prospective adopters and the child when all agencies come together to provide quality information for both the child and the adopters in preparation for placement.
  - Development of multi agency preventive service within Young Peoples Substance Misuse Service
  - Voluntary organisations jointly delivering services in relation to crime prevention.
  - A Children and Young People Database Ref: **C&YP Plan The Way Forward Background Data Page 11**
  - Integrated delivery of services for children 0–19 years through a co-ordinated network of extended schools and Children's Centres.
  - Use of technology to engage children in a fun and interactive way in planning services through Pathway Plans/Consultations and planned introduction of EPEPs.
  - Robust multi agency strategy for children with disabilities providing integrated assessment and care co-ordination. Ref: **C&YP Plan Be Healthy Background Data Page 17.**
  - A well developed Corporate Parenting Strategy which includes an Employment Policy in relation to looked after children. Ref: **C&YP Plan Economic Well Being Background Data Page 6.**
  - A strong Safer Halton Partnership addressing anti social behaviour and youth offending with good performance on related indicators Ref: **C&YP Plan Positive Contribution Background Data Pages 6 – 8.**
  - Development of preventive services through Preventative Mini Children's Trust. Ref: **C&YP Plan The Way Forward Background Data Page 6.**

### Performance Management

Ref: **C&YP Plan Page 50** (Performance Management) and **C&YP Plan The Way Forward Background Data Page 11** (Children and Young People Database), **Pages 16 – 18** (Performance Management)

- Robust performance management has been embedded in the Directorate with regular reporting systems integrated into the operational work of the directorate:
  - Performance in key areas is monitored monthly at all levels of the organisation; action plans and redesign of service are instituted in identified areas of concern e.g. development of Intensive Support Team to provide additional support to children identified as being at risk of becoming LAC resulting in a reduction of numbers.
  - Quarterly reports monitoring progress against the Directorate's Service Plan and focussing on the five outcome areas are made to the Policy and Performance Board (PPB) and the Council's Chief Executive.
  - The further development of the C&YP Database will support integrated reporting of outcomes

for groups of children across the Directorate as a range of outcome information is compositely linked to individual children.

- The PPB select scrutiny topics each year for in depth analysis. LAC health, barriers to learning, Sure Start, improving attendance and gifted and talented were considered in 2005/06. 2006/07 topics are how the LSCB holds agencies to account, the Disability Children's Mini Trust and Out of Borough Education.
- Local PIs are being developed for all the ECM Outcomes and for the LCSB e.g. %age of children with a Protection Plan who state they feel safer at home
- The PMF has been adopted by the Alliance and this together with the C&YP Database will be used by all agencies to measure their performance against the 5 outcomes.
- Monthly file audits in Social Care focus on quality issues in relation to assessment and planning processes
- Services are evaluated through feedback at school councils, school self evaluations, and questionnaires completed when a case is closed, at child protection conferences/reviews and at LAC reviews.

### **Workforce and Change Management**

Ref: **C&YP Plan Page 48** (Children's Workforce Strategy) and **C&YP Plan *The Way Forward* Background Data Pages 9-10** (Workforce Development), **Page 12** (ICS)

- Change is being implemented with strong leadership from elected members and managers. In July 2005, Halton was the only Council to gain external endorsement from the ILM for its elected member Development Programme. Managers in the public, private and voluntary sectors are being supported through management qualifications including ILM Level 4 Award and an MSc in Management e.g. 37% of private and voluntary early years managers supported in completion of a Level 4 qualification.
- The Integrated Services Team has led on the development of the Structures, Agreements and Plans needed to deliver the ECM agenda. The work of the Team will be mainstreamed from June 2006 with leadership being provided by the Alliance Board and the agenda being set by the C&YP Plan.
- A Children's Workforce Strategy is being developed with the endorsement of the Alliance Board and facilitated by consultants from the Manchester Business School. This will include all Alliance agencies, schools and the voluntary sector and will cover the sort of workforce needed to deliver services to children to achieve the 5 ECM outcomes, different and flexible ways of delivering those services and the competencies needed by staff within that flexible workforce.
- Briefings and workshops are used to engage all staff in new developments and organisational changes.
- Workforce needs are reviewed annually. The final stage of the National Agreement on Workforce Remodelling has been successfully implemented. The Authority is considered 'light-touch' by the National Remodelling Team. Work is ongoing to develop requirements relating to the early years and child care workforce. This year's social care recommendations of flexible working arrangements, the introduction of student sponsorships in addition to 3 annual traineeships and career progression linked to the PQ Framework are being progressed.
- An annual staff survey is undertaken corporately – in addition Social Care consult staff about their working experience as part of the annual review of the Recruitment and Retention Strategy.
- The level of social care sickness absence has been reduced to below the national average. This is due to strict compliance with sickness absence monitoring procedures and improved workforce information.
- Comprehensive arrangements are in place for inter agency assessment and planning for the needs of children. Multi agency training is provided to support these processes and multi agency procedures have been produced for CAF, CIN and CP.
- Training is provided for social care staff as specified in their Personal Action Plan. The number

of staff achieving PQ1 has reduced due to some PQ1 holders moving for promotion to other positions. However, the number of residential staff with an NVQ3 in child care has increased to 63% as a result of focussed support to staff including the new staffing group at the recently opened Children's Home. There had been an unusually high number of requests from students for children's placements in 04/05. The number of requests for adult and children placements in 05/06 was more balanced and the provision of assessed SW practice learning days has therefore reduced to a level in line with the national average.

### Commissioning

Ref: **C&YP Plan Page 47** and **C&YP Plan The Way Forward Background Data Pages 12 - 14** (Commissioning); **Page 14 - 15** (Market Development)

- Consultancy support from DfES is being used to progress the development of a five-year Joint Commissioning Strategy using the 9 step joint planning and commissioning framework.
- The C&YP Commissioning Partnership has been established and will fulfil the duties in respect of the C&YP Priority within the Community Strategy and the co-ordination of the C&YP Plan delivery across the Mini Children's Trusts. It is expected to lead to an increased co-ordination of commissioning arrangements.
- Halton has facilitated the implementation of a regional children and young people's commissioners network which seeks to share best practice and develop regional collaboration.
- We know our commissioning is effective by:
  - **Internal Audit** e.g. review of Brokerage service to schools resulting in more specialist advisors delivering comprehensive services to schools which helps support the delivery of best value services to schools.
  - **External Evaluation** e.g. Sure Start, Children's Fund Projects, SEN Consultancy
  - **Contract Monitoring** by officers both in terms of compliance with targets, outputs, outcomes and safe recruitment, and in terms of needs of young people's needs/gap identification. All contracts have been reviewed to ensure inclusion of output and outcome measures e.g. Youth Service contract.
  - **Market Management** e.g. GMAC Commissioning Project across 8 LAs resulting in placement cost efficiencies. The costs of children looked after in residential care homes reduced from £2,404 (2003/4) to £2,238 (2004/5). This has continued to reduce in 2005/6.
  - **Level of Service Usage** e.g. Development of YPSM preventive services resulting in 122% increase in young people receiving support
  - **Improved Outcomes** e.g. Embedding of Teenage Pregnancy support and outreach within Connexions resulting in teenage parents in EET increasing from 8.65% to 20.83% in March 2006; improved outcomes in the Youth Service through contract with Connexions demonstrating good value for money; and the successful commissioning of the KS4 PRU which has developed the market for alternative education providers contributing to the wider 14-19 agenda in the borough.
  - **User Evaluation** e.g. Development of YPSM service through consultation with young people

### Budgets and Pooled Resources

Ref: **C&YP Plan Page 47** and **C&YP Plan The Way Forward Background Data Page 12** (Effective Use of Resources) and **Page 15** (Pooled Resources)

- The Directorate has managed to achieve corporate saving targets, along with Gershon efficiencies, and to maintain expenditure within the 2005/2006 CYPD budget. This has been achieved without reducing service quality and whilst continuing to maintain value for money. There has been:
  - Pro-active management of Out of Borough care placement costs with no increase in the number of placements and a £200K reduction in expenditure in 2005/06 facilitated by investment in targeted support and development of in house provision to return children to supported placements within Halton.
  - A redesign of the YOT service with £75K investment in preventative services to target a

reduction in youth offending and to support a comprehensive YISP; and a reassessment of partner's contributions to manage a projected overspend ensuring a balanced budget.

- Partnership working with schools which has reduced the level of school balances (excluding Standards Funds) from £6.1 million (04/05) to £4.3 million (05/06) and the number of schools with excess surplus balances from 47 to 15. Support and guidance to schools means there are no schools deficit balances.

➤ The Base Budget Review has been finalised but was overtaken by the national settlement in which Halton did not do well. As a result all Directorates had to make £750K efficiency savings but CYPD were successful in achieving £430K growth as well as £430K to enable the mainstreaming of services and posts formerly funded by grants which ceased in March 2006. The Base Budget Review ensured value for money and led to:

- A realignment of resources to priorities resulting in greater investment in the Youth Service to increase the engagement of young people resulting in all reach and accredited outcome targets being exceeded.
- Investment in the Education Welfare Service and PRUs to improve attendance and behaviour in schools aimed at improving educational attainment.
- The realignment of the school funding formula, following a comprehensive review in partnership with schools and Knowsley Council, to target investment in key priorities and the ECM change agenda.
- Movement of resources within Carers services to establish a dedicated children's carers development post to support the care of children at home.
- Targeted funding for investment in personalised learning and flexible learning options to improve attainments
- Disinvestment from back office to front line teenage pregnancy services with funding of two additional front-line posts as part of the Preventative Mini Children's Trust arrangements.

➤ The NRF budget allocated to the C&YP Priority within the Community Strategy is £1,205,500. This will be targeted at the Priority Areas within the C&YP Plan.

➤ There is a registered Section 31 Pooled Budget for children with disabilities which is a partnership between

HBC and Halton PCT Ref: **C&YP Plan Be Healthy Background Data Page 17**. Services for looked after children, the developing Mini Children's Trusts and the LSCB will have significant aligned budgets to deliver services, develop infrastructure and support the work of the Trusts/Board. Pooled resources demonstrate value for money and the impact of pooled resources has been:

- Economies of scale for coordination and commissioning (e.g. single contract across authorities for some adoption services) diverting funding from back room to front line services and reducing bureaucratic finance and performance reporting requirements for small voluntary providers.
- Added Value from combining a range of diverse funding e.g. creation of specialist education support posts and increase in capital schemes, and the level of investment in each scheme.
- New developments e.g. multi-use facilities at 4 designated Children's Centres for community and education provision with a further 5 to open by November 2006.
- Integrated working e.g. multi agency LAC co-located team resulting in improved outcomes for children and the multi agency assessment of children with complex needs through the Child Development Centre.
- Increased flexibility to design and deliver preventive services e.g. generic practitioner post to cover both teenage pregnancy and substance misuse.
- Improved access to and usage of services e.g. LAC access to CAMHS

➤ The Council's budget strategy is aimed at ensuring value for money. A particular focus in achieving value for money is action to reduce the number of school places Ref: **C&YP Plan Enjoy and Achieve Background Data Pages 14 – 15**. Value for Money Judgements by OFSTED between September 2003 and June 2005 showed that 11 out of 15 (73%) schools inspected were good or

better in providing value for money. Social Care's management of placement costs and re-investment in support services demonstrates value for money. Within the Mini Children's Trust arrangements the C&YP Commissioning Partnership will be promoting best value, economy, efficiency and effectiveness in the provision of services to Halton's children and young people.

#### **Capacity of Council and Local Services to Improve**

Ref: **C&YP Plan Page 45 - 47** (Compact and How will we make this Plan work?) and **C&YP Plan The Way Forward Background Data Page 1 - 2** (Ambition), **Pages 6 – 10** (Capacity)

➤ The arrangements for the delivery of children's services means that the improvement of council and local services can only be progressed through working in partnership. Halton is confident about its continuing capacity to improve as a result of:

- The robustness of partnership arrangements and the high priority attached by all partners to children and young people within the Community Strategy underpinned by a Local Compact which then translates into clear Service and Business Plans to achieve the 5 ECM outcomes for children and young people.
- The structural arrangements put in place for the Children and Young People's Alliance and the LSCB.
- The high level of self-awareness and the depth of a range of needs analyses completed to inform the development and targeting of services.
- The clear direction and improvement targets set out in the Children & Young People's Plan
- A common Performance Management Framework adopted by all partners informed by an extensive multi agency data set leading to a robust monitoring of performance and developments
- Increasingly robust multi agency Commissioning arrangements and overall effective budget management.
- Strong leadership from the Executive and Members, within the C&YP Alliance, the C&YP Directorate, the C&YP Commissioning Partnership and a number of regional bodies.
- The development of the workforce through the future implementation of the Children's Workforce Strategy.
- The high level of engagement of children, young people, parents and carers in the development of services.
- Technological developments which will support and streamline integrated practice – Phase 1 of ICS was implemented in January 2006 and Phase 2 is on target for implementation in January 2007; development of C&YP Database and the Service Directory 'Help4Me'.
- The diverse contribution of voluntary sector agencies and their track record in working collaboratively with each other and with statutory sector agencies to enhance services.

➤ Further improvements will be achieved by:

- Progressing the implementation of the Joint Commissioning Strategy with a continuing emphasis on ensuring value for money whilst maintaining high service standards and a focus on outcomes.
- Continued progression to a Children's Trust through implementation of Phase 1 Mini Trusts and development of Phase 2 Mini Trusts.
- Maintaining focus of activity on identified priority areas.
- Inclusion of local outcome based indicators in the PMF for every core service. Halton is also participating in a national group led by ADSS/CSCI to develop a national framework of outcome-based indicators.
- Continuation of the reshaping of services to develop more accessible locality based services with co-location of staff and services within a continuum of extended schools and children's centres.

➤ Barriers to improvement which have been identified are:

- The challenge presented in overcoming the natural barriers created by a high level of social deprivation in the area. To meet the challenge we will continually reassess levels of need and

progress in improving outcomes and ‘narrowing the gap’ to ensure we target resources in areas of greatest need and to the greatest effect.

- Limited additional funding/reductions in base funding/changes in the grant funding formula resulting from Halton’s declining population base. This will impact on the C&YPD’s capacity to deliver on new government initiatives. Future funding pressures have been mapped as part of the medium term financial strategy and continued emphasis will be placed on using limited resources to best effect.
- The recruitment and retention of social care staff. To address this the Recruitment and Retention Strategy has been reviewed annually to ensure its continuing relevance and efficacy.
- The challenge of maintaining effective partnership arrangements when partners services are being subject to national reconfiguration e.g. PCT, SHA and Police. The established partnership structures will be used to share information on these developments so that any modifications required can be speedily implemented.

Ref: **C&YP Plan *The Way Forward Background Data Page 15*** (Risk Management)

### **Equality and Diversity**

Ref: **C&YP Plan *The Way Forward Background Data Page 3***. Equality and diversity issues are monitored by CYPD as part of the development of all policies/procedures and by Directorate and Corporate E&D Groups.

- All information/documentation can be made available in different languages e.g. translation of CAF information/documents into Chinese to facilitate work with a family.
- A research study to determine the current and future needs of Halton's BME communities has been commissioned, the results of which will feed into the development of the joint commissioning strategy.
- 8 of the 9 ethnic minority young people monitored by Connexions are in EET.
- The Canal Boat Adventure Project has secured an external grant of £8K so that the Ada canal boat, home for the Nessie Club social inclusion project, has a modern wheelchair lift and is fully accessible.
- The Learner Entitlement addresses equal opportunities through providing information and support to promote participation by all regardless of specific learning difficulty or disability.
- 2 schools in Halton have received regional Inclusion Awards.

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

**DATE:** 19 June 2006

**REPORTING OFFICER:** Strategic Director, Children and Young People

**SUBJECT:** Barriers to Learning – Action Plan

**WARD:** Boroughwide

### **1.0 PURPOSE OF REPORT**

**1.1** To consider the Action Plan and Priorities for Action identified as a result of the scrutiny by the Topic Tem of Barriers to Learning.

**2.0 RECOMMENDATIONS:** Tha t the Children & Young People PPB accept the Action Plan attached at Appendix 1.

### **3.0 SUPPORTING INFORMATION**

**3.1** In September 2004, PPB endorsed the work programme for 2004/5 which included “Barriers to Learning” and which had a particular focus upon pupils excluded from school, incorporating the Pupil Referral Unit.

**3.2** Early within the schedule of meeting Members considered the need to broaden the topic brief to explore Barriers to Learning in their broadest sense, going beyond the examination of issues resulting in young people being excluded from school.

**3.3** The Topic Team comprised the following Members:

- Cllr E Jones
- Cllr M Horabin
- Cllr H Hodgkinson
- Cllr R Gilligan

**3.4** Members of the group met with Ken Hughes, Teacher in Charge, KS4 Pupil Referral Unit (PRU): Elizabeth Rene and Joan Connor, respectively Head of Outreach and Therapeutic Service and Outreach Coordinator of the Clifford Holroyde Centre of Expertise, Liverpool: Jessica Williams (Chief Sure Start Dietician c/o Halton Hospital) and Sally Goddard Blythe of the Institute of Neuro-Physiological Psychology, Chester. Topic Team members also read relevant articles and reports e.g. “A guide to promising

approaches” and sought the opinions of Halton Head Teachers and groups of young people on barriers to learning. We are grateful to those who gave freely of their time and shared their expertise with us.

#### **4.0 POLICY IMPLICATIONS**

**4.1** The recommendations strengthen implementation of identified priority areas of learning, SEN and behaviour improvement.

#### **5.0 OTHER IMPLICATIONS**

**5.1** There have been some cost implications as a result of this report. Where possible, resources have been targeted specifically in the area of improving behaviour. More broadly the recommendations seek to reinforce intervention strategies that are preventative in nature resulting in the longer term in a reduction in the more costly reactive measures currently employed.

#### **6.0 RISK ANALYSIS**

**6.1** The risk associated with not implementing some or all of the recommendations is that costly reactive measures continue to be required and increase resulting in increasing costs and poor outcomes for children.

#### **7.0 EQUALITY AND DIVERSITY ISSUES**

**7.1** Removal of barriers to learning will enable children and young people at risk of social exclusion to participate in learning opportunities on an equal basis to their peers that might otherwise have been denied to them.

#### **8.0 REASON(S) FOR DECISION**

Not applicable

#### **9.0 ALTERNATIVE OPTIONS CONSIDERED AND REJECTED**

Not applicable

#### **10.0 IMPLEMENTATION DATE**

To be determined within the Implementation Plan

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

## PERFORMANCE ACTION PLAN BARRIERS TO LEARNING

Recommendations	Responsible Officer	When	Detailed Actions	Monitoring Arrangements
<p><b>a) BEHAVIOUR</b></p> <p>Support the efforts of senior officers to secure some dedicated funding to establish a central Behaviour Improvement Team to build capacity in schools for dealing with pupils with difficult behaviour.</p>	L Butcher	31.05.06	Additional resources secured. Next steps to recruit Behaviour Specialist for Autumn term.	Termly monitoring through Priority Action Plan for Behaviour
<p>Recognise the value of the work of the PRUs while urging officers to monitor the performance of every pupil leaving the PRU.</p>	K Hughes	Nov 06 Mar 07 and annually thereafter	<ul style="list-style-type: none"> <li>• Connexions to forward “destinations” to PRU Head in November and March of the following academic year.</li> <li>• Collaboration between Teacher in Charge and associated agencies post 16 such as YOT, Connexions (NEET, HYA), in order to exchange information to allow a more effective service provision for the young people. KH to track through multi agency referrals.</li> </ul>	PRU Management Committee

Support officers in their efforts to challenge and support schools to improve management of behaviour in order to reduce the numbers of pupils excluded and redirect this funding to early identification and support of pupils within mainstream schools at an earlier stage.	J Potter	May 06 – Sept 06	<ul style="list-style-type: none"> <li>• Establishment of an authority behaviour for learning team</li> <li>• Establishment of PRU preventative outreach</li> </ul>	Termly monitoring of Priority Action Plan - DMT.
Keep under review with the strategy for the inclusion of pupils with SEN, the deployment of resources for supporting pupils with SEBD in Out of Borough placements.	J John EPS Service SEN Assessment Team Monitoring & Assessment officer	Aug.2006 May 2006 On going Qtrly update of Priorities Action Plan for SEN	<ul style="list-style-type: none"> <li>• Review of Strategy completed</li> <li>• Placement advice/discussion group established consisting of senior officers of SEN &amp; Vulnerable Children Divisions meeting on a fortnightly basis.</li> <li>• LA officer attendance at Annual Reviews of all pupils placed in out of Borough provision, in order monitor quality of provision and appropriateness of placement</li> <li>• Development officer to Report ongoing placement costs and invoices on a quarterly basis</li> </ul>	Termly monitoring of Priority Action Plan – DM  Quarterly Budget Monitoring

<p>Provide training and support, particularly for all newly qualified teachers as part of their induction programme, in the management of disruptive behaviour and include Lead Behaviour Professionals in schools in developing the programme.</p>	<p>J Potter/W Farrell</p>	<p>Jan 07</p>	<ul style="list-style-type: none"> <li>• NQTs – Training programme in Autumn term for Primary NQTs.</li> <li>• Secondary NQTs receive money through Secondary Strategy Behaviour Consultant</li> <li>• 1-day training for Primary NQTs on Behaviour in Autumn Term Training Programme.</li> <li>• Training to develop pupil's Social and Emotional Aspects of Learning (SEAL) continues to be delivered to schools, including follow up support from Primary Strategy Consultant, Education Psychologist and BIP Team personnel.</li> </ul>	<p>Monitoring of Behaviour Priority Action Plan – DMT</p> <p>Termly meeting of 'SEAL' Planning Team</p> <p>Termly review and evaluation (KO3 Primary Leader – G Bennett)</p>
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<p><b>b) SPECIAL NEEDS</b></p> <p>Request an annual report to the Life Chances PPB on steps taken to improve the capacity of mainstream schools to identify and assess needs of children at the earliest opportunity, and to receive feedback, via schools surveys (or other appropriate means) on the quality of support provided by central services.</p>	<p>J John</p>	<p>January 2007 July 2007</p> <p>Quarterly basis through PAP Annually</p>	<ul style="list-style-type: none"> <li>• Establish Halton SEN Service</li> <li>• Review with Schools, through the SEN Review Toolkit &amp; SEF information</li> <li>• To provide details of training required</li> <li>• Provide details of training opportunities developed.</li> <li>• Provide details of training accessed</li> <li>• Provide details of outcomes for children</li> </ul> <p>Report on outcome of audit Commission Survey on SEN support.</p>	<p>Termly monitoring of Priority Action Plan on SEN</p>
<p>Take steps to develop the capacity of schools to manage pupils with difficult behaviour and commission training from an appropriate provider in techniques based on research by the Institute of Neuro-Physiological Psychology, and to invite some primary schools to pilot these specific interventions. Subject to successful outcomes from the pilot to ensure training is rolled out more broadly.</p>	<p>J Potter</p>	<p>Oct 06</p>	<ul style="list-style-type: none"> <li>• Seek interested schools</li> <li>• Pilot</li> <li>• Evaluate</li> <li>• Roll out as appropriate</li> <li>• Include recommendation in revision of Priority Action Plan for Behaviour</li> </ul>	<p>Termly monitoring of Priority Action Plan for Behaviour</p>

<p>Strongly encourage relevant partners to review the scheduling of developmental health checks for young children and the potential for integrating screening for retained primitive reflexes associated with a higher risk of school failure.</p>	<p>L Butcher</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>Review of screening/development checks undertaken by PCT – report to Universal Task Group as part of C&amp;YP monitoring.</li> </ul>	<p>Report to Universal Task Group as part of C&amp;YP monitoring</p>
<p>Through the application of school based processes for identifying and reassessing the needs of pupils with SEN, ensure that sufficient rigour is applied to ensure the earliest screening for hearing impairment, dyslexia and dyspraxia and other associated SEN.</p>	<p>J John Head of LSS Advisers/ Primary &amp; Key Stage 3 Strategy EPS</p>	<p>January 2006 July 2007</p> <p>June 2006</p> <p>July 2007</p> <p>July 2008</p>	<ul style="list-style-type: none"> <li>To pilot `Graduated Response` In Early Years mainstream and Private &amp; Voluntary Settings.</li> <li>Provide Training on the use &amp; purpose of the Approach and documentation.</li> <li>To Review Pilot</li> <li>Promote use of the Response in Primary Sector through Training via Primary Strategy</li> <li>Promote Use of Response in Secondary Sector through Training via Key Stage 3 Strategy</li> <li>Pilot &amp; Review</li> <li>Primary National Strategy training has</li> </ul>	<p>Termly monitoring through Priority Action Plan for SEN</p>

			<p>been delivered on 'Leading on Inclusion' providing strategic direction for SEN coordinators, inclusion 'provision mapping'.</p> <ul style="list-style-type: none"> <li>• Procedures for identifying and pinpointing targeted intervention for pupils with additional needs.</li> <li>• The LA is working towards achieving 'Dyslexia Friendly Status' – Steering Group identified and programme of meetings in place.</li> </ul>	<p>Training evaluations</p> <p>Link Advisers (Termly School Evaluation Summary)</p>
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<p><b>c) CURRICULUM &amp; TEACHING</b></p> <p>Establish a pilot programme in a number of primary schools to assess the preferred learning style(s) of children failing to make good progress at the end of the Foundation Stage.</p>	<p>W Farrell/J Kirk</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• A review has however been undertaken of the transition document (Foundation Stage 1 to Foundation Stage 2). This work will be piloted in the Autumn term. A highly successful DfES funded Early Years ICT project has improved links between 6 settings and 6 schools.</li> <li>• Intensifying Support Programme (ISP) is a Primary National Strategy programme targeted at raising attainment in schools below floor target (65%)</li> <li>• Primary National Strategies – teaching and learning resources. The Primary Strategy Teaching and Learning materials follow on from the original Excellence and Enjoyment resources. They include a suite of</li> </ul>	<p>Termly monitoring of ISP by ISP Consultant, schools and adviser. Subsequent termly reporting to ISP Regional Adviser Assessment analysis of summative data annually.</p>
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			resources to support staff training and professional development. There are materials to support the development of 'assessment for learning' including a focus on teaching and learning styles.	
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<p>Provide training support and monitoring for all teachers involved in the pilot, on teaching styles appropriate to pupils' preferred learning style(s).</p>	<p>W Farrell</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Primary National Strategy Consultants continue to provide support for schools in the development of strategies to Support Assessment for Learning (AFL). This includes the identification and planning for, a range of teaching and learning styles.</li> <li>• PQM – 11 schools have PQM status. 1 school is currently working towards it. PQM is an external accreditation awarded by the Basic Skills Agency. Schools are assessed against 10 elements, focused upon the school's provision for basic skills (literacy and numeracy) throughout the school. Halton has accredited assessors within the Advisory Team.</li> <li>• Support for schools working towards Secondary Quality</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining and evaluation: by PNS Consultants (School contracts, SIPAP, Termly update meetings).</li> <li>• Link Adviser visits to school – Self review and evaluation (Termly)</li> <li>• Lesson observations (Consultants and Link Advisers)</li> <li>• Advisers will carry out school monitoring visits as part of the accreditation process for PQM and SQM</li> <li>• Reporting documentation completed and recommendation made.</li> </ul>
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			Mark.	
Support schools in securing the delivery of extended services as required by the DfES, including the delivery of richer extra-curricular activities at the end of the school day.	T Crane	Sept 06	<ul style="list-style-type: none"> <li>• Implement Extended schools action plan</li> <li>• Monitored through the Extended Schools strategy group</li> <li>•</li> </ul>	
Report annually (to the Life Chances & Employment PPB) on the effectiveness of LA strategies to address the needs of the lowest performing 20% of pupils in the Borough.	K Vanner / P Richmond	Ongoing	<ul style="list-style-type: none"> <li>• 8 schools, including those with the lowest performing pupils, are engaged in the Primary National Strategy.</li> <li>• Intensifying Support Programme (ISP). The focus on pupil tracking and curricular target setting has been effective in moving under-achieving pupils towards age-related expectations.</li> <li>• Identify the pupils with PR (Q&amp;D).</li> <li>• Itemise the intervention strategies deployed.</li> <li>• Report output/performance/value added.</li> <li>• The introduction of curriculum materials to support the</li> </ul>	<p>Termly monitoring of ISP by ISP Consultant and subsequent termly reporting to ISP Regional Adviser</p> <p>Termly meeting of 'SEAL' Planning Team</p>

			development of the Social & Emotional Aspects of Learning (SEAL) continues to focus on the importance of raised self-esteem and the development of positive attitudes to learning.	Termly review and evaluation (KO3 Primary Leader – G Bennett)
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<p><b>d) COMMUNICATION</b></p> <p>Under information sharing protocols, identify with partner agencies processes for identifying “at risk” pupils and instigate a referral via the Common Assessment Framework.</p>	<p>T Crane</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Implement the Common Assessment Framework in Halton</li> <li>• Monitored by Common Processes Task group</li> </ul>	<p>Regular monitoring by Common Process Task Group</p>
<p>The LA with partner agencies, including schools, should be encouraged to make use of the information from the “Communities that Care Audit” in developing the Children &amp; Young People’s Plan and school based strategies.</p>	<p>K O’Dwyer/ W Farrell</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• A detailed Needs Analysis was commissioned in Jan 2006, which formed the basis for the Children &amp; Young Peoples Plan published on 1<sup>st</sup> April 2006. The ‘Communities that Care Audit’ provided a wide range of valuable information, which was incorporated into this, needs analysis. The Children &amp; Young Peoples Plan will form the basis of commissioning activity across children’s services, both within the council and across the agencies.</li> </ul>	<p>Monitoring through Specialist Task Groups</p>

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

**DATE:** 19 June 2006

**REPORTING OFFICER:** Strategic Director, Children & Young People

**SUBJECT:** Sure Start Children's Centres Development

**WARDS:** Borough wide

## **1.0 PURPOSE OF THE REPORT**

1.1 To inform members of the arrangements for the transition of Sure Start Local Programmes to Children's Centres and update on the developments for the roll out of Phase 2 of the Children's Centre programme 2006-08.

## **2.0 RECOMMENDATION: That**

- i. **The contents of the report are noted;**
- ii. **Progress towards the proposed transfer of NCH led Sure Start local programmes to the Local Authority is noted (Para 3.5); and**
- iii. **The next phase of children centre developments (Para 3.19) is noted.**

## **3.0 SUPPORTING INFORMATION**

3.1 Sure Start services and Children's Centre developments are central to the Government's Ten Year Strategy for Childcare. Sure Start resources have created accessible services for young children and their families and the Children's Centre model is taking this on to the next level. Setting out the key elements of this service in legislation through the forthcoming Childcare Bill, and supporting this with statutory guidance will ensure that integrated services delivered through the Children's Centre model will be embedded in statute.

3.2 From 2006, the grant for Sure Start local programmes have been paid through the Local Authority instead of directly to specific programmes from central Government. This is part of the Government's plan to put responsibility for delivering better outcomes for children at a local level. However, as part of the Spending Review settlement funding for children's centres that were Sure Start Local Programmes will remain ring fenced within the General Sure Start Grant 2006-07. The Government aim is to provide some certainty that the level of early years services will be sustained as the core offer for Children's

Centres. This is particularly relevant to Halton where, from the outset Children's Centres have been established to provide services for children, families and young people aged up to 19 years.

- 3.3 There are 5 Sure Start local Programmes in Halton. The Local Authority acts as accountable body for three of the programmes and NCH North West has acted as accountable body for two of the programmes. All five Sure Start programmes currently provide core offer Children's Centre services of:
- Integrated Early education and childcare
  - Support for children with special needs and disabilities
  - Family support
  - Parental outreach and support
  - Child and family health services
  - Links with job centre plus
  - Support for childminders
- 3.4 Staff across the five programmes generally are on temporary contracts with the exception of the Coordinators for the NCH led Sure Start Programmes, Those personnel on temporary contracts due to end in March 2006 have had their contracts extended to 30<sup>th</sup> September 2006. Full review of the delivery of core offer services from core team staff has commenced and such posts, with any commissioned services will be reviewed alongside the needs identified in Halton's recently launched Children & Young People's Plan.
- 3.5 It had previously been agreed by Executive Board that the Local Authority would seek the transfer of accountable body for the NCH led Sure Start Local Programmes to the Local Authority. As a consequence, negotiations and planning are ongoing with NCH to secure the TUPE transfer of core staff from the 1<sup>st</sup> July 2006.
- 3.6 The Sure Start Programme Managers across all 5 programmes have been acting as Children's Centre Co-ordinators on an informal basis during the inception of the programme. The programme is now progressing to develop clusters of children's centres and outreach services through Extended Schools and Children & Young People Area Networks. Strategic planning for children's centres will merge to include extended schools. Additionally, the Children's Centre strategy in Halton is aimed at children, families and young people and crosses the 0-19 age range. A new job description is being drawn up to cover these areas, and in the first instance the existing coordinators across the 5 programmes will be invited to apply.
- 3.7 Sure Start geographic boundaries ceased to exist from April 2006 as the children centre model increases to a wider universal programme. Local programmes are now treating requests from outside of the Sure Start areas with flexibility, particularly with regard to commissioned services. Current Service Level Agreements for commissioned services have been extended until September 2006 pending further review.



- 3.8 In phase 1 of Children's Centre developments, 9 centres are being developed to service families living in the 20% most disadvantaged wards – 4 centres in Widnes and 5 centres in Runcorn. Specific targets were set for the number of children to be "reached" by centres. The "reach" targets relate to the number of children under 5 years old living within the Children's Centre area, i.e. those who can potentially access the health, family support and outreach services provided. It is expected that on average a Children's Centre will serve a community with about 800 children under 5 years old. Targets were also set for the number of new childcare places to be created in line with the allocated level of funding.
- 3.9 In phase 2, the 30% most disadvantaged areas (as defined by the ODPM Super Output areas) will be targeted, and there is also flexibility to develop centres outside of the most disadvantaged areas. The "reach" figures for 0-5 year olds still apply to phase 2, but no specific targets have been set for the creation of new childcare places.
- 3.10 A Needs Analysis has been prepared to inform the phase 2 planning and provide a breakdown of the population of 0-19 year olds across all wards. Data concerning unemployment figures, long-term illness, looked after children, children with identified special educational needs and drug and substance misuse and other factors which may impact upon the need for children centre services has also been compiled. Data relating to the supply and demand for childcare for 0-7 year olds, and the estimated occurrence of informal childcare in relation to ward-based super output areas is also a core component of this analysis.
- 3.11 To achieve good outcomes for children, there is a need to ensure that childcare is properly joined up with other services and that, as local needs change and develop, the childcare market responds. The Needs Analysis demonstrates that within most areas of Halton there are sufficient childcare places already in existence. Much of the existing childcare provision in Halton belongs to the private and voluntary sector. The sector is expected to reshape around children's centres and extended schools, with private and voluntary settings providing the childcare in many of these settings.
- 3.12 It is also more cost effective and better for managing the children's services market for children's centres to be designed around existing provision including family support centres, day nurseries and pre-school groups, maintained nursery schools and learning facilities. The strong community base and local support for these groups provides a sound base for development into children's centres or outreach service. The opportunities for schools with particular emphasis on primary schools to co-locate with children's centres and offer integrated services will be explored as part of joint Children's Centre and extended school planning. With these factors in mind, the Needs

Analysis provides the basis for the creation of three new children's centres covering the following areas:

- 3.13** Within Runcorn **Castlefields** is identified as a ward with 4 super output areas, with one rated as the second most deprived area in the borough. The ward is currently covered by Sure Start Seals and there is no evident need to create additional integrated early education and childcare places within the area. Existing provision includes a community nursery located next to an Adult and Community Learning Centre and within the grounds of primary school. The nearby Inglefields centre provides services for children with SEN. Sure Start funding has recently been used to partially refurbish these facilities and provide an outdoor play area. The Woodlands Play Centre and the Braemar centre are also situated within close proximity.
- 3.14 A new Children's Centre in this area would need to link to the Extended School strategy. Four other primary schools are located within the area. One primary school receives funding for extended school services and NHS Live pilot services. Some local schools have faced consistently falling numbers of pupils and would benefit from linking with local strategies in terms of improving their long-term futures. To help facilitate these partnership arrangements, funding for children's centres, including capital funds, can be linked with that available for extended school services. Castlefields is an area designated for inclusion in Halton's Regeneration Strategy and this may offer further opportunities to explore additional funding routes.
- 3.15 The original Phase 1 Plan included 6 children's centres in Runcorn, with the possibility of a Children's Centre at Grange Secondary School, Halton Brook ward. However, the Grange is now part of the successful Big Lottery Bid for extended school developments. There is already a Children's Centre development in the Halton Brook ward, and the Halton Lodge Children's Centre is situated in close proximity to the Grange. A third proposed development at Castlefields would affect the level of potential "reach" for each children's centre. Taking the population of under fives within the area into account, the three children's centres at Halton Brook, Halton Lodge and potentially Castlefields will each serve around 600 under fives. It is therefore not proposed to include Grange in this second phase of planning.
- 3.16 Within the Widnes area, **Hough Green** and **Birchfield** have no community-based children's centre. Hough Green has three super output areas within the ward; Birchfield has no super output areas. However, it is not necessary to create children's centres only within the 30% most deprived areas during the second phase of planning. New housing developments within the Hough Green area will increase the demand for integrated childcare and education, family support and health related services. There is an identified gap in childcare provision

in both wards. A number of potential developments with local schools may affect the provision and location of primary school places in this area. There may be some opportunities for exploring joint funding arrangements through school developments and Health Services in this area.

- 3.17 **Appleton** and **Farnworth** wards both have one super output area. However, in order to extend the “reach” of Children’s Centre services across the borough, it may be necessary to consider inclusion of areas where no services have previously been developed. The Needs Analysis highlights a number of significant indices in the Appleton and Farnworth areas for young children and families and a number of indices including teenage pregnancy, NEET and anti-social behaviour indicators across the older age range.
- 3.18 Birchfield Nursery School provides a possible development site for a Children’s Centre to service these wards. The school is situated between Wade Deacon and St Peter and St Paul Secondary Schools, which would allow for close collaboration between planning strategies for children’s centres and extended schools. Joint working already exists to some extent in this area, with the City Learning Centre at St Peter and St Paul school. Appleton ward is covered by Sure Start New Steps for services for 0-4 year olds and their families and there is already a sufficient supply of childcare within these areas.
- 3.19 Following approval by Executive Board in November 05, feasibility work is currently being undertaken in relation to these Phase 2 proposals.

#### **4.0 POLICY IMPLICATIONS**

- 4.1 Sure Start and Children’s Centre services impact on all aspects of the Council’s wider policies for Social Inclusion and priority objectives, and are central to the “Every Child Matters: Change for Children” programme.

#### **5.0 OTHER IMPLICATIONS**

Children’s Centres will be one of the key delivery mechanisms to achieve the objectives set out in the Every Child Matters programme. Consistent with this programme, the delivery of universal services through the centres must include supporting those most in need, and should be tailored to meet the particular needs of individual children, their families, and the communities in which they are based. The strategic plans for children’s centres need to be discussed and agreed with local partners through the Children and Young People’s Alliance arrangements. The total indicative capital funding for this programme for 2006-08 is £477,295; the total revenue funding for 2006-08 is £809,168.

**6.0 RISK ANALYSIS**

Sure Start Local programmes are moving from local area boundaries programmes to provide universal programmes for children, families and young people aged up to 19 as part of the Children’s Centre mainstream offer. The ring fenced funding for the continuation of services for the core offer of Children’s Centres is guaranteed for 2006-07 and 2007-08.

The longer term funding for these services will need to be considered alongside the mainstream core offer for Children’s Services.

**7.0 EQUALITY AND DIVERSITY ISSUES**

A major component of Sure Start programmes is aimed at inclusion of the most vulnerable parents and children. Similarly, reducing health inequalities for all children and families remains essential to all programmes. The services provided on a universal basis through Children’s Centres will be community driven and respond to local need. Local parents and communities’ involvement will be an essential part of the local programmes.

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

<b>Document</b>	<b>Place of Inspection</b>	<b>Contact Officer</b>
Changes in the characteristics of Sure Start Local programme areas 2003.	Grosvenor house	Geraldine Derby
The Government’s Ten year strategy Choice for parents, the best start for children	Grosvenor House	Geraldine Derby

**STANDARD SECTIONS – CHECKLIST**

All reports must be submitted together with the following checklist fully completed

	<b>Yes</b>	<b>No</b>
<p><b>Resource Implications</b></p> <p>The financial, manpower and land (buying or selling) considerations should be clearly detailed including any corporate implications of following the recommended course of action.</p>	//	
<p><b>Social Inclusion Implications</b></p> <p>Any implications relating to social inclusion/anti poverty should be highlighted</p>	/	
<p><b>Sustainability Checklist</b></p> <p>Any implications that affect the sustainability themes of economy society and the community and the environment should be included,</p>	/	
<p><b>Best Value</b></p> <p>Any Best Value implications should be included.</p>	/	
<p><b>Legal Implications</b></p> <p>Any Legal implications should be included.</p>	/	
<p><b>Crime and Disorder Issues</b></p> <p>Any crime and disorder implications should be included.</p>	/	
<p><i>Please review these potential effects, within the context set out overleaf, to compose your summary assessment</i></p>		
<p><b>Summary assessment of Implications:</b>  <i>Sure Start Local Programmes and Children’s Centres impact on all aspects of the Councils social Inclusion policies and priority areas and are central to the “ Every child Matters: Change for Children” agenda. Revenue funding for these services is ring fenced until 2008. The longer-term sustainability of the Centres as community resources for children, families and young people up to the age of 19, will be considered as part of the future mainstream planning for children’s services.</i></p>		

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**REPORT TO:** Children and Young People Policy and Performance Board

**DATE:** 19 June 2006

**REPORTING OFFICER:** Strategic Director Children and Young People

**SUBJECT:** Policy Performance Board Work Programme 2006/07

**WARDS:** Boroughwide

**1.0 PURPOSE OF REPORT:**

1.1 To recommend and review topics for 2006/07 work programme.

**2.0 RECOMMENDED: That Members suggest areas they would wish to see included and confirm the work programme for 2006/07. These must be forwarded to the Chair by 28<sup>th</sup> June 2006.**

**3.0 SUPPORTING INFORMATION**

3.1 As part of the scrutiny programme, members are asked to identify 3 areas of work for possible topics for scrutiny throughout the year.

3.2 Potential areas previously identified from the Life Chances PPB include the following:

- Children with disabilities mini children's trust
- Out of Borough school placements
- Halton Safeguarding Children Board

3.3 The Board is asked to consider if these areas are appropriate, or if others should be included.

3.4 The Board is asked to consider how it would wish to scrutinise, for example, by a series of special meetings or by setting up a number of 'standing working groups'.

**4.0 POLICY IMPLICATIONS**

4.1 None at this stage.

**5.0 OTHER IMPLICATIONS**

5.1 None at this stage.

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

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



**REPORT TO:** Children & Young People PPB

**DATE:** 19 June, 2006

**REPORTING OFFICER:** Chief Executive

**SUBJECT:** Performance Management Reports for 2005/06

**WARDS:** Boroughwide

## **1. PURPOSE OF REPORT**

1.1 To consider and raise any questions or points of clarification in respect of the 4th quarter year-end performance management reports on progress against service plan objectives and performance targets, performance trends/comparisons, factors affecting the services etc. for:

- Student Services & Lifelong Learning
- School Support & Advisory Services
- Children's Services (Social Care)

## **2. RECOMMENDED: That the Policy and Performance Board**

- 1) Receive the 4<sup>th</sup> quarter year-end performance management reports;**
- 2) Consider the progress and performance information and raise any questions or points for clarification; and**
- 3) Highlight any areas of interest and/or concern where further information is to be reported at a future meeting of the Policy and Performance Board.**

## **3. SUPPORTING INFORMATION**

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

3.2 The quarterly reports are on the Information Bulletin to reduce the amount of paperwork sent out with the agendas and to allow Members access to the reports as soon as they have become available.  
It also provides Members with an opportunity to give advance notice of any questions, points or requests for further information that will be raised to ensure the appropriate Officers are available at the PPB meeting.

**4. POLICY AND OTHER IMPLICATIONS**

4.1 There are no policy implications associated with this report.

**5. RISK ANALYSIS**

5.1 Not applicable.

**6. EQUALITY AND DIVERSITY ISSUES**

6.1 Not applicable.

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

<b>Document</b>	<b>Place of Inspection</b>	<b>Contact Officer</b>
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## QUARTERLY MONITORING REPORT

**DIRECTORATE:** Children and Young People  
**SERVICE:** Children's Services  
**PERIOD:** Quarter 4 to year-end 31 March 2006

### 1.0 INTRODUCTION

This monitoring report covers the Children's Services Department fourth quarter period up to 31 March 2006. It describes key developments and progress against all objectives and performance indicators for the service.

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 way in which traffic lights symbols have been used to reflect progress to date is explained within Appendix 5

### 2.0 KEY DEVELOPMENTS

The Children & Young People Plan was launched at the end of March in response to the new requirement for all Local Authorities to have a single multi-agency plan, covering all services for children in the area, in place by 1<sup>st</sup> April. The Plan was based on a comprehensive needs analysis completed by Mott McDonald and is focused on the five outcome areas for children identified in Every Child Matters. The Plan forms part of the Performance Assessment Cycle for the Children and Young People Directorate along with the Annual Performance Assessment.

The Children and Young People Alliance Board is now in place and meeting on a regular basis, and forms the figurehead of the new strategic planning framework. There are 4 sub groups sitting below the Alliance Board covering; Universal Services, Specialist/Targeted Services, Prevent and Promote, and Common Process. These sub-groups have been established and are developing the more detailed operational arrangements required for the new integration agenda.

4 Mini Trusts are on target to be established on 1<sup>st</sup> April, covering CAMHS, Looked After Children, Preventative Services, and Children with Disabilities. They will all report to a single Executive Board who will have responsibility for the strategic co-ordination of services.

Halton Safeguarding Children Board has been established and is now meeting on a regular 2-month cycle. Multi-Agency membership and chairing arrangements are now in place for the 4 sub-groups which are; Scrutiny, Policy and Procedures, Screening, and Training. These sub-groups are now starting to meet on a regular basis and report back into the main board.

The second generation LPSA bids for Children's Social Care covering Domestic Abuse and Outcomes for Looked after Children have now been agreed. The achievement of the Domestic Abuse targets will generate the full reward grant, however there were difficulties in reaching agreement with DfES on the LAC targets. It was agreed that the LAC targets would only cover Placement Stability and School Attendance and they will attract 35% of the reward grant. The remaining 65% will be spread across the Council's other targets, rather than setting unachievable targets for LAC, to ensure the maximum benefit across the board.

The Adoption and Children Act came into force on 30<sup>th</sup> December 2005 and focuses adoption services on the needs and welfare of the child. The Act widens the potential pool of adopters for example by giving unmarried couples the right to apply jointly and introduces the new concept of Special Guardianship Orders as a potential alternative to long term fostering. There is also a greater emphasis on Adoption Support with the Act prescribing services the Local Authority must provide.

### **3.0 EMERGING ISSUES**

The Annual Performance Assessment covering the Children and Young People Directorate is due to be submitted by the end of May. This includes a self-assessment of progress against the implementation of Every Child Matters under the five outcomes. In addition there is dataset containing all performance measures in Children's Social Care for 2005-06 and Education performance for the last academic year up to July '05. The APA is a significant assessment of the Directorate's performance and forms the Directorate's contribution to the Comprehensive Performance Assessment. It includes input from other agencies providing services for children and we will be judged on the effectiveness of those partnerships and arrangements in relation to the impact on children's lives. Work is well underway and is on target for submission to OfSTED/CSCI within the deadline.




Proposals are in place for a new Directorate Structure due for implementation in June 2006, although they are yet to be agreed and circulated for consultation.

The final version of the Working Together guidance is due in April and will set out the new safeguarding requirements aimed at meeting the Children's Integration Agenda.

Phase 1 of the Integrated Children’s System has now been implemented and is progressing as planned. Phase 2 involving full integration with Carefirst has far greater resource implications as it is proposed to base it on the E-Forms project. Agreement still needs to be reached with the Health & Community Directorate on the resourcing of this initiative, which is a statutory requirement.




In August the Adoption and Fostering Services will be inspected by Ofsted and CSCI against their three main areas of work; Adoption, Fostering and Private Fostering. Preparation is underway for this inspection.

**4.0 PROGRESS AGAINST KEY OBJECTIVES / MILESTONES**

<b>Total</b>	<b>10</b>		<b>10</b>		<b>0</b>		<b>0</b>
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Progress against all key objectives/milestones has been positive and all targets achieved at the end of the year. Detail on each of the objectives/milestones is included in Appendix 1.

**4.1 PROGRESS AGAINST OTHER OBJECTIVES / MILESTONES**




<b>Total</b>	<b>1</b>		<b>1</b>		<b>0</b>		<b>0</b>
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Progress against the other objectives/milestone was good and the target for the year was achieved. Detail on the objectives/milestone is included in Appendix 2.

## 5.0 SERVICE REVIEW

Nothing to report this quarter.

## 6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS

<b>Total</b>	<b>10</b>		<b>6</b>		<b>0</b>		<b>4</b>
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The set of 10 Key Performance Indicators was reviewed for 2005-06 to reflect the priorities of the directorate. Performance against 6 KPI's has been given a green light with 4 red lights, however performance for all red lights is in the top PAF banding available.




There was an increase in PAF C21 (De-registrations of children on the CPR for 2 years or more), an indicator that Halton has always performed extremely well on. The target of 3.5% was not met as 9 children were deregistered having been on the CPR for over 2 years taking us up to 8.8%. 7 of the 9 came from two families one of which was subject to protracted care proceedings and remained on the register until the outcome of those proceedings.

PAF A1, % of LAC with 3 or more placements, showed a slight increase to 13% against a challenging target of 11.5%, however this is still in PAF band 5. Performance on PAF C22 was also below target at 98.3%, although in real terms this is 1 child and we will remain in the top banding. PAF B7 remained stable over the year with a final outturn of 85.4%, again in the top banding but not quite meeting the target of 87.5%.

Performance for PAF C18 LAC is based on the OC2 return so the reporting year runs from the 1<sup>st</sup> October to 30<sup>th</sup> September. Therefore reported performance of 1.7 is for Quarter 2 and is not an end of year figure. This has been recognised as an area of concern and forms part of Priority 1 LAC Outcomes for the Directorate, however performance for the first half of the year is on course to meet the target.

Details on each of the key Performance Indicators is given in Appendix 3.

## 6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS





<b>Total</b>	<b>25</b>		<b>16</b>		<b>0</b>		<b>9</b>
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Progress against the other performance indicators is shown in Appendix 4 with commentary against each indicator. A total of 9 indicators are red with educational outcomes for LAC an area of particular concern with 4 attendance and attainment targets not being achieved. These indicators are all included within the Priorities Action Plan for LAC Outcomes one of the nine priority areas for the Directorate.







## 7.0 APPENDICES

Appendix 1 - Progress against Key Objectives/Milestones  
 Appendix 2 - Progress against other Objectives/  
 Appendix 3 - Progress against Key Performance Indicators  
 Appendix 4 - Progress against other Performance  
 Appendix 5 - Explanation of Traffic Lights


**Progress against Key Objectives within Service Plan**

Service Plan Ref.	Objective	Key Milestone	Progress to date	Commentary
CS1/ SA3	To increase the range of support services for children and families	Review/ updating of strategy commenced within context of increased integration of Education, Children's Services and other relevant agencies		A combined Child in Need Strategy has been developed integrating the family support strategy with the preventative strategy as part of a new multi-agency commissioning agenda.
CS2	To maintain a fully staffed, trained and motivated workforce	Review/ updating of Recruitment & Retention Strategy commenced to take account of changing demands and circumstances		The review of the recruitment and retention strategy is completed and an Action Plan developed from it is in the process of implementation . Consultants have been recruited to address wider workforce development in the context of the changing roles from the integration agenda
CS4	To provide a range of local placement options for looked after children	Annual Review/ updating of Commissioning Strategy commenced to take account of changing demands and circumstances		The review of the commissioning strategy is now in draft form and reflects the changing demands on Children's Services to meet the Every Child Matters agenda..
CS5	To provide responsive child and adolescent mental health services to looked after children and children in need	Review of CAMHS Strategy commenced to take account of changing demands and circumstances		The policy officer is now in post and is leading the review of the CAMHS strategy. A multi-agency group is managing the review process and a draft is currently being produced.



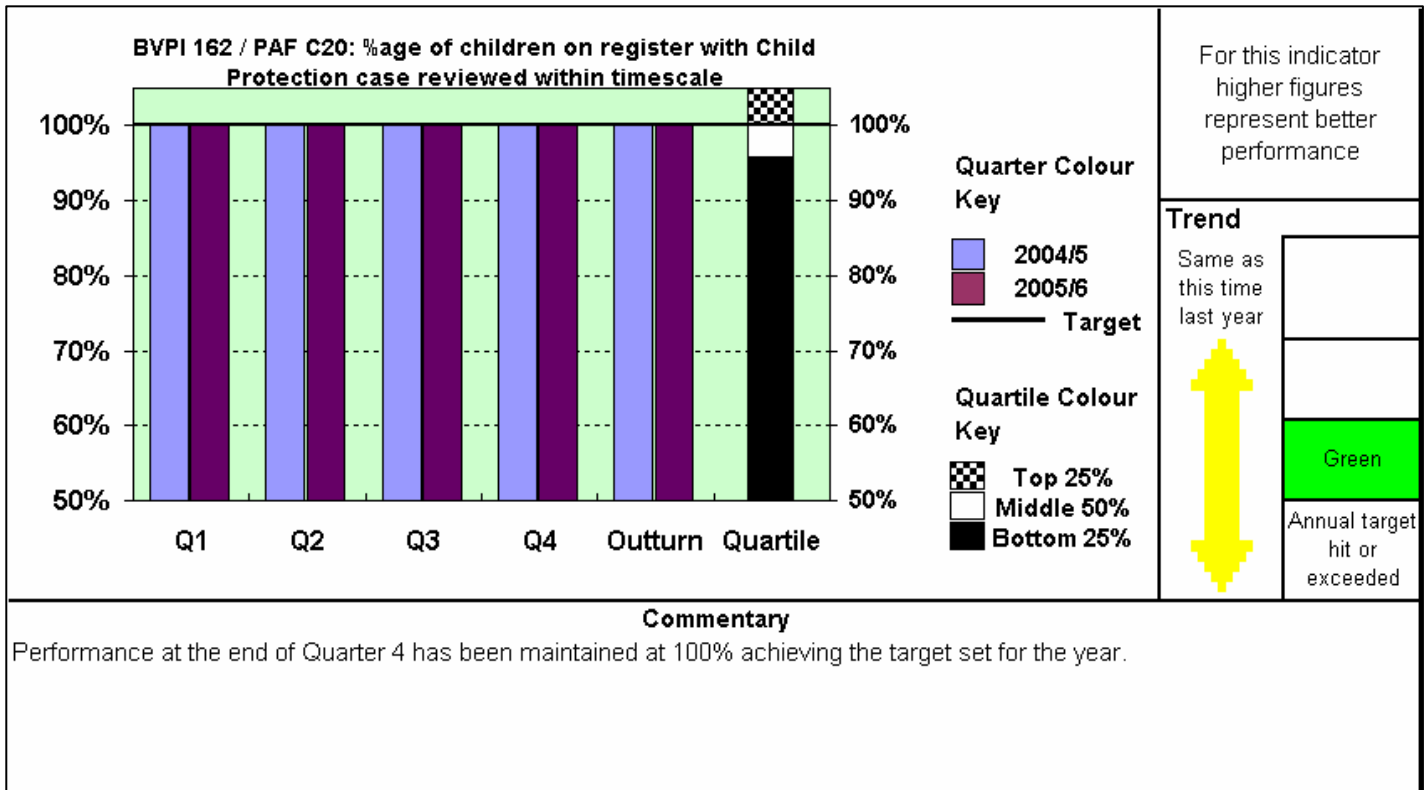
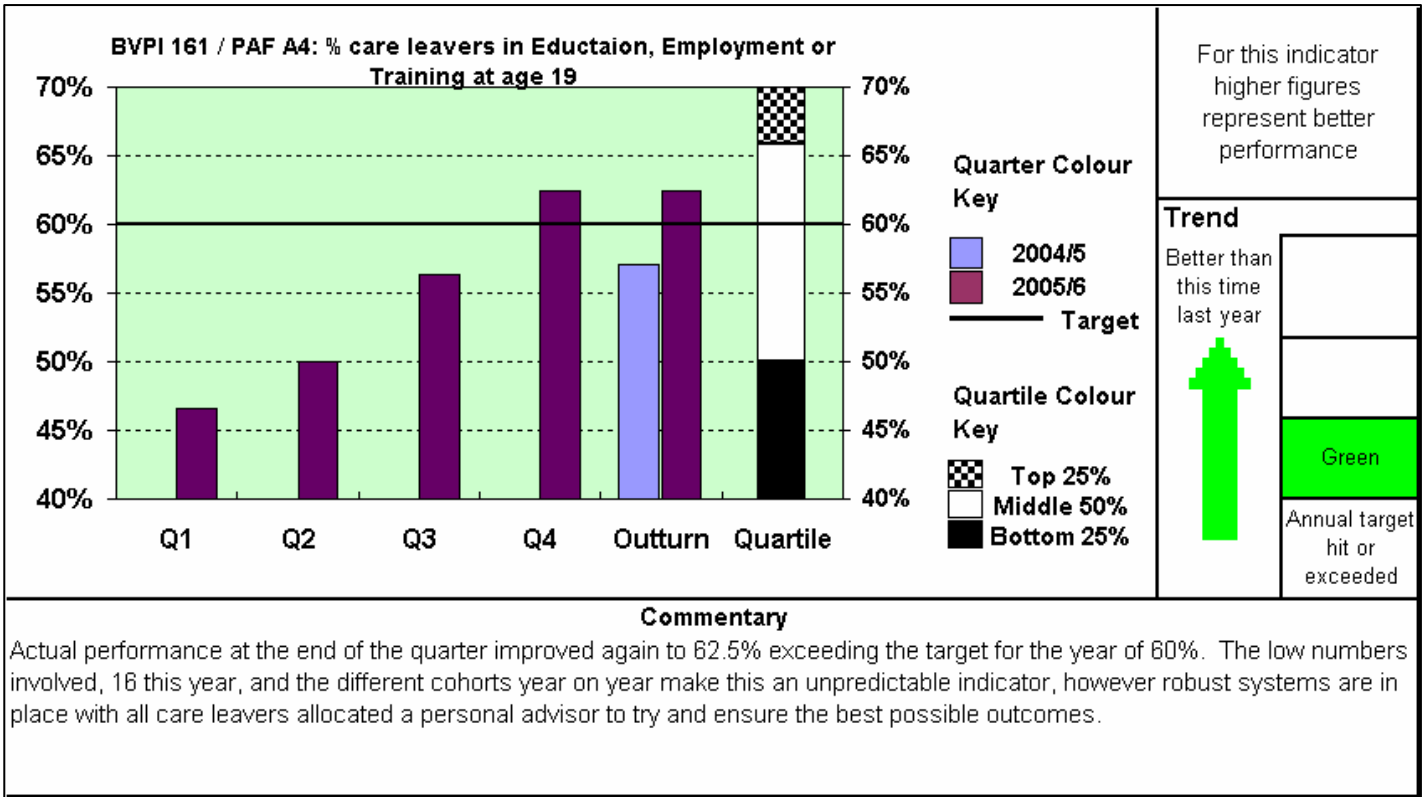
Service Plan Ref.	Objective	Key Milestone	Progress to date	Commentary
CS6	To provide an integrated support service to looked after children	Review of integrated LAC support team commenced to take account of changing demands and circumstances		A review of the integrated LAC team is complete and links to the establishment of the LAC Mini-Alliance due to come into force on the 1 <sup>st</sup> April
CS7	To apply Best Value principles in commissioning and contracting arrangements.	Annual Review/ updating of Commissioning Strategy commenced to take account of changing demands and circumstances		The review of the commissioning strategy is now in draft form and reflects the changing demands on Children's Services to meet the Every Child Matters agenda..
CS8/ SA5	All Directorates to exercise their corporate parenting responsibilities	Review/ updating of Corporate Parenting Strategy commenced to take account of changing demands and circumstances		The Employment Policy has now been reviewed and re-launched across the Council. The review of the Corporate Parenting Strategy is underway with a cross directorate scrutiny group ensuring monitoring progress.
CS9/ SA4	To provide co-ordinated and integrated services to children with disabilities	Review/ updating of Disability Strategy commenced to take account of changing demands and circumstances		The Disability Strategy is currently being reviewed by the Disability Strategic Manager.
CS10/ SA5	To provide a range of support and accommodation services for young people over 16 yrs and for care leavers	Review/ updating of Young Person's Accommodation Strategy commenced to take account of changing demands and circumstances		Review of the Accommodation Strategy by LAC Divisional Manager and Commissioning Manager has commenced.
CS12	To implement the forthcoming legislation on Children's Services	Agreement reached on structures and service delivery programmes for an integrated Children's Service.		Children's Alliance Board established with 4 mini-trusts on target for implementation by 1 <sup>st</sup> April. Local Children's Safeguarding Board in place and meeting regularly.

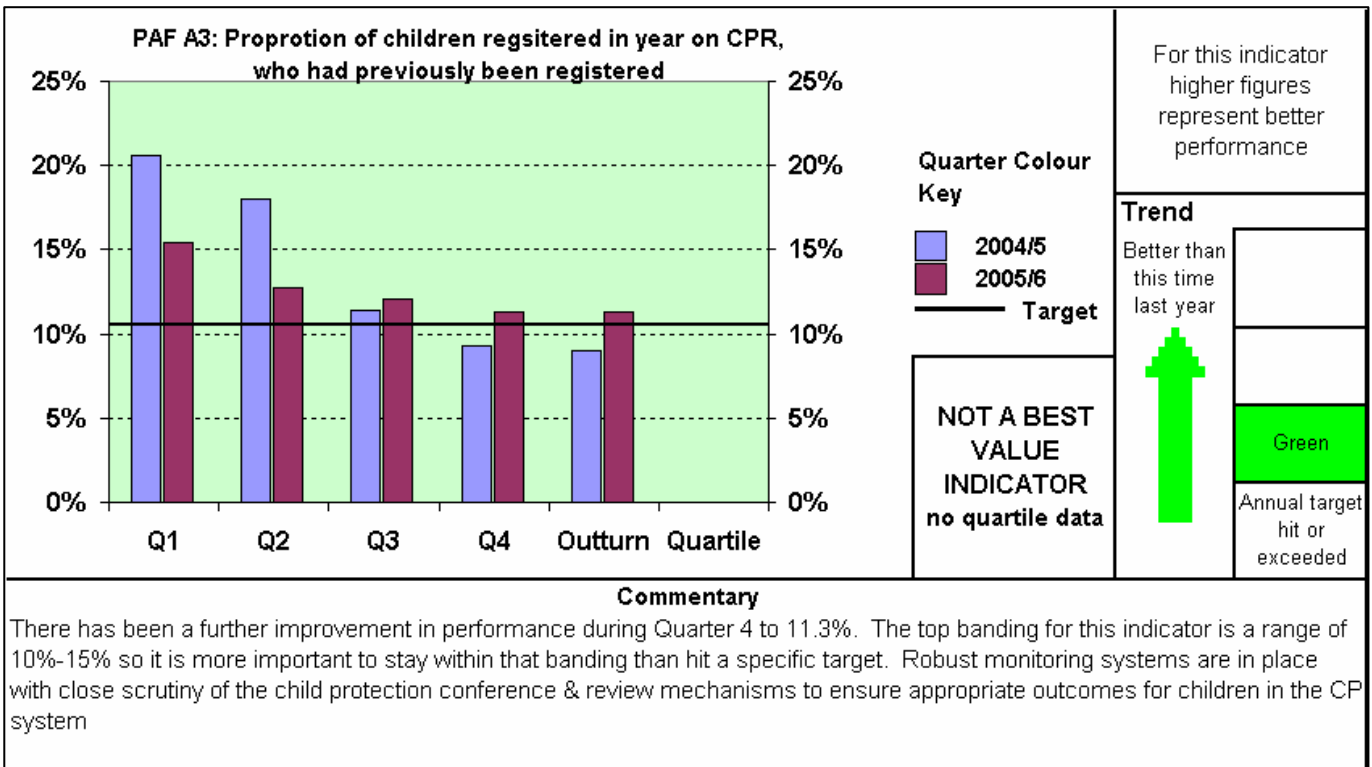
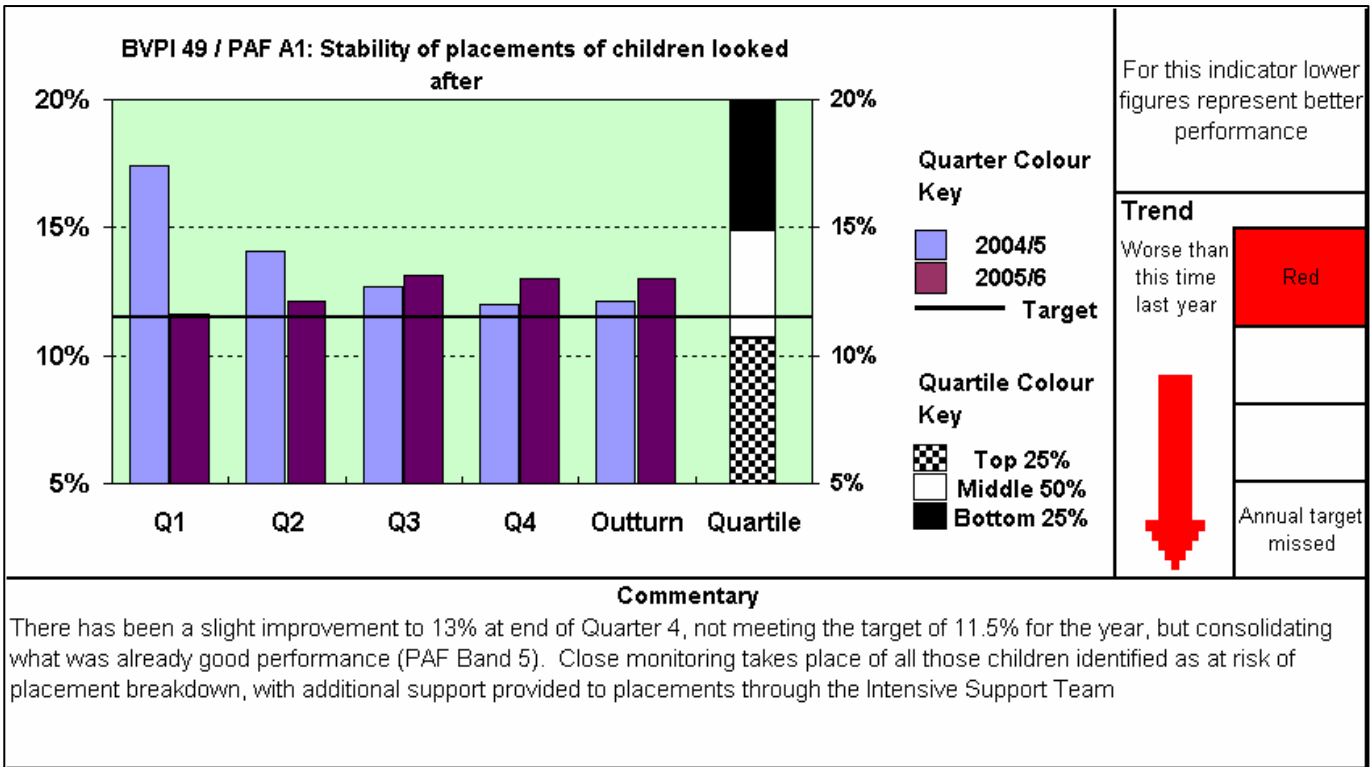
**Progress against other Objectives within Service Plan**

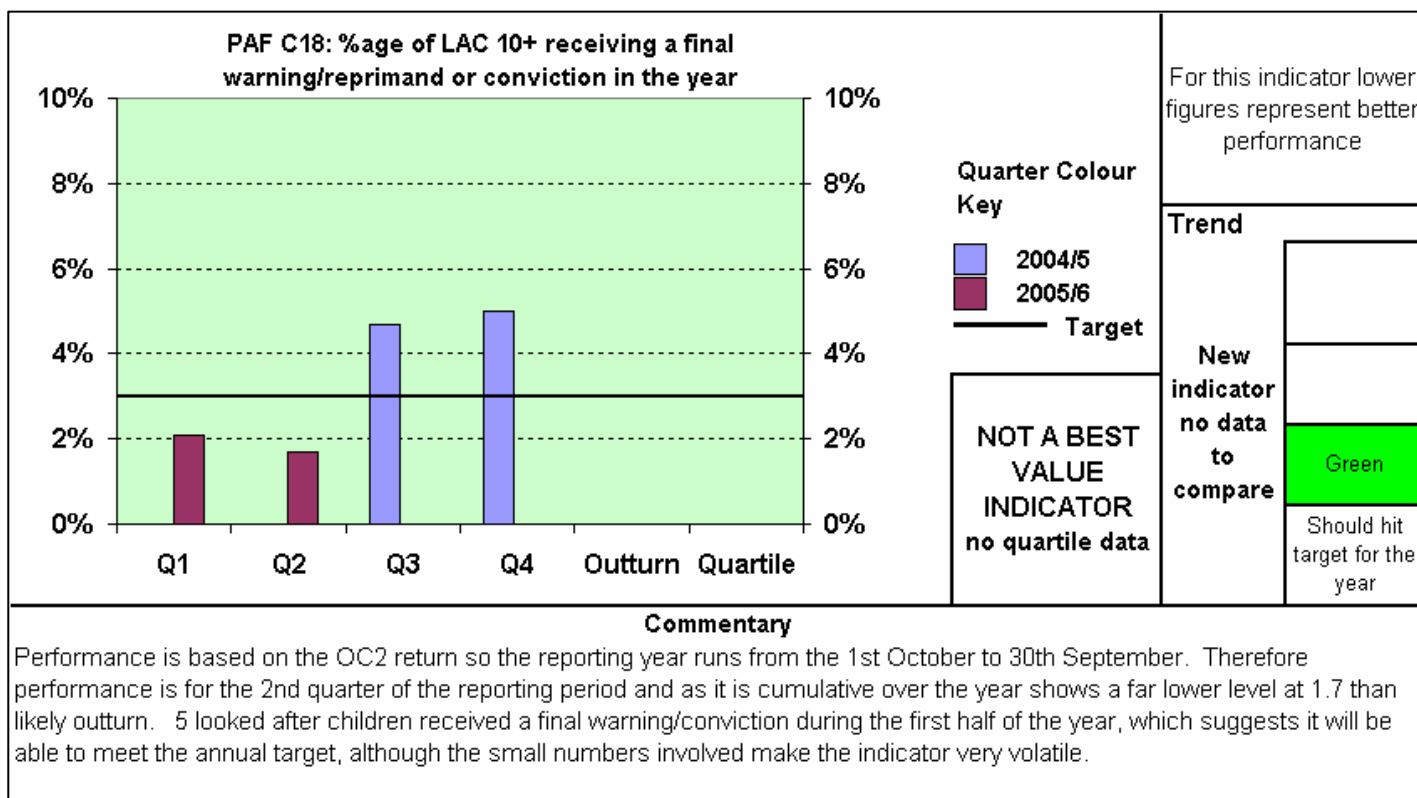
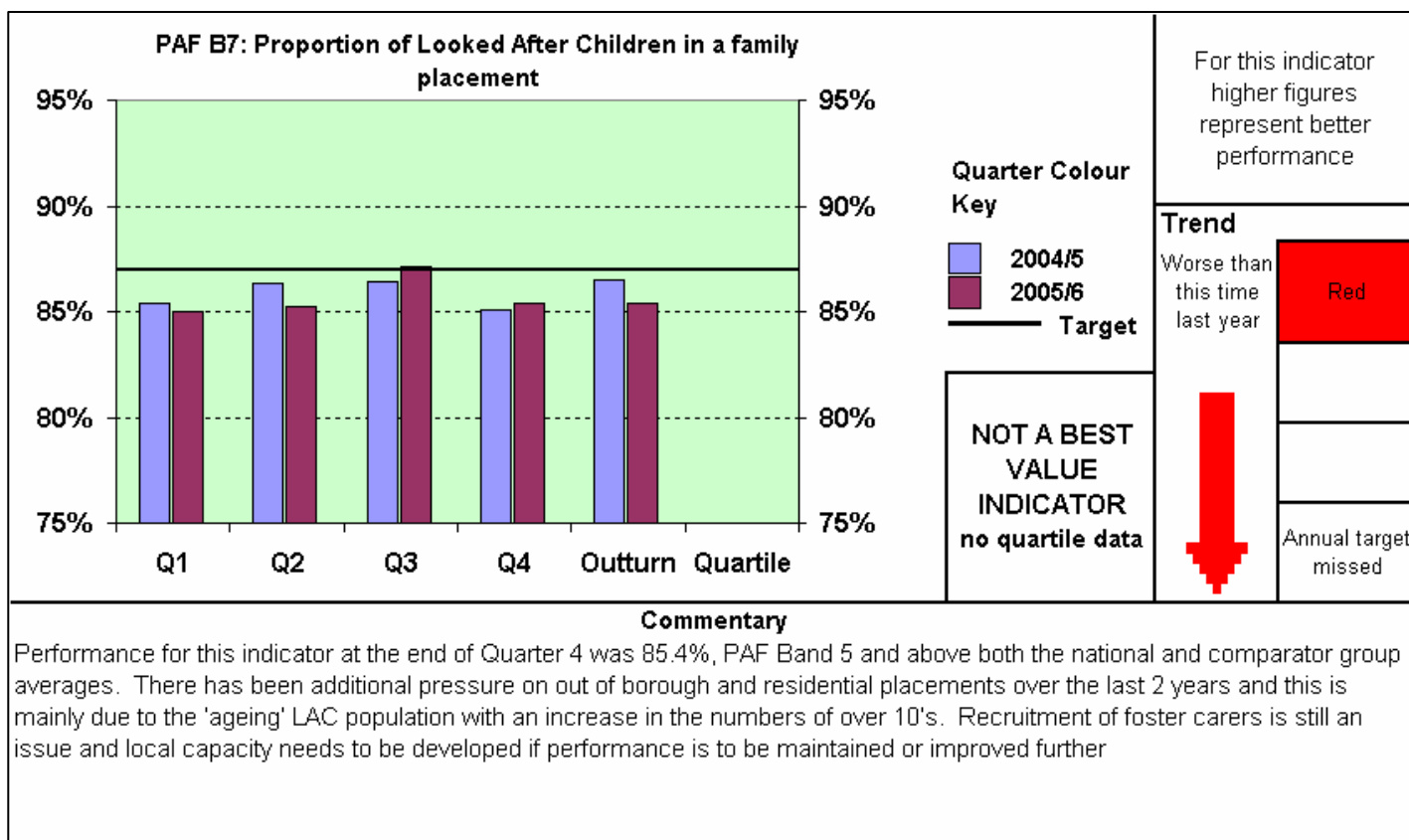
Service Plan Ref.	Objective	Key Milestone	Progress to date	Commentary
CS11	To monitor the department's performance and quality assure all aspects of service delivery	Review/ updating of performance management programme commenced to take account of any changing demands and circumstances.		Performance management reporting systems within children's social care have been reviewed and updated to meet the requirements of the Annual Performance Assessment. In addition a Performance Management Framework has been developed to underpin the work of the new Alliance Board.

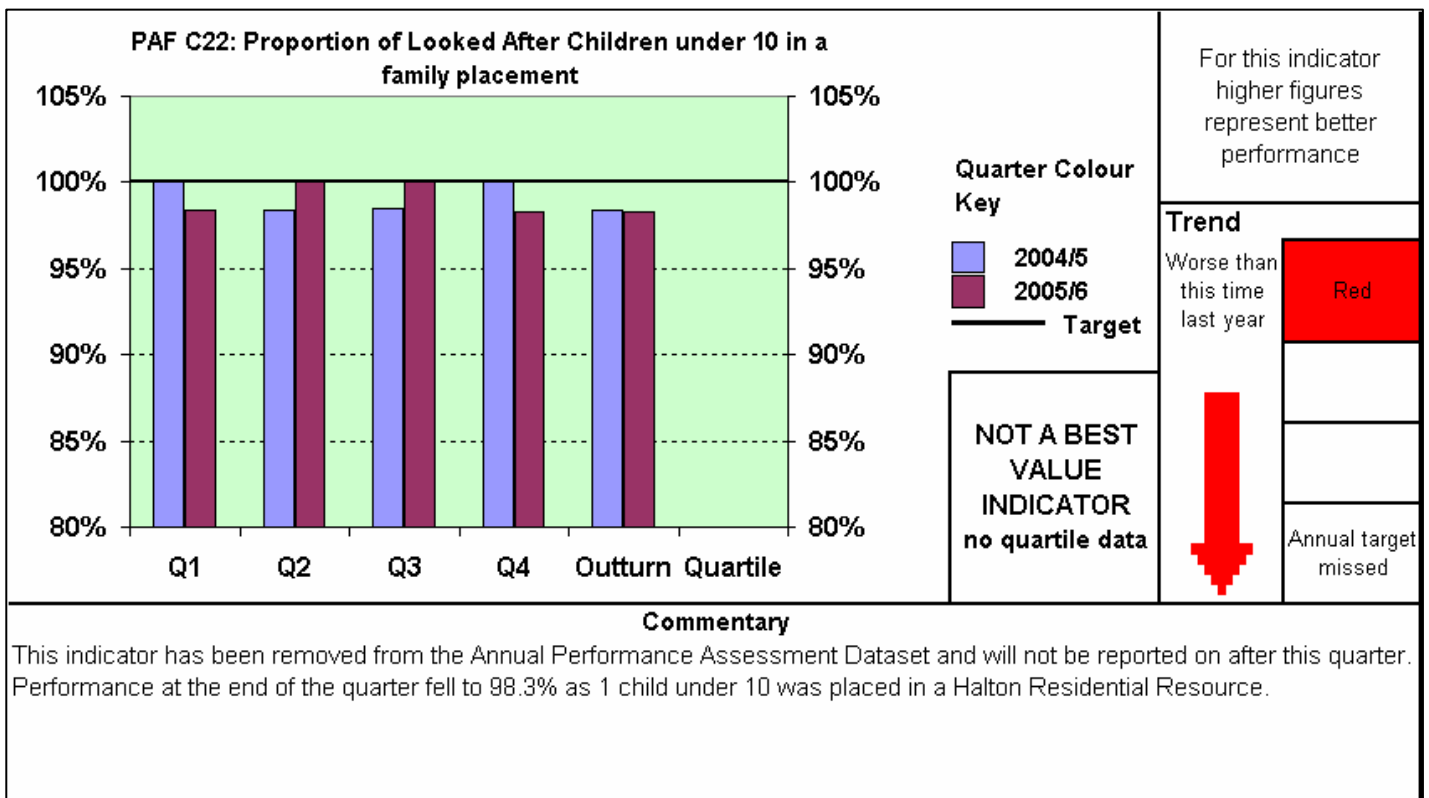
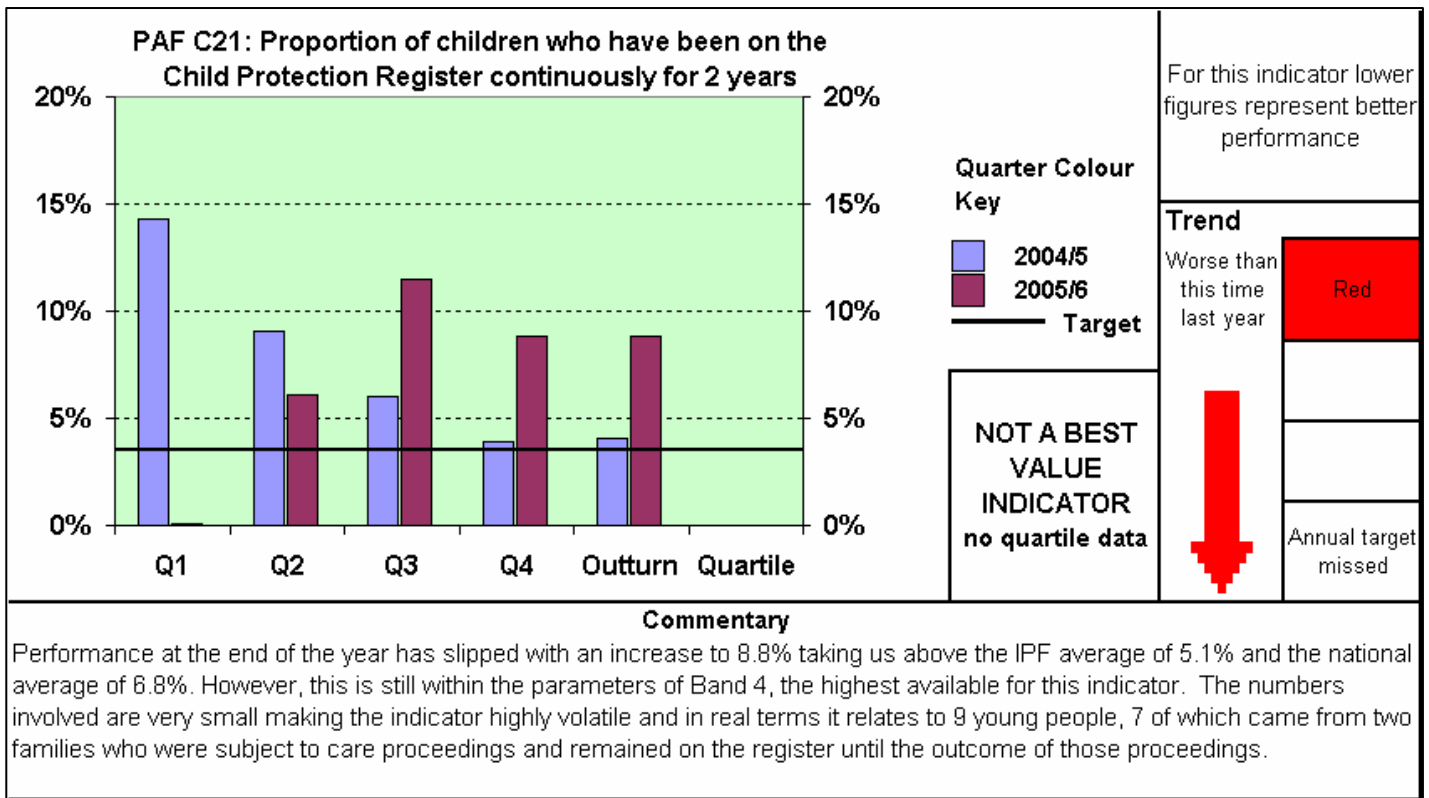
**APPENDIX 3**

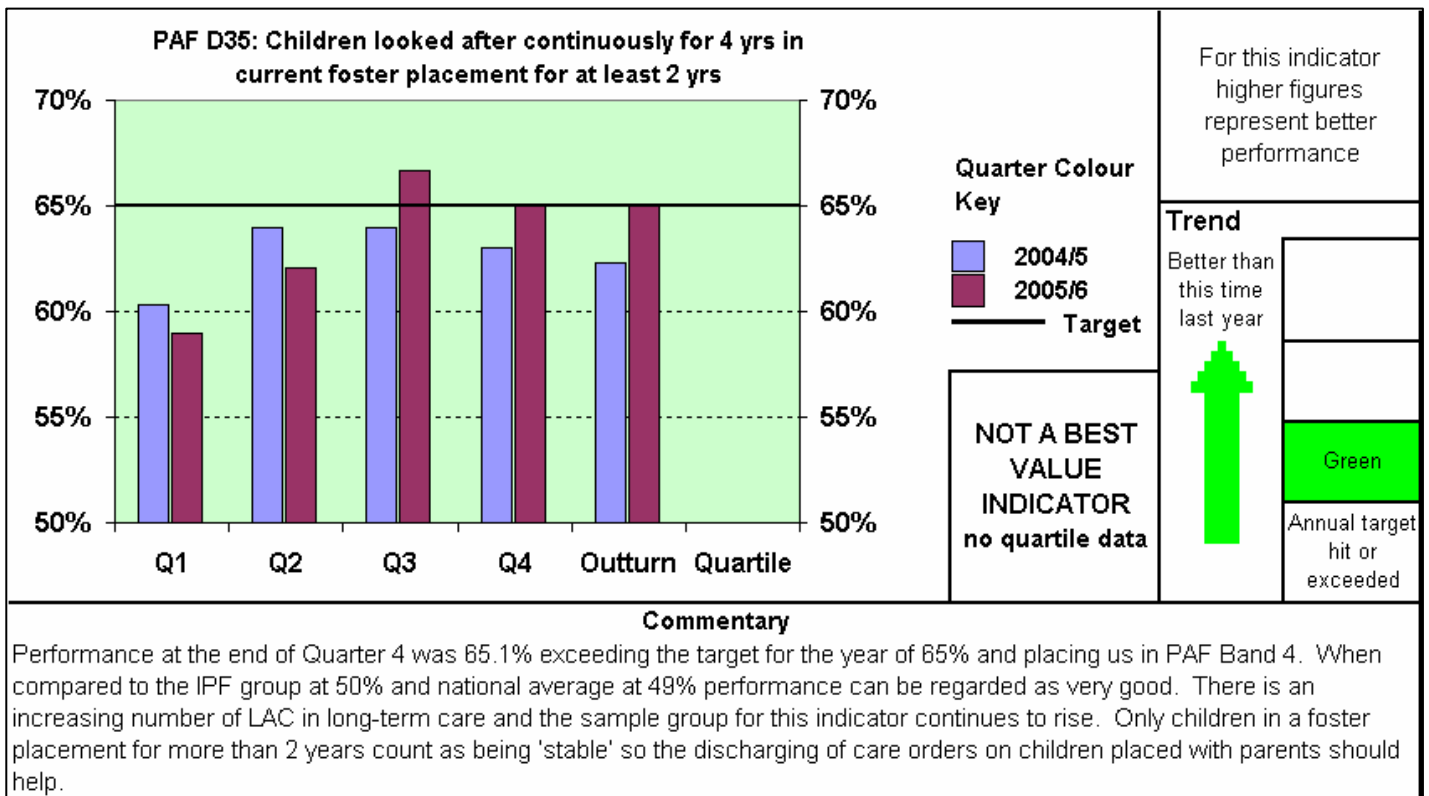
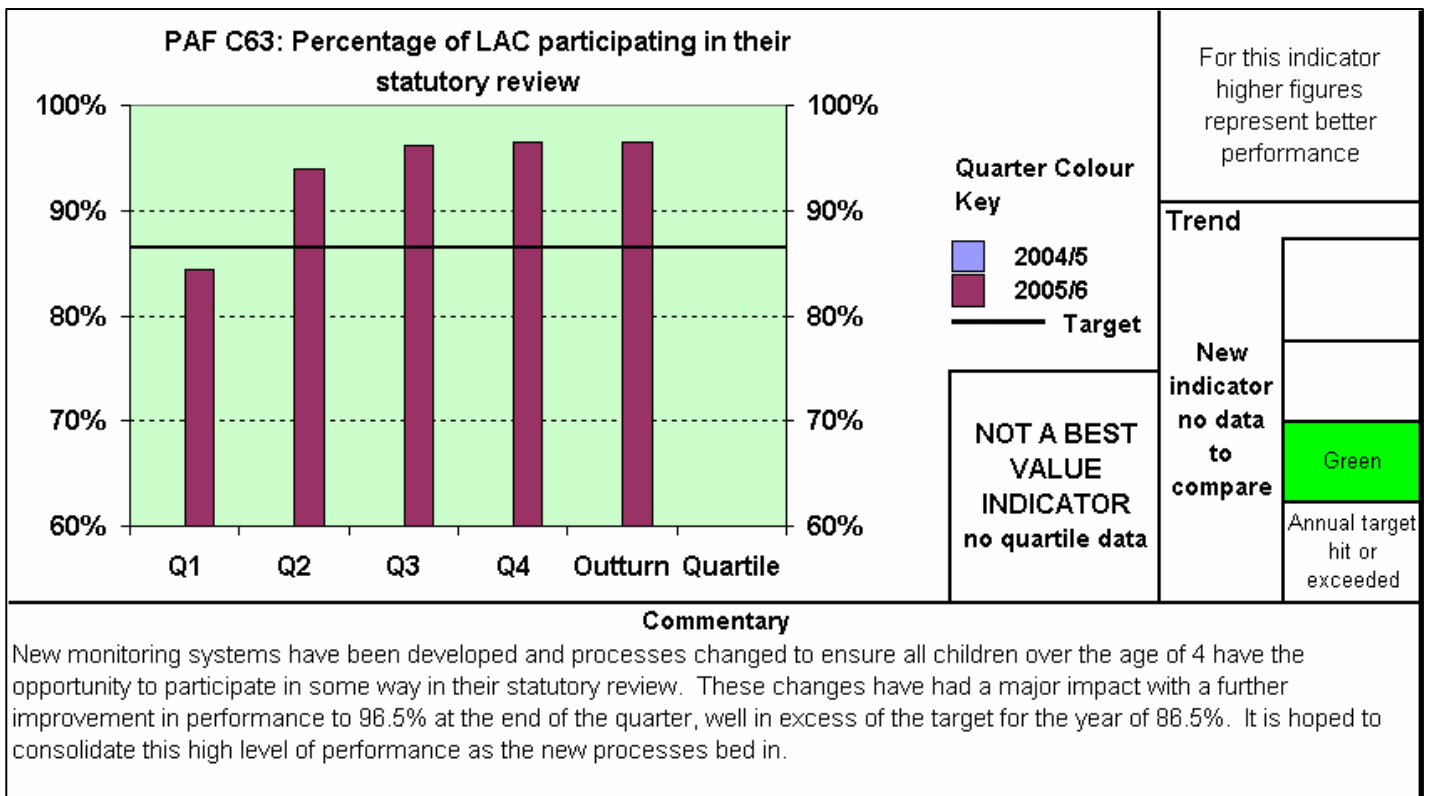
**Progress against Key Performance Indicators within Service Plan**




















**Progress against other Performance Indicators within Service Plan**

Ref	Indicator	Actual 04 / 05	Target 05 / 06	Quarter 4	Progress	Commentary
BVPI 50 PAF A2/ SA8	Proportion of young people leaving care with at least 1 GCSE grade A-G or GNVQ	66.67%	70%	50%		Performance for last year was high at 66.7% and a challenging target was set based on that level. Although performance has slipped back to 50% for this year in line with the comparator and national averages. This is a very volatile indicator due to the small numbers of young people in the reporting group, 16 this year, and the different make up of the cohort on a year-by-year basis. <b>Part of LAC Priority Action Plan</b>
PAF C24/ SA5 E&A (LAC)6	Proportion of children looked after for at least 12 months who have missed 25 days of schooling for any reason	18.2%%	12%	16.5%		There has been an improvement to 16.5% from 18.2% for last year, although this is still well above the challenging target of 12%. Welfare Call is now monitoring school attendance for all LAC on a daily basis allowing early intervention from the Education support service. <b>Part of LAC Priority Action Plan</b>
BVPI 163 PAF C23 SS (LAC)1 9	Proportion of Children Looked After for more than 6 months adopted	8.97%	9%	4.2%		Performance for the end of the year fell significantly from 9% to 4.1%, with 6 children adopted during the year. There was big increase last year enabling us to achieve a proportion of the LPSA grant, and due to the small numbers involved it is extremely difficult to maintain this high level of performance year on year. Evidence nationally suggests that this indicator tends to reflect a two-year cycle and an increase would be expected next year.



Ref	Indicator	Actual 04 / 05	Target 05 / 06	Quarter 4	Progress	Commentary
SS (LAC)5	Percentage of children looked after with a named social worker	100%	100%	100%		Performance has been maintained at 100% over a number of years and is a positive reflection of the priority placed on children in the LAC system.
SS13	Percentage of children on the child protection register <b>without</b> a named social worker	0%	0%	0%		Performance has been maintained at 0% over a number of years and is a positive reflection of the priority placed on children in the CP system
PAF E45 SS (LAC) 20	Proportion of children from ethnic minorities divided by proportion of children in local pop. From ethnic minorities	1.8	1.8	1.8		Performance has not changed as it is based on the CIN Census, which will not take place again until February 2007.
PAF C19/ SA2 BH (LAC) 1	Of children looked after for 12 months or more (i) % with dental checks in year (ii) % with health assessment in year	91.7%	93%	93%		An improvement to 93% represents a further improvement on already excellent position, despite the 'ageing LAC population'. This impacted on the indicator due to an increasing number of older LAC exercising their entitlement to refuse an assessment. The LAC nurse has developed alternative health assessments and health services have been made more accessible to older LAC.
CH142 SS6	Proportion of referrals that are repeat referral within 12 months	10.7%	10%	9%		The ongoing trend has been continued with a further improvement in performance to 9%
SS9	Proportion of initial assessments completed within 7 working days	76.6%	80%	81.8%		Performance has improved to 81.8% in 05-06 compared to 76.6% for the previous year. This has been achieved in conjunction with a significant increase in volume of assessments completed.



Ref	Indicator	Actual 04 / 05	Target 05 / 06	Quarter 4	Progress	Commentary
PAF C64 SS11	Proportion of core assessments completed within 35 days	83.6%	87%	88.9%		Performance improved again to 88.9% in 05-06 compared to 83.6% for the previous year. Robust monitoring systems are in place to report monthly at team and individual worker level.
SM13	Percentage of residential child care workers who have achieved Level 3 in the NVQ 'Caring for Children and Young People'	41.7%	65%	62.3%		There has been a significant improvement from 41.7% to 62.3%, although this is slightly below an extremely challenging target. A lead assessor/verifier for children's services has now been appointed to ensure the improvements are sustained.
SM14	Percentage of social workers and residential managers who have achieved PQ1 Child Care	58.7%	60%	42.3%		A combination of factors has led to the decline in performance, most noticeably the loss of some experienced staff that had been achieved PQ1 through Halton. The PQ scheme is under review nationally and the uncertainty caused by that has also had a negative impact.
CH 143 SS7	% of referrals leading to initial assessment	66.2%	70%	88.2%		There has been a huge improvement in performance from 66.2% to 88.2% for 2005-06, which is linked to the work undertaken to reduce the number of inappropriate referrals.
SS19	Ratio of Children on CPR from ethnic minorities compared to local child population	0.6	1	0.7		The measure is likely to fluctuate greatly due to the very small minority ethnic population in Halton. It is not clear from guidance what would be regarded as good performance
SS (LAC)1 4	% of children looked after in foster placements with relatives or friends	19.5%	19.5%	19.2%		Performance at 19.2% has remained stable at the end of the year. Policy guidance from DfES has been that it is positive to look at placing children with relative or friends to a certain extent but that it may be dangerous to move too high a figure.

Ref	Indicator	Actual 04 / 05	Target 05 / 06	Quarter 4	Progress	Commentary
SS (LAC)1 8	% of LAC adopted in the year who were placed for adoption within 12 months of their Best interests decision	92.3%	95%	83.3%		The only child not placed within 12 months was a child with disabilities who had specific needs for their placement, so additional time was taken to ensure an appropriate match and positive long-term outcomes for the child.
SS (LAC)2 1	Ratio of LAC from ethnic minorities compared to local child population	0.7	1	0.7		The position has remained stable, although the small numbers involved mean that 1 child can have a large impact.
E&A (LAC)3	% of LAC in year 11 eligible for GCSE that sat at least 1 GCSE equivalent exam	76.9%	80%	61.5%		Performance for last year was extremely high at 76.9%. The cohort of children this year included a high number with special needs and challenging behaviours. Consequently there has been a fall to 61.5%, which is exaggerated by the small numbers involved (11 in reporting group), although this is still in line with comparator average and slightly above the national average.
E&A (LAC)5	% of young people leaving care 16+ with 5 or more GCSE A-C	0%	15%	6.3%		Performance has improved this year to 6.3%, with 1 care leaver achieving 5 GCSE A-C, and a further 2 LAC who sat GCSE in the last academic year also achieved this although they are not in this years cohort as they have not left care yet. This is a very volatile indicator due to the small numbers of young people in the reporting group, 16 this year, and the different make up of the cohort on a year-by-year basis. <b>Part of LAC Priority Action Plan</b>
SS (LAC)2 4	% of LAC under 16 looked after for more than 2.5 years and in the same placement for 2 years	64.4%	70%	73.8%		Performance has shown a huge improvement from 64.4% for 2004-05 to 73.8% for 2005-06 and the overall picture from the 'basket' of placement stability indicators is extremely positive.

Ref	Indicator	Actual 04 / 05	Target 05 / 06	Quarter 4	Progress	Commentary
LPI 1	Number of children placed with parents on care orders	11	10	10		The number has reduced in line to 10 meeting the target for the year of 10. Several children have had their care orders discharged as planned however there has also been an increase in new care proceedings.
LPI 2	Percentage of children over 10 participating in Child Protection Conferences and reviews through attendance or written consultation	35%	45%	40%		There has been an improvement to 40%, however the target for the year of 45% has not been achieved. A pilot is in progress using the Children Rights Services as advocates to facilitate child attendance at CP reviews.
LPI 3	Percentage of parents and family attending Child Protection Conferences and Reviews	81.6%	85%	73.4%		Performance has declined over the year and a number of options are being considered improve performance. A more appropriate venue is being sought to ensure meetings are more accessible to parents and family.
LPI 4/ SA5	Percentage of LAC with Pathway Plans at 16	98.5%	100%	98%		Performance is high at 98%, however not reaching the target of 100%.
LPI 5	Proportion of LAC Reviews within preceding 6 months completed within timescales	100%	100%	100%		All LAC reviews were completed within timescales.
BVPI 197	%age change in number of conceptions amongst 15 – 17 year olds (against 1998 baseline)	+2.40%	-5.2%	-7.0		There has been a significant improvement in performance over the year to –7% against the 1998 baseline, exceeding the target for the year. This is moving towards the national target of –15%.



**Explanation of Traffic Lights**

	<b><u>Objective</u></b>	<b><u>Performance Indicator</u></b>
<b><u>Green</u></b>	 <p>Indicates that the <u>objective</u> <u>has been achieved</u> within the appropriate timeframe.</p>	Indicates that the annual 05/06 target <u>has been achieved</u> or exceeded
<b><u>Red</u></b>	 <p>Indicates that that the <u>objective</u> <u>has not been achieved</u> within the appropriate timeframe.</p>	Indicates that the annual 05/06 target <u>has not been achieved</u> .

## QUARTERLY MONITORING REPORT

**DIRECTORATE:** Children & Young People  
**SERVICE:** School Support and Advisory Service  
**PERIOD:** Quarter 4 2005/06

### 1.0 INTRODUCTION

This monitoring report covers the School Support and Advisory Service Department fourth quarter period up to 31 March 2006. It describes key developments and progress against all objectives and performance indicators for the service.

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 way in which traffic lights symbols have been used to reflect progress to date is explained within Appendix 5

### 2.0 KEY DEVELOPMENTS

#### **Education Business Partnership**

- All Halton schools have utilised WHAMI (**W**ork related **H**alton **M**apping Instrument) to review own Work Related Learning (WRL) provision at KS4;
- 100% buy back of Halton Education Business Partnership services via new SLA amongst 12 secondary and special schools

#### **School Improvement Service**

- School Improvement Partners (SIPS) in place in all 8 high schools with positive feedback from Governing Bodies and Headteachers;
- Halton is trialling SIPS in the 4 special schools as part of a national pilot;
- All governing bodies are now receiving a termly summary of school grade (the Local Authority view of the overall effectiveness of the school);
- Revised targets set for 2007/8 in agreement with the DFES

**3.0 EMERGING ISSUES**

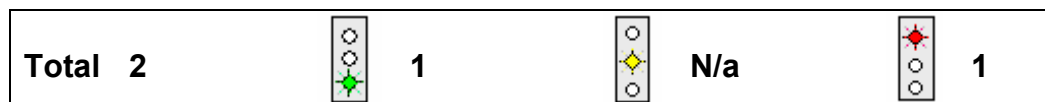
**Education Business Partnership**

- Charging primary schools for the first time (£300 for SLA ) has had a restraining influence on the scale of primary activity;
- Significant business interest in the Enterprise Game as a tool to foster and develop young people’s skills and understanding in enterprise.

**School Improvement Service**

- SIPS roll out into primary schools from January 2007 (Halton is in the 1<sup>st</sup> wave);
- Realignment of functions and work programmes underway as a result of budget efficiencies.

**4.0 PROGRESS AGAINST KEY OBJECTIVES / MILESTONES**



(Appendix 1)

**4.1 PROGRESS AGAINST OTHER OBJECTIVES / MILESTONES**



(Appendix 2)

**5.0 SERVICE REVIEW**

Significant stream of work commissioned from the University of Manchester to facilitate a Transformational Strategy for Learning in the Borough during the 2006/7 academic year. Key focus is the raising achievement and attainment agendas within the context of issues emerging from the Education Bill and the Children Act 2004.

**6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS**



(Appendix 3) (All Key Performance Indicators will be reported on an



annual basis and with no information available to suggest otherwise green traffic lights have been assigned)



**6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS**





(See Appendix 4)


**7.0 APPENDICES**



- Appendix 1- Progress against Key Objectives/ Milestones
- Appendix 2- Progress against Other Objectives/ Milestones
- Appendix 3- Progress against Key Performance Indicators
- Appendix 4- Progress against Other Performance Indicators
- Appendix 5- Explanation of traffic light symbols

Service Plan Ref.	Objective	2005/06 Key Milestone	Progress	Commentary
01	To develop a broad and balanced curriculum. <i>(Physical and Mental Health – Children’s Act Objective)</i>	<p>80% of schools meeting requirements of Halton Healthy Schools Standard Phase 1.</p> <p>School Sports Co-ordinator Development Plan implemented. 100% of targets met.</p> <p>50% of schools awarded Artsmark/re-accreditation of Artsmark.</p>		<p>86% of schools meet the requirements of Halton Healthy Schools Standard Phase 1. A further 11% of schools are planned to achieve Phase 1.</p> <p>The School Sports Co-ordinator Development Plan implemented. 100% school involved and 100% targets met.</p> <p>Currently 45% of Halton Schools have been awarded/re-accredited with Artsmark. A further 10% are on track to achieve Artsmark when this year’s round of awards are announced in May.</p>
04	To raise standards of achievement for all learners. <i>(Education and training)</i>	50% of pupils achieving 5 or more A*-C or equivalent at GCSE (BVPI 38)		Actual result 49.2% - 0.8% below target.

Service Plan Ref.	Objective	2005/06 Key Milestone	Progress	Commentary
		<p>% of pupils achieving L5 or above in KS3 tests (BVPI 181). English 68, Maths 70, Science 67, ICT 73.</p> <p>76% of pupils achieving L4 or above in English at KS2 (BVPI 41)</p> <p>74% of pupils achieving L4 or above in Maths at KS2 (BVPI 40)</p>		<p>Provisional results (still awaiting finalised DFES results for all Local Authorities to be published in the DFES Achievement and Attainment Tables)</p> <p>Provisional %s for L5 or above in KS3 tests</p> <p>English 72% - 4% higher than target, Maths 71% - 1% higher than target, Science 66% - 1 % below target and ICT 81% - 8% higher than target.</p> <p>Actual %s for L4 or above in KS2</p> <p>English 78% - 2% higher than target,</p> <p>Maths 73% - 1% below target.</p>

Service Plan Ref.	Objective	2005/06 Key Milestone	Progress	Commentary
02	To provide safe learning environments. <i>(Protection from harm and neglect)</i>	<p>% of schools surveyed for AMP purposes. 20% full and 60% light touch</p> <p>65% of schools completing the drugs education theme within the Healthy Schools Initiative.</p>		<p>6% of schools received a full survey in the fourth quarter. This brings the total full surveys undertaken by Property Services in 2005/2006 to 24% which exceeds the target of 20% set for the year.</p> <p>An additional 18% of schools received a light touch or annual survey in the fourth quarter. This brings the total of light touch surveys for 2005/2006 to 76% which exceeds the target of 60% set for the year.</p> <p>71% of schools have completed the drugs education theme within the Healthy Schools Initiative.</p>
03	To raise standards of achievement for pupils. <i>(Protection from harm and neglect)</i>	<p>% traveller pupils attaining Level 4 and above in English – 50% of pupils whose attendance is above 85%.</p> <p>% traveller pupils attaining Level 4 and above in Maths – 50% of pupils whose attendance is above 85%.</p>		<p>There were 3 traveller children in Year 6 – 2004/05 and 2 attained Level 4 in English – 66.7% however all three had attendance of less than 85%. Their attendance records were 73% - 71% and 54%.</p> <p>There were 3 traveller children in Year 6 – 2004/05 and 2 attained Level 4 in Maths – 66.7% however all three had attendance of less than 85%. Their attendance records were 73% - 71%</p>







Service Plan Ref.	Objective	2005/06 Key Milestone	Progress	Commentary
		<p>50% of pupils in public care achieving 1 or more A*-G at GCSE. (12 months prior to Sept 05)</p> <p>12.75% of pupils attaining Level 1 or below at KS1 in writing.</p> <p>18.75% of pupils attaining Level 3 or below at KS2 in literacy.</p>		<p>and 54%.</p> <p>14 children were looked after in Year 11 – 2004/05 and 8 achieved one or more Grades A* - G – 57.1%</p> <p>20.1% of pupils in 2004/5 attained Level 1 or below.</p> <p>21.9% of pupils in 2004/5 in KS2 English attained Level 3 or below</p>
05	To improve the effectiveness of school leadership, management and governance.	<p>Number of schools causing concern (BVPI 48). 1 special measures, 1 serious weakness, 7 issues causing concern.</p> <p>30 schools with excessive surplus balances above 5% secondary, above 8% primary and special.</p>		<p>There are now no schools in special measures. One school is category 4a notice to improve (this is serious weaknesses in the old OfSTED framework). 2 schools are currently designated as having issues causing concern.</p> <p>The level of school balances will not be available until May 2006. However, it is estimated that the total level of schools balances will reduce between 2004/2005 and 2005/2006.</p>

Service Plan Ref.	Objective	2005/06 Key Milestone	Progress	Commentary
06	To promote participation and leadership within schools and communities. <i>(Contribution made to society)</i>	To reduce the number of Governor vacancies to 5%  79% of schools implementing pupil/student leadership programme.		The number of governor vacancies currently stands at 86, 8.8% overall.  91% primary schools are implementing pupil/student leadership programme.
07	To develop skills and attitudes to promote employability. <i>(Social and economic well-being)</i>	Work related learning developing as an explicit dimension in primary schools – impacting on 600 primary pupils.          75% of all secondary schools to have addressed at least 5 elements of the Work Related Learning		Mainly learning through use of construction-related activities e.g. building a model of the New Mersey Crossing or a Giant Tetrahedron  Halton Education Business Partnership has undertaken work related learning projects with 879 pupils during summer term 2005, autumn term 2005 and spring term 2006. There are also many opportunities for pupils to engage with WRL through KO5 of the Every Child Matters agenda. Schools engage with their local communities to learn about future opportunities.  11 out of 12 secondary and special schools provide at least 5 of the QCA's 9 Work related elements, with 2 providing all 9 elements.



Service Plan Ref.	Objective	2005/06 Key Milestone	Progress	Commentary
		19% of 18-19 year olds progressing to Higher Education.		<p>Sourced via WHAMI (<b>W</b>ork related <b>H</b>Alton <b>M</b>apping Instrument)</p> <p>In 2005 25% 18-19 years olds progressed in to higher education.</p>

All key indicators will be reported on an annual basis.





Ref	Indicator	Actual 04 / 05	Target 05 / 06	Quarter 4	Progress	Commentary
LI 01	Number of Primary aged pupils participating in public performances	2000	2000	2150		<ul style="list-style-type: none"> <li>Additional events have been arranged due to demand and new initiatives</li> <li>Primary Pupils involved in dance element of School Sport Co-ordinator Programme were not previously included</li> </ul>
LI 02	% accredited as having met the requirements for Halton Healthy School Standard Phase 2	50	56	83		Phase 2 or better = 53 schools = 53/64 = 83% [Not counting PRU x2 and 4 Nurseries]
LI 03	% schools which have attended Halton Gifted and Talented training	25.0	26.5	36.7		Revised coordinator course delivered as a 1 day package (rather than 5 day) has generated more interest in training, therefore outcome is higher than target
LI 04	% gender gap at Key Stage 3 in English	9.0	8.0	Available Q2 2006/7		Gender gap increased in Summer 2005 at both L5 and L6. Results are not yet known for this year's SATs but there are early indications that this will have improved
LI 05	Number of Governor development sessions attended	800	810	939		<ul style="list-style-type: none"> <li>Large number of newly appointed governors requiring training</li> <li>New financial regulations for secondary schools includes induction of governors</li> </ul>
LI 06	% schools/settings nominating pupils for awards to recognise active participation in the community	47	50	53%		Every Child Matters has highlighted the need for pupil voice and participation

**APPENDIX FOUR - PROGRESS AGAINST OTHER PERFORMANCE INDICATORS**  
**School Support & Advisory Services**

Ref	Indicator	Actual 04 / 05	Target 05 / 06	Quarter 4	Progress	Commentary
LI 07	% of secondary schools to have addressed the elements of the Work Related Learning Framework					
	a) all 9 elements	N/a	0	25		<ul style="list-style-type: none"> <li>• 100% buy back of Education Business Partnership</li> <li>• Positive and proactive response from schools</li> </ul>
	b) at least 5 elements	N/a	75	100		<p>As 2 points above</p> <p>Data sourced via WHAMI (<b>W</b>ork related <b>H</b>Alton <b>M</b>apping Instrument)</p>

**Application of Traffic Light Symbols**

	<u><b>Objective</b></u>	<u><b>Performance Indicator</b></u>
<u><b>Green</b></u>	 <p>Indicates that the <u>objective has been achieved</u> within the appropriate timeframe.</p>	Indicates that the annual 05/06 target <u>has been achieved</u> or exceeded
<u><b>Red</b></u>	 <p>Indicates that that the <u>objective has not been achieved</u> within the appropriate timeframe.</p>	Indicates that the annual 05/06 target <u>has not been achieved</u> .

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**DIRECTORATE:** Children & Young People  
**SERVICE:** Student Services and Lifelong Learning  
**PERIOD:** Quarter 4 2005/06

## 1.0 INTRODUCTION

This monitoring report covers the Student Services and Lifelong Learning Department fourth quarter period up to 31 March 2006. It describes key developments and progress against all objectives and performance indicators for the service.

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 way in which traffic lights symbols have been used to reflect progress to date is explained within Appendix 5

## 2.0 KEY DEVELOPMENTS

### **Youth Support**

- The first full UK Youth Parliament election took place on 1<sup>st</sup> February whereby 5228 11 to 18 year olds elected a MYP and Deputy MYP for Halton to represent them locally and nationally.
- Since January young people have nominated representatives for the six new Youth Forums and for an overarching Borough-wide Youth Forum These structures are supported by youth work staff supported by Connexions.
- The “Hear by Right” standards were launched by the outgoing Children & Young People’s Partnership through an all service conference led by the National Youth Agency. These standards encapsulate how the involvement of children & young people in decision making within the Alliance could be developed in the new CYP Alliance.

### **Special Education Needs**

- The School Organisation Committee agreed to the reorganisation of Brookfields and Cavendish Special Schools on a primary and secondary phased basis respectively to take effect from Sept 2009.

### **Attendance and Behaviour Network**

- Good progress being made in the development of this network and the participation of key personnel from high schools in it as a lever to improve practice at school level.

- Successful inspection of KS4 PRU with it being deemed ‘good’ by inspectors and recognised for having some ‘excellent features’ and the potential to become ‘outstanding’.
- Inspection of KS3 PRU awaited;
- Development of provision of places for pupils ‘at risk’ of exclusion at KS3. Provision to come on line during the Summer Term.

### 3.0 EMERGING ISSUES

#### Children’s Centres/Extended Schools

- Exploration through pilots of the development of integrated service delivery through a coherent framework of extended schools and children’s centres;
- Planning for Phase 2 children’s centres underway;

### 4.0 PROGRESS AGAINST KEY OBJECTIVES / MILESTONES

Total	1		1		N/a		0
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(Appendix 1)

### 4.1 PROGRESS AGAINST OTHER OBJECTIVES / MILESTONES

Total	2		2		N/a		0
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(Appendix 2)

### 5.0 SERVICE REVIEW

#### Play Service

- Review of play service nearing completion to inform the required budget saving;
- Draft publication of national performance indicators for play.

#### Special Educational Needs

- Consultation commenced on the review of SEN units attached to mainstream schools with the objective of targeting SEN resources more effectively to needs.

**6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS**

<b>Total</b>	<b>8</b>		<b>5</b>		<b>2</b>		<b>1</b>
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(Appendix 3) Information relating to Best Value Performance Indicators 45 & 46, absenteeism at primary and secondary schools, from this monitoring report onwards will be expressed on an academic term basis rather than a financial year quarterly. This change will enable more accurate information to be reported.


**6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS**

<b>Total</b>	<b>4</b>		<b>4</b>		<b>N/a</b>		<b>0</b>
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(Appendix 4)


**7.0 APPENDICES**

Appendix 1- Progress against Key Objectives/ Milestones  
 Appendix 2- Progress against Other Objectives/ Milestones  
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Service Plan Ref.	Objective	2005/06 Key Milestone	Progress	Commentary
05	<p>School Attendance</p> <ul style="list-style-type: none"> <li>• Identify timescale &amp; number of events/consultations with schools</li> <li>• Improve overall attendance in secondary schools</li> </ul>	<ul style="list-style-type: none"> <li>• Develop training to support school based attendance staff</li> <li>• Develop the use of attendance data to target resources</li> <li>• Support schools in achieving school level attendance targets</li> <li>• Develop support for school based systems</li> </ul>		<p>The implementation of The National Specialist leader in Behaviour and Attendance course is planned from September 06.</p> <p>The local Authority is using data more effectively to target resources and offer support to schools</p> <p>A service level agreement has been discussed and agreed with all schools highlighting the attendance target and outlining strategies to achieve the targets The strategies are supported by the schools named EWO.</p> <p>The Local Authority is working with individual schools to evaluate current systems of managing attendance within the school. Identifying strengths and weakness and developing an action plan to develop areas of weakness. The action plan includes regular monitoring evaluation and review. The Local Authority is also supporting schools in increasing the use of data to identify and monitor the effectiveness of attendance strategies</p>

**APPENDIX ONE – PROGRESS AGAINST KEY OBJECTIVES/ MILESTONES  
Student Services and Lifelong Learning**

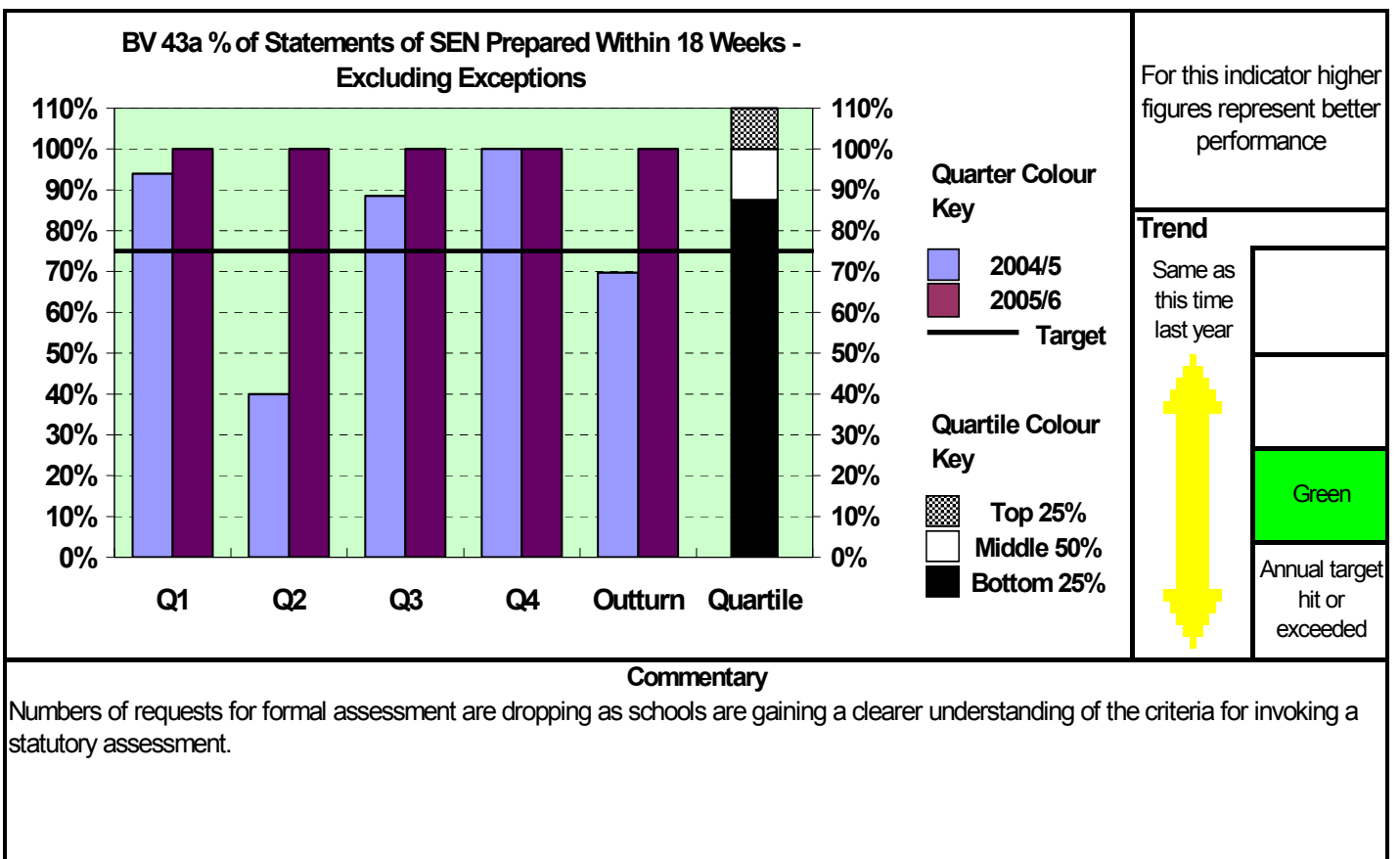
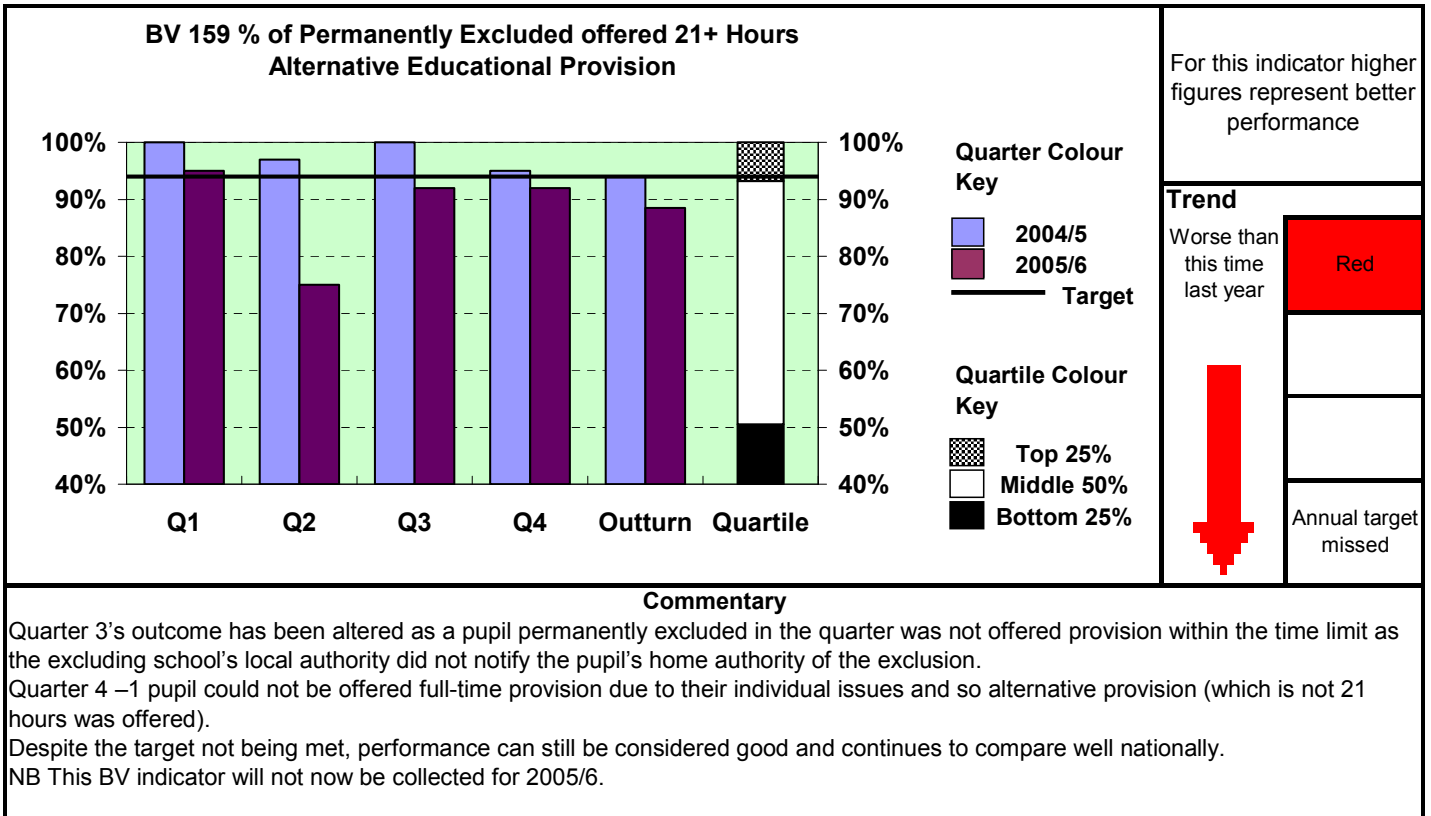


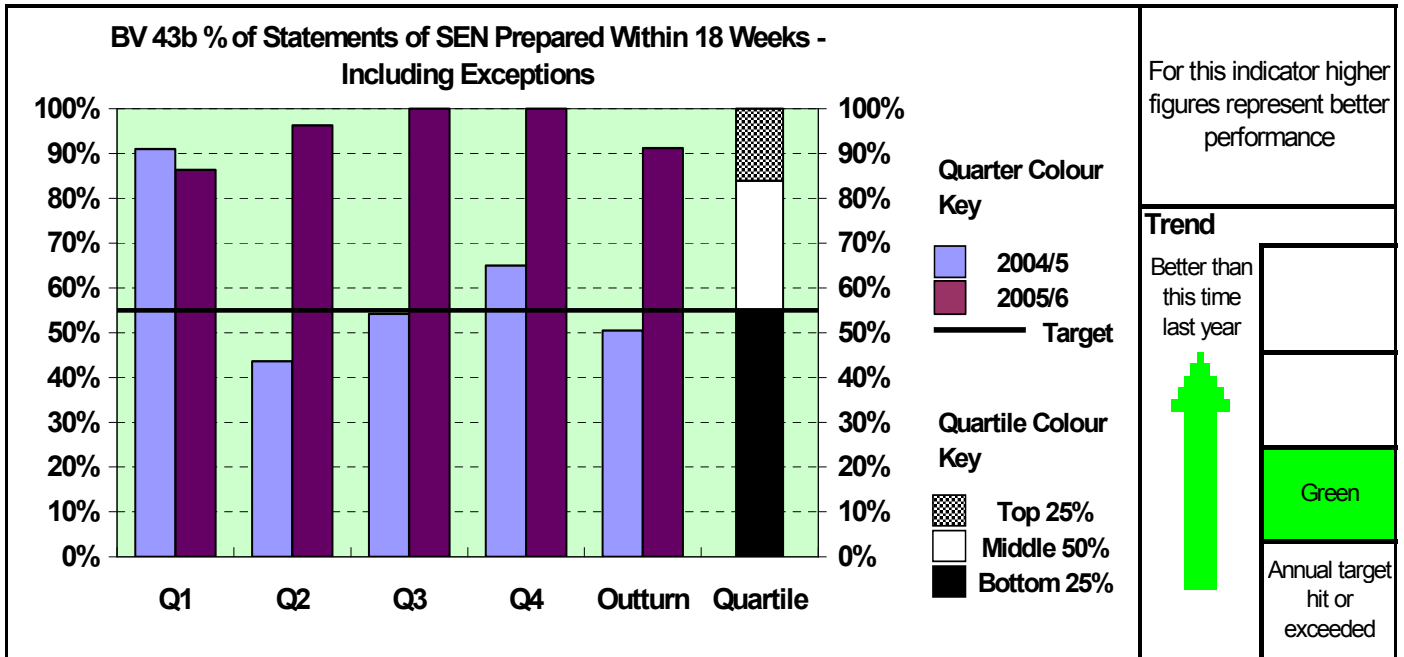
Service Plan Ref.	Objective	2005/06 Key Milestone	Progress	Commentary
01	To evaluate 5 Sure Start Programmes operating across Halton	To publish and promote the completed evaluation of the outcomes of all 5 Sure Start projects across Halton		<p>Joint Research and Evaluation post to work across all SSLP's</p> <p>SSLP Scrutiny presentation to board members</p> <p>The 5 SSLP in Halton have completed an evaluation of the individual programmes. Dino SSLP have completed a Satisfaction Survey in March 05</p> <p>Jolly Giraffe SSLP have completed a Parent Group evaluation on parental needs in March 06</p> <p>New Steps SSLP have completed a satisfaction Survey in July 05</p> <p>Seals SSLP have completed a Parent &amp; Carer Survey in October 05</p> <p>Trailblazer SSLP have completed a Pampering Survey in September 05 and a Satisfaction Survey in November 05.</p> <p>Copies of all of these evaluations are available from the individual SSLP's.</p> <p>In March 06 JNA were commissioned to implement a MIS in all SSLP. This will measure outcome in SSLP/Children's Centres against the National Framework.</p>

**APPENDIX TWO – PROGRESS AGAINST OTHER OBJECTIVES/ MILESTONES  
Student Services and Lifelong Learning**

Service Plan Ref.	Objective	2005/06 Key Milestone	Progress	Commentary
03	To open 9 Children's Centres by 2006	To have six Children's Centres open designated and functioning		Kingsway, Brookvale, Halton Lodge and Ditton were designated by government as Children's Centres in 2005. Our Lady's First Steps, Windmill Hill, Palacefields, Halton Brook and Warrington Road will become designated Children's Centres in Summer 2006.

**APPENDIX TWO – PROGRESS AGAINST OTHER OBJECTIVES/ MILESTONES  
Student Services and Lifelong Learning**





For this indicator higher figures represent better performance

**Trend**

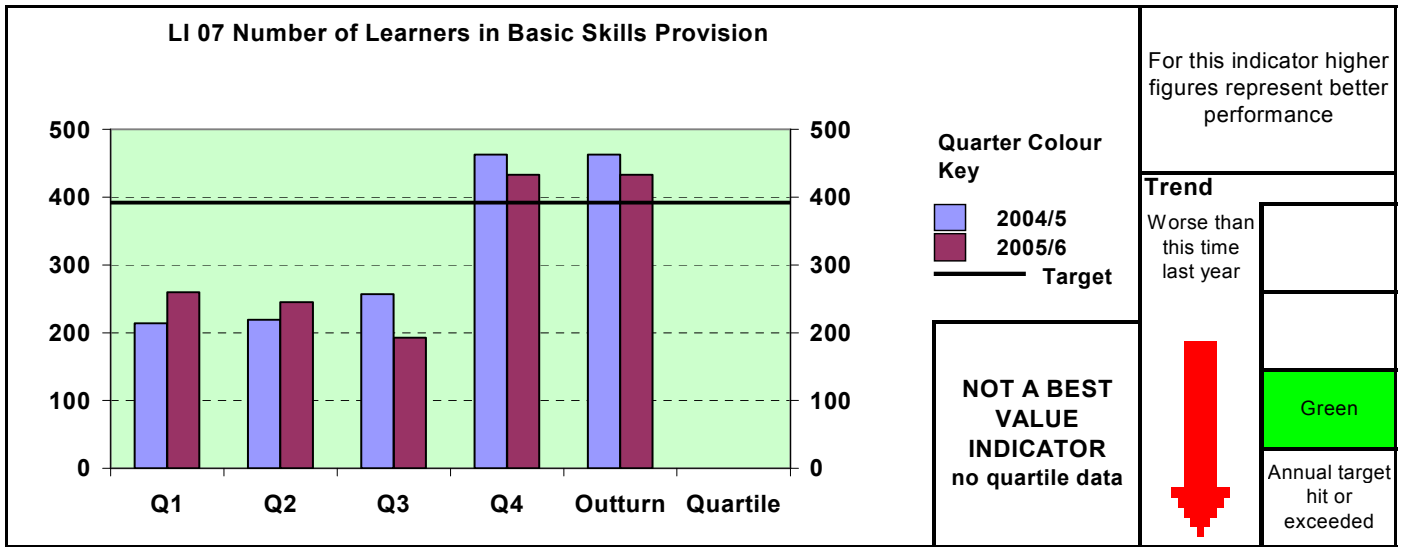
Better than this time last year



Green
Annual target hit or exceeded

**Commentary**

New communication links between SEN team and Health Service lead to fewer numbers of exceptions



For this indicator higher figures represent better performance

**Trend**

Worse than this time last year



**NOT A BEST VALUE INDICATOR**  
no quartile data

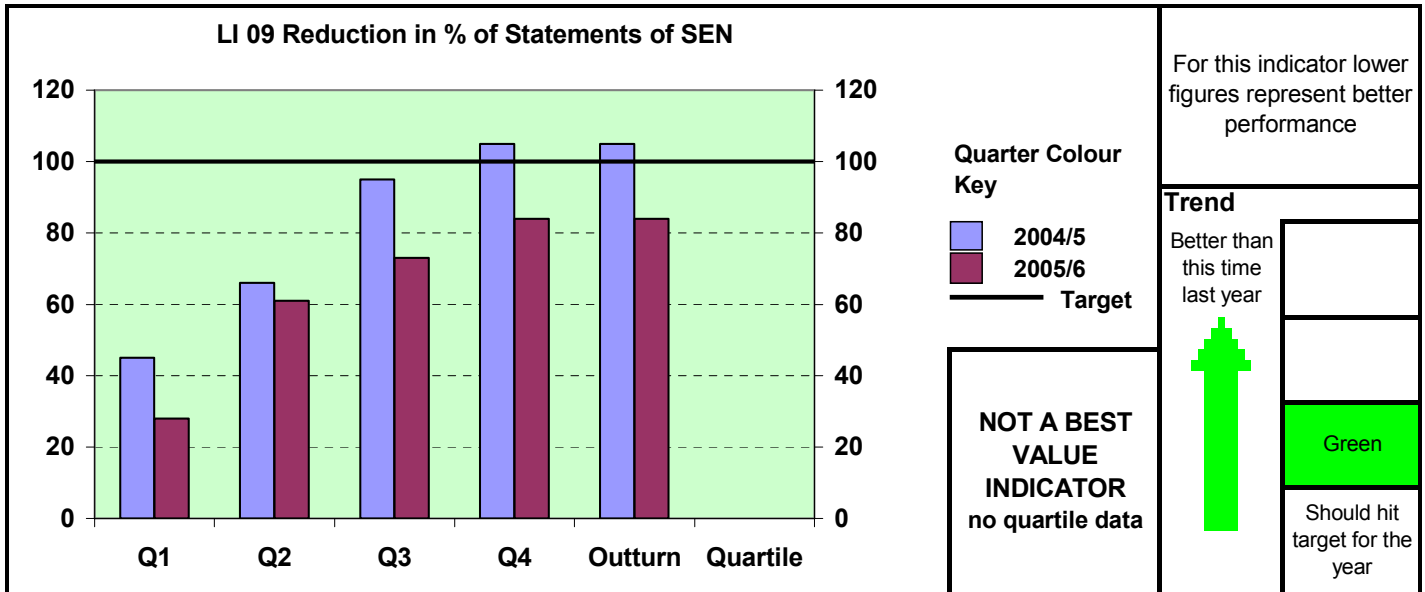
Green
Annual target hit or exceeded

**Commentary**

Number of learners in basic skills provision  
 Quarter 4  
 Total number of learners in basic skills provision in Quarter 4 is 123 , broken down as follows:  
 Adult Learning Team direct provision = 97  
 Widnes and Runcorn Sixth Form College = 26

Full year 01/04/05 – 31/03/06  
 Total number of learners in basic skills provision in 2005/06 is 433\* , broken down as follows:  
 Adult Learning Team direct provision = 224  
 Widnes and Runcorn Sixth Form College = 209

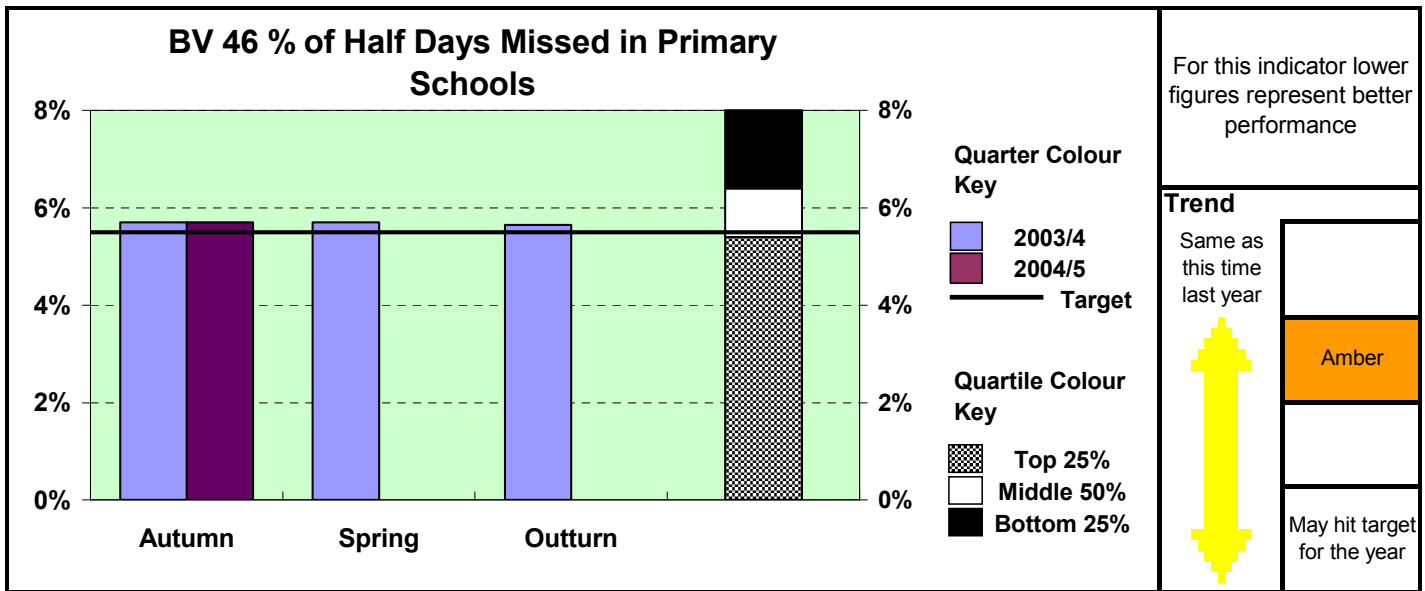
\* A learner may participate in more than one quarter and has been counted only once in the full year statistics.



**Commentary**

Data reported previously has been amended following application of quality assurance measures. Stricter application of SEN criteria has led to a reduction in children subject to a statement.

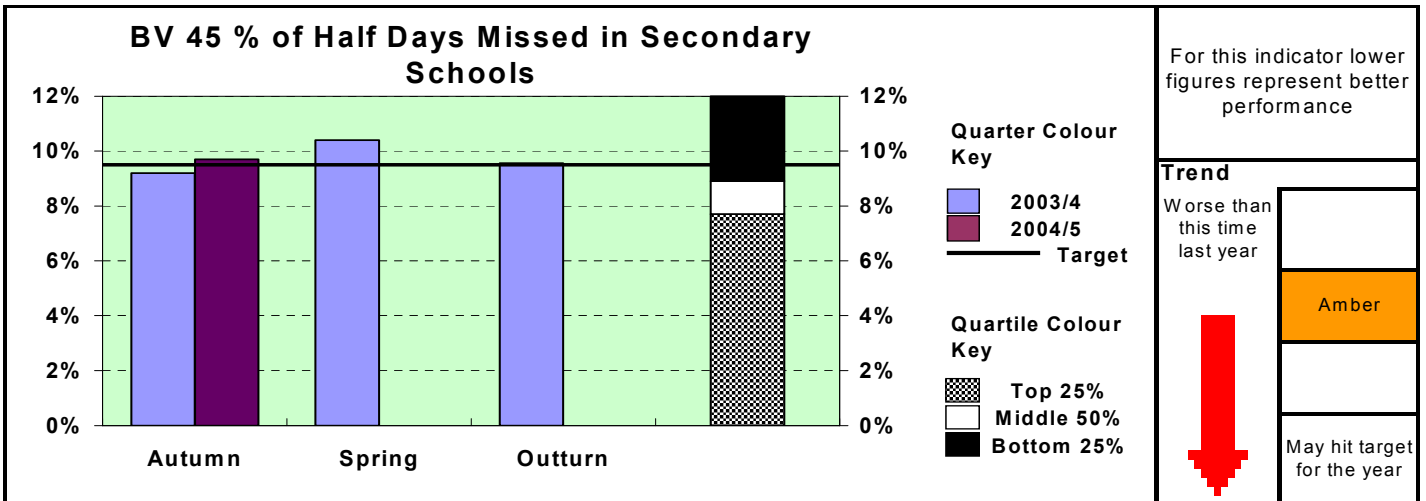
There were fewer requests for formal assessment in the last two quarters of the year, which would be the beginning of the new academic year. This possibly reflects that schools are acting on advice given and fully using resources available to them to support pupils at school action plus.



**Commentary**

The reporting periods for this indicator has been changed to enable more accurate information to be reported. There are 3 reports during the year which are submitted to the DfES, one with Term 1 (Autumn) data, another Term 2 (Spring) data and finally one which is an annual (Outturn) return. This report is now based on this set of data.

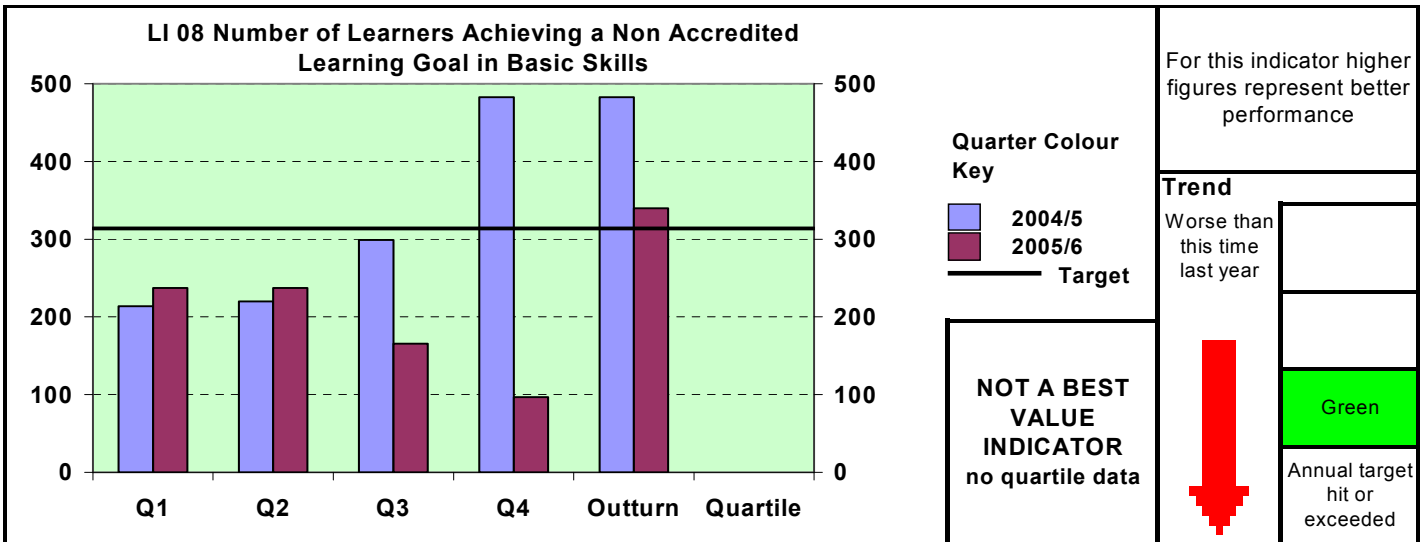
The authority attendance action plan began to be implemented at school level after Christmas, however it is debatable whether we will have started to see results from this yet. The numbers of staff dealing with absence has increased at authority and school level, schools have or are developing policies on managing absence and the number of cases resulting in court proceedings have increased significantly.



**Commentary**

The reporting periods has been changed to enable more accurate information to be reported. There are 3 reports during the year which are submitted to the DfES, one with Term 1 (Autumn) data, another Term 2 (Spring) data and finally one which is an annual (Outturn) return. This report is now based on this data set.

Secondary attendance in the Autumn Term 05 was 0.5% down on the previous term last year, however this appears to be attributable to a flu bug, resulting in staff and pupils being absent for 2 weeks. The spring term data whilst incomplete indicates attendance will be up on the previous term last year and improvement is expected to continue through to the annual collection at end of May. The attendance action plan began implementation at school level after Xmas, however it is debatable whether we will see results from this yet. The no. of staff dealing with absence increased at authority and school level, schools have or are developing policies on managing absence and the no. of cases resulting in court proceedings have increased significantly.







**Commentary**

Total number of learners achieving a non-accredited learning goal in basic skills is 97, broken down as follows:  
 Adult Learning Team direct provision = 71  
 Widnes and Runcorn Sixth Form College = 26  
 Full year 01/04/05 – 31/03/06

Total number of learners achieving a non-accredited learning goal in basic skills in 2005/06 is 340\*, broken down as follows:  
 Adult Learning Team direct provision = 131  
 Widnes and Runcorn Sixth Form College = 209

\* A learner may achieve a non-accredited learning goal in more than one quarter and has been counted only once in the full year statistics. In addition, a learner may achieve a non-accredited learning goal in a quarter and then achieve an accredited learning goal in a subsequent quarter – these learners have not been counted as achieving a non-accredited learning goal.



Ref	Indicator	Actual 04 / 05	Target 05 / 06	Quarter 4	Progress	Commentary
BVPI 222 (amended previously BVPI 192)	Quality of early years & childcare leadership. % of leaders of integrated early education and childcare settings funded or part funded by the LA,  a) with a qualification at Level 4 or above  b) which have input from staff with graduate or post graduate training in teaching or child development	14% (old indicator)  100% (old indicator)	Establish baseline to inform targets for 2006/7	37%  100%	 	20 paid leaders from 53 P&V settings are working towards a level 4 qualification  53 P&V setting have input from staff with graduate or post graduate training in teaching or child development

Ref	Indicator	Actual 04 / 05	Target 05 / 06	Quarter 4	Progress	Commentary
BVPI 221 (amended previously BVPI 33)	Participation In and Outcomes from Youth Work			(Q1+Q2 + Q3 + Q4)		The baseline national BVPI targets for youth services are 60% (BVPI221a) and 30% (BVPI221b). GONW have agreed Halton can achieve these targets in two stages by doubling performance in 05/06 then again in 06/07. Thus bringing the service to national standards in time for the Halton JAR in 2008.
	a) % Of young people aged 13 – 19 gaining a recorded outcome compared to the % of young people in the LA area	17.65%	35.3% (National target 60%)	41.2%		<b>Target achieved</b> The new strategy for evidencing work undertaken by young people together with the diligence of staff in putting it into practice has resulted in the service overachieving the GONW agreed target for this KPI.
	b) % Of young people aged 13 – 19 gaining an accredited outcome compared to the % of young people in the LA area	7.01%	14.1% (National target 30%)	31.0%		<b>Target achieved</b> The service has reached its March 2007 target agreed with GONW. This is a great result emphasising the new focus of the service on providing creditable activities and recording young people's achievement through accredited outcomes.

**APPENDIX FOUR – PROGRESS AGAINST OTHER PERFORMANCE INDICATORS**  
**Student Services and Lifelong Learning**



**Application of Traffic Light Symbols**

	<u><b>Objective</b></u>	<u><b>Performance Indicator</b></u>
<u><b>Green</b></u>	 <p>Indicates that the <u>objective has been achieved</u> within the appropriate timeframe.</p>	Indicates that the annual 05/06 target <u>has been achieved</u> or exceeded
<u><b>Red</b></u>	 <p>Indicates that that the <u>objective has not been achieved</u> within the appropriate timeframe.</p>	Indicates that the annual 05/06 target <u>has not been achieved.</u>

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