



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

**Monday, 2 June 2008 at 6.30 p.m.
Civic Suite, Town Hall, Runcorn**



Chief Executive

BOARD MEMBERSHIP

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

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 Monday, 8 September 2008

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

Part I

Item No.	Page No.
1. MINUTES	
2. DECLARATION 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 - 3
4. EXECUTIVE BOARD MINUTES	4 - 14
DEVELOPMENT OF POLICY ISSUES	
5. CHILD HEALTH IN HALTON	15 - 20
6. PRIMARY CAPITAL PROGRAMME	21 - 49
7. CHILDREN'S CENTRES - PHASE 3 PLANNING AND DELIVERY	50 - 55
8. PLAY BUILDER STATUS	56 - 59
9. EDUCATION AND SKILLS BILL	60 - 66
10. ANNUAL REPORT CHILDREN AND YOUNG PEOPLE	67 - 71
PERFORMANCE MONITORING	
11. QUARTERLY MONITORING REPORTS	72 - 151

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 & Performance Board

DATE: 2nd June 2008

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 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

None

6.2 Employment, Learning and Skills in Halton

None

6.3 A Healthy Halton

None

6.4 **A Safer Halton**

None

6.5 **Halton's Urban Renewal**

None

7.0 **EQUALITY AND DIVERSITY ISSUES**

7.1 None.

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

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

REPORT TO: Children and Young People Policy and Performance Board

DATE: 2nd June 2008

REPORTING OFFICER: Chief Executive

SUBJECT: Executive Board and Executive Board Sub-Committee Minutes

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 The Minutes relating to the Children and Young People Portfolio which have been considered by the Executive Board and Executive Board Sub-Committee since the last meeting of this Board are attached at Appendix 1 for information.
- 1.2 The Minutes are submitted to update the Policy and Performance Board of decisions taken in its area.

2.0 RECOMMENDED: That the Minutes be noted.

3.0 POLICY IMPLICATIONS

None.

4.0 OTHER IMPLICATIONS

None.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

- 5.1 **Children and Young People in Halton** – none.
- 5.2 **Employment, Learning and Skills in Halton** – none.
- 5.3 **A Healthy Halton** – none.
- 5.4 **A Safer Halton** – none.
- 5.5 **Halton's Urban Renewal** – none.

6.0 RISK ANALYSIS

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 and Executive Board Sub Committee Minutes Relevant to the Children and Young People's Policy and Performance Board

EXECUTIVE BOARD MEETING HELD ON 21 FEBRUARY 2008

EXB89 Anti-bullying policy and practice

The Board considered a report of the Strategic Director – Children and Young People providing an overview of work to develop a local authority anti-bullying policy and guidance.

It was noted that bullying was the principal issue about which children and young people contacted the Office of the Children's Commissioner and Child Line, and it was known locally that young people saw it as one of their major issues. The Department for Children Schools and Families (DCSF) had been in the process of issuing new guidance on anti-bullying for a considerable time, which had now been published. The local policy had been produced in accordance with this "Safe to Learn" guidance.

The national and local drivers for making dealing with bullying a priority were outlined for the Board's consideration, along with progress to date. It was advised that the guidance aimed to:

- support school governors, staff and volunteers in all children's settings, children and young people, parents and carers in the development of their own anti-bullying policies;
- advise on the monitoring and review of anti-bullying policy and practice;
- build on the good practice which was already present in Halton; and
- promote national and local priorities.

Reason for Decision

It was necessary for the Local Authority to provide a clear anti-bullying framework.

Alternative Options Considered and Rejected

None considered.

Implementation Date

As soon as approved.

RESOLVED: That the policy be approved for adoption by Halton Schools and as the basis for the development of a broader Halton Anti-Bullying Strategy.

EXECUTIVE BOARD MEETING HELD ON 6 MARCH 2008

EXB100 Working Arrangements to Align PCT Child Health Services Within Children and Young People's Directorate and Children's Trust Arrangements in Halton

The Board considered a report of the Strategic Director – Children and Young People's Directorate, and the Operational Director – Halton and St. Helens Primary Care Trust (PCT), seeking agreement on the next steps in the integration of services in Halton for children and young people through new working arrangements between Halton and St. Helens PCT and the Children and Young People's Directorate of Halton Council. Agreement was also sought to place those new arrangements and their governance within the context of Halton's Children's Trust Arrangements (Alliance Board).

The report outlined how the proposals were intended to improve outcomes for children and young people, seeking to build on the integration of Education and Children's Social Care Services that formed the Children and Young People's Directorate in 2006. The proposals focused on the way the Children and Young People's Directorate and its partners would do business together in future. An integrated approach would enhance the Council and its partner's ability to deliver the key objectives of the Community Strategy under the umbrella of the Local Strategic Partnership. All the services within that Partnership would continue to be directly accountable to their parent body for the quality and effectiveness of their services. However, the proposals enhanced the Council's ability to fully discharge its new statutory duties to children and young people in the Borough.

The Health Services referred to were outlined for the Board's consideration and it was advised that health services for children were focused on three on three principal groupings:

- The Sick Child – children who required specific medical interventions due to illness or injury;
- The Vulnerable child – children who had a particular set of circumstances that made their health vulnerable, for example hearing loss, a chronic condition, or their welfare or safety; and
- The Well Child – routine health matters that all children needed.

Integration of those services would be complemented by the further alignment of other health-related services and a dialogue would be established with General Practitioners in the Borough on the "best fit" with General Practice. It was advised that Dentistry Services were not part of this arrangement.

Members noted that the PCT was moving towards being a commissioning organisation and, in light of this, the PCT would explore a relevant NHS provider to deliver services to the “sick” child, whilst entering into this management arrangement with the Council for health services for the “well” and “vulnerable” child.

The proposed structure for the joint new arrangements were attached at Appendix 1 of the report. It was advised that NHS staff would not be subject to TUPE or seconded to the Council and so there would be no change to the terms of employment or conditions of any NHS employee affected by these arrangements. Lines of accountability were outlined for consideration and it was advised that the PCT would identify a named individual (Assistant Director, Children and Family Health, Halton) to become part of the Children and Young People Directorate’s Senior Management Team. This post would have direct line management responsibility for all PCT staff in the new working arrangements. The post would report directly to the Council’s Strategic Director of Children’s Services for day to day management of services and would also report to the Operational Director, Children, Families and Maternity Services for NHS accountability purposes.

The Alliance Board (Children’s Trust Arrangement) would act as the Governance Body for the PCT and Council, cementing the Children’s Trust arrangements that had to be in place by April 2008. A formal agreement was to be developed over the next three months which would be presented to both the Executive Board of the Council and the Primary Care Trust Board. The proposals were initially for one year and then to be reviewed. Information on how arrangements would be dovetailed with services for adults was outlined for the Board’s information, together with options on how the geographic footprint could be used for the future deployment of children’s services.

Reason(s) for Decision

- To bring together a full range of services (Education, Health and Social Care) for Children and Young People within one directorate under the auspices of Halton’s Children’s Trust arrangements;
- The further integration of services would enable the Council and its partners to provide better tailored and co-ordinated services, particularly for vulnerable groups of young people.
- They would provide, over time, the opportunity to create a series of “Teams Around the Child” delivering services in a much more effective and efficient way and one that was much more accessible and understandable to the public.

Alternative Options Considered and Rejected

Alternative options regarding the development of integrated services with the NHS and the proposals on Children's Trusts arrangements included:

- No change, that is, current management arrangements and strategic oversight would remain the same. The principal reason for this option being rejected was that the Council would miss an ideal opportunity to bring together the principal services for Children and Young People under one operational umbrella. It was a requirement that the Council-led Children's Trust arrangements and that this should be fully in place no later than April 2008. It was therefore a requirement that Children's Trust arrangements were cemented within the Borough.

Implementation Date

The Children's Trust arrangements would become effective by 30th April 2008. The new arrangements for aligning NHS services would come into effect at the same time. During 2008/09, work would be undertaken on the development of new structural arrangements at the front line in close consultation with operational staff. Also during 2008/09, a formal agreement would be developed. The new arrangements would be reviewed in April 2009.

RESOLVED: That

- (1) the development of new working arrangements for PCT staff working with the "well" and "vulnerable" child within the Council's Children and Young People's Directorate be agreed;
- (2) it be noted that Health Services for the "sick" child remains the exclusive responsibility of the PCT and thus outside these arrangements;
- (3) it be agreed that work be undertaken to use the Alliance Board (Halton's Children's Trust arrangement) as the Governance Body for the new partnership arrangements with the PCT;
- (4) all Council services within the new working arrangements continue to be accountable to the Executive Board;
- (5) it be noted that the geographic footprint that would be used for the future deployment of Children's Services would need to be agreed from the following options depending on the nature of the service:

- a) Boroughwide delivery;
 - b) Runcorn or Widnes based delivery;
 - c) Locality based delivery, perhaps building on the area networks or other recognised locality; and
- (6) Appendix 2 be approved as the structure for the Children's Trust arrangements.

EXECUTIVE BOARD MEETING HELD ON 20 MARCH 2008

EXB105 Primary Capital Programme

The Board considered a report of the Strategic Director – Children and Young People providing an overview of the Primary Capital Programme and an outline of the Government's submission requirements for a Strategy for Change to secure Primary Capital Funding.

It was advised that all authorities were required by Government to develop a Primary Capital Programme aiming to ensure primary schools played a lead role in the heart of their communities by offering local services; providing a 21st learning environment, particularly in ICT; developing world class standards; and promoting personalisation, flexibility, diversity and choice. As part of the programme, consideration needed to be given to local demography, pupil numbers and school standards. In addition, local authorities were required to produce a Strategy for Change (Primary), which had to be formally endorsed by the Council, the diocesan authorities and a majority of primary schools. This document had to be with the Department for Children, Schools, and Families by 16th June 2008. Consultation requirements were outlined for the Board's consideration.

It was advised that Halton's Strategy for Change covered five main elements:

- the local perspective;
- baseline analysis;
- long term aims;
- approach to change; and
- initial investment priorities

Further information was provided on each of these elements together with funding implications. It was expected that the Authority would develop a strategic approach to capital investment for primary schools over fourteen years and indicative figures were provided.

RESOLVED: That

- (1) the requirements of the Strategy for Change be noted;
- (2) approval be given to developing the draft Strategy for Change in partnership with schools, the dioceses and other key stakeholders; and
- (3) a further report be provided to the Executive Board in June 2008 detailing the draft Primary Capital Strategy.

EXECUTIVE BOARD MEETING HELD ON 10 APRIL 2008

EXB116 Children in Care Strategy and the Children and Young Persons Bill

The Board considered a report of the Strategic Director – Children and Young People seeking endorsement of the revised Children in Care Strategy, which was the Council's response to the Government's Care Matters Agenda and Children and Young Persons Bill. The Bill sought to ensure that Children and Young People in Care received high quality care and support, and aimed to enable them to achieve the same aspirations that parents had for their own children.

Within Halton, a multi-agency strategy for Children in Care had been in place since 2005. For the past two years, the task of implementing the Strategy had been undertaken by the Partnership Board of the Children in Care Mini Trust and by the Corporate Parenting Group. A list of achievements were outlined within the report for Members' consideration.

The Strategy, attached at Appendix 2 to the report, had now been revised to incorporate the provisions of Care Matters and the Children and Young Persons Bill. Importantly, the strategy also reflected some of the consultation that had taken place with children and young people who were, or had been, in care in Halton Borough Council. By having one clear Children in Care strategy, which incorporated all requirements, expectations were clear and the direction was coherent.

The Action Plan would primarily form the business of the Partnership Board of the Children in Care Mini Trust. Many agencies and partners were represented on this Board, a list of which was provided for Members. It was advised that membership of the Partnership Board was regularly reviewed to ensure wide representation and to address areas of priority. If approved, the Partnership Board would develop the Action Plan further to ensure that impact and outcome measures were clearly identified and timescales for achievement were more precise.

In addition, the Board was advised that, in order to achieve the actions required, additional financial resources had been provided by Government. The indicative figures for Halton were outlined. It was noted that initial estimates suggested that the grant funding alone would be insufficient to meet the likely requirements of the Bill, and the total shortfall in funding was estimated at £96,500. Ways to close the shortfall would be examined in future years but it may be necessary for this to be considered as a part of the budget process.

The Board noted that:

- in addition to the national figure of Children in Care achieving 5 A* to C grades at GSCE (or equivalent), “value added” for these young people was also evaluated;
- the Authority was working increasingly with the private sector and other partners to provide a range of opportunities around employment for young people Not in Education, Employment or Training (NEET);
- as prevention was better than cure, health and wealth had been prioritised at an early age;
- the Authority worked hard to support employers/training establishments, as some young people could, due to their life experiences, present challenging behaviour; and
- Mini Trusts would be requested to put milestones in place to demonstrate achievements.

Reasons for Decision

Endorsement of the multi-agency strategy was sought so that progress could continue on meeting the requirements of Care Matters, the duties of corporate parents and the targets of the Children and Young People Plan.

Alternative Options Considered and Rejected

There were no alternative options to implementing Care Matters and the Children and Young Persons Bill. Consideration had been given to presenting separate strategies in respect of Children in Care, Care Matters and Corporate Parenting, but as these issues were so integral to each other the production of one coherent strategy had been favoured.

Implementation Date

Work on some of the Care Matters issues was already underway but inspection against improved outcomes for Children in Care would commence in 2008. If approved, work on the strategy would commence in April 2008.

RESOLVED: That

- 1) the amended strategy for Children in Care be endorsed; and
- 2) the potential financial implications be noted pending more detailed information and direction from Government.

EXB117 School Admission Arrangements

The Board considered a report of the Strategic Director – Children and Young People, which had been produced in accordance with statutory requirements, outlining Halton Local Authority's (LA's) School Admissions Policy for LA maintained community and voluntary controlled schools, and co-ordinated admission schemes for all primary and secondary schools for September 2009. In addition, the report provided information on the number of on-line applications and the percentage of first preference applications met.

The Board was advised that, in January 2008, the LA had issued a statutorily required consultation paper on the proposed admission arrangements and co-ordinated admission schemes for the September 2009 intake. The paper proposed no changes to the current over-subscription criteria for admission to LA community and voluntary controlled schools, which followed the Department for Children, Schools and Families' (DCSF's) recommendations contained within the revised School Admissions Code of Practice.

However, the revised Code of Practice, which came into force on 28th February 2007, precluded the use of the first preference first system as previously operated in Halton and required all admission authorities to operate an equal preference system. Within the equal preference system all preferences expressed by parents on the application form were considered against each school's published admission criteria. After all preferences had been considered, if only one school named on the preference form could offer a place, the LA would send out an offer of a place. If more than one school could offer a place, parents would be offered a place at whichever of those schools was ranked highest on the preference form.

No responses had been received to the consultation, which had ended on 29th February 2008, and the Halton Admissions Forum at its meeting held on 18th March 2008 had approved the policy and arrangements for consideration and ratification by the Executive Board.

The Board was advised that St. Chad's Catholic High School had been over-subscribed. In addition, it was noted that, for the first time, the parents of 10 children at St. Berteline's Church of England Primary School had put Halton High School as their first preference. Previously, these children had all elected to go to schools out of the Borough. It was considered that these changes could be largely attributed to the Building Schools for the Future proposals.

RESOLVED: That

- 1) the Admissions Policy and co-ordinated schemes for nursery, primary and secondary admissions for the 2009/10 academic year be approved; and
- 2) the percentage of first preference applications and on-line applications met be noted.

REPORT TO:	Children and Young People Policy and Performance Board
DATE:	2 nd June 2008
REPORTING OFFICER:	Strategic Director – Children and Young People
SUBJECT:	Child Health in Halton
WARDS:	Borough wide

1.0 PURPOSE OF THE REPORT

- 1.1 To brief Members on the health of children in Halton relative to other boroughs
- 1.2 To identify current action to address health in children
- 1.3 To suggest approaches to closing the gap in health inequalities

2.0 RECOMMENDATION: That

- (1) Members consider the issues contained in this report and comment upon the approaches identified in para.4.

3.0 SUPPORTING INFORMATION

3.1 Health Status

The North West public health observatory recently compiled a range of health indicators for children. The observatory combined fifty outcome indicators for children into a single index. Halton came 42nd out of 43 for the combined health indicator (figure 1). It shows that health of children in Halton was poor relative to other areas with similar levels of deprivation.

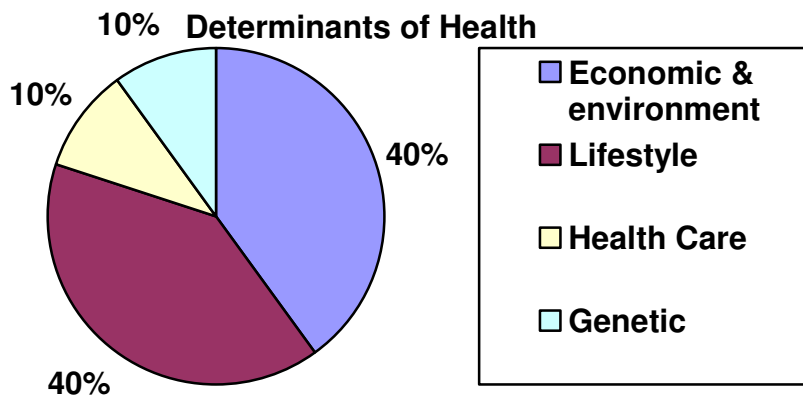
The recent Joint Area Review assessment explored the areas of childhood obesity, breastfeeding and hospital admissions. The JAR also highlighted that it is not always easy or possible to get up to date data on health outcomes as mortality data is calculated in arrears and much of the child health service information is paper based. More recent local data suggest that the figures are not significantly different to those on the observatory website.

Table 1 table demonstrates that we have high risk factors for poor child health (lone parents, low income, families on benefits education, obesity), higher hospital admissions and uptake of treatment services and lower uptake of preventive services.

Health is improving in many areas and services are responding to health needs. Emerging challenges over the last few years include the increase in childhood obesity and alcohol use in young people.

3.2 The causes of poor health in children are partly due to socio economic and environmental factors (income, education, housing environment), partly cultural and lifestyle related (exposure to tobacco smoke, feeding practices, physical activity, emotional security and wellbeing) and to a lesser extent affected by preventive and treatment services (e.g immunisation, parenting support).

Figure 2



3.3 Action to Improve Health

The Children and Young People’s plan identifies key areas for action and a range of work has been undertaken over a number of years to support families and address health issues.

A review of child deaths within the first year of life in 2007 identified that almost all of these were from health conditions that couldn’t have been prevented by services.

Breastfeeding initiation improved from 36% to 42% in six months following the introduction of an innovative social marketing campaign Get Closer. This has been hailed regionally and nationally as best practice. A baby welcome award has been recently been launched.

A healthy weight strategy has been developed in partnership and care pathways developed that identify the role that key partners play in prevention and identification of childhood obesity. Children’s weight management services will be commissioned during 2008.

A child health promotion programme has been developed that identifies the schedule of health input to children throughout their life. This includes health checks, immunisation schedules and other preventive opportunities. The programme will be shortly updated to reflect recent national guidance.

Informal feedback from JAR inspectors was that there was good evidence of services and initiatives making a difference on the ground but that the outcomes still needed to improve.

Halton is well advanced in developing Children's Trust arrangements with health staff from the Primary Care Trust Children's directorate being managed by the local authority as part of children the Children's Trust. This should help integrated planning and delivery of services with better outcomes for children and families.

4.0 POLICY IMPLICATIONS

Health is a key component of the wellbeing of children and one of the five outcomes of the government strategy Every Child Matters. This has been reaffirmed in the children's plan in December 07. The Child Health Strategy published earlier this year identifies what contact and support should be provided to children as individuals based on need.

If current trends continue then the health of children will improve in many areas although the gap between Halton and the rest of the country will remain. Health effects relating to obesity and risk taking behaviour such as alcohol and sexual health are likely to increase.

A step change is needed in order to reverse these trends. This would involve a number of approaches:

- 4.1 Prioritising action that would change the social and economic determinants of health in the most disadvantaged communities and families to reduce child poverty, and raise educational attainment, aspirations and employment. An example would be targeting worklessness initiatives in areas with highest number of children in poverty.
- 4.2 Reorientation of mainstream services so that health being everybody's business- all staff taking the health promoting opportunities when they arise. E.g. a care worker advising and signposting a social care client to stop smoking., urban regeneration planning accessible play areas for children.
- 4.3 Family focused approach with coordination of services. Many of the families with poorest health outcomes are also those who are engaged with a range of other services- e.g. drug and alcohol services, criminal justice services, social care services, housing services. Strengthening coordination and targeting of effort as has taken place with MARAC (domestic violence) is likely to have benefits in terms of health outcomes.
- 4.4 Reviewing the scale and scope of activity across children's services to ensure that the scale of the challenge and response are matched. This might mean greater investment into weight prevention and management

services; improving access to leisure services and investing in peer education programmes to manage risk taking behaviour.

The first three approaches would not require major new resource but would mean changing the way that services are delivered, training and culture change. It isn't possible to quantify the relative impact that each of these approaches will have but a combination is likely to make a greater difference in achieving whole systems change than one area alone.

5.0 OTHER IMPLICATIONS

Poor health in children is likely to lead to lower productivity and higher levels of incapacity benefit claimants in future years along with hither needs for health and social care.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

This is central to the children and young people's agenda

6.2 Employment, Learning and Skills in Halton

Parental skills and employment is a major determinant of children's health. Action should be targeted to those most in need. Raising aspiration and attainment levels across Halton will improve health and reduce risk taking behaviour.

6.3 A Healthy Halton

Children's health is core to this partnership. Children with poor health are likely to continue health problems into adult life and require more treatment services.

6.4 A Safer Halton

Many of the risk taking behaviour in young people puts not only their health but wellbeing in danger. Alcohol use makes people vulnerable to crime and unwanted sexual contact. Drug use is associated with mental health problems. Young people misusing alcohol are also a major source of concern and antisocial behaviour in local communities.

6.5 Halton's Urban Renewal

High levels of health problems are associated with high levels of worklessness and incapacity benefit claimants. There is good evidence that obesity, smoking and alcohol have a major impact on productivity and sickness absence.

Figure

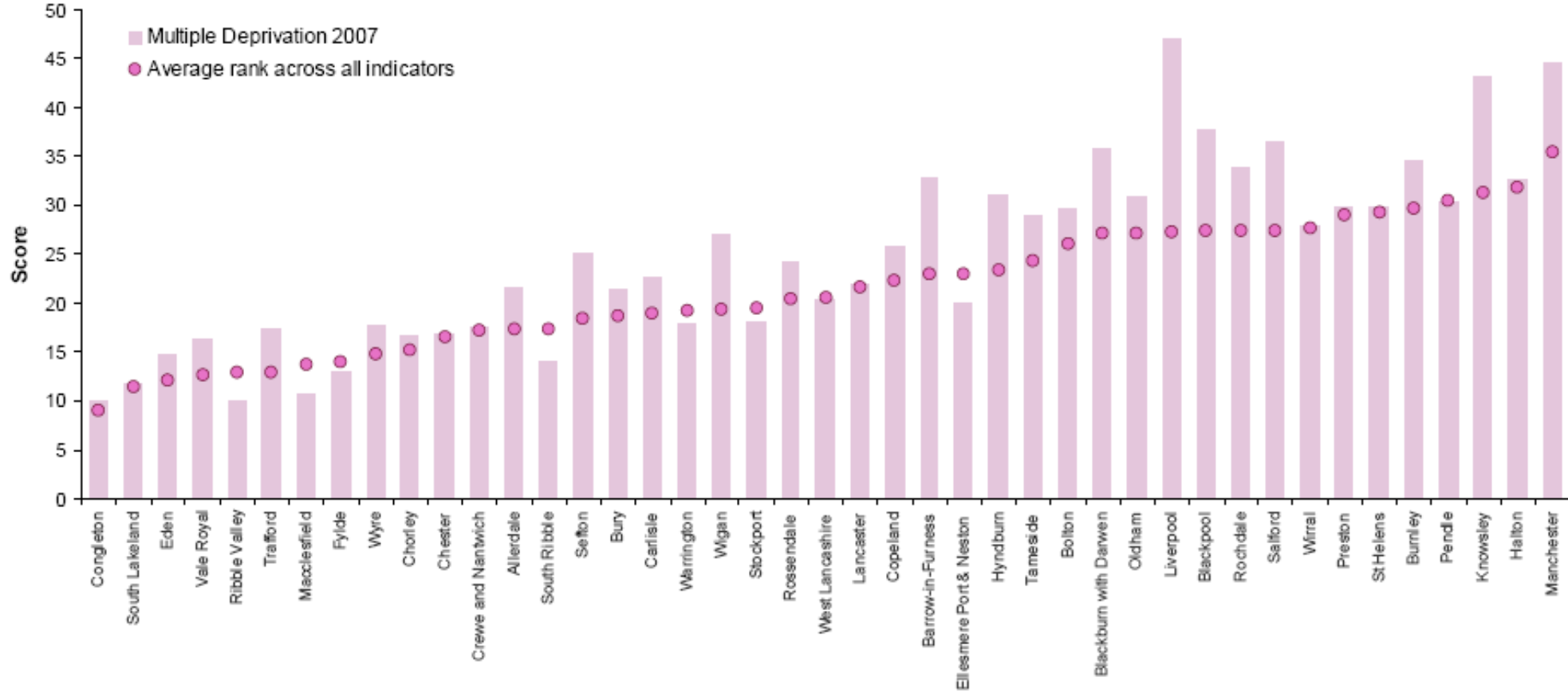


Table 1

Table i. Summary of Children and Young People Indicators for all local authorities in the North West. Overall position is determined from the average rank across all 50 indicators with the position shown for each of the five domains.

Local Authority	Average rank across all indicators	Average rank within each domain				
		Mortality	Hospital Admission	Health Status	Prevention	Risk Factors and Determinants
Congleton	8.9	7.8	9.1	2.0	20.4	8.7
South Lakeland	11.4	14.4	14.0	18.0	21.6	7.5
Eden	12.1	15.2	8.7	2.0	7.2	14.7
Vale Royal	12.6	15.6	10.7	13.0	20.4	12.8
Ribble Valley	12.8	17.4	8.6	4.0	26.6	11.6
Trafford	12.9	8.4	11.9	24.0	10.2	15.3
Macclesfield	13.7	8.0	20.5	7.0	20.4	11.7
Fylde	13.9	20.4	10.4	29.0	15.4	12.6
Wyre	14.7	9.6	6.5	36.0	26.4	16.1
Chorley	15.2	15.6	20.4	12.0	11.8	12.9
Chester	16.5	29.8	19.7	10.0	20.4	13.7
Crewe and Nantwich	17.2	19.8	18.3	23.0	20.4	17.9
South Ribble	17.3	7.0	24.9	27.0	11.8	14.3
Allerdale	17.3	11.0	24.0	4.0	7.2	18.2
Sefton	18.4	13.8	11.5	13.0	27.4	22.9
Bury	18.6	15.0	16.1	8.0	10.4	21.1
Carlisle	18.9	22.6	17.6	25.0	7.2	21.4
Warrington	19.1	22.0	18.6	15.0	35.4	17.7
Wigan	19.3	13.6	18.9	11.0	9.8	21.7
Stockport	19.4	28.4	22.8	15.0	8.0	20.1
Rossendale	20.4	6.4	23.5	21.0	35.0	17.9
West Lancashire	20.5	17.4	25.2	1.0	17.6	19.3
Lancaster	21.6	35.4	24.2	18.0	21.6	18.0
Copeland	22.2	18.8	29.6	8.0	7.2	23.3
Barrow-in-Furness	22.9	15.2	37.3	28.0	21.4	16.9
Ellesmere Port and Neston	23.0	22.8	29.6	4.0	19.8	22.8
Hyndburn	23.4	29.6	17.2	34.0	26.2	20.9
Tameside	24.2	20.4	25.2	31.0	22.4	24.9
Bolton	26.1	34.6	29.3	35.0	7.2	25.8
Oldham	27.1	33.2	29.4	36.0	13.2	24.9
Blackburn with Darwen	27.1	38.6	22.9	40.0	13.6	25.7
Liverpool	27.3	28.0	17.5	31.0	36.0	28.9
Blackpool	27.3	23.4	19.6	18.0	24.8	31.1
Rochdale	27.4	28.6	29.5	41.0	13.8	28.2
Salford	27.4	25.4	16.8	21.0	29.6	32.1
Wirral	27.7	21.6	35.4	15.0	27.8	26.7
Preston	29.0	38.2	28.2	42.0	26.2	23.7
St Helens	29.2	30.2	33.1	25.0	34.4	25.8
Burnley	29.6	36.6	34.5	43.0	34.8	23.7
Pendle	30.5	30.6	39.2	39.0	35.0	22.8
Knowsley	31.2	19.4	23.9	29.0	40.8	34.6
Halton	31.8	25.2	34.1	31.0	34.6	31.3
Manchester	35.4	40.4	27.3	38.0	39.8	37.8

3.0	value is below the 25th percentile
12.0	value is between 25th and 75th percentiles
30.0	value is above the 75th percentile

REPORT TO: Policy and Performance Board

DATE: 2 June 2008

REPORTING OFFICER: Strategic Director - Children and Young People

SUBJECT Primary Capital Programme

WARDS: Boroughwide

1.0 PURPOSE OF THE REPORT

- 1.1 To provide an outline of the draft Primary Strategy for Change that has been developed as part of the Primary Capital Programme.

2.0 RECOMMENDATION: That

- 2.1 **The Board considers and comments on the Primary Strategy for Change.**

3.0 SUPPORTING INFORMATION

3.1 Background

- 3.2 It is a requirement that all authorities develop a Primary Capital Programme. As part of this Programme all Local Authorities must produce a Primary Strategy for Change, which must be formally endorsed by the Council, the Diocesan Authorities and a majority of primary schools.

- 3.3 The aim of the Primary Capital Programme is to ensure primary schools play a lead role in the heart of their communities, through offering local services, providing a 21st learning environment particularly in ICT, development world class standards and promoting personalisation, flexibility, diversity and choice. As part of the Programme consideration needs to be given to local demography, pupil numbers and school standards.

- 3.4 The Primary Strategy for Change for Halton has been developed following consultation with primary schools, Diocesan colleagues and a range of other partners. Three dedicated sessions on have been held with Primary Headteachers and an Extended Services Working Group has met to consider opportunities for local and extended services to be offered through primary schools. Chairs of Governors and Halton Association of Governors have been consulted along with colleagues from other Departments across the Council such as Environment and Health and Community.

- 3.5 A draft of the Primary Strategy for Change has been circulated (Appendix A) to the headteachers of all nursery, infant, junior and primary schools

including the primary special school. It has also been sent out to all secondary headteachers and secondary special headteachers. Chairs of Primary Governors have been sent copies and the draft has also been placed on the pages of the Governors Website. Copies have also been sent to the Diocese of Shrewsbury, Diocese of Chester, Liverpool Diocese and Liverpool Archdiocese for final comments. The document has been placed on both the intranet and internet and sent to Departments across the Council for their information and comment. In addition, each member of the Alliance Board has been sent a draft copy. The final date for responses to the consultation is Tuesday, 27th May 2008. A final draft will then be produced for consideration by Executive Board on 5th June 2008.

4.0 **FINANCIAL IMPLICATIONS**

4.1 The Authority must develop a strategic approach to capital investment for primary schools over 14 years. For 2009/2010 and 2010/11 the indicative primary capital funding is £8.4 million. Funding from 2011/12 will be subject to public spending review.

4.2 The submission to the DCSF on 16th June 2008 must name and provide costings for the schools or projects that will be undertaken within the first two years of the funding i.e. 2009/2010 and 2010/2011. In Halton a re-organisation of primary provision has yet to be undertaken. For the first two years of funding, therefore, projects have been proposed which will not prejudice this process.

4.3 The proposed projects for 2009/2010 and 2010/2011 are:

- The Grange Nursery, Infant and Junior School. This proposals is supported by the DCSF as it promotes diversity and a change of governance, it represents value for money as it joins funding with BSF and allows the completion of the All-Through School. Many of the pupils from the school come from deprived backgrounds and the school is located in the top 40% most deprived wards within the borough. There are significant condition and suitability issues on all three sites with some pupils still taught in mobile classrooms. Wrap around early years will be provided and extended services offered through the new All-Through School. Primary places will be rationalised once the two form of entry primary element has been approved.
- Our Lady Mother of the Saviour. This is a voluntary aided Catholic school in Runcorn. It is located in the ward ranked third highest in terms of deprivation within the borough. The school is a one form of entry primary with healthy pupil numbers. There are significant suitability issues and the school requires a complete remodelling. Some investment has been undertaken by the Diocese of Shrewsbury however to complete and compliment the initial investment primary capital funding is required.

- All Saints Upton. This is a voluntary controlled Church of England Primary School. 71.6% of pupils who currently attend this school come from the top two IMD areas. There are significant suitability issues at the school as it currently operates on split sites. Extended Services are offered through the school and within the last twelve months a Children's Centre has been developed and completed on the school site.
- Following an in depth audit of IT provision investment opportunities which will supported full integrated learning systems will be explored across the borough.
- Opportunities will be explored to link funding and utilise surplus capacity in and around schools to support the promotion of the Every Child Matters Agenda and increasing the range of extended services offered through primary schools.

5.0 OTHER IMPLICATIONS

- 5.1 To trigger funding for Phase 2 developments the Authority must identify how it intends to address demographic change, falling rolls, the Standards Agenda as well as increase the diversity, choice and access to popular schools. It needs to consider a range of provision such as Trusts, Federations, amalgamations and all-age provision.
- 5.2 Proposals will need to be developed on the future primary school organisation. School and public consultation will then need to be undertaken.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

The Primary Capital Programme contributes directly to priority SM5: Transforming Learning Opportunities for all Children.

Increase choice, diversity, inclusion and high standards and reduce the surplus capacity within Halton schools.

Transform the learning environment: workforce, buildings, learning resources and technology.

6.2 Employment, Learning and Skills in Halton

By providing 21st Century primary provision for all pupils, standards will improve providing greater employment prospects for Halton's Children and Young People.

6.3 A Healthy Halton

In developing primary provision the authority will seek to improve the

sports and dining facilities and work collaboratively with other agencies to encourage healthy eating, promote high nutritional standards and provide access to a wider range of extended services.

6.4 A Safer Halton

New primary provision will be designed to ensure that children, staff and other community users feel safe and secure on schools sites.

6.5 Halton’s Urban Renewal

The Primary Capital Programme seeks to ensure that schools become a major resource for the communities they serve and will be designed to offer shared community facilities, linking to other wider regeneration projects as well as being the focus for the local delivery of children’s services.

7.0 RISK ANALYSIS

7.1 A risk analysis has been undertaken which has identified a number of key risks. The key risks include the timeline for delivery, school organisation and approval of the Strategy.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 The Primary Capital Strategy must be inclusive and consider the needs of all primary schools. The Programme aims to increase diversity access and choice, address under performance, provide more integrated local services for every child and family.

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

Document	Place of Inspection	Contact Officer
Every Child Matters: Primary Capital Programme – Primary Strategy for Change. Department for Children, Schools and Families (6.12.2007)	3 rd Floor Grosvenor House	Lorraine Cox
Draft Primary Capital Strategy	3 rd Floor Grosvenor House Intranet/internet	Lorraine Cox
Presentations and Notes Primary Headteachers Meeting, Diocesan Meetings and Extended Services Meetings	3 rd Floor Grosvenor House	Lorraine Cox
Executive Board Report – Primary Capital Programme –	3 rd Floor Grosvenor House	Lorraine Cox

20th March 2008

Internet

Primary Strategy for Change

June 2008

Part 1:

- **Halton; the local perspective.**
- **Halton; its people and its schools.**

Part 2:

- **Baseline Data**
- **What works well**
- **What needs to improve**

Part 3:

- **Long Term Aims**

Part 4:

- **Approach to Change**

Part 5:

- **Initial Investment Priorities**
- **Spreadsheet (DCSF) to be attached**

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**Part One:
The Local Perspective**

The Local Perspective

Halton is a borough characterised by widespread deprivation, however, the progress made in regenerating the borough has resulted in the ranking of the authority increasing to 30th nationally from 21st and previously 14th most deprived. Despite the significant progress made Halton has 8 Super Output areas in the top 975 in England i.e. top 3% most deprived areas.

Halton has a population of 118,000. 97% of the residents live in the urban areas of Runcorn and Widnes, two distinct communities separated by the River Mersey. Children and Young People are one of the five strategic priorities within the Community Strategy and the vision in the Children and Young People's Plan is paralleled by the aim in the Community Strategy for Children and Young People:

“ To ensure that in Halton Children and Young People are safeguarded, healthy and happy and receive their entitlement of high quality services that are sensitive to need, inclusive and accessible to all”

Within the borough learning is considered to be the Social Capital complementing the regeneration of the economy. Raising standards are at the forefront of the Local Authority's priorities linking into national agendas such as Every Child Matters and the Children's Plan.

The Primary Capital Programme (PCP) provides the opportunity for Halton to develop 21st century facilities to enable world-class standards and services for children and their families particularly those in the most deprived areas facing the most challenging circumstances. Halton Borough Council has been tasked with the lead responsibility to develop the strategy with partners and to act as a commissioner of local services that both reflect the needs and develops the aspirations of the local community and contributes to the national and local priorities for Halton. This is a challenging role and will require a comprehensive evaluation and re-alignment of the primary estate to ensure that investment is targeted to areas where it will have the greatest impact.

In recent years there has been significant progress in schools performance, the investment Primary Capital will deliver will enable further change and will help Halton to take a further step-change towards engaging with the whole community. The Programme will combine capital investment and the use of innovative emerging technology to enable a personalised route for all as well as developing best practice in terms of partnership working to deliver world-class services particularly to achieve narrowing the gap for children from disadvantaged families.

Halton's vision for Children and Young People needs to be viewed against a history of improvement since becoming a unitary authority in 1998. There has been a significant improvement in both attendance and attainment. In 2007 our English and Mathematics results were, for the first time, either in line or above the national average. Working in partnership with schools the drive is to further increase standards to achieve excellence. The impact required to narrow the gap and improve attainment has already progressed, further improvement is required and Halton's PCP is intended to facilitate this improvement.

The vision for the PCP is aligned to the BSF programme as we see this as a 0-19 transformation of learning in Halton:

“To further develop learning environments which are innovative, flexible and dynamic where every learner is valued and has the opportunity to achieve and realise their individual potential”

While Halton Borough Council has been tasked to lead in preparing this strategy it have very much engaged with a wide range of partners and stakeholders to ensure that a shared vision and plan evolves.

Our prime goal is to raise standards and the aspirations of young people, as this ultimately gives greater opportunities for personal fulfilment and the opportunity to discover one’s own true potential. We will achieve this in partnership with our stakeholders by seeking to unlock the potential of all learners through high quality provision, exciting and innovative learning opportunities and underpinned by our commitment to removing the barriers to learning through our inclusive approach.

Our key role is to lead on the development of a Halton wide “Learning Community” within which all learners can develop a real and lasting enjoyment of learning and come to value the opportunities that high quality learning can provide.

Our focus is on the learner and the quality of teaching and learning opportunities learners have access to.

Our expectations are very high. In consultation with our schools and other partners in our learning community, we will set and achieve challenging targets.

Our pace will increase to ensure we raise standards for every learner and for the community that we serve.

To achieve our goals we will aim high and accept nothing less than continuous improvement. We will continue to strengthen the excellent partnerships that exist within our learning community.

Our agenda is challenging. To achieve this we will build on our existing commitment to becoming a learning organisation that values the individuals within it and those who work in partnership with us.

**Part Two:
Baseline Analysis**

Standards

Primary school standards in Halton are generally very good, particularly at KS2. The number of primary schools judged to be good or outstanding in Halton since September 2007 is 85%. However, this masks some variation between the performance of schools in similar circumstances.

In KS1 there is significant improvement required. Results are below the national average in most areas and have not significantly improved over the past few years. Improved attainment of boys can be evidenced in writing at level 2b+ and reading level 3, and girls' attainment in maths at level 3. Overall however there is a decline in standards in reading, writing and maths most significantly in the percentage of level 2+.

In KS2, results are very good. Overall the standards in all subjects at L4+ are above the national average. There has been a significant increase in the percentage of pupils attaining level 4+ in both English and Maths. An increase of 5% in English and 2% in maths places Halton as one of the most improved authorities in 2007. A 3% increase at level 5 in English is also to be celebrated. There is a need to continue to narrow the gap between attainment of girls and boys specifically in literacy. In 2007 7 schools were currently performing below floor targets in English and Maths.

In the Foundation Stage there is further development work to be undertaken specifically in communication, language, literacy and personal development. However, the gap between the lowest performing decreased in 2006 to 2007 to exceed the target. There has also been an improvement in the percentage of pupils achieving 6+ in PSED and CLL in the 30 % SOA areas. This improvement was greatest in CLL exceeding the target.

Every Child Matters

Deprivation

Halton's overall deprivation score and rank have improved since 2004. Its rank has improved from 21st to 30th in 2007, rising 9 places and becoming one of the 25 Local Authorities in England to most improve. However, there still remain some areas of deprivation in Halton that rank within the top 3% in England.

The Windmill Hill Ward is Halton's most deprived area and Birchfield is still the least deprived. 8 Wards in Halton are categorised to be in the top 40% most deprived in the country. These Wards are where 50% of our primary and nursery schools are situated. The Wards are: Windmill Hill, Riverside, Halton Lea, Norton South, Grange, Castlefields, Kingsway and Halton Brook. **(Appendix A (i) schools in deprived Wards ranking and A (ii) is pupils who live in deprived Wards linked to the school they attend.)**

Healthy Schools

In Halton 100% of our schools are engaged in the healthy schools programme and 91% of our Primary, Infant, Junior and Special Primary schools have National Healthy School Status. However, despite this, the North West Public Health Observatory recently compiled a range of health indicators for children. The observatory combined fifty outcome indicators for children into a single index. Halton came 42nd out of 43 for the combined health indicator. It shows that health of children in Halton was poor relative to other areas with similar levels of deprivation.

We have worked hard with Halton partners to continue good quality catering for the primary schools and all primary settings currently purchase their school meals provision through the Local Authority's School Meals Service. All schools have access to working kitchens and some schools provide catering support to children centres and to support extended services on site.

SEN and Disabilities

The recent inspection of Children's Services in Halton by OfSTED acknowledges the strong lead and rapid progress made over the preceding 3 years in developing a well-planned strategy for inclusion. This rightly focuses upon building the capacity of schools, with special schools now using their expertise to provide high quality support, advice and training to mainstream schools to enable children to be supported in their local settings. The PCP will strengthen the capacity of schools to meet the needs of children with more complex needs and disabilities and continue to build upon the improving outcomes in this area.

Progress to date includes:

- increase in the number of pupils with SEN being supported in their local mainstream setting;
- reduction in the number of children requiring a statement of SEN to be made for them;
- reduction in the number of children being educated in special schools outside of Halton;
- re-organisation and re-designation of the Borough's 4 special schools;
- re-organisation of the Local Authority's SEN services;
- review of the SEN funding arrangements to enable resources to be targeted to need earlier without recourse to a statement.

An outstanding action remains the review of SEN units attached to mainstream settings. A review has identified that specialist resource provision is required in a small number of mainstream schools particularly focussing upon:

- pupils in the autistic continuum;
- pupils with severe communication disorders;
- pupils with emotional and behavioural difficulties;
- pupils with hearing impairments; and
- specialist assessment facilities for young children with complex needs.

Extended and Children Services

Halton has a dynamic extended service delivery through Schools and Children Centres. These are at the heart of the boroughs strategy to tackle poor outcomes for children linked to health, family support, and access to specialist services, childcare provision, and 'places to go things to do'. Targeting services according to identified need and delivered through universal settings such as schools and children centres is at the core of Halton's Children and Young Peoples Plan.

This work is being driven by our Preventative Strategy which promotes 'progressive universalism' i.e. strengthens the offer of services available through universal settings, and targets resources for identified needs to be delivered and met through these settings thus reducing the need to access specialist services in specialist venues which are at times stigmatised.

Halton's strength is that it has placed its services in the heart of communities through schools and Children Centres developing 'campus' models of organisation offering a wider breath of services from a variety of partners including the private and voluntary sector. This robust model will feature strongly in the development of the Primary Capital Programme and Building Schools for the Future.

Workforce Development

Halton's children are the Borough's future. It is our current generation of children who will determine the shape and face of the Borough and provide leadership through participation and engagement in democratic systems. As professionals working with and for the children and young people of Halton, we must work well together to prepare them for their future role.

To succeed in this aim the Children and Young People's Alliance Board is driving forward in updating its Children's Integrated Workforce Strategy. This is key to delivering the promises contained in Halton's Children and Young People's Plan and is integral to achieving the aims and priorities in key strategies and operation strategies across the Borough that are co-ordinated through Halton's Children's Trust Arrangements.

Key priorities for the workforce have been identified as follows:

- i. Integrated processes
- ii. Induction and training
- iii. The early years workforce
- iv. Succession planning in school leadership and re-modelling of the school's workforce
- v. The development of parent and family support services
- vi. Building capacity in the 3rd sector

D R A F T

- vii. Integrated and targeted youth support
- viii. Recruitment and retention of specialist staff
- ix. Children with disabilities
- x. Promotion and development of safeguarding
- xi. Workforce data and collection
- xii. Participation and engagement processes

Services for children over coming years will no longer be defined by solitary professions or roles, but will offer a compliment of talent and expertise for children. This will enable us to strengthen universal services, increase investment in prevention and reduce the need for specialist services. Increasingly we are ensuring the services we provide are shaped around a very clear analysis and prevalence of need and relevant to the defined needs of learning communities of Runcorn and Widnes and individual localities

Diversity Choice and Responsiveness to Parents

There are currently 4 nursery schools and 52 primary schools and 1 primary special school. 16 of the primary schools are voluntary aided either Catholic or Church of England. There are 20 schools with capacity below 210, 15 schools with capacity for one form of entry and 17 schools with capacity for more than one form of entry.

SCHOOL TYPE	NUMBERS
Nursery Schools	4
Community Primary Schools	27
Community Infant Schools	2
Community Junior Schools	2
Voluntary Aided (Catholic) Primary Schools	11
Voluntary Aided (Catholic) Infant School	1
Voluntary Aided (Catholic) Junior School	1
Voluntary Aided (Church of England) Schools	3
Voluntary Controlled (Church of England) Schools	5
Primary Community Special School	1
TOTAL	57

30% of the current places offered in Halton are in faith schools, either Church of England or Catholic. Halton would wish to retain the balance between faith and community provision within the borough.

There have been significant changes in the demography of the borough. Over recent years there has been a growth in the number of surplus places across the borough due to declining pupil numbers. It is estimated that in January 2009 based on the new net capacity calculation Halton will have 9 or 17% of its primary schools with surplus places above 25%. **(See Appendix B total surplus places identified in each Ward).**

D R A F T

However, recent data from the PCT now shows that in Appleton, Beechwood, Broadheath, Farnworth, The Grange, Halton Brook, Halton Lea, Kingsway and Riverside the number of births has been increasing. These trends in births will need to be considered when undertaking the next phase of primary re-organisation in Autumn 2008.

Opportunities to provide a more diverse range of provision within the borough have already been explored. In Halton the opportunity has been taken to locate most Children's Centres on to primary school sites to ensure the services offered are easily accessible to children and families.

Diversity of provision is being further developed in the authority through the establishment of an All-Through Trust School combining a nursery, infant, junior and secondary school.

Buildings and ICT

We have worked closely with our Diocese partners and Property Services to audit all schools in terms of condition and suitability, which has enabled a clear rationale as to which schools are in the greatest need. This intelligence will not be used in isolation but will help to direct the priority for the Primary Capital Programme in order to support improvement in terms of educational standards, delivery of the ECM agenda, rationalise school place provision and provide value for money.

A wide range of I.T. equipment is currently available in schools. Individual schools are responsible for the ongoing development and procurement of their ICT infrastructure with guidance and support being provided by the LA. This allows moderation of the effectiveness of practice and product and targeted training to develop staff capacity to support the raising of standards. Some schools have very good ICT provision and are using this effectively. The LA recognises that ICT is not a static subject. It constantly develops at an exponential speed and any schools being built or remodelled to meet the needs of future learners will need to be able to accommodate technologies that may not yet be available or indeed invented yet. The LA has identified some areas that should be included in future school development alongside the need to create a school that has an accessible and flexible infrastructure that can support future technological advances whilst also meeting the needs of today.

There is a borough wide broadband managed service from which all school benefit. Our management information system (MIS) has evolved in the support of finance and organisational administration in schools, which has assisted in supporting the administrative workload thus freeing up teachers to concentrate on learning. There are 2 dedicated City Learning Centres, based on school sites on either side of the borough, which provide access and services to all schools and our communities.

What will the Strategy achieve?

This strategy is a long-term plan for educational transformation. It is not simply about replacing old and worn out buildings and carrying on as before. The plan will commit us to exploring new models of school organisation and governance and new ways of working in well designed, sustainable and inspiring buildings which will pave the way for new and better ways for children to learn and teachers to teach. It will link the investment to the realisation of our important local priorities: closing the gap in attainment levels between the highest and lowest achieving schools in the Borough and aligning the supply of school places with demand. In so doing it will

D R A F T

help us to improve the lives of children and families for many years to come. We have identified 9 key strategic areas where we wish to make an impact on outcomes for children and families;

- improving educational outcomes and supporting poorly performing schools;
- reducing surplus places and ensuring that we have sustainable schools;
- supporting teaching and learning through ICT;
- enhancing capacity for early intervention and effective multi-agency working;
- enhancing capacity for extended services and wider community use;
- supporting inclusion and further enhancing the provision for pupils with special educational needs;
- promoting healthy eating;
- increasing participation in sports and physical exercise; and
- promoting new approaches to school organisation and governance.

**Part Three:
Long-term Aims**

The Children's Plan

Halton is committed to excellence and equity. The aim of the Children's Plan is for "every young person to achieve their potential and enjoy their time in education". Both PCP and BSF funding are essential investments required to provide world-class buildings and technology required to transform pupils learning. Both PCP and BSF can only be effectively delivered through working with all partners: children, families, communities as well as the Local Authority, Diocese, school staff and governors. The main driver for capital investment will be to tackle under investment and to raise aspirations.

Halton's Vision and Key Priorities

'Halton will be a thriving and vibrant borough where people can learn and develop their skills; enjoy a good quality of life with good health; a high quality, modern, urban environment; the opportunity for all to fulfil their potential; greater wealth and equality, sustained by a thriving business community; and safer, stronger more attractive neighbourhoods'.

Halton embraces the Primary Capital Programme as a further vehicle to drive change and to make a difference to children and families. This programme will address safety through changing environments that will be developed and designed with the full engagement of children and their families. This programme will underpin universal service delivery and learning in the heart of the community. Investment in the learning infrastructure will contribute to urban renewal and develop further opportunities. Halton has a key priority for its children and young people through learning and play, this programme will equally help to skill up communities to enjoy employment learning and skills and it will develop a programme which will ensure the most effective and efficient services into local communities based on local priorities and local needs.

Halton recognises that the *Primary Strategy for Change* is the significant opportunity for educational transformation, through which children's futures can be substantially improved. It represents an opportunity to be innovative, tackle underachievement and provide a robust and responsive primary phase that places the achievement and well-being of children at its heart. Through the provision of high quality learning environments, it will allow truly personalised learning to be provided for all children, allow us to realise the ambitions set out in Every Child Matters and the Children & Young People's Plan, and unlock the potential of all pupils in the Borough.

Effective teaching and learning is underpinned by a responsive approach to individual learning styles and pupil need, realised through the co-ownership of learning with both pupils and teachers. The *Primary Strategy for Change* defines the principles against which this will be facilitated within a flexible, integrated, coherent approach to curriculum content and models, and will be developed in collaboration with pupils, parents and the expertise of officers and external partners.

The priorities are to:

D R A F T

1. Continue to raise standards by the end of the Foundation Stage, Year 2 and Year 6 and ensure that all pupils, including under-achieving groups, make very good progress throughout their primary education, especially in core subjects
2. Ensure that all children and young people, particularly those from vulnerable, disadvantaged and minority groups, are able to participate successfully in education
3. Ensure that parents and the wider community are increasingly engaged in a stronger partnership with schools, to achieve greater community cohesion and transformation.

Consultation

The *Primary Strategy for Change* will be widely consulted on to take account of the views of stakeholders. Consultation will include pupils, parents, schools, governors, children's centres, local early years and childcare providers, dioceses, primary care trusts and other associate providers. The proposals for investment will be subject to approval of the Council and the DCSF.

Determining Priorities

The focus of what we are trying to do is to transform teaching and learning in the 21st Century. Whilst the baseline analysis gives an indication of the schools with the highest scores, proposals for investment will need to take into account wider considerations including; the locally determined strategic priorities set out in the Children and Young People's Plan; long-term demographic trends; patterns of parental preference and the potential to deliver individual schemes.

Diversity, Choice and Responsiveness to Parents

The Primary Capital Programme will be used to promote best value through the efficient and effective and economic provision of school places which recognises that over provision of surplus places is uneconomic and represents the inefficient use of resources to promote effective education for all pupils.

The review of surplus provision within the borough will be considered on an individual area basis to ensure that the needs of each community are met and that the strong relationships between schools are maintained.

In undertaking a review of surplus places consideration will be given to school size. It will be essential to ensure that no school becomes so small it is no longer viable in either financial or curriculum terms. Consideration will also need to be given to the maximum size of any school and the need to ensure provision is local and easily accessible. Removal of temporary accommodation will also be considered a priority.

The transport implications, availability of sustainable transport routes and impact on congestion and the environment will also be assessed.

As part of the review of primary provision options for amalgamating, closing and federating schools will be explored along with other types of governance and alternative uses by other partners of school facilities.

Consideration will be given to the expansion of schools which are both popular and successful. A detailed review of the SEN units attached to schools will ensure that their location and the provision they offer is appropriate to the changing demography.

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**Part Four:
Approach to Change**

Capacity Building Change Management

We see the Primary Capital Programme as an additional vehicle to transform learning in Halton driving the primary sector forward and enabling a full 0-19 joined up approach. This programme for Halton will continue with the developed platforms already in place across early years settings and pre-schools, including all maintained voluntary and independent settings; mainstream primary and secondary schools including their extended services and children centres right through to delivery of the 14-19 curriculum.

Delivery of the Primary Capital Strategy will require strong and effective leadership and the commitment of all stakeholders. Difficult and challenging decisions will need to be made when addressing the level and type of school places required in the borough. Maintaining and strengthening community cohesion throughout a time of change will be essential. The learning gained from the special schools and more recent secondary schools re-organisation will be invaluable.

The integration of Health as part of Halton's Children and Young People's Directorate from 1st April 2008 will further strengthen the move to integration of services to Children and Families.

Joint Planning with all partners and effective communication will be required to ensure all partners are included, involved and are kept informed.

In Halton significant additional investment has been made to address Change Management in secondary schools as part of the development of the BSF Programme. Much of this learning can be used for primary. Increased investment in personalisation, integrated service delivery, the development of the School and Children's Workforce and opportunities for leadership, curriculum and multi-agency training will help transform standards.

In Halton a Programme team consists of a range of skilled LA officers who bring knowledge and experience in specialist areas and help to piece together the complexities of this capital programme, which will assist in the programme being delivered producing the very best outcomes for children and families in Halton

Planning, Monitoring and Evaluation

To provide capacity and learn from the work already undertaken on BSF the work of PCP and BSF will be linked and co-ordinated. Joint team working will be developed with both teams located together. The systems for programme management established through BSF will be utilised for PCP. Reports will be provided to the Alliance Board, Diocesan Colleagues, Asset Management Group and Senior Management Team on the progress of the Project.

Key performance indicators will be agreed for each project and these will be shared, monitored and evaluated.

Consultation and Prioritisation

We have been consulting widely working with a varied range of partners to present the aims and objectives of this Programme and indeed to identify the opportunities for Halton based on our local priorities and needs. We see the priorities as standards; under performance; quality of buildings; surplus places and narrowing the gap for our deprived communities linking strongly into the extended service, Children's Centres and extended schools agenda.

We have worked with head teachers from all Primary and Nursery settings to develop an agreed set of principles and the vision for the Primary Capital Programme. In addition, a copy of the Strategy has been made available on the Halton website.

Through our links with Liverpool Arch Diocese, Liverpool Diocese, Shrewsbury Diocese and Chester Diocese who have the responsibility for over a third of our primary schools we have developed a relationship of openness and have agreed to assess all schools against an agreed criteria in order to tackle the most significant issues as a priority. This has meant regular engagement with the Programme Team and our Property Services Team since December 2007.

Strategically for Halton we have developed links across all Directorates engaging with the issues around the environment; planning; housing; regeneration as well as services such as libraries and community centres and equally with other partners such as the Primary Care Trust. This has helped to develop a shared understanding of each of our priorities and is now growing into a joint planning and development opportunity.

We have commenced with the development of a matrix to identify key priorities for Halton from the Primary Capital Programme leading to the following key areas for assessment; educational standards; deprivation; building condition and suitability and surplus places. Opportunities for joining funding to existing developments will also be considered.

The Executive Board for Halton Borough Council will consider the Primary Capital Strategy at its June 2008 meeting.

Achieving Educational Transformation

The strategic approach described above will deliver educational transformation through a Borough-wide approach to the removal of barriers to learning but also through encouraging innovation in the use of flexible learning environments supported by ICT. Schools will be encouraged to develop both individual and collaborative approaches using federations and trusts, both to secure provision but also to engage external expertise. Whilst the themes of this programme are common the approaches will differ in relation to the need of each school community. ICT will be a key driver in sharing best practice and thinking as each phase develops, encouraging a process of continual improvement. The LA's professional development strategies and workforce reform programmes will support the development in each school, recognising that capital programmes allow transformation, but it is the people that deliver it. This will be achieved through:

1. Enabling the Authority to develop e-learning strategies to encourage communication between and within schools through the establishment of a Virtual Learning Environment

D R A F T

(VLE) providing a reliable and resilient infrastructure both inside the school and outside. This will allow schools to access and share information such as video files, video conferencing and data files. The sharing of good practice can also be developed further through the use of ICT.

2. Helping schools to address the personalised learning agenda through school buildings that are fit for purpose and improving the working environment for both staff and pupils to develop an increased sense of pride and purpose in schools
3. Rationalising school numbers and sizes to ensure that better curriculum models can be delivered to improve the quality of education.
4. Enabling a smooth curricular and pastoral transition from the primary to the secondary phase for every child, to reduce the negative impact of change and the associated dip in pupils' progress.

Enabling the Authority to target resources in foundation stage at schools that serve the 20% most disadvantaged children to enable facilities to be better developed to deliver the CLLD development programme.

Every Child Matters

This strategy allows Halton to further embed the Every Child Matters agenda and take a leap forward in the delivery of Children's Services. It firmly sets the school as the key deliverer of services and embeds each school in the heart of the community, offering swift and easy access to services, enhanced integration of delivery and better outcomes for children in all ECM areas.

Finance

We have identified all funding that could be available to support this Programme (as detailed below). The table shows figures across all sectors 0-19.

Financial Statement -**Supported Borrowing**

Standards Grant (17 month period)

DFC roll forward/draw down

	2009/10	2010/11
DFC INTO SCHOOLS	YEAR ONE	YEAR TWO
Non-VA schools	£1,888,760.00	£1,888,760.00
VA schools	£792,434.00	£792,434.00
NON-VA SCHOOLS FUNDS:		
Primary Capital	£3,000,000.00	£5,378,000.00
Modernisation	£1,093,666.00	£103,096.00
"" ""		£990,570.00
Basic Need	£410,987.00	£410,987.00
Access Initiative	£197,999.00	£197,999.00
EXTENDED SERVICES FUNDS:		
Extended Schools	£226,136.00	£116,880.00
Children's Centres	£47,194.00	£49,661.00

D R A F T

Childcare	£545,573.00	£545,573.00
ICT FUNDS:		
Harnessing Tech	£433,368.00	£470,009.00
Other ICT (to be identified)	TBC	TBC
<u>VOLUNTARY AIDED FUNDS:</u>		
LCVAP (estimated)	£872,208.00	£872,208.00
LCVAP 10% Contribution?	Not confirmed	Not confirmed
HBC FUNDS:	TBC	TBC
HBC Fund (estimated)	£431,330.00	£431,330.00
Totals:	£ 9.939.655.00	£12,247,507.00

This Programme will identify links with other building developments and projects which is essential to ensuring value for money and effective planning. Approval has been given to the development of an All Through Trust School in Runcorn. This project will involve the development of a 0-16 school. It will combine a nursery, infant, junior and secondary school under one roof. Early Adopter Status has been awarded to develop the Trust. BSF can support the secondary development.

In addition, Halton has recently been successful in securing funding through Play Builder Status. Links with the Primary Care Trust have also identified potential opportunities for integrated services on to school sites around GP surgeries.

We are planning to use the funds in the table to explore how we can maximise the development across PCP and BSF. Joint planning has been established now with fund holders to ensure a seamless approach to the allocation of capital resources.

Every effort will be taken to address Value for Money issues in terms of; small schools (Rural are protected), reviewing governance models; capitalising on joined up funding and procurement where appropriate.

The LA will be reviewing strategic investment and options for;

- exploring the scale of economies and programme acceleration through the appropriate use of Private Fund Initiative (PFI) and Prudent Borrowing; and
- joining up funding with external national and EU funding streams.

Procurement

The Local Authority is currently exploring the establishment of a LEP to deliver its BSF Programme. If this is established there would need to be further discussion on extending its scope to cover the PCP. However, prior to the establishment of a LEP, Halton Borough Council's Property Services Department would be asked to commission the work required for any community school development through their existing framework arrangements.

Governance

Structures of governance will be explored to enable the best opportunity in terms of choice and diversity of the primary sector, as well as pursuing the option of an academy.

Design

Project designs within our Primary Capital Programme will be developed in line Building Bulletins, exemplar designs, DDA guidance and the advice and guidance of the Property Professionals commissioned to undertake the work. Staff and pupils along with other building users will be consulted and kept informed throughout the development and design of the project.

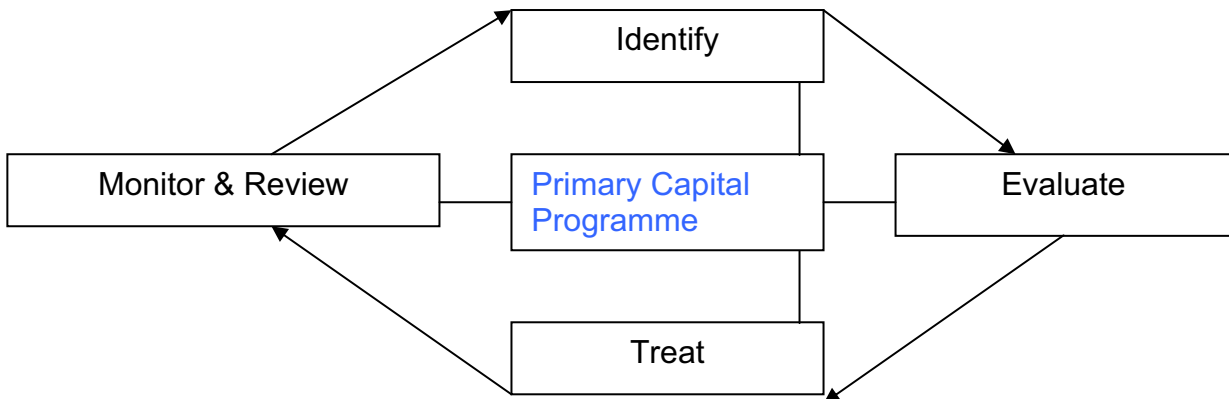
We will address carbon emissions through development and design moving towards 60% reduction in emissions and have three primary schools that are starting to develop as a pilot. We will continue to work with the Carbon Trust to examine better ways of working to make school environments more sustainable.

Risk Management Process

Risk Management is an integral part in the development of the Primary Capital Programme and a risk register is in place to ensure that any threats or opportunities identified are managed appropriately. The risks identified are given a red, amber or green status and the register is reviewed and updated by the Programme Lead Officer as the programme progresses. Any risks identified as red are reported to Senior Management Team.

The risks are separated into Strategic and Operational risks and key partners and stakeholders within the programme development are involved in managing those risks in conjunction with the programme’s lead officers.

The risk management process adopted is detailed below and is aligned to Halton Borough Council’s Risk Management process:



D R A F T

**Part Five:
Initial Investment Priorities**

This programme will deliver for Halton over the 14-year life cycle a planned approach to rebuilding or decommissioning 15% of primary schools in the worst condition, and transform 35% of schools through remodelling. (**Appendix C – DCSF Expectation from PCP for Halton**). Data has been collated which shows educational standards, building condition and suitability, deprivation and surplus places. Other considerations will be value for money and opportunities to join up funding with other programmes and projects

Schools that do not feature on the early stages of the programme must continue to have investment and the LA and its partners will enable all schools to be part of this continuum of transforming learning through robust project planning to ensure the allocation of resources across all other funding streams are not compromised.

Schools may be performing well and may not sit in a deprivation area and their building conditions may be having a direct impact on learning. The LA will therefore continue to support all schools and ensure all schools and partners are clear in the plan for each individual school, community and service delivery to ensure all plans deliver to all children and families.

Phase 1 2009/10 – 2010/11

A detailed review of secondary provision has been undertaken in 2007/2008. This will now be followed with a detailed review of primary provision across the borough commencing in Autumn 2008. As the outcome of this review is not likely to be available in sufficient time to inform the investment priorities for 2009/2010 and 2010/2011 it is suggested that projects identified for funding in the first two years should be those not likely to be effected by this review.

When selecting school projects/priorities proposed for Phase 1 the following considerations have been given:

- Those buildings whose condition and suitability are poor;
- The use of funding to ensure it is spent within the 2 year timescale;
- Both community and faith provisions;
- Pupils who attend schools and live in areas of deprivation;
- Projects that represent value for money;
- Schools that require improved outcomes for all pupils

Based on the above the following projects/priorities are proposed:

1. To support and develop the BSF proposal of an All Through Trust School in the area of the Halton Brook Ward. Encompassing 3 out of 57 schools, (The Grange Nursery, The Grange Infants and The Grange Junior School). This project will enable the creation of 1 All Through Trust School 0-16 established under the governance of a Trust in the heart of the community.
2. The proposal to remodel Our Lady Mother of the Saviour Catholic Primary School in order to complete the project and compliment the investment from Shrewsbury Diocese.

D R A F T

3. The proposal to remodel All Saints Upton CofE Primary School from split site to compliment investment already made to deliver the extended services agenda.
4. An in-depth audit to be undertaken of all ICT within primary schools in order to utilise the Primary Capital Programme funding to link up with other funding streams to ensure there is a phased development plan to deliver full integrated learning systems across schools. Schools will again be prioritised once we have undertaken School Organisation.
5. To continue with the promotion of the ECM agenda and delivering extended services in the heart of communities in and around schools. To link funding and utilise surplus space in and around schools to facilitate this service delivery. Continue to work with partners on regeneration and to identify joint capital projects that help to support the ECM agenda.

Phase 2 2011/12 – 2012/13

1. Continue to move towards the national target for Halton to rebuild or decommission 15% of its primary schools and to remodel 35%.
2. Use the School Organisation to prioritise schools with surplus places as criteria for Phase 2 funding. This will commence Autumn 2008.
3. Grow popular and successful schools where future growth demography predicts. We will take into account surplus places in neighbouring schools, as a reduction of surplus will be a priority before growth.

Appendix A (i)

Most Deprived Wards & Schools in those Wards

School Name * PINK Schools: In top 40% most deprived Wards Nationally.	Ward	IMD Ward RANK 1=most deprived
Windmill Hill Primary School	Windmill Hill	1
St Berteline's CofE Primary School	Windmill Hill	1
West Bank Primary School	Riverside	2
Hallwood Park Primary & Nursery School	Halton Lea	3
Woodside Primary School	Halton Lea	3
Palacefields Primary School	Halton Lea	3
Our Lady Mother of the Saviour Catholic Primary School	Halton Lea	3
Murdishaw West Community Primary School	Norton South	4
Brookvale Primary School	Norton South	4
Halton Lodge Primary School	Grange	5
Astmoor Primary School	Castlefields	6
The Park Primary School	Castlefields	6
The Brow Community Primary School	Castlefields	6
St Mary's CofE Primary School	Castlefields	6
St Augustine's Catholic Primary School	Castlefields	6
Simms Cross Primary School	Kingsway	7
Ditton Primary School	Kingsway	7
Birchfield Nursery	Kingsway	7
Castle View Primary School	Halton Brook	8
The Holy Spirit Catholic Primary School	Halton Brook	8
The Grange Junior School	Halton Brook	8
The Grange Infant School	Halton Brook	8
The Grange Nursery	Halton Brook	8
Ditton Nursery	Broadheath	9
St Gerard's Catholic Primary and Nursery School	Appleton	10
St Bede's Catholic Junior School	Appleton	10
Fairfield Junior School	Appleton	10
St Bede's Catholic Infant School	Appleton	10
Fairfield Infant School	Appleton	10
St Basil's Catholic Primary School	Hough Green	11
All Saints Upton CofE Primary School	Hough Green	11
Oakfield Community Primary School	Ditton	12
St Michael's Catholic Primary School	Ditton	12
Halebank CofE Primary School	Ditton	12
Ditton CofE Primary School	Ditton	12
Our Lady Of Perpetual Succour Catholic Primary School	Ditton	12
St Edward's Catholic Primary School	Mersey	13
Westfield Primary School	Mersey	13

D R A F T

Victoria Road Primary School	Mersey	13
Runcorn All Saints CofE Primary School	Mersey	13
St Martin's Catholic Primary School	Norton North	14
Gorsewood Primary School	Norton North	14
Brookfields School	Halton View	15
Moorfield Primary School	Halton View	15
St John Fisher Catholic Primary School	Halton View	15
Warrington Road Nursery	Halton View	15
Weston Point Community Primary School	Heath	16
Weston Primary School	Heath	16
St Clement's Catholic Primary School	Heath	16
Pewithall Primary School	Heath	16
Hillview Primary school	Beechwood	17
Beechwood Primary School	Beechwood	17
Lunts Heath Primary School	Farnworth	18
Farnworth CofE Primary School	Farnworth	18
Hale CofE Primary School	Hale	19
Moore Primary School	Daresbury	20
Daresbury Primary School	Daresbury	20

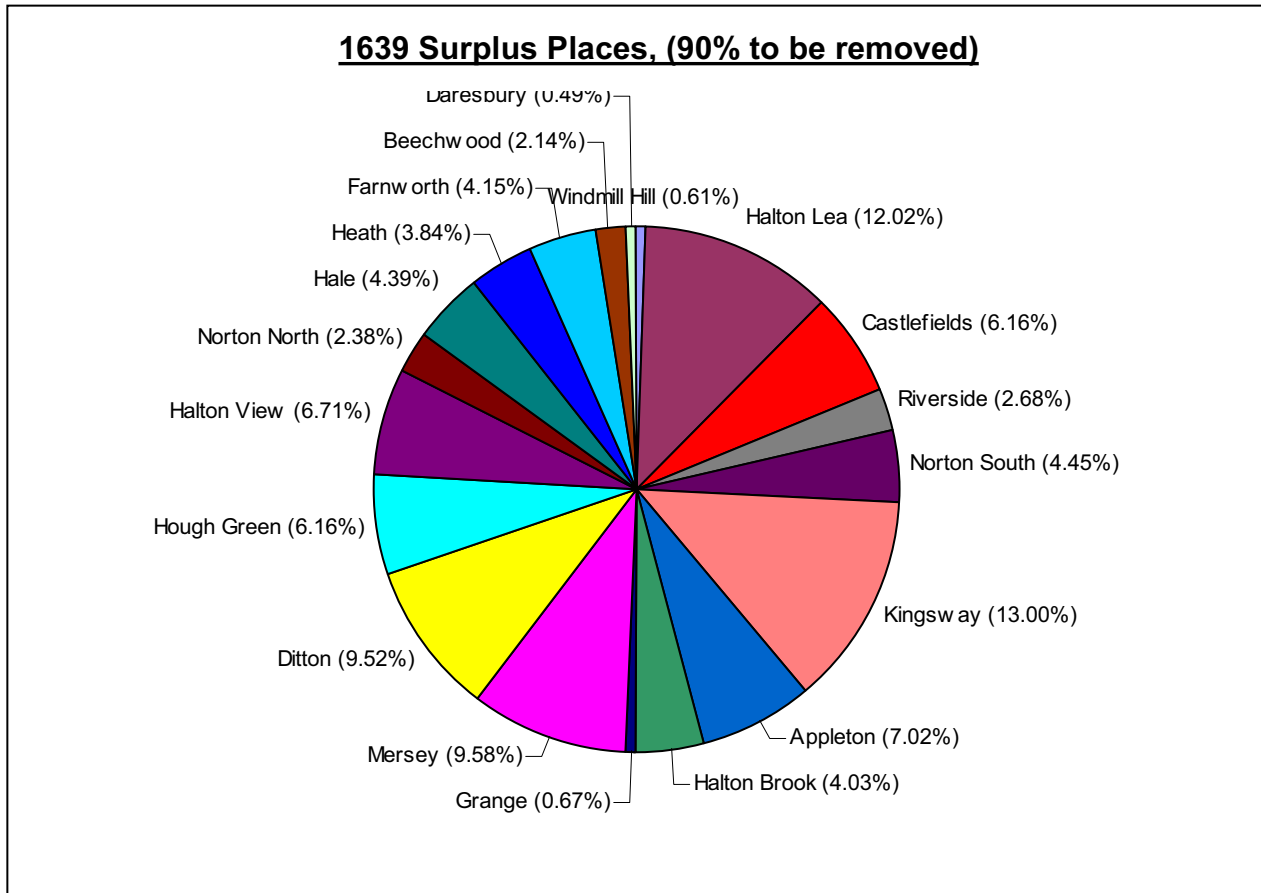
Appendix A (ii)**Percentage of pupils per school from the top 2 most deprived Wards (postcode data)**

School Name	% Deprivation Pupil P.C 2008
Windmill Hill Primary School	94.7%
Hallwood Park Primary & Nursery School	94.3%
Halebank CofE Primary School	92.9%
Castle View Primary School	86.0%
West Bank Primary School	84.6%
The Park Primary School	83.5%
Woodside Primary School	82.8%
St Gerard's RC Primary and Nursery School	80.0%
The Holy Spirit Catholic Primary School	75.7%
Astmoor Primary School	74.4%
All Saints Upton CofE Primary School	71.6%
St Augustine's Catholic Primary School	71.4%
Simms Cross Primary School	70.7%
Brookvale Primary School	68.1%
Halton Lodge Primary School	66.8%
Our Lady Mother of the Saviour Catholic Primary School	66.7%
Palacefields Primary School	65.0%
St Basil's Catholic Primary School	63.3%

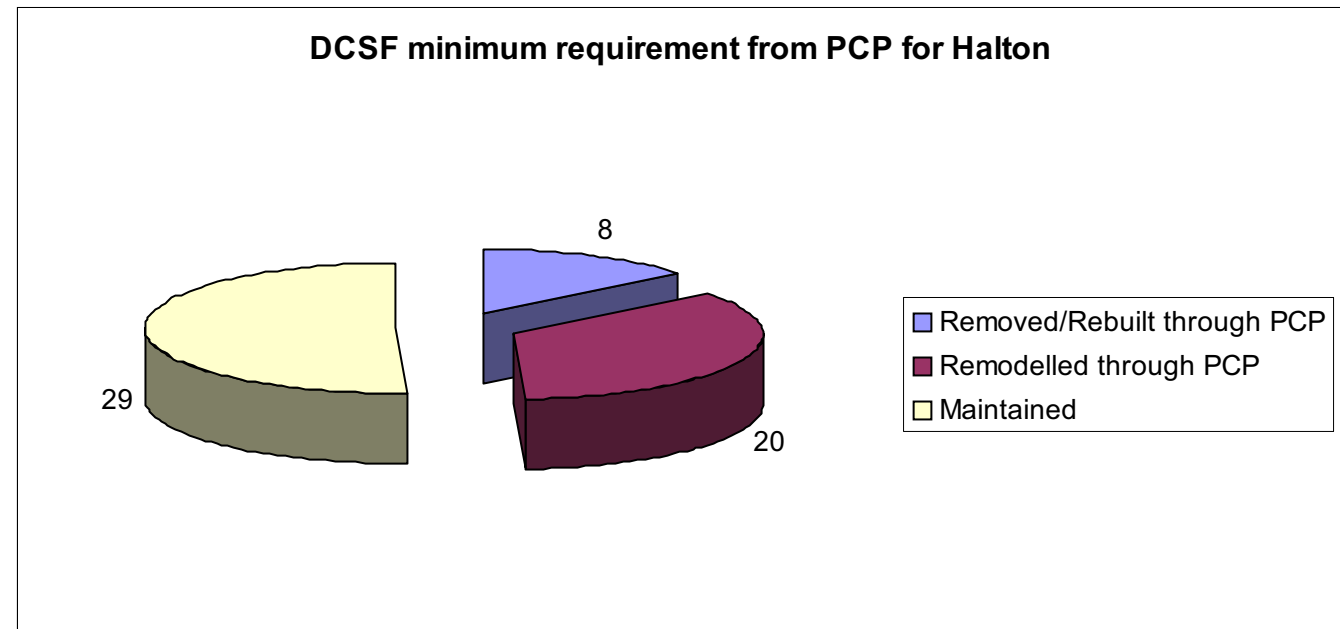
D R A F T

Runcorn All Saints CofE Primary School	56.9%
Murdishaw West Community Primary School	54.1%
Gorsewood Primary School	53.9%
St Martin's Catholic Primary School	52.3%
The Brow Community Primary School	52.3%
The Grange Nursery	46.6%
St Michael's Catholic Primary School	43.6%
The Grange Junior School	43.4%
Brookfields School	41.3%
The Grange Infant School	40.9%
St Mary's CofE Primary School	40.6%
St Edward's Catholic Primary School	40.0%
Oakfield Community Primary School	38.7%
Ditton Primary School	31.9%
Ditton Nursery	31.8%
Hillview Primary school	25.5%
St Bede's Catholic Junior School	24.9%
St Bede's Catholic Infant School	23.6%
Fairfield Infant School	21.2%
Our Lady Of Perpetual Succour Catholic Primary School	20.0%
Ditton CofE Primary School	19.3%
St Berteline's CofE Primary School	18.5%
Fairfield Junior School	15.8%
Beechwood Primary School	14.3%
Victoria Road Primary School	14.2%
Weston Point Community Primary School	11.6%
Weston Primary School	11.4%
Hale CofE Primary School	10.5%
Westfield Primary School	7.9%
Birchfield Nursery	6.0%
St John Fisher Catholic Primary School	5.8%
St Clement's Catholic Primary School	5.8%
Warrington Road Nursery	5.1%
Daresbury Primary School	4.8%
Lunts Heath Primary School	4.1%
Moorfield Primary School	3.8%
Moore Primary School	2.5%
Pewithall Primary School	2.5%
Farnworth CofE Primary School	1.1%

Appendix B



Appendix C



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

DATE: 2 June 2008

REPORTING OFFICER: Strategic Director – Children and Young People

SUBJECT: Children's Centres: Phase 3 Planning and Delivery (2008 - 2010)

WARDS:

1.0 PURPOSE OF THE REPORT

- 1.1 To provide information on the planning and delivery of Phase 3 Children's Centres, and to seek approval to begin the consultation process for the development of this programme.**

2.0 RECOMMENDATION: That

- i) Support the recommendations concerning the alterations to designation details for Phase 1 and 2 Children's Centres (3.5);
- ii) Consider and comment upon options to be explored in Phase 3

3.0 SUPPORTING INFORMATION

- 3.1 The third phase of the Government's Children's Centre programme will complete the national roll out of children's centres offering universal access to integrated services including: outreach services for families; access to community health services; integrated full day care and early education; information and advice; support to childminders; and, links with Job Centre Plus.
- 3.2 All Phase 3 children's centres will be situated outside the most disadvantaged areas and will therefore offer a less intensive level of support than those phase 1 and 2 centres serving families in the 30% most disadvantaged areas. However, even in the most affluent areas of the Borough, there will be families with young children at risk of social exclusion. Local authorities will have greater flexibility in deciding what services should be provided in the more affluent areas based on assessment of local need.
- 3.3 Twelve children's centres were established during phase 1 and 2 of the programme. All phase 1 and 2 centres are located within the most disadvantaged wards and all centres except the Kingsway Children's

Centre are situated within or adjacent to a primary school or nursery school building. In the first two phases of the programme, it was expected that individual children's centres should serve on average a "reach" of around 800 children under 5 years within the locality.

- 3.4 The "reach" issue was discussed at a recent Children's Centres Portfolio Framework meeting of the Operational Director for Preventative Services, the Divisional Manager for Children, Families and Extended Services and representatives of "Together for Children" (TfC). The purpose of the meeting was to review the Phase 1 and 2 centres and services to date and the planning for Phase 3 in order for TfC to report progress to Government.
- 3.5 The Government has a stated aim of developing 3,500 children's centres across the country. It is evident that the Government is over-achieving on its objective and is reviewing progress against its stated aim. As a consequence it was proposed at this meeting that certain Halton children centre sites should be combined. The rationale for combining these centres is primarily due to the low reach figures and the lack of need for full day care in some phase 2 areas as detailed in the Childcare Sufficiency Assessment 2008. The proposed amended "reach" and Children's Centre table, which reduces the number of full children's centres from 12 to 8, is attached as Appendix 1. The Local Authority has been assured that this approach will not impact negatively upon funding allocations.
- 3.6 The amended reach table presents a number of opportunities for a more accessible and cost effective approach to the provision of children centre services. Combined centres would consist of a main centre and a satellite centre (or centres), which would allow for greater flexibility in how services are delivered and serve to make centres more viable in the long term. Additionally, satellite centres would not need to provide up to ten hours of full day care, but link to existing day care provision at any distance from the children's centre. The satellites would also not be subject to the usual requirement to employ a qualified teacher.
- 3.7 The original guidance concerning Phase 3 Children Centre delivery required a further 2 children's centres with a combined reach of 1,426 children under 5, predominantly serving families who are not living in the in areas ranked in the 30% most deprived Super Output Areas. The proposal is now for the development of 2 satellite centres to link to 2 existing centres to work together to extend their "reach" and provide access to the full core services.
- 3.8 Generally these Phase 3 centres will build on existing services for children and families like schools and extended services, health centres and nurseries to offer better integrated and accessible services for families, and will work closely with local private, voluntary and independent sector organisations. Commissioning services will also be a vital step in delivering children's centre services. This will be even more

important for phase 3 centres where services may not be on site, but where there still needs to be strong co-ordination of delivery.

- 3.9 Areas not covered by existing Children's Centre "reach " so far are Beechwood, Heath and Daresbury within Runcorn; and Farnworth and Birchfield within Widnes. All these areas are in the less deprived wards within the Borough. It is proposed that a range of options will be explored.
- 3.10 Local authorities must involve providers, parents and other interested parties at a formative stage in identifying needs and developing plans for phase 3. Consultation must include child health and maternity services and plans should include the full involvement of the PCT. Local authorities should also explore plans with private, voluntary and independent sector providers. Section 8 of the Childcare Act 2006, restricts local authorities from providing childcare where there are alternative and appropriate means of delivery available.
- 3.11 In Phase 3 local authorities will be supported by TfC to ensure that robust and achievable plans are in place for the delivery of the programme for the 2008-2010 period. It is essential that local authorities record progress for the development of individual centres on the TfC web- based portal. This data and knowledge management system has been developed to support delivery and designation of centres. Currently all Halton entries are up to date and accurate.

4.0 POLICY IMPLICATIONS

- 4.1 Governance and management arrangements for children's centres have been established, with ongoing work taking place concerning accountability through Children's Centre Advisory Boards and links to Children's Trust arrangements. In light of the proposals for combined centres and Phase 3 developments, it may be appropriate for a cluster of centres to share one management board or advisory board, providing the communities served are adequately represented.
- 4.2 Phase 3 offers unprecedented opportunities to link developments to both existing provision and emergent Primary Capital Programme and BSF developments. Proposals for Phase 3 will include consultation concerning these opportunities. When planning Phase 3 Children Centres, local authorities are encouraged to explore all opportunities for the co-location of the centres with maintained nursery and primary schools.

5.0 OTHER IMPLICATIONS

- 5.1 The development of the centres in phase 3 is supported by capital funding of £521,866.
- 5.2 Within the Sure Start, Early Years and Childcare Grant allocations for 2008-2011, the children's centre revenue – together with the ring fenced grant for ex-Sure Start local programmes that are now children's centres – provides resource for an overall "reach" figure of around 7610 children under 5 years. It is not envisaged that phase 3 centres will incur full year running costs for 2008-10.
- 5.3 Additional funding for the maintenance of centres developed under phase 1 and 2 has been allocated as £27,323 (08-09); £47,194 (09-10); £49,661(10-11).

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

Children's Centres are a key delivery mechanism for the Every Child Matters agenda and are central to the Children and Young People's Plan.

6.2 Employment, Learning and Skills in Halton

A key performance indicator for Children's Centres is the reduction of the number of 0-4 year olds in workless households. Children's Centres work in partnership with Job Centre Plus and Adult and Community Learning as part of the drive to encourage parents back into work or training.

6.3 A Healthy Halton

Children's Centres provide a base for child health and maternity services and joint targets with PCT are pursued covering: breast feeding, obesity and infant mortality rates.

6.4 A Safer Halton

Children Centres operate a progressive universal model of support which includes intensive interventions for the most at risk children and families.

6.5 Halton's Urban Renewal

Children's Centres contribute to the regeneration of locality areas and the modification / extension of existing premises.

7.0 RISK ANALYSIS

Local authorities are charged with the strategic planning of children's centres and are required to have strong programme management arrangements in place. Detailed programmes for each capital project must be entered into the Government's web-based system. Failure to enter details within the prescribed time-scales could result in loss of funding.

8.0 EQUALITY AND DIVERSITY ISSUES

Children's Centres impact on all aspects of the Borough's wider policies for social inclusion and equality and diversity.

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

Document	Place of Inspection	Contact Officer
Childcare Act 2006	Grosvenor House	Geraldine Derby
Halton Children and Young People Plan 2006-09	Grosvenor House	Geraldine Derby
Childcare Sufficiency Assessment 2006	Grosvenor House	Geraldine Derby
Sure Start Children's Centres: planning and delivery Phase 3	Grosvenor House	Geraldine Derby

Appendix 1

Name of CC	Type	Old Reach Figure	New Reach Figure	Comments	Justification for change
All Saints and Halton Lodge	30%	427 + 429 =	856	Potential link to satellite development in Phase 3	Combine 2 centres
Castlefields and Halton Brook	30%	327 + 440 =	767		Combine 2 centres
Brookvale and Palacefields	30%	984 + 423 =	1407		Combine 2 centres
Ditton and All Saints Upton	30%	499 + 427 =	926	All Saints Upton was Hough Green	Combine 2 centres
Kingsway	30%	705	705	Potential link to satellite development in Phase 3	No change
Our Lady of Perpetual Succour	30%	294			Check - reach is restricted. Possible link as satellite to Ditton
Warrington Road	30%	862	862		No change
Windmill Hill	30%	197			Check - reach is restricted. Possible link as satellite to Brookvale
Total = 8					

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

DATE: 2 June 2008

REPORTING OFFICER: Strategic Director - Children and Young People

SUBJECT: Play Builder Status

WARDS:

1.0 PURPOSE OF THE REPORT

1.1 To inform members of the successful bid for Halton to be awarded 'Play Builder Status', and to consider proposals for the delivery of the Play Builder Programme.

2.0 RECOMMENDATION: That

- (1) The awarding of 'Play Builder Status' be noted
- (2) The proposal to 'manage' the delivery of the Play Builder programme through Halton Play Partnership is approved
- (3) An appropriate model for the consultation, commissioning and management of play area development proposals is established

3.0 SUPPORTING INFORMATION

- 3.1 In February 2008 Halton was 1 of 85 local authorities to be selected to apply for Play Pathfinder/Play Builder Status. Bids were to be submitted to the Department for Children, Schools & Families by 17 March 2008. Halton was informed on the 31 March 2008 that it had been successful in its application and awarded 'Play Builder Status'.
- 3.2 Play Builder status is a capital programme to transform or build new play areas in Halton. The Play Builder programme is a high profile driver of the Government's 'Play Strategy', and is a key element of the Government's commitment to a national drive for increased play opportunities as part of the 'Children's Plan'.
- 3.3 From June 2008, Halton's priorities will be set out in its Local Area Agreement. The LAA will replace the existing national performance frameworks. The Government has made it clear to local authorities that play is now a national priority by building it into this new performance

framework, using children's views as the driver for local delivery, and from April 2009 an indicator will be included on what children think about the parks and play areas in their local area.

3.4 As a result of the awarding of 'Play Builder Status', Halton will receive:

Capital Funding of:

- £300,000 in 2008-2009
- £400,000 in 2009-2010
- £400,000 in 2010-2011

Revenue funding of:

- £15,000 per annum for three years, 2008 – 2011 to:
- Refurbish or improve existing play areas or where appropriate build new play areas up to a total of 20 – 25 areas.

3.5 On 8 September 2007 the Executive Board approved the adoption of the Halton Play Plan and the successful Big Lottery Fund application for £385,000. The Play Plan endorsed the formation of the 'Halton Play Partnership' with a remit to deliver the Play Plan and monitor the implementation of the Big Lottery Fund Projects.

3.6 The Halton Play Partnership currently reports directly to the Universal Task Group and through that group to the Integrated Commissioning Partnership and Children & Young Peoples Alliance Board.

4.0 POLICY IMPLICATIONS

4.1 To successfully implement the Play Builder programme it will be necessary to have in place:

- i. An affective process and criteria for the consultation and commissioning of capital/play area proposals
- ii. An effective project team to manage the programme and projects

4.2 It is proposed that these processes are managed through the Halton Play Partnership, and that the Play Partnership be asked to put forward proposals for the above consequent upon its next meeting of 9 July 2008.

5.0 OTHER IMPLICATIONS

- 5.1 Concurrent with these developments, a review of the Play Service which will put forward recommendations for radical change for the service, to become a dynamic delivery agent of community focussed Play across all areas of Halton, is underway.
- 5.2 The report and recommendations following this review will be submitted as a separate report item.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

Meeting the five outcomes

Play is a fundamental part of a healthy and happy childhood and its enjoyment is recognised by Government as equally important to other outcomes for children. Because it is so fundamental it also contributes to each of the five outcomes for children specified in Every Child Matters.

Enjoying and achieving

The essence of play is enjoyment. When playing, children define their own goals and interests, decide what is success or failure and pursue those goals in their own way. Children's enjoyment through play is linked to the control and choice they are able to exercise. Giving children the chance for free, uninhibited play allows them a psychologically safe space in which to try out new roles and experiences and enhances their enjoyment of life.

6.2 Employment, Learning and Skills in Halton

The continuous quality improvement of play workers and opportunities for development of skills across play and youth qualifications will be explored fully through Halton's Workforce Development Plan.

6.3 A Healthy Halton

Play is crucial to health and development throughout childhood, contributing to social, physical, intellectual, cultural, emotional and psychological development. The physical activity involved in energetic play provides children and young people with a significant amount of their regular exercise.

6.4 A Safer Halton

One of the main reasons children give for not playing outdoors more is that they and their parents are afraid for their safety. Fear of strangers, traffic and bullying by other children combine to keep children in their own homes. Good play provision protects children through reducing unacceptable levels of danger, while allowing them the opportunity to challenge themselves and use their initiative. At the same time, play enables children to take risks, to think through decisions and gain increased self-confidence and greater resilience.

6.5 Halton's Urban Renewal

Halton Play Builder proposals will be consistent with Halton's Policies for Urban Renewal and are designed to enhance current play provision.

7.0 RISK ANALYSIS

7.1 The Play Builder programme is a three year capital build programme with single year capital allocations/spend targets. The final offer letter has not yet been received so clarification is awaited on whether capital must be spent or committed by end of each financial year. The spend programme is therefore time sensitive.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Play impinges on all aspects of the Council's wider policies on social inclusion and equality and diversity.

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

Document	Place of Inspection	Contact Officer
Play Pathfinder/Builder Application	Children & Young People Directorate	S. M. Duncan Play Services Manager
Fair Play, DCFS/DCMS	Children & Young People Directorate	S. M. Duncan Play Services Manager
Halton Play Plan 2007-2011	Children & Young People Directorate	S. M. Duncan Play Services Manager

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

DATE: 2nd June 2008

REPORTING OFFICER: Strategic Director Children and Young People

SUBJECT: Education and Skills Bill

WARDS: Borough Wide

1.0 PURPOSE OF REPORT

To provide background information on the Education and Inspection Bill

2.0 RECOMMENDED that

- 2.1 Consideration is given to the impact of the Bill
- 2.2 Consideration is given to a response to the consultation paper on 'Raising Expectations: enabling the system to deliver'

3.0 SUPPORTING INFORMATION

'Raising Expectations: Enabling the system to deliver'

'We want every 16 and 17 year-old to participate in education or training, and every adult to have the chance to improve their skills in order to improve their skills in order to find work or progress in their current employment. The changing nature of the world economy makes increasing participation in education and training is an urgent necessity' DCSF 2008.

The Education and Skills Bill is a landmark piece of legislation. For the first time in over thirty years, the Government is legislating to change the education leaving age. In doing so, effect is being given to an intention first set out in the Fisher Act of 1918, which proposed that children should remain in at least part-time education until the age of 18, a provision that was never enacted as a result of the period of austerity after the First World War. Almost a century – and two further Acts of Parliament in this area – later, we consider that now is the time to act and to extend educational opportunity to all young people until the age of 18.

- 3.1 The Bill contains measures to encourage more young people to participate in learning post-16 and to achieve higher levels of skill and qualification. The Government proposals go beyond the current aspiration so that by 2013, all 17 year olds, and by 2015, all 18 year olds, are participating in some form of education or training. As the Leitch Review highlighted, the need for highly knowledgeable and skilled people is growing, to meet the demands of an increasingly high-skilled economy. The availability of low-skilled jobs has declined sharply and will decline further. People with low skills will find it increasingly hard to find sustainable employment.
- 3.2 The Education and Skills Bill sets out to achieve this – new rights for young people to take up opportunities for education and training, and the support they need to take up these opportunities; alongside new responsibilities for all young people – and a new partnership between young people and parents, schools and colleges, local government and employers. The Bill sets out clear aspirations for the future. It has the potential to accelerate change, transforming the experience of the children who, now in their last year of primary school, will be the first cohort to whom the new participation duty will apply.
- 3.3 More than 70% of the UK's working age population in 2020 are already over the age of 16. The Bill's provisions will give adults a second chance to gain the skills they need to thrive throughout their working lives, whether through basic literacy and numeracy training, a first full level 2 qualification or, for those aged 19-25 a first full level 3 qualification. Taken together, the provisions in the Bill will extend opportunity to both young people and adults, to meet the ambition set out in the Leitch Review of achieving world class skills by 2020.
- 3.4 The Bill will legislate to raise the participation age
- Young people will have a duty to participate in education and training post-16, which they will be able to do in a number of different ways, including:
- full-time education, for example, at school or college
 - work-based learning, such as an apprenticeship
 - part-time education or training, if they are employed, self-employed or volunteering more than 20 hours a week.

Central to the duty is the principle that young people may learn by attending more than one provider. This is at the heart of 14-19 reforms. The Bill therefore takes the opportunity to clarify governing bodies' power to arrange for young people to learn elsewhere than on the school site.

Raising the participation age to 18 will mean that there is a focus on preparing every young person throughout their school career for successful progression post-16 on a route that suits their individual needs and interests, as well as achievement within school.

The statutory responsibility for ensuring that there is provision of facilities for young people aged 16 or older, to enable them to participate in valuable learning, lies with the Learning and Skills Council. This Bill will not change that responsibility. It makes explicit the responsibility of the LSC to ensure that apprenticeships are available to all suitably qualified young people.

Local authorities will be responsible for making sure that young people resident in their area participate. They will maintain accurate information about what young people are doing, and will provide support services that are designed to encourage, enable or assist participation. The Bill's provisions will ensure that local authorities' transport plans support young people's participation. Providers of post-16 education and training will be under a duty to tell the Connexions service if young people drop out, so that they can be contacted as soon as possible and offered support to re-engage.

Young people will still be able to work, providing they are engaged in at least part-time education or training. Before employing a 16 or 17 year old for more than 20 hours a week, over more than 8 weeks, employers will need to reassure themselves that the young person is participating, either by providing their own training or checking that the young person has a place on a course. Where they do not have their own accredited training programme, or are not arranging training, they will have to release the young person for the equivalent of a day a week so that they can train elsewhere.

3.5 The Bill will legislate to give local authorities a duty to provide services which will enable, encourage or assist young people to participate

The Bill transfers the statutory responsibility for the service currently known as Connexions to local authorities. This ties in with their responsibility for ensuring that all young people aged 16-18 in their area participate in education or training. They will maintain the information that tells them when a young person is participating, and will provide a service to all 13-19 year olds in their area (13-24 year olds in the case of young people with a learning difficulty) to encourage, enable or assist them to do so.

Transferring the responsibility for Connexions to local authorities will enable them to improve links between Information Advice and Guidance (IAG) services and other services for young people. Local authorities will be required to have regard to the recently issued Quality Standards for information advice and guidance, launched on 31st October. These define our expectations of the information, advice and guidance services that local authorities should provide.

For those young people with statements of special educational needs, local authorities will also have a duty to conduct assessments if the young person is leaving school to learn elsewhere. Local authorities will also have a

power to arrange assessments for young people of compulsory school age with special educational needs but without statements who are leaving school to go full-time to further education or training.

- 3.6 The Bill will legislate to make sure that local decision making arrangements take proper account of 14-19 interests

The Bill builds on local authorities existing duty to collaborate with other local partners to secure the wellbeing of children and young people. It sets out that in fulfilling this duty with regard to 14-19 year olds, local authorities must work to secure effective collaboration with providers of 14-19 education and training. The Government will expect this duty to be fulfilled through existing 14-19 partnerships; the Bill's provisions will help to strengthen such partnerships and ensure their sustainability. They will support the raising the participation age policy by ensuring that framework promotes collaboration between employers, providers and commissioners, including common curriculum timetabling, transport, Information Advice and Guidance and workforce development.

To further support local arrangements for 14-19 delivery the Bill legislates to make a small change to the way Schools Forums are convened. Schools Forums, which local authorities must consult on the distribution of revenue funding, will be required to have non-schools members, where they do not already. Through regulations, we will require those non-schools members to include 14-19 and early years representation. This will allow more appropriate consideration of the distribution of 14-19 and early years funding, which is increasingly directed through Schools Forums.

- 3.7 The Bill will legislate to give adults a right to basic and intermediate skills and enable the benefits of adult skills to be measured

The Bill introduces a duty on the Learning and Skills Council to ensure the proper provision of courses for basic literacy and numeracy programmes and courses leading to a first full level 2 qualification, and to ensure that they are provided without tuition fees. This will give adults the right to basic and intermediate skills at no cost to the learner. It also proposes a duty on the LSC to ensure that 19-25 year olds who are undertaking their first full level 3 qualification do not have to pay tuition fees.

- 3.8 The Bill will legislate to rationalise the regulation and monitoring of independent schools and non-maintained special schools

The Bill abolishes the category of 'approved' independent school for the purposes of special educational needs. This will mean that the local authority maintaining a child's statement of special educational needs may place the child in any independent school that meets the independent

school standards and can provide the provision set out in the child's statement, without the requirement for the local authority to seek consent from the Secretary of State to the placement. This reinforces a local authority's statutory duty to ensure appropriate provision is made for children and young people with special educational needs.

3.9 To summarise the Education and Skills Bill seeks to:

Raise the age young people stay in education or training, with a duty on young people to participate and on parents to assist their children to participate

Set out duties on employers to release young people for the equivalent of one day a week to undertake training elsewhere (where the employer does not provide their own training)

Introduce a duty on local authorities to ensure that young people participate and to provide the support service currently known as Connexions

Require local authorities to assess the education and training needs of young people aged 16-19 with special educational needs

Require the Learning and Skills Council to secure the proper provision of courses for learners over the age of 19.

4.0 FINANCIAL IMPLICATIONS

4.1 Under the Machinery of Government all post 16 funding with the exception of apprenticeships and Higher Education will be rooted through Local Authorities. LAs will have the responsibility to provide a place for learning for every young person through strategic commissioning

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children and Young People in Halton

The focus upon 'narrowing the gap in educational outcomes for vulnerable children' will be further addressed

5.2 Employment, Learning and Skills in Halton

5.2.1 The reforms are intended to address issues raised in the Leitch Report on 2020 skills. The report identified that our skills are "not world class" and that "in 10 years time 75% of jobs will require a level 2 qualification".

5.2.2 Half of reported recruitment difficulties are due to skill shortages in:

- Communication
- Customer handling
- Team working
- Problem solving
- Higher level technical skills

5.3 A Healthy Halton

To increase the opportunities to develop skills for life all young people in the Borough to the age of 19

5.4 A Safer Halton

Not applicable

5.5 Halton's Urban Renewal

Not applicable

6.0 RISK ANALYSIS

6.1 Failure to fully implement the reforms locally in the future could result in learners being forced to access provision out of the borough with a subsequent loss of investment for local provision.

7.0 EQUALITY AND DIVERSITY ISSUES

The Education Bill and the consultation paper 'Raising Expectations: an enabling the system to deliver' for change' promotes equality of opportunity and access to high quality learning provision that can meet the needs of children with diverse needs within their local community.

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

Document	Place of Inspection	Contact Officer
Raising Expectations:	Grosvenor House	Judith Kirk

Enabling the system to
deliver 14-19 Education
and Skills (2008)

Education and Skills
Bill (2008)

Grosvenor House

Judith Kirk

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

DATE: 2 June 2006

REPORTING OFFICER: Strategic Director, Children and Young People

SUBJECT: Children and Young People Policy and Performance Board Annual Report

WARDS: Boroughwide

1.0 PURPOSE AND CONTENT OF REPORT

1.1 This report presents a draft Annual Report of the activities of the Children and Young People Policy and Performance Board (PPB) during 2007/08 for comment/amendment. Subject to endorsement by the PPB, the Annual Report will go forward with the Annual Reports of other PPBs to a forthcoming meeting of the full Council for adoption.

2.0 RECOMMENDED: That

- (1) the PPB consider, comment upon and if necessary agree amendments to the attached Annual Report of the PPB's activities in 2007/8; and**
- (2) the PPB endorse the attached/amended Annual Report for the purpose of its adoption at a forthcoming meeting of the full Council.**

3.0 SUPPORTING INFORMATION

3.1 None

4.0 POLICY IMPLICATIONS

4.1 None arising from this report itself.

5.0 OTHER IMPLICATIONS

5.1 None arising from this report itself.

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

6.1 None



Cllr. Mark Dennett
Chairman

ANNUAL REPORT CHILDREN AND YOUNG PEOPLE POLICY AND PERFORMANCE BOARD APRIL 2007 – MARCH 2008

“I would like to start my 2007/08 Annual Report by referring to my previous Annual Report, and the promises made in that report. In my 2006/07 Annual Report I wrote about the foundational year for this overview and scrutiny board. I talked about the partnerships formed to ensure the safeguarding of our children and young people, and also the wonderful initiatives that had been created for our young people like the Youth Bank, which last year approved schemes in excess of £300,000 put forward by young people to benefit young people and approved by young people.

I also talked about the function of overview and scrutiny and the responsibility of holding the Executive Board to account, as well as plans to engage the parents and young people of the Borough in that process.

Over the last year I followed through with those plans by engaging members of the Borough Youth Forum, as well as members of the Parent and Carers Forum, and I am pleased that one of the work topics for 2008/09 – “Access to Services by Young People” – has come directly from that policy of engagement. We also held the second of our annual question and answer sessions with a member of the Executive Board; this time it was Councillor Marie Wright, Executive Portfolio Holder for the Youth Service and Youth Matters who talked and answered questions on the future initiatives for the young people of our Borough.

One of the many highlights of last year has undoubtedly been the significant improvement in attainment that we witnessed at Key Stages 2 and 4, an almost 10% improvement in GCSE results on 2006 and significant strides in Key Stage 2. I would like to take this opportunity to congratulate our students who did so well and also thank the parents and teachers who supported them in achieving these fantastic results. The results show Halton’s commitment to drive up standards and improve the opportunities available to all of our young people as they move into adulthood.

This year also saw the start of the Building Schools for the Future (BSF) programme. Many consultations took place both for the public and their elected representatives about the future of Halton’s Secondary Education and the potential future investment of up to £100 million into our Secondary Schools. BSF and the Primary Capital programme, which will look at our Primary Schools, are massive commitments into the future of education in Halton. Their success, as well as tackling some of the

	<p>entrenched health issues facing our children and young people are some of the main challenges facing the authority and its partners.</p> <p>As I write this report the Borough has just experienced its first Joint Area Review of Children’s Services in the Borough, and while the report is due for publication in July, provisional indications are that it will confirm significant progress by all partners working together for the children of the Borough. This is great news for both the Council and the Local Strategic Partnership and sets a strong foundation to build upon for further improvements in the future.</p> <p>Looking back I think it has been a good second year for the board and I would like to thank all of the members of the board, as well as all of the officers involved for their continued support and contribution.</p> <p>Finally, as last year I would like to conclude this report by thanking all of the officers and members (of all parties) involved in all of the ‘additional duties’ that take place to make sure that the children and young people receive that best care and support. Duties such as being a school governor with all of the responsibilities that that entails, statutory inspections of our care homes (regulation 33) or of our social worker teams (Climbié visits), membership of the Local Safeguarding Board, the Adoptions Panel, the Children and Young People’s Alliance Board, to name but a few of the ‘extra duties’ that both members and officers perform to support and improve the lives of the children and young people of our Borough.”</p> <p>Councillor Mark Dennett Chairman, Children & Young People Policy and Performance Board</p>
	<p>MEMBERSHIP AND RESPONSIBILITES</p> <p>During 2007/2008 the Board comprised eleven Councillors and one representative from – Cllr Mark Dennett (Chairman), Cllr Margaret Horabin (Vice Chairman), Cllr P Drakeley, Cllr F Fraser, Cllr R Gilligan, Cllr T Higginson, Cllr D Inch, Cllr J Lowe, Cllr S Parker, Cllr M Ratcliffe, Cllr J Stockton, Mr C Chorley.</p> <p>The Board is responsible for scrutinising performance and formulating policy in relation to the work of the Council (and it’s partner agencies within Children’s Trust Arrangements) in seeking: to ensure that children and young people in Halton have the best possible start in life and opportunities to fulfil their potential and succeed; and to scrutinise progress against the Corporate Plan and Children and Young People’s Plan.</p>

REVIEW OF THE YEAR

The full Board met six times during the year and set out below are some of the main issues that the Board has worked on during the year.

Building Schools for the Future

In July 2007, a special meeting of the PPB was held to consider proposals for Building Schools for the Future. In particular it considered:

- The vision and aims for BSF in Halton
- The specific proposals for consultation
- Government requirements for inclusion within BSF
- Next steps

Members were able to seek clarification on the Programme and contribute their views towards the consultation.

Additional consideration was given later in the year to the proposals for school reorganisation when PPB considered options for the siting of a proposed Academy and made recommendations on the preferred option.

Educational Attainment and Narrowing the Gap

Members had a number of opportunities to examine issues relating to school performance and to consider progress in narrowing the gap in achievement for vulnerable children including those with special education needs. In particular Members noted the significant improvement in results at Key Stages 2 and 4 and explored concerns in performance at Key Stages 1 and 3. In addition it examined the progress of vulnerable groups of children and acknowledged the progress that continued to be made in meeting the needs of children with special educational needs.

Children's Trust Arrangements

Throughout the year Members considered key issues relating to the improvement in outcomes for children and young people in the Borough and in particular progress towards Children's Trust Arrangements. Specific items included progress towards targeting and integrating services on a locality basis through Children and Young People's Area Networks and the development of extended services through school settings. At the final meeting of the year the Strategic Director of Children's Services reported on progress to strengthen Children's Trust Arrangements through the alignment of a range of NHS staff within the integrated management of the Children and Young People's Directorate. The services aligned covered those for the vulnerable and well children and it was emphasised that accountability to NHS structures would remain through:

- The NHS continuing to be accountable for NHS staff professional

	<p>development</p> <ul style="list-style-type: none"> • Governance would remain with the NHS via the Director of Commissioning within the PCT <p>WORK PROGRAMME FOR 2008/2009</p> <p>The Board has decided that during the current municipal year (2208/2009) it will carry out Topic reviews examining the following areas:</p> <p>In 2007/2008 a scrutiny topic on school admissions was completed that has assisted in informing issues relating to the BSF programme and the emerging Primary Capital Programme that will be taken forward in 208/2009.</p> <p>Further topics for scrutiny were identified following the Annual Performance Assessment of children's services within the Borough. Topics identified were:</p> <ul style="list-style-type: none"> • Oral Health • First time entrants to the criminal justice system • Access to services by young people (in response to issues raised by the Borough Youth Forum) <p>These topics will be completed in 2008/2009. Publication of the report on the Joint Annual Review in July will enable the Board to identify future items for scrutiny.</p> <p>SAFEGUARDING</p> <p>Members regularly considered matters relating to Safeguarding, particularly in the areas of monitoring of racist incidents, anti-bullying, private fostering arrangements and the work of the Halton Safeguarding Children's Board.</p>
	<p>Members of the Public are welcomed at the meetings of the Board. If you would like to know where and when meetings are to be held or if you would like any more information about the Board or its work please contact Judith Kirk, Operational Director, Judith.kirk@halton.gov.uk, tel: 0151 471 7545.</p>

REPORT TO: Children & Young People PPB

DATE: 2nd June, 2008

REPORTING OFFICER: Chief Executive

SUBJECT: Performance Management Reports
Quarter 4 to year end 31st March 2008

WARDS: Boroughwide

1. PURPOSE OF REPORT

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

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

2. RECOMMENDED: That the Policy and Performance Board

- 1) Receive the 4th 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 4 to year-end 31 March 2008.

1.0 INTRODUCTION

This quarterly monitoring report covers the Business Planning & Resources Department fourth quarter period up to year end 31 March 2008. It describes key developments and progress against all objectives and performance indicators for the service.

Given that there are a considerable number of year-end transactions still to take place a Financial Statement for the period, which will be made available in due course, has not been included within this report in order to avoid providing information that would be subject to further change and amendment.

The way in which traffic lights symbols have been used to reflect progress to date is explained within Appendix 7.

2.0 KEY DEVELOPMENTS

2.1 Building Schools for the Future

Statutory consultation commenced in February 2008 on the linked notice to close Fairfield High due to declining pupil numbers and expand Wade Deacon High school a successful and popular school. The representation period for the expansion was four weeks from 21st February. The representation period for the closure was six weeks from the same date. The outcome of the consultation will be considered by the Cross Party Members Advisory Group and a final decision will be made by Executive Board in May 2008.

2.2 Primary Capital Programme

A wide range of briefing and consultation events have been held during the quarter with key stakeholders. The information gathered the Primary Strategy for Change which is due to be completed and submitted to the DCSF by 16th June 2008. Opportunity has been taken to ensure the links between BSF and PCP are made.

2.3 ICT Projects

There are a number of major ICT projects in progress at the moment and all are progressing well. An eCAF pilot is testing out the electronic

CAF form at six locations covering a variety of settings including Schools, Children's Centres, PCT and a voluntary agency. The ContactPoint projected is in the later stages of development. We are focusing on Halton's case management systems and all milestones for the project are being achieved.

The Computers for Schools Project is designed to put computers with internet access into the homes of pupils living in Super Output Areas, on Free School Meals and without computers / internet access. The project is also being extended to provide computers with internet access to all Children in Care at September aged 11 to 15 together with enhancing home access in Secondary and Special Schools.

2.4 Workforce Development

An Integrated Children's Workforce Development Strategy was completed during the quarter and is now in the process of implementation through a series of action plans linked to the priorities in the Strategy. This is a key document in the development of an integrated workforce for children's services as part of the Children's Trust arrangements. There are currently two pilots running covering Children with Disabilities and Integrated Youth Support and the learning from the pilots will inform the ongoing implementation of the Strategy.

In addition, the BSF Workforce Strategy was completed and launched. This document was produced by the joint working group which included representatives of the unions working in secondary schools. The Strategy includes a suite of documents, which address At Risk, Redeployment, Redundancy Procedures, Recruitment and Vacancy, TUPE, Retention and Exit Strategies, Split Site Working, Travel Expenses and Training.

3.0 EMERGING ISSUES

3.1 Building Schools for the Future

Consultation will be undertaken by the four Grange Schools; the Grange Comprehensive, the Grange Juniors and Infants and the Grange Nursery on their proposal to form a federation. The governing bodies of the four schools will then meet the week beginning 9th June 2008 to consider the responses to the consultation.

3.2 Financial Planning

Detailed three year budgets were issued to all schools in Halton prior to 31st March 2008. Each school was also provided with a list of the key changes that had been agreed with the School Forum to the formula allocation from April 2008. Changes included increased delegation of SEN funding and increased delegation to schools of funding previously centrally retained, significant increases in resources directed to address deprivation and additional funding to support personalization.

3.3 ICT Projects

Virtual Learning Platform

As outlined in the DCFS e-strategy a key objective is for every school learner in England to have access to a personalised online learning space (Learning Platform) with the potential to support e-portfolios. This will require schools to have access to a platform that conforms to the requirements specified by Becta by August 2008. The project began in April 2008 and all schools involved will receive training in the use of the Platform system allowing them to update their individual school/curriculum areas.

All schools in the borough will be given the opportunity to adopt the Halton platform. We have scheduled during the summer term 2008. Training for the primary sector will be structured and these will take place over five phases with ten schools being trained in each phase (six schools already trained through the pilot). The primary schools will have the option/preference for which phase they would like to take part in. The Learning Platform Team will provide full support and further training.

CareFirst 6

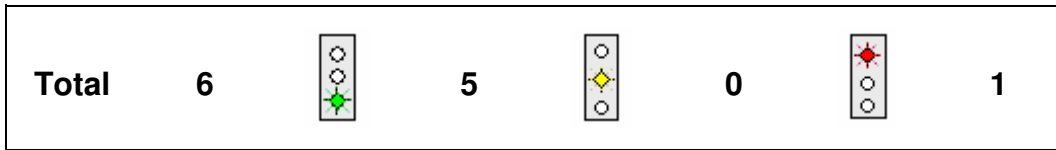
A Business Process Exercise is being developed and will take approximately 6 months to complete. This involves looking at all business processes including CareFirst recording processes within all Children's Social Care Teams.

CareFirst 6 Phase 1 implementation is well underway, this involves installing the Database Servers and the infrastructure for CareFirst 6 within ICT Services. From April 2008 we started looking at the System Setup for CareFirst 6. Phase 2 is to ensure that the CareFirst 6 Application works correctly and that users are identified, this will take approximately 6-9 months. Phase 3 consists of the outcome of the BPR exercise and roll out across all Children's Social Care Teams.

3.4 Joint Area Review

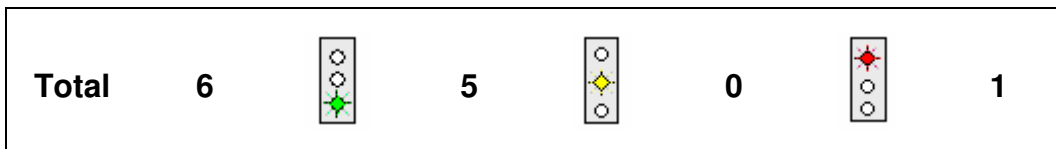
The fieldwork stage of Halton's Joint Area Review started on Monday 31st March and will finish on Friday 11th April with initial feedback received at the end of the fieldwork. The initial draft report from the inspectors will be received on the 15th May followed by a further meeting with the Lead Inspector to enable comments and challenge from the authority. The final report will be published on the Ofsted website on the 22nd July. A JAR action plan will be developed to ensure areas for development are progressed and also to share examples of good practice that come up through the inspection.

4.0 PROGRESS AGAINST KEY OBJECTIVES / MILESTONES



Of the six key objectives for the service, five have been met. Milestones have not been completely achieved on the remaining one, as some slippage has occurred on the development of a new communications strategy. Further details of progress against each key objective are available in Appendix 1.

4.1 PROGRESS AGAINST OTHER OBJECTIVES / MILESTONES

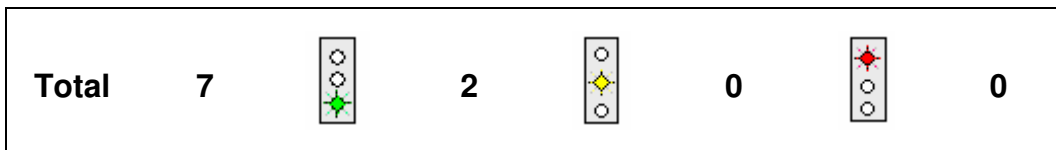


Of the six other objectives for the service, five have been met. Milestones have not been completely achieved on the remaining one. Further details of progress against each Key Objective are available in Appendix 2.

5.0 SERVICE REVIEW




Nothing to report this quarter.

6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS



Of the seven key indicators for the service, five have not been assigned a traffic light as 2007/08 was the baseline year and targets were not set. Both of the indicators that had targets set have achieved the required level of performance. Further details of progress against each Key Performance Indicator are available in Appendix 3.

6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS

Total	9		0		0		0
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Of the nine other indicators for the service, three have not been assigned a traffic light as 2007/08 was the baseline year and targets were not set. Of the remaining six indicators four have achieved target, The two that have not achieved target relate to surplus places in schools - actions in this area are now integrated into the BSF and Primary Strategy for Change programmes. Further details of progress against each Key Performance Indicator are available in Appendix 4.

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.

Further details of progress against risk treatment measures for the service are available in Appendix 5.




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.



Further details of progress against risk treatment measures for the service are available in Appendix 6.




10.0 APPENDICES



Appendix 1- Progress against Key Objectives/ Milestones
Appendix 2- Progress against Other Objectives / Milestones
Appendix 3- Progress against Key Performance Indicators
Appendix 4- Progress against Other Performance Indicators
Appendix 5- Progress against Risk Control measures (Q2 & 4)
Appendix 6- Progress against high priority equality actions (Q2 & 4)
Appendix 7- 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>		<p>Statutory consultation on linked notice for expand Wade Deacon and close Fairfield High school commenced 21st February 2008.</p> <p>Primary Strategy for Change being developed and on target for submission by deadline in June.</p>
BPR 2	To deploy resources effectively and efficiently	<p>Review arrangements for staffing, funded through grant by January 2008</p> <p>Review Special Schools and SEN funding formula by March 2008</p>	 	<p>Grant funding levels confirmed for 2008/2009. Staffing post funded from grant funding confirmed for 2008-09</p> <p>Revised Special Schools funding Formula agreed.</p> <p>Sub group of the School Forum established to complete the review of special unit funding and mainstream SEN funding. Three meetings held with final meeting scheduled in January 2008.</p> <p>This formula review has been completed and will be implemented on 1/4/08 following approval by the School Forum.</p>

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
		Implement Year 3 Gershon Efficiency targets from Apr 2007		Gershon efficiency targets for 2007/2008 achieved.
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 updated to target 'hotspot' areas such as social workers and educational psychologists. The results of the Job Evaluation process have been released and are like to have an impact on staff turnover. The EDR form has been developed to include key tasks linked to team plans and training identified to support these tasks. 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		The Joint Planning and Commissioning Framework has been through the approval process and implementation started in September. WNF and Preventative Services commissioned services to a total of approx. £3.5m for 2008-09 have all been through the new framework.

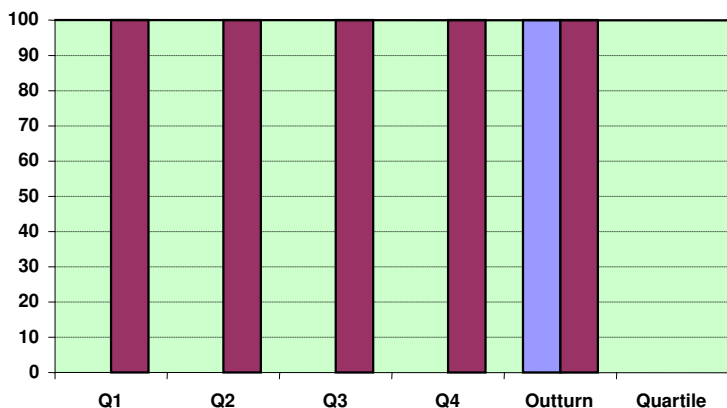
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
BPR 8	To meet new ICT requirements and lead new projects	Lead the IS index project and ensure DfES timescales are met		<p>The three streams of IS developments – ContactPoint – ECAF and Service Directory are running in line with project dates and DCSF timescales.</p> <p>CareFirst 6 Phase 1 implementation is currently underway; this involves installing the Database Servers and the infrastructure for CareFirst 6 within ICT Services.</p>
BPR 10	To develop a communication strategy for the Directorate	<p>Complete implementation of Parent Direct by Sept 2007</p> <p>Directorate Communication Strategy developed by Sept 2007</p>		<p>Parent Direct implementation was completed on schedule.</p> <p>The Corporate Communication Strategy has still to be finalised and approved. CYP has recently received a draft copy of the corporate strategy. As soon as its available for CYP we will construct the CYP Communication Action Plan. In the meantime a new editorial process for the Children & Young People's Directorate has been introduced to record all external and internal communication printed and distributed. The process ensures that all communications consistently follow Corporate / CYP branding.</p>

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
BPR3	To establish consistent sickness monitoring process across the directorate	Sickness monitoring process in place covering the whole directorate from April 2007 Reduce levels of Sickness absence by March 2008		Further development work is required to ensure that the sickness absence policy is applied robustly and consistently across the directorate. Data systems to manage sickness absence also require further development and comparable data is not available. It is hoped the Trent system will remove duplication of recording of sickness absence in the future.
BPR4	To develop the Children & Young People database to meet the Every Child Matters agenda	To include Early Years and 14-19 data within the CYP database by January 2008		The database has been developed to include these service areas.
BPR6	To develop and integrate performance management systems within the Directorate	To develop a complete set of integrated outcome based local measures by March 2008		Performance management framework has been developed and implemented. The proposals for new Children's Trust arrangements include a Performance Management Board, reporting to the Executive Board, to improve integrated performance management.

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
BPR9	To ensure equality and diversity issues are incorporated within all policy and procedures	<p>Equality Impact Assessments to be carried out on all policies and service areas by September 2007</p> <p>To develop a Directorate equality plan by July 2007</p>		<p>EIA's are completed as standard on all new policy and monitored by the Directorate Equality and Diversity Group.</p> <p>Directorate Equality Strategy and Action Plan were developed and implemented within timescale.</p>
BPR11	To enable access to education through the development of School Travel Plans	A draft travel plan to enable pupils to access provision across the borough will be devised by September 2007		Completed and approved by SMT

BPRLPI 1 % of key milestones from IS project plan achieved

Higher figures represent better performance



Key

- 2006/7
- 2007/8
- Target
- Top 25%
- Middle 50%
- Bottom 25%

No quartile data available

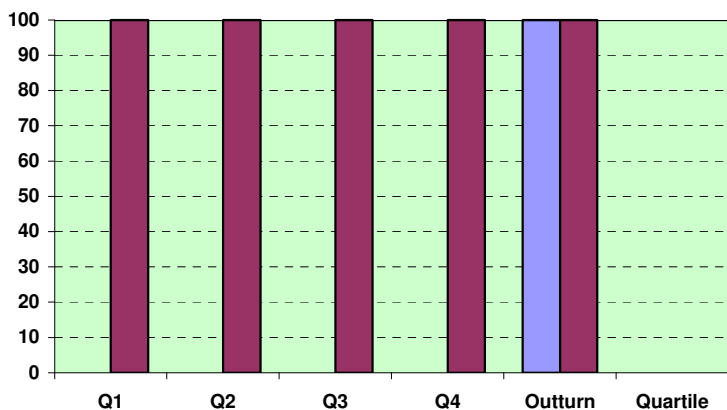
Trend	
No data for same Qtr last year	Annual target hit or exceeded

Commentary

All key milestones from the IS project plan have been achieved.

BPRLPI 3 % of Social Care Complaints responded to within agreed timescales

Higher figures represent better performance



Key

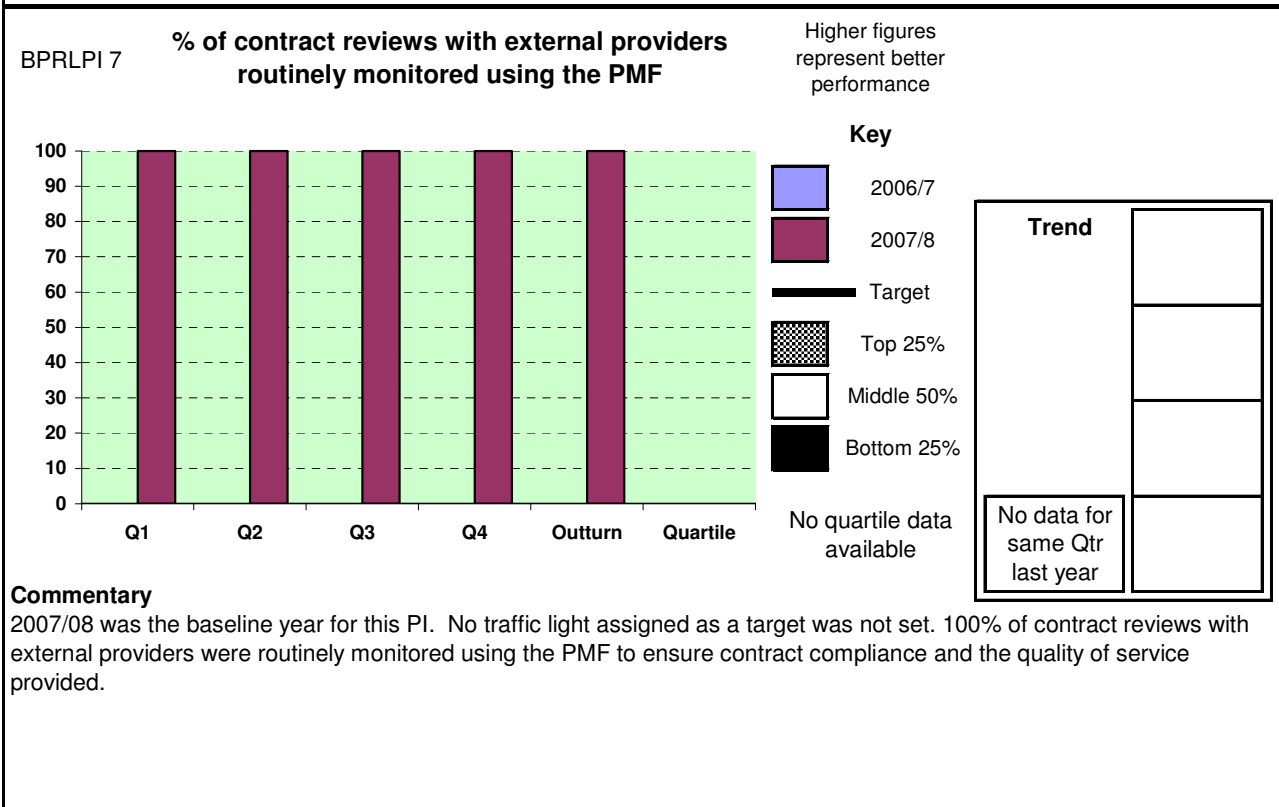
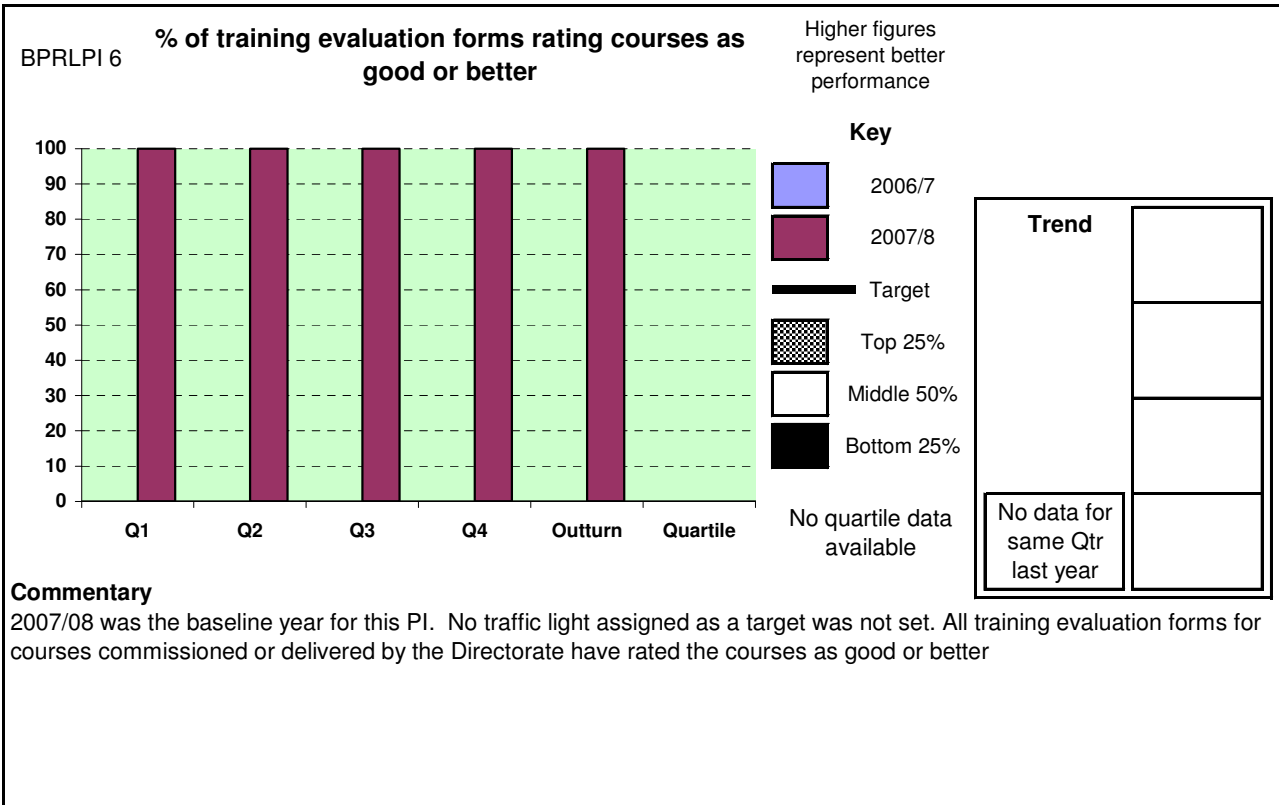
- 2006/7
- 2007/8
- Target
- Top 25%
- Middle 50%
- Bottom 25%

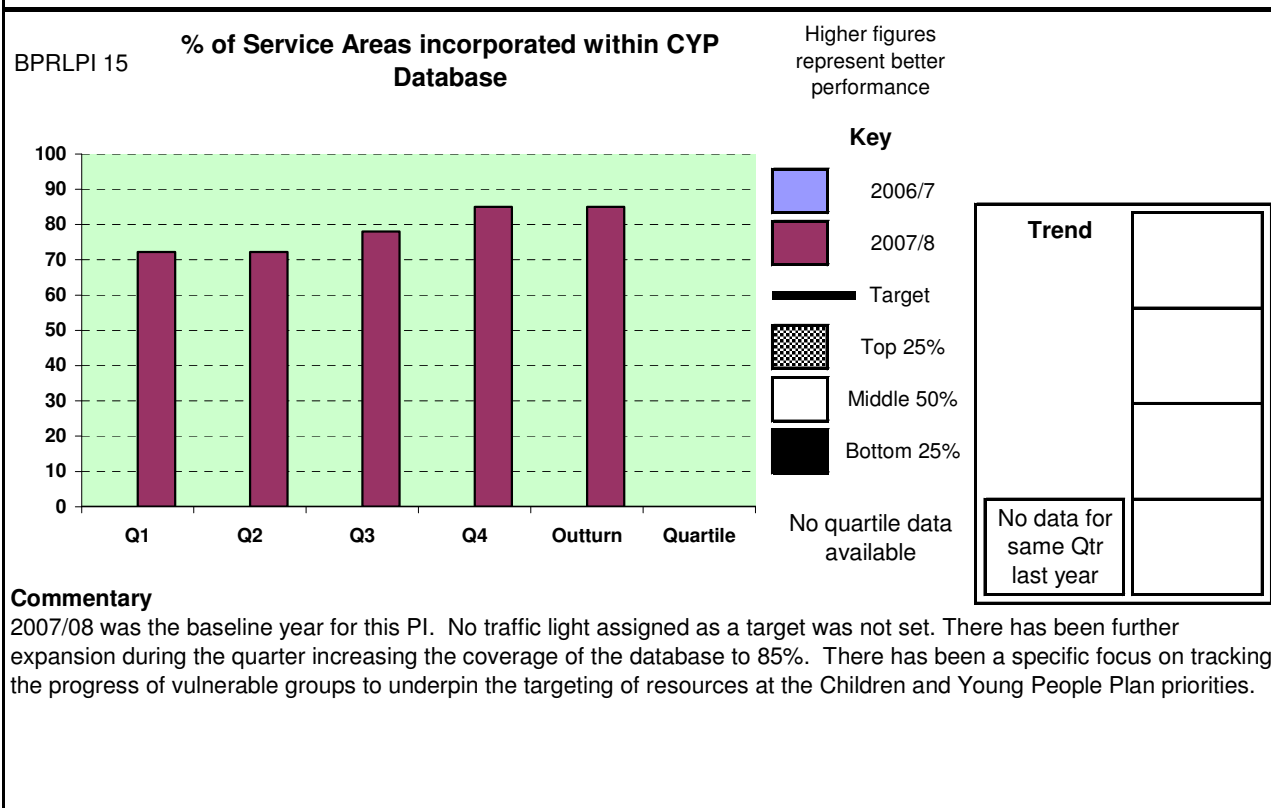
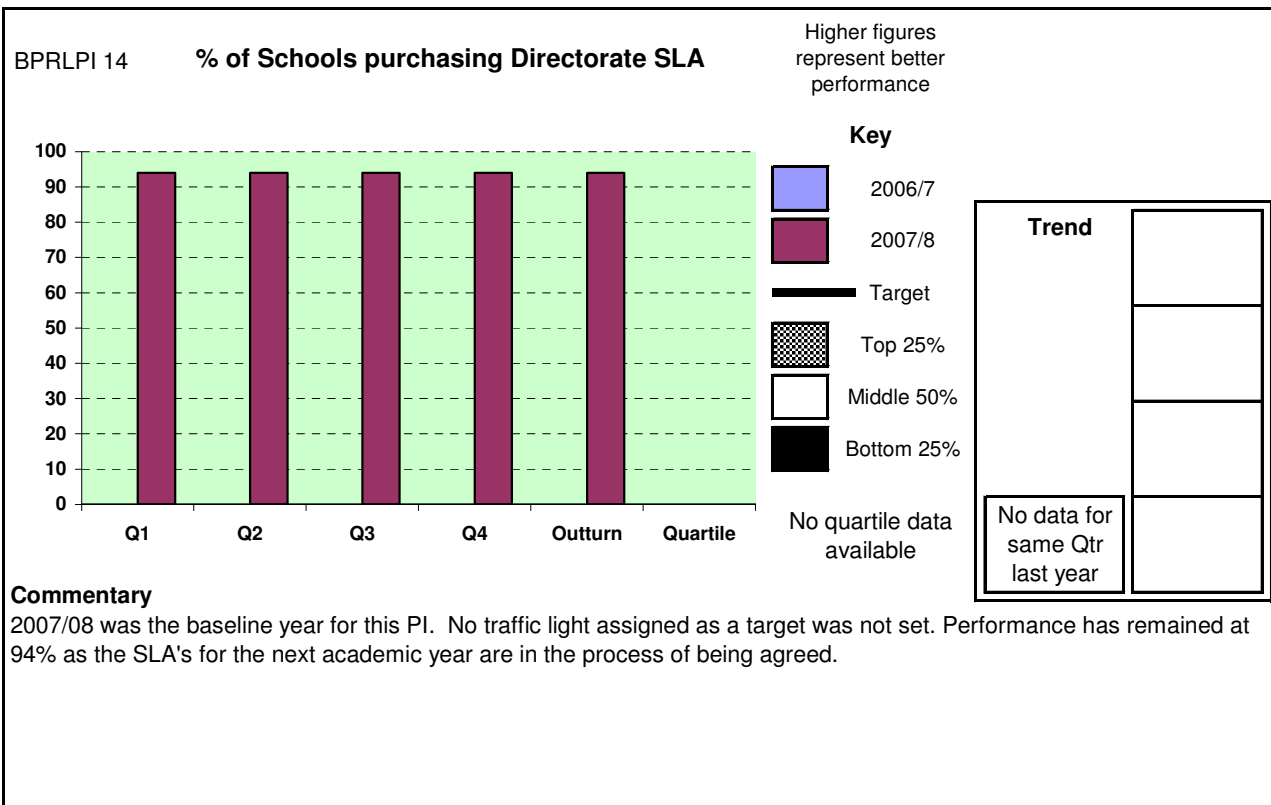
No quartile data available

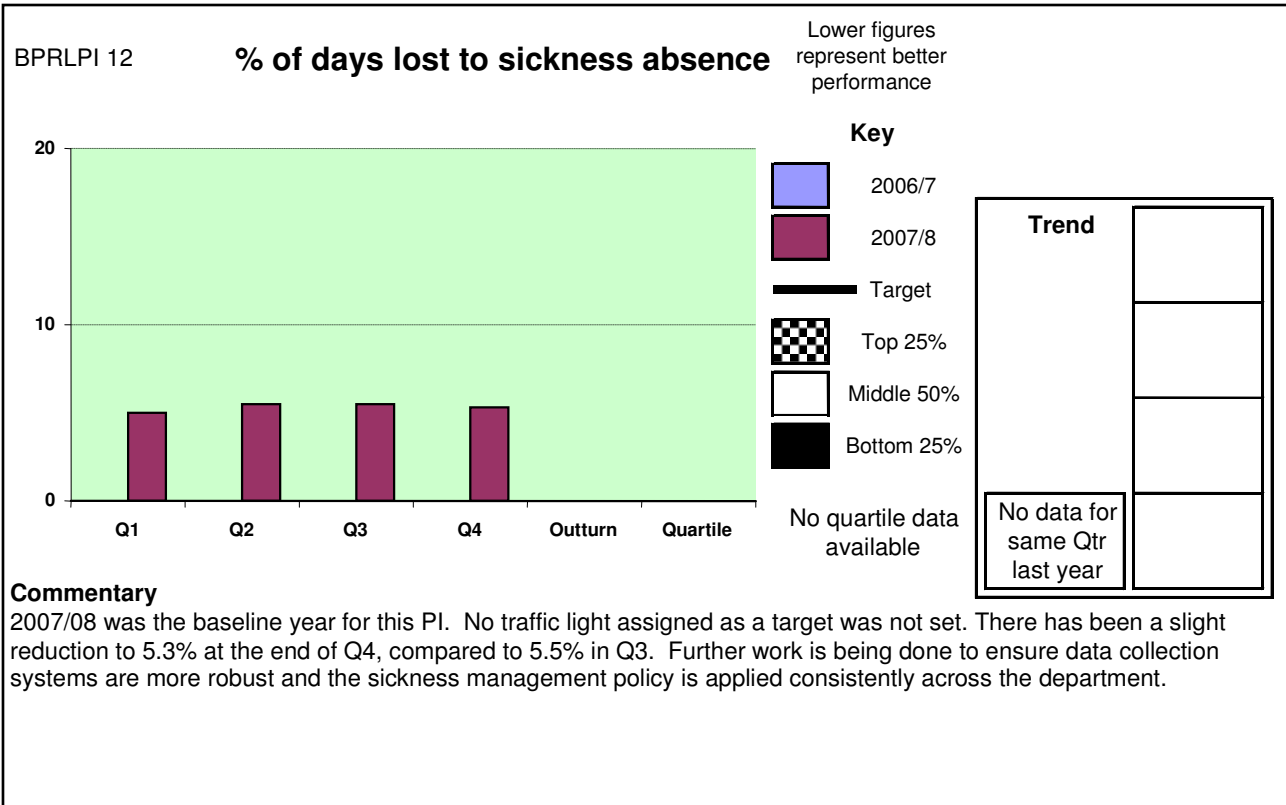
Trend	
No data for same Qtr last year	Annual target hit or exceeded

Commentary



All statutory complaints dealt with under the formal process have been responded to within agreed timescales

















Ref	Indicator	Actual 06 / 07	Target 07 / 08	Quarter 4	Progress	Commentary
Service Delivery Indicators.						
BPR LPI 2	Number of people accessing the CIS Kiosks at Children's Centres	New for 07-08	350	380		This is a projected figure based on the data currently available.
BPR LPI 4	% of Statutory Returns completed within set timescales	100%	100%	100%		All statutory returns have been completed within set timescales.
Quality of Service Indicators.						
BPR LPI 5	Number of 'positive' news stories published in local media about the Directorate	New for 07-08	Baseline TBC	278	Refer to comment	This is new indicator and recording systems are in development. This is a projected figure based on the data currently available.
Fair Access Indicators.						
BPR LPI 8	% of Service Areas subject to Equality Impact Assessments	New for 07-08	Baseline TBC	-	Refer to comment	Baseline for this indicator has not yet been established.
Cost & Efficiency Indicators.						
BPR LPI 9	% of Primary Schools with more than 25% surplus places	25%	12%	25%		% Surplus places will change with the reclassification of a number of schools for the 2008-09 academic year. Longer term proposals are being implemented through the Primary Strategy for Change.
BPR LPI 10	% of Secondary Schools with more than 25% surplus places	25%	12.5%	25%		% Surplus places will change with the reclassification of a number of schools for the 2008-09 academic year. Longer term proposals are being implemented through the BSF Project.

Ref	Indicator	Actual 06 / 07	Target 07 / 08	Quarter 4	Progress	Commentary
BPR LPI 11	Gershon Efficiency Savings	2.5%	2.5%	2.5%		Gershon targets for the year were achieved.
Corporate Indicators.						
BPR LPI 13	Staff turnover rate	New for 07-08	Baseline TBC		Refer to comment	Information not currently available for the whole directorate, ongoing development of data systems to allow accurate reporting.
BPR LPI 16	% of Schools with a School Travel Plan	18%	64%	67%		Target for the year was achieved

Key Objective (Service Plan Ref. Only)	Risk Control Measures	Target / Deadline	Progress	Commentary
BPR1	Timeline for each phase of the project agreed and monitored. Clear consultation strategy shared with stakeholders including vision and rationale for school organisation. Transition support measures identified.			Clear project plan has been agreed including identification of risks and control measures. First stage of consultation completed with second phase due to start in November. Transition support measures are in place.
BPR2	Develop exit strategies for each grant source. Review other funding streams and explore income generation.			Exit strategies have been developed for each grant source and there is an ongoing review of funding streams. Various income generation opportunities are being considered.
BPR5	Conduct Exit Interviews with all leavers and use data to inform review of Recruitment & Retention Strategy. Work with Personnel to develop workforce data via Trent to enable us to plan our workforce development effectively.			Exit interviews are conducted with leavers and the information collected with a number of options being considered to improve recruitment and retention. Work is ongoing with Personnel to develop workforce data via Trent and significant progress has been made.

HIGH Priority Actions	Target (Resp. Officer)	Progress (Traffic lights)*	Commentary
Develop and implement a programme of Equality and Diversity training	2007/08 (DM Planning & Performance)		A programme of training has been developed and running for the last 18 months with staff identified for courses via the EDR process.
Co-ordinate rolling programme of Equality Impact assessments on all Strategy, Policy, and Service Areas	2007/08 (DM Planning & Performance)		The programme of Equality Impact Assessments is in progress and currently on target.
Develop and implement a system of stakeholder engagement, participation and consultation	2007/08 (DM Planning & Performance)		Stakeholder engagement and participation is being developed across all service areas however further development is still required.
Evaluate accessibility of all buildings	2007/08 (DM Finance & Resources)		All buildings for which the Directorate is responsible have an accessibility plan.
Collect and manage data to inform the Directorate Equality Strategy	2007/08 (DM Management Information & Communication)		Work is progressing very well to enhance data held in the Children and Young People's database. First Language is a new import in September 2007 adding to core data held on ethnicity – EAL – gender and areas of vulnerability. Discussions are ongoing with the PCT to add information on children with complex needs.

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 has been achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the annual 07/08 target <u>has been achieved or exceeded.</u></p>
<u>Red</u>	 <p>Indicates that the <u>objective has not been achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the annual 07/08 target <u>has not been achieved.</u></p>

QUARTERLY MONITORING REPORT

DIRECTORATE: Children & Young People
SERVICE: Specialist Services
PERIOD: Quarter 4 to year-end 31 March 2008.

1.0 INTRODUCTION

This quarterly monitoring report covers the Specialist Services Department fourth quarter period up to year end 31 March 2008. It describes key developments and progress against all objectives and performance indicators for the service.

Given that there are a considerable number of year-end transactions still to take place a Financial Statement for the period, which will be made available in due course, has not been included within this report in order to avoid providing information that would be subject to further change and amendment.

The way in which traffic lights symbols have been used to reflect progress to date is explained within Appendix 8

2.0 KEY DEVELOPMENTS

2.1 Court Service Consultation

A consultation paper from Her Majesty's Court Service was circulated outlining proposals to increase court fees paid by Authorities for childcare and adoption proceedings. The effect of these proposals is to transfer the costs in the Public Sector. There are clear statutory duties on local authorities to protect the interest of children and it would be unlawful to avoid taking court proceedings for financial reasons where this was considered to be the appropriate step.

The proposals specifically intend to increase fees for childcare proceedings (which are usually lengthy and expensive) to reflect costs of up to £4,825 per case and introduce a simple incremental system so that less complex cases requiring fewer hearings would pay less. Adoption fees would also increase to the region of £400. The current costs are £150 per case. It is intended that this approach will provide greater accountability for providing court services. It also seeks to discourage unnecessary or premature use of care proceedings, encourage better case preparation, improve case management and provide fast-track court processes for appropriate cases. Whilst the transfer will increase local authority costs and reduce spending by Her Majesty's Court Service, the change has been reflected in the Comprehensive Spending Review and

built into public spending totals with effect from April 2008. However as Halton's settlement was much lower this year there is no additional funding to meet these new costs.

The average number of court cases per year is 12, which would normally cost approximately £1800. The costs under the new provisions would be £48,000 if we paid the average of £4000 per case. The new charges come into effect on May 1st 2008. Discussion is being held within Specialist Services to identify how these new costs will be met.

2.2 Changes to Specialist Services Duty Social Worker Arrangements.

To reflect the delivery of services across the Runcorn and Widnes footprint, the current duty social worker service based in Runcorn will now be duplicated in Widnes, providing a dedicated Widnes based duty service. This will reduce the need for new Widnes referrals, currently managed by the Runcorn based service, from having to transfer the referral to Widnes. These changes will provide better continuity and ensure a more efficient response and will come into effect in May 2008.

2.3 Revised Children in Care Strategy

Executive Board endorsed a revised strategy for Children in Care, which is also the Council's response to the Government's Care Matters Agenda and the Children and Young Persons Bill. The strategy will now be implemented by the Multi Agency Partnership Board of the Children in Care Mini Trust.

2.4 Halton Safeguarding Children Board

It has been agreed that HSCB via its Executive Board will take the strategic lead in relation to anti-bullying strategy and will update the Safer Halton Partnership/Crime and Disorder Reduction Partnership at regular intervals.

The recently launched HSCB and Alliance Board Toolkit for Identifying Levels of Need reflects the new ways of working to meet the needs of the more vulnerable children and young people. The discussion at the HSCB Development Day focussed on the cohort of children in Level 3b. It is of note that nationally this Group of children feature predominantly in serious case reviews. HSCB is to establish a service framework using the current system for monitoring child protection activity as a model. This clarifies HSCB's role in taking on the strategic lead responsibility for the cohort of children covered by Level 3b.

3.0 EMERGING ISSUES

3.1 Integrated Children System (ICS) Phase 1c

In early summer the DCSF will publish the business requirements for phase 1c of ICS. These developments will require further amendments and revisions to be made to the current ICS system. The effect of these changes will further enhance practice and improve outcomes for children when planning and reviewing their care and support arrangements. Alongside these developments will run the project to upgrade our Carefirst system that includes a fully integrated ICS system.




3.2 Halton Safeguarding Children Board

HSCB to continue to promote community awareness and ownership of safeguarding. Links have been made with the Youth Parliament and the Parent & Carers Forum. The successfully piloted Safeguarding Training for Parents to be rolled out more widely via children's centres. This is evidence of direct engagement with the community around the wider safeguarding agenda.

3.3 Joint Area Review

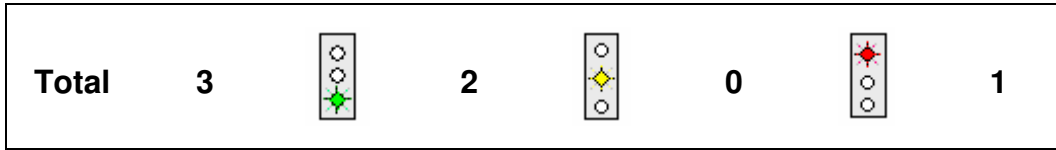
The fieldwork stage of Halton's Joint Area Review started on Monday 31st March and will finish on Friday 11th April with initial feedback received at the end of the fieldwork. The initial draft report from the inspectors will be received on the 15th May followed by a further meeting with the Lead Inspector to enable comments and challenge from the authority. The final report will be published on the Ofsted website on the 22nd July. A JAR action plan will be developed to ensure areas for development are progressed and also to share examples of good practice that come up through the inspection.

4.0 PROGRESS AGAINST KEY OBJECTIVES / MILESTONES

Total	3		1		0		2
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Of the three key objectives for the service, one has been met. Milestones have not been completely achieved on the remaining two. Further details of progress against each key objective are available in Appendix 1.

4.1 PROGRESS AGAINST OTHER OBJECTIVES / MILESTONES

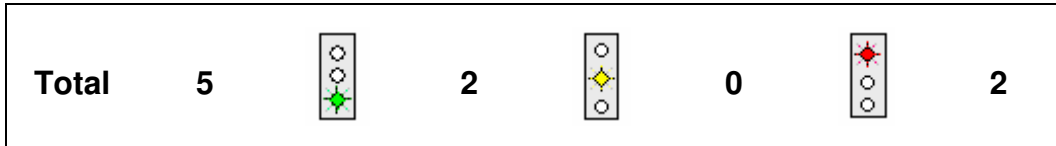


Of the three other objectives for the service, two have been met. Milestones have not been completely achieved on the remaining one. Further details of progress against each Key Objective are available in Appendix 2.

5.0 SERVICE REVIEW

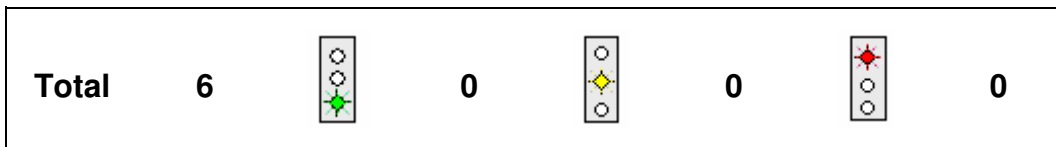
Nothing to report in this quarter

6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS



Of the five key indicators for the service, two have achieved target and two have not. One indicator has not been assigned a traffic light as 2007/08 was the baseline year and a target was not set (SS LPI 3) Further details of progress against each Key Performance Indicator are available in Appendix 3.

6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS



Of the six key indicators for the service, two have achieved target and two have not. Two indicators have not been assigned a traffic light as 2007/08 was the baseline year and a target was not set (SS LPI 1 & 4) Further details of progress against each Key Objective are available in Appendix 4.

7.0 PROGRESS AGAINST LPSA TARGETS

The service is responsible for reporting against LPSA 11 - Improved opportunities and levels of participation in education training and employment by children in the care of Halton Council. For details of progress, please refer to Appendix 5.

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.

Further details of progress against risk treatment measures for the service are available in Appendix 6.




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.

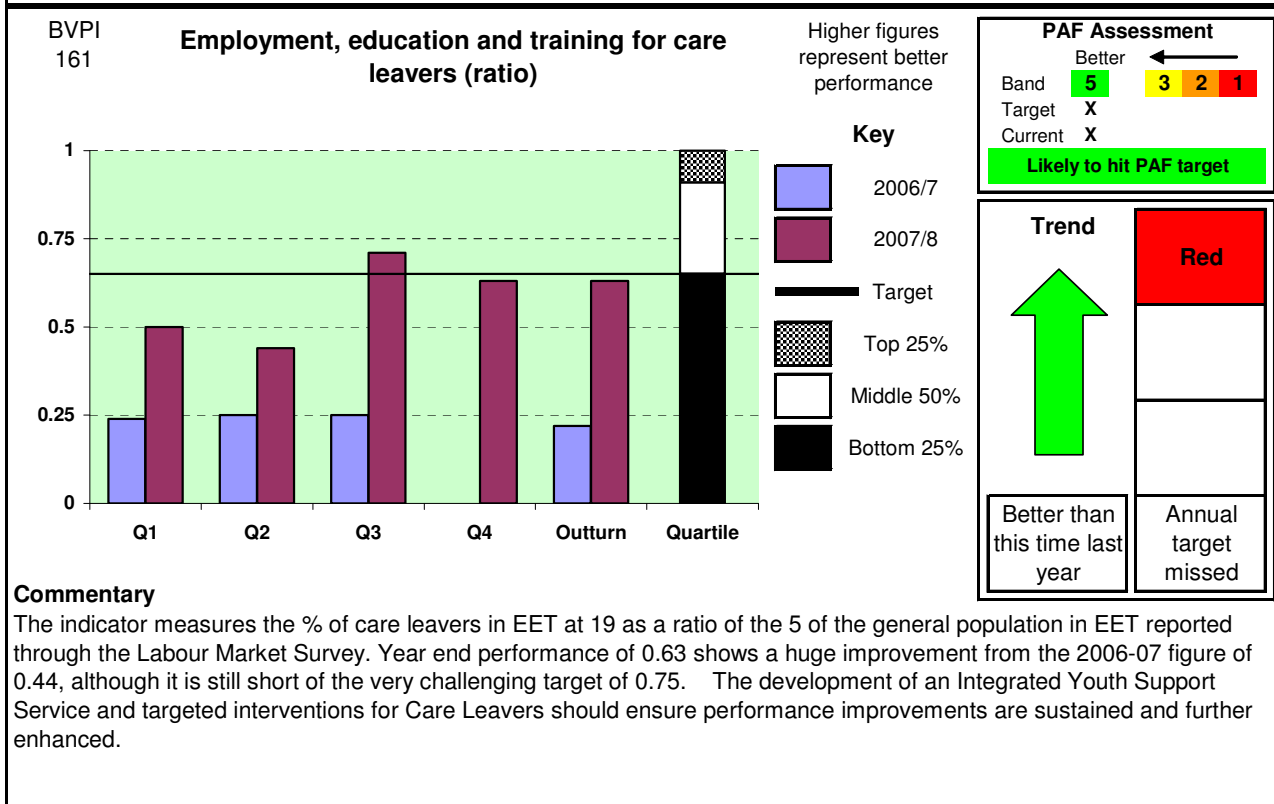
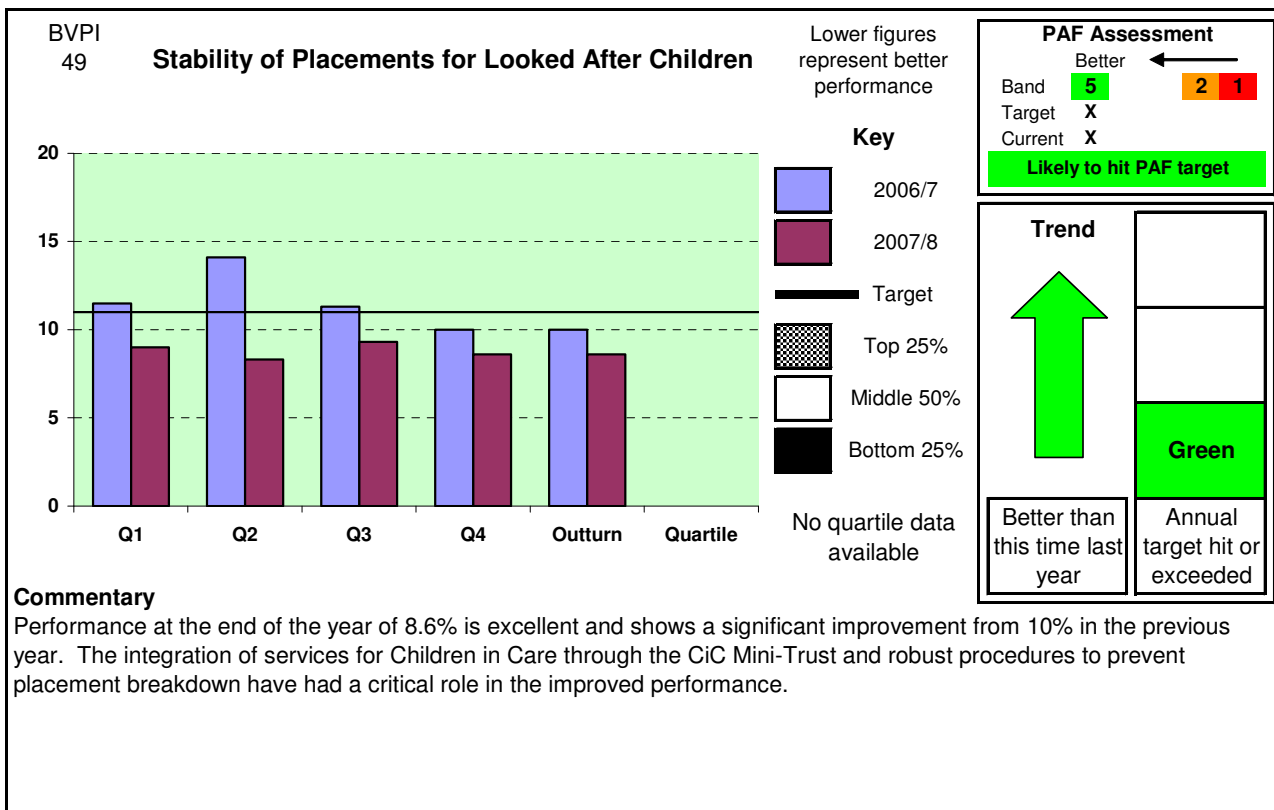
Further details of progress against risk treatment measures for the service are available in Appendix 7.

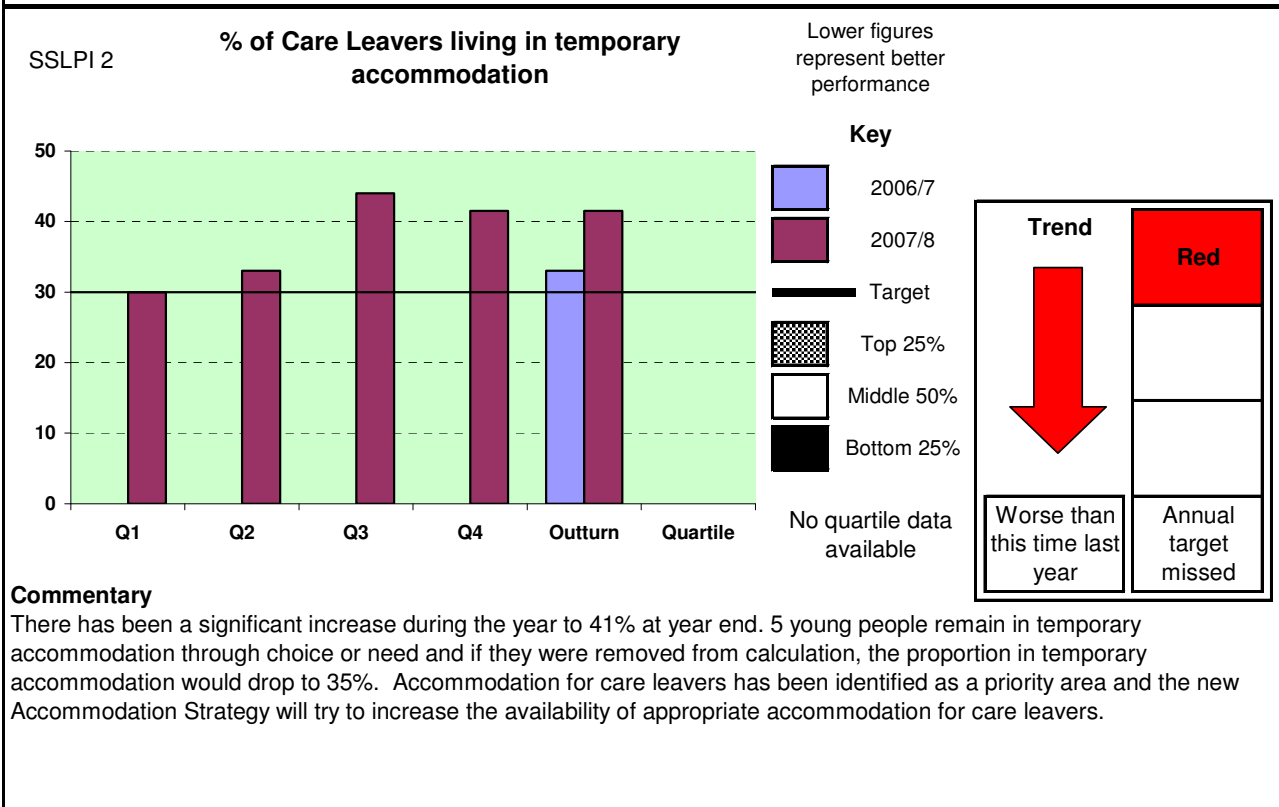
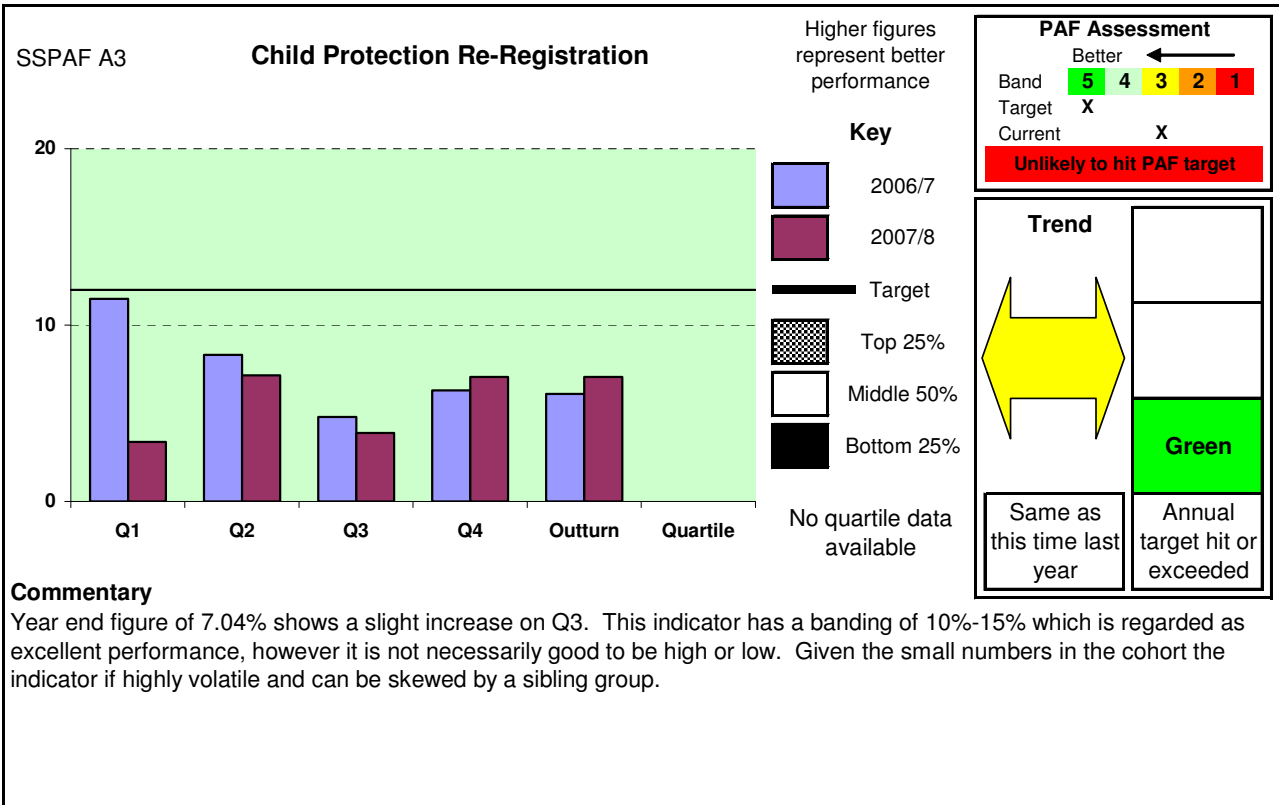
10.0 APPENDICES

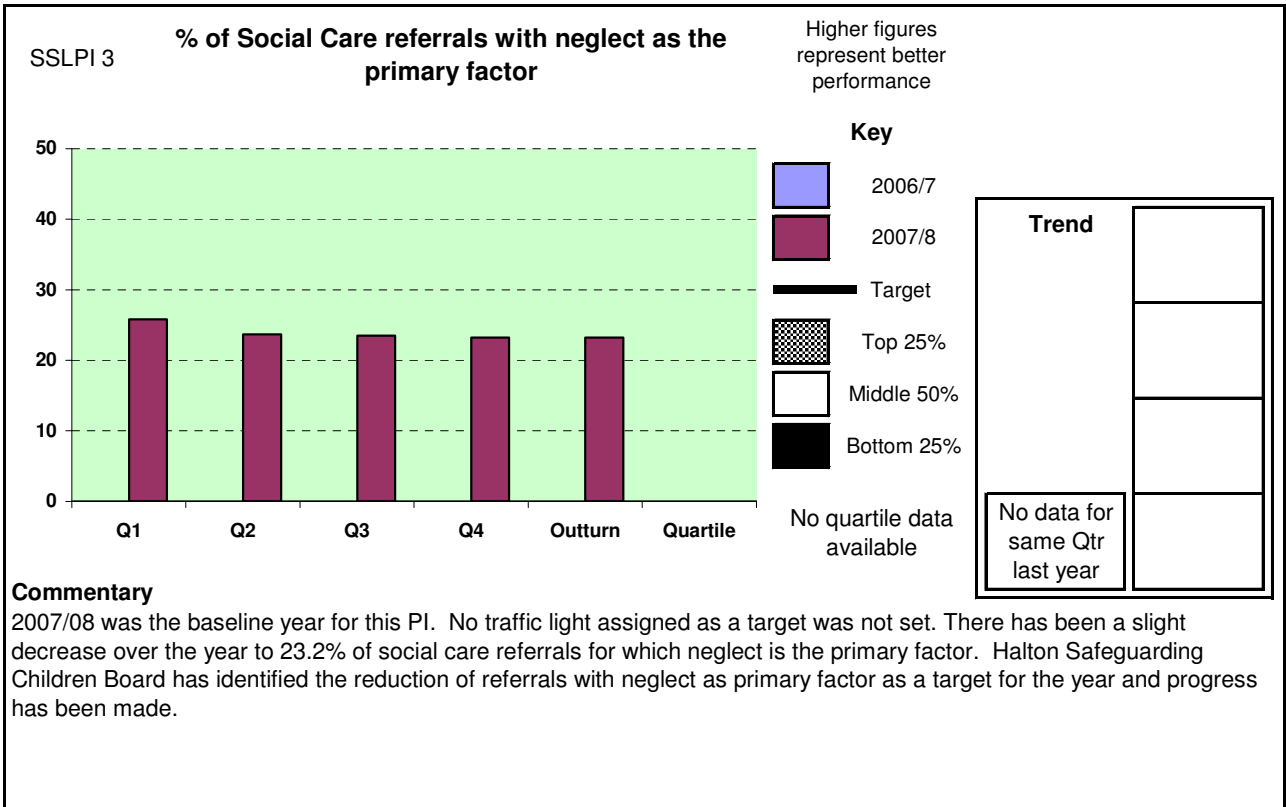
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Appendix 7- Progress against high priority equality actions (Q2 & 4)
Appendix 8- Explanation of traffic light symbols

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		Baseline established. 100% of eligible young children are accessing their entitlement
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		Work is still ongoing. In place is a rolling programme across three levels to meet this objective. Additional capacity at tier 1/2 has been commissioned by the Emotional Health Partnership Board to ensure all staff are trained to identify emotional and mental health needs. Completed December 07
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		Corporate Parenting Strategy now incorporated within the revised Children in Care Strategy Issues in relation to work placements and employment of care leaver to be reviewed



Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
SS4	To provide a range of support services for children and families	<p>Child in Need mini trust established with aligned budget and joint commissioning arrangements by March 2008</p> <p>Review/ updating of strategies in the context of the new service design by March 2008</p>		<p>CiN Trust established Jan 2007. HSCB has agreed that the cohort of CIN will be those children at level 3(b). Analysis of this cohort will be presented to HSCB in September 08</p> <p>New Children Trust came into being in April 08, which will result in service redesign but will not be in place as of March 08.</p>
SS5	To provide a range of local placement options for looked after children	Revised Carer recruitment strategy in place by Sept 2007		Strategy in place and implemented within agreed timescale.
SS6	To provide a range of support and accommodation services for young people over 16 yrs and for care leavers	<p>Review/ updating of strategy in the context of the new service design by March 2008</p> <p>Establish a baseline position for provision of approved semi independent accommodation for young people 16+ and care leavers by Sept 2007</p>		<p>Strategy updated and revised commissioning plan in place</p> <p>Commissioning plan in place and additional resources identified</p>














Ref	Indicator	Actual 06 / 07	Target 07 / 08	Quarter 4	Progress *	PAF Target Band	PAF progress *	Commentary
Service Delivery Indicators								
SS LPI 1	% of LAC achieving at or above the level forecast using FFT data	New for 07/08	Baseline TBC	NYA	Baseline Year	N/A	N/A	Data is not yet available for this indicator.
BVPI 50/ PAF A2	Proportion of young people leaving care with at least 1 GCSE grade A-G or GNVQ	57	60	57%		4		This is an unvalidated figure, but it is expected that performance will be slightly below the target for the year
BVPI 162/ PAF C20	Percentage of children on the register whose child protection cases were reviewed within timescales	100	100	100%		5		Performance has been maintained at 100%
BVPI 163/ PAF C23	Proportion of children looked after for more than 6 months adopted	9.5%	9.0%	6%		5		A total of 8 adoptions were completed during the year. This indicator usually reflects a 2 year cycle and after last year's excellent performance a dip was expected. The 07/08 performance equates to PAF band 3.
Fair Access Indicators								
SS LPI 4	% of referrals to CAMHS services resulting in individuals accessing appropriate services	New for 07/08	Baseline TBC	90%	Baseline Year	N/A	N/A	This is a projected figure based on the data that is currently available.
SS LPI 5	% of LAC accessing alternative health assessments having previous refused	New for 07/08	57.7%	60%		N/A	N/A	Performance for the year has exceeded the target

LPSA Ref.	Indicator	Baseline	Target	Perform 06/07	Perform 07/08 Q4	Traffic light*	Commentary
11	<p>Improved opportunities and levels of participation in education training and employment by children in the care of Halton Council.</p> <p>1. The percentage school attendance of children who have been looked after for at least 12 months</p>	<p>89.6% May 05</p>	<p>92.6% May 08</p>	<p>92.4%</p>	<p>92.4%</p>		<p>Projected performance has remained stable however this is still in the process of validation</p>
	<p>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)</p>	<p>64.4% 04/05</p>	<p>81.5% 07/08</p>	<p>75.3%</p>	<p>69%</p>		<p>There has been a slight dip in performance at the end of the year to 69%. An analysis of the cohort has been carried out and the changing demographics of the CiC population combined with positive placement moves accounts for the change.</p>

Key Objective (Service Plan Ref. Only)	Risk Control Measures	Target / Deadline	Progress	Commentary
SS2	Implementation of the Strengths and Difficulties Questionnaire to ensure early identification of emotional difficulties and provision of targeted support.	All new entrants aged 10 and above to have a SDQ		CiC care service has been piloting the SDQ for all new entrants aged 10 and above. From April 08 all CiC aged 10 and above will have an SDQ assessment.

HIGH Priority Actions	Target (Resp. Officer)	Progress (Traffic lights)*	Commentary
Ensure staff participate in a programme of Equality and Diversity training	2007/08 (OD Specialist Services and all DM's)		A programme of training has been running for the last 18 months and staff are identified for courses via the EDR process.
Participate in programme of Equality Impact assessments on all Strategy, Policy, and Service Areas	2007/08 (OD Specialist Services and all DM's)		The programme of Equality Impact Assessments is in progress and currently on target.
Embed a system of stakeholder engagement, participation and consultation in all aspects of Service Delivery	2007/08 (OD Specialist Services and all DM's)		Stakeholder engagement and participation is being developed across all service areas however further development is still required.

The traffic light symbols are used in the following manner:

	<u>Objective</u>	<u>Performance Indicators (Excl. LPSA)</u>	<u>LPSA Indicators Only</u>
<u>Green</u>	 <p>Indicates that the <u>objective has been achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the annual 07/08 target <u>has been achieved</u> or exceeded</p>	<p>Indicates that the <u>target is on course to be achieved.</u></p>
<u>Amber</u>	 <p>N/A</p>	<p>N/A</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 that the <u>objective has not been achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the annual 07/08 target <u>has not been achieved.</u></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: Universal & Learning Services

PERIOD: Quarter 4 to year-end 31 March 2008.

1.0 INTRODUCTION

This quarterly monitoring report covers the Universal & Learning Services Department fourth quarter period up to year end 31 March 2008. It describes key developments and progress against all objectives and performance indicators for the service.

Given that there are a considerable number of year-end transactions still to take place a Financial Statement for the period, which will be made available in due course, has not been included within this report in order to avoid providing information that would be subject to further change and amendment.

The way in which traffic lights symbols have been used to reflect progress to date is explained within Appendix 8

2.0 KEY DEVELOPMENTS

2.1 Primary Capital Programme

The overall aim of the DCSF Primary Capital Programme (PCP) is to rebuild, remodel or improve at least half of all primary schools nationally, ensuring that they are appropriately equipped for 21st century learning at the heart of the community, with children's services in reach of every family. We have undertaken some initial discussions with partners, including headteachers, to set the scene for the Government's proposals, establish the timeline for the 'Strategy for Change' submission to the DCSF and to engage in initial discussions about our shared vision for the future of Primary Education in Halton.

2.2 Schools Causing Concern

In accordance with the policy for Schools Causing Concern entitled 'Strategy for Intervention and Support for Schools in Halton' a further 2 primary schools have been served with a notice to improve by the Local Authority.

2.3 Ofsted Inspections

Since September 2007 16 schools have been inspected by Ofsted. The outcome grades for overall effectiveness within the schools can be shown below:

31% outstanding

56% good

6% satisfactory

6% unsatisfactory – notice to improve

Where there are considerable areas for development within a school the appropriate intervention programmes are in place. In schools where there is good practice to be shared the LA is developing mechanisms to promote this across the borough.

2.4 Halton Healthy Schools – 3rd in the country

All schools in Halton are engaged with the Healthy Schools programme and we are absolutely delighted to have been so successful with the healthy school status. This is down to the hard work of our schools in Halton and also their determination and desire to become 'Healthy Schools'. This achievement very much contributes to our own priorities within the borough to promote healthy lifestyles.

This award has four themes: personal, social and health education; healthy eating; physical activity; emotional health and well being. The four core themes relate to both the school curriculum and the emotional and physical learning environment in school.

2.5 Preventative Services Board Priorities 2008/2009

Priorities for The Preventative Services Board have been agreed and include Teenage Pregnancy, Substance Misuse with a focus on alcohol, targeted support/diversionary activities and participation. Contracts have been revised and agreement reached about the contracts to be extended to meet the above priorities. A number of contracts have been relocated or mainstreamed to enable the services to continue to meet the identified priorities within those areas. New areas of work have been identified for development which includes the development of Teen drop In's, appointment of a CAMHS worker to provide a clinical service for identified young people affected by substance misuse and emotional and health problems, YISP workers linked to Family Intervention Project, Missing from Home Police Coordinator and 3rd sector Lead Engagement Officer Post.

3.0 EMERGING ISSUES

3.1 Review of Universal and Learning Service

Proposals are being developed to re-structure the Universal and Learning Service to encapsulate learning from 0 – 19. There will be further reorganisation over the coming weeks as a result of the integration of the SEN service and Early Years 'learning' into the Universal and Learning Service from the 2nd June.

3.2 Target setting and standards

Monitoring by School Improvement Partners (SIPs) in the Spring term has resulted in a clear indication of progress towards 2008 targets. The picture across key stages is looking positive in relation to sustaining previous

improvements and we are hopeful that we will again see a rise in standards. Targets for 2009 have been submitted to the Department for Schools, Children and Families (DCSF) and accepted as challenging.

3.3 14-19 review

This is a significant area for development and is a priority for the service. Further developments will be reported as the review progresses.

3.4 North West SRE Pilot

Halton engaged in North West SRE Pilot for Key Stage 3. Two secondary schools to pilot materials. Project provides for training of school, personnel, resources and evaluation of project to review impact. Project supported by DCFS and Teenage Pregnancy Unit and GONW.

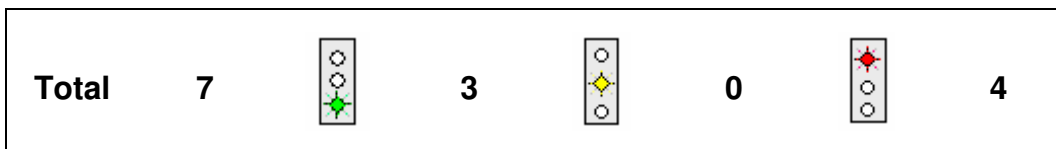
3.5 Early Years Learning Headteacher Adviser Secondment

We are planning to seek to approval during the next quarter to recruit a serving headteacher on a 0.4 secondment basis, to join our team of Senior School Effectiveness Officers (SSEOs) as an Early Years adviser. We consider that the secondment will provide the opportunity to strengthen our partnership working with schools and settings. The post holder will work in partnership with our 0.6 SSEO with responsibility for Early Years Learning across private, voluntary, independent and maintained settings.

3.6 Joint Area Review

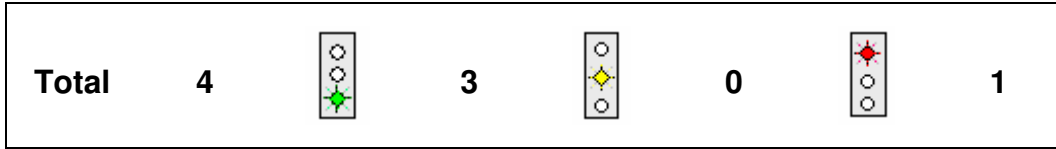
The fieldwork stage of Halton's Joint Area Review started on Monday 31st March and will finish on Friday 11th April with initial feedback received at the end of the fieldwork. The initial draft report from the inspectors will be received on the 15th May followed by a further meeting with the Lead Inspector to enable comments and challenge from the authority. The final report will be published on the Ofsted website on the 22nd July. A JAR action plan will be developed to ensure areas for development are progressed and also to share examples of good practice that come up through the inspection.

4.0 PROGRESS AGAINST KEY OBJECTIVES / MILESTONES



Of the seven key objectives for the service, three have been met. Milestones have not been completely achieved on the remaining four. Further details of progress against each key objective are available in Appendix 1.

4.1 PROGRESS AGAINST OTHER OBJECTIVES / MILESTONES

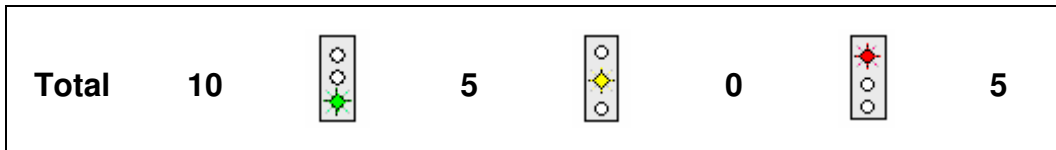


Of the four other objectives for the service, three have been met. Milestones have not been completely achieved on the remaining one. Further details of progress against each Key Objective are available in Appendix 2.

5.0 SERVICE REVIEW

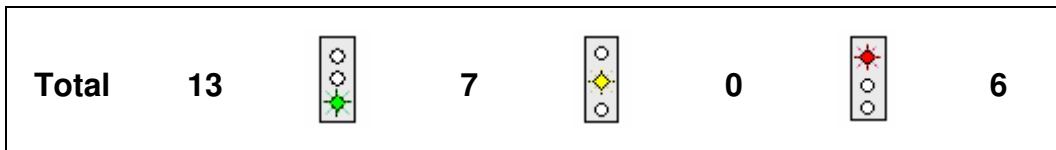
5.1 Review of Operational Groups for Preventative Services
 A review of operational groups contributing to the Preventative Services agenda will take place in May to identify the best use of personnel and planning to meet the range of cross cutting issues and to plan interventions which are cost effective and impact on better outcomes for young people.

6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS



Of the ten key indicators for the service, five have achieved target and five have not at the year end point. Further details of progress against each Key Performance Indicator are available in Appendix 3.

6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS



Of the thirteen other indicators for the service, seven have achieved target for the year and six have not. Further details of progress against each Key Objective are available in Appendix 4.

7.0 PROGRESS AGAINST LPSA TARGETS

The service is responsible for reporting against LPSA 9 – Educational Attainment. For details of progress, please refer to Appendix 5.

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.

Further details of progress against risk treatment measures for the service are available in Appendix 5.


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.


Further details of progress against risk treatment measures for the service are available in Appendix 6.



10.0 APPENDICES



Appendix 1- Progress against Key Objectives/ Milestones
Appendix 2- Progress against Other Objectives / Milestones
Appendix 3- Progress against Key Performance Indicators
Appendix 4- Progress against Other Performance Indicators
Appendix 5- Progress against LPSA targets
Appendix 6- Progress against Risk Control measures (Q2 & 4)
Appendix 7- Progress against high priority equality actions (Q2 & 4)
Appendix 8- 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>		<p>Target for 2009 has been agreed at an Authority level and submitted to the DCSF.</p> <p>The Authority is now funded for Communication, Language & Literacy Development (CLLD), but prior to targeted funding successfully engaged 18 schools and associated pre-schools in a CLLD type project. A further 44 schools and 23 PVI or nursery classes have attended phase 1 phonics training. This is beginning to impact on FSP results.</p> <p>Training continues for both schools and settings. Practitioners in Key Stage 1 and Key Stage 2 are very enthusiastic about the impact this work is having.</p> <p>Now that the LA is part of the funded CLLD programme, further schools and settings will be identified in the Summer term following FSP results.</p> <p>Work has been undertaken to improve transition into Key Stage 1 through training in progression in early reading and writing from the foundation stage into year 1. This will be continued. There will also be training for all Year 1 teachers and Teaching Assistants on the use of the revised Early Literacy Support materials which are closely linked to Letters and Sounds phonics programme.</p>





Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
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>Majority of schools are now implementing the renewed literacy and mathematics frameworks.</p> <p>Roll out of the CLLD project has been extended. (Targeted training on phonics).</p> <p>Training events delivered covering Literacy and Maths development. Additional training in maths delivered for year 1,2 and 3 teachers.</p> <p>Subject leader networks to develop subject leader knowledge and share good practice.</p> <p>'Talking Maths' project is being piloted with target schools.</p> <p>Additional leading teachers (Leading from the classroom – LfTC) identified and working in support of other schools (modelling good practice).</p> <p>National Strategy 'Leading on Improvement' training Day 2 for Head teachers – increased focus upon materials available to support assessing pupil progress.</p> <p>Targeted National Strategy Standards funding has been allocated to schools on a 'needs led' formula to support target schools to resource additional intervention programmes for underachieving pupils.</p> <p>Despite positive impact of the above at school level, rating remains red in the absence of updated LA summary assessment data - available July 2008)</p>

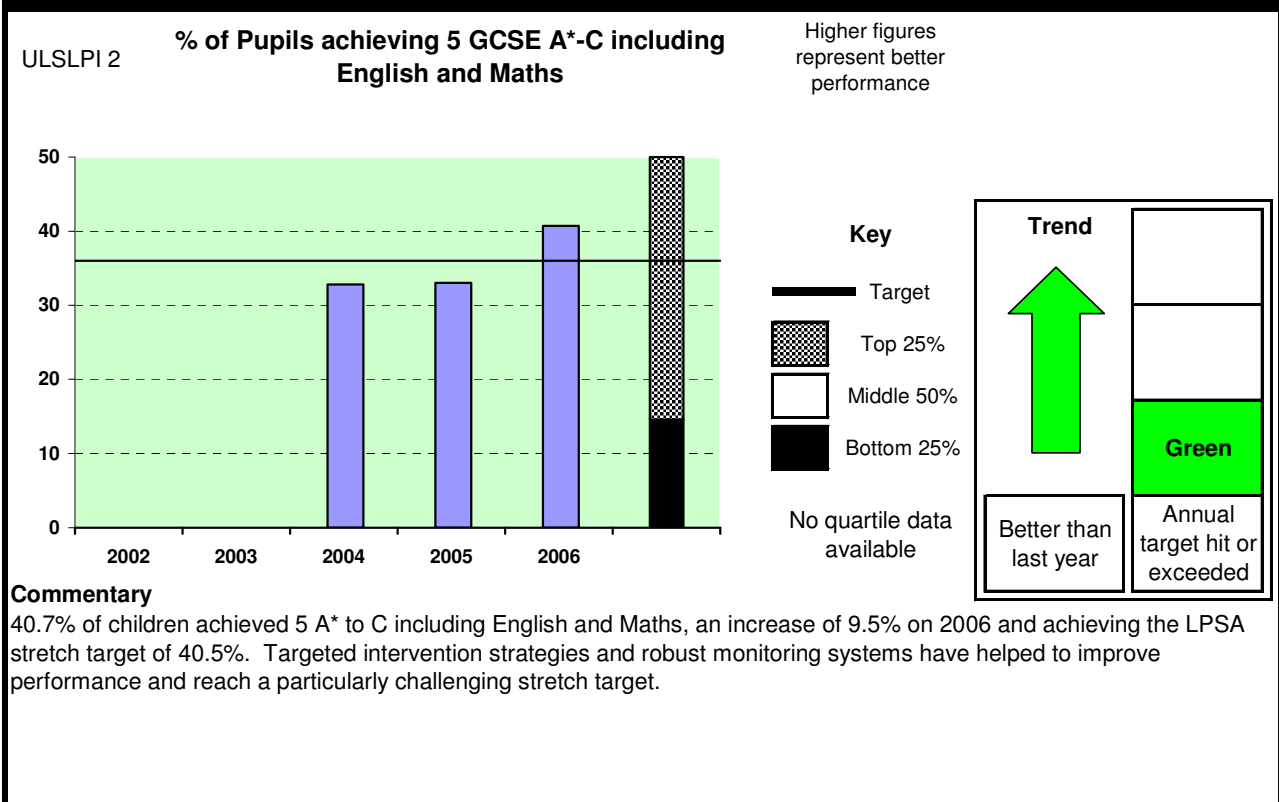
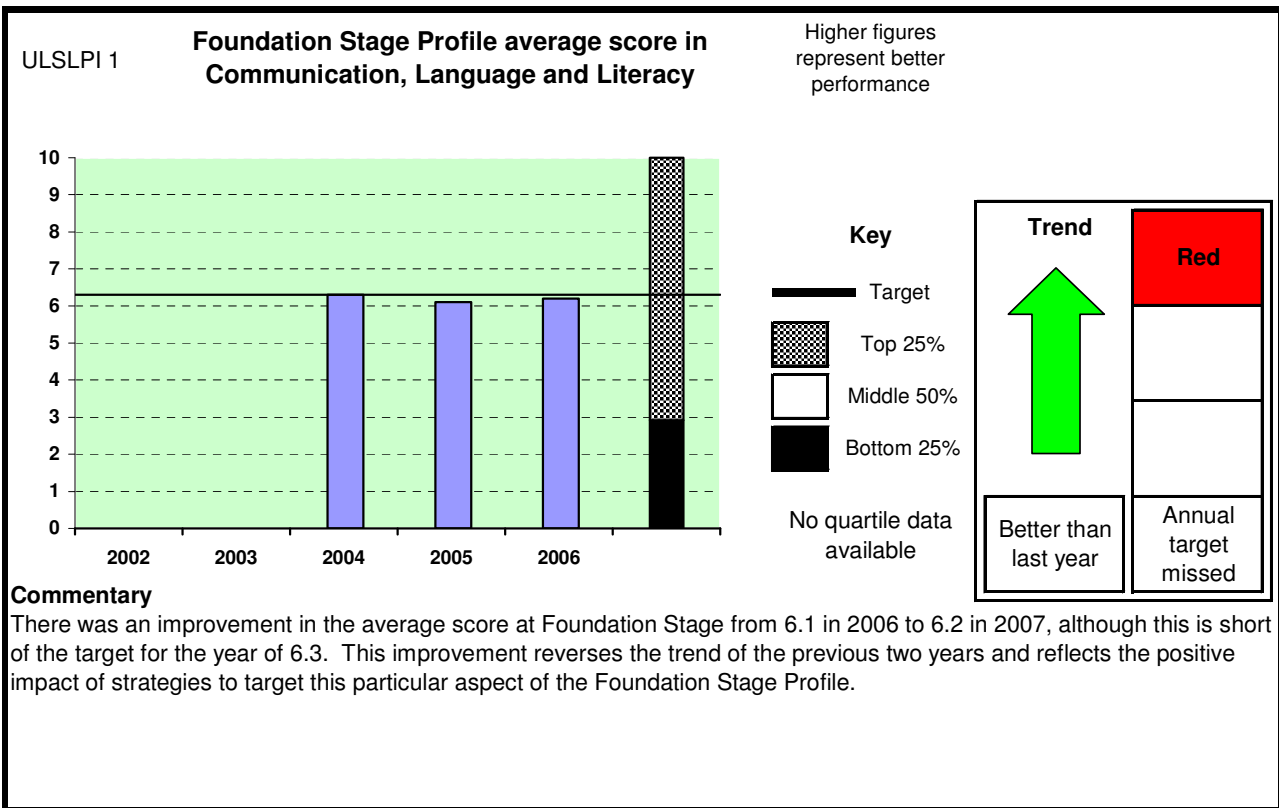
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS3	To raise standards at Key Stage 2	<p>LA target of 79% pupils achieving Level 4 or above in KS2 maths tests is met</p> <p>LA target of 81% pupils achieving Level 4 or above in KS2 English tests is met</p> <p>LA target of 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>National Strategy literacy and mathematics frameworks training delivered to year 3 and 5 teachers.</p> <p>Training delivered for Year 6 teachers on use of intervention materials – moving pupils from level 3 to 4.</p> <p>16 schools participating in the ‘Raising boys’ attainment’ project.</p> <p>Planning of activities related to the ‘Year of Reading’ has been undertaken to raise the profile of reading in Halton – launch April.</p> <p>Maths training event delivered with a focus on problem solving.</p> <p>Subject leader networks established to develop subject leader knowledge and share good practice.</p> <p>Intensifying Support Programme / Improving Schools Programme (ISP) continues to provide targeted support for identified schools, including schools causing concern.</p> <p>All schools have set challenging targets for 2009.</p> <p>(Rating remains green based upon 2007 attainment data. Success against current targets cannot be confirmed until LA data is available in July 2008).</p>

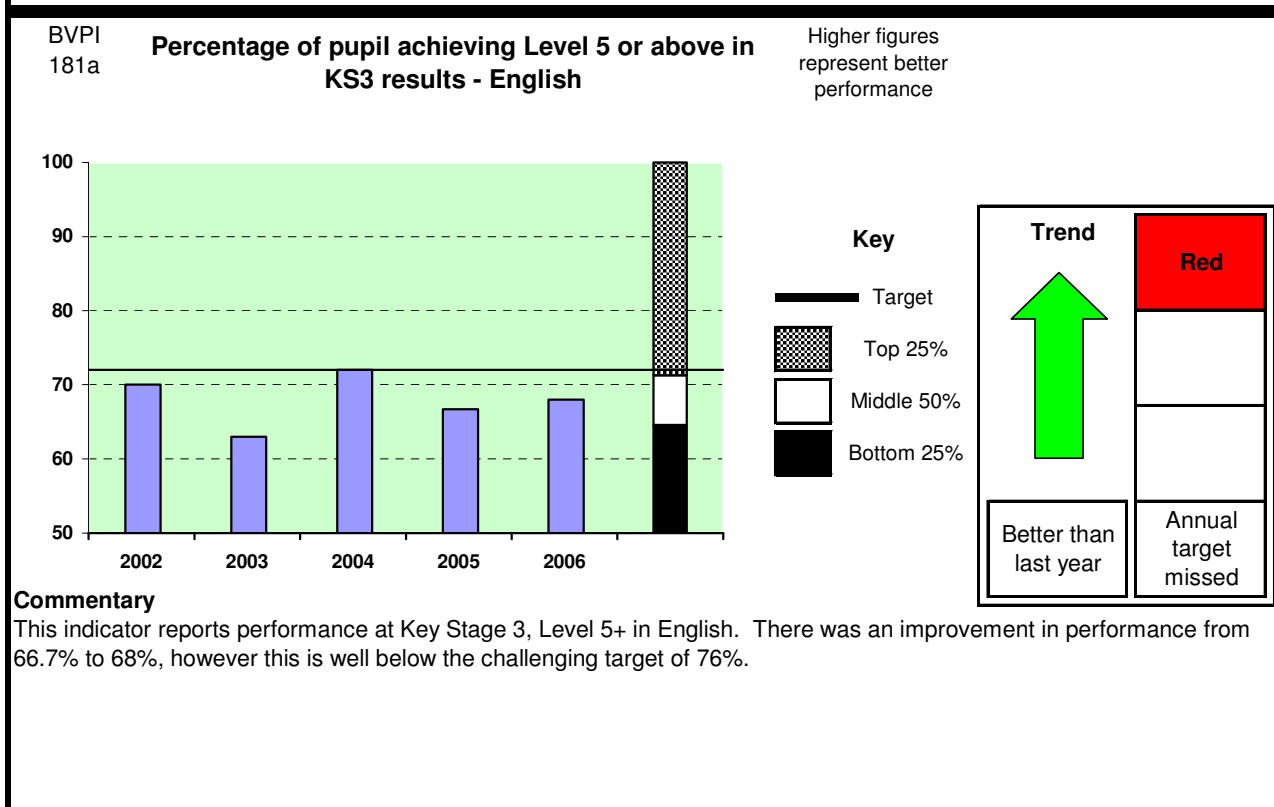
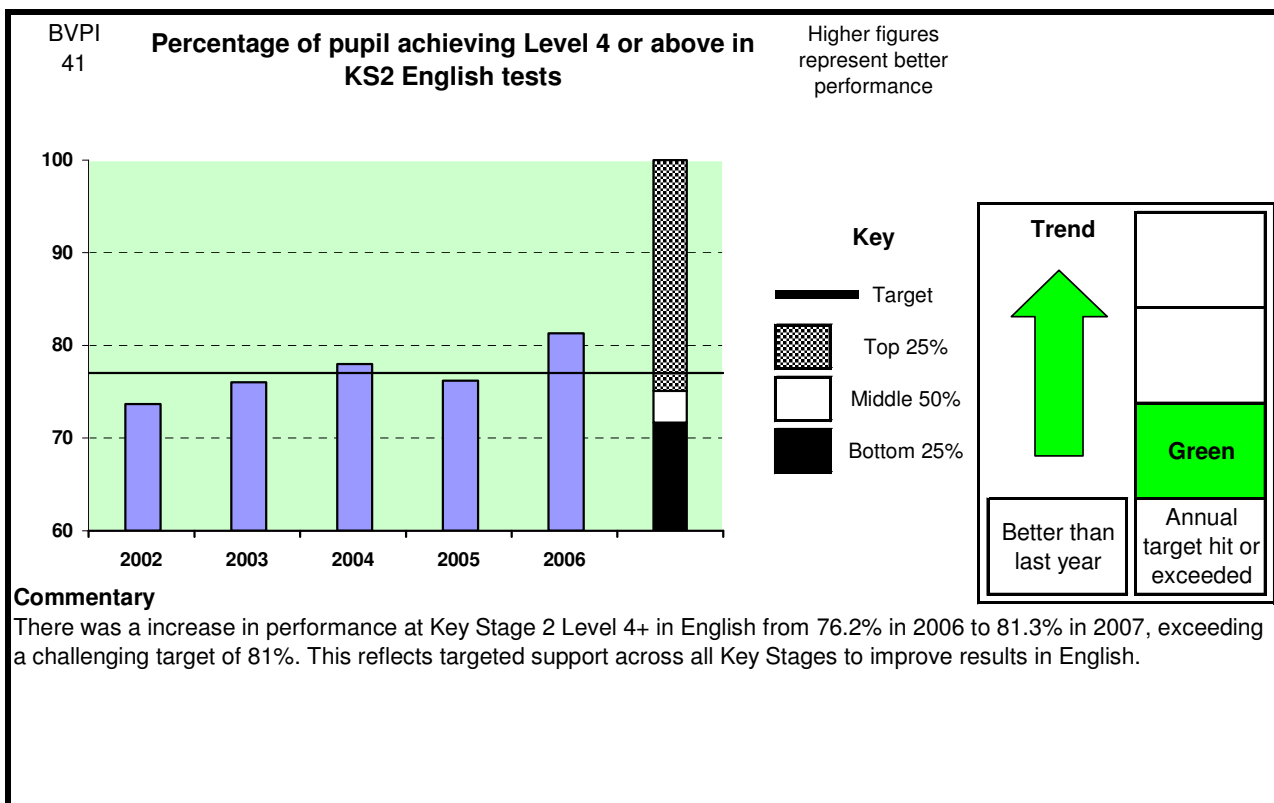
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS4	To raise standards at Key Stage 3	<p>LA target of pupils achieving Level 5 in KS3 tests are met - 76% pupils in English, 75% pupils in Maths and 71% pupils in Science</p> <p>All schools set challenging targets for 2009 by December 2007</p> <p>To increase the L5+ in English is a priority</p>		<p>Confirmation of whether schools are on target still has to be confirmed - information on progress toward this objective will be available in April 2008 however School Improvement Partners (SIPs) will be tracking progress this term and reporting to the SIP manager.</p> <p>All schools have set challenging targets for 2009.</p> <p>English consultant working with schools to develop teachers' delivery of KS 3 programme of study and address key issues related to learning. In particular improving boys' writing.</p> <p>(Rating remains red based upon 2007 attainment data. Success against current targets cannot be confirmed until LA data is available in July 2008).</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 GCSEs at grades A* - G including English and</p>		<p>Excellent performance in schools last year and 40.8 % gained 5 A*-C GCSE's including English and maths. (Target exceeded in 2007 - 41%).</p> <p>Consultants are working closely with schools to maintain the improvement from previous year's results.</p> <p>Confirmation of whether schools are on</p>

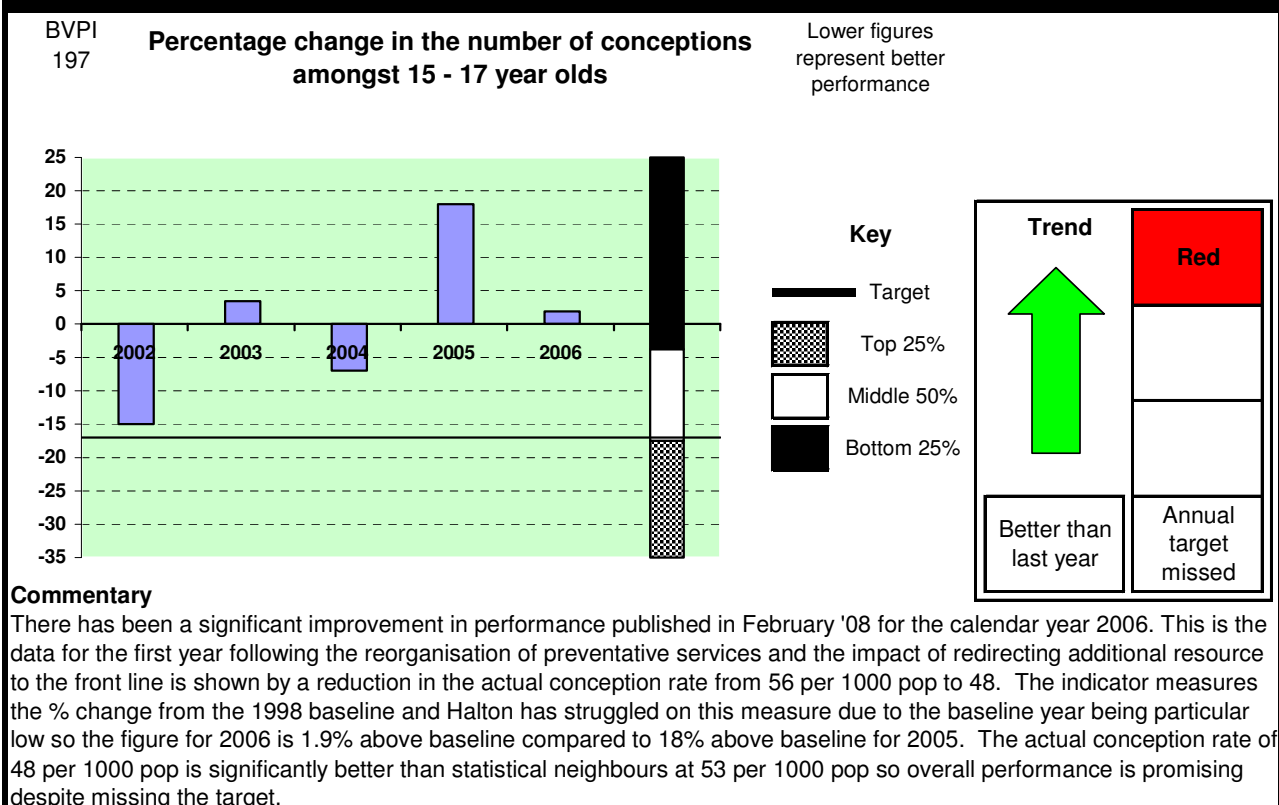
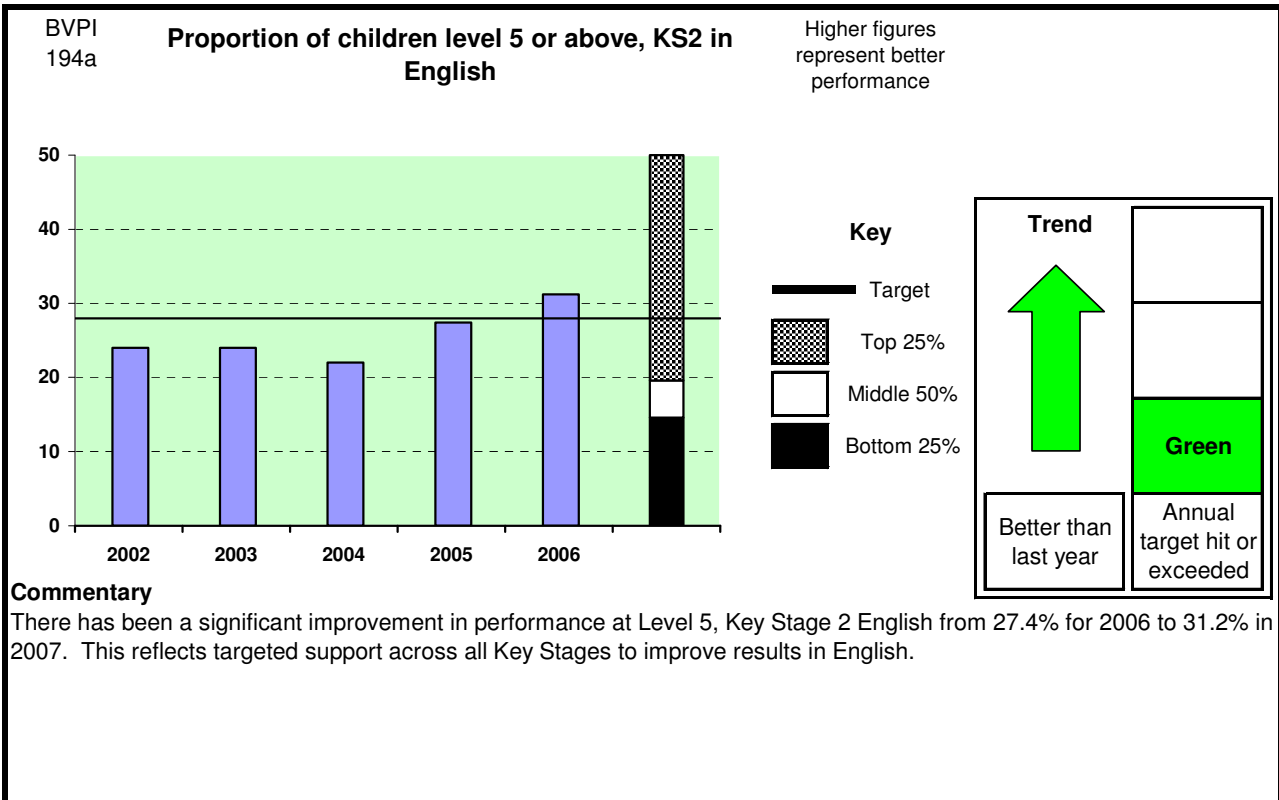
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS5 cont.		<p>Maths is met</p> <p>All schools set challenging targets for 2009 by December 2008</p> <p>To increase the 5A*C in English and Maths and 5A* - G is a priority</p>		<p>target still has to be confirmed - information on progress toward this objective will be available in April 2008 however School Improvement Partners (SIPs) will be tracking progress this term and reporting to the SIP manager.</p> <p>LA target for 90% achieving %+ A*-G was achieved last year target.</p> <p>All schools have set challenging targets for 2009.</p> <p>School Improvement Partners (SIPs) will be tracking progress this term and reporting to the SIP manager progress at KS4 with regard to statutory targets.</p> <p>(Rating remains green based upon 2007 attainment data. Success against current targets cannot be confirmed until LA data is available in July 2008).</p>
ULS9	To promote economic well-being	To reduce % of young people NEET by November 2007 from March 2006 baseline of 10.54%		The National count data is now the average NEET for November, December and January each year – this figure for Halton in January 08 was 11.67% compared with 12.16% in January 2007.
ULS11	To improve young peoples sexual health	Reduce under 18 conception rate by 15% by March 2008		The provisional U18's and U16's conception data for 2006 was released on the 28 th February 2008. The U18's conception rates for 2006 is 40.4 per 1000 girls aged 15-17 which represents an

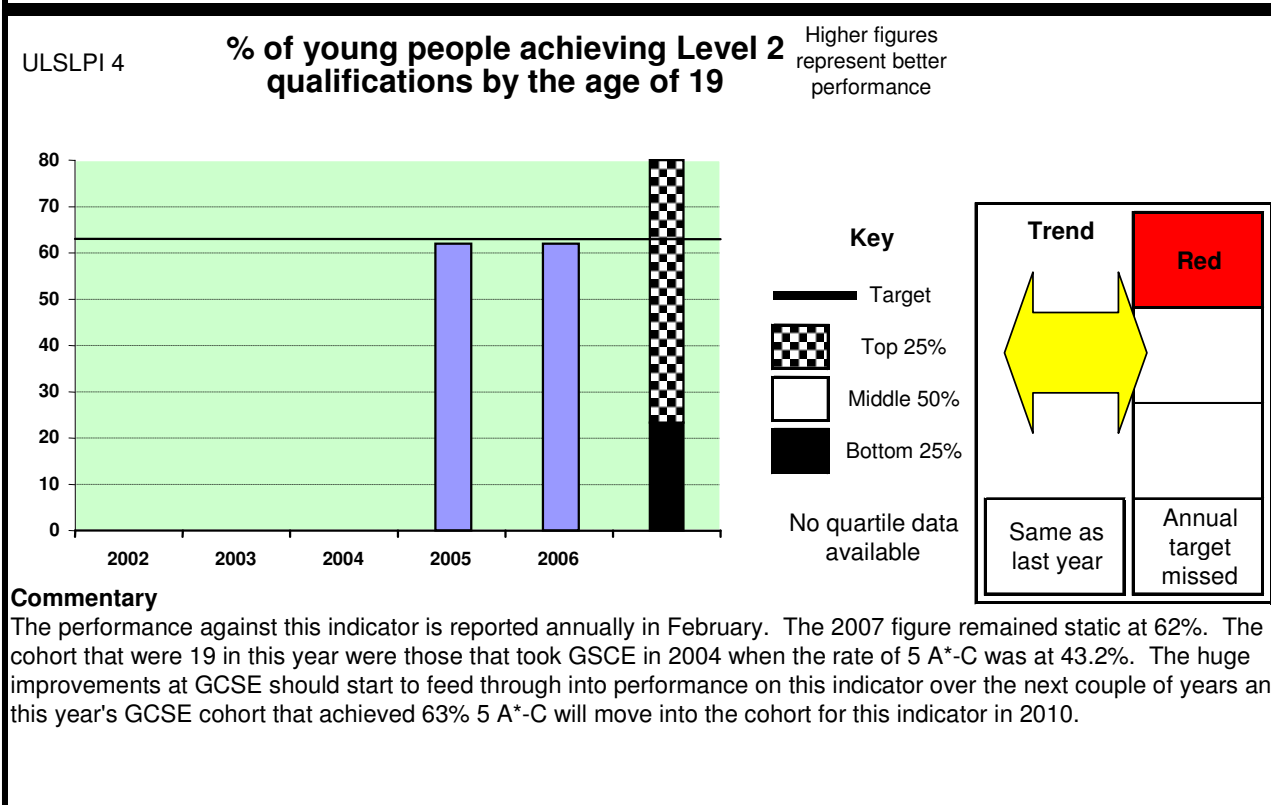
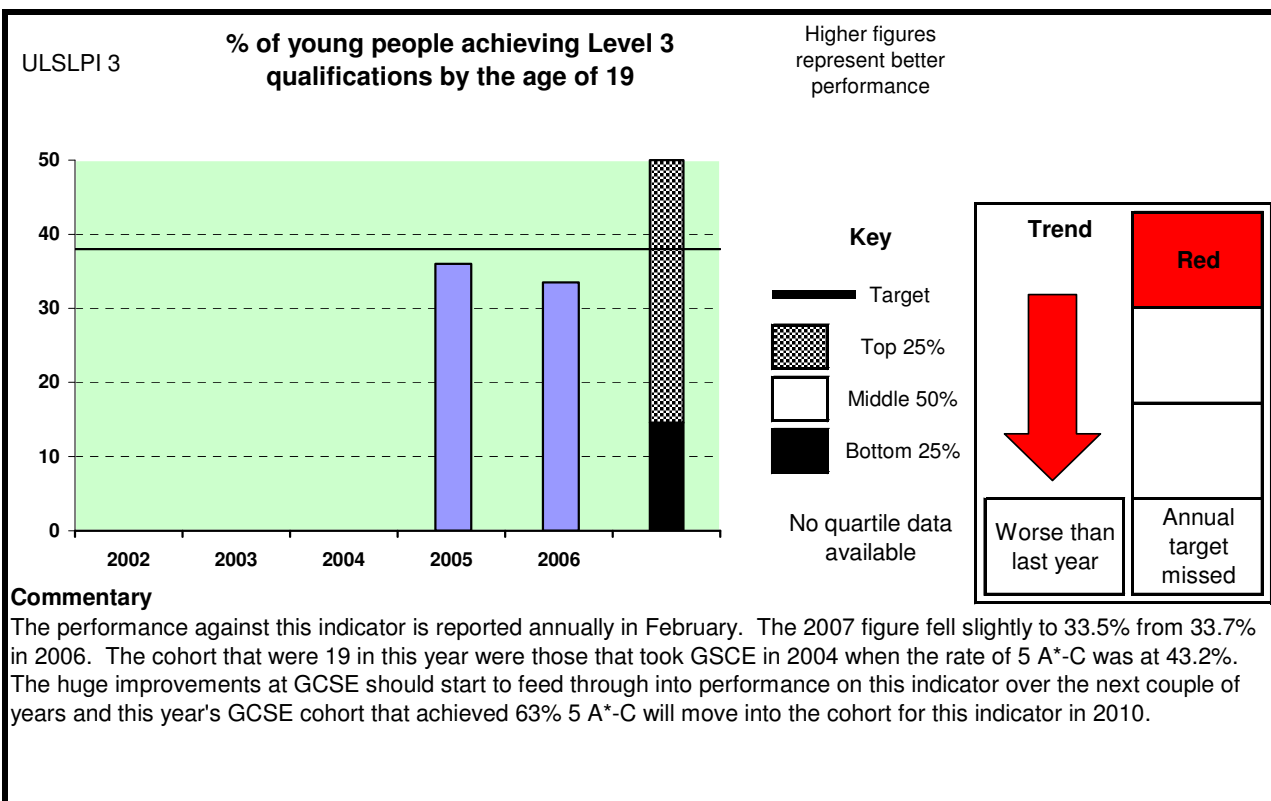
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS 11 continued				<p>overall decline of 13.3% since the 1998 baseline. The U16's conception rates for 2006 is 7.7 per 1000 girls aged 13-15. This is 13.0% lower than the 1998 baseline rate of 8.8.</p> <p>Termination rates for birth U18's and U16's have steadily risen over this period.</p> <p>Teenage Pregnancy Data – Local Picture Halton's U18's conception data indicated a rise of 1.9 above the 1998 baseline (actual conceptions in 1998 were 126, conceptions in 2006 were 123). This is a fall of 15.6 from the 2005 figures which were 17.5 above the 1998 baseline.</p> <p>The rolling average over the nine years of the strategy indicates a fall of 5.4% below the baseline. This measure provides us with better measure of progress as it takes into account the peaks and troughs over the nine years of the strategy.</p> <p>Live births have fallen and termination rates have increased. Termination rates have been in the past below the national average. The 2006 data indicates 50% of conception led to termination, the national figure now being 51%.</p>

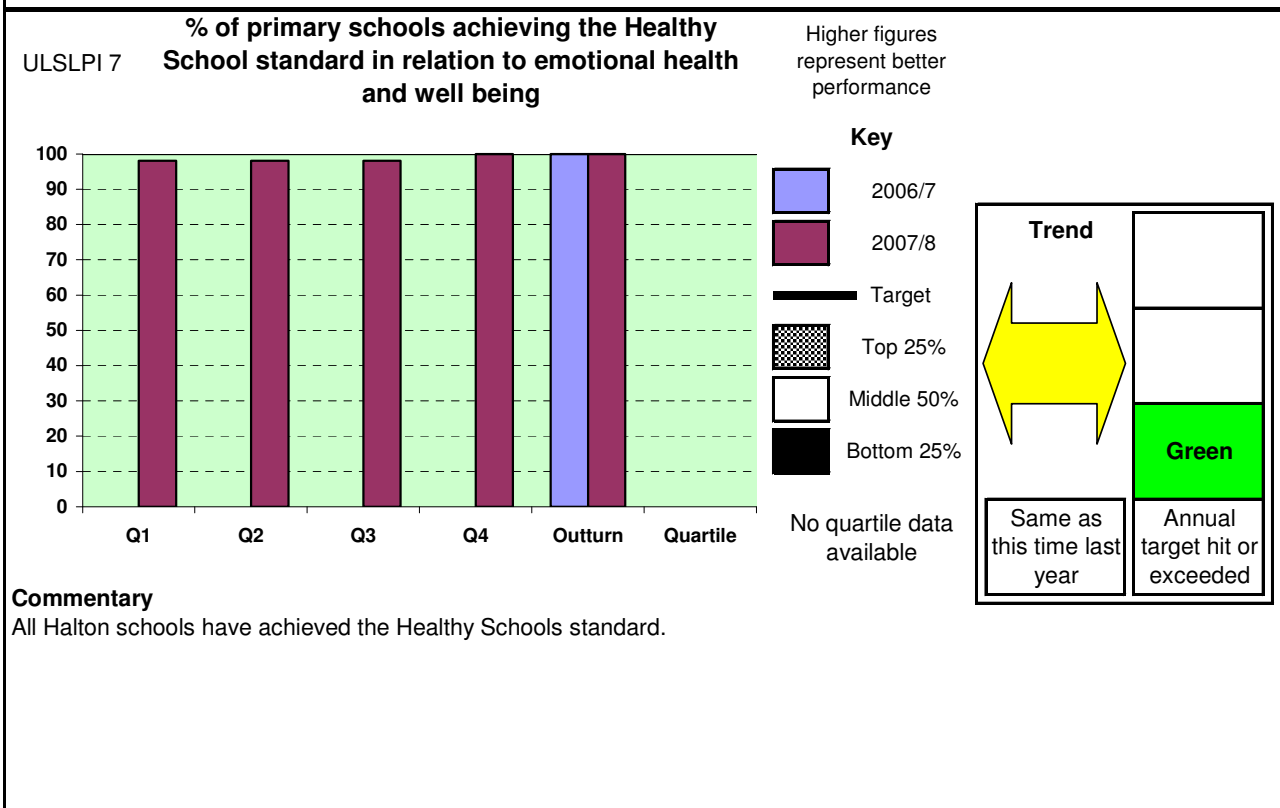
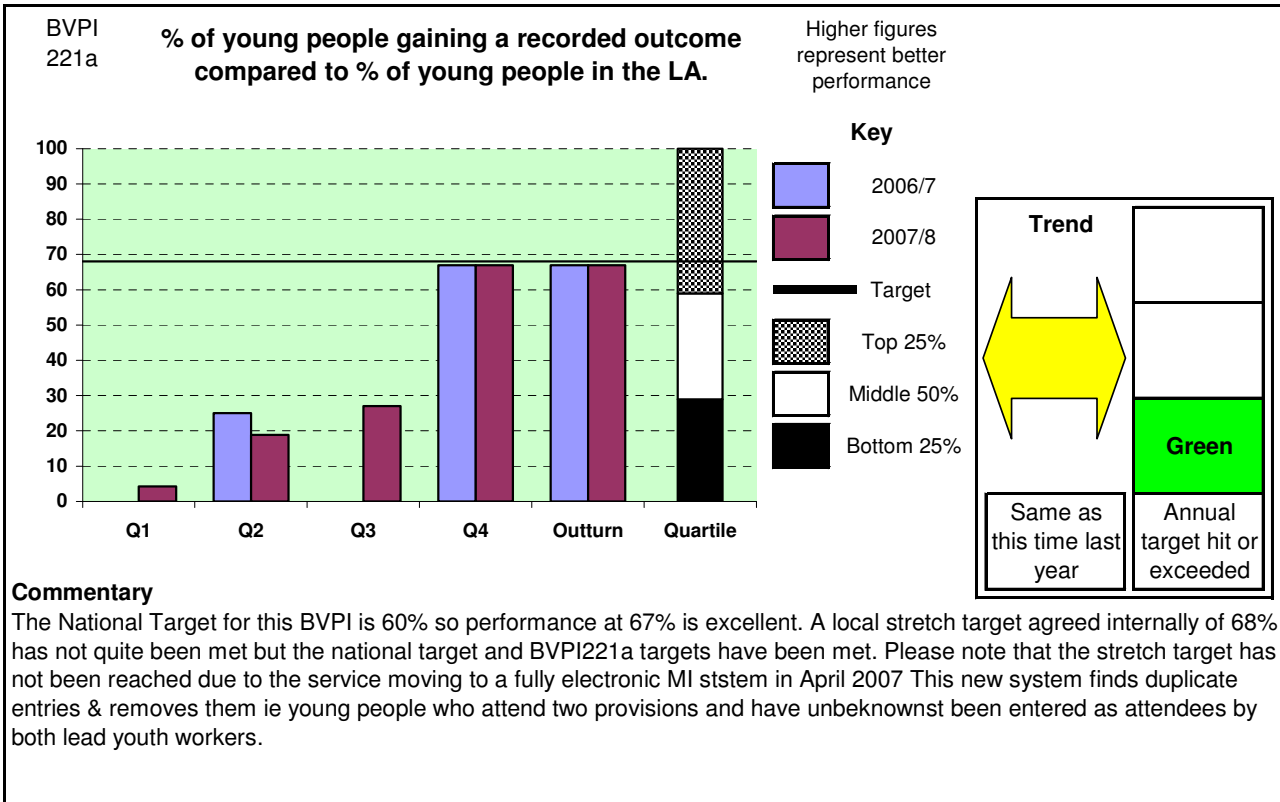
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS6	To promote healthy lifestyles through the implementation of the school sports co-ordinator programme.	<p>PESSCL target of 79% pupils access 2 hours of high quality PE and school sport each week is met by March 2008</p> <p>93% schools achieve National Healthy Schools Standard (NHSS) Phase 2 or better by March 2008</p>		Targets for the year have been achieved.
ULS7	To provide opportunities for children and young people to make a positive contribution.	<p>70% of schools buy back services of Arts Education Development Officer</p> <p>60% of schools are Artsmark accredited by March 2008</p>		Targets for the year have been achieved.
ULS10	To improve the engagement of young people	60% of total of young people who participate in activities have recorded outcome as a result of their participation by March 2008		Target for the year has been achieved
ULS12	To prepare young people for employment	Increase by 10% the number of young people remaining in learning (September 2007)		Connexions Activity Survey data shows that 1522 year 11 leavers in 2007 were in continued learning in November 2007 (89.9%) compared with 1433 year 11 leavers in 2006 (88.9%). A rise of 6%.





























Ref	Indicator	Actual 06 / 07	Target 07 / 08	Quarter 4	Progress*	Commentary
Service Delivery Indicators.						
BVPI 38	% of Pupils achieving 5 or more GCSE A*-C	52.3%	54%	62.2%		A massive increase for the number of pupils gaining 5+ A*-C from 52.6% in 2006 to 62.2% this year.
BVPI 39	% of Pupils achieving 5 or more GCSE A*-G including English and Maths	86%	90%	90%		The percentage of pupils achieving 5+ A*-G including English and Maths rose by 4% to 90%
BVPI 40	% of Pupils achieving Level 4+ at Key Stage 2 in Maths	75.1%	79%	77%		2% adrift of 2007 target despite 2% gain on 2006
BVPI 181b	% of Pupils achieving Level 5+ at Key Stage 3 in Maths	74.2%	75%	72%		In mathematics there was a 2% decline compared to 2006 and 72% of all pupils attained Level 5+. It should be noted that nationally there was a 1% drop in results (77 -> 76%).
BVPI 181c	% of Pupils achieving Level 5+ at Key Stage 3 in Science	67.9%	71%	67%		In Science Level 5 + there was also a decline of just 1% to 67%, however there was a 1% improvement in National results at this level resulting in a widening of the gap from 4 to 6%.
BVPI 181d	% of Pupils achieving Level 5+ at Key Stage 3 in ICT	82.4%	83%	83%		Target Met
BVPI 194b	% of Pupils achieving Level 5+ at Key Stage 2 in English	30.5%	31%	31.2%		Target Met

Ref	Indicator	Actual 06 / 07	Target 07 / 08	Quarter 4	Progress*	Commentary
BVPI 221b	Participation / outcomes from youth work. Percentage of young people 13-19 gaining an accredited outcome compared to percentage of young people in area	37%	38%	30% cumulative		The Youth Service achieved the national benchmark which is 30%. The movement from paper based recording systems to a fully electronic one has picked up duplication which was not picked up previously. This accounts for a lower number of young people achieving an accreditation BUT the number of accredited outcomes achieved by that lesser number compares well with last year.
ULS LPI 8	Youth Justice Board rating for Youth Offending Team	Band 3	Band 3 (60.1 – 70%)	Band 3 (60.1 – 70%)		Performance maintained meeting the target for the year
Fair Access Indicators.						
ULS LPI 5	Reduce inequality of teenage pregnancy rates between wards	76% based on 2000-02 baseline	57%	43%		Yearly count required and calculated on ONS validated data 2006 figures available in February 2008 Identified hot spot wards are Riverside, Appleton and Castlefields 2000-02 rate 76% 2001-03 rate 72% 2002-04 rate 43% Target 57% Target exceeded by 14%




Ref	Indicator	Actual 06 / 07	Target 07 / 08	Quarter 4	Progress*	Commentary
ULS LPI 6	%of teenage parents participating in education employment and training	14.47%	40%	Mothers 27.33% Fathers 50% Average 30.4%		National target for 2010 is 50% Connexions target for 07/08 40%. 2009 target 50%, 2010 stretched target 60% Halton has identified 94% of teenage parents which is above NW average at 50 %. Cohort size of Teenage Mothers is 139 of which 38 are accessing EET. Cohort size of Teenage Fathers is 22 of which 11 are accessing EET. Increase of 16% from baseline
ULS LPI 9	% of 16-18 year olds not in Education Employment or Training	12.4%	9.4%	11.67		Performance has improved over the year to 11.67% from 12.4% for 2006-07, however it is still well above the challenging target.
ULS LPI 10	% of Schools that are Artsmark accredited	62%	70%	70%		Target has been achieved

LPSA Ref.	Indicator	Baseline	Target	Perform 05/06	Perform 06/07 (reported Q2 07/08)	Traffic light*	Commentary
9	<p>Improve educational attainment at Key Stage 4.</p> <p>The percentage of year 11 pupils gaining 5 GCSE's at grades A* to C, or DFES equivalents, in English and Maths.</p>	32.5% 04/05	40.5% 07/08	33%	41%		2008 target achieved in 2007. Data for the 2007-08 academic year not available until September 2008

Key Objective (Service Plan Ref. Only)	Risk Control Measures	Target / Deadline	Progress*	Commentary
ULS11	Use of Outcomes Based Accountability 'Turning the Curve' exercise. Establishing local systems for collating data to provide more update to date picture to inform planning.			Training has been given to key 'champions and the model will form be implemented into commissioning framework 2008/09 as part of the Preventative Services Mini Trust

HIGH Priority Actions	Target (Resp. Officer)	Progress (Traffic lights)*	Commentary
Ensure staff participate in a programme of Equality and Diversity training	2007/08 (OD Universal & Learning Services & all DM's)		A programme of training has been running for the last 18 months and staff are identified for courses via the EDR process.
Participate in programme of Equality Impact assessments on all Strategy, Policy, and Service Areas	2007/08 (OD Universal & Learning Services & all DM's)		The programme of Equality Impact Assessments is in progress and currently on target.
Embed a system of stakeholder engagement, participation and consultation in all aspects of Service Delivery	2007/08 (OD Universal & Learning Services & all DM's)		Stakeholder engagement and participation is being developed across all service areas however further development is still required.

The traffic light symbols are used in the following manner:

	<u>Objective</u>	<u>Performance Indicators (Excl. LPSA)</u>	<u>LPSA Indicators Only</u>
<u>Green</u>	 <p>Indicates that the <u>objective has been achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the annual 07/08 target <u>has been achieved</u> or exceeded</p>	<p>Indicates that the <u>target is on course to be achieved.</u></p>
<u>Amber</u>	 <p>N/A</p>	<p>N/A</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 that the <u>objective has not been achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the annual 07/08 target <u>has not been achieved.</u></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: Community Services
PERIOD: Quarter 4 to year-end 31 March 2008.

1.0 INTRODUCTION

This quarterly monitoring report covers the Community Services Department fourth quarter period up to year end 31 March 2008. It describes key developments and progress against all objectives and performance indicators for the service.

Given that there are a considerable number of year-end transactions still to take place a Financial Statement for the period, which will be made available in due course, has not been included within this report in order to avoid providing information that would be subject to further change and amendment.

The way in which traffic lights symbols have been used to reflect progress to date is explained within Appendix 8

2.0 KEY DEVELOPMENTS

2.1 Inclusive Learning

There have been a number of key developments in the Inclusive Learning Division during the Quarter including;

- Revision Funding Formula for mainstream schools
- Reduction in Unit Places
- Re-structure
- Review of Autistic Spectrum Disorder (ASD) Provision
- Early Years Review
- Recruitment and Retention Action Plan in place for Educational Psychologists

2.2 Early Years

The first census of Private and Voluntary sector childcare providers and children accessing their free 3 & 4 year old entitlement was conducted in January and submitted to DCSF. Currently, it is assessed that 95% of 3 and 4 year olds are taking-up their free entitlement.

An analysis of the cost of delivering the 3 and 4 year old Free Entitlement has recently been completed, this will inform the new formula for funding Early Years provision from 2009.

The Halton Childcare Sufficiency Assessment, a new statutory duty in the Childcare Act 2006, was completed and published in March 2008. This document maps the local supply and demand of childcare to evidence sufficient provision.

In March a conference was attended by over 120 Private and Voluntary sector childcare providers, which informed the delegates of key developments in a number of areas, including Children's Centres, funding reform and the Early Years Foundation Stage (EYFS).

A new childminder training programme was developed that is intended to be more in-depth allowing childminders to claim credits towards nationally recognised qualifications. The new training programme is also designed to improved childminder quality outcomes and retention rates.

There is now Private and Voluntary representation on the School Forum and an Early Years sub-group of the Forum has been established to inform the funding reform.

An Enhanced Funding Panel has recently been established to provide support to the P&V sector to improve access for children with disabilities.

2.3 Access Exclusions

There currently appears to be a downward trend in secondary exclusions and primary exclusions are less than last year. However behaviour remains a significant issue for many schools. We are currently looking to pilot support for primary pupils at risk of exclusion and have developed alternatives to exclusion in KS4.

There is a growing emphasis on schools working together to address behaviour issues by coming together in partnerships and we continue to support these developments in Halton.

Attendance

Both primary and secondary attendance in Halton improved last year. Secondary attendance has improved for four years in succession now and is edging close to the national average. The early indications are that this trend will continue when the 07/08 figures are published.

Safeguarding in Education

There has been a major drive to ensure that all schools are fully compliant with Bichard and other subsequent DCSF guidance in respect of the recruitment and vetting of staff. This emphasis will continue.

2.4 Complex Needs

The Division led a successful bid to become Short Break Pathfinders as part of the Aiming High For Disabled Children programme. This has brought significant additional funding to the authority for the provision of short breaks for disabled children and their families

A review of the Children's Disability Mini Trust has provided an action plan to further move forward on developments

Young people 's representation on the Children's Disability Partnership has been established through a regular meeting between the deputy chair and the disabled members of the Youth Cabinet

3.0 EMERGING ISSUES

3.1 Inclusive Learning

Recent increase in Appeals to SENDIST (Special Educational Needs Disability Tribunal)

- Following diagnoses of Autistic Spectrum Disorder, more parents are requesting Autistic Specific provision for their children. Parents of pupils currently placed at our Special Schools are requesting 24hr. Autism Specific provision that could only be delivered through placement in Independent Out of Borough provision.
- Parents of pupils with ASD are reluctant to accept packages delivered through Enhanced Provision. Their Advocates are encouraging them to press for Statements of SEN and Out of Borough Provision

3.2 Extended Schools

Easter activities for extended schools were held in both Runcorn and Widnes. The Easter programme of activities at St Chad's Senior School attracted approximately 400 families. Over 250 children and families attended the programme held at Windmill Hill. Similar events held at Saints Peter and Paul school and Fairfield also attracted over 400 families.

3.3 Complex Needs

Aiming High for Disabled Children will introduce a 'core offer' for disabled children and their families. This will be a framework of standards that locally provided services should comply with. It builds on existing frameworks such as the NSF and Disability Discrimination Act, and covers the five components of information, transparency, assessment, participation and feedback.

Short Break Provision for disabled children and their families will become a statutory service from 2011 following amendment to the Children and Young People Bill 2008

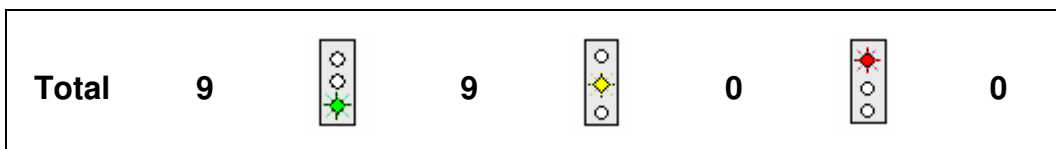
A new Disabled Children's Indicator will be included in the national indicator set for local government and the NHS Operating Framework from 2009-10.

3.4 Joint Area Review

The fieldwork stage of Halton's Joint Area Review started on Monday 31st March and will finish on Friday 11th April with initial feedback received at the end of the fieldwork. The initial draft report from the inspectors will be

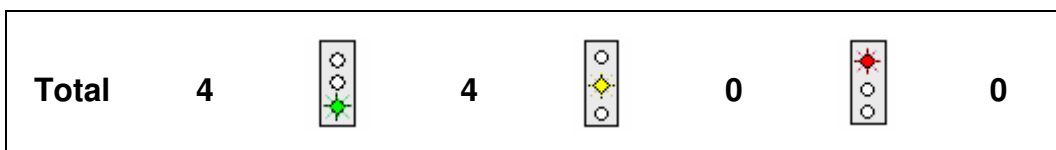
received on the 15th May followed by a further meeting with the Lead Inspector to enable comments and challenge from the authority. The final report will be published on the Ofsted website on the 22nd July. A JAR action plan will be developed to ensure areas for development are progressed and also to share examples of good practice that come up through the inspection.

4.0 PROGRESS AGAINST KEY OBJECTIVES / MILESTONES



Of the nine key objectives for the service, all have been achieved. Further details of progress against each Key Objective are available in Appendix 1.

4.1 PROGRESS AGAINST OTHER OBJECTIVES / MILESTONES

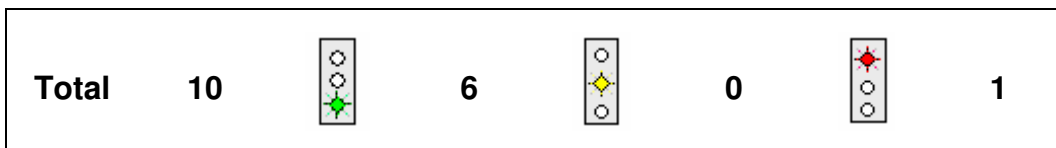


Of the four other objectives for the service all have been achieved. Further details of progress against each Key Objective are available in Appendix 2.

5.0 SERVICE REVIEW




Nothing to report in this Quarter.

6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS



Of the ten key indicators for the service, six have achieved target and one has not. One indicator has not been assigned a traffic light as 2007/08 was the baseline year and a target was not set (CS LPI 4). Two further indicators (CS LPI 1 & 2) have not been reported as data is not currently available. This due to the ongoing development of information sharing protocols between the Council and the PCT. Further details of progress against each Key Performance Indicator are available in Appendix 3.

6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS

Total	5		2		0		0
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Of the five other indicators for the service, two have achieved target. Three indicators have not been assigned a traffic light as data is not currently available. This due to the ongoing development of information sharing protocols between the Council and the PCT. Indicator CS LPI 6 (integration of excluded KS3 pupils), cannot currently be reported as information is not available. Further details of progress against each Key Objective are available in Appendix 4.

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.

Further details of progress against risk treatment measures for the service are available in Appendix 5.



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.




Further details of progress against risk treatment measures for the service are available in Appendix 6.



10.0 APPENDICES





<p>Appendix 1- Progress against Key Objectives/ Milestones Appendix 2- Progress against Other Objectives / Milestones Appendix 3- Progress against Key Performance Indicators Appendix 4- Progress against Other Performance Indicators Appendix 5- Progress against Risk Control measures (Q2 & 4) Appendix 6- Progress against high priority equality actions (Q2 & 4) Appendix 7- Explanation of traffic light symbols</p>

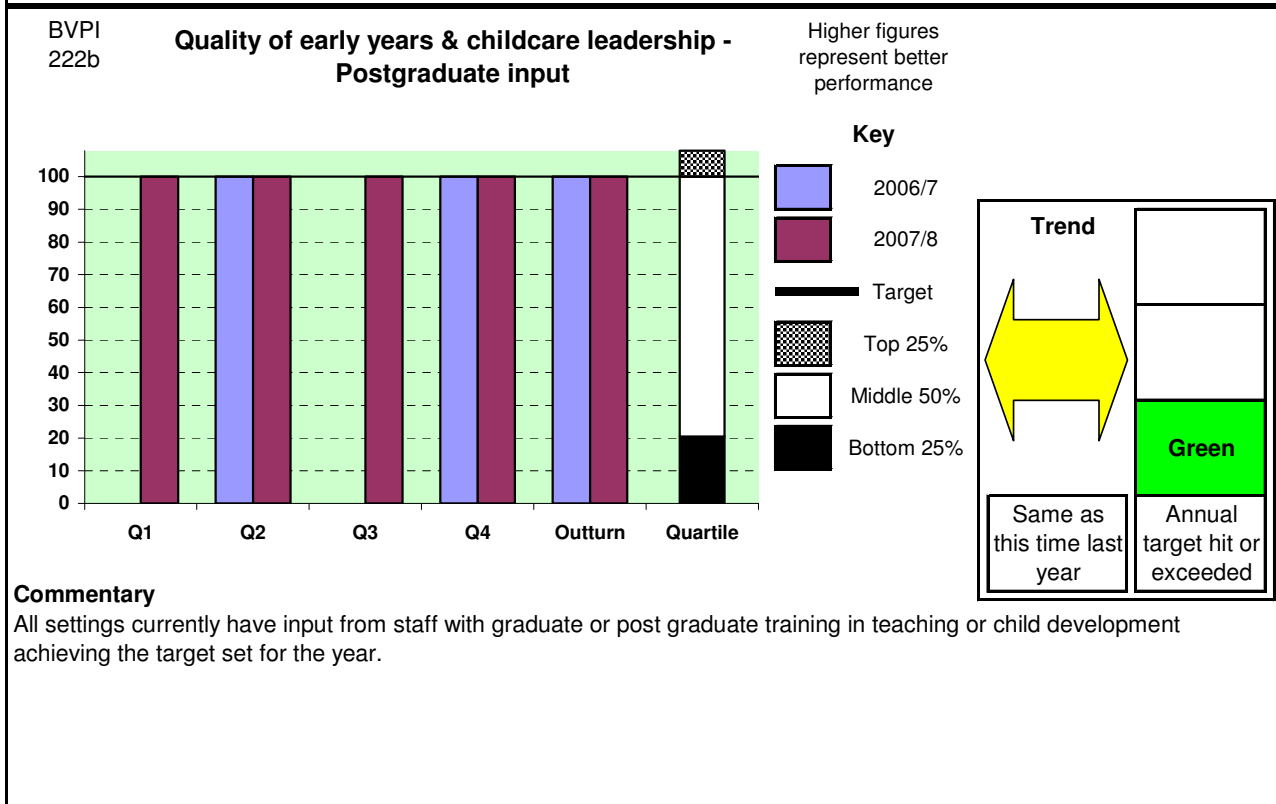
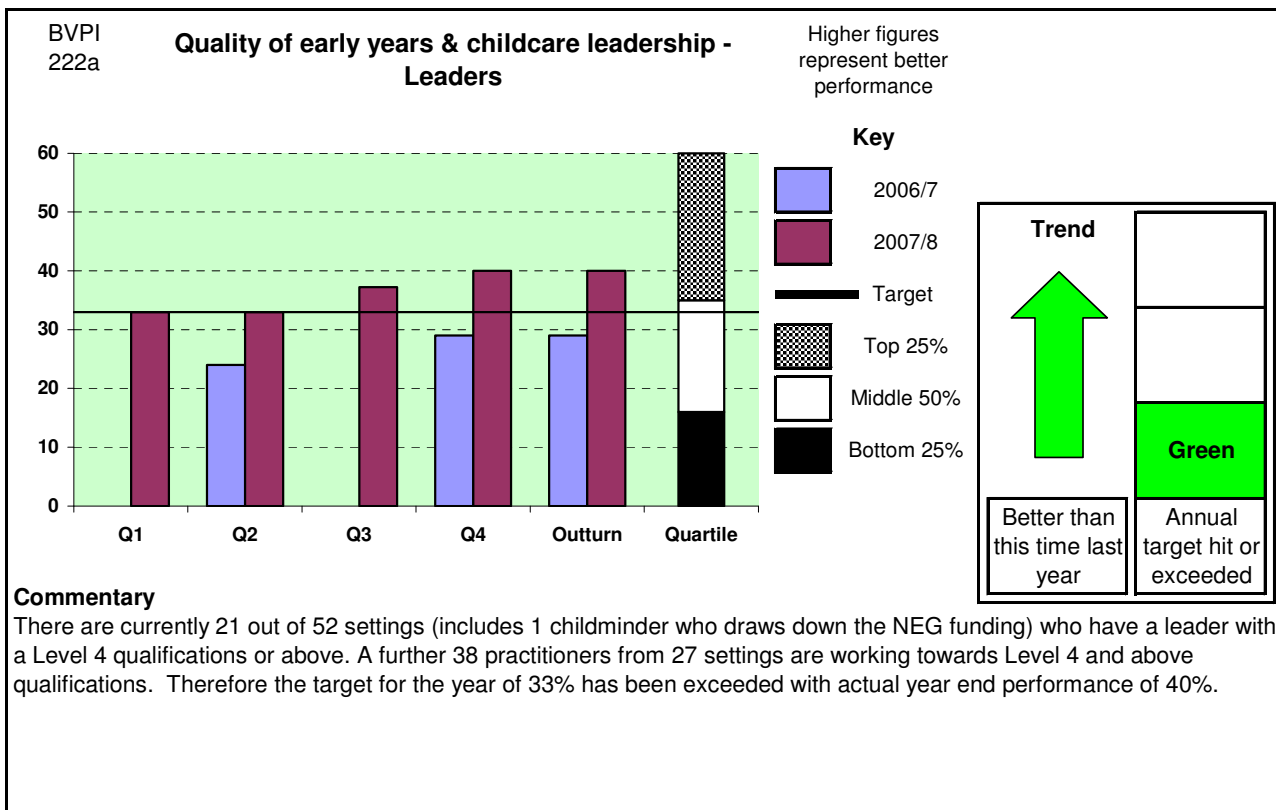
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS 1	To reduce the number of children/young people requiring a Statement of SEN and improve the opportunities for pupils to be educated in mainstream school	To establish a multi-agency provisions panel, allowing enhanced provision to be allocated earlier to support effective earlier identification and inclusive practice in advance of requests for statutory assessment by March 2008		<p>More schools are engaging with the process of support through Enhanced Provision. The Statutory Assessment Panel now receives fewer requests for Statutory Assessment but more requests for Enhanced Provision. This enables greater flexibility in the approach to improving the outcomes of the pupils with more complex needs within the Borough</p> <p>Currently 2.25% of pupils are statemented, with 104 pupils currently in receipt of Enhanced Provision</p>
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>Supporting schools to meet a greater range of needs from the totality of resources available to them via delegated resources without recourse to Statutory Assessment.</p> <p>Redistribution of saved resources through the Review of Formula Funding to mainstream schools. Agreed through Schools Forum</p> <p>Fewer pupils are attending segregated, specialist provision. This includes Out of Borough and Independent provision. Funding saved through this process has been re-cycled to schools to support earlier intervention</p>

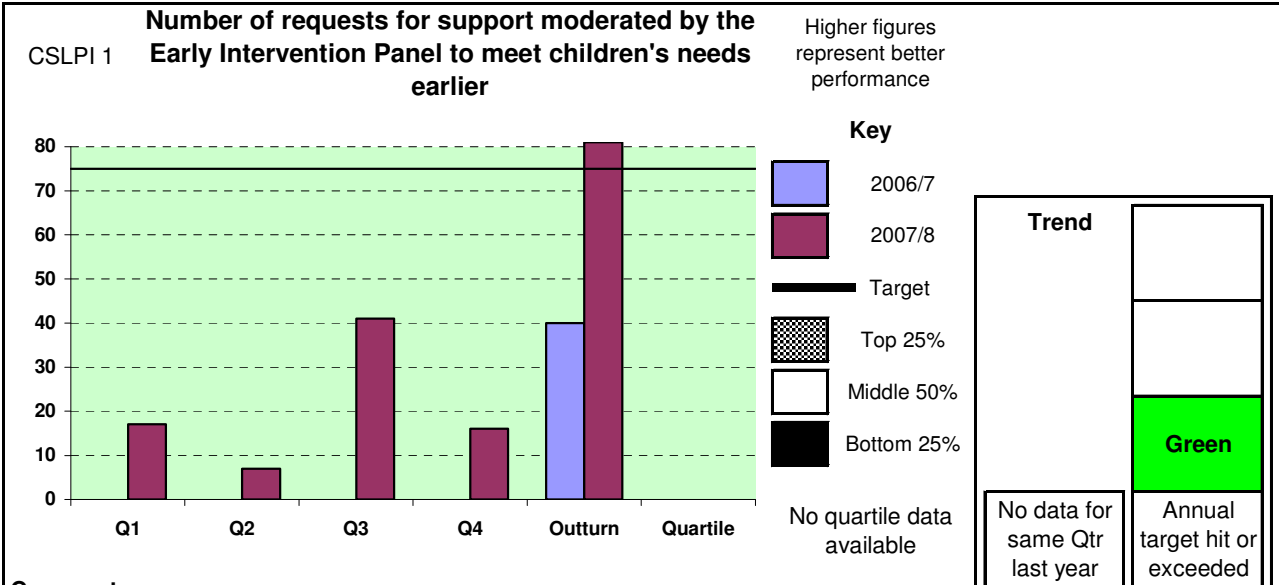
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS 3	To secure sufficient childcare and Early Education Places in line with Childcare Act	<p>Complete Childcare needs analysis by Sept 2007</p> <p>Provide QTS support to private and voluntary service to ensure at least 75% achieve good or better inspection rating by March 2008</p>		<p>Assessment completed and published. Demonstrates sufficient levels of childcare</p> <p>April 2007 – March 2008 61% achieved Good or better inspection rating</p> <p>97% achieved Satisfactory or better inspection rating.</p>
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>Senior Management Teams for all Children's Centres have been established</p> <p>The new portfolio framework for the assessment of the performance of Children's Centres has been received. A review of performance and progress will be held with Together 4 Children in April 2008. The review will include the figures for the "reach " of children and families accessing children centre services.</p> <p>All 3 phase 2 Children's Centres were designated by the target date of March 2008.</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>Consultation and needs analysis completed within the timescales</p> <p>Priorities identified through the extended school consultation will be incorporated into Locality based impact assessments.</p> <p>Locality plans covering extended services across both Children's Centres and extended schools will be completed during the next quarter.</p>
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.		Review of CWD mini trust complete Action plan in place to integrate processes within Complex Needs Division
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		Person Centred Plans for all young people with complex needs aged 14 and 17yrs in place 15-16yr olds in progress. Transition work ongoing through Strategic and Operational groups

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS9	To improve levels of school attendance, particularly in secondary schools	<p>Develop joint working with health sector to reduce non attendance due to chronic health issues by March 2008</p> <p>Develop multi-agency intervention plan each pupil identified in persistent absent cohort by September 2007</p>		<p>Joint Health and EWS attendance surgeries taking place in five primary schools followed up by joint visits families</p> <p>This is in place and we are now looking to extend a similar process into primary schools</p>
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>		<p>In place</p> <p>The KS4 Engagement service is developing appears to be having a positive impact in reducing permanent exclusion</p>

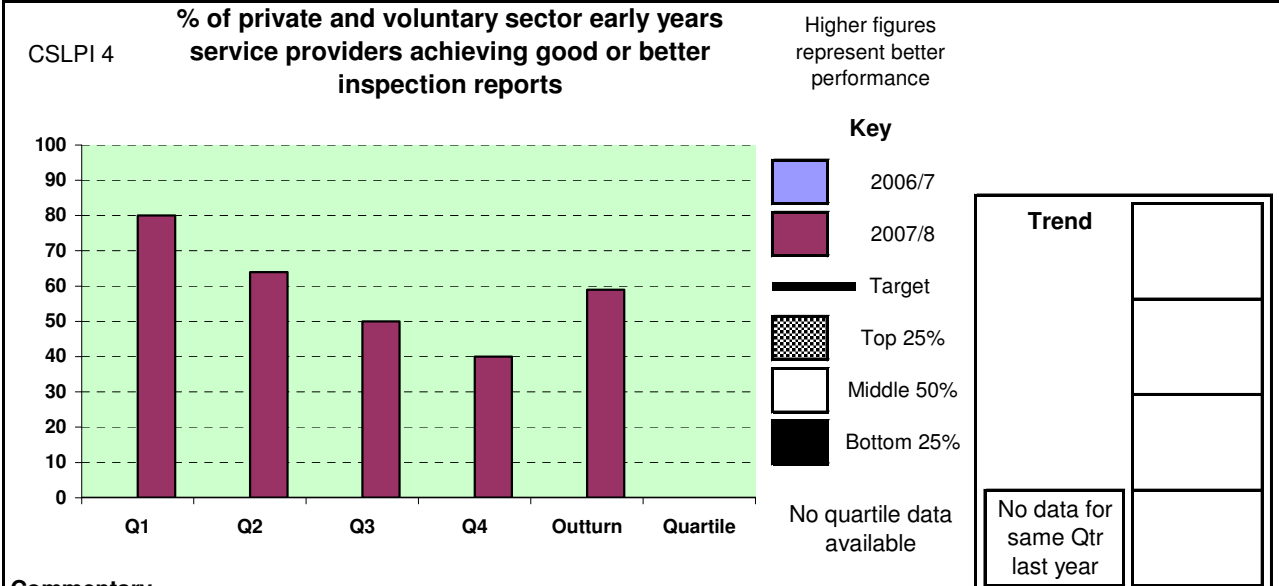
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS7	To ensure a safe environment for children where they are supported and protected from abuse and neglect	Agree target for all eligible families receiving a carer's assessment of their needs. Implement data collection processes by September 2007		Data collection processes in place and embedded
CS11	To ensure that every school has a named EWO who will visit the school on an agreed frequency of visits	95% agreed contacts made during year		In place and target achieved
CS12	Reduce incidences of exclusions through the development of a schools behaviour partnership	Establish a School Behaviour Partnership that provides access to appropriate preventative services by September 2007		School Behaviour Partnership in place since September 2007.
CS13	To ensure that Halton schools are fully compliant with current safeguarding guidance and that recruitment and selection of staff is Richard compliant.	Establishment of a rolling programme of monitoring all safeguarding linked policies e.g. Anti-Bullying, Positive Handling and Whistle Blowing by March 2008		The rolling programme has started. Governors have been asked to audit their schools and report back to the whole governing body. Internal audits now include safer recruitment as a matter of course.





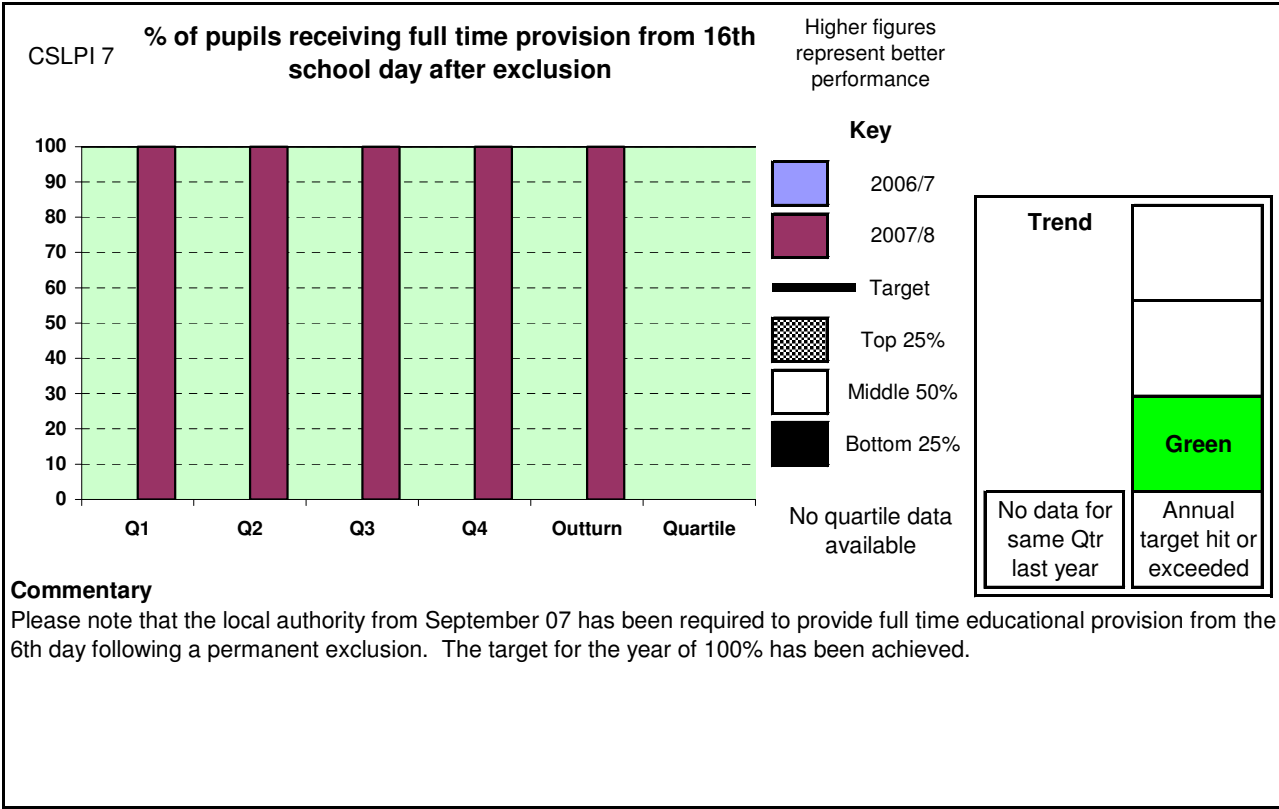
Commentary

2007-8 saw 81 requests from maintained schools and nurseries to the STAMP Panel. The introduction of enhanced provision and increased capacity in schools has enabled a more flexible approach in meeting pupils' needs, through a graduated approach and earlier intervention at School Action Plus Enhanced. Requests for enhanced provision moderated by the panel has enabled earlier intervention and has contributed to the reduction in statements. During 2007 only 12 new statements were issued. Halton maintains 712 statements (2.3% of the 0-19 population). In addition, there have been 18 requests from private and voluntary settings to the PVS Early Years Provision Panel for young children with LDD in order to meet their needs and enable access to their entitlement of early years education.

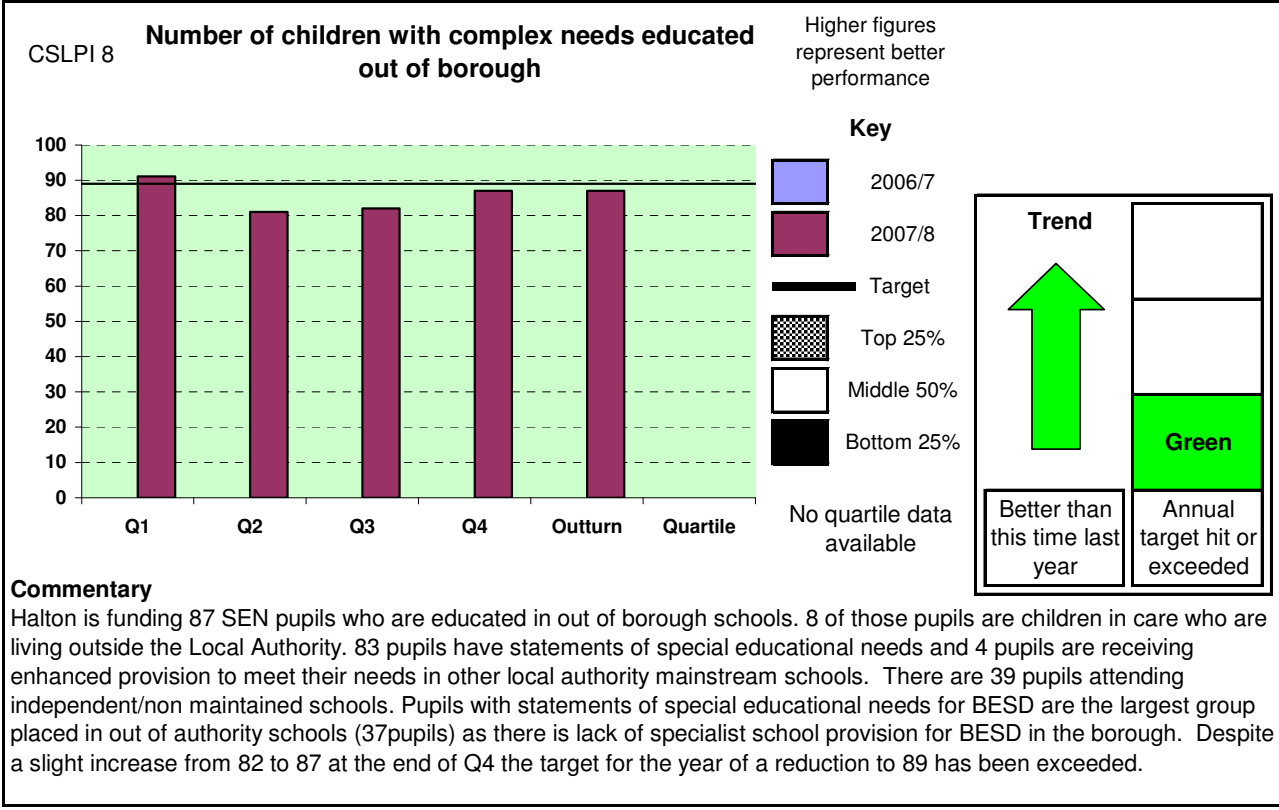


Commentary

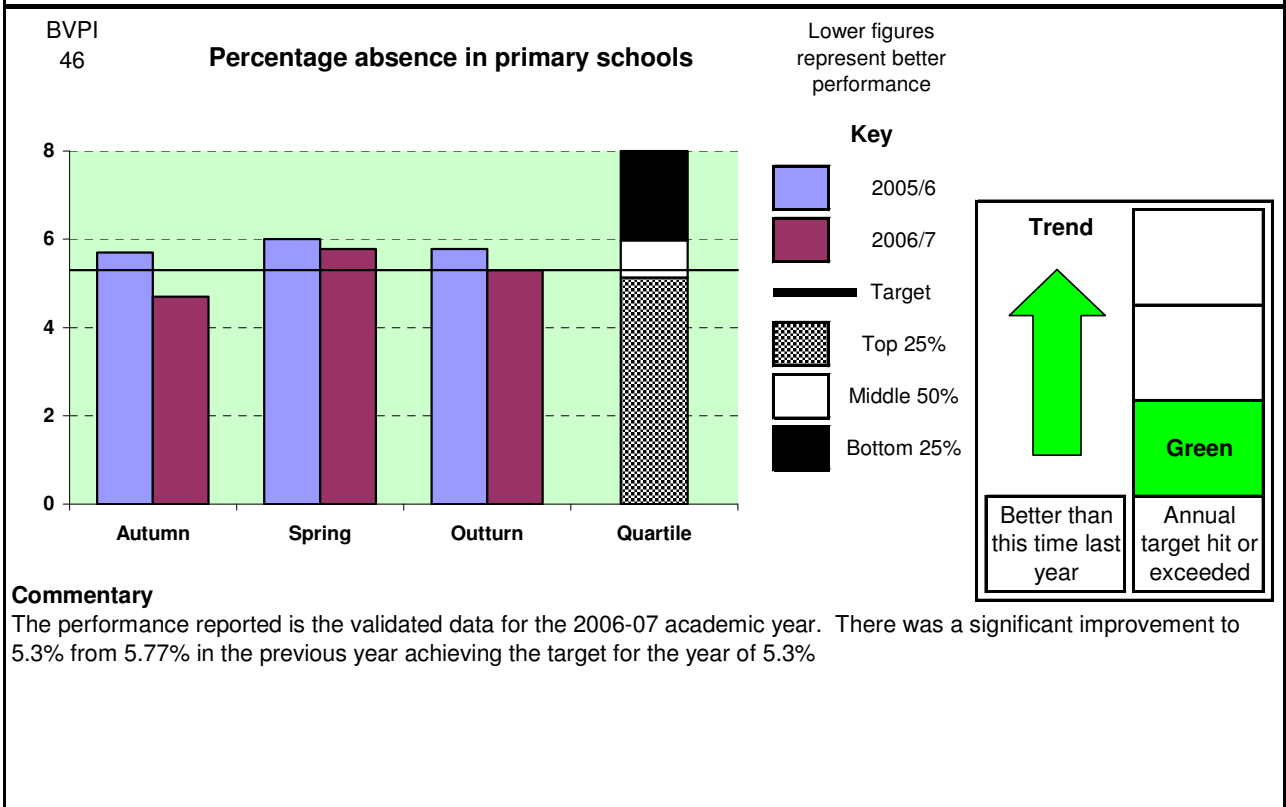
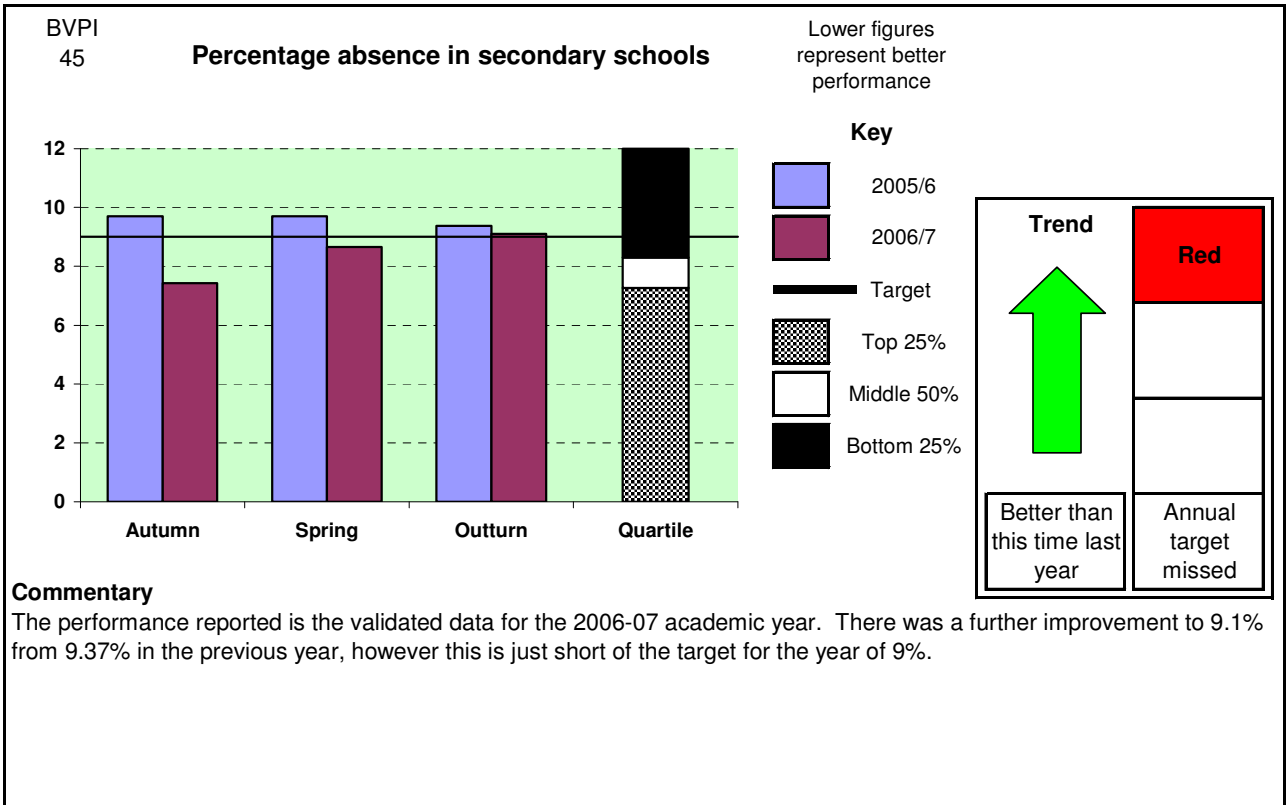
2007/08 was the baseline year for this PI. No traffic light assigned as a target was not set. In Q4 only 5 inspections took place with 40% achieving 'good' or 'better' inspection reports, although all 5 settings were rated as 'satisfactory' or better. Over the year 59% of settings that were inspected achieved a rating of 'good' or 'better' in their inspection report.







Commentary
 Please note that the local authority from September 07 has been required to provide full time educational provision from the 6th day following a permanent exclusion. The target for the year of 100% has been achieved.







Commentary
 Halton is funding 87 SEN pupils who are educated in out of borough schools. 8 of those pupils are children in care who are living outside the Local Authority. 83 pupils have statements of special educational needs and 4 pupils are receiving enhanced provision to meet their needs in other local authority mainstream schools. There are 39 pupils attending independent/non maintained schools. Pupils with statements of special educational needs for BESD are the largest group placed in out of authority schools (37pupils) as there is lack of specialist school provision for BESD in the borough. Despite a slight increase from 82 to 87 at the end of Q4 the target for the year of a reduction to 89 has been exceeded.





Ref	Indicator	Actual 06 / 07	Target 07 / 08	Quarter 4	Progress*	Commentary
Service Delivery Indicators.						
CS LPI 2	% of children with complex needs receiving family support rather than residential services	New for 07/08	Baseline TBC	N/A	Refer to comment	Data is not currently available for this indicator. Protocols are being developed to ensure that data can be collected for future reporting and to inform a baseline.
Fair Access Indicators.						
CS LPI 5	% of children with complex needs accessing inclusive play and leisure opportunities	New for 07/08	Baseline TBC	N/A	Refer to comment	Data is not currently available for this indicator. Protocols are being developed to ensure that data can be collected for future reporting and to inform a baseline.
SS LPI 6	% of pupils reintegrated to education following exclusion	New for 07/08	Baseline TBC	TBC	Refer to comment	This relates to KS3 pupils, as we generally don't aim to reintegrate KS4 pupils. No update is currently available.
Cost & Efficiency Indicators.						
BVPI 43a	Percentage of SEN statements prepared within 18 weeks – excluding 'exceptions'	98%	100%	100%		This has been achieved through good partnership working with professionals now included in the Children's Trust. In particular PCT
BVPI 43b	Percentage of SEN statements prepared within 18 weeks – including 'exceptions'	85%	100%	100%		This has been achieved through good partnership working with professionals now included in the Children's Trust. In particular PCT

Key Objective (Service Plan Ref. Only)	Risk Control Measures	Target / Deadline	Progress*	Commentary
CS5	Different models for local based service delivery are being examined and will form part of the overall organisational development and move towards Children's Trust arrangements.	March 2008		This work is on target with an governance structure for CYPAN's now agreed and a strategic needs analysis in progress.
CS6	Information sharing arrangements to be agreed identifying the cohort of children with complex needs. Pilot of integrated performance measures to begin in April '08.	March 2008		<p>Some initial difficulties with information sharing with the PCT now resolved through signing of Partnership Agreement.</p> <p>Complex Needs Health data is now collected at a single point and single processes being developed</p> <p>New national indicator will supersede proposed local indicators.</p> <p>Work ongoing nationally re identification of disabled children cohorts</p>

HIGH Priority Actions	Target (Resp. Officer)	Progress (Traffic lights)*	Commentary
Ensure staff participate in a programme of Equality and Diversity training	2007/08 (OD Specialist Services and all DM's)		A programme of training has been running for the last 18 months and staff are identified for courses via the EDR process.
Participate in programme of Equality Impact assessments on all Strategy, Policy, and Service Areas	2007/08 (OD Specialist Services and all DM's)		The programme of Equality Impact Assessments is in progress and currently on target.
Embed a system of stakeholder engagement, participation and consultation in all aspects of Service Delivery	2007/08 (OD Specialist Services and all DM's)		Stakeholder engagement and participation is being developed across all service areas however further development is still required. Partners in Policy Making holding Halton Information day in October 2007
Implement SEN Review to ensure needs of pupils with SEN are identified early and pupils have access to mainstream education wherever possible	2007/08 (DM Inclusive Learning)		SEN review has been implemented and there has been a significant reduction in the number of children with statements.

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 has been achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the annual 07/08 target <u>has been achieved or exceeded</u>.</p>
<u>Red</u>	 <p>Indicates that the <u>objective has not been achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the annual 07/08 target <u>has not been achieved</u>.</p>