

Public Document Pack



Children and Young People Policy and Performance Board

Monday, 3 September 2007 at 6.30 p.m.
Civic Suite, Town Hall, Runcorn

A handwritten signature in black ink, appearing to read 'David W R', is centered on the page.

Chief Executive

BOARD MEMBERSHIP

Councillor Mark Dennett (Chairman)	Labour
Councillor Margaret Horabin (Vice-Chairman)	Labour
Councillor Philip Drakeley	Conservative
Councillor Frank Fraser	Labour
Councillor Robert Gilligan	Labour
Councillor Trevor Higginson	Liberal Democrat
Councillor Diane Inch	Liberal Democrat
Councillor Joan Lowe	Labour
Councillor Stan Parker	Labour
Councillor Margaret Ratcliffe	Liberal Democrat
Councillor John Stockton	Labour

Please contact Lynn Derbyshire on 0151 471 7389 or e-mail lynn.derbyshire@halton.gov.uk for further information.

The next meeting of the Board is on Tuesday, 27 November 2007

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

Part I

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

REPORT TO: Children and Young People Policy and Performance Board

DATE: 3rd September 2007

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: 3 September 2007

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.

APPENDIX 1

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

EXECUTIVE BOARD SUB COMMITTEE MEETING HELD ON 19TH JULY 2007

EXB10 TO SEEK A WAIVER OF CONTRACT STANDING ORDERS

The Sub-Committee noted that it was a requirement of the Building Schools for the Future (BSF) Programme that each authority establish and fund a BSF delivery team. In Halton a commitment was provided in the Strategy for Change Part 1 document submitted in October 2006 to form such a team to drive the development of the BSF Programme.

The pivotal position in the team was the post of BSF Programme Director. This position had been undertaken on an interim basis by Daniel Hennessey, from the MD Consultants, who has worked for Halton under contract for an average of four days per week from September 2006. As the Interim Project Director since September he had managed to acquire detailed knowledge of the secondary special provision, funding, school organisation, asset management and other challenges facing Halton in delivering the BSF Programme.

In addition, to his role in Halton as Interim Project Director, Halton had benefited from his considerable national experience as a 4PS national advisor and Gateway Reviewer for BSF.

It was noted that advertisements for BSF Project Directors had ranged from £80,000 for posts in Salford and Portsmouth to up to £100,000 for the post in Suffolk. These were full time temporary posts, which would attract on costs and other benefits such as car allowance. To advertise a BSF Project Directors Post on the most senior Operational Director scale of 155 would provide an annual salary of £77,907, below the current market rate. After adding on costs and other benefits such as car allowance this post would cost in the region of £102,200 per annum for an estimated 215 working days per year an average cost of £475 per day. In order to increase capacity, in the last two months quotes were requested from several other consultancy firms. The daily rates provided ranged from £700 to £900 per day.

It was therefore proposed that the current Interim Project Director be offered a contract for 173 days per years, an average of four days per week at a daily rate of £416. This would cost a total of £71,968 per annum. In order to continue to secure the services of the consultant throughout the key early stages of the programme, it was suggested that the contract be let for two years initially until September 2009. A review of the contract would need to be

undertaken no later than June 2009.

RESOLVED: That

(1) the Strategic Director Children and Young People be authorised to agree a contract for 173 days per annum at £416 per day for a period of two years initially until September 2009. To review no later than June 2009 the post of BSF Project Director; and

(2) Legal Services be requested to draw up a contract for the BSF Project Director role.

REPORT TO: Children and Young People Policy and Performance Board

DATE: 3 September 2007

REPORTING OFFICER: Strategic Director Health and Community/
Strategic Director Children and Young People

SUBJECT: Multi Agency Transition Strategy for Young People with Complex Needs

1.0 PURPOSE OF REPORT

1.1 To present the Draft Multi Agency Transition Strategy for Young People with Complex Needs for consultation and endorsement to further consultation.

2.0 RECOMMENDED: That

- (1) Members make comment upon the Draft Strategy; and**
- (2) Members endorse the consultation phase of the Strategy.**

3.0 SUPPORTING INFORMATION

3.1 In January 2007 CSCI published 'Growing Up Matters' - Better Transition Planning for Young People with Complex Needs.

3.2 This study looked at the experience of young people with complex needs and their families as they moved from Children's to Adults services. The group which participated in the study had a combination of acute and chronic conditions, multiple and profound impairments, behaviour problems and learning disabilities.

3.3 The report identified some positive experiences but also described problems encountered by young people, many of which have been recognised as long standing nationally. These included inadequate commissioning, poor co-ordination of services and a failure to plan properly. This led, too often, to delays in identifying care packages leading to anxieties for young people and their families and often wasting resources.

3.4 The study concluded there are six pre-requisites for successful transition.

- 1) Commitment: at senior level:
 - ◆ These young people are given explicit priority by senior managers and council members
 - ◆ A number of agencies including PCT's, Housing and Education should prioritise their involvement in transition planning

- 2) Young people and families are fully involved in the process:
 - ◆ This includes the involvement of young people and their families in strategic planning for transition
- 3) Effective strategic planning and commissioning:
 - ◆ Strategies should be underpinned by good financial planning and should be informed by analysis of transition needs of young people from 14 onwards who will require services from Adult Health and Social Care within five years
 - ◆ Commissioned services and consequent outcomes for this group of young people should be systematically monitored
- 4) A multi-agency approach with good protocol system and processes:
 - ◆ There is a lead professional who is responsible for ensuring all the agencies who need to be involved are properly engaged
- 5) Co-ordinated person centred planning process:
 - ◆ Promotion of Direct Payments is particularly identified throughout this report
 - ◆ There is a focus on achieving outcomes, supporting independence and providing normal life opportunities
- 6) Regular review and monitoring

3.5 As a result of this study the Chief Inspector of CSCI wrote to all Directors' of Adults and Children's Services strongly recommending an urgent review of local arrangements and outcomes for young people and their families.

Current Situation in Halton

- 3.6 Transition continues to be a priority within the Council and a Joint Strategic Working Group was established in early 2006, chaired by the Operational Director for Adults with membership set at Divisional Manager level. This group ensures there is an interface between the 2 Directorates and covers both joint working practices, for example with vulnerable children and their families, and transition processes for young people moving from children's services to adult services. While progress has been made further work is required to meet the requirements identified in the CSCI study. The working group has now extended to become fully multi disciplinary to ensure all young people experiencing transition receive an appropriate service.
- 3.8 An Operational Working group has also been established at Principal Manager level to track the transition of young people moving from children's to adults services. The vacant Transition Co-ordinator post was filled earlier in the year, this is jointly funded post between adult and children's services and plays a key co-ordination role.

- 3.9 While there are recently adopted transition policies and procedures agreed across the two directorates the council and its partners have not established a Transition Strategy. A writing group has been established to draft this strategy which is now presented in its first draft as a vehicle for consultation. The Draft Transition Strategy aims to set out the actions that the council and it's partners to improve outcomes for young people with complex needs.

4.0 POLICY IMPLICATIONS

- 4.1 This strategy will require the full support of all Council Directorates and partners, including the Primary Care Trust.

5.0 OTHER IMPLICATIONS

- 5.1 None

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

The Transition Strategy will improve outcomes for disabled young people with complex needs by ensuring that young people and their families have an improved experience of the transition through adult and children's services working closely together.

6.2 Employment, Learning and Skills in Halton

A successful transition process for young people with complex needs will support improved outcomes in relation to their future employment and ability to access learning opportunities.

6.3 A Health Halton

Improved planning for young people through the transition process will support their transition into adult services.

6.4 A Safer Halton

None.

6.5 Halton's Urban Renewal

None

7.0 RISK ANALYSIS

- 7.1 The Council's support for young people with disabilities and complex needs into adulthood will be a focus of CSCI in assessing the Council's

overall performance. Failure to address the issues identified in 'Growing Up Matters' will impact on the Councils performance.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Transition plans for young people seek to meet the needs of the most vulnerable young people within the community who are often excluded. Good transition planning will ensure that young people are able to access mainstream opportunities and promote social inclusion

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

Document	Place of Inspection	Contact Officer
Growing Up Matters Better Transition Planning for Young People with Complex Needs (January 2007)	Margaret Chaplin's office Woodview Child Development Centre	Margaret Chaplin Divisional Manager

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Halton Multi Agency Transition Strategy for Children with Complex Needs

2007-2010

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Introduction

The transition of young people with complex needs from childhood through to adulthood is the focus of this strategy. It will acknowledge the real challenges that families encounter in Halton and nationally. It will also describe how, in Halton, these challenges will be confronted and managed in ways that promote choice, participation and inclusion. Moreover this strategy is a strategy for Halton, it involves all families, services and professionals who care, work and engage with young people with complex needs.

Young people and their parents go through transition together, but their experiences of this process can be far removed as they see, hear, listen, feel and respond differently to the many aspects that come together to make transition happen. In Halton we want to ensure we support these different experiences sensitively and proactively.

Transitions occur at various stages throughout life, from starting school, leaving primary school and starting secondary school, to preparing for independence and leaving home. Each transition can be fraught with uncertainty, fear, confusion, embraced with enthusiasm and excitement about what happens next. What makes the difference in how these transitions are experienced is the planning, understanding and information available to those facing transition. When it goes well children, young people and their families can look to the future confident that their child will enjoy their future with whatever guidance, support and opportunity on offer. When it goes wrong families are left angry, upset and afraid for their children as they prepare for independence. These emotions can be heightened when the child or young person facing transition has complex needs.

This strategy will set out the plan that all agencies in Halton will follow to ensure a successful transition for young people with complex needs. By successful we mean that the transition to adult services takes full account of the views of young people and their parents, is well planned and co-ordinated and enables as seamless a transition as possible across organisational boundaries. A successful transition will also support independence, choice and improved outcomes. In Halton we seek to support young disabled people to maximise their potential, to live independently and to have the opportunity to have as many ordinary experiences as possible. This can include working, making and keeping friends, relationships and leisure activities. All day-to-day experiences that non-disabled people take for granted.

What do we mean by Transition

Transition for the purposes of this strategy is defined as the process that occurs when children move from children's services to adult services. This involves physical, emotional and psychological developments that are coupled with changes to roles and relationships with family and friends, care staff and the wider community.

What are complex needs?

'The term 'complex needs' can be defined in a number of contexts and this can lead to confusion and misunderstanding. For this strategy 'complex needs' means a combination of multiple and profound impairments, challenging behaviour and learning disabilities and acute and chronic medical conditions.'

Growing Up Matters 2007

National Service Framework Standard 8

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This move is not restricted just to services provided by the local authority, it includes all agencies that provide services and support, which allow young people to have the opportunities to experience life as their peers do. Given the magnitude of factors that are involved, this particular transition can be a very uncertain time for young people and their families and needs particular attention from local agencies to ensure that the experience of transition is positive

Good transition planning involves:

- *Being individual to the needs and aspirations of the young person*
- *Responsibility spread out over all groups starting at transition review following the young person's 14th birthday*
- *Statutory processes from transition need to be used consistently*
- *Adult and children's services need to work together to ensure that young people maximise their life chances.*

Transition planning for young people with complex needs requires a co-coordinated multi agency approach, which extends far more widely than schools and family. It also needs to link to the various systems in place for all young people and it needs to consider the way services change to support and empower the young people's move from childhood dependence to adult independence.

The National Context

The transition from children to adult services is one of those rare things, an event in the future that can be effectively and efficiently planned for and reviewed regularly leading up to it, because it occurs at a fixed point. Therefore there is plenty of time to get the planning right and the transition appropriate for the young person.

In recent years we have seen much guidance and research encouraging services to be more proactive with this particular transition. However there are a number of challenges, which will need addressing because there are a number of difficulties that arise as children move through to adult services.

Adult Social Care Outcomes:

- *Improved Health*
- *Improved Quality of Life*
- *Making a Positive Contribution*
- *Exercise Choice and Control*
- *Freedom from Discrimination and Harassment*
- *Economic Well Being*
- *Personal Dignity and Respect*

Every Child Matters Outcomes:

- *Be Healthy*
- *Stay Safe*
- *Enjoy and Achieve*
- *Make a Positive Contribution*
- *Achieve Economic Wellbeing*

This transition can have specific difficulties because it straddles distinct service areas and service providers with distinct and separate requirements, demands, ethos and culture. The national agenda for improving the transition for young people and their families is given prominence through initiatives such as Valuing People, Aiming Higher for Disabled Children, Fair Access to Services, the Every Disabled Child Matters campaign and Growing Up Matters

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Additionally the introduction of an Adult Social Care Outcomes framework alongside the Every Child Matters framework will assist services to transform into a continuum of provision as each adult outcome can be viewed as a natural progression from the outcomes identified in the Every Child Matters framework. This is based on the principle that services should grow with the individual, mould to fit their developing needs through their childhood, into adolescence and through into adulthood, to reflect the needs, wants and desires we have for ourselves and our families as we age.

Developing these principals into service delivery however is more complex as the organisations which assist young people moving from children's to adult services will need to adopt strategies, policies and procedures that enable a seamless transition that supports, rather than dictates what, when and how young people are enabled to live their lives to their fullest potential.

The Key Principles for Transition Planning

Person Centred Planning (PCP): When done correctly person centred planning provides a comprehensive portrait of who the person is, what they want to do with their life and brings together all of the people who are important to that individual. This provides a foundation to plan on the basis of the needs and aspirations of the individual.

*"Local agencies will be expected to have introduced some form of person centred planning for all young people moving from child to adult services by 2003."
Valuing People 2001*

Direct Payments and Individualised Budgets:

A direct payment is a cash payment made in lieu of social service provision to individuals who have been assessed as needing services.

Direct Payments differ from individualised budgets for the following reasons:

- The funding for individualised budgets can come from a number of streams, e.g. supporting people independent living fund. The person in receipt of an individualised budget can spend this money as they feel necessary to achieve independence.*
- The funding for direct payments comes only from the Local Authority. If the individual is in receipt of direct payments, they are unable to buy back social service resources.*

Individual Budgets and Direct Payments:

Individualised budgets and to a lesser degree direct payments enable people needing social care and associated services to design that support and give back the power to decide the nature of services they need.

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The Halton Context

In Halton, we recognise the barriers disabled young people face, we also recognise that adolescence is a difficult time, made more difficult if the young person has complex needs. This is why we have engaged in some key activities to improve the experience of young people with complex needs moving through transition.

We have started **engaging strategic partners through the Children's Alliance Board structure and the Children's Disability Partnership Board as well as establishing Partnership Board's for adults with learning difficulties and physical and sensory disabilities.** This will enable us to promote effective partnership working between organisations and systems. It provides a strategic role model for service delivery, in addition to recognising and proactively managing any presenting difficulties or opportunities quickly and effectively.

We are **committed to establishing person centred planning as the way forward for transition planning in Halton.** PCP is in the very early planning stages, but we are clear that this is where we see the future of transition planning in Halton. It is essential if the transition from children to adult services is to be fully inclusive and responsive to the young person.

We have a **Transition Protocol in place** to assist operational staff manage the transition process effectively. We are currently in the process of reviewing the protocol to ensure it is fit for purpose and addresses the requirements of national guidance and local requirements.

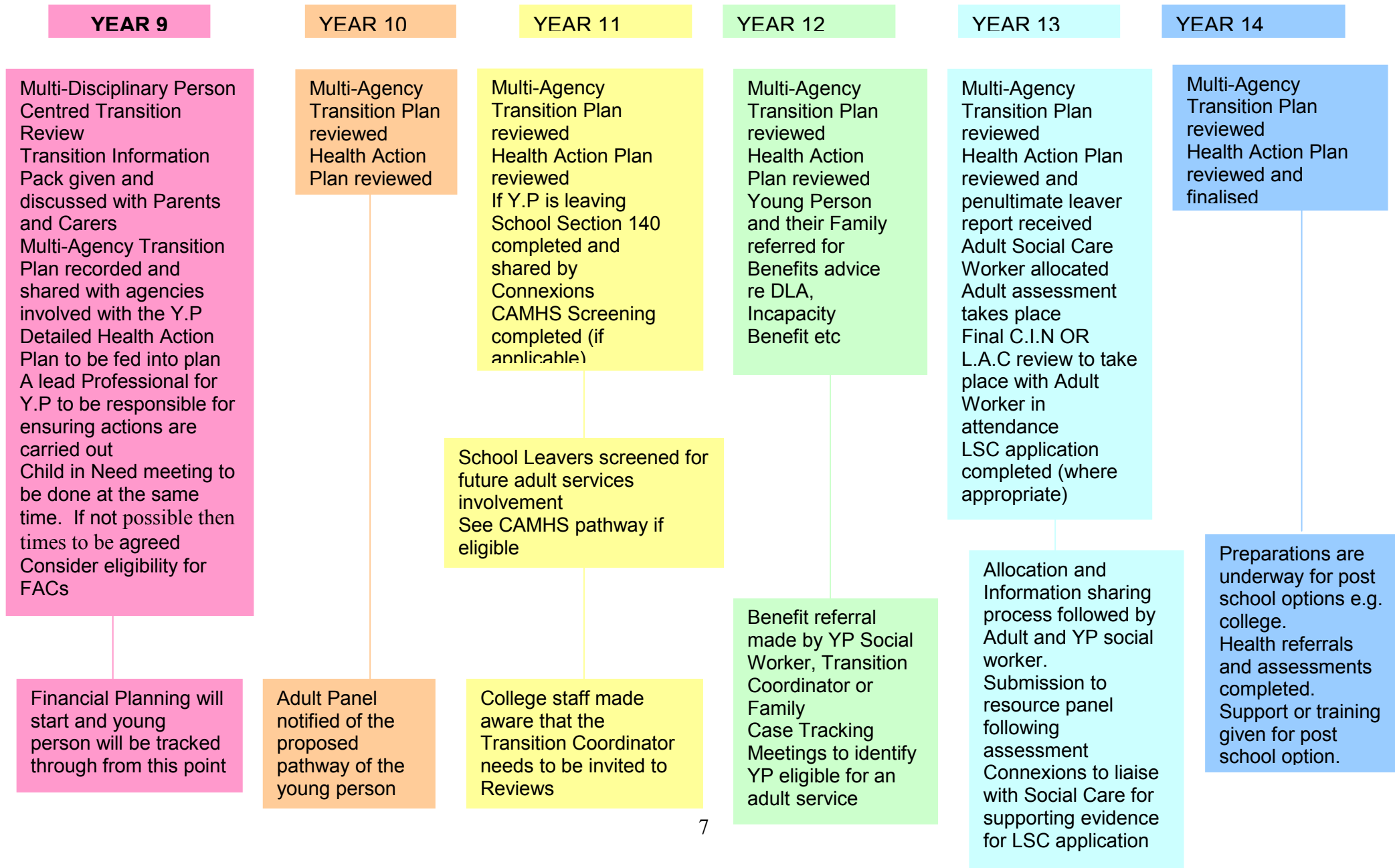
We have a comprehensive range of strategic actions across children and adult's services to address the specific needs of children, young people and adults with complex needs.

Establishing commissioning frameworks across children and adult services and ensuring they are complementary. Effective commissioning requires efficient and effective planning so that services reflect the identified need. Children and Young People's Directorate are currently implementing their commissioning framework, adult services have linked their framework so they address how outcomes for adults will be improved. The planning framework will assist in creating an additional feedback loop into both commissioning cycles as a means of continuous review and improvement of services for children, young people and their families.

We have established a **planning framework for addressing the process of young people making the transition** from children's to adult services. This is represented in the diagram below. We have implemented this framework as a means of encouraging services to plan together how young people with complex needs make the transition from children's to adult services. It is intended to alert adult services as the child reaches Year 9 so adult services can begin shaping their commissioning cycle to include specific areas of need, or increase existing provision depending on the input given at these planning events.

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Transition Pathway for Young People with Complex Needs



EDCM Pledge for Local Authorities is:

*Families with disabled children to have ordinary lives
Disabled children to matter as much as all other children
Disabled children and their families to be fully included in society
All disabled children and their families to get the right services and support no matter where they live
Poverty amongst disabled children and their families to be cut by 50% by 2010 and eliminated by 2020
An education system that meets the needs of each child and enables them to reach their full potential
Disabled children and their families to shape the way that services are planned, commissioned and delivered.*

Halton was the first local authority in the North West to sign up to the Every Disabled Child Matters Charter. Local Authorities who sign up to the charter pledge to deliver nine measures, including a key worker service, timely information and targets for services in Local Area Agreements by 2008. Further information can be found at www.edcm.org.uk.

We have introduced direct payments across children and adult services. In Halton we recognise that direct payments offer increased flexibility for families to decide how best to manage significant care and support needs. Individualised budgets are an extension of this and brings together more opportunities for young people and their family to become their own care managers. This is a key feature of 'In Control.' We are planning to sign up to 'Taking Control' and piloting individualised budgets in children's services.

We offer a carers assessment to all parents/carers of children and young people with complex needs. We recognise that this group of individuals are an integral aspect of how children and young people with complex needs are cared for and supported in Halton. We also recognise that caring responsibilities place significant additional stress on families and endeavour to address these additional stressors through a formal assessment of their caring responsibilities.

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Greater Merseyside Connexions Partnership (GMCP)

GMCP is committed to the provision of an impartial, accessible and confidential service, which meets the needs of all individuals who have learning difficulties, disabilities and those who have social, emotional and/or behavioural difficulties

GMCP will work closely with individuals, parents/carers and partner agencies to ensure that the individual's abilities, aspirations and interests can be matched to appropriate learning opportunities. GMCP will work with young people up to the age of 25.

We are working with colleagues to **establish ways to encourage and enable young people to experience paid and unpaid employment**. This has been assisted by transferring supported employment into Halton People into Jobs which means in addition to the specialist employment support offered to people with disabilities, there is now an enhanced service providing access to mainstream programmes.

Local Population Data

A key aspect of service development and improving outcomes is being able to ascertain how many children are facing transition, how many young people are moving through transition and what their destination is. It allows us to effectively plan and target service commissioning and delivery for future children. It also allows us the review what went well and what needs improvement for those children now in adult services.

The following table shows the number of children currently going through transition.

Age	14	15	16	17
School Year	Year 9	Year 10	Year 11	Year 12
Transition Year	2011	2010	2009	2008
Total	12	16	18	12

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The next table shows where the destination of young people who have gone through transition between April 2001-May 2007

	School	College	Petty Pool	Social Care Package	Specialist College	Employment (inc Supported Employment)	Training	NEET*	Deceased	Information not available	Total
18+ Years	5	17	7	34	16	10	1	5	1	12	108

NEET: Not in education, employment or training

This information is based on young people who were referred to adult care services at age 18/19

It is anticipated the numbers will increase in the coming years, as medicine is increasingly able to keep children and young people alive despite significant challenges and complexity. In Halton we need to engage with these improvements as it has a significant effect for future delivery of services in Halton in an increasingly challenging atmosphere of delivering services. There are opportunities to plan ahead purely because children grow up. This forward planning is promoted because we have established comprehensive multi agency planning mechanisms as represented in the structure illustrated on page 9. In Halton, we want to do more for young people with complex needs, we want to address more than just the transition process but the possibilities effective transition planning has for children and young people with complex needs.

What we want to achieve with this strategy

The overall aim of this strategy is to ensure that the key actions are in place to support a successful transition from children's to adult services. To achieve there are six key prerequisites that will be reflected in the action plan:

1. Commitment by senior managers of all agencies to ensuring that priority is given to transition planning and the allocation of resources to ensure successful transition.

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2. Commitment at all levels within children's and adults services to working together with a shared understanding and shared values to support the successful transition for young people with complex needs and their families
3. Young People and their families are actively involved in all aspects of individual transition planning and in strategic planning and development
4. Strategic planning and commissioning of adult services is informed by an analysis of transition needs of the cohort of young people from 14yrs onwards receiving support from children's services and who will be requiring services from adult health and social care within 5 years. Strategies are underpinned by good financial planning and the range and quality of services commissioned and outcomes for young people are systematically monitored.
5. There is a multi agency approach with good protocols, systems and processes to support transition. This includes:
 - Active support for transition from 14yrs onwards
 - A pro active approach from adult services from m14 yrs onwards towards transition planning
 - There is a lead professional responsible for the co-ordination of transition
 - Clear systems and processes that support the monitoring and management of transition planning and care across agencies at an individual , operational, managerial and strategic level.
6. There is a person centred approach that includes:
 - Person centred planning methods and processes to create integrated transition plans
 - The promotion of direct payments
 - A focus on achieving outcomes, improving and supporting independence and providing normal life opportunities.
7. There is a regular monitoring and follow up to ensure that plans at all levels remain appropriate and deliver the desired outcomes.

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What are we going to do?

We will reach out to partner agencies and organisations that have yet to join our strategic planning arrangements such as Registered Social Landlord's, Further Education providers and private enterprise. We are intent on engaging with these key players, because transition is not just about moving from children to adult services, It is about regaining the future for young people with complex needs and assisting them to realise aspirations and ambitions.

We will continue to build links with other agencies and partners, such as schools and the Primary Care Trust so we are able to progress our plans efficiently and consensually.

We will deliver on our pledge, and develop a solid foundation within children's services so young people are ready to make the transition. This is about information, advise and education for all concerned. We recognise in Halton that having a child with complex needs can bring uncertainty in terms of planning for the future. Future arrangements can be reliant on external agencies and professionals being open with families and young people as early as possible. Parents and their children must feel in control of the child's pathway through childhood, into adolescence and adulthood. This is the aspiration we must make clear as we provide the detail of what happens through transition.

We will endeavour to reach agreement whereby all agencies address the age for which transitions occur. It is important there is agreement so systems and organisations work together simultaneously to offer a smooth and seamless transition to young people.

We will work closely with partners in CAMHS services to map services available to young people with complex needs and ensure that there is coordination of services through transition for young people with learning disabilities. The protocol for transition through CAMHS to adult mental health services will be reviewed.

We will develop a 5yr plan that tracks all young people in transition to inform adult services commissioning strategies

We will ensure that there is early involvement from adult services for all young people in transition and intensive involvement from 17yrs of age

We will engage in dialogue that shapes expectations, opinions and culture within CYPD and with partner agencies by talking about a process, which engages in exploring possibilities for children and how these can be realised through effective transition planning.

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We will ensure that families have better information about transition to inform their preparation for the transition from children's to adult's services

We will work together with schools to set a consistent and high standard for transition reviews

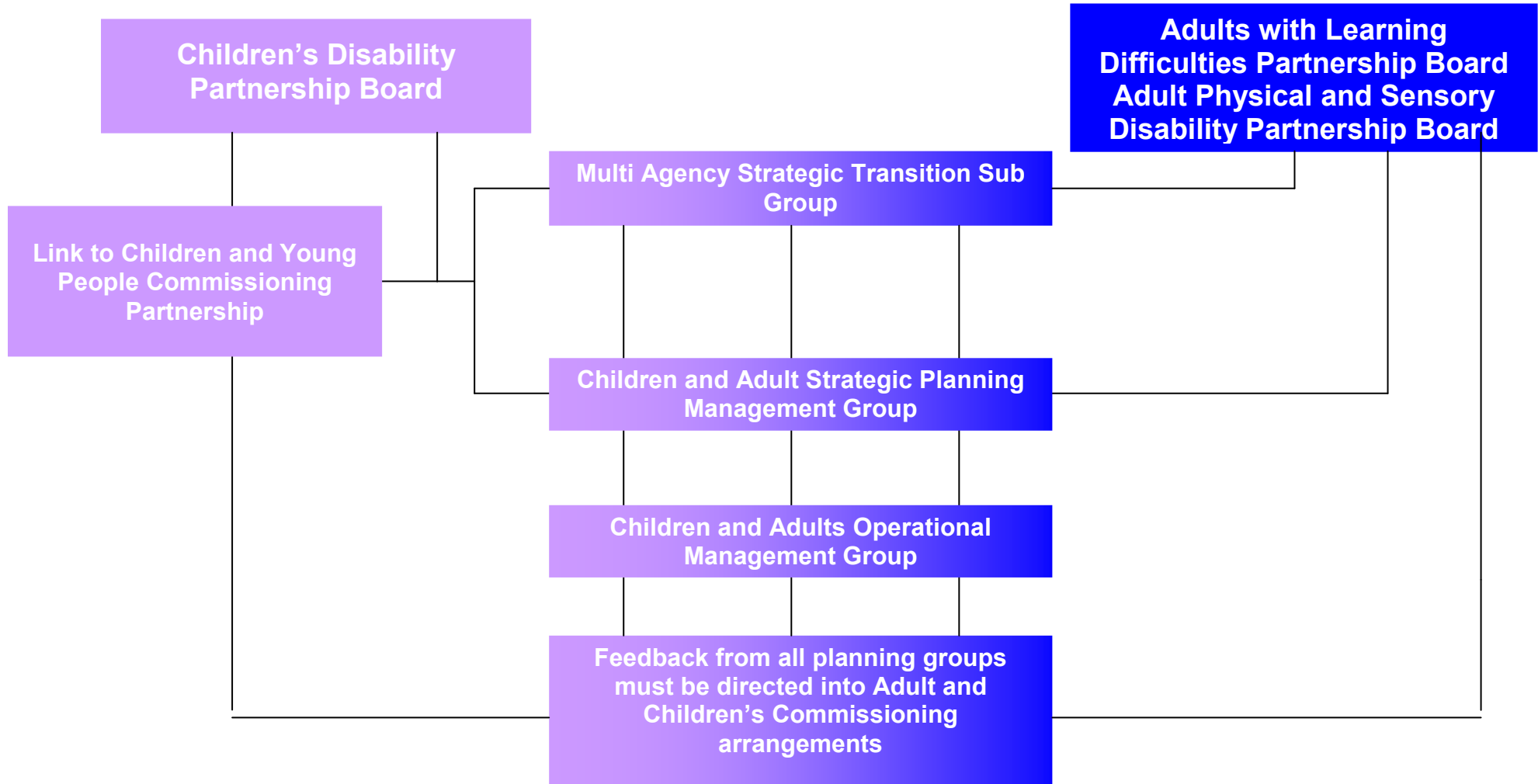
We will increase the number of person centred transition reviews and the number of young people accessing person centred planning.

We will ensure the involvement of all stakeholders by holding an annual transition conference to review progress and set new challenges.

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We see this structure as the beginning of our ambition to improve the transition process for young people with complex needs and therefore improve outcomes

STRUCTURE TO DELIVER THE STRATEGY



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Halton Multi Agency Transition Strategy for Children with Complex Needs

ACTION PLAN

REF	KEY TASKS	ACTIONS	OUTCOME MEASURES	LEAD	TIMESCALE
1.	Engage with schools to improve quality in transition planning.	<ul style="list-style-type: none"> • Hold an annual transition review • Hold joint transition/child in need reviews where possible 	<ul style="list-style-type: none"> • Annual review of transition strategy • An increase in joint reviews from baseline to be established 	Parent Partnership/Connexions Transition co-ordinator / PM CWD Team	
2	Engage with schools to address a collective understanding of transition	<ul style="list-style-type: none"> • Hold information and training days for school governors regarding transition • Increase amount of information available to schools, governors, parents/carers about process, choice and knowledge • Begin the process of discussion about 			

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		transition earlier			
3.	Engage with partner agencies to explore their role in transitions, e.g. RSL's, private enterprise.	Consider possibility of devising and implementing single assessment process		Joint Commissioning Manager ALD/PSD	
4.	Utilise additional expertise within CYPD to assist schools and external providers to engage with the possibilities of working with children and young people with complex needs	<ul style="list-style-type: none"> • Utilise expertise of School Improvement Partners in sharing good practice on transitions with schools • Utilise expertise of Educational Psychologists to assist families and schools to engage in transition process • Utilise expertise of Equality and Diversity Officer and Transition Co-ordinator in helping re-shape expectations. 			
5.	Improve young person and parental	Hold information days at school		Transition Co-ordinator/ Schools/ Connexions	

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	engagement/participation in transition process	<p>Sessions at school with young people who have undergone transition to talk about their experiences</p> <p>Increase in number of young people attending their transition reviews from an established baseline</p> <p>Increase number of person centred reviews from established baseline</p>			
6.	Build in process within children and adult commissioning cycles so they inform each other of presenting issues earlier.	<p>Develop a 5yr plan to inform adult services commissioning strategies that is reviewed annually</p> <p>Track young people through transition</p> <p>Ensure early involvement from</p>		<p>Transition Co-ordinator/ Operational management group</p> <p>Operational Management group</p> <p>Operational Management group</p>	

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		adult services at aged 17yrs			
7.	Review and re-launch transition protocol	Hold a workshop to review and re-launch the transition protocol	Protocol reviewed and relaunched	Transition Co-ordinator	November 2007
8.	Develop robust process for Person Centred Planning implementation	<ul style="list-style-type: none"> • Re-launch person centred planning in Halton • Identify key groups and professionals able to undertake PCP's 		Divisional Manager ALD	
10.	Establish regular monitoring arrangements of transition arrangements to ensure they are fit for purpose			Operational Director, Adults of Working Age	
11.	Map current CAMHS provision for young people with learning disabilities and ensure coordination between health, education, social services and the voluntary sector	Robust action plan followed by a business plan to be submitted to the EWB Board. The aim is to secure rolling funding to instil capacity and capability	Baseline established to support development of transition pathway	Emotional Well Being Partnership Board	March 2008

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		through a stepped training package			
12.	Clarify CAMHS pathways for children with a learning disability, their families and carers	To develop and publish information to families and cares on how to make a referral , the care pathways in place and the services and interventions available	Clear Pathways in place to support transition	Emotional Well Being Partnership Board	March 2008

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Glossary

Aiming Higher for Disabled Children:

Report commissioned by HM Treasury and DFES published in April 2007.

Money attached to deliver improved services over 3 priority areas:

Access and empowerment

Responsive services and timely support

Improving quality and capacity of services

NSF 8

Children and young people who are disabled or who have complex needs receive coordinated high quality and family centred services which are based on assessed needs, which promote social inclusion and where possible, which enable them and their families to live ordinary lives.

Marker of good practice is multi agency transition planning with an identified key worker to oversee the delivery of services from all agencies involved in the care and support of the family.

Learning and Skills Act 2000

This piece of legislation places a duty on the Secretary of State to make arrangements for an assessment of people who have SEN and are likely to leave school to continue with Post 16 education or training. This will set out a person's learning needs and provision to meet these needs. The responsibility for ensuring that these assessments take place rests with the Connexions Service.

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The Local Context

The Halton Children and Young People's Plan

The Halton Children and Young People's Plan (2006, and reviewed in 2007) sets out the overall plan for all partners agencies working with children in Halton. The Plan provides information for what life is like for children and young people in Halton and outlines our main priorities and actions to be taken to improve outcomes for all children and young people and to reduce the gap between those who do well and those who do not.

Building Bridges, Multi Agency Strategy for Children with Disabilities and Complex Needs

In Halton there is a recognition that there needs to be a continuum of support available to disabled children and their families if it is needed. The strategy provides a focus for agencies to work together to improve outcomes for those children and young people and their families with complex needs who will require specialist interventions and support. It sets out the underpinning values and principles for the provision of services to disabled children with complex needs and their families, the outcomes to be achieved, the planning structure required to deliver the strategy and actions that will support agencies in enabling disabled children with complex needs to achieve the five high level outcomes set out in the Every Child Matters Framework.

The Children's Disability Partnership Board is the Strategic multi agency group that is responsible for advising on strategic developments and needs for disabled children with complex needs.

Halton was the first local authority in the North West to sign up to the Every Disabled Child Matters Charter. Local Authorities who sign up to the charter pledge to deliver nine measures, including a key worker service, timely information and targets for services in Local Area Agreements by 2008. Further information can be found at www.edcm.org.uk.

Halton Children's Disability Mini Trust

The Children's Disability Mini Trust is one of a series of service specific mini trusts that have been developed in Halton, with the purpose of developing integrated, co-located and multi disciplinary services with single processes and services delivered and commissioned from a pooled budget. The Children's Disability Mini Trust is managed by an Integrated Manager responsible for the range of health and social care services within the mini trust. These include Woodview Child Development Team, Inglefield Short Break Unit, Children's Social Care Team, Community Paediatric Physiotherapy and Occupational Therapy, Community Speech and Language Therapy for Complex Needs, Shaping Services Team and the Children's Community Nursing Team.

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

DATE: 3rd September 2007

REPORTING OFFICER: Strategic Director, Children & Young People

SUBJECT: Participation Strategy: Hear by Right update

1.0 PURPOSE OF REPORT

- 1.1 To provide information to the Children & Young People's Policy & Performance Board on the developing involvement and VOICE of children and young people within organisations, schools and council services and how this links into the Joint Area Review drivers for Children & Young People's Services.
- 1.2 To present the 3 year Hear by Right development and delivery Plan to members

2.0 RECOMMENDATIONS: That this report is accepted, 3 year plan agreed in principle, and the issues for consideration be resolved.

3.0 CHILDREN'S PLAN & JAR DRIVERS

- 3.1 The "Children and Young People's Plans: A review of the first year" published by the Office of the Children's Commissioner (Oct 2006) found that;
"Children and young people want participation, not consultation – local authorities and their partner agencies need to understand the difference. Participation strategies need to be designed at whole authority/partnership level, with lead responsibility taken at an appropriately senior level. Existing frameworks are extremely valuable, such as the Hear by Rights and Youth Matters frameworks."
- 3.2 The "Arrangements for the Annual Performance Assessment of Children Services 2007" states that;
"The grade descriptors help to define key areas for scrutiny and focus on elements such as How resources are allocated to priorities and the involvement of children and young people."
And again under Positive Contribution key judgements examples of evidence;
4.3 Children and young people are encouraged to participate in decision making and in supporting the community
 - *Children and young people are encouraged to participate in the planning and management of services and activities*
- 3.3 The "Shared Values" within the 2006-2009 Halton C+YP Plan vision stated that;
"All providers of services are accountable to the children and young people they serve".
and the 2007 review states one of our principles as;
"Children and young people should be treated with respect and have their individual needs recognised as set out in the United Nations Convention on the

Rights of the Child”

4.0 BACKGROUND IN HALTON

- 4.1 A Participation Strategy was accepted by the Alliance Board in July 2006 which agreed the development of the involvement of children, young people and parents/carers using the Hear by Right standards. A pilot led by the cross Alliance Consultation, Participation & Engagement Group, and supported by consultants from the Regional Youth Work Unit took place from October to March 2007. It involved 8 organisations across sectors and ages and offered a set of recommendations for the development and roll out of a Halton-specific set of Hear by Right standards.
- 4.2 Major findings were;
1. There was already some impressive work being done to promote the active involvement of children and young people taking place and organisations were doing more than they thought.
 2. The range of work was not embedded across the pilots
 3. The pilots did not have a common interpretation of the “Shared Values” that are in the Children & Young People’s Plan; respecting the UNCRC; recognising the contribution of children and young people and being accountable to them; and hearing respecting & meeting their individual needs.
 4. Organisations within the Alliance were insufficiently aware of Hear by Right and had not been “sold” the benefits of embedding the standards into their work.
 5. There needed to be Hear by Right Champions in senior positions as practitioners felt unable to challenge resistant attitudes and cultures within some organisations or within some staff teams
 6. The Alliance has developed a protocol in its commissioning processes to ensure all commissioned agencies work towards Hear by Right. This is was seen by the consultants as good practice.
- 4.3 For the positive vision in Halton’s Children and Young People’s Alliance to become a reality everyone involved, at whatever level, has to make the contribution towards the full involvement of children and young people in the Borough. Hear by Right provides a tool to recognise the excellent work underway, to map progress, and plan for continuous improvement. recommendations need to driven by named people who will call meetings, provide documentation etc.
- 4.4 Major recommendations are;
1. The Hear by Right standards need “Haltonising” to create “best fit” to the needs of the borough and to ensure relevance to the youngest children worked with
 2. This is a journey not a “tick box” process and so needs to be seen as progressive approximations to the desired final outcome of a fully fledged Hear by Right Alliance. There needs to be a three year plan to incrementally improve the delivery of children & young people’s sharing of power within organisations. Each year needs a floor target that all

Alliance members need to meet as a minimum standard.

3. The Alliance should confirm the Shared Values contained in the Children & Young People's Plan and encourage organisations to look at how they can move towards meeting these values
4. There should be a clear link to the full portfolio of plans within the Alliance. Whilst this theme may tick the "making a positive contribution" outcome, the process should contribute to all 5 outcomes.
5. Heads of Service and senior officers in the Alliance should lead by example and model good practice and be wherever possible, champions of the process.
6. A senior practitioner within each organisation should be made responsible for supporting staff within this agenda
7. There should be a Hear by Right champion selected from within the elected members executive board.

5.0 PROGRESS SINCE THE PILOT

- 5.1
 1. The Hear by Right standards have been reviewed and the format for a Hallton specific version completed together with year one floor targets across all 7 Hear by Right areas.(see Hear by Right 3 year plan)
 2. The 1st draft of the Hear by Right Plan is written and delivers the full framework over a three year period.
 3. The "Shared Values" within the 2006-2009 C+YP Plan vision state that "All providers of services are accountable to the children and young people they serve" . This remains the foundation stone of the development of the participation of children & young people agenda. This shared value will be enshrined in a proposed **Hear by Right Pledge** which organisations and departments/services will be asked to sign up to as part of the 3 year plan
 4. The 2nd draft of Job Role document for the Elected Member Champion is written (enclosed) and ones for Chief Officers are being written at present.
 5. The CPE Group organised a multi agency planning workshop which took place on 20th June and developed the framework and timelines for the 3 year Hear by Right plan discussed in this report
 6. Arrangements have been made for the workforce development pilots to embed Hear by Right workforce requirements in their planning
 7. An Under 11s Participation worker is in the process of being seconded for 12 months from Brookvale Children's Centre to the Youth Service Participation Team via Barnados. This will bring capacity to support organizations working with under 11s to develop the Hear by Right standards within their organizations. The post is joint funded by the borough's Children's Fund and Barnados.
 8. In July the Youth Cabinet supported by the Youth Bank and Area Youth Forums launched the Integrated Youth Support Services. 120 young people attended the all day conference where all workshops were facilitated by young people for young people. Young people looked at their needs, referred outcomes, and their experiences of present services for them.

We are awaiting the full conference feedback which will inform the workforce development pilots and structure of Integrated Youth Support Services in the future. One resounding piece of immediate feedback was their demand to be involved in decisions that affect them now and will affect them in the future like

the Building Schools for the Future programme and proposed new bridge build.

6.0 ISSUES FOR CONSIDERATION

- 6.1 There is some Youth Service allocated time and a 12 month Barnados/HBC funded post to support the roll out of this agenda focussing on the under 11s. This is unlikely to be sufficient for the task. Should more resources be made available?
- 6.2 Who should champion this agenda within Halton to be most effective?

7.0 POLICY IMPLICATIONS

- 7.1 All relevant policies are reviewed and adapted as required to reflect the involvement of children and young people in influencing decision making as laid out in the Hear by Right Standards.

8.0 OTHER IMPLICATIONS

8.1 Implications on Children & Young People

Children & Young People will be involved in decision making that affects them and their communities at all levels of the council and the partners the council works with.

This will mean a step-change in culture for organisations and children & young people

9.0 RISK ANALYSIS

- 9.1 Organisations may not be committed to the “culture shift” necessary to embed the Hear by Right standards within their organisations.
Control: A marketing strategy will be put in place to win the “hearts & minds” of organisations. This will include support from the newly formed 0-19 Participation Support Team and inspiration from local “Champions”.
Responsible the multi-agency Consultation, Participation & Engagement Group

10.0 EQUALITY & DIVERSITY ISSUES

- 10.1 It is accepted that it is difficult to get the ongoing structured involvement of children & young people in the decisions that affect them and their communities. The Hear by Right standards will ensure young people will get their voice heard.

11.0 LIST OF BACKGROUND PAPERS

- | Document | Place of Inspection | Contact Officer |
|--|--|---|
| 11.1 Hear by Right | www.hearbyright.info
or via Youth Office
107 Albert Rd
Widnes | n/a |
| 11.2 Halton Children & Young People's Participation Strategy | Youth Office | Dave Williams
Head of Youth Service
0151 422 5503
dave.williams@connexions-gmerseyside.co.uk |
| 11.3 Halton Hear | Youth Office | Dave Williams |

- by Right 3
year plan
- 11.4 The “Children and Young People’s Plans: A review of the first year” published by the Office of the Children’s Commissioner (Oct 2006) www.11million.org.uk n/a
- 11.5 “Arrangements for the Annual Performance Assessment of Children Services 2007” www.everychildmatters.co.uk n/a

Briefing: July 2007

“Hear by Right” – Elected Member Champion for Halton

Background Information

“Hear by Right” is a nationally recognised framework for increasing the VOICE and influence of children and young people within organisations that work with them or which influence their lives. This always means a cultural shift for us as adults within organisations and often meets resistance or disbelief.

It is well recognised that without champions at every level to encourage the willing, stress the importance to the doubting, and challenge the reluctant, the agenda can become too hard to implement.

Hear by Right provides a mapping tool for organisations to match themselves against and identify their strengths and weaknesses in relation to involving children and young people in their organisations as stakeholders rather than passive recipients of services. Once organisations complete this mapping they can readily produce improvement plans to help them continually improve their performance in this area.

The Hear by Right “Seven S’s” are the seven areas judged as underpinning the ethos and practice of an organisation. Shared Values are at the heart of the Seven S’s process; where every part of the organisation shares the valuing of children and young people’s VOICE and influence. The others are; Systems; Style of leadership; Skills and knowledge; Structures; Strategies; and Staff. These are the areas that organisations look at during the mapping exercise to identify their strengths and weaknesses.

A significant number of Local Authority areas, Children’s Trusts, and individual organisations and services now use this framework. In July 2006 the “Hear by Right” framework was adopted by the Children & Young People’s Alliance Board and a pilot project put in place. The following eight organisations took part; St Basil’s Primary School, Brookvale Children’s Centre, PCT; Young People’s Sexual Health Projects, Connexions Service, Youth Service, Bankfield High School, Total People (Training Provider), and the YMCA hostel for homeless young people
The pilot took place over the period October 2006 to March 2007

Some major findings were;

1. There was already some impressive work being done to promote the active involvement of children and young people taking place and organisations were doing more than they thought but the range of work was not embedded
2. The “Shared Values” in the Children & Young People’s Plan particularly “..recognising the contribution of children and young people and being accountable to them..” was not understood well.
3. Organisations within the Alliance were insufficiently aware of Hear by Right and had not been “sold” the benefits of embedding the standards into their work.
4. There needed to be Hear by Right Champions in senior positions at all levels including within the most senior elected members and council officers.

The Alliance are now preparing a three year development plan to roll out “Hear by Right” throughout all organisations and services that work with or affect the lives of children & young people of Halton. A major and first step is to identify Champions at all levels starting with the most appropriate elected member.

The role and duties of the Elected Member “Hear by Right” Champion

JOB DESCRIPTION: Hear by Right Member Champion

- To support the Executive Members’ Board to ensure children & young people are consulted and their views taken into account on all borough developments that concern them now and in the future eg. The new bridge, the building schools for the future programme, the Ineos incinerator proposal etc.
- To meet as necessary with chairs of PPBs to discuss, support and monitor the implementation of the new “Implications for Children & Young People” section of reports to PPBs.
- To attend and address the induction meeting for new Champions within organisations and council departments or services signing up to the Hear by Right Pledge
- To attend and address the launch of the Hear by Right process and the annual celebration VOICE awards for organisations meeting stage 1, 2, and 3 targets.
- To encourage organisations working in the borough that impact on the lives of children & young people to learn more about the Hear by Right Standards and sign the Pledge
- To seek opportunities where children & young people’s views can be included in press releases from the council especially where the media may wish to portray young people in a negative light
- To speak up and speak out for the positive contribution that children & young people make to their communities and to encourage organisations to listen and hear what children & young people say and value the contributions they make

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

DATE: 3rd September 2007

REPORTING OFFICER: Strategic Director – Children and Young People

SUBJECT: Out of Borough School Admissions Scrutiny Topic

WARDS: Boroughwide

1.0 PURPOSE OF REPORT

1.1 To report on the findings from the Out of Borough School Admissions Overview & Scrutiny Group.

2.0 RECOMMENDED: That the Policy & Performance Board:

- 1) **Receives the report;**
- 2) **Requests an annual monitoring report on out of borough admissions at the primary to secondary transfer stage to include:**
 - **The impact of School Organisation on out of borough admissions at primary to secondary transfer**
 - **The financial impact on Halton LA each year of out of borough admissions**
 - **The impact of other Local Authorities admissions arrangements**
 - **The impact upon out of borough admissions following the implementation from September 2008 of the “equal preference” model of allocation of school places against the “first preference first” model;**
- 3) **Notes the Building Schools for the Future Secondary School proposals; and**
- 4) **Agrees to the issuing of an annual questionnaire to those parents seeking out-borough school places.**

3.0 SUPPORTING INFORMATION

3.1 Under the Education Act (1996) and the School Standards & Framework Act (1998) parents have the opportunity to express a preference for their child's school. Not all parents express a preference for a Halton School and the purpose of the review was to identify the current position, which would then inform strategic thinking on School Reorganisation, the Building Schools for the Future Programme, and the Primary Capital Strategy.

- 3.2 Building Schools for the Future is a national programme to transform secondary education. It is a strategic area-wide solution that provides a once in a lifetime opportunity to modernize the secondary school physical and learning environment. BSF aims to rebuild or renew secondary facilities and provide high quality safe and secure accommodation, which is both flexible and inclusive. In order to access sums of up-to £100 million capital investment local authorities are required to ensure that when considering school organization they have planned to remove surplus places, will provide diversity and choice, expand popular and successful schools and address under-performance. From 2009 increased capital funding will also be available to support the renewal of primary stock in Halton. Although the sums involved are not yet known, these are likely to be very small by comparison with the secondary levels of investment.
- 3.3 From the period October 2006 to April 2007 a wide range of quantitative data was compiled and analysed (attached as Appendix A) which helped to inform the Group on parental preferences for Halton Schools, parental preferences for out-of-borough schools, total number of pupils imported to the authority (secondary phase), total number of pupils exported from the authority (secondary phase), ethnic minority details, key stage 2 attainment data, English as an additional language data and geographical data identifying Halton resident pupils attending out-of-borough schools (secondary phase).
- 3.4 Following analysis of the data provided it was agreed that a questionnaire should be issued to parents whose children had been admitted to the 5 most popular out-of-borough secondary schools. The results of these findings are attached as Appendix B. 95 questionnaires were issued and 34 were returned (a 36% return rate). The principal findings were that 62% of parents advised that out-borough schooling was a joint decision between parents and the child, the main reason for selecting an out-of-borough school was based on OfSTED reports, and school reputation/performance (where religious affiliation was not a factor).

4.0 POLICY IMPLICATIONS

- 4.1 Halton's Admissions Policy has been drawn up to maximize parental preference for Halton LA maintained community and voluntary controlled schools, and reflects the recommendations contained within the DfES Code of Practice on School Admissions. Losing pupils to out-of-borough schools has financial implications for the authority. Future strategic projects including School Reorganisation, the Building Schools for the Future Programme, and the Primary Capital Strategy will need to ensure that they address the retention of Halton pupils in Halton schools, and attract pupils from neighbouring authorities.
- 4.2 Officers from the Children & Young People's Directorate continue to work closely with schools (both primary and secondary) in analyzing their performance data and supporting schools to continually improve. Evidence of continuous

improvement can be seen through the year on year increase in percentage of pupils attaining 5+ A*-C grades (44.2% in 2004 rising to 52.3% in 2006).

- 4.3 In 2006 Halton lost 130 pupils to out-borough secondary schools, in 2007 this number reduced to 125. A further issue for consideration is the number of pupils seeking out-borough Church of England secondary school provision (Halton lost 35 pupils to out-borough CE schools in the 2007 admissions round). The lack of Church of England secondary provision is being considered within the proposals for the Building Schools for the Future secondary school reorganization.
- 4.4 Within Warrington Borough Council's Composite Prospectus (Admissions Booklet to Parents) Warrington LA continue to name two Halton Primary Schools (Daresbury and Moore) as partner primary schools to Bridgewater High School in Warrington, which can give Halton resident parents a false expectation of a place at that school. As part of Halton LA's formal response to Warrington LA on their proposed admission arrangements for 2008 a letter was sent requesting the removal of these schools as partner primary schools. A copy of Halton's letter, and Warrington's response are attached within Appendix A.

5.0 FINANCIAL IMPLICATIONS

- 5.1 Currently Halton's Dedicated Schools Grant Allocation is based on the number of pupils in Halton schools on January PLASC return. For each pupil Halton received a Guaranteed Funding Level (GFL) of £4,053.81. A loss of 125 pupils to out of borough provision equates to a loss of £506,726.

6.0 RISK ANALYSIS

- 6.1 The current admission arrangements and coordinated schemes in Halton are in place to maximise parental preference for Halton schools. In identifying why parents sought out-borough school placements, the Local Authority is now in a position to respond to the findings.

7.0 EQUALITY AND DIVERSITY ISSUES

- 7.1 N/A

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

Document	Place of Inspection	Contact Officer
Overview & Scrutiny Toolkit	2 nd Floor Municipal Bldg	Alex Villiers
Minutes of the Overview & Scrutiny Group	3 rd Floor Grosvenor House	Martin West

Appendix 1

FIRST PREFERENCES MET**Secondary 2006** (cohort applying for Halton Schools 1412)

Community Schools only	92%
Including VA schools	94%

Secondary 2007 (cohort applying for Halton schools 1336)

Community schools only	95%
Including VA schools	96.4%

Wade Deacon	225	(271)
Fairfield	78	99
The Bankfield	115	126

The Heath	210	210
The Grange	172	176
Halton High	92	94

St Chad's	147	156
Sts Peter & Paul	249	269

Primary 2006 (cohort applying for Halton schools 1240)

Community schools	94%
Including VA schools	95%

Primary 2007 (cohort applying for Halton schools 1196)

Community schools	92%
Including VA schools	93.2%

Out of Borough	Allocated 2007		Allocated 2006	
Bridgewater	21	(refused 20)	23	(refused 6)
Helsby	1	(refused 13)	9	(refused 12)
Sir Thomas Boteler	26	(refused 1)	30	(refused 1)
Bishops Chester	8		11	(refused 1)

Appendix 2

Out of Borough September 2007 Admissions

Secondary School	No Of Pupils	Primary School	
Blue Coats Liverpool	1	Ditton CE	
Helsby	10	Aston By Sutton	4
		Frodsham CE	1
		Weaver Vale	1
		Hillview	1
		Kingsley	1
		Manor House	1
		Pewithall	1
St Nicholas Catholic	10	St Clement's	3
		St Luke's	6
		St Wilfred's	1
Sir Thomas Boteler CE	28	Daresbury	4
		St Berteline's	18
		St Clement's	1
		St Mary's CE	4
		Woolston	1
Bridgewater	39	Appleton Thorn	4
		Beechwood	1
		Broomfields	2
		Daresbury	7
		Grappenhall Heys	2
		Moore	23
Bishops' CE Bluecoat	6	St Berteline's CE	5
		St Mary's CE	1
Catholic High School	1	St Luke's Catholic	1
Great Sankey High	3	Barrow Hall	2
		Burtonwood	1
Penketh High	3	Great Sankey Prim	1
		Penketh Prim	2
St Gregory's Catholic High	2	St Clement's	1
		St Joseph's	1
Lymm High	1	St Wilfred's	1
Rainhill High	4	Cronton CE	1
		St Ann's CE	2

West Derby	1	Prescot Prim	1
		Blackmoor Park	1
Bellerive Catholic High	1	Sudley Junior	1
St Edward's College	2	St Bede's	1
		St Edward's (Lpool)	1
St Benedict's	2	Hale CE	2
Archbishop Blanch CE	1	Farnworth CE	1
The Belvedere School	2	The Belvedere Sch	2
King David High	2	King David Prim	1
		Rudston Jnr	1
Tower College	6	Emmaus CE	1
		Pewithall	1
		Tower College	4
Total	125		

**Admissions to Out of
Borough Secondary
Schools**

School	2007	2006	2005	2004
Bridgewater High	33	26	23	33
Sir Thomas Boteler CE	26	30	29	12
Helsby	3	9	4	0
Bishops' CE Chester	6	11	7	7
Bluecoat (L'Pool)	3	2	2	0
King David (L'Pool)	2	0	0	0
Belvedere (L'Pool)	2	0	0	0
Arch Bishop Blanch (L'Pool)	1	0	1	0
St Benedict's (L'Pool)	1	0	0	0
St Edward's (L'Pool)	5	8	4	0
St Julie's RC (L'Pool)	1	1	1	0
Auckland College	1	0	0	0
Penketh (W'ton)	3	0	1	0
Lymm (W'ton)	2	0	2	0
St Gregory's (W'ton)	2	0	0	0
Great Sankey (W'ton)	3	1	1	0
Rainhill (St Helens)	1	1	1	0
St Nicholas RC (Cheshire)	10	5	4	0
Weaverham (Cheshire)	1	0	1	0
West Kirby Grammar	1	0	0	0
De La Salle (St Helens)	0	1	0	0
Frodsham**	0	31	44	21
Birchwood (W'ton)	0	1	0	0
Liverpool College	0	1	0	0
St Margaret's CE (L'Pool)	0	1	0	1
Calderstones (L'Pool)	0	1	0	0
St Hilda's CE (L'Pool)	0	3	0	0
SFX (L'Pool)	0	1	0	0
St Edmund Arrowsmith RC	0	1	0	0
Woolston (W'ton)	0	0	1	0
Total	107	135	126	74

** There are no admissions to this school in 2007 or subsequent years which may explain the increase in preferences for Bridgewater

Out of Borough Applications 2007

Secondary School	Primary School	Reasons		
Helsby	Frodsham CE*	Sibling		
	Aston By Sutton*	Parental preference x 4		
	The Brow	Parental preference		
	St Mary's CE	Parental preference		
	Whitby Heath*	Parental preference		
	Pewithall	Sibling		
	Astmoor	Parental preference		
	Weavervale*	Parental preference		
	Manor House*	Parental preference		
	Victoria Road	Parental preference		
	Kingsley CP*	Parental preference		
	Total	14		
St Nicholas Catholic High	St Lukes*	Sibling x 3		
		Feeder School x 3		
	St Wilfred's*	Sibling		
	St Clement's	Sibling Catholic education x 2		
	Total	10		
Bishops' CE Chester	Grappenhall Heys**	Sibling		
	St Berteline's CE	Sibling x 3 CE Education x 3		
	St Mary's CE	CE Education		
		Total	8	
Sir Thomas Boteler CE	St Berteline's CE	Sibling x 5 CE Education x 12		
	St Mary's CE	CE Education x 4		
	Daresbury	Parental preference x 4		
	Woolston**	Parental preference		
	St Clement's	Parental preference		
		Total	27	
Bridgewater High	Moore	Sibling x 8 Parental preference x 17		
	Daresbury	Sibling x 2 Parental preference x 6		
	Appleton Thorn**	Sibling Parental preference x 3 (Feeder School)		
	St Thomas**	Parental preference (Feeder School)		
	Brookvale	Parental preference		
	Broomfields**	Sibling Parental preference (Feeder School)		
	Grappenhall Heys**	Parental preference x 2 (Feeder School)		
	Beechwood	Sibling		
		Total	44	

Appendix 4

* Denotes Cheshire School ** Denotes Warrington School

Appendix 5

Out Borough Admissions to Halton Secondary Schools

The table below indicates the total number of pupils allocated to Halton Secondary schools 2004 – 2007

The “Out B” column denotes the number of out of borough pupils admitted each year and those figures are included within the total under the year heading.

School	PAN*	2007		2006		2005		2004	
		OutB	OutB	OutB	OutB	OutB	OutB		
Fairfield High	232	98	26	134	17	136	10	147	35
The Bankfield	178	114	1	141	2	164	2	163	2
Wade Deacon	225	229	0	231	4	225	1	225	2
Saints Peter & Paul	289	271	22	277	32	286	19	271	12
Halton High	180	89	0	104	0	105	0	70	0
The Grange	210	177	0	210	0	210	0	200	0
The Heath	210	206	1	210	0	210	0	210	0
St Chad's	174	146	0	157	0	174	0	163	0
Total			50		55		32		51

PAN* denotes Published Admission Number

Secondary - Pupil Numbers - Ethnic Origin - September 2006

<i>DfES No.</i>	<i>School Name</i>	<i>British</i>	<i>Irish</i>	<i>Traveller of Irish Heritage</i>	<i>Any other White Back- ground</i>	<i>Gypsy / Roma</i>	<i>White and Black Caribbean</i>	<i>White and Black African</i>	<i>White and Asian</i>	<i>Other Mixed Race Back- ground</i>	<i>Indian</i>	<i>Pakistani</i>	<i>Banglades hi</i>	<i>Any Other Asian Back- ground</i>
4203	Fairfield High School	777	0	0	3	0	0	2	5	2	2	0	0	1
4218	Halton High School	561	0	0	1	0	0	0	1	3	0	0	0	0
4625	Saints Peter and Paul Catholic High School	1599	1	0	7	0	4	5	1	1	0	0	0	0
4614	St Chad's Catholic High School	887	0	0	4	0	1	0	1	3	0	0	0	2
5400	The Bankfield School	828	0	0	0	0	0	4	0	5	0	0	1	0
4104	The Grange Comprehensive School	1042	4	0	5	0	4	1	5	5	0	0	0	1
4103	The Heath School	1007	1	0	2	0	2	1	2	4	0	0	0	1
4207	Wade Deacon High School	1109	0	1	0	0	0	2	2	5	3	2	0	1
	Halton	7810	6	1	22	0	11	15	17	28	5	2	1	6

DfES No. School Name

		<i>Caribbean</i>	<i>African</i>	<i>Any Other Black Back- ground</i>	<i>Chinese</i>	<i>Any Other Ethnic Group</i>	<i>Refused</i>	<i>Informat- ion Not Yet Obtained</i>	<i>Total Ethnic Group</i>	<i>Pupil Numbers</i>	<i>% Ethnicity</i>
4203	Fairfield High School	1	3	0	1	1	8	6	21	812	2.6
4218	Halton High School	0	0	0	2	0	0	0	7	568	1.2
4625	Saints Peter and Paul Catholic High School	0	0	2	0	0	0	2	21	1622	1.3
4614	St Chad's Catholic High School	0	0	0	2	2	1	0	15	903	1.7
5400	The Bankfield School	0	2	0	0	1	1	25	13	867	1.5
4104	The Grange Comprehensive School	0	0	2	0	1	1	1	28	1072	2.6
4103	The Heath School	0	2	1	3	1	7	11	20	1045	1.9
4207	Wade Deacon High School	0	2	1	1	0	3	0	20	1132	1.8
	Halton	1	9	6	9	6	21	45	145	8021	1.8

Primary - Pupil Numbers - Ethnic Origin - January 2006

<i>DfES No.</i>	<i>School Name</i>	<i>British</i>	<i>Irish</i>	<i>Traveller of Irish Heritage</i>	<i>Any other White Back-ground</i>	<i>Gypsy / Roma</i>	<i>White and Black Caribbean</i>	<i>White and Black African</i>	<i>White and Asian</i>	<i>Other Mixed Race Back-ground</i>	<i>Indian</i>	<i>Pakistani</i>	<i>Bangladeshi</i>	<i>Any Other Asian Back-ground</i>
3179	All Saints Upton C.E. Primary	170	0	0	0	0	0	1	0	1	2	0	0	0
2700	Astmoor County Primary School	120	0	0	0	0	2	0	0	0	0	0	0	0
2382	Beechwood Primary School	99	0	0	0	0	1	0	0	0	0	0	0	0
2725	Brookvale Primary School	274	1	0	1	0	0	2	0	2	0	0	0	0
2283	Castle View Primary School	135	0	0	0	0	0	0	1	1	0	0	0	0
2109	Daresbury C.P.School	101	0	0	0	0	0	0	0	0	1	0	0	0
3175	Ditton C of E Primary School	182	0	1	2	0	0	1	0	0	0	0	0	0
2406	DITTON PRIMARY SCHOOL	340	0	1	0	0	0	0	0	6	0	0	0	0
2407	Fairfield Infant School	195	0	0	0	0	0	1	2	2	0	0	1	0
2425	FAIRFIELD JUNIOR SCHOOL	285	0	0	0	0	2	0	3	2	0	0	0	0
3177	Farnworth C.E. (Controlled) Primary School	379	1	0	0	0	0	1	0	2	2	0	0	1
2383	Gorsewood County Primary	145	0	0	1	0	2	0	0	0	0	0	0	0
2106	Grange Infant School	195	0	0	0	0	1	0	0	0	1	0	0	0
3176	Hale C.E. Controlled	132	1	0	0	0	0	4	0	0	0	0	0	0
3050	Halebank CE (VC)Primary School	62	0	0	0	0	0	1	2	0	0	0	0	0
2689	Hallwood Park Primary School	147	0	0	0	0	0	0	2	0	0	0	0	0
2712	Halton Lodge Primary	192	1	0	0	0	0	0	1	0	0	0	1	0

DfES No. School Name

		<i>Caribbean</i>	<i>African</i>	<i>Any Other Black Back- ground</i>	<i>Chinese</i>	<i>Any Other Ethnic Group</i>	<i>Refused</i>	<i>Informat- ion Not Yet Obtained</i>	<i>Total Ethnic Group</i>	<i>Pupil Numbers</i>	<i>% Ethnicity</i>
3179	All Saints Upton C.E. Primary	0	2	0	2	0	0	0	8	178	4.5
2700	Astmoor County Primary School	0	0	0	0	0	0	0	2	122	1.6
2382	Beechwood Primary School	0	0	0	0	0	0	0	1	100	1.0
2725	Brookvale Primary School	1	1	0	0	0	0	0	8	282	2.8
2283	Castle View Primary School	0	0	0	0	2	0	0	4	139	2.9
2109	Daresbury C.P.School	0	0	0	2	0	0	0	3	104	2.9
3175	Ditton C of E Primary School	0	0	0	0	0	0	0	4	186	2.2
2406	DITTON PRIMARY SCHOOL	0	0	0	0	0	0	0	7	347	2.0
2407	Fairfield Infant School	0	2	0	0	2	0	0	10	205	4.9
2425	FAIRFIELD JUNIOR SCHOOL	0	0	0	0	0	0	0	7	292	2.4
3177	Farnworth C.E. (Controlled) Primary School	0	0	0	0	0	0	0	7	386	1.8
2383	Gorsewood County Primary	0	0	0	0	0	0	0	3	148	2.0
2106	Grange Infant School	0	0	0	0	0	0	0	2	197	1.0
3176	Hale C.E. Controlled	0	0	0	0	0	0	0	5	137	3.6
3050	Halebank CE (VC)Primary School	0	0	0	1	0	0	0	4	66	6.1
2689	Hallwood Park Primary School	0	0	0	0	1	0	0	3	150	2.0
2712	Halton Lodge Primary	0	0	1	0	0	0	0	4	196	2.0

DfES No. School Name

		<i>British</i>	<i>Irish</i>	<i>Traveller of Irish Heritage</i>	<i>Any other White Back- ground</i>	<i>Gypsy/ Roma</i>	<i>White and Black Caribbean</i>	<i>White and Black African</i>	<i>White and Asian</i>	<i>Other Mixed Race Back- ground</i>	<i>Indian</i>	<i>Pakistani</i>	<i>Banglades hi</i>	<i>Any Other Asian Back- ground</i>
3506	Halton St. Mary's CE Primary	255	1	0	2	0	5	4	0	0	0	0	0	0
2376	Hill View Primary	145	1	1	0	0	0	0	0	1	0	0	0	0
2428	Lunt's Heath County Primary	245	1	0	1	0	1	0	1	3	0	0	0	0
2104	Moore Primary School	193	0	0	1	0	0	0	0	0	2	2	0	2
2415	Moorfield Primary School	253	0	0	0	9	5	0	1	0	0	0	0	1
2381	MURDISHAW WEST CP SCHOOL	160	0	0	0	0	0	0	0	0	0	0	0	0
2727	Oakfield Primary School	249	0	0	1	0	0	1	0	3	0	1	0	0
2726	OLPS Catholic Primary School	203	0	0	0	0	0	0	0	0	0	0	0	0
3632	Our Lady Mother of the Saviour	131	1	0	0	0	0	0	0	0	0	0	0	0
2724	Palace Fields Primary	282	0	0	0	0	0	1	0	0	0	0	0	0
2325	Pewithall Primary School	195	0	0	1	0	1	2	0	3	0	0	0	0
3502	Runcorn All Saints Primary	93	0	0	0	0	0	0	0	2	0	0	1	0
2711	Simms Cross County Primary	264	1	0	0	0	1	0	0	0	0	0	0	0
3648	St Basil's Catholic Primary Sc	352	0	0	0	0	0	0	0	3	0	0	0	0
3615	St Bede's Catholic Infant Scho	164	0	0	0	0	1	0	1	0	0	0	0	0
3640	ST BERTELINES PRIMARY SCHOOL	271	0	0	4	0	1	0	4	0	2	0	0	0
3510	St Clement's Catholic Primary School	177	0	0	0	0	0	0	0	0	0	0	0	3
3649	St Gerards R.C. Aided Primary	159	1	2	2	5	1	1	0	3	0	0	0	1
3637	St Martin's RC Primary	164	0	0	1	0	0	0	0	0	0	0	0	0

DfES No. School Name

		<i>Caribbean</i>	<i>African</i>	<i>Any Other Black Back- ground</i>	<i>Chinese</i>	<i>Any Other Ethnic Group</i>	<i>Refused</i>	<i>Informat- ion Not Yet Obtained</i>	<i>Total Ethnic Group</i>	<i>Pupil Numbers</i>	<i>% Ethnicity</i>
3506	Halton St. Mary's CE Primary	0	0	0	0	0	2	0	12	269	4.5
2376	Hill View Primary	0	0	0	0	0	1	5	3	158	2.0
2428	Lunt's Heath County Primary	1	0	0	0	0	0	0	8	253	3.2
2104	Moore Primary School	0	0	0	0	0	1	0	7	201	3.5
2415	Moorfield Primary School	0	2	0	1	0	0	0	19	272	7.0
2381	MURDISHAW WEST CP SCHOOL	0	0	0	0	0	0	0	0	160	0.0
2727	Oakfield Primary School	0	0	0	0	0	0	46	6	301	2.4
2726	OLPS Catholic Primary School	0	0	0	0	0	0	0	0	203	0.0
3632	Our Lady Mother of the Saviour	0	0	0	0	0	0	0	1	132	0.8
2724	Palace Fields Primary	0	0	0	0	2	0	1	3	286	1.1
2325	Pewithall Primary School	0	0	0	2	0	0	0	9	204	4.4
3502	Runcorn All Saints Primary	0	0	2	4	1	0	0	10	103	9.7
2711	Simms Cross County Primary	0	0	0	1	0	0	0	3	267	1.1
3648	St Basil's Catholic Primary Sc	0	0	0	0	0	0	12	3	367	0.8
3615	St Bede's Catholic Infant Scho	0	0	0	0	0	17	1	2	184	1.2
3640	ST BERTELINES PRIMARY SCHOOL	0	0	0	1	0	1	0	12	284	4.2
3510	St Clement's Catholic Primary School	0	0	0	0	0	0	0	3	180	1.7
3649	St Gerards R.C. Aided Primary	0	0	0	1	0	0	0	17	176	9.7
3637	St Martin's RC Primary	0	0	0	0	2	0	0	3	167	1.8

DfES No. School Name

		<i>British</i>	<i>Irish</i>	<i>Traveller of Irish Heritage</i>	<i>Any other White Back- ground</i>	<i>Gypsy/ Roma</i>	<i>White and Black Caribbean</i>	<i>White and Black African</i>	<i>White and Asian</i>	<i>Other Mixed Race Back- ground</i>	<i>Indian</i>	<i>Pakistani</i>	<i>Banglades hi</i>	<i>Any Other Asian Back- ground</i>
3561	St. Augustines RC Primary	97	0	0	0	0	1	0	0	0	0	0	0	0
3614	St. Bede's Catholic Jn. School	261	1	0	0	0	3	1	0	1	0	0	0	0
3509	St. Edwards Catholic Primary	104	0	0	0	0	0	0	2	0	0	0	0	0
3650	St. John Fisher R.C.Primary	171	0	0	0	0	0	1	0	0	0	0	0	0
3651	St. Michael's Catholic Primary	219	0	0	0	0	0	0	4	0	0	0	0	0
2295	The Brow CP School	186	4	0	0	0	1	0	0	0	0	0	0	0
2114	The Grange Junior School	271	1	0	0	0	1	0	2	2	0	0	0	0
3511	The Holy Spirit Catholic Primary	111	0	0	2	0	0	0	0	0	0	0	0	0
2312	The Park Primary School	130	0	0	0	0	0	0	0	0	0	0	0	0
2107	Victoria Road Primary School	222	0	0	1	0	0	3	0	0	0	0	0	0
2412	West Bank Primary	166	0	0	1	0	0	0	0	0	0	0	0	0
2723	Westfield Primary School	146	0	0	0	0	4	0	0	1	0	0	0	0
2118	Weston Point Community Primary	96	0	0	0	0	0	0	0	0	0	0	0	0
2281	Weston Primary	123	0	0	0	0	0	0	1	0	0	0	0	0
2387	Windmill Hill	84	0	0	0	0	0	0	0	1	0	0	0	0
2297	Woodside	199	0	0	0	0	0	0	0	0	0	0	0	0
	Halton	9694	16	5	21	14	34	25	27	39	10	3	3	8

DfES No. School Name

		<i>Caribbean</i>	<i>African</i>	<i>Any Other Black Back- ground</i>	<i>Chinese</i>	<i>Any Other Ethnic Group</i>	<i>Refused</i>	<i>Informat- ion Not Yet Obtained</i>	<i>Total Ethnic Group</i>	<i>Pupil Numbers</i>	<i>% Ethnicity</i>
3561	St. Augustines RC Primary	0	0	0	0	0	0	0	1	98	1.0
3614	St. Bede's Catholic Jn. School	0	2	0	0	0	3	0	8	272	3.0
3509	St. Edwards Catholic Primary	0	0	0	0	0	0	0	2	106	1.9
3650	St. John Fisher R.C.Primary	0	0	0	0	0	0	0	1	172	0.6
3651	St. Michael's Catholic Primary	0	0	0	0	0	0	0	4	223	1.8
2295	The Brow CP School	0	0	0	0	0	0	0	5	191	2.6
2114	The Grange Junior School	0	0	1	1	0	0	0	8	279	2.9
3511	The Holy Spirit Catholic Primary	0	0	0	0	1	0	0	3	114	2.6
2312	The Park Primary School	0	0	0	0	0	0	0	0	130	0.0
2107	Victoria Road Primary School	0	0	0	0	3	1	0	7	230	3.1
2412	West Bank Primary	0	0	0	0	0	0	0	1	167	0.6
2723	Westfield Primary School	0	0	1	0	0	0	0	6	152	3.9
2118	Weston Point Community Primary	0	0	0	0	0	0	0	0	96	0.0
2281	Weston Primary	0	0	0	1	0	0	0	2	125	1.6
2387	Windmill Hill	0	0	2	0	0	0	0	3	87	3.4
2297	Woodside	1	0	2	0	0	1	0	3	203	1.5
	Halton	3	9	9	17	14	27	65	257	10047	2.6

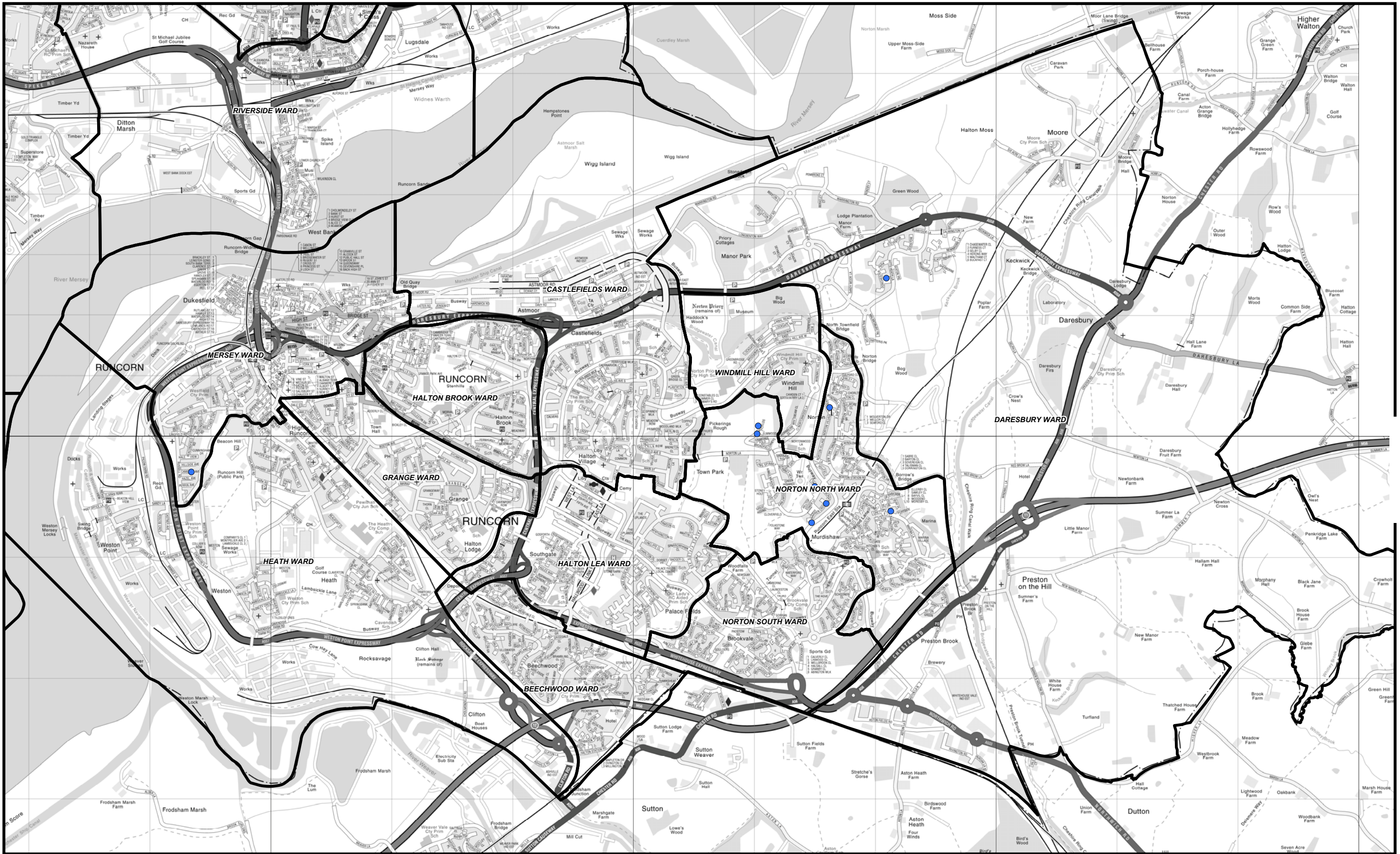
KS2 Attainment 2006					
	School	No of Children	English L4+	Maths L4+	Science L4+
3179	All Saints Upton CofE Primary School	27	63	63	93
2700	Astmoor Primary School	15	73	87	87
2382	Beechwood Primary School	18	94	83	100
2725	Brookvale Primary School	40	75	65	85
2283	Castle View Primary School	16	94	100	100
2109	Daresbury Primary School	11	100	100	100
3175	Ditton CofE Primary School	31	81	94	94
2406	Ditton Primary School	59	76	66	88
2425	Fairfield Junior School	70	76	79	94
3177	Farnworth CofE Primary School	51	94	92	100
2383	Gorsewood Primary School	20	80	80	95
3176	Hale CofE Primary School	24	75	58	83
3050	Halebank CofE Primary School	10 *	-	-	-
2689	Hallwood Park Primary & Nursery School	25	56	52	68
2712	Halton Lodge Primary School	40	60	70	85
2376	Hillview Primary school	21	81	90	95
2428	Lunts Heath Primary School	43	91	84	95
2104	Moore Primary School	27	89	89	96
2415	Moorfield Primary School	53	81	75	100
2381	Murdishaw West Community Primary School	22	64	55	86
2727	Oakfield Community Primary School	40	60	63	80
3632	Our Lady Mother of the Saviour Catholic Primary School	14	100	93	100
2726	Our Lady Of Perpetual Succour Catholic Primary School	36	89	75	89
2724	Palace Fields Primary School	45	36	24	53
2325	Pewithall Primary School	26	85	88	100
3502	Runcorn All Saints CofE Primary School	19	74	84	95
2711	Simms Cross Primary School	42	33	31	36
3561	St Augustine's Catholic Primary School	14	86	79	86
3648	St Basil's Catholic Primary School	39	97	95	95
3614	St Bede's Catholic Junior School	69	99	97	100
3640	St Bertelina's CofE Primary School	33	97	97	100
3510	St Clement's Catholic Primary School	26	85	92	92
3509	St Edward's Catholic Primary School	14	79	86	86
3649	St Gerard's Catholic Primary and Nursery School	16	56	63	81

KS2 Attainment 2006					
	School	No of Children	English L4+	Maths L4+	Science L4+
3650	St John Fisher Catholic Primary School	23	87	87	96
3637	St Martin's Catholic Primary School	22	100	95	100
3506	St Mary's CofE Primary School	40	95	90	100
3651	St Michael's Catholic Primary School	29	83	93	93
2295	The Brow Community Primary School	28	68	79	93
2114	The Grange Junior School	88	78	69	91
3511	The Holy Spirit Catholic Primary School	18	67	94	89
2312	The Park Primary School	16	69	75	63
2107	Victoria Road Primary School	39	69	79	95
2412	West Bank Primary School	27	85	85	89
2723	Westfield Primary School	23	65	65	83
2118	Weston Point Community Primary School	10 *	-	-	-
2281	Weston Primary School	23	61	57	65
2387	Windmill Hill Primary School	13	92	77	100
2297	Woodside Primary School	34	44	32	50
	Halton Borough Council		76	75	87

* - Schools with a cohort of 10 or less are not required to publish their key stage 2 results

EAL Support – Jan 2007

School	Number of Pupils
St Basil's	1
Moorefield Primary	4
Hillview Primary	1
St Martin's	1
Victoria Rd Primary	5
Woodside Primary	2
St Gerard's	7
Weston Point	4
Halebank C of E	1
Simm's Cross	12
Castle View	2
Fairfield Jnr	2
Fairfield Infant	3
Fairfield High	2
St Chad's	4
The Grange	3
Sts Peter & Paul	2



HALTON PUPILS ATTENDING BISHOPS HIGH SCHOOL



Date : December 2006
 Scale : Non-Standard Scale

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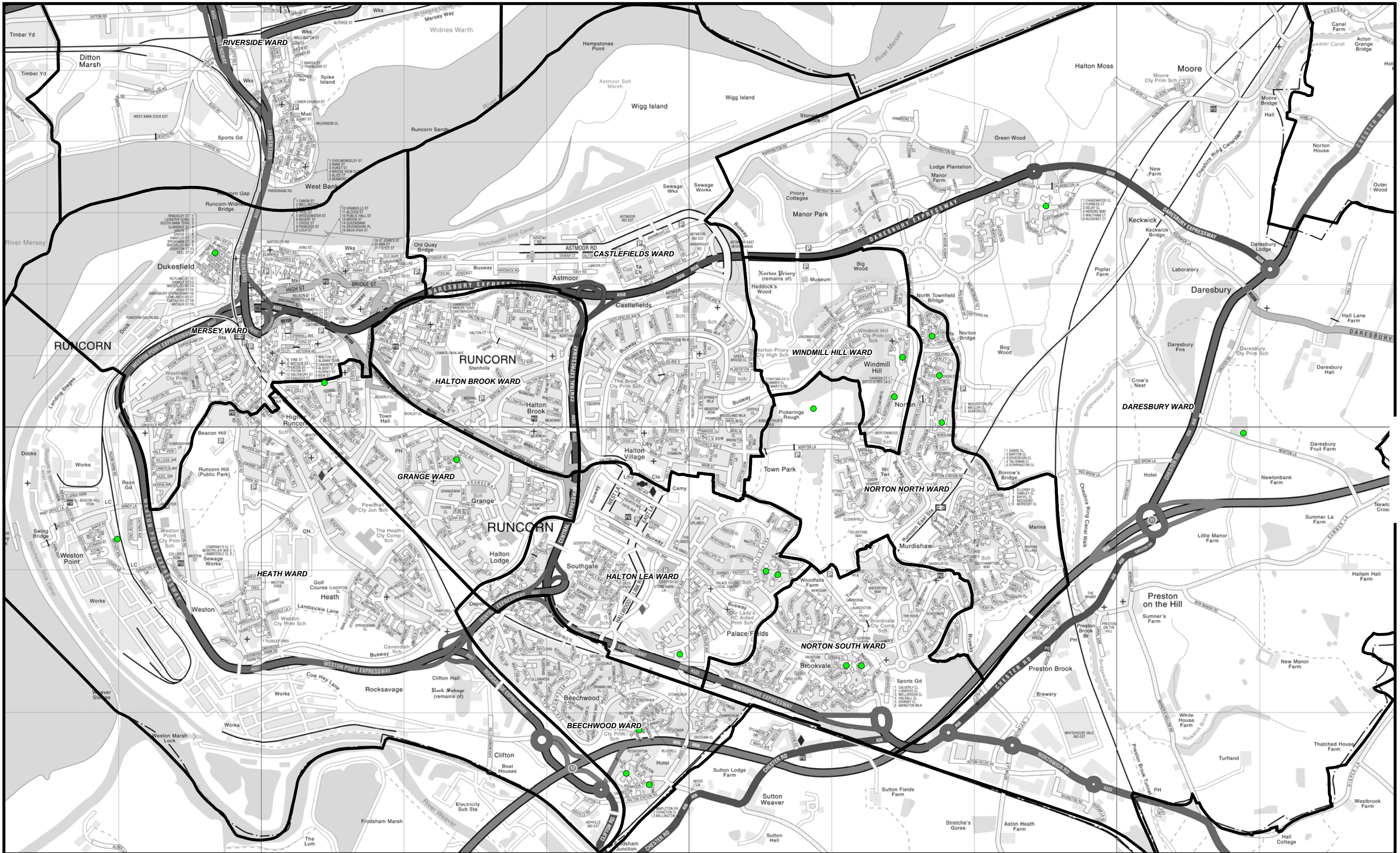


HALTON PUPILS ATTENDING BRIDGEWATER HIGH SCHOOL



Date : December 2006
 Scale : Non-Standard Scale

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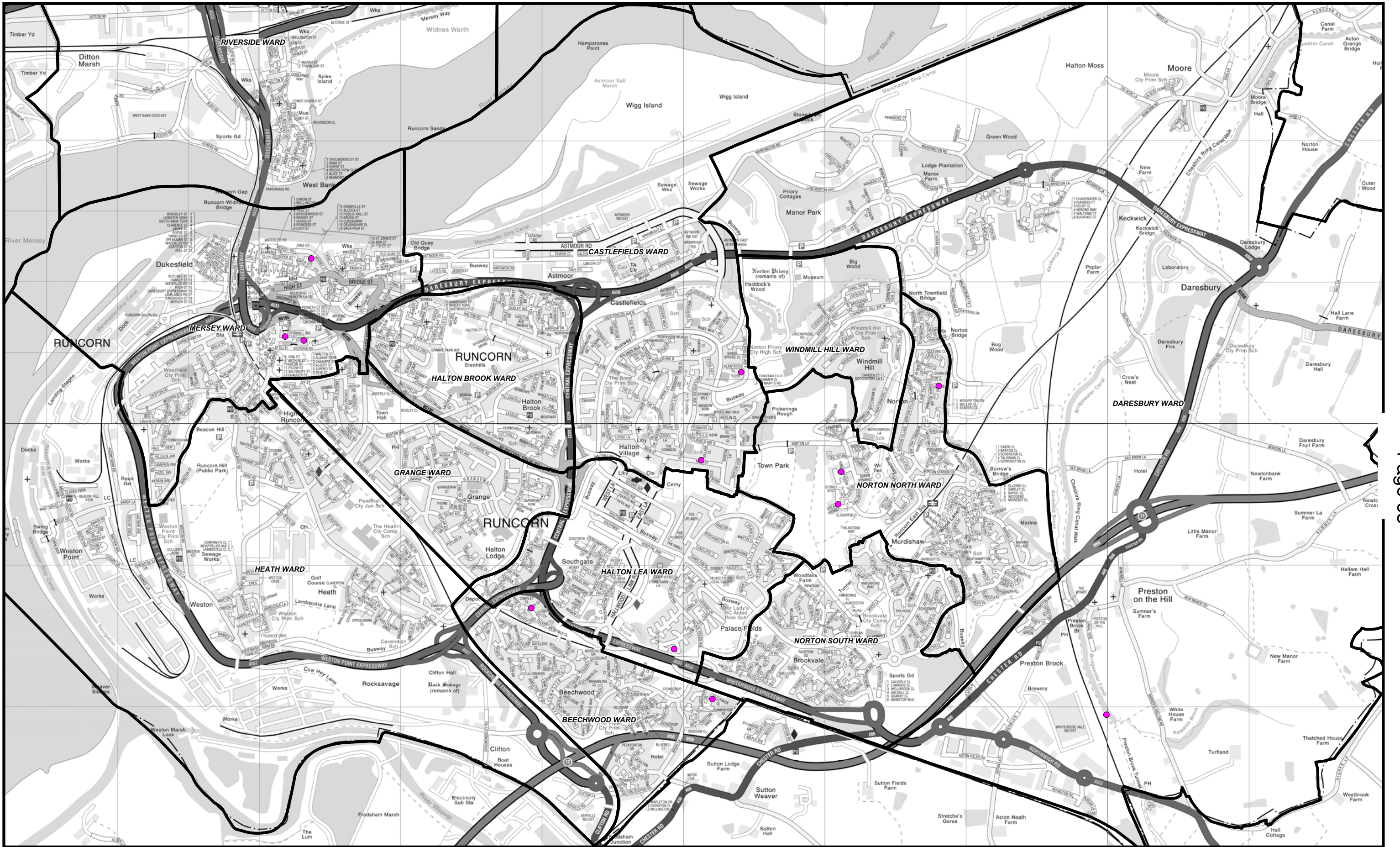


HALTON PUPILS ATTENDING FRODSHAM HIGH SCHOOL



Date : December 2006
 Scale : Non-Standard Scale

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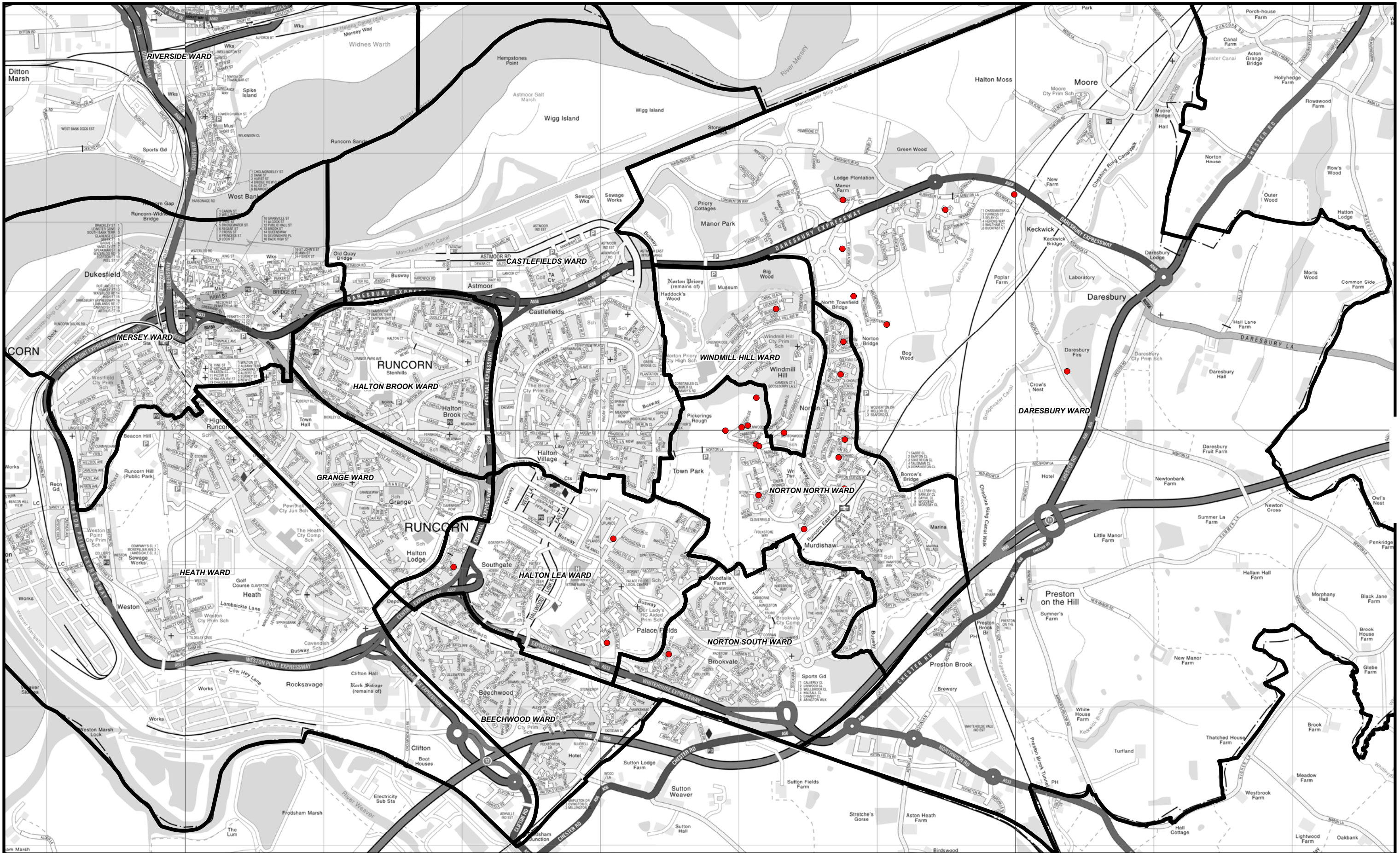


HALTON PUPILS ATTENDING HELSBY HIGH SCHOOL



Date : December 2006
 Scale : Non-Standard Scale

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HALTON PUPILS ATTENDING SIR THOMAS BOTELER HIGH SCHOOL

Date : Dec 06
 Scale : Non-Standard Scale



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Appendix 15

Margaret Lythgoe
Principal Officer
Admissions, Transport & Pupil Services
Warrington Borough Council
Children's Services Directorate
New Town House
Buttermarket Street
Warrington WA1 2NJ

Martin West
01928 704382

1st February 2007
martin.west@halton.gov.uk

Dear Margaret,

**SCHOOL ADMISSION ARRANGEMENTS 2008/9
STATUTORY CONSULTATION**

Thank you for your letter and correspondence dated 17th January regarding the above.

Halton Local Authority would request the removal of Daresbury Primary School and Moore Primary School as Partner Primary schools to Bridgewater High School. As both these schools are Halton schools we would obviously wish to encourage these pupils attendance at Halton secondary schools.

The LA also notes that the inclusion of Daresbury Primary School and Moore Primary School as Partner Primary schools to Bridgewater High School gives parents a false expectation of actually attaining a place at that school. For the 2007/8 academic year 25 Halton resident pupils attending Moore requested Bridgewater High School, 10 of whom have been refused. In respect of Daresbury Primary School, 8 pupils expressed a first preference for Bridgewater High School with only 4 being offered a place.

Thank you for considering Halton LA's response to your consultation document.

Yours sincerely

Martin West
Student Services Officer

Warrington Borough Council



Mr M West
 Student Services Officer
 Halton Borough Council
 Education Department
 Grosvenor House
 Halton Lea
 Runcorn
 WA7 2WD

Sue Cockerill
 Acting Head of Service, Strategic
 Planning, Management and Access

Children's Services Directorate
 New Town House
 Buttermarket Street
 Warrington
 WA1 2NJ

Our Ref : SS2/ML

23 March 2007

Dear Martin

**SCHOOL ADMISSION ARRANGEMENTS 2008/9 – STATUTORY
 CONSULTATION**

Thank you for your letter of 1 February 2007.

The Warrington Local Admissions Forum met on 14 March 2007 and gave consideration to the request from Halton Borough Council to remove Moore and Daresbury Primary Schools as partner schools to Bridgewater High School.

They noted the concerns that the inclusion of these schools gave parents an expectation of a place. However it was also noted that Warrington Local Authority's composite prospectus does emphasise that none of the oversubscription criteria guarantees a place at the preferred school.

Also when the partnering arrangements were last consulted upon by Warrington LA in 2002 the decision was taken to allow these two schools to remain as partner schools to Bridgewater High School. Following this decision all parents were sent a letter reminding them that this did not guarantee a place at the high school.

It was further decided that the Forum would not recommend any such change for 2008/9 in view of the already significant changes being imposed for that year in terms of the treatment of parental preference. However consideration would be given to the request for future years after the Forum had consulted with interested parties.

Thank you for responding to the consultation.

Yours sincerely

Norma Cadwallader
 Strategic Director
 Children's Services

Margaret Lythgoe
 Principal Officer
 Admissions, Transport and Pupil Services
 Direct Dial : 01925 442902
 Fax : 01925 443140
 Email: mlythgoe@warrington.gov.uk

Chief Executive
 Diana Terris

www.warrington.gov.uk
 If you have difficulty making
 contact please dial (01925) 444400



To: The Parent/Carer of:

Martin West
01928 704382

2nd March 2007
martin.west@halton.gov.uk

Dear Parent/Carer,

TRANSFER TO SECONDARY EDUCATION

Halton Local Authority is currently undertaking a review of parental preferences for secondary school places at the primary to secondary transfer stage.

As your child transferred to secondary school last September, and your preference was for an out-of-borough school, it would greatly assist our review if you would kindly agree to complete and return the attached questionnaire in the envelope provided by Friday 16th March 2007.

The information you provide will be invaluable and will allow Halton Local Authority to consider your responses as part of the wider review. Please be assured that all responses will remain anonymous and confidential.

If you have any queries or require any further information please do not hesitate to contact me.

Thank you again for your time in completing this questionnaire.

Yours sincerely

Martin West
Student Services Officer

**Out of Borough Schooling
Form 1A
Student Services Team**



Current School Information

A. Which School does your child currently attend? (Please write in below)

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B. For how many years have they attended this School? (Please write in below)

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Section A

a1. Did the initial idea for out of borough schooling come from...? (please 'X' one box only)

- | | |
|---|---|
| <input type="checkbox"/> Your own idea | <input type="checkbox"/> Advice from specialist |
| <input type="checkbox"/> Advice from the school | <input type="checkbox"/> Joint decision by yourself and child |

a2. Was this related to any of the following issues? (Please 'X' all that apply)

Group A

- | | |
|--|---|
| <input type="checkbox"/> Denominational Reasons | <input type="checkbox"/> To avoid instances of bullying |
| <input type="checkbox"/> Family already attending the School | <input type="checkbox"/> Special needs requirements |
| <input type="checkbox"/> OfSTED reports | <input type="checkbox"/> Other (please write in below) |
| <input type="checkbox"/> To be with friends | |

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Group B

- | | |
|---|--|
| <input type="checkbox"/> Provision of extra curricular activities | <input type="checkbox"/> School performance |
| <input type="checkbox"/> Choice of subject topics | <input type="checkbox"/> School reputation |
| <input type="checkbox"/> Specialism of subject topic | <input type="checkbox"/> Other (please write in below) |
| <input type="checkbox"/> Geographical location | |

For office use only

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For office use only

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If you have NOT 'X' any issues in Group B please go to section c

If you have 'X' issues in Group B please answer the corresponding questions in section b

Section B

Provision of extra curricular activities

b1a. What type of extra curricular activity is provided at your child's current school? (Please 'X' all boxes that apply)

- Sports Academic Arts Drama Languages Other (please write in below)

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b1b. Are these activities...? (Please 'X' all boxes that apply)

- More frequent than schools in Halton More value for money than schools in Halton
 More choice than schools in Halton Other (please write in below)

Section B continued**Choice/ Specialism of subject**

b2. Is there a specialism at your child's current school, which influenced your preference?

Please 'X' all that apply

- More range than schools in Halton More specialist choice at GCSE than schools in Halton
 Specialist school status More specialist choice at 'A' Level than schools in Halton
 Good reputation in a subject Other (please write in below)

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use only

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Geographical location

b3. Which geographical factors influenced you in the choice of your child's school? Please

'X' all that apply

- School is nearer to home School is on a public transport route from home
 School is nearer to work Other (please write in below)
 School provides transport to and from

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use only

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School performance

b4. Which performance factors influenced you in the choice of your child's school? Please

'X' all that apply

- Performance recommended by Teachers (at previous school)
 Recommended on performance by Friends/family etc
 School scores highly in league in tables
 Other (please write in below)

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use only

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School reputation

b5. Which reputation factors influenced you in the choice of your child's school? Please

'X' all that apply

- Heard of school reputation through media Heard of school reputation from Friends/family etc
 Heard of school reputation from teachers (at previous school) Other (please write in below)

Section C Any other information

Please use this space to provide any and/or more information on your decision that may not have been included in the questionnaire - please use a separate sheet if required

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Appendix 19

RESPONSE TO OUT-OF-BOROUGH SCHOOLING QUESTIONNAIRE

On 2nd March 2007 a questionnaire and covering letter (copy attached) were sent to the parents of those pupils who had expressed a preference for, and been allocated a place, at 5 out-of-borough secondary schools in September 2006.

95 questionnaires were sent as follows:

Pupils attending Bishops' Blue Coat CE School, Cheshire	11
Pupils attending Frodsham High School, Cheshire	21
Pupils attending Sir Thomas Boteler CE School, Warrington	30
Pupils attending Bridgewater High School, Warrington	24
Pupils attending Helsby High School, Cheshire	9

Total 95

As at 26th March 2007 34 questionnaires had been returned, a 36% return rate.

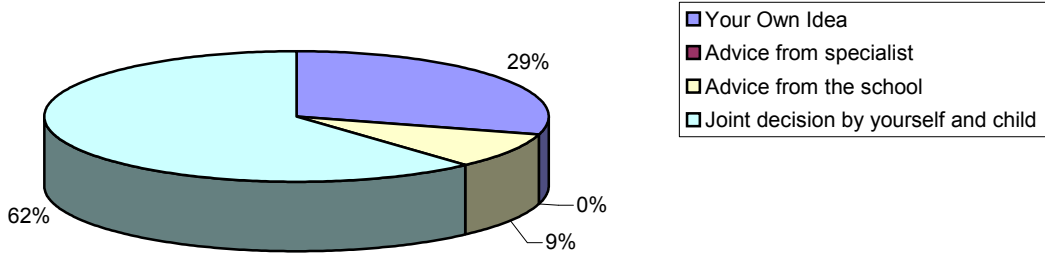
School	No. issued	No. of responses	Response rate (%)
Bishops'	11	7	64%
Frodsham	21	4	19%
Sir Thomas Boteler	30	12	40%
Bridgewater	24	7	29%
Helsby	9	4	44%

An analysis of the results from each school is attached, together with an overall summary.

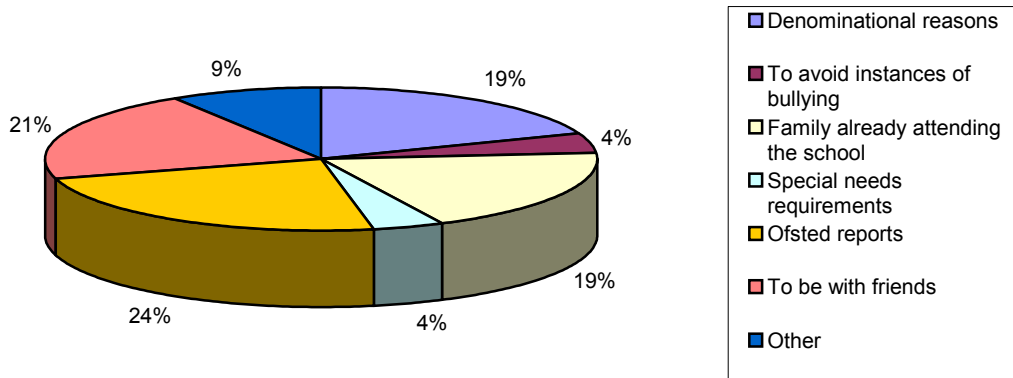
Appendix 20

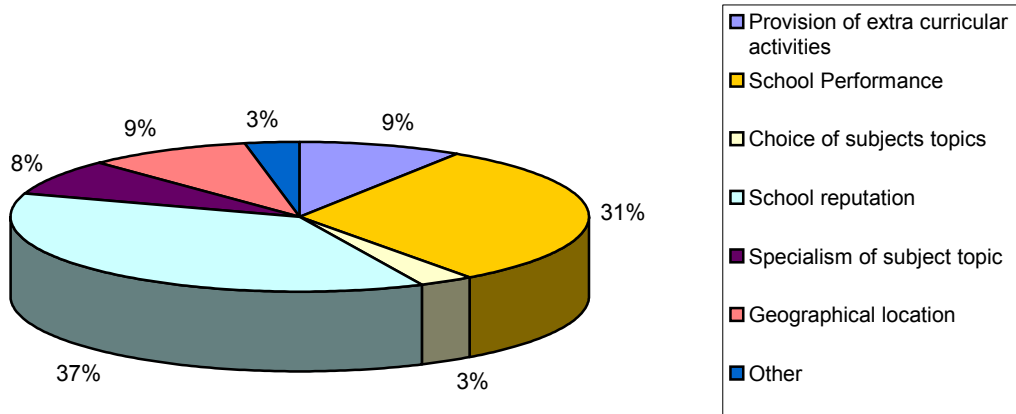
Out of Borough Schooling Overall Summary

Did the initial idea for out of Borough schooling come from?



Was this related to any of the following issues?





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

DATE: 3rd September 2007

REPORTING OFFICER: Strategic Director, Children and Young People

SUBJECT: Halton Joint Area Review

WARDS: Borough-wide

1.0 PURPOSE OF THE REPORT

1.1 To inform members of Halton's forthcoming Joint Area Review.

2.0 RECOMMENDED: That the progress to date be noted and effective methods of communication are agreed to keep members informed.

3.0 SUPPORTING INFORMATION

3.1 The JAR / CPA fieldwork will take place over a 2 week period commencing on the 31st March 2008.

3.2 This will follow on from preparatory meetings with the JAR Team. The dates of these preparatory meetings are expected to be:

- Set up meeting with lead inspector – early January 2008
- Data analysis week – Mid February 2008

3.3 In coming to a view on how well Halton meets the needs of children and young people in the Borough, inspectors will take the following into account. This is addition to an evaluation of each of the five Every Child Matters thematic areas.

3.4 How effectively do we meet the needs of children and young people who have a learning disability, difficulty or who are disabled.

3.5 How effectively do we safeguard children both in terms of prevention work and child protection.

3.6 How well do we meet the needs of Looked After Children, including care leavers.

3.7 These areas will be explored through a process of 'case tracking'. The Council and its partners will need to identify 100 cases that meet specific criteria, in terms of the 3 classifications identified above.

3.8 Inspectors will also grade our performance for service management and capacity to improve. They will use our recently submitted review of the CYPP to identify further areas for scrutiny. These are likely to be:

- Teenage Pregnancy
- CAMHS
- 14-19 strategy
- School Standards agenda

Other very specific areas may also be identified.

3.9 A range of interviews will be held with staff; some individual; others in specialist or focus groups.

3.10 A key judgement will be on how joined up services are for children and young people in the Borough. Is there evidence of poor interagency working, or significant gaps in services? Transition points will be a particular focus of attention, particularly in terms of the Community and Health Directorate and NHS Services.

3.11 The CPA Team will use JAR findings to exemplify a range of corporate and inter-agency performance matters. These are likely to be in the areas of:

- Performance Management
- Financial Planning (medium term)
- Priority Setting
- 'Golden Thread' – strategic to frontline services
- Commissioning
- Strategic Planning
- Equality and Diversity

3.12 It is our expectation that there will be a separate enhanced inspection of the Youth Service and Youth Offending Team. These will run as a parallel inspection process. Warrington MBC experiences a JAR in September 2007. Given we have a joint YOT it is not clear at this stage how our YOT inspection will work in practice.

3.13 Key partner organisations will need to prepare for the JAR. The inspection will centre on the three client groups outlined in paragraphs 3.4, 3.5 and 3.6, along with progress in the five thematic areas of Every Child Matters. Partners include:

- The PCT
- NHS Acute Trusts
- Cheshire Police
- LSC
- Voluntary Sector
- Schools
- Probation

- Housing
- Connexions
- Voluntary Sector

3.14 Safeguarding (staying safe) will be critical to the over-all judgement. Effectiveness will be judged by case-tracking; inspection of the social care 'Duty Team' and our collective understanding of 'Thresholds of Need'. The latter is fundamental to the JAR inspectorate's opinion of how well individual children are protected. The inspectors will interview members of Halton Safeguarding Children Board (HSCB). The HSCB will need to undertake a complimentary preparatory process.

3.15 Members will be involved in the inspection. The lead member for children and young people along with the lead member for community will be separately interviewed. This process will centre on the strategic priorities of the Council; and the children and young people's agenda. It is critical that the Executive Board and other Council bodies understand and are involved in the preparatory process.

4.0 PROGRESS TO DATE

4.1 A JAR project plan is in place. A multi agency JAR Steering Group reviews this plan at each meeting. The plan will be monitored and communicated on a wider basis to the COMT, Alliance Board, Executive Board and Partner Boards.

4.2 The Children and Young People's Directorate has begun the process of pulling together "evidence files" for the JAR at team/divisional level. This is the portfolio of evidence needed for both the self-assessment process, and for evidence purposes during the inspection itself. The contents will include:

- The CYPP/Council Priorities from the 'team's' perspective
- Performance data and the 'story' that goes behind with it
- Policies and Procedures
- Best Practice examples
- JAR grade descriptors/self evaluation
- Thresholds of Need for children and the role of the relevant service
- Transition issues/processes
- Examples of consultation with young people
- Team Plans
- Equality and Diversity related matters

4.3 It is recommended that other Council Directorates consider developing evidence files. This will be particularly important for all interface areas with Children and Young People, transition being a priority.

4.4 A risk assessment will be conducted of children and young people's services with particular reference to matters identified within the APA. Action will be categorised for immediate attention; for further development work prior to

March 2008, and longer-term implementation.

- 4.5** Halton regularly receives a Local Authority Briefing (LAB) from GONW. The LAB is the principle vehicle by which collective performance is agreed with GONW. A key link to both LAA and Corporate information needs to be ensured.
- 4.6** The co-operation and ownership of schools in the process will be vital to the success of JAR. This is especially the case given tensions with BSF proposals. The use of HBC staff to maintain consistent communications with schools will be managed by CYPD. Current partnership for a with schools will be used to facilitate and brief for JAR purposes.
- 4.7** Briefings for Council staff will be undertaken at regular intervals. Specific focus will be given to ensure COMT, Leader of the council and Members are fully briefed in regard to both progress and the specific actions needed when inspectors are in Halton. A CPA/JAR Communication Strategy will be developed.
- 4.8** Excellent links have already established with the Youth Cabinet and Parents / Carers forum will continue to be implemented. Celebration of the efforts of the Youth Bank will be at the forefront of the inspection weeks. Furthermore the implementation of Hear by Right Standards – will provide a critical evidence base of the involvement of young people in the decisions that affect them.
- 4.9** Equality and Diversity is likely to be a specific focus of the inspection. The council will need to consider a separate readiness review in terms of Equality and Diversity Work
- 4.10** Specific practical arrangements for the inspection will need to be efficiently managed. This includes:
- Communicating the Council's message
 - Interview preparation for staff (across agencies)
 - The briefing of reception staff from across HBC and partners
 - The organisation of annual leave in March/April 2008
 - The base for the JAR inspection team and the link to CPA inspectors
 - Ensuring positive images are portrayed in council buildings
 - The practical arrangement of signs, etc to ease the inspectors movement across the Borough and within Council Buildings
- 4.11** Finally, it is recommended that the COMT have a standard item of CPA/JAR during the preparatory period focusing on areas that need immediate action, and those that must be completed by March 2008.

5.0 POLICY IMPLICATIONS

- 5.1** The JAR is a statutory instrument for inspection from the Children Act 2004. The inspection will monitor and review progress in regard to Halton

performance in implementing the Every child Matters Change for Children programme.

6.0 OTHER IMPLICATIONS

6.1 The JAR grading will be a key determinant of the overall CPA rating for Halton.

7.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

7.1 Children and Young People in Halton

Every Child Matters is key to improving outcomes for Children and Young People and families in Halton.

7.2 Employment, Learning and Skills in Halton

There is a likelihood that JAR will focus upon both Halton not in education, employment and training cohort (NEET) and on level 2 and 3 performance at 19. These are some key indicators of how we engage our young people to aspire and reach the attainment needed to build Halton's prosperity.

7.3 A Healthy Halton

Close working relationships with St Helens / Halton PCT will be tested by inspectors throughout the JAR process. Using the case tracking method improving health related outcomes will be scrutinised in further detail.

7.4 A Safer Halton

The emphasis from inspectors is likely to be within a number of elements. Firstly how children and young people are kept safe in Halton. This is a mandatory inspection theme and will measure Halton's performance in protecting our children and young people. Secondly how young people take responsibility to become active and responsible citizens will be foremost in inspection themes. Therefore the link to the 'Respect' anti social behaviour agenda will be tested, as will how our Youth Offending Team is working with partners to prevent re-offending. Finally how Halton is implementing Youth Matters, i.e. in providing places to go and things to do will be a key progress indicator in making Halton safer.

7.5 Halton's Urban Renewal

The inspectors will use a number of face to face opportunities with children and young people to gain a sense of how they perceive Halton as a place to live. The previously mentioned Youth Matters agenda propose a youth centre in each community. This may well be a focus for the urban regeneration of Halton.

8.0 RISK ANALYSIS

The key risks/opportunities associated with the proposed action and an outline of the key control measures proposed in relation to these risks should be included.

9.0 EQUALITY AND DIVERSITY ISSUES

Any Equality and Diversity implications arising as a result of the proposed action should be included.

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

10.1 There are no background documents under the meaning of this Act.

REPORT TO: Children & Young People PPB
DATE: 3 September, 2007
REPORTING OFFICER: Chief Executive
SUBJECT: Performance Management Reports for 2007/08
WARDS: Boroughwide

1. PURPOSE OF REPORT

1.1 To consider and raise any questions or points of clarification in respect of the 1st quarter performance management reports on progress against service plan objectives and performance targets, performance trends/comparisons, factors affecting the services etc. for:

- Specialist Services
- Universal & Learning Services
- Community Services
- Business Planning & Resources

2. RECOMMENDED: That the Policy and Performance Board

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

3. 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

Document	Place of Inspection	Contact Officer
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QUARTERLY MONITORING REPORT

DIRECTORATE: Children & Young People
SERVICE: Business Planning & Resources
PERIOD: Quarter 1 to period end 30th June 2007

1.0 INTRODUCTION

This quarterly monitoring report covers the Business Planning & Resources Department first quarter period up to 30 June 2007. It describes key developments and progress against 'key' objectives and performance indicators for the service.

The way in which traffic light symbols have been used to reflect progress to date is explained in Appendix 4

2.0 KEY DEVELOPMENTS

2.1 Building Schools for the Future

The first phase of the BSF consultation process closed on 20th July 2007 following extensive consultation with staff, parents, governors and other key stakeholders. A summary of the response received during the consultation has been undertaken along with an assessment of the alternative proposals against the government criteria. A cross party working group has been established to consider school organisation. Further meetings will be held with secondary and secondary special headteachers in September and a report will be provided to the Executive Board in November 2007.

2.2 ContactPoint

DCSF have requested that each major contact management system software provider for ContactPoint work in partnership with a lead LA to produce a bid for DCSF approval that will enable their systems to be ContactPoint compliant.

Halton have been nominated to work in partnership as the lead authority on the continued development of Tribal's Synergy: Gateway and SysTalk products that will be used as the data movement management software for the national ContactPoint project.

This is an excellent opportunity for Halton to work with its supplier Tribal in true partnership to develop its systems and protocols in accordance with the ContactPoint information management and data sharing requirements.

From the outset, Halton will design and manage a development framework that will allow the requirements and ideas from other authorities to be shared. One method to help this is for Halton to set up and host a Tribal/ContactPoint bulletin board that will allow other authorities to share their views, comments and requirements.

2.3 Integrated Children's System (ICS)

Development of Phase 1a is now complete with 27 Eforms currently in the live environment. All social care teams are now using the Eforms System. The DCSF visited Halton on 14th June 2007 to assess the Eforms System against the set Compliance Criteria, we now have the results and are meeting shortly to discuss the findings.

2.4 Electronic Common Assessment Framework (E-CAF)

Six eCAF pilot sites have been testing the current Tribal eCAF solution since February. This has highlighted the need for a full eCAF solution as practitioners have embraced the electronic CAF very well. The use of the Tribal eCAF software has in that time also thrown up some issues regarding eCAF functionality that needed to be resolved if the pilot was to be progressed into a full eCAF system. Halton has recently committed to a new Tribal eCAF solution called Synergy and this will improve the issues identified in the pilot and will be rolled out to practitioners once new security features are in place. A larger number of practitioners can be supported via Synergy: eCAF with fewer of the cost implications of new hardware for practitioners.

2.5 Equality and Diversity

The Directorate has developed an Equality and Diversity Strategy with an accompanying action plan for implementation. The Directorate's Equality and Diversity group has been re-launched to lead on the implementation of the Strategy and will link into the Corporate Group. An audit has been completed of the Directorate's current position against the IDEA Local Government Equality Standard Level 3 and the gap analysis completed will inform progress against the standard. This will be a critical area of scrutiny for the Joint Area Review and whilst much progress has been achieved, far more is required before the inspection.

3.0 EMERGING ISSUES

3.1 School, Early Years and 14-16 funding arrangements 2008-11

The second phase of a national consultation exercise on school funding took place in between March and June 2007. The review covered the four main areas:-

- The distribution of the Dedicated Schools Grant to local authorities

- Changes to the way local authorities fund schools in order to prepare for the introduction of three year school budgets from April 2008
- Development of the funding arrangements for early years education to support the extension to 15 hours and increased flexibility of the free entitlement to early years education and care from 2010; and
- The funding arrangements to support the introduction of the entitlement to diplomas at Key Stage 4.

The impact of these changes on school funding in Halton will be assessed at the Halton School Forum. In Autumn the government will announce the funding levels and the level of the minimum funding guarantee. Three year budgets will then need to be provided to schools in Spring 2008.

3.2 Comprehensive Spending Review

The government are currently undertaking a comprehensive review of spending, assessing what investments and reforms are needed in public services. The outcome of this review will not be known until mid Autumn 2007. As a result there is considerable uncertainty about future funding levels. In addition, a large proportion of the services delivered by the directorate are funded through grants, many of which are scheduled to cease on 31st March 2008. It is not yet known whether all or some of these grants will be replaced.

3.3 Carefirst 6i Project.

Halton Borough Council have been using OLM's CareFirst application since April 2000 as the Authority's Social Care Client Database System. The application is used across two directorates, Health and Community (H&C) and Children and Young People (C&YP). Both have agreed to upgrade the system to CareFirst 6i.

Carefirst 6i utilises web technologies and cannot run on the existing CareFirst v5 hardware infrastructure. A technical feasibility study has been carried out, in conjunction with Corporate ICT and OLM, and a plan put in place to develop the required infrastructure as part of the project. A project group has been established with representation from all three Directorates with full implementation likely to be September 2008.

3.4 Secondary Schools Internet Access Project.

Due to ever expanding demands on secondary schools to access the internet we have been undertaking a project to find out what secondary school's requirements are for an ICT Infrastructure across Halton.

Schools need a reliable and robust network and this will be a key requirement for BSF.

The infrastructure has grown organically over the last few years and performance is now poor. ICT Services have identified that this is due to no prioritisation of traffic on the network so everyone is competing for limited resources.




ICT Services have agreed with Secondary Headteachers to put in place a new infrastructure, with Phase 1 planned for completion by December 2007. Access to the Internet will be provided from the 3 council buildings rather than the existing links from Municipal Buildings at Widnes. Further consultation will take place in early September 2007 in order to finalise the project and to agree with their schools their own bandwidth to the Internet.

3.5 Joint Area Review

Preparation is now underway for the Joint Area Review which will be held in Halton during March/April -08. A JAR Steering Group has been established to monitor the action plan to ensure the foundations are in place for a successful inspection well in advance of the Review. JAR is a multi-agency inspection so all agencies working with children in Halton will be involved in the preparation process.

A temporary Organisational Development Team is currently being established to bring together a range of staff to co-ordinate key aspects of organisational and cultural change need to equip the directorate for the future. The team will also take the lead on co-ordinating the JAR process.




4.0 PROGRESS AGAINST KEY OBJECTIVES / MILESTONES

Total	6		6		0		0
--------------	----------	---	----------	---	----------	---	----------

Progress against all six Key Objectives/Milestones has been good and all six have been assigned green lights. It should be noted that there is still a lot of work required to ensure all Key Objectives are met by the end of the year as we are only at the end of Quarter 1.

Further details of progress against each Key Objective are available in Appendix 1.

4.1 PROGRESS AGAINST OTHER OBJECTIVES / MILESTONES




Total	4		4		0		0
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Other objectives for the service are routinely reported at quarters 2 and 4. The four other objectives for this service are not showing any cause for concern and are not being reported by exception this quarter.

5.0 SERVICE REVIEW

Nothing to report in this quarter




6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS

Total	7		7		0		0
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Progress against all seven Key Performance Indicators has been good all seven have been assigned green lights. As this is a new Department all the Key Performance Indicators are new and have been developed as local indicators to measure progress in key areas. Baseline position and targets are to be established at the end of 2007-08 for all indicators.

Further details of progress against each Key Performance Indicator are available in Appendix 3.

6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS

Total	8		8		0		0
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Other indicators for the service are routinely reported at quarters 2 and 4. The eight other indicators for this service are not showing any cause for concern and are not being reported by exception this quarter.

7.0 PROGRESS AGAINST LPSA TARGETS

There are no LPSA targets for this service

8.0 RISK CONTROL MEASURES

During the production of the 2007-08 Service Plan, the service was required to undertake a risk assessment of all Key Service Objectives.



Where a Key Service Objective has been assessed and found to have associated 'High' risk, progress against the application of risk treatment measures is to be monitored, and reported in the quarterly monitoring report in quarters 2 and 4.





9.0 PROGRESS AGAINST HIGH PRIORITY EQUALITY ACTIONS

During 2006/07 the service was required to undertake an Equality Impact Assessment. Progress against actions identified through that assessment, with associated High priority are to be reported in the quarterly monitoring report in quarters 2 and 4.

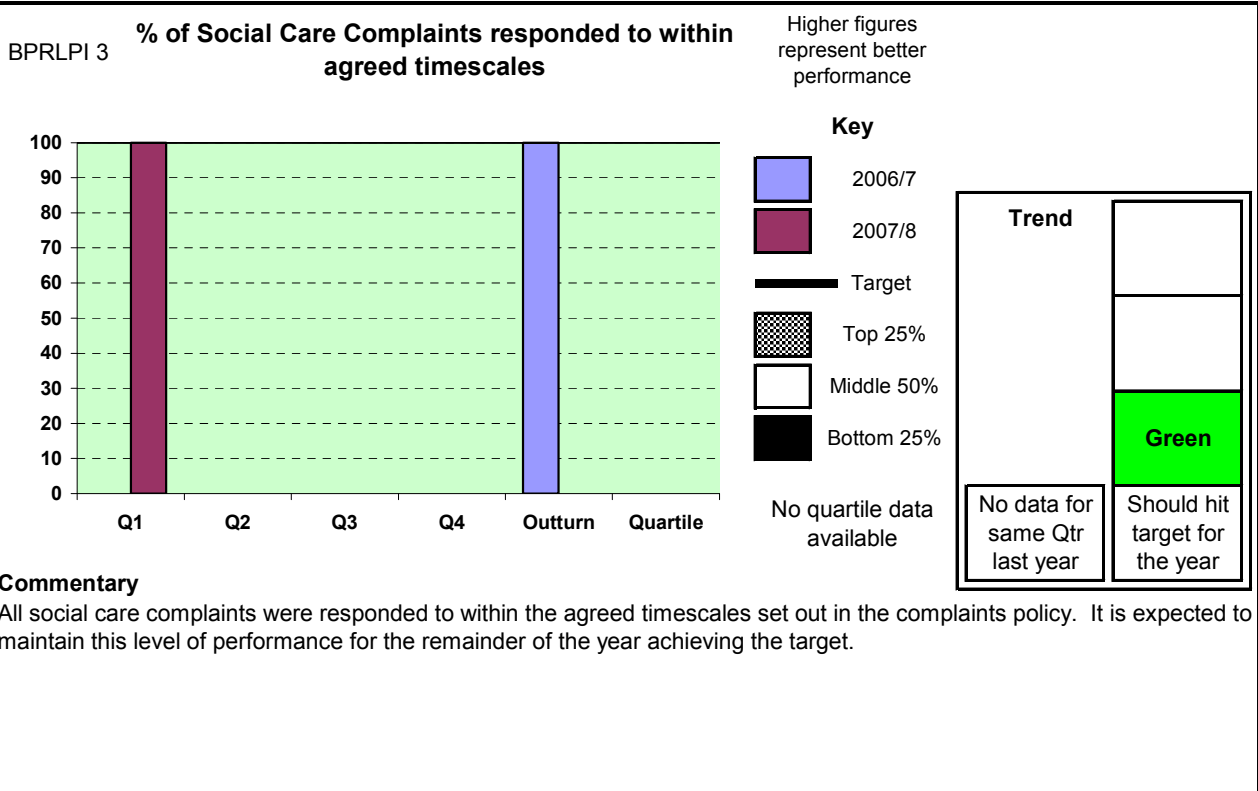
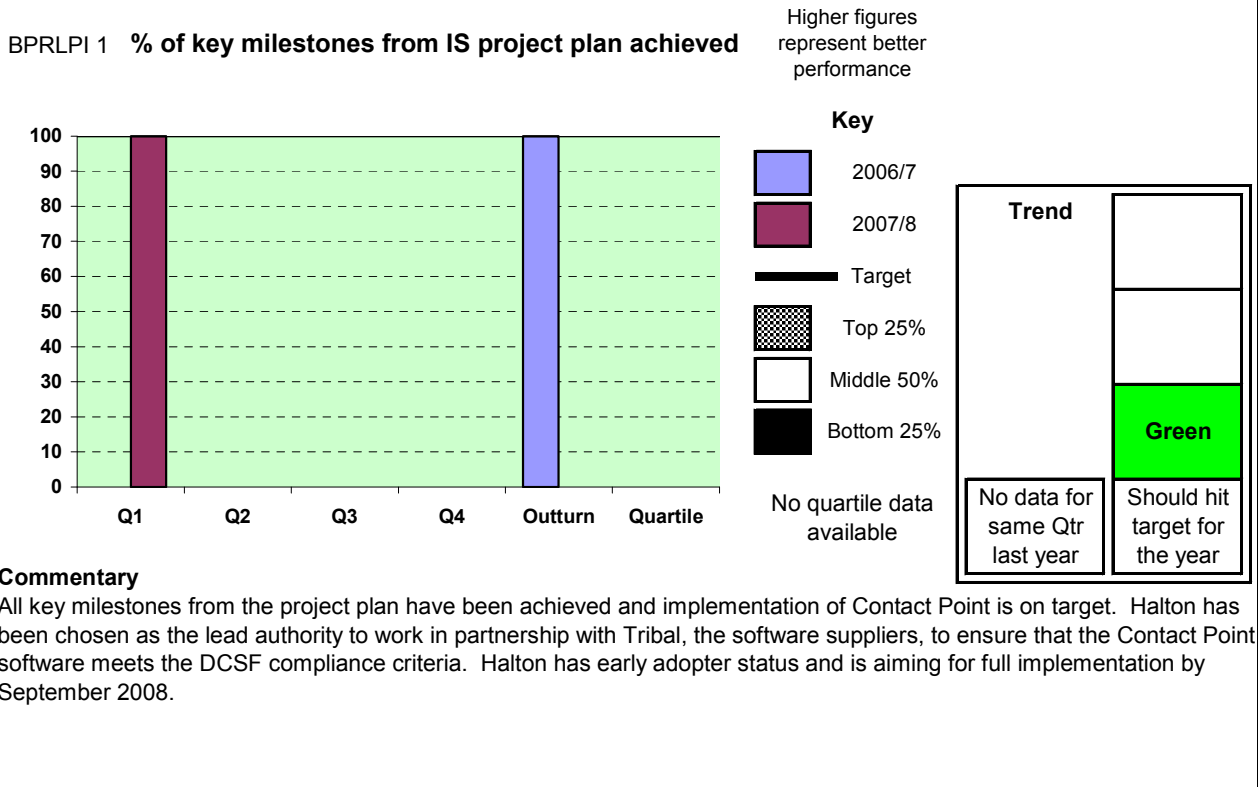
10.0 APPENDICES

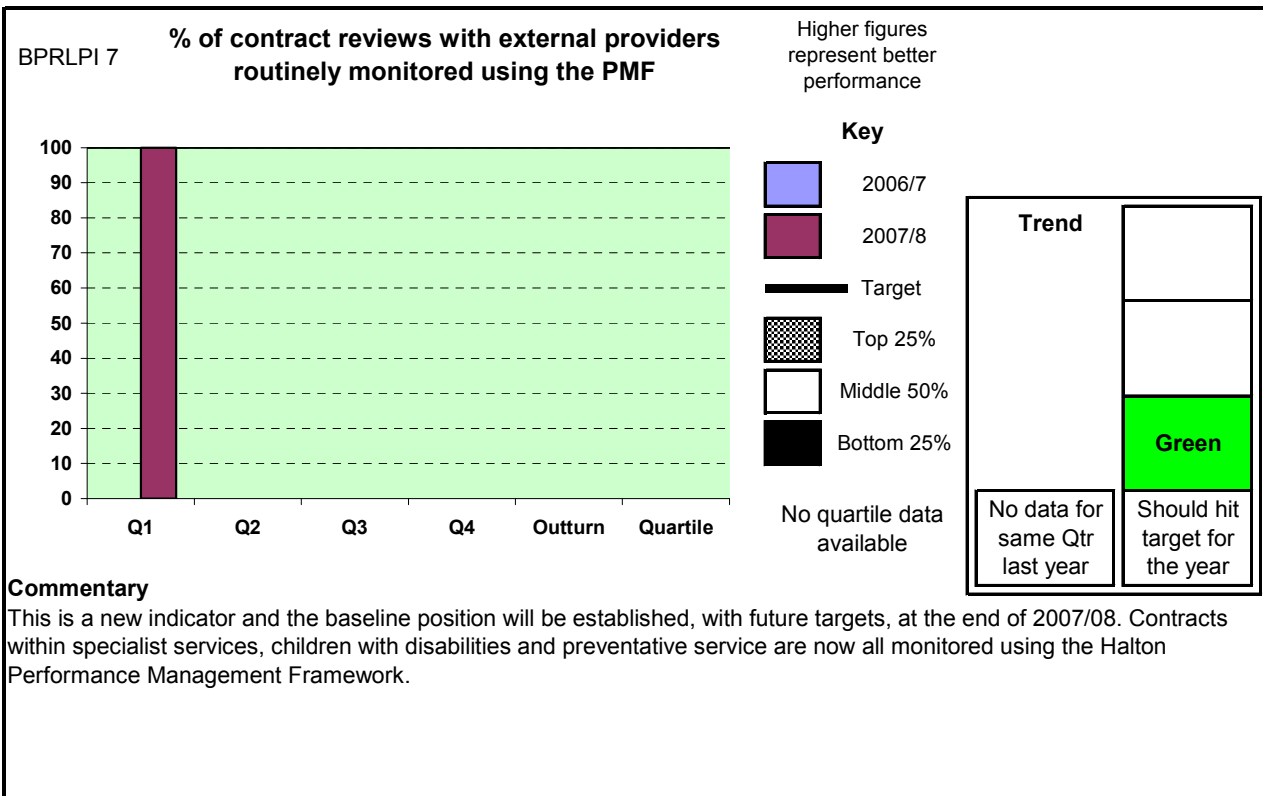
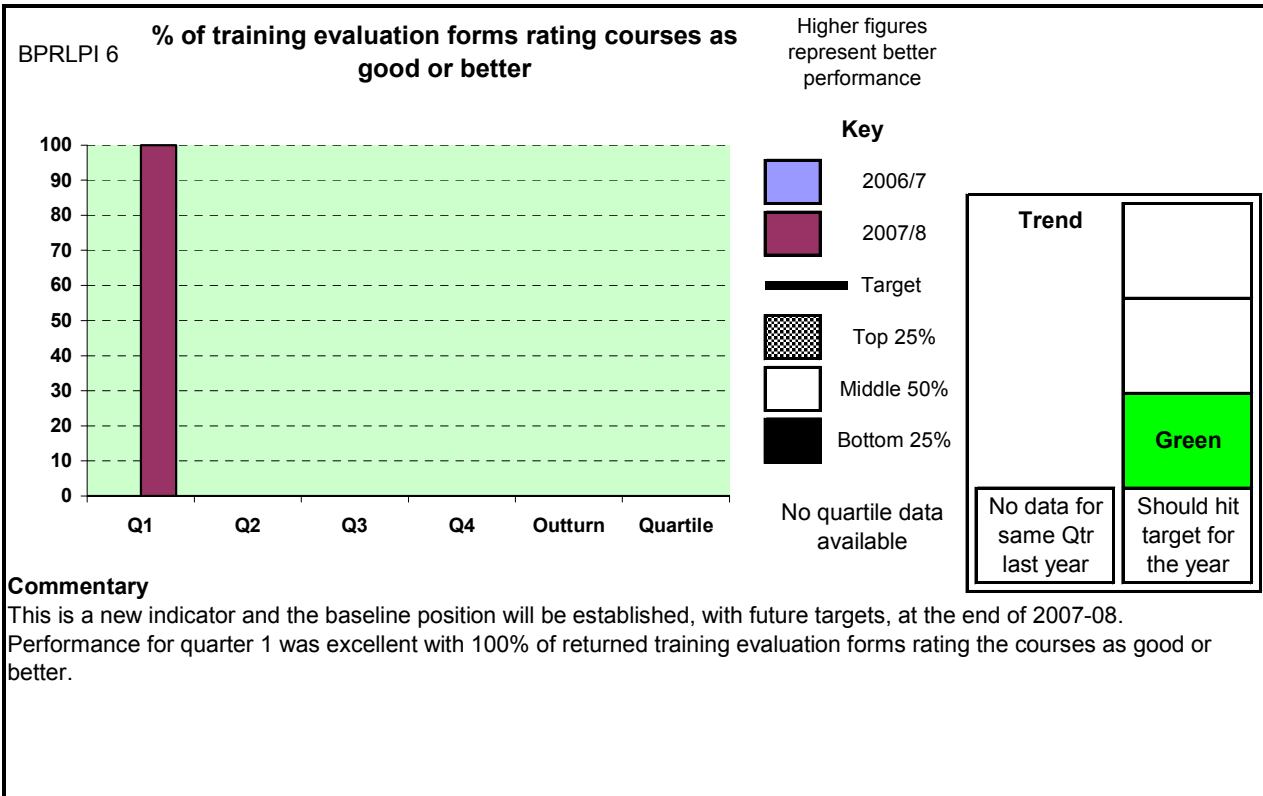
Appendix 1- Progress against Key Objectives/ Milestones
Appendix 2- Progress against Key Performance Indicators
Appendix 3- Financial Statement
Appendix 4- Explanation of traffic light symbols

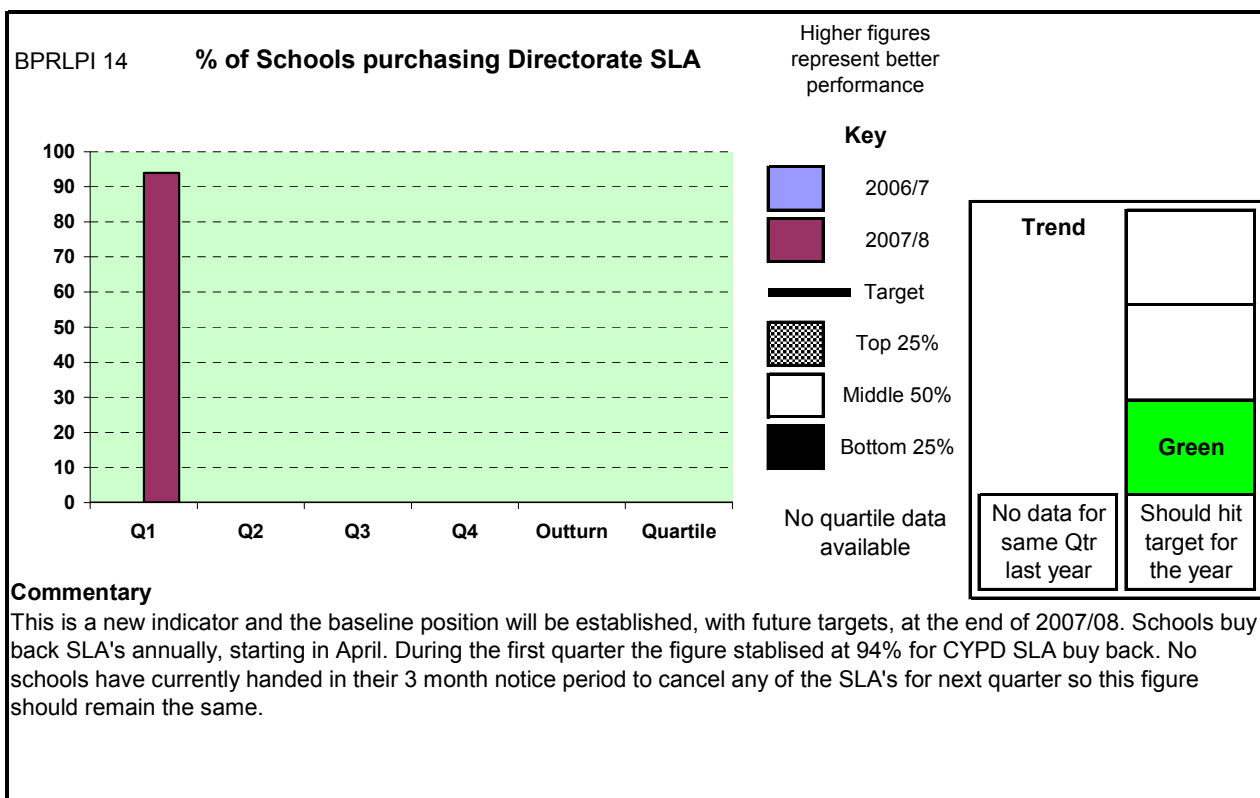
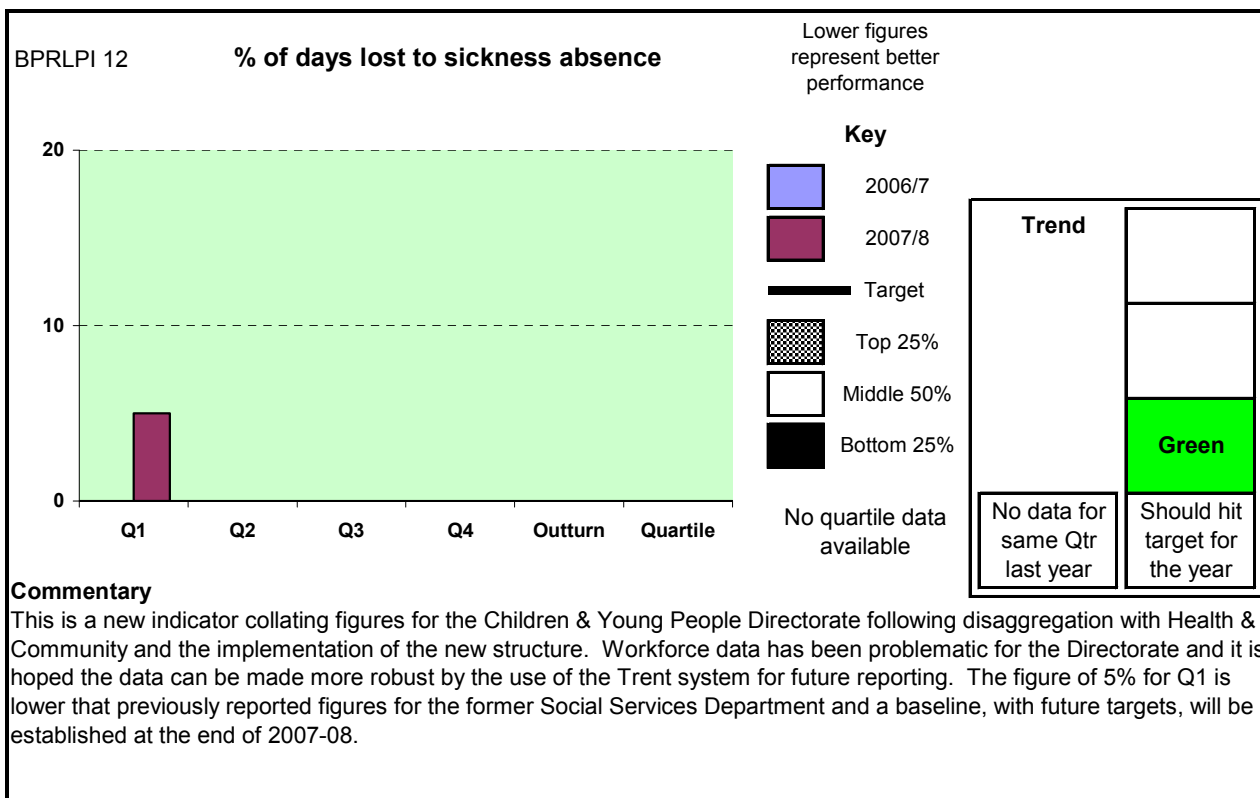
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
BPR 1	To enable the process of School Re-organisation including the development of the BSF programme	<p>Review progress in the light of new pupil number data by February 2008</p> <p>Implement second phase of secondary rationalisation programme by March 2008</p>		The first phase of the BSF secondary and secondary special consultation ends on 20 th July 2007. The outcome of the consultation is being summarised and an assessment undertaken of the alternative proposals against the government criteria.
BPR 2	To deploy resources effectively and efficiently	<p>Review arrangement for staffing, funded through grant by January 2008</p> <p>Review Special Schools and SEN funding formula by March 2008</p> <p>Implement Year 3 Gershon Efficiency targets from Apr 2007</p>		<p>A comprehensive list of all grant funding which supports the services delivered by the Children and Young People's Directorate has been completed. Staff funded by each grant have been identified.</p> <p>A Special Schools Funding Working Group has been established. Terms of reference and key funding principles have been agreed. A proposed future funding formula has been modelled and considered by the group.</p> <p>£253,000 of Gershon efficiencies have been identified for 07/08. Efficiencies achieved to date include a review and restructure of the support services providing typing and filing. This has been undertaken to reduce the number of posts by 2 and create a new Business Team. Delivery of Domestic Violence support through the Domestic Violence Forum has also contributed.</p>

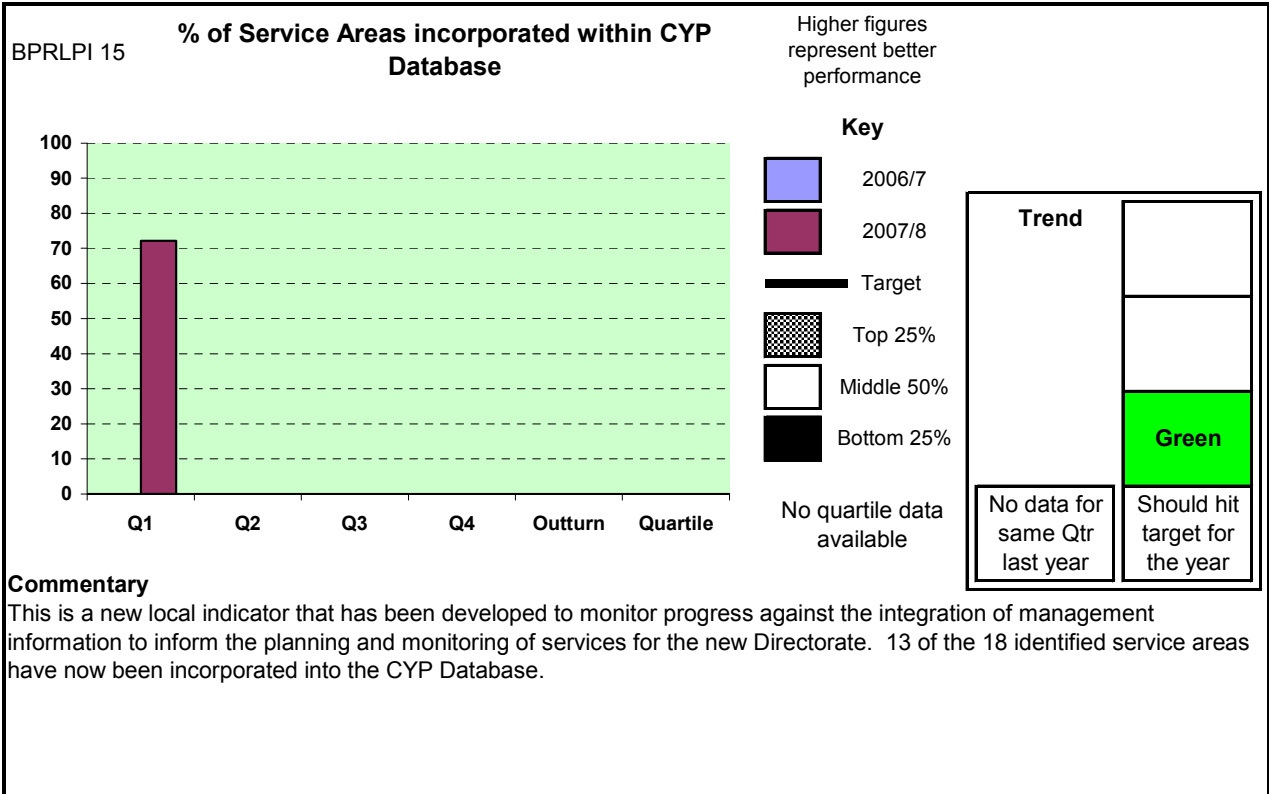
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
BPR 5	To recruit and retain a fully staffed, trained and motivated workforce	Reduce the level of staff turnover by March 2008 Provide training to meet requirements highlighted in Personal Action Plans		Recruitment and retention strategy has been reviewed and relaunched. This contains a number of specific actions to target staff in key areas. A new indicator on staff turnover has been established and will be reported in Q2. A wide range of training has been developed and co-ordinated across the Directorate in line with the national induction standards. A training database has been established to collate PAP's and match requests with available courses.
BPR 7	To develop the commissioning function to efficiently and effectively commission and contract services	Implementation of new joint commissioning framework by Sept 2007		Commissioning Framework has been approved by SMT and is due to go to the Commissioning Partnership in September. Full implementation will start following that meeting in line with the plan that has been developed.
BPR 8	To meet new ICT requirements and lead new projects	Lead the IS index project and ensure DfES timescales are met		All milestones that have been set by the DCSF have been completed on time and with a degree of efficiency. Milestones set by the DCSF for the ContactPoint project could change and new milestones be added in at any time.
BPR 10	To develop a communication strategy for the Directorate	Complete implementation of Parent Direct by Sept 2007		In early August 2007 we will have produced 8 topical guides covering parental rights. We will then formally launch the Halton Parent Direct Service in September 2007.

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
		Directorate Communication Strategy developed by Sept 2007		<p>In the process of carrying out an audit of all Newsletters / Leaflets etc to enable a communication review to be undertaken. The review will also include use of the CYP Intranet and Internet and other media.</p> <p>Currently awaiting the corporate Communication Strategy, which will then enable CYP to produce its own strategy.</p>









BUSINESS, PLANNING & RESOURCES**Revenue Budget as at 30th June 2007**

	Annual Budget	Budget To Date	Actual To Date	Variance To Date (overspend)	Actual Including Committed Items £'000
	£'000	£'000	£'000	£'000	
<u>Expenditure</u>					
Employees	2,542	604	571	33	584
Premises Support	574	0	0	0	0
Other Premises	9	0	0	0	0
Supplies & Services	449	188	213	(25)	220
School / College	1,284	98	95	3	106
Transport					
Transport	25	6	11	(5)	11
Support Service	833	0	0	0	0
Recharges					
Transport Support	163	0	0	0	0
Service Recharges					
Asset Charges	5,254	0	0	0	0
Standards Fund	462	115	115	0	115
School Contingency	842	0	0	0	0
SEN Contingency	315	0	0	0	0
SSA's Contingency	193	0	0	0	0
NQT Contingency	218	0	0	0	0
Teachers Pensions	565	120	106	14	106
Redundancies	318	0	0	0	0
Non Delegated	164	41	40	1	40
Building Schools for Future	600	35	35	0	35
Total Expenditure	14,810	1,207	1,186	21	1,217
<i>Income</i>					
Dedicated Schools Grant	-2,525	-630	-630	0	-630
Other Grant	-35	-8	-10	2	-10
Reimbursements	-10	-3	-2	(1)	-2
School SLA Income	-380	0	0	0	0
Building Schools For Future	-300	-300	-300	0	-300
Total Income	-3,250	-941	-942	1	-942
Net Expenditure	11,560	266	244	22	275

Comments on the above figures:

In overall terms revenue spending to the end of quarter 1 is under budget.

Employees are currently spending below budget profile due to vacancies in the Planning & Performance Team.

The small overspend against general Supplies & Supplies at this stage is in the Management Information & Communication Team.

The contingency budget for School's, Special Education Needs (SEN), Special Support Assistant's (SSA's) and Newly Qualified Teachers (NQT's) are allocated throughout the year.

The Support Services & Asset Charges are allocated at the year end.

At this early stage it is anticipated that overall revenue spending will be in line with the Departmental budget by the end of the financial year.

SPENDING ON EXTERNAL OR GRANT FUNDED ITEMS**As at 30th June 2007**

	Annual Budget	Budget To Date	Actual To Date	Variance To Date (overspend)	Actual Including Committed Items
	£'000	£'000	£'000	£'000	£'000
General Sure Start Grant	5,362	1,340	559	781	559
Local Strategic Partnership	820	205	71	134	71

Comments on the above figures:

External funding spending to the end of quarter 1 is below budget in both main areas.

General Sure Start Grant still has a number of budget areas which are yet to be allocated, but historically expenditure increases in the final 3 quarters of the financial year.

Regular monitoring reports are sent to the Local Strategic Partnership (LSP) in respect of all LSP projects and any areas of concern are dealt with throughout the year by the LSP support team and individual project managers. Some variances against the budget are expected, as the LSP have deliberately over-programmed in order to ensure that the full allocation of Neighbourhood Renewal Fund grant is spent during the year.

SPENDING ON CAPITAL PROJECTS**As at 30th June 2007**




	Total Allocation £'000	Actual To Date £'000	Balance Remaining £'000
Special Schools – Cavendish / Brookfields	1,334	2	1,332
School Repairs	996	222	774
Fire Compartmentation	15	0	15
Asset Management Data	5	0	5
Total Expenditure	2,350	224	2,126

Comments on the above figures:

There are still some schemes which have little actual spend up to the end of quarter 1.

It is important that these projects get underway as soon as possible, in order to ensure that the relevant capital allocations are fully utilised by the year-end.

The traffic light symbols are used in the following manner:

	<u>Objective</u>	<u>Performance Indicator</u>
<u>Green</u>	 <p>Indicates that the <u>objective</u> is <u>on course to be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the <u>target is on course to be achieved</u>.</p>
<u>Amber</u>	 <p>Indicates that it is <u>unclear</u> at this stage, due to a lack of information or a key milestone date being missed, <u>whether the objective will be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that it is either <u>unclear</u> at this stage or too early to state whether the target is on course to be achieved.</p>
<u>Red</u>	 <p>Indicates that it is <u>highly likely or certain that the objective</u> will not be achieved within the appropriate timeframe.</p>	<p>Indicates that the <u>target</u> will not be achieved unless there is an intervention or remedial action taken.</p>

QUARTERLY MONITORING REPORT

DIRECTORATE: Children & Young People
SERVICE: Community Services
PERIOD: Quarter 1 to period end 30th June 2007

1.0 INTRODUCTION

This quarterly monitoring report covers the Community Services Department first quarter period up to 30 June 2007. It describes key developments and progress against 'key' objectives and performance indicators for the service.

The way in which traffic light symbols have been used to reflect progress to date is explained in Appendix 4

2.0 KEY DEVELOPMENTS

2.1 SEN and Inclusive Learning

A number of new developments for the service have occurred during the quarter, including;

- Development of an Enhanced Action Plus Provision Panel and Early Years Enhanced Provision Panel for the Private and Voluntary Sector.
- Appointment of new SEN Service Manager following the completion of the service review
- Successful SEN Conference 'Including and Achieving'
- SEN website 'The Source' developed to provide a comprehensive source of information on Learning Difficulties and Disabilities (LDD).
- Implementation of the Tribal Technology Education Psychology Service module of the C&YP database.
- The SEN Strategy is currently being revised to ensure clarity of direction for the next 3 years in this area

2.2 Aiming High for Disabled Children: Better support for Families

Document was published in May 2007 with the aim of improving outcomes for disabled children. Key elements of the package nationally include:

- Specific grant of £280m to deliver a step change in the provision of short breaks
- £35m to pilot accessible childcare
- £19m for a 'Transition Support Programme', modelled on the 'Early

Support Programme' but focussed on young disabled people in transition to adulthood

- £5m to help more parents get involved in shaping services at a local level, including through parents forums.

In addition a national performance indicator will be developed for disabled children's services for 2008.

2.3 Children & Young People Area Networks (CYPAN's)

All CYPAN Managers and Service Delivery Managers have been appointed. The mapping of current provision and areas of need within CYPAN areas is underway. A programme of consultation with parents, carers, children, young people and local communities has begun. All current evaluations of service provision and planning of future services is underpinned by current performance framework.

3.0 EMERGING ISSUES

3.1 SEN and Inclusive Learning

A number of emerging issues for the service have arisen including;

- Learning Halton - a greater acceptance of the concept of the 'Inclusive Local Authority' and a partnership approach to meeting local needs.
- Early Years Enhanced Provision: Private and Voluntary Sector acknowledgement that childminders should be included in the support network addressing the needs of young children with LDD.
- Development of SEN team: vacancies in the SEN Service leading to the opportunity to add to existing skills of the team. Short-term, reduced capacity in team.
- 'Including & Achieving' conference - requests for extended conference and further workshops next year, with additional places being offered to partner agencies.

3.2 Children's Centre's

Planning and performance arrangements are being put into place in line with government guidance. Joint planning for services and delivery of children's centres performance indicators have been held between CYPD and the PCT. An IT infrastructure to support performance management is being put in place. A proposed Governance and Management policy for Children's Centres is to be submitted to SMT in August 2007.

Sites for three Phase 2 Children's Centres have been identified and agreed. The web-site tracker system for checking progress of the capital developments is up to date and accurate. All 3 projects are on track for

development within the allocated timescales.

3.3 Children with Disabilities Partnership

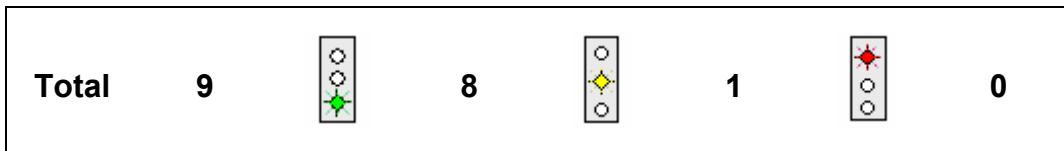
Work is ongoing to establish a common multi-agency dataset and to overcome some information sharing difficulties. This will enable us to establish the cohort of children with complex needs and use that as the basis for piloting the set of local indicators that have now been agreed. A report will be going to the Partnership Board in the next quarter, highlighting the issues and putting forward proposals for development.

3.4 Joint Area Review

Preparation is now underway for the Joint Area Review which will be held in Halton during March/April 08. A JAR Steering Group has been established to monitor the action plan to ensure the foundations are in place for a successful inspection well in advance of the Review. JAR is a multi-agency inspection so all agencies working with children in Halton will be involved in the preparation process.

A temporary Organisational Development Team is currently being established to bring together a range of staff to co-ordinate key aspects of organisational and cultural change need to equip the directorate for the future. The team will also take the lead on co-ordinating the JAR process.




4.0 PROGRESS AGAINST KEY OBJECTIVES / MILESTONES



Progress against eight of the nine Key Objectives/Milestones has been good and green lights have been assigned. Key Objective CS8, relating to services for Children with Disabilities has been assigned an amber light. There have been some delays in establishing the cohort of children with complex needs covered by the Children with Disabilities partnership as this is a multi-agency service and there have been some information sharing difficulties. This is in the process of being resolved and it is hoped it will move to green by the end of Quarter 2.

Detailed commentary of progress against each of the Key Objectives is available in Appendix 1.

4.1 PROGRESS AGAINST OTHER OBJECTIVES / MILESTONES




Total	4		4		0		0
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Other objectives for the service are routinely reported at quarters 2 and 4. The four other objectives for this service are not showing any cause for concern and are not being reported by exception this quarter.

5.0 SERVICE REVIEW

Nothing to report in this quarter.

6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS




Total	10		7		1		0
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Seven of the eight Key Performance Indicators reported on in this quarter is have performed well and have been assigned a green light. BVPI 46 has been assigned an amber light – provisional primary school attendance data is subject to validation and is likely to change.

There are two new local indicators for Children with Disabilities that are based on multi-agency data that is not currently available so they have not been reported on. It is hoped to establish the required system to report a figure in Quarter 2.

Charts and commentary for each of the Key Performance Indicators are available in Appendix 3.

6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS

Total	4		4		0		0
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Other indicators for the service are routinely reported at quarters 2 and 4. The four other indicators for this service are not showing any cause for concern and are not being reported by exception this quarter.

7.0 PROGRESS AGAINST LPSA TARGETS

There are no LPSA targets for this service

8.0 RISK CONTROL MEASURES

During the production of the 2007-08 Service Plan, the service was required to undertake a risk assessment of all Key Service Objectives.



Where a Key Service Objective has been assessed and found to have associated 'High' risk, progress against the application of risk treatment measures is to be monitored, and reported in the quarterly monitoring report in quarters 2 and 4.


9.0 PROGRESS AGAINST HIGH PRIORITY EQUALITY ACTIONS


During 2006/07 the service was required to undertake an Equality Impact Assessment. Progress against actions identified through that assessment, with associated High priority are to be reported in the quarterly monitoring report in quarters 2 and 4.


10.0 APPENDICES




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


Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS 1	To reduce the number of children/young people requiring a Statement of SEN and improve the opportunities for pupils to be educated in mainstream school	To establish a multi-agency provisions panel, allowing enhanced provision to be allocated earlier to support effective earlier identification and inclusive practice in advance of requests for statutory assessment by March 2008		Panel established. 55 pupils are receiving enhanced provision of which there are 12 early years children. Following the success of the Enhanced Provision Panel it has been agreed to establish an Early Years Enhanced Provision Panel based on this model. This Panel will meet to discuss requests from Private and Voluntary settings for children with exceptional needs that would have formerly required placement in special school provision.
CS 2	To ensure value for money in meeting SEN and seek to improve levels of educational achievement and attainment for all pupils with SEN	To monitor the use and deployment of delegated and non-delegated SEN resources to ensure that the needs of pupils with SEN are met throughout the year		<p>Currently there are 91 pupils attending out of borough schools. This has reduced from 115 pupils in 2006. Savings resulting from reduced Out of Borough placements have been redistributed to schools for use in support of pupils at 'School Action' and 'School Action Plus' stages of the SEN Code of Practice.</p> <p>This is as a result of the increased capacity of local authority schools to understand and accommodate the needs of pupils that would have previously been placed in out of borough provision.</p> <p>In addition, the establishment of the Out of Borough Placement Panel has</p>

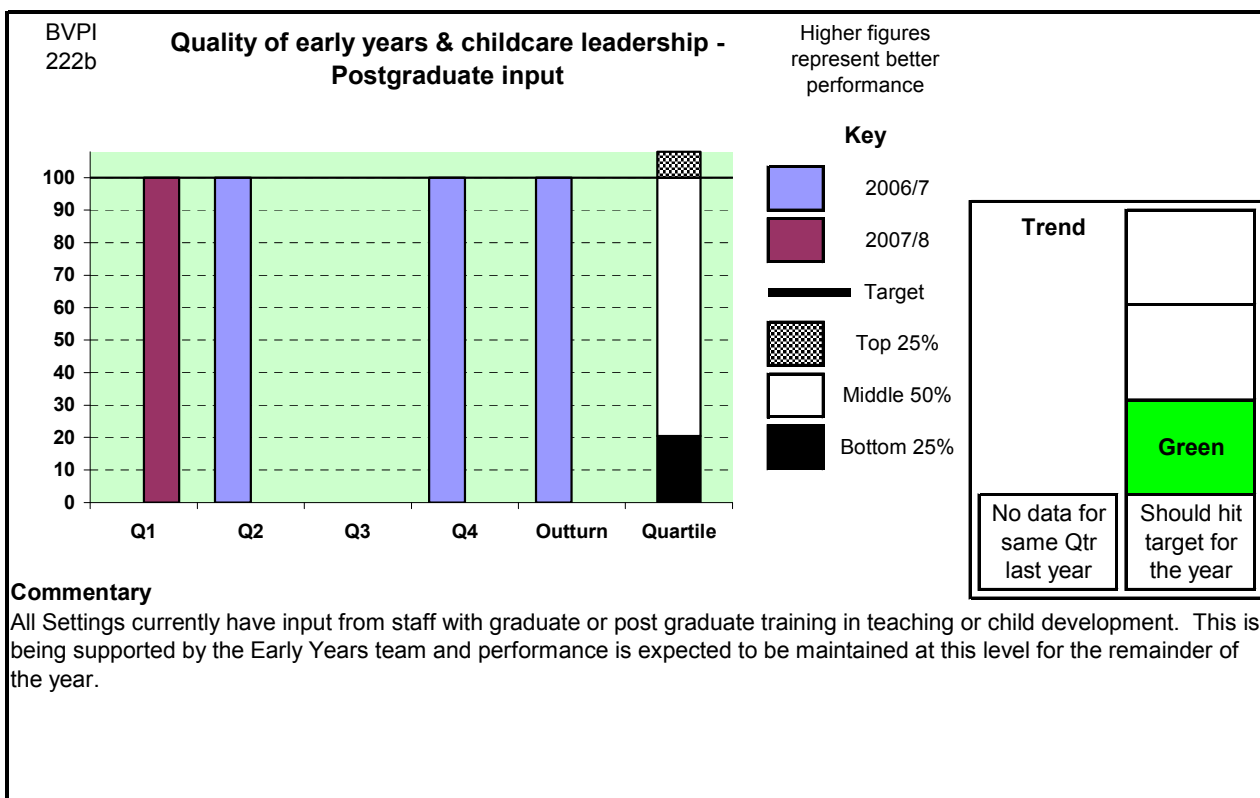
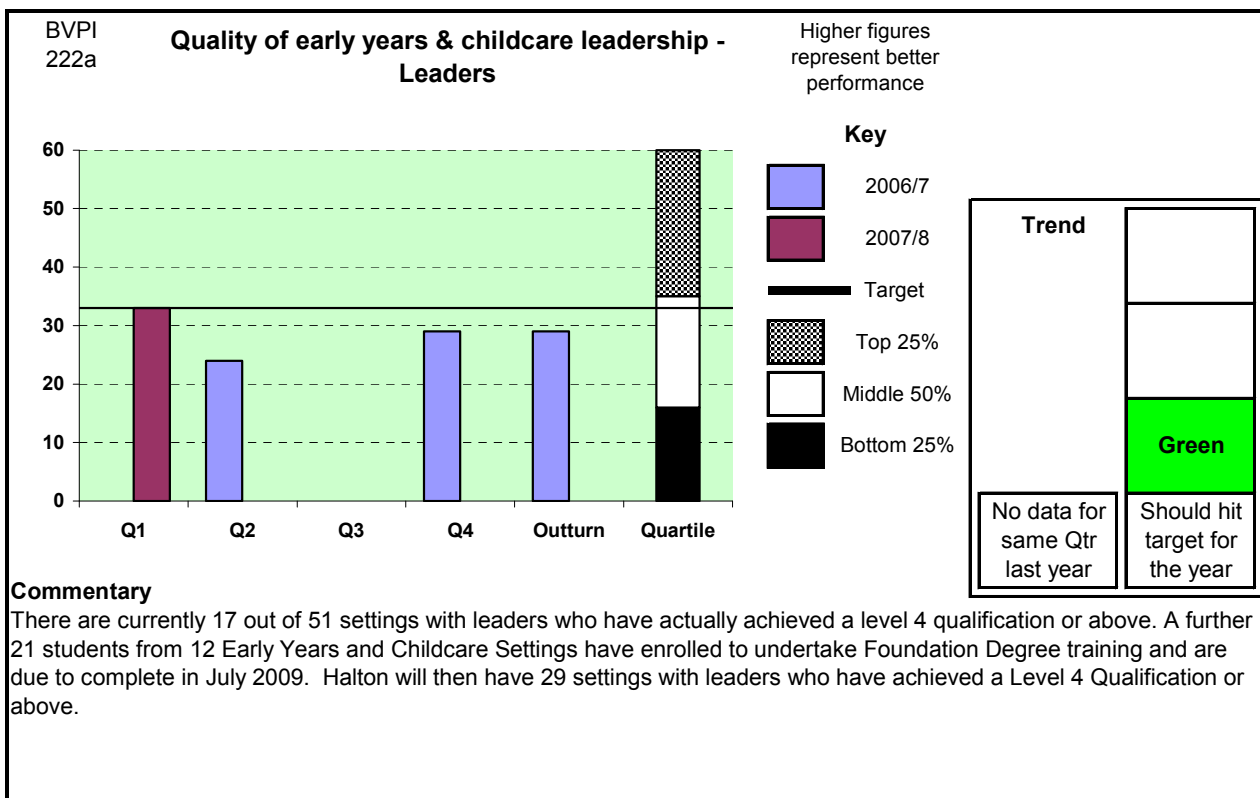
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS 2 cont.				ensured that collective decision-making, based on the evidence produced, relates to the needs of the particular pupil and takes account of parental preference. If a decision to seek out of borough provision is made the placement is determined by appropriate provision alongside value for money. This is in line with North West regional contract agreements.
CS 3	To secure sufficient childcare and Early Education Places in line with Childcare Act	<p>Complete Childcare needs analysis by Sept 2007</p> <p>Provide QTS support to private and voluntary service to ensure at least 75% achieve good or better inspection rating by March 2008</p>		<p>A draft Self-assessment form for GONW (Government Office North West) has been completed and returned detailing the progress in completing the childcare sufficiency assessment. A detailed childcare sufficiency assessment is now close to completion, providing a comprehensive audit of supply and demand for childcare and early education. Following completion by September, it will be sent out for consultation in line with government requirements.</p> <p>6.5 QTS are now working with Children's Centres and Private and voluntary settings to ensure continuous quality improvement. A training officer took up post in June 2007 to progress workforce development within early years. During the first quarter, 5 private and</p>

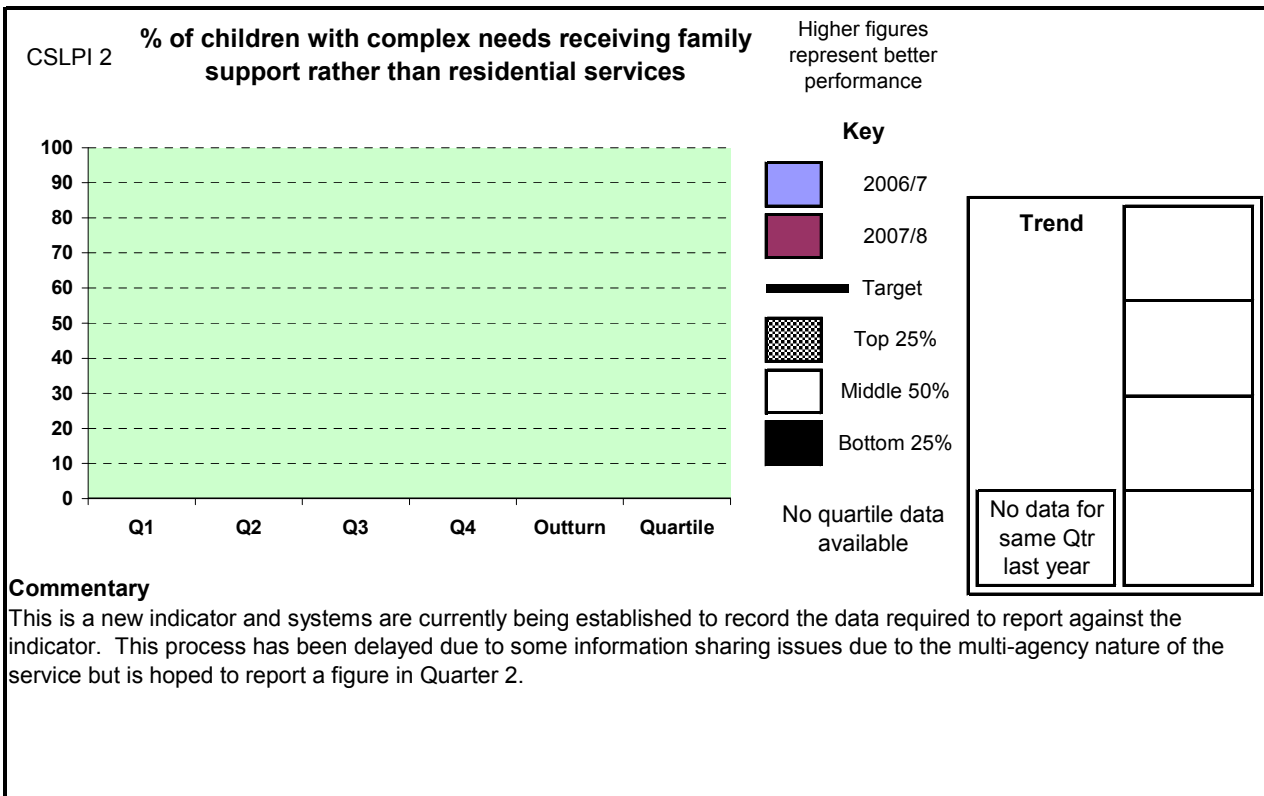
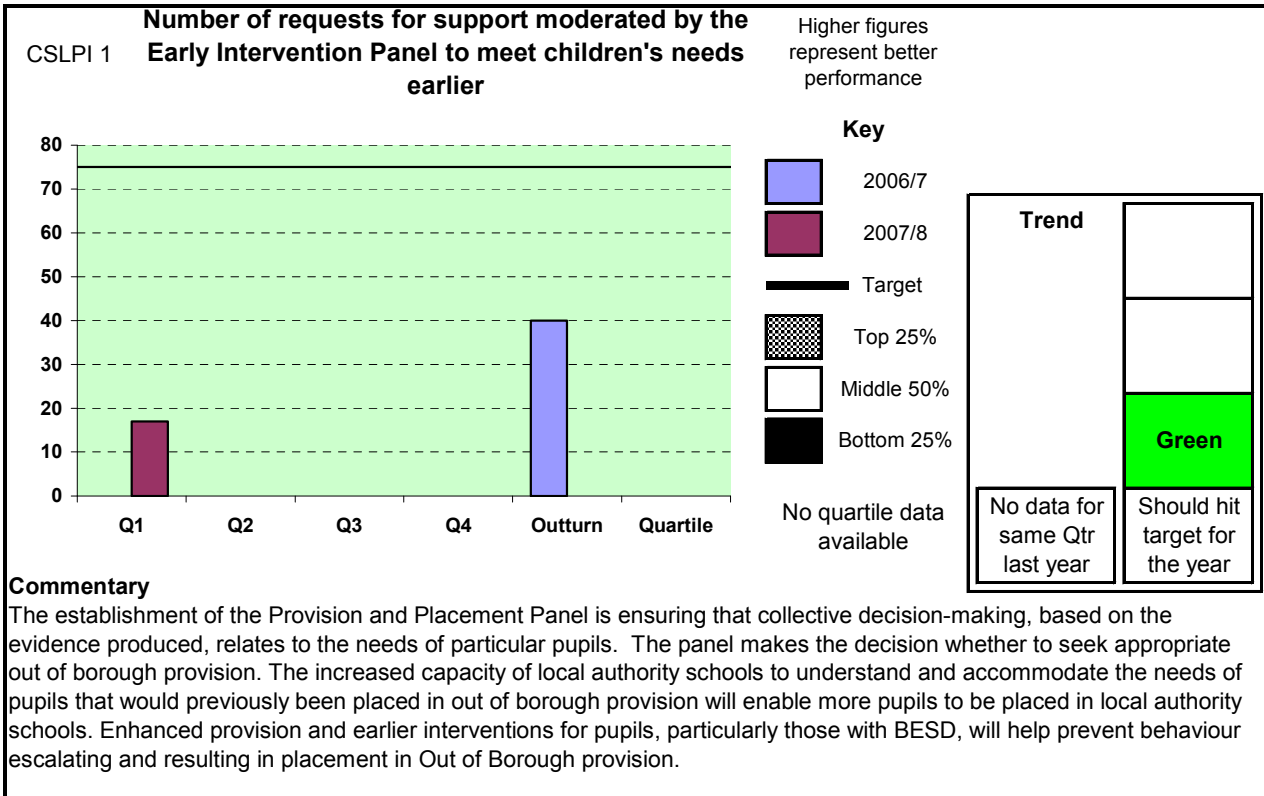
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS 3 Cont.				voluntary settings have been inspected by OFSTED. 1 setting was judged as satisfactory and 4 settings were judged as good (80%).
CS 4	To increase accessibility to Children's Centres services	<p>Establish national performance management framework for children's centres by March '08</p> <p>To achieve designation of 3 Phase 2 Children's Centres by March 2008</p>		<p>Planning and performance arrangements are being put into place in line with government guidance. A Contracts Manager took up post in June 2007 and commissioned services for children's centres have been agreed, to allocate budgets through the Commissioning Board.</p> <p>Joint planning meetings for services, and delivery of children's centres performance indicators, have been held between CYPD and PCT. An IT infrastructure to support performance management is being put in place. A proposed Governance and Management policy for Children's Centres is to be submitted to SMT in September 2007.</p> <p>Sites for 3 Phase 2 Children's Centres have been identified and agreed. The web-site tracker system for checking progress of the capital developments is up to date and accurate. All 3 projects are on track for development within the allocated timescales.</p>

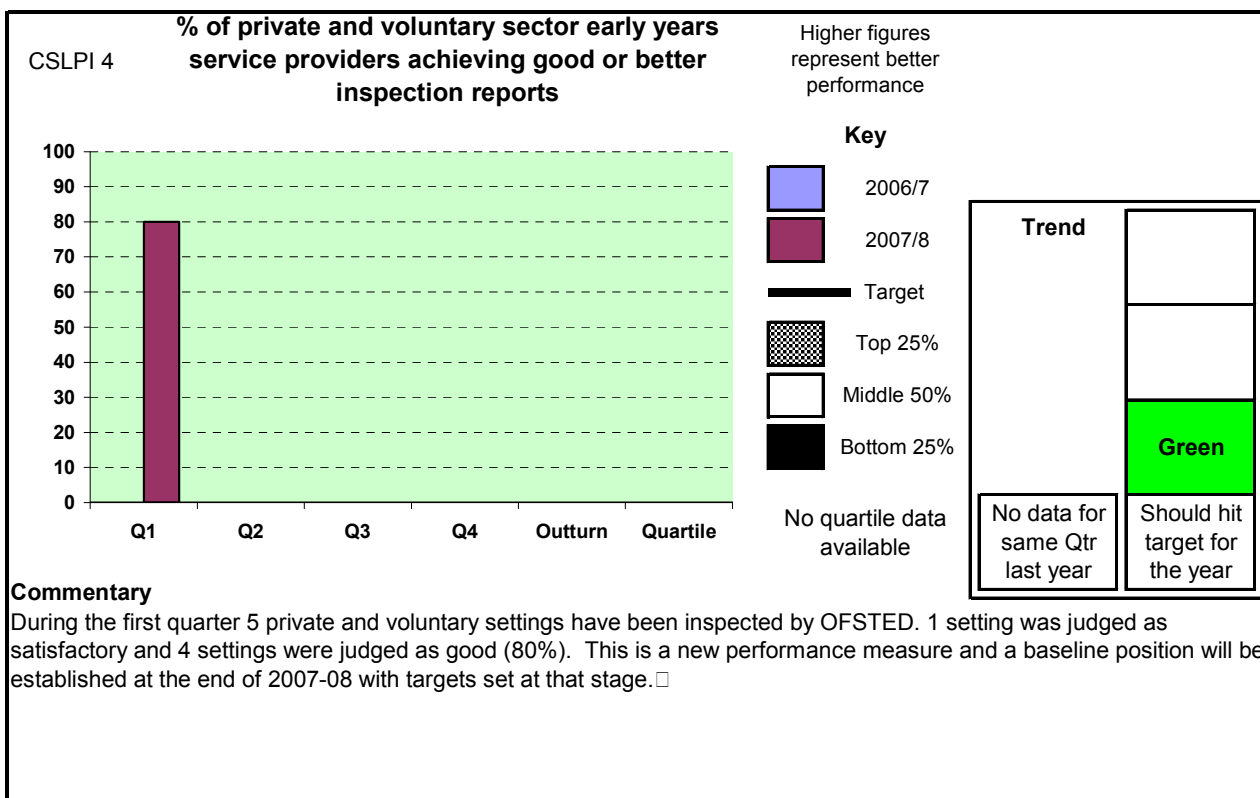
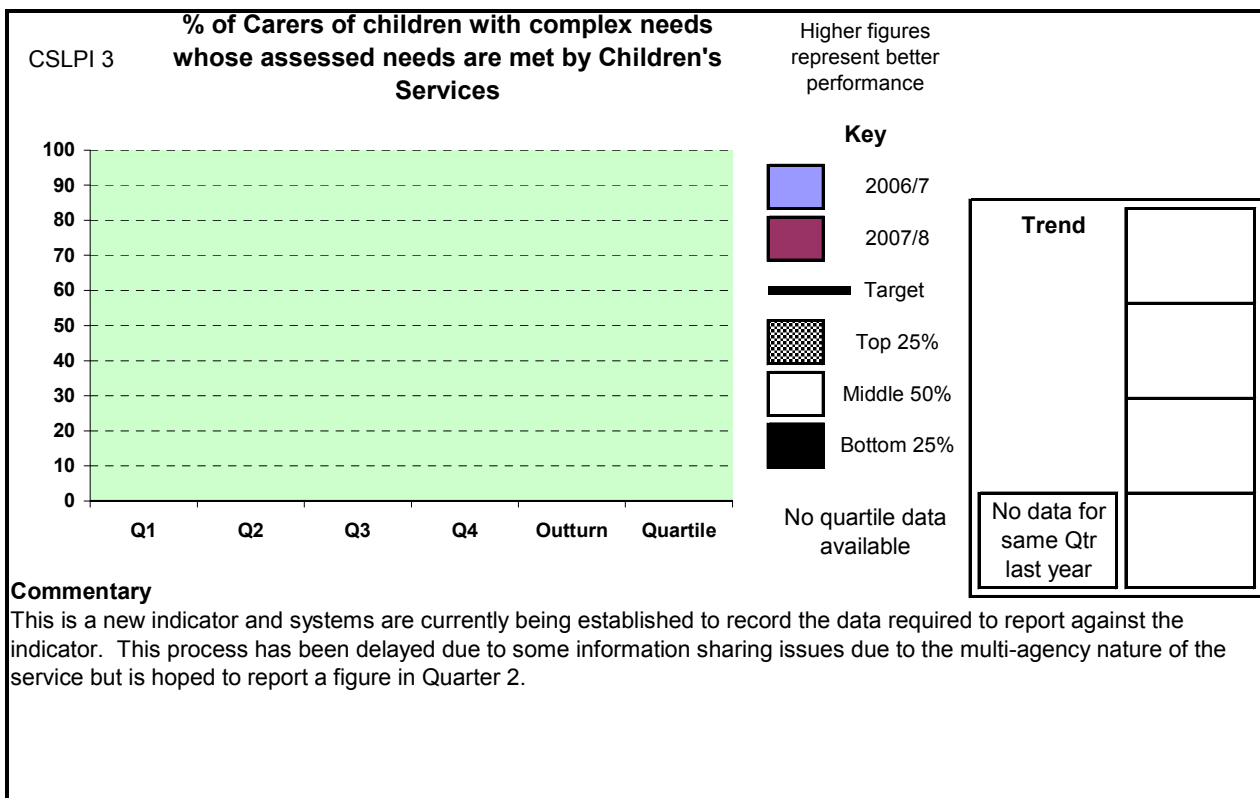
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS 5	To develop Children and Young People's Area Networks to provide services based on local needs	<p>To identify key local targets for CYPAN areas based on needs analysis and community consultation by December 2007</p> <p>To consolidate the transition from Surestart programmes to Children and Young People Area Network's (CYPAN's) by September 2007</p>		<p>All CYPAN Managers and Service Delivery Managers have been appointed. The mapping of current provision and areas of need within CYPAN areas is underway.</p> <p>A programme of consultation with parents, carers, children, young people and local communities has begun. All current evaluations of service provision and planning of future services is underpinned by the current performance framework.</p> <p>The Children's Centre staffing structure is in place, with all key posts appointed by September 2007. Children's Centre and Extended School strategies have been merged enabling 0-19 provision. Draft management and governance policies are in place. Co-location of partner agency staff within Children's Centres is currently under discussion.</p> <p>CYPAN Head Teacher meetings are facilitated through CYPAN Managers. Joint planning meetings with statutory partners; PCT, Job Centre plus and private and voluntary childcare providers, have been established.</p>

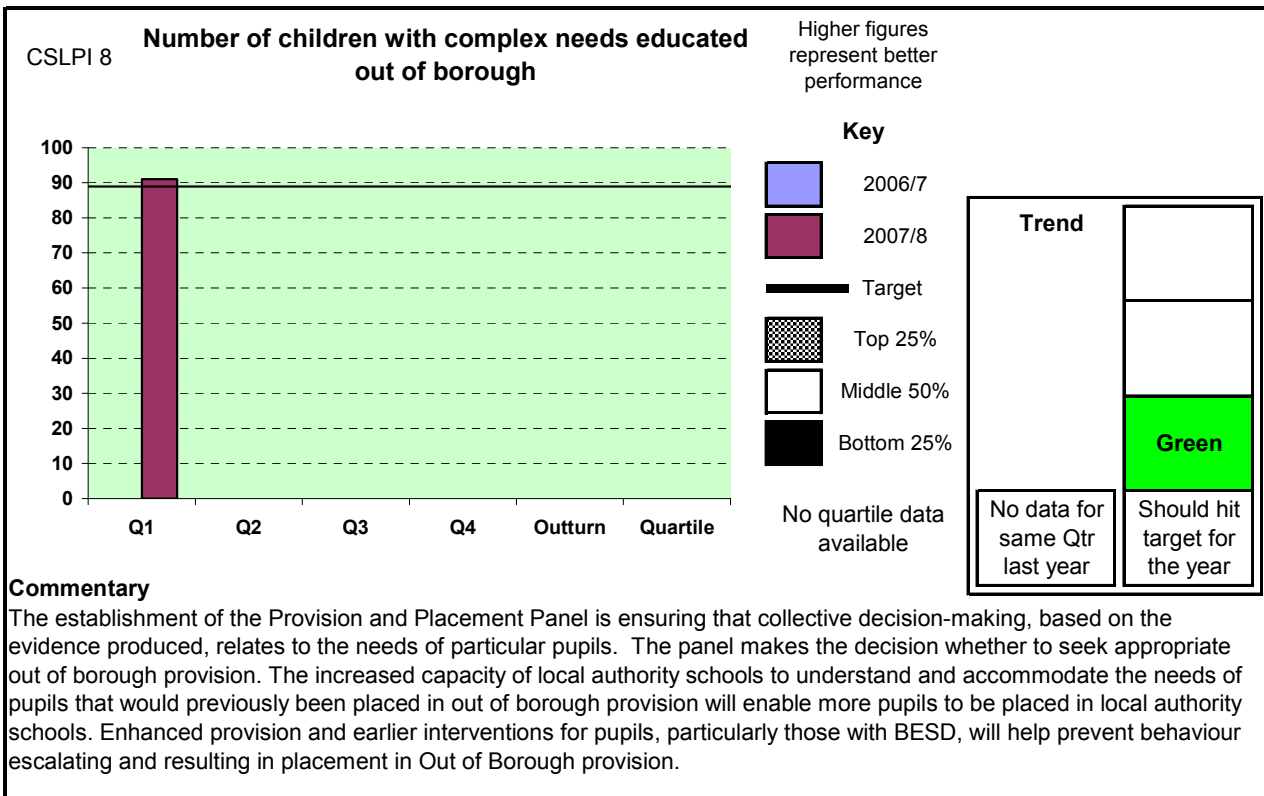
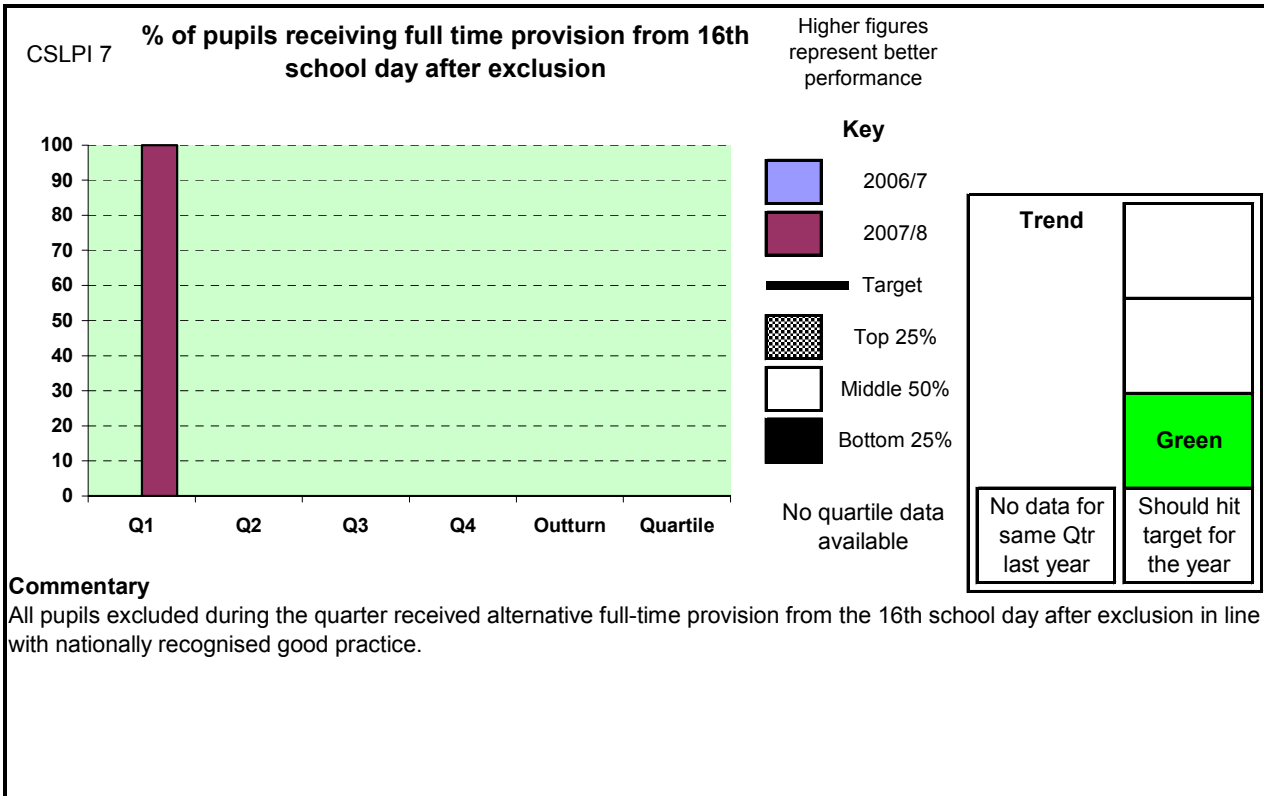
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS 6	To provide co-ordinated and integrated services to children with disabilities (CWD)	Review/ updating of strategy in the context of the new service design. Implement revised strategy by March 2008 and establish baseline position.		CWD Mini Trust expanded in April 2007, all services under management of joint Disability Manager. CWD Pooled Budget expanded in April 2007. Council for Disabled Children commissioned to work with staff to develop integrated teams and processes. Work commended June 2007.
CS 8	To develop self confidence of children with disabilities to deal with significant life changes and challenges	Review data with Connexions on post school destinations of CWD mini trust cohort by March 2008		Joint appointment of Transition Coordinator with Children's and Adults services. Audit of files against Multi Agency Transition Protocol undertaken. Multi Agency Transition Strategy in development including a review of post school destinations. Identification of CWD mini trust cohort still underway.
CS9	To improve levels of school attendance, particularly in secondary schools	Develop joint working with health sector to reduce non attendance due to chronic health issues by March 2008 Develop multi-agency intervention plan each pupil identified in persistent absent cohort by September 2007		School attendance at both primary and secondary phase continues to improve in Halton. Our provisional figures for this year are the best since unitary. 91.7% Secondary and 94.5% Primary and should bring Halton in line with national expectations.

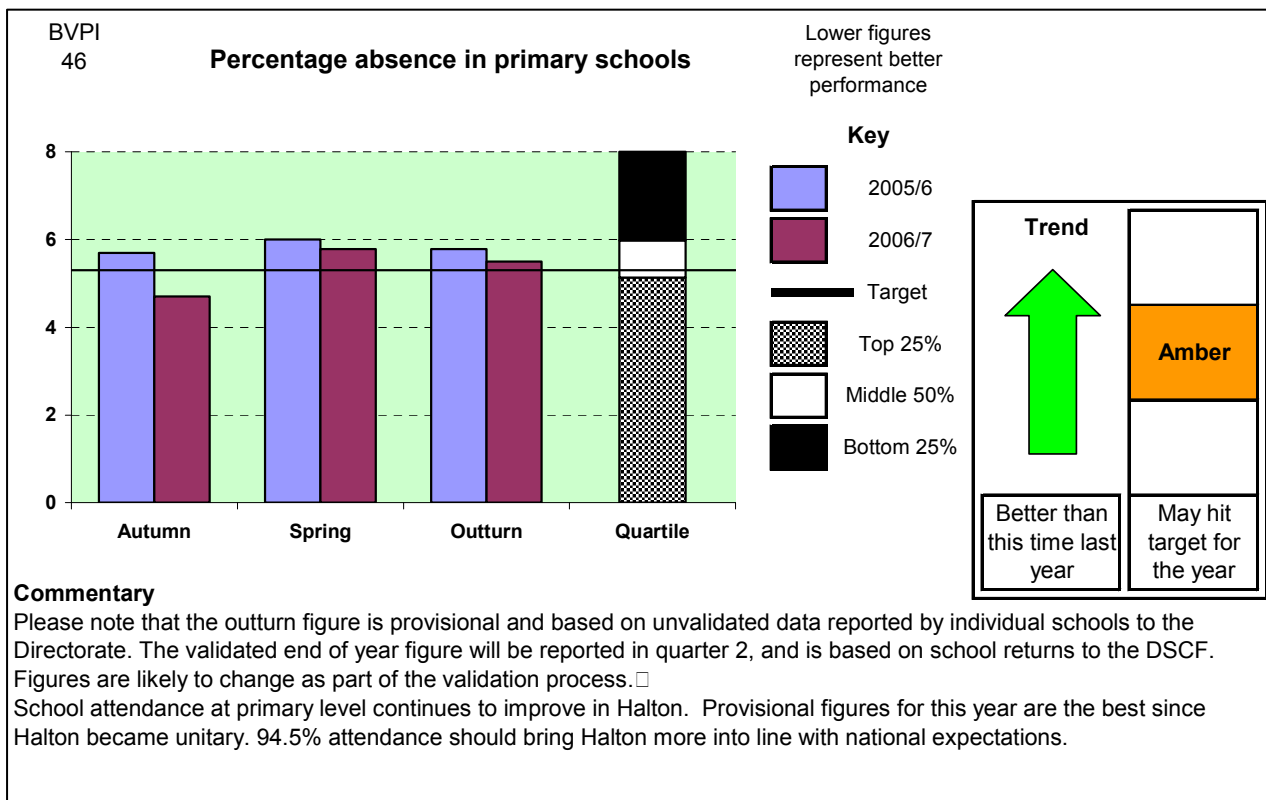
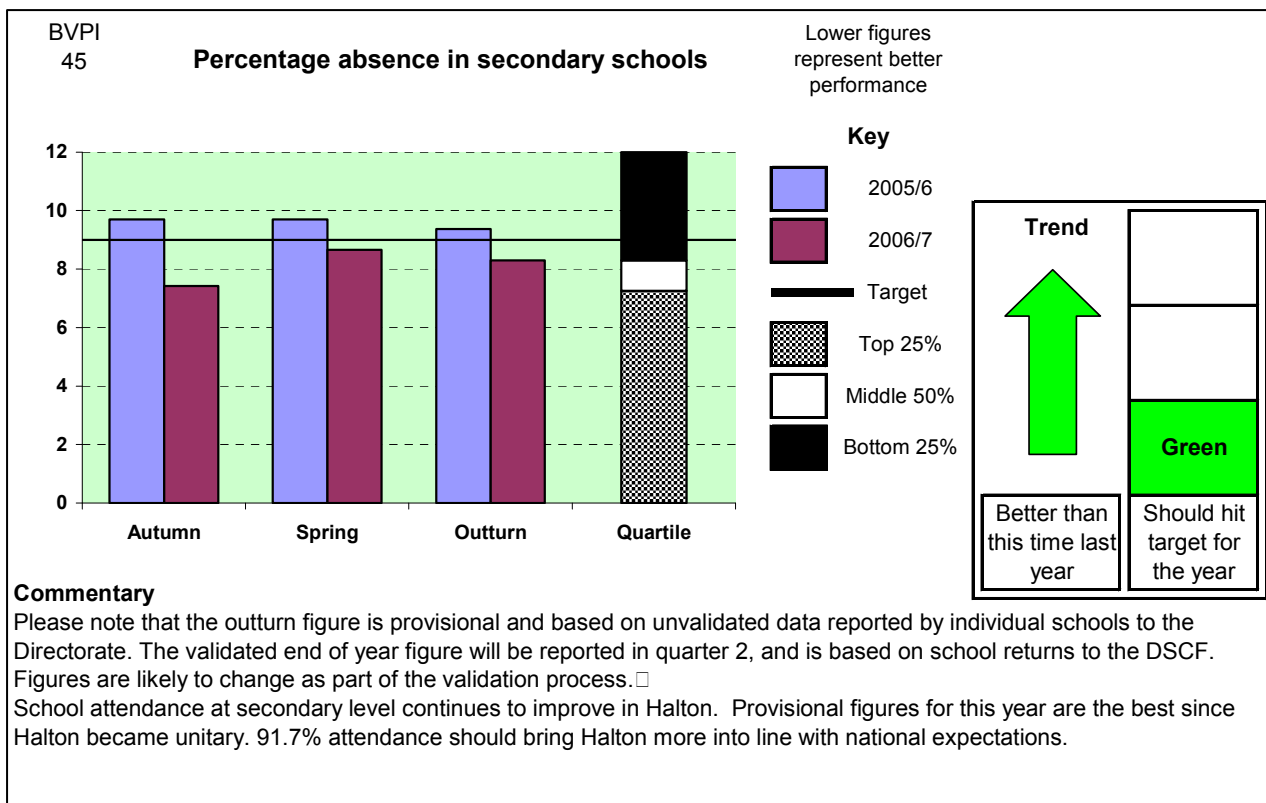
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS10	To improve behaviour in schools	<p>Every secondary school to be part of an Education Improvement Partnership on Behaviour by Sept 2007</p> <p>Develop a broader, high quality alternative curriculum ensuring accredited outcomes by Sept 2007.</p>		Both milestones will be in place in September and will impact on the overall level of exclusion from Halton schools.











COMMUNITY SERVICES

Revenue Budget as at 30th June 2007

	Annual Budget	Budget To Date	Actual To Date	Variance To Date (overspend)	Actual Including Committed Items
	£'000	£'000	£'000	£'000	£'000
<i>Expenditure</i>					
Employees	2,189	547	505	42	519
Premises Support	40	0	0	0	0
Premises Other	32	8	9	(1)	9
Supplies & Services	196	49	31	18	46
Transport	19	5	2	3	2
Nursery Provider Payments	1,553	620	618	2	618
Independent School Fees	1,403	620	620	0	620
Inter Authority	913	0	0	0	0
Special School Fees					
Speech Therapy	46	12	0	12	0
Asset Charges	3	0	0	0	0
Total Expenditure	6,394	1,861	1,785	76	1,814
<i>Income</i>					
Dedicated Schools Grant	-4,884	-1,221	-1,221	0	-1,221
Inter Authority Income	-543	0	0	0	0
Sales	-61	-15	-12	(3)	-12
Fees	-81	-20	-21	1	-24
Total Income	-5,569	-1,256	-1,254	(2)	-1,257
Net Expenditure	825	605	531	74	557

Comments on the above figures:

In overall terms revenue spending to the end of quarter 1 is under budget.

Employees are currently spending below budget profile due to vacancies in the Early Years team, Halton Children's Information Service and SEN Service.

The budget profile has been adjusted for Inter Authority Special School Fees and Income, as no invoices have been received or issued for the current financial year.

The Support Services & Asset Charges are allocated at the year-end.

At this early stage it is anticipated that overall revenue spending will be in line with the Departmental budget by the end of the financial year.

SPENDING ON EXTERNAL OR GRANT FUNDED ITEMS**As at 30th June 2007**

	Annual Budget	Budget To Date	Actual To Date	Variance To Date (overspend)	Actual Including Committed Items
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Comments on the above figures:

External funding spending to the end of quarter 1 is below budget in both main areas.

General Sure Start Grant still has a number of budget areas which are yet to be allocated, but historically expenditure increases in the final 3 quarters of the financial year.

Regular monitoring reports are sent to the Local Strategic Partnership (LSP) in respect of all LSP projects and any areas of concern are dealt with throughout the year by the LSP support team and individual project managers. Some variances against the budget are expected, as the LSP have deliberately over-programmed in order to ensure that the full allocation of Neighbourhood Renewal Fund grant is spent during the year.

SPENDING ON CAPITAL PROJECTS**As at 30th June 2007**




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Fire Compartmentation	15	0	15
Asset Management Data	5	0	5
Total Expenditure	2,350	224	2,126

Comments on the above figures:

There are still some schemes which have little actual spend up to the end of quarter 1.

It is important that these projects get underway as soon as possible, in order to ensure that the relevant capital allocations are fully utilised by the year-end.

The traffic light symbols are used in the following manner:

	<u>Objective</u>	<u>Performance Indicator</u>
<u>Green</u>	 <p>Indicates that the <u>objective is on course to be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the <u>target is on course to be achieved</u>.</p>
<u>Amber</u>	 <p>Indicates that it is <u>unclear</u> at this stage, due to a lack of information or a key milestone date being missed, <u>whether the objective will be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that it is either <u>unclear</u> at this stage or too early to state whether the target is on course to be achieved.</p>
<u>Red</u>	 <p>Indicates that it is <u>highly likely or certain that the objective will not be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the <u>target will not be achieved</u> unless there is an intervention or remedial action taken.</p>

QUARTERLY MONITORING REPORT

DIRECTORATE: Children & Young People
SERVICE: Specialist Services
PERIOD: Quarter 1 to period end 30th June 2007

1.0 INTRODUCTION

This quarterly monitoring report covers the Specialist Services Department first quarter period up to 30 June 2007. It describes key developments and progress against 'key' objectives and performance indicators for the service.

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

2.0 KEY DEVELOPMENTS

2.1 Safeguarding Board

Pan Cheshire Child Protection procedures Sections 1- 5 have been distributed. These have been revised to be in line with Working Together (2006) Work is also currently underway to finalise Chapters 6 & 7 relating to Child Death Review processes and Serious Case Reviews. The Plan is to launch the remaining Chapters, Appendices and Local Practice Guidance in conjunction with the HSCB (Halton Safeguarding Children's Board) website at the end of September / beginning of Oct 2007.

The DCSF National Pilot Research Team have observed Halton's Child Death Overview Panel and were positive about the processes adopted by the Panel. They are considering using our documents as exemplars nationally.

HSCB have distributed Safe Parenting Handbooks. The feedback from the evaluation forms returned by parents has been mainly positive and includes suggestions for future topics.

Halton Local Authority Designated Officer (LADO) Procedural Guidance was agreed by June HSCB. This is a positive step in the management and oversight of allegations against adults working with children.

2.2 Recruitment and Retention

Recruitment and retention has been highlighted as a major issue for front line social work teams and a number of actions have been taken to tackle the problem. The first three employees from the new Student Intake Scheme will be joining the Department shortly having achieved their social work qualification. A permanent web advert for social workers has been put in place and is already giving positive results with 3 new social workers appointed in the last round of interviews and further interviews scheduled for September. Further options to assist recruitment and retention of front line staff are currently being considered.

2.3 Integrated Children's System (ICS)

Development of Phase 1a is now complete with 27 Eforms currently in the live environment. All social care teams are now using the Eforms System. The DCSF visited Halton on 14th June 2007 to assess the Eforms System against the set Compliance Criteria, we now have the results and are meeting shortly to discuss the findings. The implementation of ICS Phase 1a has included the roll out of 40 mobile working devices with 3G capability to front-line staff. This should enable more efficient ways of working and maximise the benefits of the available technology.

3.0 EMERGING ISSUES

3.1 Operational Director

Paul Boyce has been appointed as the new Operational Director for Specialist Services and will take up the post in October. Paul is currently works in Cumbria, where he is Children and Young People Strategic Manager.

3.2 Thresholds

A sub-group of the Safeguarding Liaison Group has been set up to clarify thresholds and provide multi-agency guidance. A toolkit and briefings for staff will be provided to ensure staff in all agencies are aware of the thresholds applied at each level.

3.3 Duty Service

Proposals for changes for the social care duty service have been developed with Halton Direct Link to provide initial screening of calls before passing to a social worker. In addition a new Emergency Duty Team for out of hours cover has been commissioned in conjunction with St Helens and is due to take effect from the 1st October.

3.4 Care Matters: Time for Change

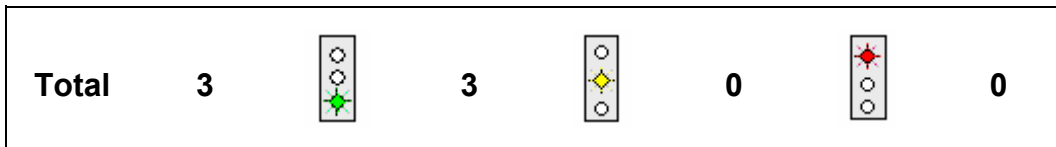
The white paper sets out the DCSF plans for improving outcomes for children and young people in care. There remains a significant gap between the quality of their lives and those of all children. The implications for Halton are being examined and an implementation plan will be developed when national guidance is available.

3.5 Joint Area Review

Preparation is now underway for the Joint Area Review which will be held in Halton during March/April -08. A JAR Steering Group has been established to monitor the action plan to ensure the foundations are in place for a successful inspection well in advance of the Review. JAR is a multi-agency inspection so all agencies working with children in Halton will be involved in the preparation process.

A temporary Organisational Development Team is currently being established to bring together a range of staff to co-ordinate key aspects of organisational and cultural change need to equip the directorate for the future. The team will also take the lead on co-ordinating the JAR process.

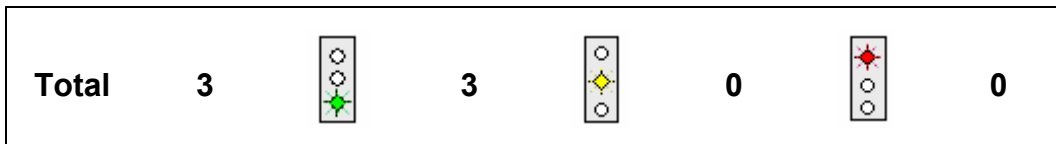
4.0 PROGRESS AGAINST KEY OBJECTIVES / MILESTONES



Progress against all three Key Objectives is on target and all have been assigned a green light.

Further details and commentary are available in Appendix 1.

4.1 PROGRESS AGAINST OTHER OBJECTIVES / MILESTONES

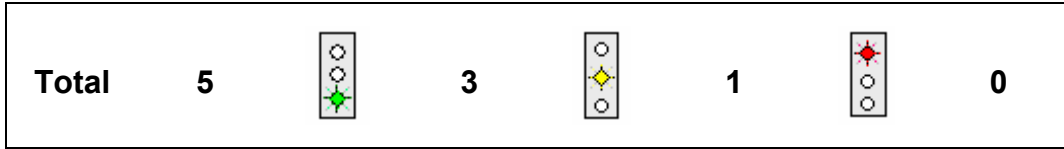


Other objectives for the service are routinely reported at quarters 2 and 4. The three other objectives for this service are not showing any cause for concern and are not being reported by exception this quarter.

5.0 SERVICE REVIEW

Nothing to report this quarter

6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS

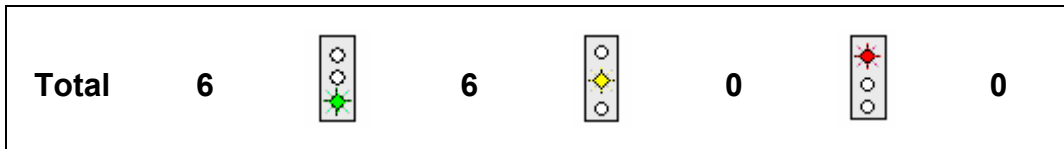


Progress has been reported against 4 of the 5 Key Performance Indicators with 3 assigned green lights and 1 amber. The other KPI is a new local indicator that has not been rated as a baseline position and subsequent target will be set at the end of 2007-08.

The indicator rated amber relates to Care Leavers in Employment, Education, and Training, which is currently below target. A number of actions are in place to improve performance and due to the small number in the cohort this is a volatile indicator that there is scope to have a positive impact on.

Further details and commentary are available in Appendix 2.

6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS



Other indicators for the service are routinely reported at quarters 2 and 4. The six other indicators for this service are not showing any cause for concern and are not being reported by exception this quarter.

7.0 PROGRESS AGAINST LPSA TARGETS

This service is responsible for two LPSA targets – Attendance at school of looked after children, and stability of placements.

At the end of quarter 1, data is not available to enable a report against either of these indicators. A report on progress will be provided in the quarter 2 report.

8.0 RISK CONTROL MEASURES

During the production of the 2007-08 Service Plan, the service was required to undertake a risk assessment of all Key Service Objectives.




Where a Key Service Objective has been assessed and found to have associated 'High' risk, progress against the application of risk treatment measures is to be monitored, and reported in the quarterly monitoring report in quarters 2 and 4.

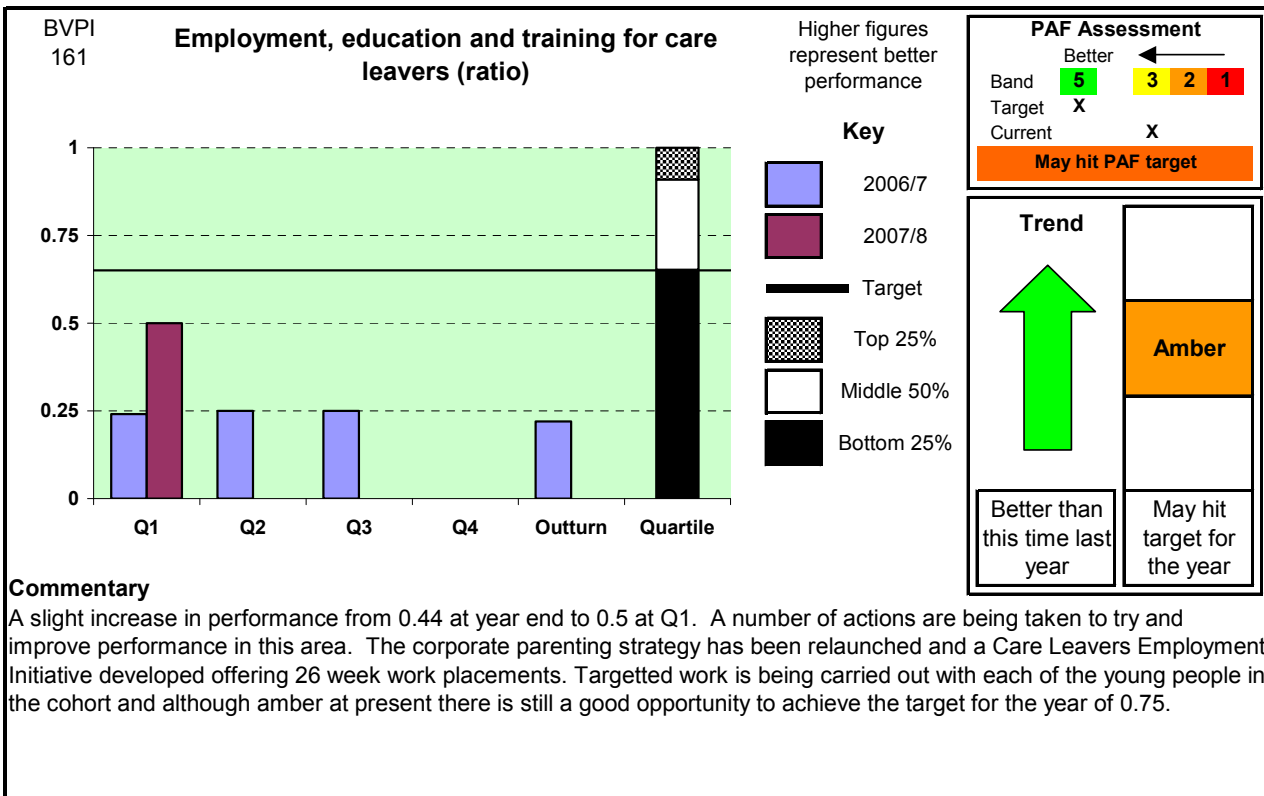
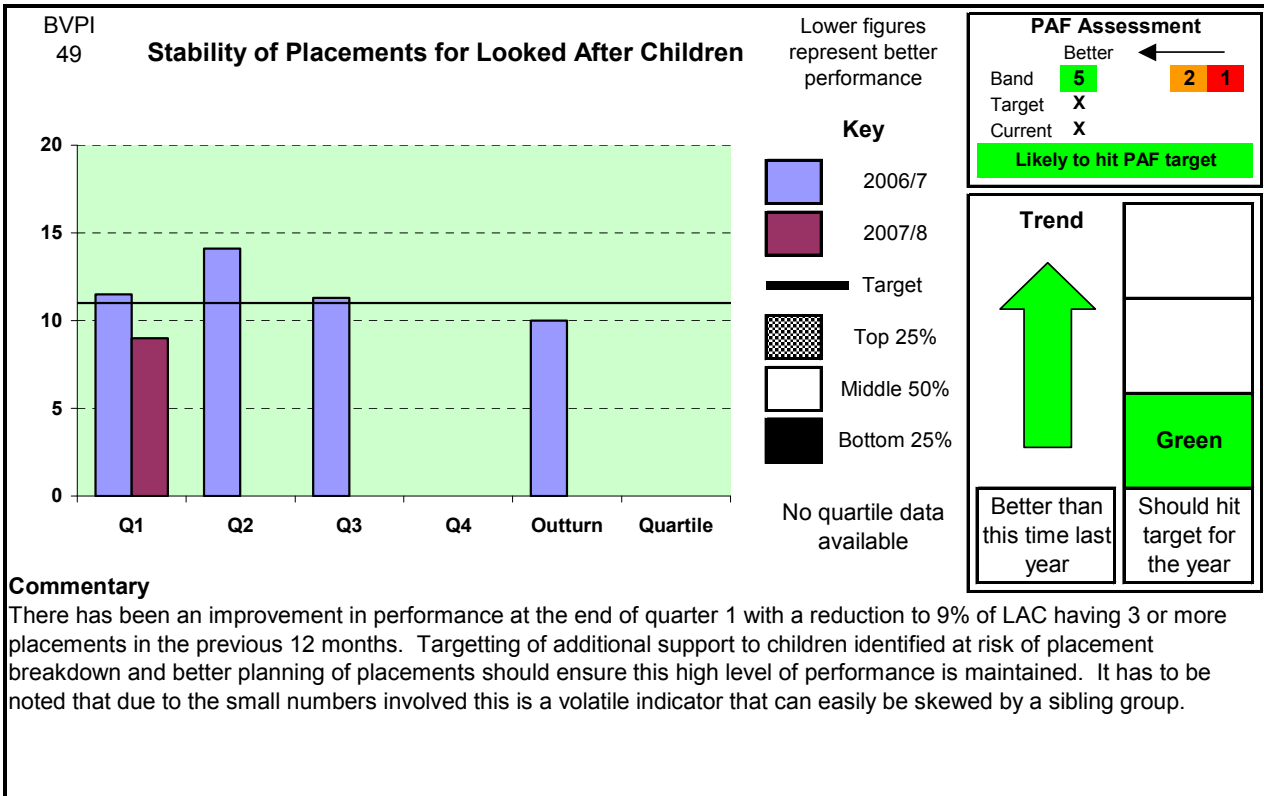
9.0 PROGRESS AGAINST HIGH PRIORITY EQUALITY ACTIONS

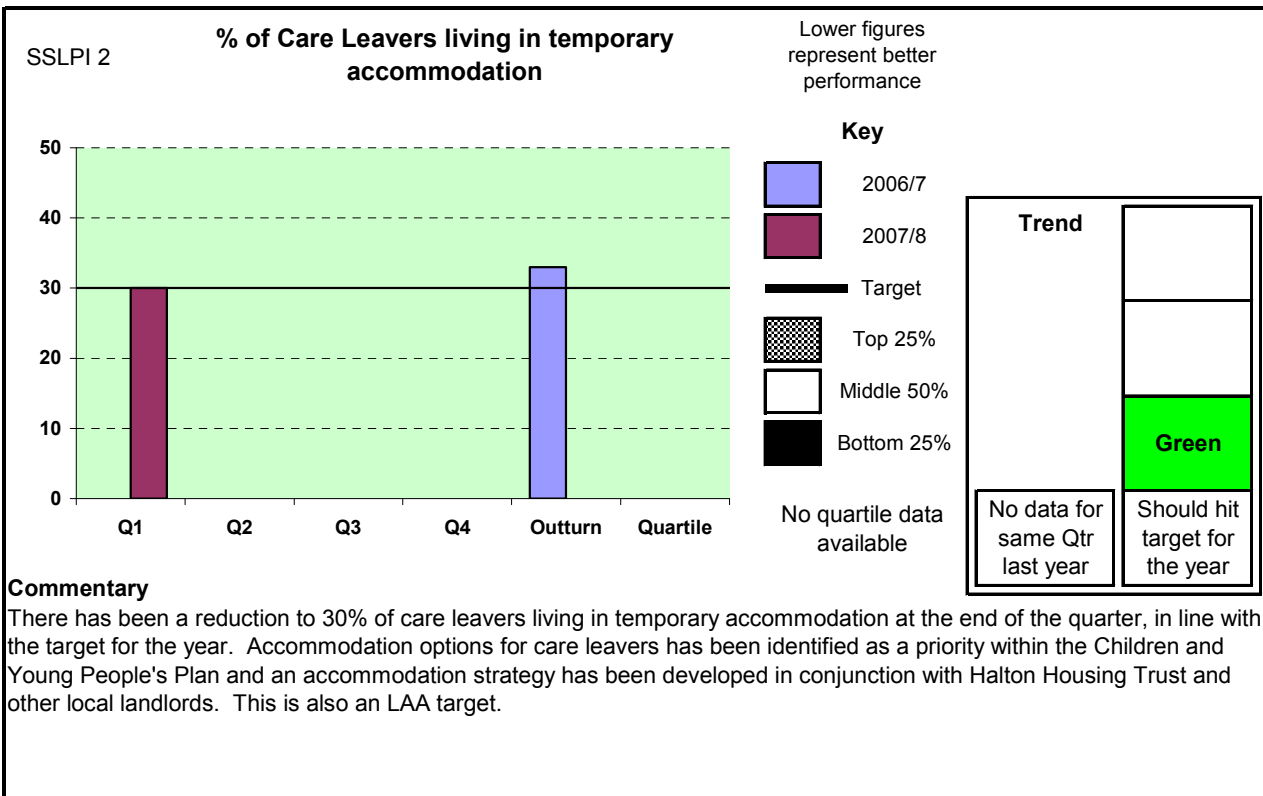
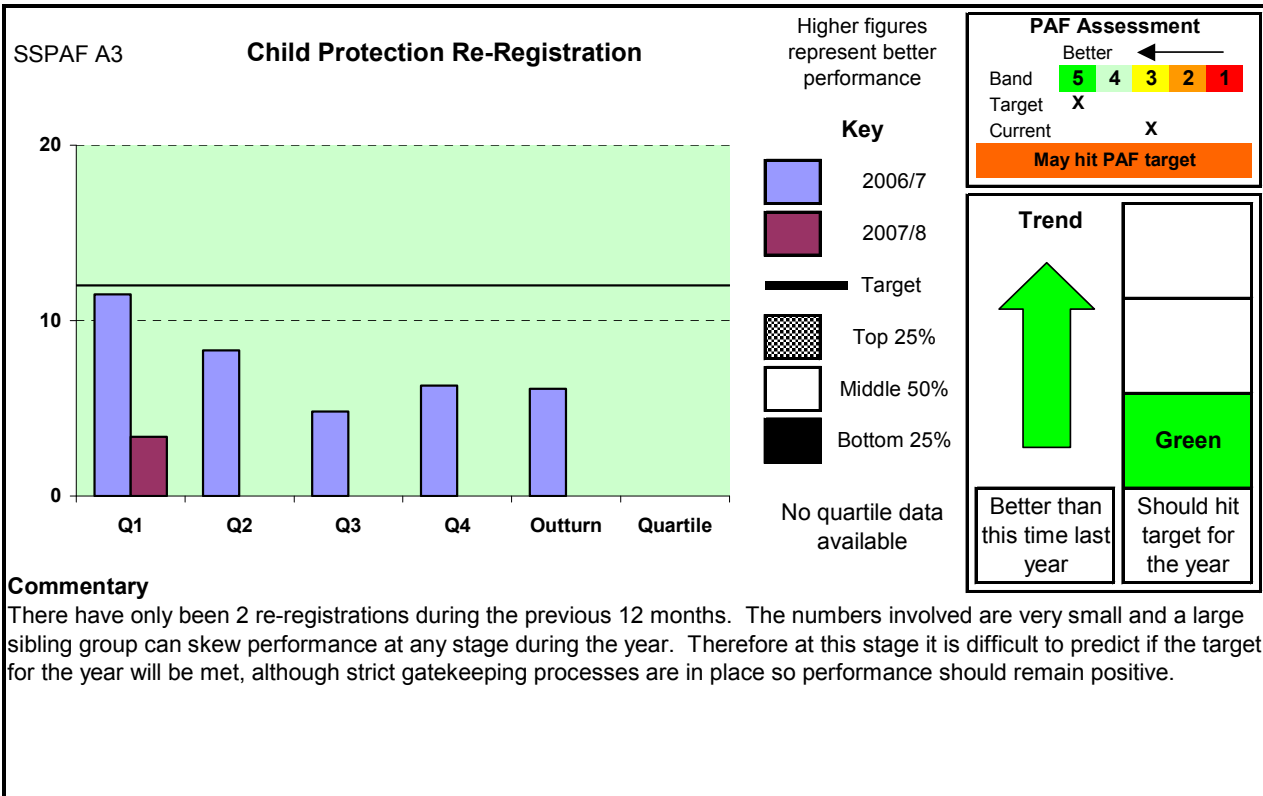
During 2006/07 the service was required to undertake an Equality Impact Assessment. Progress against actions identified through that assessment, with associated High priority are to be reported in the quarterly monitoring report in quarters 2 and 4.

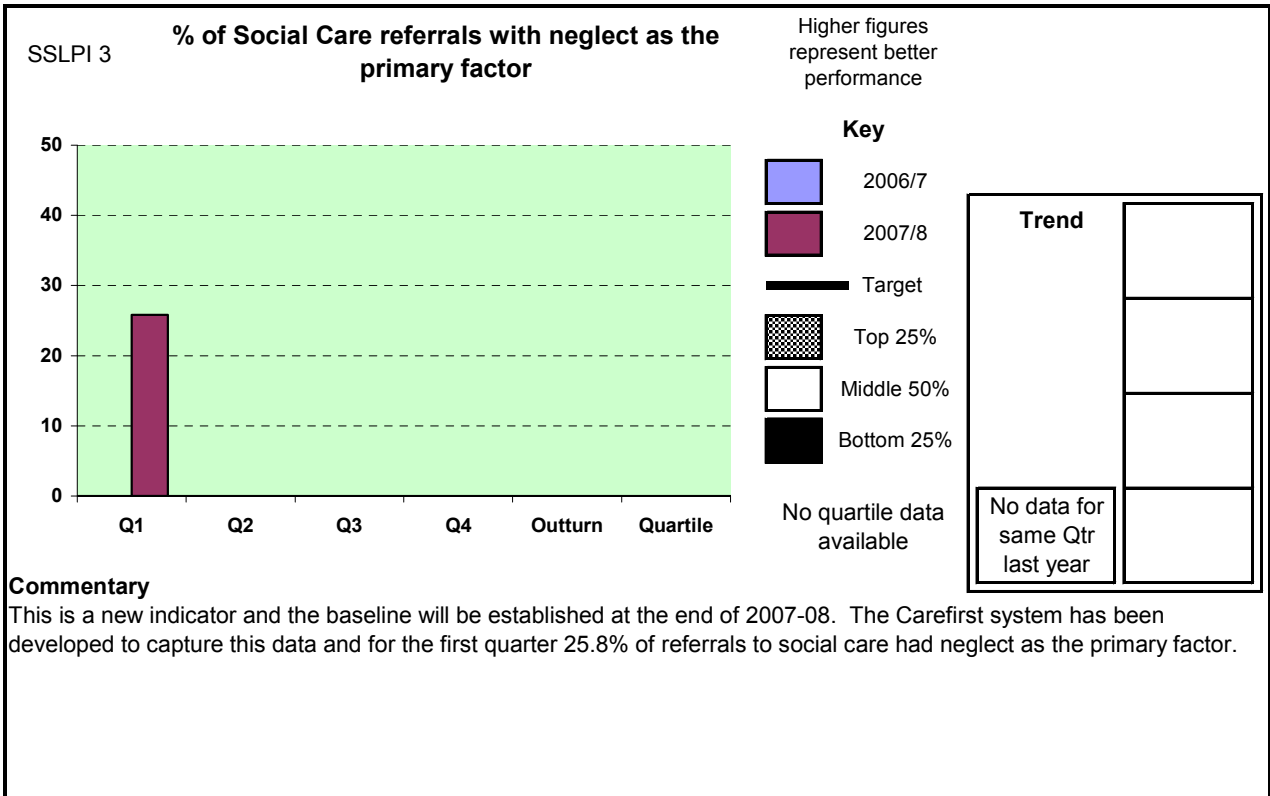
10.0 APPENDICES

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

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
SS1	To improve outcomes for looked after children and provide an integrated support service to LAC	Establish a baseline position for the % of LAC accessing early years provision as appropriate by June 2007		A baseline position of 9% for March '07 was established as part of the review of the Children and Young People's Plan. There has been significant progress during the quarter and 100% of LAC are now accessing early years provision.
SS2	To ensure children and young people are mentally and emotionally healthy	All frontline staff are trained in knowing how to identify the Emotional Health and Mental Well Being of children and young people by March 2008 CAMHS Strategy reviewed and updated by March 2008		A programme of training has been established and rolled out for frontline staff so the target will be met by March 2008. The draft CAMHS Strategy is currently out for consultation and is on target for implementation prior to March 2008.
SS3	All Directorates to exercise their corporate parenting responsibilities	Implement revised corporate parenting strategy by Sept 2007 Increase the number of work placements offered to LAC and Care Leavers by 5% against baseline by March 2008.		The revised corporate parenting strategy has been circulated for consultation and is due for implementation in September. The Care Leavers team is working closely with other areas of the Council to ensure work placement opportunities for care leavers are maximised achieving the target for March 2008.







LPSA Ref.	Indicator	Baseline	Target	Perform 06/07	Perform 07/08 Q1	Traffic light	Commentary
11	Improved opportunities and levels of participation in education training and employment by children in the care of Halton Council:						
	1.The percentage school attendance of children who have been looked after for at least 12 months	89.6% (May 05)	92.6% (1/9/07 – 30/05/08)	82.1%	Refer to comment	N/A	Data is not available to report on this indicator until Quarter 2.
	2. The percentage of children in the care of Halton Council who are under 16 years old and have been looked after for more than 2.5 years, that have been in their current placement for at least 2 years (LAC 24)	64.4%	81.5% (1/4/07 – 31/03/08)	75.3%	Refer to comment	N/A	Data is not available to report on this indicator until Quarter 2.

Revenue Budget as at 30th June 2007

	Annual Revised Budget	Budget to Date	Actual to Date	Variance to Date (Overspend)	Actual Including Commitments
	£000	£000	£000	£000	£000
<u>Expenditure</u>					
Staffing	5,310	1,327	1,375	(48)	1,439
Premises	455	15	11	4	11
Supplies and Services	627	153	143	10	145
Transport	198	27	27	0	68
Support Costs	522	0	0	0	0
Agency Placements	1,693	423	186	237	186
Asset Charges	25	0	0	0	0
Boarded Out	2,344	630	460	170	463
Grants to Voluntary Organisations	1,058	264	303	(39)	303
Grants not yet allocated to budgets:					
CAMHS	74	0	0	0	0
Children's Services	285	0	0	0	0
Integrated Children's Services					
Grant	46	0	0	0	0
Youth Opportunity Fund	34	8	0	8	0
Parenting Support Grant	0	25	25	0	0
Other Expenditure	47	12	7	5	7
Training	22	5	1	4	1
<u>Expenditure Total</u>	12,740	2,889	2,538	351	2,623
<u>Income</u>					
Reimbursements and Other Grant Income	0	-186	-191	5	-191
Fees and Charges Income	0	0	-5	5	-5
CAMHS	-232	-9	-9	0	-9
Children's Fund	-504	-126	-126	0	-126
Children's Services	-306	-191	-191	0	-191
General Government Grant	-55	-14	0	(14)	0
Integrated Children's Services					
Grant	-46	-46	-43	(3)	-43
Local Change Fund Grant	0	-73	-73	0	-73
Parenting Support Grant	0	-25	-25	0	-25
Teenage Pregnancy	-157	-117	-117	0	-117
Young Peoples Substance Misuse	-240	-65	-65	0	-65
Youth Opportunity Fund	-34	-8	0	(8)	0
<u>Income Total</u>	-1,574	-860	-845	-15	-845
<u>Departmental Budget</u>	11,166	2,029	1,693	336	1,778

Comments on the above figures

Revenue spending for quarter 1 is below budget mainly due to underspends in a variety of areas particularly in Agency and Boarded Out.

Employee costs are overspent at present due mainly to Agency expenditure not budgeted for offset by savings in general salaries. This is due primarily to the difficulty nationally, in the recruitment and retention of staff in key areas of the department. This budget needs to be monitored carefully throughout the year, particularly with the high use of Agency staff, to ensure the budget is balanced, as at present the staff savings targets will not be met.

There is a saving at present on Transport which is made up of variances from the Adoption and Fostering area of the department and payments to Volunteer Drivers. Both budgets are demand led and are expected to spend in full come the end of the financial year.

Agency Placements and Boarded Out are showing large underspends at present. These budgets are known to fluctuate throughout the year. The department monitors these budgets closely due to the volatile nature of the spend to ensure the budget remains under control. Any variances are identified in advance and reported accordingly.

Grants to Voluntary Organisations is showing an overspend at present. This is due to expenditure being incurred without a corresponding budget. There are sufficient funds to cater for this additional expenditure including some Grants budgeted for that have not incurred any expenditure.

CWD Pool Budget as at 30th June 2007

	Annual Revised Budget	Budget to Date	Actual to Date	Variance to Date (Overspend)	Actual Including Commitments
	£000	£000	£000	£000	£000
Expenditure					
Staffing	797	199	170	29	171
Premises	69	7	2	5	2
Supplies and Services	53	13	19	(6)	26
Transport	21	5	2	3	2
Agency and Contracted	23	6	0	6	0
Agency Placements	6	1	0	1	0
Asset Charges	57	0	0	0	0
Boarded Out	3	1	0	1	0
Other Expenditure	10	3	1	2	1
Grants to Voluntary Organisations	0	0	19	(19)	19
Training	0	0	0	0	0
Grants not yet allocated to budgets:					
CAMHS	38	0	0	0	0
Carer's Grant	100	0	0	0	0
LPSA(1) Reward Grant	57	0	0	0	0
Expenditure Total	1,234	235	213	22	221
Income					
CAMHS	-38	-9	-9	0	-9
Carer's Grant	-100	-25	-25	0	-25
LPSA(1) Reward Grant	-57	-14	-14	0	-14
Reimbursements and Other Grant Income	0	0	-16	16	-16
Income Total	-195	-48	-64	16	-64
CWD Pool Budget	1,039	187	149	38	157

Comments on the above figures

The purpose of the CWD Pool budget is to oversee the development and implementation of a multi-agency strategy regarding the provision of services to children with disabilities, their families and carers.

There is a saving to date on staffing costs due primarily to staffing variances within the Children's Disability Team. There is a small savings target within the CWD pool which is on course to be met.

There is currently no budget on Grants to Voluntary Organisations, however this can be met from Grant not yet allocated to budgets and is anticipated to be within budget at the end of the financial year.

CHILDREN'S - LOCAL STRATEGIC PARTNERSHIP BUDGET**Budget as at 30th June 2007**

	Annual Revised Budget £000	Budget to Date £000	Actual to Date £000	Variance to Date (Overspend) £000	Actual including Commitments £000
<u>Priority3 Children & Young People</u>					
7313 Neglect	0	0	4	(4)	4
7319 Teenage Pregnancy (Health)	35	9	0	9	0
7323 HITS	64	16	0	16	0
7348 Youth Activity	80	20	0	20	0
7357 Halton YMCA	79	20	-2	22	-2
7360 C & YP Priorities Fund	217	54	18	36	18
7394 Halton Healthy Schools Project	15	4	0	4	0
<u>Priority4 Employment Learning & Skills</u>					
7365 H9p Speech & Language	12	3	0	3	0
7366 H9P PEP Dowries	10	2	0	2	0
7367 H9P NEET	19	5	0	5	0
Total Expenditure	530	132	20	112	20

Comments on the above figures

Regular monitoring reports are sent to the Local Strategic Partnership (LSP) in respect of all LSP projects and any areas of concern are dealt with throughout the year by the LSP support team and individual project managers. Some variances against the budget are expected.

CHILDREN'S - CAPITAL BUDGET**Budget as at 30th June 2007**




	2007/8 Capital Allocation £000	2008/9 Capital Allocation £000	2009/10 Capital Allocation £000	2010/11 Capital Allocation £000	2011/12 Capital Allocation £000
<i>Supported Capital Expenditure</i>	22	0	0	0	0
Total	22	0	0	0	0

Comments on the above figures

The department has not yet allocated the 'Supported Capital Expenditure' single capital pot for Children's Personal Social Services.

This is the final year of a 3-year settlement from the Department for Education and Skills (DfES).

The traffic light symbols are used in the following manner:

	<u>Objective</u>	<u>Performance Indicator</u>
<u>Green</u>	 <p>Indicates that the <u>objective</u> is <u>on course to be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the <u>target is on course to be achieved</u>.</p>
<u>Amber</u>	 <p>Indicates that it is <u>unclear</u> at this stage, due to a lack of information or a key milestone date being missed, <u>whether the objective will be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that it is either <u>unclear</u> at this stage or too early to state whether the target is on course to be achieved.</p>
<u>Red</u>	 <p>Indicates that it is <u>highly likely or certain that the objective</u> will not be achieved within the appropriate timeframe.</p>	<p>Indicates that the <u>target</u> will not be achieved unless there is an intervention or remedial action taken.</p>

QUARTERLY MONITORING REPORT

DIRECTORATE: Children & Young People
SERVICE: Universal & Learning Services
PERIOD: Quarter 1 to period end 30th June 2007

1.0 INTRODUCTION

This quarterly monitoring report covers the Universal & Learning Services Department first quarter period up to 30 June 2007. It describes key developments and progress against 'key' objectives and performance indicators for the service.

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

2.0 KEY DEVELOPMENTS

2.1 OFSTED

Simms Cross – this school was inspected on 24th/25th April and was judged to require special measures “because it is failing to give it’s children an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement”. The Local Authority is working closely with the school and a detailed action plan has been put in place to target improvements in the identified areas. Under Section 15 of the Education Act 2005, as amended by Schedule 7 of the Education and Inspections Act 2006, the Local Authority has prepared a Statement of Action.

This identifies the actions that the Local Authority has taken so far, and the additional support commissioned to help the school address the areas of weakness. Additionally, it details the deployment of the Local Authority’s intervention powers. In this instance the Local Authority has determined that it is appropriate to appoint additional Governors to strengthen the monitoring and evaluation role of the Governing Body. At this stage the Local Authority does not consider it appropriate to replace the Governing Body with an Interim Executive Board (IEB), suspend the delegated budget, or close the school or federate it. Formal monitoring of the school’s progress will be undertaken on a half-termly basis, led by the Operational Director.

2.2 Teenage Pregnancy

The Teenage Pregnancy Strategy was launched in 1999 with the aim of halving the under-18 conception rate by 2010. Steady progress has been made overall on reducing under-18 and under-16 conception rates across England and Wales, however progress achieved nationally, masks significant local variation, with the North West making the least progress outside of London. During 2005 the teenage pregnancy unit and members of the Independent Advisory Group on teenage pregnancy carried out 'deep dive' reviews, which concentrated on areas with both good and poor practice.

These reviews identified a number of fundamental 'success criteria' in order to make a lasting and positive impact on teenage pregnancy rates. All areas have been asked to ensure all these factors are fully implemented and mainstreamed within Children and Young Peoples Plans.

2.3 Education Business Partnership

Andy Page, Manager of the Education Business Partnership, was awarded the title of 'Social Entrepreneur of the Year' at the IAB (international Association of Book-keepers) awards to celebrate business enterprise. The award is recognition for the success of the 'Enterprise Game', which has sold over 670 copies since last November. It aims to help pupils to come to grips with the basics of business finance.

3.0 EMERGING ISSUES

3.1 Operational Director

Judith Kirk has been appointed as the new Operational Director for Universal and Learning Services and will take up the post in October. Judith is currently the National School Improvement Co-ordinator in the West Midlands and previously worked in Halton in the School Improvement Service.

3.2 Review of School Improvement Service

Proposals are being developed to re-structure the School Improvement Service. Consultation on the proposals will be undertaken during the Autumn term.

3.3 School Improvement Partners

All schools will have a School Improvement Partner (SIP) for the start of the new academic year in September. The role of an SIP will be to support and challenge schools to improve and be able to act as a 'critical

professional friend'. SIPS will be employed and deployed to schools by the Local Authority whose role will be to monitor their performance.

3.4 Raising Expectations: Staying in Education and Training Post 16

In March the Government launched a Green Paper which seeks to explore proposals for young people to participate in education or training until their 18th birthday; that that participation to be at school, or a college or in work-based learning, or in accredited training provided by an employer; and for young people to be required to work towards accredited qualifications.

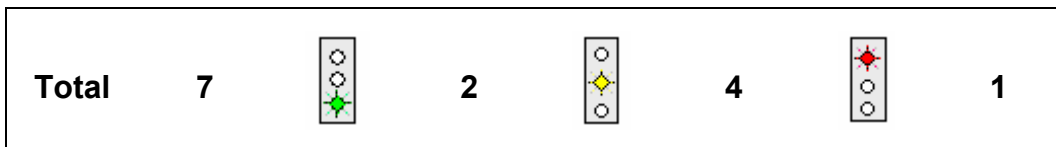
The Local Authority and the 14-19 Partnership will need to consider the proposals and participate in the consultation to inform the next stages of this policy development.

3.5 Joint Area Review

Preparation is now underway for the Joint Area Review which will be held in Halton during March/April -08. A JAR Steering Group has been established to monitor the action plan to ensure the foundations are in place for a successful inspection well in advance of the Review. JAR is a multi-agency inspection so all agencies working with children in Halton will be involved in the preparation process.

A temporary Organisational Development Team is currently being established to bring together a range of staff to co-ordinate key aspects of organisational and cultural change need to equip the directorate for the future. The team will also take the lead on co-ordinating the JAR process.




4.0 PROGRESS AGAINST KEY OBJECTIVES / MILESTONES



Progress against the Key Objectives/Milestones is mixed at this stage. Four of the seven objectives have been assigned amber lights since they relate to raising standards at each Key Stage and validated data is not currently available. Key Objective ULS 11, reporting on progress for Teenage Pregnancy has been assigned a red light due to the dip in performance in the national figures for 2005, published in February. However, a lot of positive progress has since been made in implementing the Teenage Pregnancy Strategy.

Details of progress against each Key Objective/Milestones is available in Appendix 1.

4.1 PROGRESS AGAINST OTHER OBJECTIVES / MILESTONES




Total	5		5		0		0
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Other objectives for the service are routinely reported at quarters 2 and 4. The five other objectives for this service are not showing any cause for concern and are not being reported by exception this quarter.

5.0 SERVICE REVIEW

Nothing to report in this quarter.




6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS

Total	10		2		0		0
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Performance on 8 of the 10 Key Performance Indicators can not be reported at the end of this quarter as they are based on national attainment data that is reported annually – this will be available in quarter 2. Of the two indicators that have been reported, both have been assigned green lights.

Further details are available in Appendix 2.

6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS

Total	11		11		0		0
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Other indicators for the service are routinely reported at quarters 2 and 4. The eleven other indicators for this service are not showing any cause for concern and are not being reported by exception this quarter.

7.0 PROGRESS AGAINST LPSA TARGETS

There is one LPSA target for this service relating to attainment at Key Stage 4. A report cannot be made this quarter as data has not yet been

made available. This LPSA indicator will be reported in quarter 2.

8.0 RISK CONTROL MEASURES

During the production of the 2007-08 Service Plan, the service was required to undertake a risk assessment of all Key Service Objectives.




Where a Key Service Objective has been assessed and found to have associated 'High' risk, progress against the application of risk treatment measures is to be monitored, and reported in the quarterly monitoring report in quarters 2 and 4.



9.0 PROGRESS AGAINST HIGH PRIORITY EQUALITY ACTIONS


During 2006/07 the service was required to undertake an Equality Impact Assessment. Progress against actions identified through that assessment, with associated High priority are to be reported in the quarterly monitoring report in quarters 2 and 4.


10.0 APPENDICES

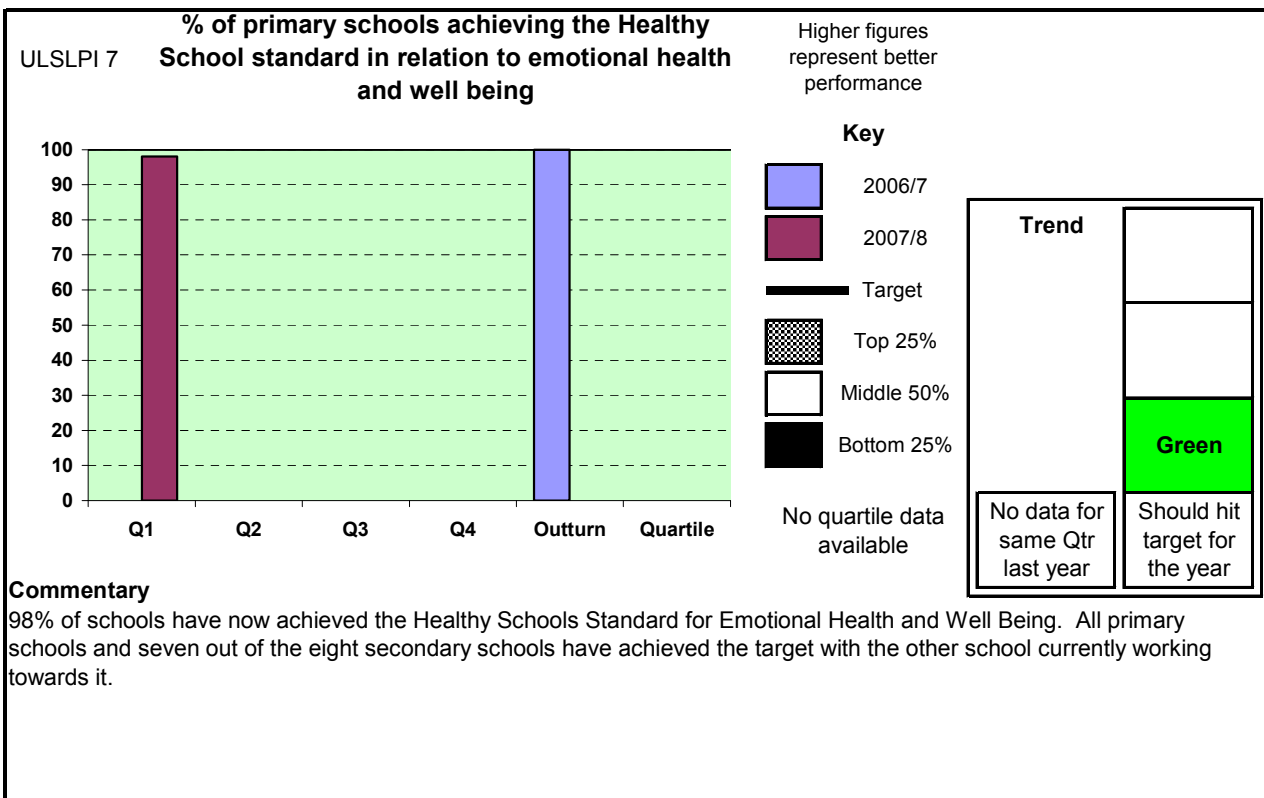
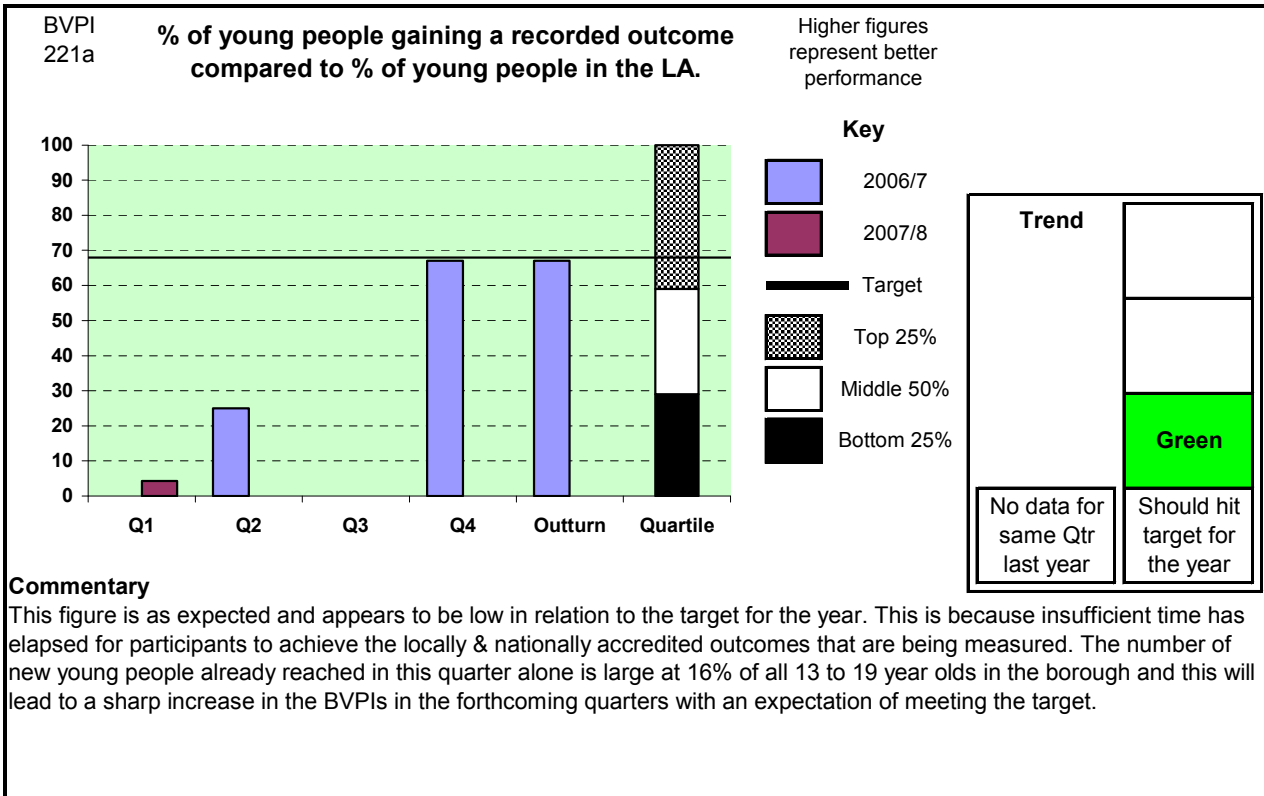
Appendix 1- Progress against Key Objectives/ Milestones
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Appendix 4- Financial Statement
Appendix 5- Explanation of traffic light symbols

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS1	To improve outcomes for children in Foundation Stage particularly those with low scores in FSP	<p>Improved moderation processes in pre-school and YR (inc. private settings) evidenced through QTS.</p> <p>Target agreed for narrowing the gap from the lowest 20%</p> <p>All settings understand priorities including linking sounds and letters and writing.</p>		Halton now have 6.5 QTS who work half time in Children's Centres and half time offering QTS support to all the Private and Voluntary Early Years and Childcare groups in Halton. Their work includes targeting priorities including linking sounds and letters, and writing.
ULS2	To raise standards at Key Stage 1	<p>Improved levels 2C and 2B in reading and writing by 1% from 2006 actual</p> <p>Narrow the gap between Halton Level 2C and national</p>		<p>Robust plans and intervention strategies are in place to raise standards at Key Stage 1 and they are monitored on a regular basis</p> <p>Key stage 1 results for the 2006-07 academic year will be reported in Quarter 2</p>
ULS3	To raise standards at Key Stage 2	<p>LA target of 79% pupils achieving Level 4 or above in KS2 maths tests is met</p> <p>LA target of 81% pupils achieving Level 4 or above in KS2 English</p>		<p>Robust plans and intervention strategies are in place to raise standards at Key Stage 2 and they are monitored on a regular basis</p> <p>Key Stage 2 results for the 2006-07 academic year will be reported in Quarter 2</p> <p>All schools have set challenging targets for</p>

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS 3 cont.		<p>tests is met</p> <p>LA target of pupils achieving Level 5 in KS2 tests are met - 28% for English and 31% Maths</p> <p>All schools set challenging targets for 2008 by December 2007</p>		<p>2008 – where targets agreed are not in line with FFT (Fischer Family Trust) indicators, barriers to learning have been discussed and interventions planned.</p>
ULS4	To raise standards at Key Stage 3	<p>LA target of pupils achieving Level 5 in KS3 tests are met - 76% pupils in English, 75% pupils in Maths and 71% pupils in Science</p> <p>All schools set challenging targets for 2008 by December 2007</p> <p>To increase the L5+ in English is a priority</p>		<p>Robust plans and intervention strategies are in place to raise standards at Key Stage 3 and they are monitored on a regular basis</p> <p>Key Stage 3 results for the 2006-07 academic year will be reported in Quarter 2</p> <p>All schools have set challenging targets for 2008 – where targets agreed are not in line with FFT (Fischer Family Trust) indicators, barriers to learning have been discussed and interventions planned.</p>
ULS5	To raise standards at Key Stage 4	<p>LA target of 36% pupils achieving 5 or more GCSEs at grades A* - C including English and Maths is met</p> <p>LA target of 90% pupils achieving 5 or more</p>		<p>Robust plans and intervention strategies are in place to raise standards at Key Stage 4 and they are monitored on a regular basis</p> <p>Key Stage 4 results for the 2006-07 academic year will be reported in Quarter 2</p> <p>All schools have set challenging targets for</p>

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS5 cont.		<p>GCSEs at grades A* - G including English and Maths is met</p> <p>All schools set challenging targets for 2008 by December 2007</p> <p>To increase the 5A*C in English and Maths and 5A* - G is a priority</p>		<p>2008 – where targets agreed are not in line with FFT (Fischer Family Trust) indicators, barriers to learning have been discussed and interventions planned.</p>
ULS9	To promote economic well-being	To reduce % of young people NEET by November 2007 from March 2006 baseline of 10.54%		<p>16 to 18 year old NEET has been falling month on month since March 2007 from 13.06% in April 2007 to 12.62% in June 2007. In real terms the figure has fallen from 486 young people in April 2007 to 431 in June 2007. Currently the figure is on course to reach the November target, however maintaining the decrease in NEET will be a key challenge over the coming months.</p> <p>There is now a 14 to 19 NEET Action Plan in place and additional funding has been allocated through 14 to 19 funding to support this action plan. It is anticipated that benefits will be felt from the implementation of this plan by the national annual count in January 2008.</p>

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS11	To improve young peoples sexual health	Reduce under 18 conception rate by 15% by March 2008		<p>ONS (Office of National Statistics) 2005 data was release on the 22nd February 2006. This data shows that for 2005 Halton's performance continues to fluctuate.</p> <p>In summary Halton's rate has increased to 55.6 per 1000 from 43.8 per 1000. This shows a percentage increase of 18%. This data needs to be put into context, and Halton's actual rate is in line with statistical neighbours. Halton's baseline position in 1998 was lower than the national average so real performance is not out of line.</p> <p>Data collection arrangements between the PCT and HBC are improving slowly. We are now receiving live birth data, and significant headway has been achieved with regard to the collection of termination data for 2006/2007.</p>



Data for the following key performance indicators relating to educational attainment is currently in preparation and will be available in quarter the quarter 2 monitoring report;

ULS LPI 1,
ULS LPI 2,
BVPI 41,
BVPI 181a,
BVPI 194a,

Data for the following key performance indicators listed below is collated nationally and will not be made available until later in the financial year;

BVPI 197,
ULS LPI 3,
ULS LPI 4,

LPSA Ref.	Indicator	Baseline	Target	Perform 06/07	Perform 07/08 Q1	Traffic light	Commentary
9	<p>Improve educational attainment at Key Stage 4.</p> <p>The % of year 11 pupils gaining 5 GCSEs at grades A*-C or DfES agreed equivalents, including English & Maths.</p>	<p>32.5% 04/05 Academic Year</p>	<p>40.5% 07/08 Academic Year</p>	<p>33% 05/06 Academic Year</p>	Refer to comment	N/A	Cannot report on this indicator until Quarter 2 when attainment data will be available.

UNIVERSAL & LEARNING SERVICES**Revenue Budget as at 30th June 2007**

	Annual Budget	Budget To Date	Actual To Date	Variance To Date (overspend)	Actual Including Committed Items
	£'000	£'000	£'000	£'000	£'000
<i>Expenditure</i>					
Employees	860	215	216	(1)	219
Premises Support	158	8	8	0	8
Supplies & Services	109	27	27	0	27
Transport	10	3	2	1	3
Support Service	719	0	0	0	0
Recharges					
Connexions	1,105	0	0	0	0
Payments					
Commissioned Work	38	9	0	9	0
Total Expenditure	2,999	262	253	9	257
<i>Income</i>					
Dedicated Schools Grant	-303	-75	-75	0	-75
Other Grants	-48	0	0	0	0
Schools SLA Income	-77	0	0	0	0
Reimbursements	-127	-30	-27	(3)	-27
Rent Income					
Total Income	-555	-105	-102	(3)	-102
Net Expenditure	2,444	157	151	6	155

Comments on the above figures:

In overall terms revenue spending to the end of quarter 1 is under budget.

Payments to Connexions for the Youth Services will be due during quarter 2. Therefore the budget profile has been adjusted to reflect the fact that no payments have been made in this financial year.

The Support Services & Asset Charges are allocated at the year-end.

At this early stage it is anticipated that overall revenue spending will be in line with the Departmental budget by the end of the financial year.

SPENDING ON EXTERNAL OR GRANT FUNDED ITEMS**As at 30th June 2007**

	Annual Budget	Budget To Date	Actual To Date	Variance To Date (overspend)	Actual Including Committed Items
	£'000	£'000	£'000	£'000	£'000
General Sure Start Grant	5,362	1,340	559	781	559
Local Strategic Partnership	820	205	71	134	71

Comments on the above figures:

External funding spending to the end of quarter 1 is below budget in both main areas.

General Sure Start Grant still has a number of budget areas which are yet to be allocated, but historically expenditure increases in the final 3 quarters of the financial year.

Regular monitoring reports are sent to the Local Strategic Partnership (LSP) in respect of all LSP projects and any areas of concern are dealt with throughout the year by the LSP support team and individual project managers. Some variances against the budget are expected, as the LSP have deliberately over-programmed in order to ensure that the full allocation of Neighbourhood Renewal Fund grant is spent during the year.

SPENDING ON CAPITAL PROJECTS**As at 30th June 2007**




	Total Allocation £'000	Actual To Date £'000	Balance Remaining £'000
Special Schools – Cavendish / Brookfields	1,334	2	1,332
School Repairs	996	222	774
Fire Compartmentation	15	0	15
Asset Management Data	5	0	5
Total Expenditure	2,350	224	2,126

Comments on the above figures:

There are still some schemes which have little actual spend up to the end of quarter 1.

It is important that these projects get underway as soon as possible, in order to ensure that the relevant capital allocations are fully utilised by the year-end.

The traffic light symbols are used in the following manner:

	<u>Objective</u>	<u>Performance Indicator</u>
<u>Green</u>	 <p>Indicates that the <u>objective</u> is <u>on course to be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the <u>target is on course to be achieved</u>.</p>
<u>Amber</u>	 <p>Indicates that it is <u>unclear</u> at this stage, due to a lack of information or a key milestone date being missed, <u>whether the objective will be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that it is either <u>unclear</u> at this stage or too early to state whether the target is on course to be achieved.</p>
<u>Red</u>	 <p>Indicates that it is <u>highly likely or certain that the objective</u> will not be achieved within the appropriate timeframe.</p>	<p>Indicates that the <u>target</u> will not be achieved unless there is an intervention or remedial action taken.</p>