



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

**Monday, 1 September 2014 at 6.30 p.m.
Civic Suite, Town Hall, Runcorn**



Chief Executive

BOARD MEMBERSHIP

Councillor Mark Dennett (Chairman)	Labour
Councillor Geoffrey Logan (Vice- Chairman)	Labour
Councillor Lauren Cassidy	Labour
Councillor Pauline Hignett	Labour
Councillor Margaret Horabin	Labour
Councillor Kath Loftus	Labour
Councillor Angela McInerney	Labour
Councillor Carol Plumpton Walsh	Labour
Councillor June Roberts	Labour
Councillor John Stockton	Labour
Councillor Bill Woolfall	Labour
Miss Elizabeth Lawler	Co-optee

Please contact Gill Ferguson on 0151 511 8059 or e-mail gill.ferguson@halton.gov.uk for further information.

The next meeting of the Board is on Monday, 20 October 2014

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

Part I

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1. MINUTES	
2. DECLARATION OF INTEREST (INCLUDING PARTY WHIP DECLARATIONS)	
Members are reminded of their responsibility to declare any Disclosable Pecuniary Interest or Other Disclosable Interest which they have in any item of business on the agenda, no later than when that item is reached or as soon as the interest becomes apparent and, with Disclosable Pecuniary interests, to leave the meeting during any discussion or voting on the item.	
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In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.

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

DATE: 1st September 2014

REPORTING OFFICER: Strategic Director, Policy and Resources

SUBJECT: Public Question Time

WARD(s): Borough-wide

1.0 PURPOSE OF REPORT

- 1.1 To consider any questions submitted by the Public in accordance with Standing Order 34(9).
- 1.2 Details of any questions received will be circulated at the meeting.

2.0 RECOMMENDED: That any questions received be dealt with.

3.0 SUPPORTING INFORMATION

- 3.1 Standing Order 34(9) states that Public Questions shall be dealt with as follows:-
- (i) A total of 30 minutes will be allocated for dealing with questions from members of the public who are residents of the Borough, to ask questions at meetings of the Policy and Performance Boards.
 - (ii) Members of the public can ask questions on any matter relating to the agenda.
 - (iii) Members of the public can ask questions. Written notice of questions must be given by 4.00 pm on the working day prior to the date of the meeting to the Committee Services Manager. At any one meeting no person/organisation may submit more than one question.
 - (iv) One supplementary question (relating to the original question) may be asked by the questioner, which may or may not be answered at the meeting.
 - (v) The Chair or proper officer may reject a question if it:-
 - Is not about a matter for which the local authority has a responsibility or which affects the Borough;
 - Is defamatory, frivolous, offensive, abusive or racist;
 - Is substantially the same as a question which has been put at a meeting of the Council in the past six months; or

- Requires the disclosure of confidential or exempt information.
- (vi) In the interests of natural justice, public questions cannot relate to a planning or licensing application or to any matter which is not dealt with in the public part of a meeting.
- (vii) The Chairperson will ask for people to indicate that they wish to ask a question.
- (viii) **PLEASE NOTE** that the maximum amount of time each questioner will be allowed is 3 minutes.
- (ix) If you do not receive a response at the meeting, a Council Officer will ask for your name and address and make sure that you receive a written response.

Please bear in mind that public question time lasts for a maximum of 30 minutes. To help in making the most of this opportunity to speak:-

- Please keep your questions as concise as possible.
- Please do not repeat or make statements on earlier questions as this reduces the time available for other issues to be raised.
- Please note public question time is not intended for debate – issues raised will be responded to either at the meeting or in writing at a later date.

4.0 POLICY IMPLICATIONS

None.

5.0 OTHER IMPLICATIONS

None.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 **Children and Young People in Halton** - none.

6.2 **Employment, Learning and Skills in Halton** - none.

6.3 **A Healthy Halton** – none.

6.4 **A Safer Halton** – none.

6.5 **Halton's Urban Renewal** – none.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

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

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

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

DATE: 1st September 2014

REPORTING OFFICER: Chief Executive

SUBJECT: Executive Board Minutes

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 The Minutes relating to the Children and Young People Portfolio which have been considered by the Executive Board are attached at Appendix 1 for information.
- 1.2 The Minutes are submitted to inform the Policy and Performance Board of decisions taken in their area.

2.0 RECOMMENDATION: That the Minutes be noted.

3.0 POLICY IMPLICATIONS

- 3.1 None.

4.0 OTHER IMPLICATIONS

- 4.1 None.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children and Young People in Halton

None

5.2 Employment, Learning and Skills in Halton

None

5.3 A Healthy Halton

None

5.4 A Safer Halton

None

5.5 Halton's Urban Renewal

None

6.0 RISK ANALYSIS

6.1 None.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

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

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

EXECUTIVE BOARD MINUTES – 12TH JUNE 2014

**CHILDREN YOUNG PEOPLE AND FAMILIES
PORTFOLIO**

**EXB3 CHILDREN SOCIAL WORK REFORM RESTRUCTURE
AND FUNDING PROPOSALS - KEY DECISION**

The Board considered a report of the Strategic Director, Children and Enterprise, on the reform, restructure and funding proposals for the Children's Social Work Service.

The Board was advised that the Munro Reports made a number of recommendations on how to re-structure social work delivery. Halton had made some changes in response to the Reports within existing structures. However, it was noted that further substantial change was required.

In addition, the Ofsted inspection framework had been revised in the light of the Munro recommendations with the published inspections from other Councils starkly highlighting the changing expectations of what was regarded as good and outstanding.

It was further reported that with the new Ofsted framework, there were clear expectations about the levels of caseloads for staff and for adoption and safeguarding. Members noted that, in order for Halton to continue to be judged as good, it needed to address the following areas:

- Caseloads;
- Changes in Policy and the Legal Framework; and
- Workforce, including capacity, training and development and recruitment and retention.

Appendix 1 set out the details of the proposed social work reform restructure, which had been shared with staff in a formal consultation. The report provided details on service structure, staff roles, advanced Social Worker role, proposed

costings and proposed funding for Members' consideration.

Reason(s) For Decision

The rationale and the evidence for the proposals had been fully outlined in the report.

Alternative Options Considered and Rejected

There could be no change to the current service design and structure. The service could continue as it was; however, it would be challenging for the Council to meet the changed statutory framework and inspection requirements to the level now required and for the reasons outlined, this had been rejected.

Implementation Date

1 September 2014.

RESOLVED: That the proposed service re-design and the proposed funding arrangements, including agreement to access £287,252 from the Council's contingency fund, be endorsed.

Strategic Director
- Children and
Enterprise

EXB4 CHILDREN AND YOUNG PEOPLE'S PLAN 2014-17

The Board considered a report of the Strategic Director, Children and Enterprise, which provided an overview of the Halton Children and Young People's Plan 2014-17 (CYPP).

The Board was advised that the CYPP was an agreed joint strategy of the partners within Halton Children's Trust. It detailed how they would co-operate to improve children's wellbeing, and provided the strategic direction for the Children's Trust Board to commission services to address locally identified needs and better integrate provision.

It was noted that the current CYPP had been in place since 2011. Preparations for the new CYPP started in November 2013 with the establishment of a working group to develop the plan based around the agreed new priorities

for Halton's Children's Trust, as set out in the report.

RESOLVED: That Council be recommended to

- 1) note the content of the report;
- 2) endorse the Children and Young People's Plan 2014-17; and
- 3) support the roll out of the new CYPP and work in order to meet its priorities over the next three years.

Strategic Director
- Children and
Enterprise

EXECUTIVE BOARD MINUTES – 26TH JUNE 2014

CHILDREN YOUNG PEOPLE AND FAMILIES PORTFOLIO

EXB15 SCHOOL GOVERNANCE STRATEGY - KEY DECISION

The Board considered a report of the Strategic Director, Children and Enterprise, which sought approval for the School Governance Strategy.

The Board was advised that in January 2014, Ofsted published the document "The Framework for School Inspection", which set out how an Ofsted inspection of a school would provide an independent external evaluation of its effectiveness and a diagnosis of what it should do to improve. The Board noted that Governors in Halton had a vital role in ensuring that every child in Halton received the best possible education.

The School Governance Strategy (the Strategy) set out the support available for Halton's Governors through its Clerking Service and its Training and Development Service, to ensure that they were equipped to undertake their role as strategic leaders. It was reported that the Strategy was aligned to the Council's Learning and Achievement Strategy 2014, which confirmed the Council's commitment to excellence in Education. It also set out how the Local Authority would support and enable strong school leadership and management and early intervention when necessary.

Reason(s) For Decision

The Local Authority retained statutory responsibilities with regard to school governance and the Strategy detailed those responsibilities and set out how the Local Authority supported, advised and offered training to Governors to ensure that they were equipped to undertake their role as strategic leaders and meet the rigor of an Ofsted inspection.

Alternative Options Considered and Rejected

None.

Implementation Date

From the date of approval by Executive Board and subsequently circulated to all Chairs of Governors and Head Teachers.

RESOLVED: That the Board

- 1) Endorse and approves the School Governance Strategy; and
- 2) Notes the change to the way in which Local Authority Governors are appointed to re-constituted Governing Bodies.

Strategic Director
- Children and
Enterprise

EXECUTIVE BOARD MINUTES – 7TH JULY 2014

**CHILDREN YOUNG PEOPLE AND FAMILIES
PORTFOLIO**

EXB22 INDEPENDENT LIVING

The Board considered a report of the Strategic Director, Children and Enterprise, which sought permission to re-model an area of Inglefield to provide independent living skills for children with Autistic Spectrum Conditions (ASC).

The Board was reminded that Ashley School had been re-designated as an 11-19 school for middle or high

ability pupils with Social Communication Needs and Autism in September 2013. New post-16 provision would be available for students and staff from September 2014. It was reported that a key element of the curriculum for Post-16 students was to develop Independent Living Skills, to encourage students to gain functional and self-care skills. Teaching independent living skills such as budgeting, laundry, cooking, cleaning and independent travel, gave students the opportunity to learn in a real-life environment within the community in which they lived.

The report and appendices provided details of the initial estimates of adapting and equipping the area of residential accommodation at Inglefield to provide two bedrooms each for students and staff, a lounge, dining area and bathroom facilities.

RESOLVED: That

- 1) the capital project at Inglefield be approved; and
- 2) the estimated capital costs of £50,000 be met from the basic need capital allocation.

Strategic Director
- Children and
Enterprise

EXB23 SUSTAINABLE SCHOOL TRAVEL POLICY 2014 - KEY DECISION

The Board considered a report of the Strategic Director, Children and Enterprise, on the determination of a Sustainable School Travel Policy.

The Board was advised that the local authority had a requirement to fulfil its statutory duty under the Education and Inspections Act 2006 to review and determine a Sustainable School Travel Policy (the Policy).

It was noted that there were four main elements to the duty, as set out in the report. The Policy for 2014 drew together these elements and supported the priorities of the Children and Young People's Plan, as well as promoting healthy lifestyles. It was noted that the Policy had been reviewed to reflect the content of the document "New Home to School Travel and Transport Guidance" issued by the Department for Education in March 2014. It was further noted that the proposed Policy was made available for consultation during May and June 2014, with no comments

being received.

Members discussed the proposed eligibility criteria for assistance with transport and the revised appeals process, contained within the Policy, which was due for implementation from September 2014. It was noted that the Policy was based upon the Local Authority's statutory duties and Department for Education guidance. Whilst recognising that assistance with transport for pupils attending denominational schools was discretionary, with no statutory requirement to provide, Members wished to retain this discretionary element, but requested this discretionary element be reviewed annually.

Reason(s) For Decision

The decision was required to fulfil the Council's statutory duty to promote the use of sustainable travel and transport.

Alternative Options Considered and Rejected

None.

Implementation Date

Academic year – September 2014 and reviewed annually.

RESOLVED: That the Sustainable School Travel Policy be approved with an additional discretionary criterion of assistance for denominational transport where the criteria is met.

Strategic Director
- Children and
Enterprise

REPORT TO: Children, Young People and Families Policy & Performance Board
DATE: 1 September 2014
REPORTING OFFICER: Strategic Director, Children and Enterprise
PORTFOLIO: Children, Young People and Families
SUBJECT: Proposed cuts to Education Services Grant
WARD(S) Borough-wide

1.0 **PURPOSE OF THE REPORT**

1.1 The ESG is revenue funding provided by government to fund the statutory functions of education provision.

1.2 The June 2013 Spending round announced the DfE will be required to make £200m savings in 2015/16. In order to protect frontline spending for schools they consulted on the impact of a 25% reduction in ESG to LA's in 2015/16.

2.0 **RECOMMENDATION: That the report be noted.**

3.0 **SUPPORTING INFORMATION**

3.1 **Consultation – Savings to the Education Services Grant for 2015/16**

3.2 The ESG is revenue funding provided by government to the Local Authority (LA) to fund the statutory functions of education provision e.g. managing and distributing the schools formula, school improvement, asset management etc. It is paid to LA's and Academies on a per pupil basis. In 2014-15 the rate paid to LA's is £113 per pupil (£140 for academies) for primary and secondary pupils, £437 for Alternative Provision and £495 for Special Schools.

3.3 The differential rates between LA's and Academies is to be phased out over time with both receiving the same per pupil amount in the longer term. From 2015/16 academies will continue to receive funding protection which will gradually be reduced. In addition the LA received £15 per pupil based on total pupils in the Borough (including academies) to recognise some statutory functions remain with the LA. The overall 2014/15 ESG allocation for the Council was £2.02m.

- 3.4 The June 2013 Spending Round announced the DfE will be required to make £200m savings in 2015/16. Whilst recognising this will be challenging, they are keen to protect frontline spending for schools; hence they examined a potential 25% cut in ESG to LA in 2015/16.
- 3.5 The Consultation Document outlined there are different levels of spend in LA's on statutory functions and has undertaken in-depth studies at 18 LA's and 13 academies to establish how the ESG spend is prioritised to assist LA's in managing a reduction in the Grant. They sought views on the impact this reductions will make.
- 3.6 Comparative Spend Details document provided details of median spend nationally for each LA function to enable comparison of spend together with case studies of how low spend LA's operate or have reduced spend in some areas. This is provided to assist LA's in managing the reduced funding.
- 3.7 The Case Studies seem to have some generic themes which are working in collaboration, charging schools for services above bare statutory minimum or ceasing some services altogether.
- 3.8 The consultation provided case studies for LA's to consider options for reduction of spend which are mainly around reducing intervention and support to schools, charging school for non-statutory functions and collaboration with other LA's.
- 3.9 **Government Response to the Consultation – Funding Implications**
- 3.10 Recently the government announced the outcome of the consultation confirming they will reduce ESG by £200m in 2015-16. This will mean the general funding rate will fall from £113 per pupil to £87 per pupil, a cut of 23%. The £15 for retained duties which goes to councils for all pupils irrespective of what type of school is unchanged.
- 3.11 As a result of the above it would equate to a reduction of around £0.5m in ESG in 2015/16 for the Council. In addition any further conversions of schools to academies would increase this reduction. Every loss in 1,000 pupils (an average secondary school) equates to a loss of funding of around £113k.
- 3.12 This represents a significant loss of funding to the LA and, whilst schools are not directly affected, there would be an impact on the level of support the LA could provide to schools. The LA is currently reviewing the effect any reduction would have on the ability to undertake its statutory role effectively.

4.0 **POLICY IMPLICATIONS**

4.1 None

5.0 **OTHER FINANCIAL IMPLICATIONS**

5.1 None

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

6.1 **Children & Young People in Halton**

Not applicable

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

Not applicable

6.3 **A Healthy Halton**

Not applicable

6.4 **A Safer Halton**

Not applicable

6.5 **Halton's Urban Renewal**

Not applicable

7.0 **RISK ANALYSIS**

The risk is services to schools will be affected by the reduction in grant. However, work will be undertaken to either find ways of reducing costs or find budget savings elsewhere within the C&E Directorate to offset the cut in grant.

8.0 **EQUALITY AND DIVERSITY ISSUES**

None

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

Document	Place of Inspection	Contact Officer

DfE 'Savings to the Education Services Grant 2015-16 Consultation'	Kingsway House	Naheem Shafiq
DfE 'The Education Services Grant – Statement of final arrangements for 2015 to 2016'	Kingsway House	Naheem Shafiq

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

DATE: 1 September 2014

REPORTING OFFICER: Strategic Director, Children and Enterprise

PORTFOLIO: Children, Young People and Families

SUBJECT: Education Reforms Update

WARDS: Borough-wide

1.0 PURPOSE OF THE REPORT

To provide Performance and Policy Board members with a summary of recent and forthcoming changes in education.

2.0 RECOMMENDATION: That Members note the contents of this report.

3.0 Early Years Curriculum

3.1 A new, slimmed down early year's curriculum for 0-5 year olds, more focused on making sure children start school ready and able to learn, was introduced in September 2012. The number of early learning goals was reduced from 69 to 17. The learning goals are more closely aligned with Key Stage 1 to smooth the transition from reception class to Year 1.

3.2 The EYFS framework focuses on three prime areas of learning critical to making sure children develop healthily and happily. These areas form the foundations on which children can then master the basic literacy skills they need for school. These areas are: personal, social and emotional development, physical development and communication and language.

3.3 Assessment

The revised EYFS assessment arrangements identify if children have reached expectation. There are 17 Early Learning Goals (ELG's) and, at the end of reception, a judgement is made through continuous observations, against whether:

- The child has achieved the ELG - identified as **expected**
- The child has not reached the ELG - identified as **emerging**
- The child has exceeded the ELG - identified as **exceeding**

3.4 Prior to this final assessment, children's progress is continually monitored and assessed against ages and stages. This enables next steps to be planned for and early intervention targeted.

3.5 Two national indicators in respect of the profile are now being used:

3.5.1 A "**Good Level of Development**" (GLD). This is based on the percentage

of children reaching expected level or above, in the 3 Prime areas of learning (Communication & Language; Personal, Social & Emotional Development and Physical Development) as well as reaching expected or above in Literacy and Mathematics.

3.5.2 **Average total point score.** If a child is emerging in an ELG, they receive 1 point; if they are reaching expected level they receive 2 points and if they are exceeding the ELG, they receive 3 points. There are 17 ELG's in total.

4.0 **2014 Primary National Curriculum**

4.1 The ambition is to align England with those countries that have the highest-performing school systems. The intention is that by raising standards in basics such as reading, grammar, fractions and basic scientific concepts, children will be equipped to do more advanced work once they start secondary school.

4.2 There is no statutory document to say 'how' to teach the new national curriculum; rather the curriculum sets out the 'what' with a high level of content understanding. As a result it allows greater freedom; how it is implemented will be down to individual schools. The Programmes of Study are generally shorter, setting out the core content, especially in foundation subjects. They are for key stage 1 and 2 maths and English; this is because they are considered to be especially important.

4.3 The National Curriculum defines the minimum that schools must teach – there is an expectation that each school will establish its own 'school curriculum' which includes the statutory requirements and more. This means that schools can still cover topics that are of particular interest to the children even though they are no longer in the national curriculum.

4.4 The government has maintained the requirement for the teaching of art and design, design and technology, geography, history, ICT, music, and physical education across all the primary years. In addition Foreign Languages becomes a **statutory subject at Key Stage 2 from September 2014.**

4.5 **Time Line for Reform of the Primary National Curriculum and Assessment**

September 2014 - Implementation of the new National Curriculum, except Y2 and Y6 for English, Maths and Science. (The exception is because pupils in these years will be tested against the previous curriculum.)

- May 2015 - Final KS1 and KS2 tests based on the previous curriculum.
- September 2015 - Schools have a choice – continue to use EYFS Profile or implement the new baseline assessments for reception pupils.
- September 2015 - 2014 National Curriculum to be used in **all years** for all subjects.
- May 2016 - KS2 tests based on the new curriculum introduced.
- September 2016 - EYFS Profile becomes non-statutory and all schools implement new baseline assessment in YR.

5.0 Assessment and Accountability Framework

5.1 National curriculum levels will be removed and not replaced. From September 2014, the new national curriculum will make no mention of levels. Teachers will continue to track pupils' progress and provide regular information to parents. How they do so will be for schools to decide, suited to the curriculum they teach. The Department for Education has not and will not prescribe a single system for ongoing assessment and reporting.

5.2 Floor Standards

A new requirement is that 85% of pupils should meet the secondary readiness standard in all the floor standard measures (including writing teacher assessment). Therefore, 85% of pupils will have to achieve at least the expected standard (roughly equivalent to a current Level 4b) across reading, writing and maths. The bar has been raised significantly from the current floor target of 65% of pupils reaching Level 4c.

5.3 Progress Value added measures

The precise score required on the progress measure will be set nearer to the introduction of the new measures in 2016. However, the value-added score required to be above the floor standard is expected to be between 98.5 and 99 (a value-added score of 100 represents average progress).

5.4 Key Stage 1 (KS1)

Changes at KS1 are relatively minor. Children in Year 1 will continue to take the phonics screening check. Assessment at the end of KS1 will continue to be largely teacher-assessed, with judgments informed by children's performance in externally set and internally marked reading and maths tests. There will, however, be a new grammar, punctuation and spelling test introduced from summer 2016, and all tests will be updated to reflect the content of the new curriculum.

6.0 Summary of reforms in key stages 1 and 2:

- Introduce more challenging tests at key stage 1 and 2 that will report a precise score rather than a level;
- Make detailed performance descriptors available to inform teacher assessment at the end of key stage 1 and key stage 2. These will be directly linked to the content of the new curriculum;
- Improve the moderation regime for KS1 and 2 ensuring that teacher assessments are more consistent

7.0 Secondary Curriculum

7.1 General Certificate of Secondary Education (GCSE) Reforms

Pupils sitting GCSE exams in summer 2017 will be awarded a numerical grade, with one at the bottom and nine at the top, replacing the current A* to

G grades. Where performance is below the minimum required to pass a GCSE, students will get a U.

7.2 Assessment by coursework will be scrapped in most subjects, although science experiments and geography fieldwork have been mentioned as exceptions, and courses will no longer be broken down into modules. This means that in most cases GCSE grades will be decided by a single final examination at the end of two years of study.

7.3 Content of the new style GCSEs extract from OCR

Mathematics - a much larger, more 'challenging' GCSE in maths with more emphasis on solving problems which require multi-step solutions. There will be new topics such as ratio and proportions. Students will be expected to learn key mathematical formulae by heart.

English Language - students of the new GCSE in English language will be expected to read 'a wide range of texts' (there will be no set texts). There will be greater emphasis on accurate use of spelling, punctuation and grammar.

English literature, which is no longer compulsory, focuses on four areas of 'classic literature'. Unseen texts will be a new requirement.

7.4 Implementation

The reforms will mostly be introduced into classrooms in 2015, with pupils to sit the first new-style GCSE exams in 2017. English language, English literature and mathematics will be the first three subjects to be marked and graded under the new system. The bulk of the remaining GCSE subjects – such as sciences, history and modern languages - will change to the new grades from 2018. This means that pupils taking their GCSEs in 2017 face a hybrid set of results combining the old and new systems.

8.0 Accountability System for the secondary phase

8.1 Progress 8 and Attainment 8

At pupil level progress will be measured from the end of Key Stage 2 to the end of Key Stage 4. At school level, individual pupil data will be scaled up. Progress and attainment will be measured in the pupil's best grades in eight subjects (Progress 8 and Attainment 8) which are defined below.

8.2 Progress 8 subjects include the following:

- | | |
|----------|---|
| Basket 1 | English and mathematics (English will be double weighted if the pupil has taken English Literature) |
| Basket 2 | Any three EBacc subjects (these are likely to be science subjects) |

Basket 3 Any three further subjects drawn from the list of approved GCSE subjects and vocational qualifications. English Literature is included in this set.

8.3 Disadvantaged Pupils

Schools will be held to account for the progress and attainment of pupils in receipt of the Pupil Premium. This will focus on:

- (i) Attainment;
- (ii) Progress;
- (iii) The in-school gap in attainment between disadvantaged pupils and others
- (iv) The performance data published will include three year rolling averages for Pupil Premium cohorts.

8.4 Floor Standards

There will be one floor standard and this will be based on the Progress 8 measure. Progress is currently measured the '1000' methodology. This will change and progress will be reported in terms of grades. Schools will fall below the floor standard if pupils on average, make an average of half a grade less progress across the 'Progress 8' subjects.

9.0 Implementation

The reforms will be implemented in the 2015/16 academic year. This will mean the tables in 2016 will be based on the 'legacy' GCSEs. Tables in 2017 will be based on a combination of the revised English and English Literature and mathematics GCSEs and legacy GCSEs in other subjects.

10.0 Special Educational Needs and Disability (SEND) reforms will be reported in detail in November.

11.0 POLICY IMPLICATIONS

11.1 The introduction of more challenging tests and the raising of the floor standards will have an impact on the performance of our schools. Schools not meeting the raised floor standards, if inspected, might be placed in an adverse Ofsted category with the expectation that they should become sponsored academies.

12.0 FINANCIAL IMPLICATIONS

N/A

13.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

13.1 Children and Young People

Halton has high expectations and is ambitious for its children and young people. The proposed changes will be a challenge to schools. The council will continue to work with its schools through the Learning and Achievement Strategy to tackle the changes. School to school support and professional development opportunities will be provided in order to secure continuous improvement across all phases.

13.2 Employment, Learning and Skills in Halton

N/A

13.3 A Healthy Halton

N/A

13.4 Halton's Urban Renewal

N/A

14.0 EQUALITY AND DIVERSITY ISSUES

14.1 The attainment and progress of vulnerable groups will kept under scrutiny and particular the use of the Pupil Premium to improve outcomes for disadvantaged groups.

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

None

REPORT TO: Children and Young People Policy and Performance Board

DATE: 1st September 2014

REPORTING OFFICER: Strategic Director – Children and Enterprise

PORTFOLIO: Children and Enterprise

SUBJECT: Troubled Families Update

WARDS: Borough wide

1.0 PURPOSE OF THE REPORT

1.1 To provide an update to the Board on the development of Troubled Families programme.

2.0 RECOMMENDATION: That

- 1. to support the Inspiring Families approach in Halton;**
- 2. to recognise the progress made to date; and**
- 3. to support that the Inspiring Families approach is embedded in the Early Help Model.**

3.0 SUPPORTING INFORMATION

3.1 The Troubled Families Unit provided national criteria for identifying 'troubled families' in addition local authorities could identify local measures. In Halton for 12/13 these were domestic abuse and alcohol for 13/14 we have increased these measures to include drug misuse, NEET and a child under the age of 5.

3.2 In Halton we have agreed to work with 375 families under the Inspiring Families programme the breakdown year on year is:

- 2012/2013 - 145 Troubled Families 120 PBR (25 non PBR)
- 2013/2014 - 195 Troubled Families 163 PBR (32 non PBR)
- 2014/2015- 35 Troubled Families 30 PBR (5 non PBR)

3.3 As of June 2014, 375 families have been identified (since the start of the programme) who met the criteria for the Inspiring Families Programme, 335 of these families are currently being worked with.

Performance

3.4 A total of 181 families of the 375 families have been successfully turned around to date and payment by results has been claimed against the national criteria. 162 of these families have achieved the ASB / Education element only and 12 have achieved ASB / Education and obtained full time work. 4 families have

achieved the back to work element only and continue to be monitored until achievement of the ASB / Offending / Education element has been achieved.

- 3.5 Halton is currently at 48% for families turned around which is above the national average of 33% and regional average of 41%.
- 3.6 Performance results to date are extremely encouraging, however it is important to note that the performance is against national criteria only. Whilst the PBR may have been claimed, the family may still remain open to services for longer term support. The next stage is to look at the cases that have been stepped down or closed to services.
- 3.7 There have been 7 families to date that have been re-referred back into services following PBR being claimed. A high portion of the families that have been identified by the programme have been open or were open to services and the project has successfully led to high engagement with families. The ability to link in with partners across both children and adults services aids with the high engagement for example links can be made with the JCP worker around the worklessness agenda and the worker can then raise at the appropriate time for other prevention services within the family if required.
- 3.8 The 194 families who are yet to achieve the governmental targets continue to be worked with and are performance monitored and managed, the issues preventing evidence of successful outcomes, and subsequently claiming PBR, is summarised in more detail below:

Education/ Youth offending and Anti-Social Behaviour (ASB)

- 3.9 76 out of the remaining 194 families (39%) have not yet achieved the education targets of less than 15% unauthorised attendance, less than 3 fixed term exclusions and no permanent exclusions. Many of these families cannot be considered for PBR until performance data confirms achievement of these targets across **three full terms**:
- 32 of these families cannot be considered until at least September 2014 (term 3 data 2014/15), despite achieving both offending and ASB reductions.
 - 44 of these families cannot be considered until at least December 2014 (term 1 2014/15), despite 50% of these achieving both offending and ASB reductions.
- 3.10 Leaving a further 118 families:
- 60 families are yet to be assessed against the term 2 education data, which forms part of the data refresh during June 2014. 25 of these families are likely to achieve their education, offending and ASB targets. The remaining 45 families will continue to be monitored with lead professionals.
 - Collectively the estimated PBR claim for July 2014 will be in the region of 34 families against the education / Youth offending and ASB criteria and 4 for the worklessness criteria. Raising the number of families turned around to date to 58% (219 out of 375). If the families whom we are waiting for education data confirmation were confirmed in time for the

submission (across the three terms) then this total PBR claim could be in the region of 72% (269 out of 375).

- The remaining families have achieved one element of PBR and are being worked with to actively achieve the national and local measures.

Worklessness

3.11 Of the 375 families, there are 879 adults of working age, the status of these individuals is broken down below:

- 373 adults are currently claiming benefits
- 102 adults are not active (not claiming benefits)
- 22 adults have found work (only 16 meet the criteria for PBR claims)
- 382 adults are being checked DWP for their current status (June 2014 refresh) – 200 of these have now been assessed (10/06/2014) and are currently being analysed by the TF Performance Officer. The remaining 180 adults are still to be checked by the DWP. The resource used to complete this task has recently left DWP and has not been replaced at present.

3.13 With Employment Support Allowance (ESA) cohort there are significant delays from when the individuals start to claim ESA to the date in which they are referred to assessment and then delays on the assessment being completed with an average of 91 days currently.

3.14 Of the 68 individuals (66 families) who are claiming ESA and have been assessed, 59 individuals (87%) have been referred to the support group where it is highly unlikely that they will be fit for work for at least two years due to Health issues. We are working with the JCP to identify the employment status of the remaining adults so that keyworkers can work more closely with the JCP advisors so individuals can be successfully moved on were needed.

Cost Benefit Analysis

3.15 The attached case study shows estimated cost savings presented for this family demonstrate a minimum of £1: £13 return on investment ratio in the first year following intervention. Cost savings in the first year are estimated to be at least £149k. Given that the average cost of intervention for a family has been estimated, by the Department for Communities and Local Government (DCLG), to be in the region of £10,000, estimated first year savings of £139k are evident for this family alone. The areas included within the cost saving calculations merely 'scratch the surface' in relation to the savings and demand reductions realised. Further development over the coming months will provide greater clarity of Health and Social care benefits too.

See Appendix A

3.16 Demand reductions, for this family across one year included:

- 146 more school sessions attended / 29 more days in school
- 10 less fixed term exclusions,
- 2 less permanent exclusions
- 3 less offending breaches (YOS)

- 3 prevented ABC's,
- 1 prevented ASBO and subsequent breaches and professionals meeting,
- 62 less calls for service to the Police service seeing reductions in incidents relating to shoplifting, antisocial behaviour, and violence and missing from home.
- Missing from home reductions also present a reduction to the demands placed upon the commissioned service too. This hasn't been included within the costing presented.
- Prevention of eviction from home.
- The employment of one adult in the family.

The cost savings can be broken down into the following organisations:

beneficiary of saving	Son 1	Son 2	Mother	Financial (£) savings in first year	percentage of first year savings
Police / Criminal Justice	£53,363.08	£5,034.96	£6,227.00	£64,625.04	43.26%
youth offending service	£46,580.00	£0.00	£0.00	£46,580.00	31.18%
social services	£7,481.00	£4,800.00	£0.00	£12,281.00	8.22%
Education	£9,549.00	£0.00	£0.00	£9,549.00	6.39%
Department for Work and pensions	na	£7,800.00	already employed	£7,800.00	5.22%
housing / local authority	£0.00	£0.00	£6,500.00	£6,500.00	4.35%
Individual	£748.75	£748.75	£0.00	£1,497.50	1.00%
Health	£545.16	£0.00	£0.00	£545.16	0.36%
	£118,266.99	£18,383.71	£12,727.00	£149,377.70	

Delivery

3.19 It has been agreed that in order to truly embed the ethos of the troubled families programme we need adapt the learning into the development of service delivery particularly around the Early Help Model.

3.20 The Early Help model will work with the Contact and Referral Team (CART) will improve the response and quality of decision-making and advice at the front-door of access to children's social care, and the appropriateness of this response in accepting or signposting to other services. Further development of the 'front door' offer would stop families being passed around services therefore moving away from a referral culture to problem solving one.

3.21 The introduction and implementation of the Early Help model will enable partners to have a clear structure on the process and journey for families. It would also be easier to highlight where partners resources would fit within the delivery model i.e. health visitors, education welfare, family support workers, police etc. It is the structures within the Early Help model that will truly be able to evidence the wider impact for our most vulnerable families.

Key elements from the DCLG

3.34 Each local authority has to submit Family Monitoring data as part of the national evaluation. The Family Monitoring data assists the local authority with knowing and evidencing who the families are and to support the cost-benefit analysis of the programme. Information submitted has been of varying volume and quality.

For Halton we are still working through some data issues to submit the full data picture that is required.

3.35 The DCLG has launched a custom built cost calculator for the Troubled Families programme that has just been released in June 2014. It's a credited tool which has been signed off by the Treasury and is being used by other Whitehall departments. The tool takes into account the local costs of the programme it's online and can be updated at any time. It will assist with highlighting demands, cost savings and the potential to improve outcome.

3.36 In June last year the Government announced that the Troubled Families programme would be expanded to work with 400,000 more families from 2015-2020, with £200 million funding for 2015-2016.

3.37 To be included in the expanded troubled families programme, a family will have to be referred by specialist agencies as having two of the following six issues:

- Parents and children involved in crime or anti-social behaviour
- Children who have not been attending school
- Children who need help
- Adults out of work or at risk of financial exclusion and young people at risk of worklessness
- Families affected by domestic violence and abuse
- Parents and children with a range of health problems.

3.38 In August 2014 it was announced that 51 areas have been identified as first wave authorities where work will commence on expanded troubled families programme this financial year. There will be a second wave of areas announced in the autumn. To be included in the second wave of early starters areas will need to be 'working with' all their current allocation of families by 30th September 2014 and have 'turned around' at least 65% of them by 31st October 2014. The national rollout will then commence from 1st April 2015 for authorities meeting the criteria.

4.0 POLICY IMPLICATIONS

4.1 The implementation of the inspiring families programme will have policy implications for the future implementation and delivery of services. These implications will need to be evidenced within individual action plans.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children and Young People in Halton

The Troubled Families' initiative is intended to address the crucial factors for children in disadvantaged settings not meeting their potential.

5.2 Employment, Learning and Skills in Halton

The programme will be integrated with other employment/learning based initiatives such as the Work Programme and the ESF/DWP Programme.

5.3 A Healthy Halton

A range of health partners are committed to contributing to the programme including case analysis and service delivery.

5.4 A Safer Halton

Troubled Families make a significant impact on public resources; a more targeted approach offers economic advantage.

6.0 RISK ANALYSIS

By embedding the approach to troubled families within the revised early help and support and securing this should support future sustainability. In addition, a meeting has been scheduled to take place with key senior partners from other agencies to secure their commitment.

7.0 EQUALITY AND DIVERSITY ISSUES

8.1 An Equality Impact Assessment will be undertaken on the Business Plan. The aim of the programme is to try and work with disadvantaged families supporting them to overcome many of the barriers they face.

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

Document	Place of Inspection	Contact Officer
<i>The Troubled Families Programme Financial Framework for Troubled Families March 2012</i>	<i>2nd Floor Rutland House</i>	<i>Lorraine Crane Divisional Manager IYSS</i>
<i>The Cost of Troubled Families January 2013</i>	<i>2nd Floor Rutland House</i>	<i>Lorraine Crane Divisional Manager IYSS</i>

Case study and cost avoidance / savings

HALTON Intensive Team Case Study – TF 106

Family Composition				
Mother age 36				
Son 1 age 16				
Son 2 age 19				
Criteria matched for troubled families programme				
National Criteria				
(a) Crime/ASB	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
(b) Education	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
(c) Benefits	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Summary of the problems the family faced prior to intervention				
Son 1				
<ul style="list-style-type: none"> • low motivation, self-esteem and confidence issues • Challenging behaviour in school • Poor school attendance and achievements • Victim of threats from local youths • Often carried a weapon for protection • Hanging around with peers who had a history of anti-social behaviour, crime and offending in the community • No regard for consequences of his actions • Suffering from the loss of a parent • Frequent calls for service from the Police in relation to his behaviour and missing from home episodes • Violent towards Mother and Brother • Received a restorative of justice outcome for shop lifting and theft and referral order • Numerous arrests • Under an anti-social behaviour contract (ABC) likely to progress towards and ASBO 				
Son2				
<ul style="list-style-type: none"> • showed little motivation to further training or gaining permanent work • reported violence with Son 1 within the home environment 				
Mother				
<ul style="list-style-type: none"> • struggling to cope with Son 1's behaviour • absent from work due to suffering from stress / depression without support from health professionals • failing to grieve and come to terms with the death of her husband • received notice to quit from her landlord during October 2013 due to rent arrears of one month • struggling to make ends meet after her child benefit was stopped 				
Description of the situation before intervention				
<p>Mum was struggling to cope with the loss of her husband and Son 1's anti-social behaviour in the community and whilst in school. Mum was employed, however she was absent on long term sick with stress for which she had not received any medical support. She was also in arrears with her rent and received a notice to quit from her landlord, potentially linked to her child benefit stopping, all of which added further to her anxieties.</p> <p>Son 1 had low motivation, self-esteem and confidence issues. He had Historically poor school attendance and displayed challenging behaviours when he was in school. Since the death of his father, his emotional health and wellbeing deteriorated significantly, resulting in a poor attitude towards ASB in the community and at home. He appeared to have no thoughts or consideration for the impact he was having, nor the consequences of his behaviour. This often led to violent episodes with his Mother and brother. He also became involved with peers who had a negative influence over him and subsequently he received a Youth Offending referral order for theft and handling of stolen goods and an antisocial behaviour contract with the Police. He was reported as missing from home on a regular basis, where he carried a weapon for protection against threats from local youths.</p>				

Son 2: left school with little ambition and was unemployed at the start of intervention and the Police recorded several episodes of violence with his Brother, however was not involved in any form of Anti-Social Behaviour in the community.

Description of the intervention

Date intervention began: May 2013
Date results achieved: January 2014 – 8 months support

Type of/ intensity of intervention – supported across 8 months

Intensive Family support provided during first few months with a gradual step down as the family began to improve

Initially sessions were completed facilitating building of relationship with family before Initial professionals meeting and whole family assessment was completed.

Motivation, self-esteem and confidence issues

Son 1: Using core professional skills, the keyworker was able to spend quality time with him, allowing him to befriend and trust by being a non-judgemental 'listening ear'. He was then able to support him to attend the following groups:

- anger management sessions with the commissioned service 'Young Addaction'
- Missing from home support and universal provision with the commissioned service Catch 22

Both services and the keyworker helped him to understand why he was getting angry, the consequences of his behaviour and devised a support plan for him to engage in activities to channel his behaviour and introduce him to a different peer group. Direct one to one work was also undertaken in relation to 'keeping safe' in vulnerable situations and helping him to identify and understand why he became involved in offending; this was also undertaken in conjunction with the youth offending service.

School attendance, attainment and disruptive behaviour

The keyworker attended and supported Son 1 by attending multi agency meetings to set actions / strategies and to agree professional support within the education setting to support a return to school. This was delivered through one to one sessions, again overseen by the keyworker with daily contact and support to Son 1, this initially entailed transporting him to school to help with the routine and confidence issues of returning after absences. Son 1 attended YMCA education provision and this gave him the intensive support to reach his education milestones.

The keyworker also provided Mum with strategies and parenting skills that would enable her to also enforce boundaries around school attendance and set realistic expectations.

Parenting skills / health issues

The keyworker supported Mum during one to one sessions when she was off work due to anxiety and stress. Encouraging her to see her GP to get some support for her bereavement and treatment for anxiety. Once she was more able to cope work concentrated on her parenting skills. Daily work involved focusing on improving the overall consistency of her parenting and ensuring that she used sanctions that were enforceable. The Keyworker was able to show her how to do this and how to follow these through.

Financial support for Mother was also provided to deal with the rent arrears and agreed a plan with the Landlord to pay off the arrears over an agreed period of time and support in completing a new application for child benefit.

ASB in community, association with Peers and carrying weapons

The keyworker supported Son1 to attend appointments with his YOS officer and encouraged him to engage with NCS and The Prince Trust through one to one sessions where numerous discussions took place to explore his attitude around ASB. Son 1 was also supported through sessions with the commissioned service Young Addaction in relation to his personal safety and Catch 22 to identify and resolve the root cause of his missing from home episodes, covering grievance counselling for his and the family loss of their father. These discussions also entailed close working relationships with the Police, YOS and Connexions.

Employment / training

The keyworker gave advice to Son 2 and sign posted him to the job centre and Son 1 to Connexions where they

were given advice and support in relation to training and work options. Son 2 was able to sign with an employment agency.

Mum was encouraged, by the keyworker, to return to work upon receiving medical support and medication for stress and anxiety.

Result of intervention

ASB in community, association with Peers and carrying weapons

Son 1

- is no longer involved in offending behaviour and he has acted as an advocate for young Males when attending group sessions with Young Addaction. He now seems to have a better understanding of the impact offending has on others.
- Has completed a referral order with the YOS and this seemed to have a positive effect on his attitude.
- Is taking responsibility for his own behaviour and actions.
- There has been a significant reduction in his ASB, Offending Behaviour and violence, both within the household and the community.
- There have been no reports of Missing From Home or being involved in disagreements with family members.
- Mother reports that he will now talk about his feelings with her and when he is feeling frustrated about situations.
- He is happy in his training placement and is completing an accredited work placement in horticulture.
- He is engaging with Connexions and hoping to be accepted onto an apprenticeship in the near future.

Employment / training

Son 1

- Obtained a GCSE in English; he had a place at Riverside College to do Sports Science. He then decided not to go to College and he is now attending the Power in Partnerships (Horticulture) 2 days a week and was offered Chrysalis psychiatric support and counselling.
- He attended Bridge Builders scheme with Halton Housing Trust to strengthen his integration into the community
- He is now doing a mixture of practical and theory work, this will lead to a level one qualification.

Son 2

- Has been working for an employment agency and he is doing full time hours at BT.

Mother

- Has returned to work full time, is taking prescription medication for depression and attending appointments regularly with her GP and appears to be less anxious.
- Reports that she feels less anxious when Son 1 goes out.
- Feels that Son 1 is doing well and she is more optimistic about the future for him. She has reported that he seems to have more confidence and motivation around education/work.
- A notice from the court to suspend the eviction was granted and she paid off rent arrears. She continued to work additional hours where possible to help with this until she started to receive child benefit again.

The family

- The financial situation of the home has improved and Son 2 is contributing to the running cost of the home.
- The family are getting along better and there have been no more incidents of violence between Son 1 and 2.
- The family are making a positive contribution to their community.
- The family are no longer at risk of eviction and Mother has started to receive child benefit again
- Despite the family, in particular Son 1, being considered for counselling, funding was not available due to

financial constraints – the Keyworker suggested that he accessed this support through his GP.

Statement of Outcomes. Which *Payment by Results* indicator was met?

(a) Crime/ASB reduction	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
(b) School attendance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
(c) Employment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Have you continued to work with the family?		Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

Whilst the intensive team have not continued to work with this Family, Son 1 continues to be monitored through the NEET process given that he was a school leaver during the troubled families support.

Have any progress been made against wider outcomes (including local criteria)?

No local measures were evident at the identification and closure stage for this family.

Additional info / service user feedback

Despite several attempts to contact the family for feedback on the approach and the service provided a post closure questionnaire has not been completed. Feedback throughout intervention has however been extremely positive from all members of the family, particularly around the coordinated efforts of the key worker.

Estimated cost savings due to intervention (per annum)

Estimated cost savings presented for this family demonstrate a minimum of £1: £13 return on investment ratio in the first year following intervention.

Return on investment (ROI) = $\frac{\text{Gain from investment} - \text{cost of investment}}{\text{Cost of investment}}$

Cost of investment

Cost savings in the first year are estimated to be at least £149k. Given that the average cost of intervention for a family has been estimated, by the Department for Communities and Local Government (DCLG), to be in the region of £10,000, estimated first year savings of £139k are evident for this family alone. The attachment shows how these savings have been calculated; the research methodologies used that are based on the social return on investment model (SROI).



Microsoft Excel
Worksheet

Demand reductions, included in the costing noted above, for this family across one year included:

- 146 more school sessions attended / 29 more days in school
- 10 less fixed term exclusions,
- 2 less permanent exclusions
- 3 less offending breaches (YOS)
- 3 prevented ABC's,
- 1 prevented ASBO and subsequent breaches and professionals meeting,
- 62 less calls for service to the Police service seeing reductions in incidents relating to shoplifting, antisocial behaviour, and violence and missing from home.
- Missing from home reductions also present a reduction to the demands placed upon the commissioned service too. This hasn't been included within the costing presented.
- Prevention of eviction from home.
- The employment of one adult in the family.

The cost savings can be broken down into the following organisations:

beneficiary of saving	Son 1	Son 2	Mother	Financial (£) savings in first year	percentage of first year savings
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	£118,266.99	£18,383.71	£12,727.00	£149,377.70	

The areas included within the cost saving calculations merely 'scratch the surface' in relation to the savings and demand reductions realised. Further development over the coming months will provide greater clarity of Health and Social care benefits too. See attached spreadsheet for breakdown of savings and demand reductions with appropriate 'dead weight' percentages and Attribution.

case study author

Beverley Kennett Performance Management Officer and Antony Kewley Intensive Family support worker.

REPORT TO: Children, Young People and Families
DATE: 1st September 2014
REPORTING OFFICER: Strategic Director Children and Enterprise
PORTFOLIO: Children, Young People and Families
SUBJECT: Children's Social Work Reform Restructure
WARDS: All

1.0 PURPOSE OF THE REPORT

The Board will receive a presentation from the Operational Director, Children and Families, on the Children's Social Work Reform Restructure.

2.0 RECOMMENDATION: That the Board note the presentation.

REPORT TO: Children, Young People and Families Policy and Performance Board
DATE: 1st September 2014
REPORTING OFFICER: Strategic Director, Children and Enterprise
PORTFOLIO: Children, Young People and Families
SUBJECT: Annual Report - Comments, Complaints and Compliments relating to Child Social Care Services
1st April 2013 - 31st March 2014.
WARDS: All

1.0 PURPOSE OF REPORT

- 1.1 To meet the statutory requirement to publish an Annual Report.
- 1.2 To report and provide an analysis on complaints processed under the Children Act 1989, Representation's Procedure.

2.0 RECOMMENDATION: That

- 1. the report is accepted as the mechanism by which the Local Authority is kept informed about the operation of its complaints procedure for Children Social Care.**
- 2. the Annual Report will evidence how feedback from service users has been used to improve service delivery.**

3.0 SUPPORTING INFORMATION

- 3.1 The aim of The Children Act 1989 Representations Procedure is for Children and Young People have their concerns resolved swiftly and wherever possible by the people who provide the service locally.
- 3.2 A complaint may generally be defined as an expression of dissatisfaction or disquiet in relation to an individual child or young person, which requires a response.
- 3.3 There are 4 categories to the representation process.
 - i. Statutory Complaints - the complainant is eligible as stated in the Representations Procedure to make a formal complaint.
 - ii. Representations - where a complainant is not eligible under the Statutory Complaints Procedure to make a formal complaint, but their comments are noted and responded to. If it is not a complaint under the Statutory Procedure then the Corporate Complaints procedure may apply. These will often be as complex and take as much time as a statutory complaint and are recorded as Customer Care issues.
 - iii. Customer Care issues – can also include advice and guidance, signposting, problem solving and early resolution to prevent complaint escalation.
 - iv. Compliments – positive feedback
- 3.4 The formal complaints procedure has a process of 4 stages.

Stage 1: Aims to resolve the problem as quickly as possible (within 10 working days, or 20 if complex)

Stage 2: If unhappy with response at stage 1, a request can be made for the complaint to be investigated by an Independent Investigator/Person (within 25 working days, 65 if complex).

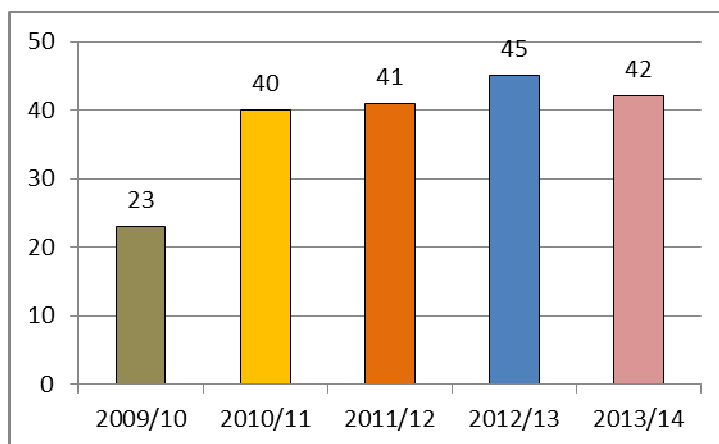
Stage 3: If still dissatisfied, a request can be made for a Review Panel to consider whether the complaint has been dealt with adequately. The Review Panel is made up of 3 independent people and should be held within 30 working days of request.

Stage 4: If still dissatisfied, the complainant has the right to refer self to the Local Government Ombudsman; they can do this at any stage of the complaint.

3.5 The Customer Care Manager has responsibility for the overall administration of complaints liaising with relevant services across the Children and Enterprise Directorate, parents and families in working to resolve children’s social care complaints.

4.0 Annual Report 1st April 2013 – 31st March 2014

4.1 There were 42 Statutory Complaints made to the Local Authority in 2013/14.

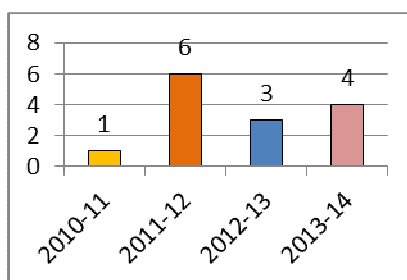


4.2 There are 3 less complaints than in the previous year a decrease of 6%, but comparable to previous years. The consistency in the numbers could indicate the procedure is embedded in practice, continues to be accessible to those using services and that those people feel able to express their views, which is positive.

4.3 Complaints were made by:

- No complaints were received from care leavers this year, over the past two years there has been 1 per year.
- 4 Young People made a complaint this year, 3 out of 4 young people used an advocacy service; the fourth was referred by Customer Care to NYAS (National Youth Advocacy Service), who provide mediation and advocacy service for children and young people in Halton. 2 more young people than last year.

By year, the number of young people who have made a complaint.



- 1 complaint used an advocacy service, the Citizens Advice Bureau (CAB).
- 1 complaint was from a Foster Carer
- The remainder were made by parents or relatives.

4.4 How complaints were made

2013-14			2012-13	
11	26%	Complaint Form	14	31%
6	14%	E-Mail	4	13%
7	17%	Letter	11	27%
18	43%	Telephone	12	27%
0	0%	Meeting	0	2%

There has been a decrease in the number of written complaints, and an increase in preference to speak to someone, evidence that service users are comfortable in making direct contact and having a conversation. This does give an opportunity to resolve issues before escalating into a complaint which could also be a consideration in the decreased number of complaints.

4.5 Types of Statutory complaints made

Main categories	2013/14	2012/13	2011/12	2010/11
Staff	3 (7%)	1 (2%)	3 (7%)	17
Service (i.e. quality, lack of, over provision and client expectations)	22 (52%)	30 (67%)	25 (61%)	19
Assessment / Review Process	17 (41%)	14 (31%)	13 (32%)	3
Other	0	0	0	1
Total	42	45	41	40

4.6 Upon receipt of a complaint, the complainant will often state they wish to complain about the 'Social Worker' and previously these were categorised as complaints made about members of staff. However, we have found that complaint investigations can often conclude that staff were undertaking their statutory duties or acting within the required policies and procedures, and that was the root cause of their complaint. From 2011/12 we re-categorised complaints at closure instead of upon receipt. This enabled us to more accurately reflect the root cause of complaints.

4.7 Identified themes from complaints received in the year include:

- Communication between families and Social Workers.
- Accuracy when inputting information in reports and onto electronic systems.
- Confidentiality when sharing information within families.
- Information for Grandparents taking responsibility for grandchildren.
- Financial support ensuring entitlement to, and that allowances are accurate.
- Timeliness of actions being taken and forward planning for known events.
- Inadequate analysis in assessments and case recording

4.8 The outcome of closed Stage 1 complaints

Stage 1	Upheld	Partially upheld		Not upheld	Totals
2013-14	16	7	62%	14	37
2012-13	4	12	36%	29	45
2011-12	8	7	39%	23	38

2010-11	6	4	13%
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25	35
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4.9 A complaint can be partially upheld where there have been a number of issues raised and some elements have been upheld, whilst others may not have been.

Table 4.8 identifies that of the complaints closed to date there has been an increase from 36% to 62% of complaints that were either upheld or partially upheld. A recurring theme in complaints being upheld is regarding communication and timeliness, for example: Telephone messages not being responded to or documents are not being sent out within an acceptable time frame. Complaints are resolved by means of taking action, providing an explanation and where appropriate offering an apology.

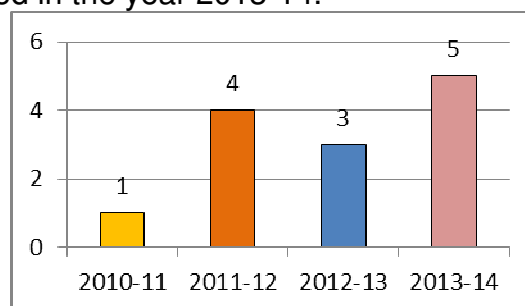
4.10 Overall, numbers of complaints received is small in comparison to the number of contacts Children’s Services staff have with families, therefore caution does need to be exercised in using complaints data to draw conclusions about overriding themes. The larger the volume of complaints the easier it is to give a bigger picture, to identify if there are single incidents or if there are any themes identified. Where similar complaints are made in small numbers, at best these identify trouble spots for Children’s Services to consider. The complaints upheld were single incidents however, as previously stated in 4.10 communication and timeliness is a recurring theme.

4.11 **Stage 2 Complaints**

We always aim to resolve complaints as early as possible. However some, more complex complaints require a more formal investigation under stage 2 of the complaints procedure. Here, an independent person is appointed to investigate the complaint.

4.12 It is not the role of the Independent Investigator to determine the level of service; this can only be achieved via an assessment. An Investigator’s role is to determine if all that could be done has been done and whether it is in line with policy, procedures or statutory requirements. In other words, has the work that has been good enough to justify the decisions made?

4.13 There were 5, Stage 2 complaint investigations commissioned in this financial year. 2 of those related to complaints received in the year 2012-13 with the remaining 3 from complaints received in the year 2013-14.



4.14 None of these stage 2 complaints progressed to Stage 3 Review Panel, 1 of the stage 2 complaint investigations is ongoing. Within each one of these there can be a number of elements to their complaints, some may have had the outcome of the stage 1 investigation overturned, there can be those where the outcome supports the council’s findings, overall there have been no major changes to the outcomes

4.15 **Stage 3 Review Panel**

A Stage 3 Review Panel was held in June 2013, and was the first held since 2009/10. 1 of the outcomes of the 6 complaints examined was changed to upheld. This complaint has progressed to the Local Government Ombudsman.

4.16 **Local Government Ombudsman (LGO)**

As stated in 4.17, a complaint is currently being investigated by the LGO.

A response from the LGO was received in this period following a Stage 2 complaint investigation in the previous year. Halton had suggested to the complainant and their advocate that an early referral to the LGO be made, as an alternative to a Review Panel, as that would not be able to provide the outcome that was being sought. After initial enquiries the LGO chose not to investigate further stating that Halton, when assessing the family, considered all relevant information.

4.17 **Timescales**

We aim to provide a response to complaints within 10 working days. This can be extended to 20 working days where, for example, a case may be particularly complex or there are other mitigating circumstances (eg a key member of staff is absent).

	% within 10 days	% within 20 days	% over 20 days
2013-2014	43%	79%	21%
2012-2013	71%	96%	4%

4.18 Whilst, inevitably, the operational pressures of child protection always take priority, the complaint timescales are a statutory requirement and this has not been met in 21% of the Stage 1 complaint responses. Clients are kept informed throughout the process and advised of the delay however when complaints are being received regarding communication and timeliness then further delays in the complaint responses can reinforce the complainant's perceptions and undermine the work to resolve their complaint.

4.19 Additional support will be offered to Managers in order to support compliance with timescales and quality standards by reminding managers when responses are due and reviewing draft letters to advise on content.

4.20 Of the completed Stage 2 investigations all were completed within statutory 65 working days timescale.

4.21 Home visits help to get a better understanding of complaints received. This gives the opportunity to clarify expectations and desired outcomes, and also helps illustrate that Halton Borough Council wants people to feel able to raise concerns and that we will aim to resolve them wherever possible. It also provides a foundation for managers to commence their investigation and so provide a full response to all the issues raised.

4.22 **Other Customer Care Contacts**

"Customer Care Contacts" are those that do not fall within the statutory complaints procedure, but where staff spend time in talking with people to find out what the issues are, appropriately sign-posting them to other services and facilitating resolution of problems that sometimes can be resolved.

4.23 Of these Customer Care Contacts:

- There were 12 representations made to the Local Authority in 2012/13. This is 5 more than last year and these will often be as complex and take as much time as a statutory complaint.
- There were 48 recorded customer care contacts in relation to Children Social Care that were also responded to, this is 23 more than last year and represents a 92% increase. These were contacts, which were resolved at point of contact (e.g. liaising with Social Workers, provision of information, signposting). These contacts provide an early resolution, and can prevent a formal complaint.
- 21 MP enquiry responses have been facilitated slightly less than the 27 last year. Councillors and MP's write to the Director of Children's Services on behalf of their constituents. The Customer Care Manager helps co-ordinate responses to these enquiries, when enquiries relate to a child or young person and their family.

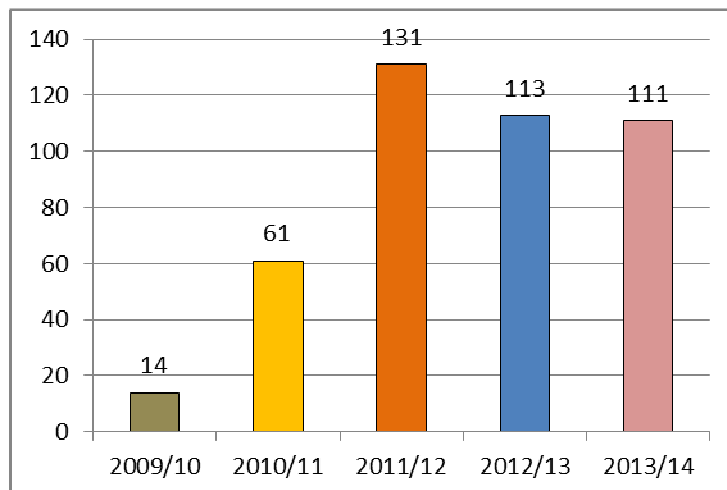
4.24 Whilst customer satisfaction surveys are sent to complainants, none were returned in the last year, this and other alternatives will be considered, to explore how satisfaction of the Customer Care procedures may be monitored in future.

4.25 **Complaints Handling Training**

No Complaints training was provided in this financial year. The Training Plan will be reviewed in 2014-15.

4.30 **Compliments received in the Children & Enterprise Directorate.**

There were 111 compliments this year, as the graph below illustrates. Numbers are comparable to the previous year, being only 2 less. This would suggest that forwarding this feedback is now embedded into working practice.



4.31 **Children and Families Compliments (Children's Social Care only)**

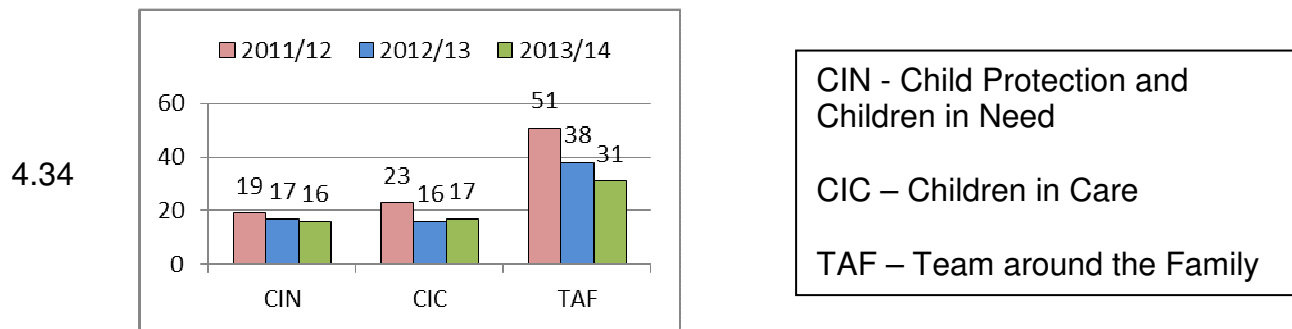
Year	Quarter 1	Quarter 3	Quarter 4	Total
2013/14	16	19	15	64
2012/13	11	18	26	72
2011/12	27	32	9	93

4.32 A separate compliments report has been compiled, but illustrative comments about Children Social Care include:

- *Inglefield is a lifesaver, the support we have been provided with over the years has enabled us to continue to care for P at home. (Service user)*
- *I would like to thank you for being a lovely and friendly Social Worker and for being there if we needed you. Sorry that you will not be our Social Worker anymore, hope you can help other families the way you help us. We don't know what could have happened if you had not got involved. Thanks again. (Service user)*
- *Thanks ever so much for all your help. I would not have my son at home without your help. (Service user)*
- *Thank you, your promptness, attention and attitude have been wonderful and is bringing us peace of mind. I feel like a weight has been lifted off my shoulders. (Service user)*
- *Young person - They get in in touch when they don't need to, just to see how I am. She persevered when I said I didn't like it, looking back she was right and I am very happy she did that. I always felt listened to and I could always go to him if I needed help, he always got things done. (Service user)*
- *Young Person - A card –
Thank you for all the help you have given me,
Hard times you've made easier,
And being there when I needed you,
Nightmare I have been sometimes,
Know I need to change my attitude,
You always listen when I am down,
Over time I will get back in touch,
U have helped me a lot over these years, thank you so much. (Service user)*
- *A huge thank you for all the help and support, I wouldn't be here today if it wasn't for you. You have done so much, you are an amazing person, I will never forget what you have done for me and my family. I'm going to miss you. (Service user)*
- *If the inspectors want to speak to us, I would really like to feed back that you do an 'ace' job! (Service user)*
- *Child - thanks for being there when things were bad in my life but with your help I've changed it around.(Service user)*
- *My family life has improved and I have learned strategies to cope with my sons behaviour. I feel calmer, more stress free and days out are more enjoyable. (Service user)*

4.33 **Table showing Dispersal of Compliments by Division**

There has been a decrease in the overall numbers of compliments for Team around the Family Division and a percentage increase in the other two divisions. The numbers in Children in Need and Child Protection Division, and the Children in Care Division are however comparable to last year.



4.35 **Learning and service improvement**

Some complaints highlight issues that may impact on others in a similar situation. Learning from such issues help to inform the improvement or development of services.

4.36 It was agreed with Children Social Care in September 2013, that Managers responding to complaints would be asked to identify any learning from a complaint in a more structured manner. A proforma was devised and Managers are expected to progress and monitor any actions required. These will be reviewed and amended accordingly.

4.37 An adjudication report is produced for all Stage 2 complaints, which identifies the required remedies for the complainant, learning outcomes and service improvements for the Authority. Where there are elements of the complaints that are upheld the required remedies were adhered to but there were no key policy recommendations.

Improvements this year influenced by learning from complaints include:

- The Local authority has updated its procedure in relation to legal proceedings and continues to update its policies. The procedure in relation to financial assistance has been reviewed and shared with staff, to ensure staff gives accurate information to families from the onset.
- The Local Authority has produced a leaflet that outlines the Local Authority's duties and procedures for children being looked after by someone other than their parents. The leaflet also clarifies financial assistance, both in terms of caring for a child and also what financial assistance can be provided to families who are not eligible for legal aid.
- The managerial authorisation of court reports has been reviewed and is subject to on-going review via a legal issues meeting that is chaired by the Divisional Manager and is attended by Managers and the Local Authority Principle Solicitor.
- The process is being reviewed to ensure adequate cover is provided in the event of a client's usual Social Worker being unavailable.
- Reviewing of what information is communicated, and how, to ensure people are kept informed, clearly understand decisions made or actions taken. This will help prevent complaints resulting from misunderstanding, which traditionally has been a common theme in complaints.
- Administration processes has been revised regarding confidentiality and

sharing information.

- Where appropriate, individual issues identified through complaints are followed up by managers in staff supervision, to inform individual learning. More widely, learning from complaints is used to inform generic training and service development through the Operational Leadership Team.
- We receive notifications from the Local Government Ombudsman of cases they have investigated elsewhere in the country; they provide an opportunity to reflect on the consequences of processes not being applied, learn from them and develop our own practice. These reports are shared with the Senior Management Team to cascade to appropriate staff.
- Compliments are also a measure of awareness from our Service Users; it is their acknowledgment of the good developments and the positive effects on them.
- Our service users have interesting and informative contributions to make which help improve services in the borough. Halton Council does have a feedback system which records the complaints and compliments for the directorate with the aim of encouraging them to express their views however, the complaint and compliment form is one form. Feedback form staff is that this form is viewed only as a complaint form and so it has been requested that we review this with the aim of developing a separate form for compliments.
- Staff benefit from being the objects of compliments, knowing that they are noticed and that they are valued is powerful in motivating continued efforts. People strive to do more of what brings praise from others.

5.0 Action Plan 2014-15

The number of complaints has remained static, this raises the following questions:

- Are we sure our service users know how to complain?
- Do staff know what to advise clients in respect of making a complaint?

The following actions have been identified:

- Explore ways of communicating and publicising the complaints and representations procedure to Young People, staff within Halton Council, Commissioned Services and Partner Agencies.
- Raise the profile of the Customer Care Manager and complaints within the Directorate.
- Review the recording of complaints at service level, and with commissioned services.

There have been complaints in relation to Data Protection, training on this topic will be delivered to staff.

6.0 POLICY IMPLICATIONS

- 6.1 “Compliments, Comments and Compliments” is the guidance intended to detail the policy and procedure for each type of complaint and provide guidance on how to

respond when they receive a complaint. This document will be reviewed in November 2014.

6.2 Where identified through the complaints process, policies can be amended to improve service delivery.

6.3 It is important to continue to network, share practice and contribute to Regional policy and practice. The Complaints Manager attends the North West Complaints Managers Group bi-monthly. The network aims to raise standards for complaints management across the region to promote consistency of practice and to provide a source of mutual support.

7.0 OTHER/FINANCIAL IMPLICATIONS

Investing in a timely and thorough complaint investigation and a written response at Stage 1 identifies potential savings for the Local Authority as this can prevent the complaints progressing to Stage 2. Costs are incurred in commissioning Stage 2 complaint investigations and in releasing staff to participate in these.

8.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

8.1 Children & Young People in Halton

The learning taken from comments, complaints and compliments ensures the ongoing development of services to provide better outcomes for children, young people and their families. The transparency of the process enables children, young people and their families to challenge our provision of services if they feel unhappy about any aspect of it and provides independent oversight if required.

8.2 Employment, Learning & Skills in Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

8.3 A Healthy Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

8.4 A Safer Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

8.5 Halton's Urban Renewal

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

9.0 RISK ANALYSIS

9.1 Failure to implement an efficient service could result in the local authority being challenged for not dealing with complaints in a timely and efficient manner and could result in the customer not receiving a service which could then detrimental to their safety and well being.

9.2 Children Social Care Complaints are included within the Ofsted Inspections Handbook: Inspections of Services for Children in Need of Help and Protection,

Children Looked After and Care Leavers. Failure to meet the standards as prescribed in the Children Act 1989 Representations Procedure and the Guidance "Getting the Best from Complaints" can potentially impact on the overall findings of the Inspection.

9.3 Whilst complaints can result in changes for individuals, collectively they are a key source of information to help us develop the services we provide or commission.

10.0 EQUALITY AND DIVERSITY ISSUES

10.1 No matter who complains they receive the same equality of access and provision.

10.2 Children and young people under the age of 18 made 4 complaints. The ethnicities of these complainants were White British (source Carefirst) with 2 being female and 2 being a male.

10.3 Of the adults over the age of 18 years, there was an increase in male complainants to 16 (42%), a decrease in female to 22 (58%). None declared a disability.

10.4 Complaints from ethnic minorities remains low which reflects the demographics of the borough. 1 complainant did not state ethnicity, 1 was White Asian, 2 were other mixed background with the remainder being White British (Information sourced from Carefirst or complaint form).

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

Document	Place of Inspection	Contact Officer
Representation Procedure 1989	Rutland House	Dorothy Roberts Customer Care Manager

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	1 September 2014
REPORTING OFFICER:	Strategic Director, Children and Enterprise
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Compliments (Service User Feedback) relating to Children and Enterprise Directorate - 1 st April 2013 to 31 st March 2014
WARDS:	All

1. PURPOSE OF REPORT

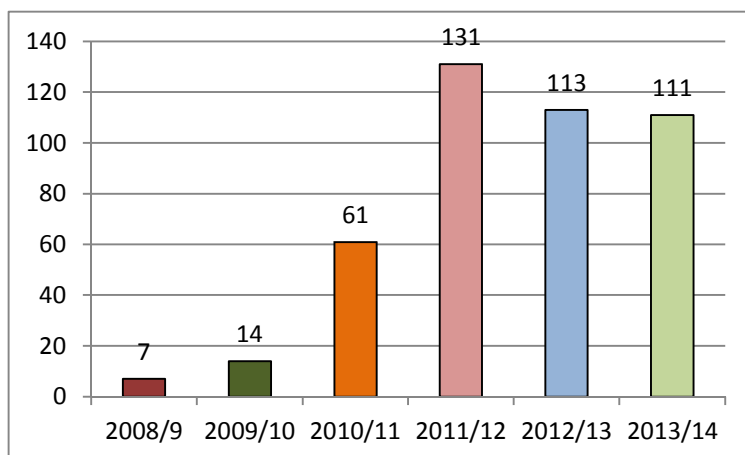
To provide the Board with an update, and feedback on Compliments made by clients and Positive feedback from workers/professionals relating to the Children and Enterprise Directorate. This report will demonstrate the positive impact and outcomes on the lives of people accessing services in this Directorate.

2. RECOMMENDATION: That the report is accepted as the mechanism by which the Board is kept informed and that this information is used to develop services.

3. SUPPORTING INFORMATION

The Customer Care Manager periodically provides training on Complaints, Comments and Compliments, included in this training is the process of recording compliments.

4. NUMBER OF COMPLIMENTS BY YEAR



Staff are reminded every quarter to forward any compliments or positive feedback to the Customer Care Team. Numbers are comparable to the previous year, being only 2 less. This would suggest that forwarding this feedback is now embedded into working practice.

5. BREAKDOWN OF COMPLIMENTS AND POSITIVE FEEDBACK																									
<p>Service Users providing a Compliment to the Children and Enterprise Directorate.</p> <table border="1"> <tr> <td></td> <td style="background-color: #f28b82;">11/12</td> <td style="background-color: #4f81bd;">12/13</td> <td style="background-color: #92d050;">13/14</td> </tr> <tr> <td>Percentage</td> <td style="background-color: #f28b82;">58%</td> <td style="background-color: #4f81bd;">53%</td> <td style="background-color: #92d050;">59%</td> </tr> <tr> <td>Number</td> <td style="background-color: #f28b82;">76</td> <td style="background-color: #4f81bd;">60</td> <td style="background-color: #92d050;">65</td> </tr> </table>		11/12	12/13	13/14	Percentage	58%	53%	59%	Number	76	60	65	<p>Workers/Professionals providing Positive Feedback to the Staff in the Children and Enterprise Directorate.</p> <table border="1"> <tr> <td></td> <td style="background-color: #f28b82;">11/12</td> <td style="background-color: #4f81bd;">12/13</td> <td style="background-color: #92d050;">13/14</td> </tr> <tr> <td>Percentage</td> <td style="background-color: #f28b82;">42%</td> <td style="background-color: #4f81bd;">47%</td> <td style="background-color: #92d050;">41%</td> </tr> <tr> <td>Number</td> <td style="background-color: #f28b82;">55</td> <td style="background-color: #4f81bd;">53</td> <td style="background-color: #92d050;">46</td> </tr> </table>		11/12	12/13	13/14	Percentage	42%	47%	41%	Number	55	53	46
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6. COMPLIMENTS BY OPERATIONAL DIRECTORATE																								
<p>There has been an increase for Children’s Organisation & Provision and Learning and Achievement Divisions this year.</p> <table border="1"> <caption>Compliments by Operational Directorate</caption> <thead> <tr> <th>Directorate</th> <th>2011/12</th> <th>2012/13</th> <th>2013/14</th> </tr> </thead> <tbody> <tr> <td>C&F</td> <td>71%</td> <td>64%</td> <td>58%</td> </tr> <tr> <td>COP</td> <td>19%</td> <td>13%</td> <td>20%</td> </tr> <tr> <td>SG</td> <td>0%</td> <td>2%</td> <td>1%</td> </tr> <tr> <td>L.A</td> <td>10%</td> <td>17%</td> <td>21%</td> </tr> <tr> <td>E.E&P</td> <td>0%</td> <td>4%</td> <td>0%</td> </tr> </tbody> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>C&F- Children and Families (64)</p> <p>COP – Children’s Organisation and Provision (22)</p> <p>SG – Safeguarding (1)</p> <p>L&A – Learning and Achievement (24)</p> <p>E.E&P – Economy, Enterprise & Property (0)</p> </div> <p>6 compliments received from young people (less than 18 years), 1 more than last year. 1 was received from a care leaver.</p>	Directorate	2011/12	2012/13	2013/14	C&F	71%	64%	58%	COP	19%	13%	20%	SG	0%	2%	1%	L.A	10%	17%	21%	E.E&P	0%	4%	0%
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Child Protection and Children in Need

- 1 Children's guardian - your evidence was thorough and of good quality.
- 2 Judge - praised your work, commented on how thorough the evidence was, your management of the case and how the bundle was arranged. Our own Barrister was also very complimentary.
- 3 Father was initially uncooperative, aggressive and confrontational, during a conference he stated 'since your involvement I feel supported and have been able to make changes within the family, you have made yourself available in times of crisis, always followed up tasks and identified support services that have had a significant benefit to me and my family'. The children are no longer subject to CP plans. (Service user)
- 4 A card - Two workers received flowers and thank you cards for their work with a family, 'Thank you so much'. (Service user)
- 5 Email -Inglefield is a lifesaver, the support we have been provided with over the years has enabled us to continue to care for P at home. (Service user)
- 6 A card - Thank you so much for all your support and help, you have been a total star. (Service user)
- 7 A card - I would like to thank you for being a lovely and friendly Social Worker and for being there if we needed you. Sorry that you will not be our Social Worker anymore, hope you can help other families the way you help us. We don't know what could have happened if you had not got involved. Thanks again. (Service user)
- 8 Children's Guardian - whilst in Court complimented how thorough the assessments for Court were and that she had every confidence in our decision making. The Judge agreed with this and the thanked the LA for their sensible decision making and hard work, Care proceedings have been concluded in 5 months which is brilliant!
- 9 Judge - stated you were child focused and a lot of hard work had gone in to the case and that you are a skilled worker. He was complimentary about the evidence and detailed recordings as was the Guardian.
- 10 Text - Just to say thanks for supporting us, so glad you were there when we needed you.(Service user)
- 11 Letter -I was over the moon and it was up to you. Thanks (Service user)
- 12 The Guardian at Court today complimented your work and reports stating he was very impressed.
- 13 Thank you for all the hard work and the support you gave her, I understand your evidence was complimented in court, which is fantastic as you know part of our job is to represent Halton and you did this very well and it has been recognised by the court.

14	Prior to conference parents remarked on what a good working relationship they have with you, you listen to them take their views on board and put plans in place. (Service user)
15	Following good communication, timely completion and exchange of appropriate documentation " As efficient as ever, and another good example of good practise, thank you".
16	I have been completing supervision audits today and I wanted to let you know the contact you completed was excellent, it is very clear, concise and more importantly I can see it has not just been a process, it is an individual contact, well done.
<u>Children in Care</u>	
17	Thank you for bringing the community meeting forward, and listening to our complaints we feel confident that our complaints will be actioned in the future. (Service user)
18	Pass my thanks to your colleagues, they have all been very focused and passionate when visiting our settings, which is a fantastic thing for your young people.
19	A card - Thank you so much for helping us with our child care arrangements, it's a real help and much appreciated. (Service user)
20	This has been a very satisfying outcome and one that must feel incredibly rewarding for you given your involvement with the birth family. I work with LA's on a national basis and have experienced good and poor practice in relation to adoption placements. In terms of Halton and your involvement; it has been a pleasure working with you and this has to be one of the most organised and efficient relationships to date. The life appreciation day remains a highlight, an excellent working relationship all round.
21	I would like to thank you for your professionalism and the commitment you have shown. It would appear from all concerned that you have significantly contributed to ensuring that the outcome for him is as good as could have been hoped for. Well done.
22	A card - Thank you so much for all your help, I am so very grateful. (Service user)
23	We have had an extremely positive experience from the time we first saw our Social Worker to all the on-going support we receive. We are so grateful to all at Halton. (Service user)
24	Just wanted to let you know that the family was very complementary about you today. They said you communicate well and keep them up to date with what's going on. To quote them 'J' is a really good social worker who knows what she is doing'. (Service user)
25	A card - Thanks ever so much for all your help. I would not have my son at home without your help. (Service user)
26	Text - Thank you, your promptness, attention and attitude have been wonderful and is bringing us peace of mind. I feel like a weight has been lifted off my shoulders. (Service user)
27	A card - I would just like to say a huge and sincere thank you. It certainly is evident the

	<p>professional care you provide always includes lots of well planned activities enabling our children to experience such a variety of fun things whilst keeping them safe. If my son could talk, I know he would say thank you for caring for me, making me smile because you make my days fun.(Service user)</p>
28	<p>A card - Thank you all so much for making him feel so welcome and for all the help and support you have given him and us as a family.(Service user)</p>
29	<p>He has been brilliant, very reliable, he rings exactly when he says he will, he turns up on time, returns my calls and sorts out any concerns. I suppose you are expected to do this anyway but I am really impressed by your professionalism. (Service user)</p>
30	<p>He described you as professional, responsive and has confidence in terms of a future working relationship overall he was very complimentary about your approach and the communication he has had with you. (Service user)</p>
31	<p>Young person - They get in in touch when they don't need to, just to see how I am. She persevered when I said I didn't like it, looking back she was right and I am very happy she did that. I always felt listened to and I could always go to him if I needed help, he always got things done. (Service user)</p>
32	<p>Thank you for all the work you have done with our family. (Service user)</p>
33	<p>Young Person - A card – Thank you for all the help you have given me, Hard times you've made easier, And being there when I needed you, Nightmare I have been sometimes, Know I need to change my attitude, You always listen when I am down, Over time I will get back in touch, U have helped me a lot over these years, thank you so much. (Service user)</p>
	<p><u>Team around the Family</u></p>
34	<p>A card - Thank you for all your support, he has changed a lot since he has been with you, I don't know what you have done to him but thank you, he will miss you and doesn't want to go. Thank you for everything you have done. (Service user)</p>
35	<p>Email - I wanted to say thank you for my support worker, she has been and still is a huge support to me and my family, nothing is ever too much for her and she has helped us massively. The positive effect on our family is huge. Amazing lady, we are very lucky to have her. Thank you very much:-) (Service user)</p>
36	<p>A card - a huge thank you for all the help and support, I wouldn't be here today if it wasn't for you. You have done so much, you are an amazing person, I will never forget what you have done for me and my family. I'm going to miss you. (Service user)</p>
37	<p>I have to let you know how grateful I am of the intensive support G gives to mum and her 5 children. He has gone above and beyond his remit to support the family and ensure the children's emotional well-being has been protected as best it could be considering the events of the past week. Sometimes I feel we just depend on each other and we take each other's role for granted. I wanted you to know what a valued</p>

member staff and support he has been.

- 38 Email -If the inspectors want to speak to us, I would really like to feed back that you do an 'ace' job ! (Service user)
- 39 Email -He said how much fun he had, how much he had enjoyed the white water rafting activity. He was made to feel really welcome both by staff and other young people and it was one of the best things he'd ever done. (Service user)
- 40 You can see how much the family have come on especially in relation to communication, they are very open, and honest with you. I just wanted you to know that I have noticed all your hard work and value what you have done for the family.
- 41 The CAF and C helped them get a start in school which gave them both independence and confidence. Both the kids love C and I'm grateful for everything she has done for my family. At the time she came into our life I couldn't hold a sentence together without breaking into tears. She gave me the courage to ask for help and helped me all along the way to receive it. I'm very grateful, its helped me get through a very dark place. (Service user)
- 42 My family life has improved and I have learned strategies to cope with my sons behaviour. I feel calmer, more stress free and days out are more enjoyable. (Service user)
- 43 Thank you, I felt relaxed in hospital, I did not have to worry about my son because I knew he was in safe hands. (Service user)
- 44 Email -Just wanted to say how valuable the fishing experience has been for myself from a child-minding point of view and as a parent. All the children fished for the first time, all caught one. All the parents were so pleased, you could see how much of a fun day they had, 3 generations of one family, he is now going fishing with his granddad, an amazing experience we all would not have had if the Children Centre hadn't offered it to us. The staff were great. (Service user)
- 45 A big thanks for supporting all the young people over the summer. They have all said the activities have been fantastic and they contributed to raising their confidence, self-esteem etc. Some of these young people have very chaotic home lives and the activities have given them a break from this. Many Thanks
- 46 Impressed with your dedication! Thank you
- 47 A card - Thank you for everything that you have done for me and my family. It honestly means a lot to me. I feel a lot better after I spoke to you, I am still using the skill you taught me. (Service user)
- 48 A card - Just to say thank you very much for all your help and kindness when we needed some much needed support and advice. Many thanks. (Service user)
- 49 We are happier as a family, and are able to enjoy doing things as a family. (Service user)
- 50 As soon as I got out the meeting I was singing your praises, it was really nice to hear such positivity; your commitment to CYP and families in Halton is fab.

- 51 The group were very impressed with the presentation and wanted to acknowledge the hard work they do in working with complex families.
- 52 Amazing difference, getting her advice and support has made a huge difference to us as a family.
- 53 A big thank you to all the staff, always so friendly and welcoming, an excellent service, lots of enriching and exciting activities with high quality resources, keep up the excellent work.(Service user)
- 54 Nominated by colleagues for a national award with 'Children Now' magazine and shortlisted with two other workers, for "the adult individual who has achieved significant improvements in the lives of children or young people". Here work was highly recommended.
- 55 She has made a huge difference, helped me a great deal, I am now managing the house much better and his behaviour is also better. All the tips and strategies have helped me. (Service user)
- 56 How friendly and helpful you have been, I am so grateful for this group I attend. (Service user)
- 57 A card - Child - thanks for being there when things were bad in my life but with your help I've changed it around.(Service user)
- 58 I would like to pass on a massive thanks to the team for their support and a special thanks, she helps me to keep my sanity and puts my feet firmly back on the ground, I really couldn't do this without your team.
- 59 He is a very different person from the young man you met, he is no longer withdrawn, he is chatty, very sociable and confident. Thank you for all the support over recent years. (Service user)
- 60 You have made a huge difference to turning my situation around and your manner and approach has really helped me overcome my depression and make positive changes. The children are pleased to see you and I am glad your service exists to help other families. (Service user)
- 61 She is a brilliant Family Support Worker, she is very straight, praises us on the good and lets us know when things need to change. We have gone from being a negative family to us being really positive about family life. (Service user)
- 62 Letter - My family support worker has helped me a lot, I was in a really dark place before the support. My son was difficult to deal with but her strategies have made my home a much happier place. I just want to say I felt I had nowhere to turn until they came in and even though I feel strong enough now, I will miss them. (Service user)
- 63 Thank you so much and well done on a really fantastic family intervention. It clearly demonstrates the fantastic work the team complete on a daily basis.
- 64 Thank you for the fabulous support, it's really appreciated. We say to all our children that we want them to achieve their personal best and I hope that the time he is with us

that he becomes the best he can be. Thanks

6.2 **SAFEGUARDING UNIT**

Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
2013/14	1	0	0	0	1
2012/13	0	1	1	0	2

65 We are very pleased to continue working with you and the wider Halton Team. You may be interested to note that my colleague has recently recommended Halton to another Authority as an example of good practice.

6.3 **CHILDREN'S ORGANISATION AND PROVISION**

Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
2013/14	8	7	4	4	22
2012/13	2	2	4	7	15
2011/12	7	9	6	3	25

A 46% increase of compliments.

66 Email - I received some excellent feedback on your efforts to ensure the Conference went well. I had several people come up to me and tell me how hard you had worked and that nothing was too much for you. I am sure they will use the venue again. Well done!! (Service user)

67 Just wanted to say thanks for all your help, it's very much appreciated.

68 Just to say thanks. It was really useful, we have been so engrossed in producing the evidence and data we don't always get chance to stand back and see it fresh. We have some changes to make now from your feedback but we feel in a good position to prepare the rest of the team.

69 The Chairman wished to place on record thanks to the Performance and Improvement Team for simplifying the reports and information.

70 Text - My daughter auditioned for the first time ever yesterday, a great experience, well run really professional. Thanks for all involved. See you next year! (Service user)

71 Text - Just want to add my personal thank you to all the Halton staff who looked after us and made us feel welcome. (Service user)

72 I just wanted to let you know how much of a team player you have. She was answering the phone, answering the door and helping me, all while she had a smile on her face, she stayed happy and extremely professional even when it was at its busiest. Please pass on my thanks to her and the rest of the staff.

73 Thank you, it was beautifully delivered, every speaker was engaging, I was watching the audience and they paid very close attention, there was a definite buzz in the room.

74 To say a very big thank you to you and the volunteers who joined us for the day. Your help in organising the day was invaluable and I am very grateful that I was able to benefit from your vast experience!

- 75 Email -Just wanted to say what a brilliant job you have done, it must be a real nightmare holding everything together, I have loved every minute of working with you. (Service user)
- 76 Cllr - Congratulations to all involved, this is excellent news. (Halton Youth Cabinet win debate)
- 77 Thank you for your support, you have been very responsive which has been really appreciated.
- 78 I'd like to pass on my thanks for the work your staff are doing to help us construct positive working relationships.
- 79 Email -Can I just say a big thank you for helping sort me and my family out in relation to childcare, so far things have worked out great, thanks for all the information and so promptly. (Service user)
- 80 A very big thank you. It has been such a relief to know we have this system in school and wanted to share our gratitude for all the support you have given us.
- 81 Thank you so much for your support and advice, I really do appreciate all that you both did.
- 82 I just wanted to share some great news with you, Teens and Toddlers has won The Guardian Charity of the Year award, Halton has been working with them since 2010.
- 83 Email -Thank you for all the fabulous things Halton Youth Provision does for our boys. Word has quickly spread and there are now lots more of his friends that enjoy going.(Service user)
- 84 Email -I would like to take this opportunity to say a massive thank you to you all, both my boys have benefited greatly becoming more confident and rounded individuals. You really are making a difference to my children. Keep up the amazing work.(Service user)
- 85 The help and support you have given us has proved invaluable, your prompt responses to my many enquiries have made it so easy for me. I appreciate all the work you put in to make it so. Thank you on behalf of myself, head teacher and all of the students. We truly could not do it without you.
- 86 Email -I just wanted to thank the project for all they do for my daughter, she has grown so much in confidence and her ability to talk and communicate has increased tenfold, she is now a very outgoing and happy girl again which in my opinion is thanks to everyone. As a parent i will never be able to thank you enough for helping my daughter enjoy her life again. (Service user)
- 87 Email -My son had no real friendships and has always found social interactions difficult. Now he's been on many walks, camped out and he's enjoyed it all, it would not be possible without your help and support. I' very grateful. (Service user)

6.4 LEARNING AND ACHIEVEMENT					
Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
2013/14	10	6	4	4	24
2012/13	0	6	7	6	19
2011/12	1	2	9	1	13

A 26% increase of compliments.

88 I would like to thank you and C for all your support and your quick response to what was a rapidly deteriorating situation, He is an incredibly vulnerable little boy, this arrangement might help stabilise his home life.

89 Email - Thank you both so much for today. The boys were very excited about the whole process, they enjoyed having their parents to look at the work and talk with you, also enjoyed going round the school. That worked very well and wanted to comment how good you were with the boys, thank you. (Service user)

90 Thank you for working with J and K. K now has an excellent attitude to school life and is making much more progress; we have seen a great improvement in his self-esteem. J is also working hard and is having less emotional outbursts. So thank you once again.

91 Thanks for some eye opening training, excellently targeted to our needs and fascinating.

92 Email -Thanks, he enjoyed showing his friends his work. Appreciate you making it nice for him. Best wishes (Service user)

93 I just thought that I would say thank you for all this information it's very much appreciated.

94 Thanks to you, that was a perfect training session, just what we wanted and allowed us all to have a real say in how we want it setting up.

95 Email -Thank you for your email. It is very much appreciated. Thank you also for your assistance over the past few weeks when I have telephoned your department. The person I spoke to was very helpful indeed and put my mind at ease in getting a new allocation for my daughter. (Service user)

96 A card - Thank you for all your help and support, I know you will say you are just doing your job but your professionalism, empathy and genuine concern has been deeply appreciated. I do feel we will be giving him the best we could wish for. Sincere thanks (Service user)

97 Email -Thanks very much I really appreciate your help and the information. It's difficult when you have not done it before and I am just so thankful that there are people like your good self out there to help and point out the way. (Service user)

98 Email -Thank you so much for attending the meeting, some really good ideas and suggestions to support us. His happiness and wellbeing is vital to him learning and I hope by us all working together we can best support him. Thank you for your on-going support. (Service user)

- 99 Email -Just a line to let you know that at my statutory visit, both boys stated how pleased they continue to be with your choice of books. She feels you do a really good job at choosing the books and that the boys love receiving the parcels. He was able to show me every book you had sent! (Service user)
- 100 I could not speak highly enough of the support you have offered, you were lovely. It's not often you get to hear the nice, so I wanted to let you know it's not all bad and the nice makes it all worthwhile. (Service user)
- 101 A card - Thank you so much for your help, you time and advice, it means so much to us and are so very grateful for everything. (Service user)
- 102 A card - Thank you so much for your help, advice and the support you have given to us as a family. Even times when he has been extremely difficult you have continued to persevere. You have been amazing. (Service user)
- 103 The training you delivered was brilliant and we are using it to underpin our development work with staff. I hope we do get the opportunity to work together again in the future.
- 104 Email -Just to let you know, he has had a positive transition in his first two days, he has been very settled and been involved in some lovely activities. Thank you for all your support. (Service user)
- 105 Can I just say how brilliant she is, keep hold of her.
- 106 Email -I wanted to let you know that my son has settled fantastically, we would like to thank you for all your support and help that you have given us to get where we are now. Not only have you helped my son you have given me confidence and peace of mind, we really don't know how to thank you enough.(Service user)
- 107 Thank you for today, it was really inspiring; each group was thanking Halton for organising the day, well done Halton was ringing in our ears.
- 108 Email -I just wanted to write and say thank you for your help, it will benefit me and my daughter so much and help a lot with my career. (Service user)
- 109 Thank you for delivering the training, all staff found it very useful and informative, it was much appreciated.
- 110 Thank you for a thoroughly informative day today at the Transition Showcase event, it was great to receive relevant presentations, see a good mix of information, see what goes on locally and meet other organisations. Please consider us for future events; we would be delighted to lend our support.
- 111 The day was very good and productive, I was happy that I was able to learn quite a few things that day, credit goes to all of you for organising such an educational event and all the hard work gone into it.

6.5	Service User Compliments received by:																																								
	<table border="1"> <thead> <tr> <th data-bbox="193 226 456 271">Percentage</th> <th data-bbox="456 226 620 271">2011/12</th> <th data-bbox="620 226 785 271">2012/13</th> <th data-bbox="785 226 949 271">2013/14</th> </tr> </thead> <tbody> <tr> <td data-bbox="193 271 456 315">Card</td> <td data-bbox="456 271 620 315">32</td> <td data-bbox="620 271 785 315">28</td> <td data-bbox="785 271 949 315">27</td> </tr> <tr> <td data-bbox="193 315 456 360">E-Mail</td> <td data-bbox="456 315 620 360">16</td> <td data-bbox="620 315 785 360">30</td> <td data-bbox="785 315 949 360">32</td> </tr> <tr> <td data-bbox="193 360 456 405">Evaluation</td> <td data-bbox="456 360 620 405">26</td> <td data-bbox="620 360 785 405">12</td> <td data-bbox="785 360 949 405">12</td> </tr> <tr> <td data-bbox="193 405 456 450">Letter</td> <td data-bbox="456 405 620 450">7</td> <td data-bbox="620 405 785 450">12</td> <td data-bbox="785 405 949 450">3</td> </tr> <tr> <td data-bbox="193 450 456 495">Telephone</td> <td data-bbox="456 450 620 495">4</td> <td data-bbox="620 450 785 495">12</td> <td data-bbox="785 450 949 495">5</td> </tr> <tr> <td data-bbox="193 495 456 539">Verbal</td> <td data-bbox="456 495 620 539">15</td> <td data-bbox="620 495 785 539">6</td> <td data-bbox="785 495 949 539">15</td> </tr> <tr> <td data-bbox="193 539 456 584">Text</td> <td data-bbox="456 539 620 584">0</td> <td data-bbox="620 539 785 584">0</td> <td data-bbox="785 539 949 584">6</td> </tr> <tr> <td data-bbox="193 584 456 613"></td> <td data-bbox="456 584 620 613">100</td> <td data-bbox="620 584 785 613">100</td> <td data-bbox="785 584 949 613">100</td> </tr> </tbody> </table>	Percentage	2011/12	2012/13	2013/14	Card	32	28	27	E-Mail	16	30	32	Evaluation	26	12	12	Letter	7	12	3	Telephone	4	12	5	Verbal	15	6	15	Text	0	0	6		100	100	100				<p>Overall 68% took the extra time and trouble to let us know in writing of their satisfaction. Comparable to last year when it was 70%</p>
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	<p>Staff benefit from being the objects of compliments, knowing that they are noticed and that they are valued is powerful in motivating continued efforts. People strive to do more of what brings praise from others.</p> <p>Compliments are also a measure of awareness from our Service Users; it is their acknowledgment of the good developments and the positive effects on them.</p> <p>Our service users have interesting and informative contributions to make which help improve services in the borough. Halton Council does have a feedback system which records the complaints and compliments for the directorate with the aim of encouraging them to express their views however, the complaint and compliment form is one form. Feedback form staff is that this form is viewed only as a complaint form and so it has been requested that we review this with the aim of developing a separate form for compliments.</p> <p>There are staff who are unsure as to what a compliment is and when to forward it to be recorded as such, it is viewed by them as “just doing their day job”. Providing staff with the training and empowering staff to listen to and act upon the suggestions of the people they work with will ensure that individuals are given the help they need to have their voice heard.</p> <p>That Service Managers ensure they record any Compliments and forward them to the Customer Care Manager.</p>																																								
7	RISK ANALYSIS																																								
7.1	<p>Feedback from Children Social Care is included within the Ofsted Inspections Handbook: Inspections of Services for Children in Need of Help and Protection, Children Looked After and Care Leavers. Failure to meet the standards as prescribed in the Children Act 1989 Representations Procedure and the Guidance “Getting the Best from Complaints” can potentially impact on the overall findings of the Inspection.</p>																																								
8	OTHER/FINANCIAL IMPLICATIONS None identified																																								

9	IMPLICATIONS FOR THE COUNCIL'S PRIORITIES									
9.1	Children & Young People in Halton The learning taken from compliments ensures the ongoing development of services to provide better outcomes for children, young people and their families.									
9.2	Employment, Learning & Skills in Halton Any findings from a comment or compliment relating to this priority will be used to inform the relevant service.									
9.3	A Healthy Halton Any findings from a comment or compliment relating to this priority will be used to inform the relevant service.									
9.4	A Safer Halton Any findings from a comment or compliment relating to this priority will be used to inform the relevant service.									
9.5	Halton's Urban Renewal Any findings from a comment or compliment relating to this priority will be used to inform the relevant service.									
10	LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972 <table data-bbox="331 965 1358 1077"> <thead> <tr> <th data-bbox="331 965 496 999">Document</th> <th data-bbox="676 965 970 999">Place of Inspection</th> <th data-bbox="995 965 1230 999">Contact Officer</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 1003 552 1037">Representation</td> <td data-bbox="676 1003 887 1037">Rutland House</td> <td data-bbox="995 1003 1230 1037">Dorothy Roberts</td> </tr> <tr> <td data-bbox="331 1041 563 1075">Procedure 1989</td> <td></td> <td data-bbox="995 1041 1353 1075">Customer Care Manager</td> </tr> </tbody> </table>	Document	Place of Inspection	Contact Officer	Representation	Rutland House	Dorothy Roberts	Procedure 1989		Customer Care Manager
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REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	1 September 2014
REPORTING OFFICER:	Strategic Director, Children & Enterprise
PORTFOLIO:	Children, Young People and Families
SUBJECT:	The Use of the Pupil Premium
WARDS:	Borough-wide

1.0 PURPOSE OF THE REPORT

- 1.1 To provide an overview on the aims, purpose, use, monitoring and accountability of the Pupil Premium and its impact improving educational outcomes for disadvantaged pupils.

To provide an analysis of the 2013/14 Ofsted inspection judgements on the impact of the pupil premium in closing the achievement gaps between pupils in receipt of the pupil premium and their peers.

2.0 RECOMMENDATION: That Members note the contents of this report.

3.0 BACKGROUND INFORMATION

- 3.1 The role of the local authority as a provider of services is diminishing considerably because resources are limited and reducing. The local authority is responsible for:

- ensuring a sufficient supply of school places
- commissioning services
- looking after vulnerable children

- 3.2 The local authority is also responsible for tackling under performing schools through the use of its powers of intervention. The local authority has to promote high standards through brokering school to school support and through the commissioning of services. It is against this backdrop that we work with our schools on closing the attainment gaps.

4.0 The Pupil Premium – Background Information

- 4.1 The Pupil Premium was introduced in April 2011. The Pupil Premium is specific, additional funding provided to support the education of pupils known to be eligible for free school meals (FSM), pupils who have been eligible for FSM at any point in the last six years (known as the “Ever6” free school meal measure), children who have been looked after continuously for a period of six months and children whose parents are currently serving in the armed forces.
- 4.2 The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.
- 4.3 In 2012–13 schools were allocated a total of £1.25 billion. Eligibility widened to include approximately 27% of the national school population.
- 4.4 The allocations for the Pupil Premium Grant for 2014 -2015 are as follows:

Disadvantaged Pupils in Year Group R to 6 recorded as Ever 6 FSM	£1,300
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£ 935
Looked After Children	£1,900
Children adopted from care under the Adoption and Children Act 2002 ¹ and care leavers under a Special Guardianship or Residence Order	£1,900
Pupils in Year Groups R to 11 recorded as Ever 4 Service Child, or in receipt of a child pension from the Ministry of Defence	£300

5.0 Use of the Pupil Premium

- 5.1 Schools decide how the Pupil Premium is spent. However, they are accountable for their use of this funding. Since September 2012, schools are required to publish online information about their Pupil Premium allocation and how they plan to spend it in the coming year. They must also publish a statement of how they spent the money for the previous year, and its impact on the attainment of pupils eligible for support through the Pupil Premium.
- 5.2 Under the current Ofsted inspection framework, inspectors are now required to make a judgement on the use of the pupil premium and its impact on the progress, and attainment of pupils in receipt of the pupil premium.

5.3 Ofsted inspectors will ask:

- The level of Pupil Premium funding received by the school in the current academic year and levels of funding received in previous academic years.
- How the school has spent the Pupil Premium and why it has decided to spend it in the way it has. This incorporates whether the funding is targeted at the groups for whom it is intended.

5.4 Governors in particular, are expected to know the details of how much is spent on the pupil premium and more importantly, governors should know what impact this is having on pupil achievement and whether this is providing good value for money.

5.5 In addition, schools with wide or widening gaps between pupils in receipt of the pupil premium and their peers will not be judged outstanding following an Ofsted inspection.

6.0 Impact of the Pupil Premium - Halton's Performance

6.1 As cited above, the Pupil Premium was introduced in April 2011 and the first set of results, since its introduction were in summer 2012.

An analysis of the 2012 and 2013 results was presented to the Board in the autumn term last year and within that report there are specific sections that relate to closing the attainment gaps. A similar analysis of the 2104 results will be conducted early in the autumn term and a report will be presented to the Policy and Performance Board in November 2014.

6.2 Ofsted Inspection Outcomes

During the 2013/14 academic year 22 schools altogether were inspected by Ofsted. Inspectors, as outlined in section 3.2 of the report, have to evaluate the use of the Pupil Premium and its impact. A summary of the judgements is attached in Annex 1.

6.3 Analysis of inspection judgements

Of the 22 schools inspected in the last academic year, 16 were judged to be good, 2 outstanding and 4 require improvement. Overall pupils in receipt of the Pupil Premium were achieving well compared to their peers nationally. However, in at least six schools (St Edwards, St Martin's, Palacefields, The Grange, Gorsewood and Runcorn All Saints) in-school gaps were identified. Pupils in receipt of the Pupil Premium were behind their peers by as much as two terms in some cases. All the schools were aware of their in-school gaps and the inspectors acknowledged that appropriate action was being taken to close the gaps.

7.0 Ofsted Report on the *Pupil Premium- an Update July 2014* (the extracts below are from the report)

- 7.1 The pupil premium is making a difference in many schools. Overall, *school leaders are spending pupil premium funding more effectively*, tracking the progress of eligible pupils more closely and reporting outcomes more precisely than before.
- 7.2 The strongest governing bodies take strategic responsibility for ensuring that the funding improves teaching and support for eligible pupils in the school. They know how the funding is being spent, hold leaders to account for expenditure and assess how effectively the funded activities contribute to raising the attainment of eligible pupils.
- 7.3 Weak leadership and governance remain obstacles to closing the attainment gap. In schools judged to be inadequate, inspectors commonly report that leaders and governors do not ensure that pupil premium funding is used effectively. In these schools, the attainment of pupils eligible for funding is poor and attainment gaps are too wide.
- 7.4 Since September 2013, inspectors have been able to recommend an external review of the school's use of the pupil premium funding, where the inspection identifies specific issues regarding the provision for eligible pupils. This has not been the case in Halton schools.
- 7.5 The proportion of pupils on FSM achieving 5 A* -C including English and maths in Halton in 2013 was the highest in the North West. Halton is ranked 1st in the North West and 29th nationally for the attainment of pupils on FSM. (Source Ofsted Pupil Premium an update report published July 2014).

8.0 Current Developments

- 8.1 Since the Peer Challenge exercise identified closing the gap a priority for Halton, a Closing the Gap project was launched in May 2013 after a joint analysis of gaps between the schools and the School Improvement Team. There are currently 12 schools (See Annex 2) in the project, 6 of the 12 schools in the project (Pewithall, The Grange, Oakfield, Ditton Primary, Runcorn All Saints and Simms Cross) were inspected last academic year. Oakfield has done particularly well closing in-school gaps. The gap in Pewithall is also reducing considerably.
- 8.2 The schools in the Closing the Gap project have been focusing on giving pupils high quality written feedback. Research by The Sutton Trust has identified the quality of written feedback to pupils as one of the most effective strategies for closing the gap. The project schools have adopted an action research model where group members conduct a research task in between meetings and report back their findings to their colleagues half termly. Further

analysis will be conducted following the 2014 examinations results, and proven strategies will be shared more widely across the Borough.

9.0 Summary

- 9.1 The attainment gap between pupils in receipt of the Pupil Premium is closing since the Pupil Premium was introduced in April 2011.
- 9.2 Evidence from the schools inspected in the last academic year indicates that pupils in receipt of the Pupil Premium in our schools achieve well, compared to their peers nationally but they do not achieve as well when compared to their peers in school. In- school gaps are wide and in some schools pupils in receipt of the Pupil Premium are behind their peers by up to two terms. Further work on identifying strategies that are effective in closing in-school gaps will be carried out with the Closing the Gaps project schools and shared widely with all other schools.
- 9.3 The findings from the Ofsted report *Pupil Premium - an update* will be shared with schools in the autumn term.

10.0 POLICY IMPLICATIONS

N/A

11.0 OTHER/FINANCIAL IMPLICATIONS

N/A

12.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

12.1 Children and Young People in Halton

Closing the attainment gap supports one of Halton's Children's Trust priorities (*Working together to* focus services towards the needs of our most vulnerable children, young people and families to 'close the gap' by improving health, education, social and cultural outcomes) and the work being undertaken to support schools will improve the attainment and progress of pupils from disadvantaged backgrounds. As a result more young people will have increased opportunities of going into higher and further education.

12.2 Employment, Learning and Skills in Halton

Young in receipt of the Pupil Premium people will achieve as well as their peers and will have greater opportunities of engaging in education, employment and training.

12.3 A Healthy Halton

N/A

12.4 A Safer Halton

N/A

12.5 Halton's Urban Renewal

N/A

13.0 RISK ANALYSIS

13.1 Failure to close the attainment gap will lead to the under-achievement of our most vulnerable children and young people, and give the Ofsted's sharp focus in this area, it is unlikely that schools will be judged outstanding if their in-school gaps are wide or widening.

13.2 Failure to improve the attainment and progress of pupils in receipt of the Pupil Premium will have an adverse effect on Halton's examination results at the end of Key Stages 2 and 4. In addition, the proportion of schools judged as good or better is likely to reduce. This in turn might trigger an inspection of local authority school improvement services.

14.0 EQUALITY AND DIVERSITY ISSUES

14.1 Closing the attainment gap between vulnerable and their peers makes a significant contribution to removing inequalities between different groups of pupils. The additional funds should improve children and young people's life chances.

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

Document	Place of Inspection	Contact Officer
The Pupil Premium: an update published by Ofsted July 2014	Rutland House	Steve Nyakatawa

Annex 1: Achievement and Progress of Pupils in Receipt of the Pupil Premium
Ofsted Judgements September 2013 - July 2014

ACHIEVEMENT AND PROGRESS OF PUPILS IN RECEIPT OF PUPIL PREMIUM

Summary

Use of Pupil Premium Ofsted judgements

September 2013 to July 2014

8 schools inspected since September 2013

1 Academy N/A October 2013

1 Nursery - N/A November 2013

School Name	Inspected	Comment	Overall Outcome
Moore	September 2013	The funding for pupils eligible for the pupil premium has been used effectively to provide small group and individual support to improve their literacy and numeracy skills. As a result, the attainment of pupils known to be eligible for free school meals, in English and mathematics, matches that of other groups not supported by the pupil premium.	Good
St Edward's	October 2013	In 2012, pupils supported through the pupil premium funding, including those known to be eligible for free school meals, achieve well and reached standards above those of similar pupils nationally in English and mathematics. Nevertheless, those same pupils did not do as well as their classmates and were approximately a year behind their peers in English and mathematics. Current school data show that this gap is closing rapidly. This is due to the effective allocation of pupil premium funding, which clearly demonstrates the school's commitment to equal opportunities for all.	Good

Woodside	October 2013	Funds from the pupil premium are spent effectively on additional teaching assistants, on one-to-one tuition and on subsidising visits and activities for pupils known to be eligible for free school meals. These supported pupils do well: in Year 6 in 2013, they attained more highly in both English and mathematics than other pupils in the school who were not eligible for free school meals.	Good
St Martin's	October 2013	Pupils supported by the pupil premium, including those known to be eligible for free school meals, also make good progress. In 2012, their attainment was nearly a term ahead of similar pupils nationally in English but half a term behind those not eligible in school. In mathematics, they were in line with similar pupils nationally but two terms behind those not eligible in school. The school took successful action to address this and in-school gaps have closed rapidly in English and mathematics; in some year groups, pupils eligible for free school meals are ahead of other pupils.	Good
The Bankfield	October 2013	Not available on Ofsted site yet.	
St Clement's	October 2013	The funding for pupils eligible for the pupil premium has been used well to provide small group and individual support to raise their attainment in English and mathematics. This has narrowed the gap in attainment between pupils known to be eligible for free school meals and other pupils in school. As a result, they make similar progress to other pupils and their attainment in English and mathematics by the end of Year 6 is closer to that of other groups not supported by the pupil premium, being around two terms behind. This demonstrates the school's successful commitment to equality of opportunity.	Requires Improvement
Pewithall	October 2013	The relatively small number of pupils who are supported by pupil premium funding achieve as well as their peers, with almost all reaching or exceeding at least average levels across the key subjects. The gap between the overall attainment of pupils known to be eligible for free school meals and that of other pupils is reducing considerably in English and mathematics. For those who may be at risk of not reaching their full potential, this is identified early and funding used to provide additional well-focused support.	Outstanding

Palacefields Academy	October 2013	Pupils supported through the pupil premium funding made better progress to pupils nationally in reading, writing and mathematics in 2012. This includes those pupils known to be eligible for free school meals whose attainment in reading was similar to other pupils in the school, but was generally one to two terms behind in writing and mathematics. The school quickly addressed these differences by pinpointing the needs of these pupils and provided additional writing and mathematics individual and small group support and, as a result, the gap closed rapidly in 2013.	Good
Birchfield Nursery	November 2013	No mention of pupil premium	Good
St John Fisher	December 2013	The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority. The teaching of pupils supported by the pupil premium funding, who are currently in the school, is well managed with appropriate resources available. As a result, these pupils make good progress from their individual starting points in their learning.	Good
Chesnut Lodge	November 2013	The pupil premium is allocated effectively, enhancing performance in early communication, literacy and numeracy. Some pupils benefited from specialist support programmes and others from inclusion at mainstream schools. Leaders make certain that additional funds, such as the pupil premium, are used to good effect by providing additional opportunities for eligible pupils. It is clear that the funding is making a positive difference.	Good

The Grange	November 2013	Pupils in Key Stage 1 - The progress made by pupils supported by the pupil premium funding is broadly in line with that of their peers. Indeed, a much higher proportion than their peers made more than expected progress in reading. In the secondary phase, the gap between the achievement of students supported by the pupil premium funding and their peers is not closing at a fast enough pace, and remains too wide. In 2013, students supported by the pupil premium achieved generally a grade below their peers in English and mathematics. The same pattern is repeated when expected progress comparisons are made, with gaps narrowing, but not quickly enough. This is now one of the highest priorities and a recently appointed senior leader is co-ordinating a range of strategies across the school and tracking their impact. Senior leaders have used the pupil premium funding primarily on extra staffing as well as extra provision and resources. Middle leaders are able to bid for pupil premium funding but must provide a clear evaluation of its impact. The mathematics department, for example, had provided an evaluation of the impact of a residential activity and one-to-one support. Senior leaders are now focusing on closing the small gap that still exists between students supported by the pupil premium and their peers in attendance and fixed-term exclusions figures.	Requires Improvement
Halebank C of E	December 2013	Pupils entitled to the pupil premium funding attained well in the national tests in 2013. Pupils whose circumstances make them potentially vulnerable receive the support that they need with their personal development. For example, some of the pupil premium funding is used to provide additional support to meet the social and emotional needs of these pupils.	Good
Sandymoor Free School	January 2014	Students who are eligible for the pupil premium achieve better than their peers in English but achieve a little less well than their peers in mathematics and science, although they are still achieving above the national average for this group.	Good
Oakfield Primary	Feb 2014	Pupils entitled to support through the pupil premium, including those eligible for free school meals, make good progress and achieve well. In 2013, their attainment in mathematics was significantly above the national average. The school's current data show that their performance in reading and writing and mathematics is at least in line with their classmates. Pupils supported through the pupil premium make good progress and by the end of Year 6 their attainment in mathematics is significantly above average.	Requires Improvement

Ditton Primary	Feb 2014	The attainment of pupils supported by the pupil premium, including those known to be eligible for free school meals, was about two terms below that of the other pupils in their year group in Year 6 in 2013 in reading, writing and mathematics. The school is tackling these issues decisively. Across the classes in the current year, gaps between the attainment of this group of pupils and the other pupils in school are closing rapidly in all three subject areas, because they are all making good progress. This reflects the school's commitment to ensuring equal opportunities for every pupil.	Good
Gorsewood	April 2014	In Year 6 in 2013, the standards reached by pupils supported by the pupil premium, including those known to be eligible for free school meals, were approximately two terms behind those of other pupils in the year group in English and mathematics. The school has taken rapid and effective action to address this deficit and the gap between the standards reached by these groups of pupils is closing rapidly.	Good
Hillview	March 2014	The pupil premium funding ensures that the pupils eligible for such funding, including those known to be eligible for free school meals, are making good progress. The gaps in attainment appear wide but often these pupils have a specific barrier to learning such as a special need. Therefore the standards they reach are often difficult to compare with others. Overall, the school makes sure all pupils have equal opportunities to do well.	Good
Runcorn All Saints	March 2014	At the end of Year 2 in 2013, the attainment of pupils supported by the pupil premium funding was in line with other pupils in the school and similar pupils nationally. Pupils supported by pupil premium funding, all of whom are known to be eligible for free school meals, at the end of Year 6 in 2013, were around five months behind other pupils in the school in English and mathematics. Currently, pupils in this group are making faster progress and the gap between these pupils and others in the school is closing.	Requires Improvement
Ditton Nursery	June 2014	Almost all children in the nursery are White British. As this is a nursery school, there is no pupil premium or sports premium from the government. No child is educated off-site in alternative provision.	Good

Lunts Heath	July 2014	The pupil premium funding ensures that eligible pupils, including those known to be eligible for free school meals, are making progress similar to other pupils in English and mathematics. This group makes at least good and often outstanding progress. In Year 6 in 2013, the attainment of eligible pupils in English and in mathematics was in line with their classmates. The school data and inspection evidence shows that any gaps evident in attainment between eligible pupils and others in previous years have now closed. This clearly shows the school's success in promoting equality of opportunity for all its pupils.	Outstanding
Simms Cross	July 2014	The proportion of pupils eligible for support through pupil premium funding is almost three times the national average. This additional funding is provided for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.	Good
St Gerard's	July 2014	The attainment of pupils eligible for the Pupil Premium including those known to be eligible for free school meals in English and maths was as good as their classmates at the end of Year 6 in 2013. It was lower than similar groups of pupils nationally. This year these pupils are almost one term behind their classmates overall in English and maths but their attainment is better than similar groups of pupils nationally.	Good

Annex 2
Closing the Gaps Project Group.
List of participating schools

St Basil's Catholic Primary

Simms Cross Primary

Farnworth CE Primary

Wade Deacon

Ditton Primary

Astmoor Primary

The Grange All Thorough School

St Mary's CE Primary

Oakfield Primary – Brett Neal

Pewithall – Suzanne Thomas

Runcorn All Saints

West Bank Primary

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

DATE: 1st September 2014

REPORTING OFFICER: Strategic Director Children & Enterprise

SUBJECT: Performance Management Reports for Quarter 1 of 2014/15

WARDS: Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 To consider, and raise any questions or points of clarification, in respect of performance management for the first quarter period to 30th June 2014.
- 1.2 Key priorities for development or improvement in 2014-17 were agreed by Members and included in Directorate Plans, for the various functional areas reporting to the Board as detailed below:
- Children and Families Services
 - Learning and Achievement
 - Children's Organisation and Provision

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

2.0 RECOMMENDED: That the Policy and Performance Board

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

3.0 SUPPORTING INFORMATION

- 3.1 Departmental objectives provide a clear statement on what services are planning to achieve and to show how they contribute to the Council's strategic priorities. Such information is central to the Council's performance management arrangements and the Policy and Performance Board has a key role in monitoring performance and strengthening accountability.

4.0 POLICY IMPLICATIONS

4.1 There are no policy implications associated with this report.

5.0 OTHER IMPLICATIONS

5.1 There are no other implications associated with this report.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Departmental service objectives and performance measures, both local and national are linked to the delivery of the Council's priorities. The introduction of a Thematic Priority Based Report and the identification of business critical objectives/ milestones and performance indicators will further support organisational improvement.

6.2 Although some objectives link specifically to one priority area, the nature of the cross - cutting activities being reported, means that to a greater or lesser extent a contribution is made to one or more of the Council priorities.

7.0 RISK ANALYSIS

7.1 Not applicable.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Not applicable.

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

Not applicable

Priority Based Report

Priority: Children and Young People

Reporting Period: Quarter 1, Period 01 April 2014 – 30 June 2014

1.0 Introduction

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

2.0 Key Developments

- 2.1 **Participation Strategy (AMc)**
The Liverpool City Region (LCR) contract for the delivery of Information advice and guidance (IAG) Services and the statutory tracking and activity reporting of young people aged 16-18 (19+ LLDD) ended on 31st March 2014. Since April 2014 Halton Borough Council has implemented the Raising Participation Age (RPA) Strategy. Staff have been recruited to Data Tracking Officer and Young People Caseworker posts to support and implement the strategy, which has achieved significant cost savings for the Council.
- 2.2 **Teenage Pregnancy (AMc)**
ONS data for quarter 4 2012, shows Halton's teenage conception rate is at its lowest level ever. In quarter 4 2012, there were 22 conceptions compared to 28 in quarter 4 2011. The total number of conceptions for 2012 is 92.
Halton had 27 less conception's, then its statistical neighbour's average and has now seen a 36.1% reduction from the baseline in 1999 and a 48.6% reduction from 2007, when the rate was at its highest.
- 2.3 **Missing From Home (AMc)**
There is a fairly equal split of children and young people that go missing from home and care. Those from care do include the young people in care placed in Halton from other local authorities but Halton children in care are the higher number. With regard to young people that repeatedly go missing for both home and care, these are mostly females, age 14 – 16 years and are known to social care. The young people are predominantly from Widnes and many of them are associating with other young people who are going missing. Young people missing in Widnes were predominantly missing from home. Most of the young people that are repeat missing are or have low attendance or poor engagement with education.
- 2.4 **Customer Care (AMc)**
The Customer Care Team dealing with Adult and Children Social Care complaints disbanded and from 1st April 2014, the Children's Customer Care Manager was relocated to the Children and Enterprise, Policy and Performance Team and this occurred quickly and easily. The shared

electronic systems (i.e. 3yrs of Client records) took some time to separate, it was completed and the records have been transferred into the appropriate Sharepoint site. The relocation required updates to public literature, this provided the opportunity to review the design and redistribute to staff. Capturing of learning from complaints is a priority, feeding this into service development and influencing staff training.

2.5 Safeguarding Training of alternative provision (AMc)

It is the responsibility of the provider to ensure the L2 Basic Awareness Safeguarding (BAS) Training is accessed by their staff. Since September 2012 the HSCB approved training has been delivered to 677 practitioners and 43 designated leads have attended HSCB Working Together to Safeguard Children 2 day training. During Q4 the L2 BAS has been delivered by the Early Years Support Officer in February and March 2014 to 22 staff from 9 different settings and a further four (66 places) 3 ½ hour sessions are planned for June and July 2014 to ensure staff have the required training.

2.6 Inclusion age 0-25 (SN)

The project officer for Special Educational Needs and disability (SEND) reforms continues to drive Halton BC and Partners' response to the new Children & Families Act 2014. The major scaffolding and decision making is now in place for the SEN Teams and Services to populate in the summer months. This has been a monumental task which is on line to meet the implementation date of September 1st 2014, these include The SEND local offer website a one stop shop for any children, young people, professionals to look for information concerning SEND multi agency Assessment Process, Recruitment through re-structure and grants; Review and conversions of statements of special educational needs to Educational Health and Care Plans under the new SEND reforms; Workflow; Collaboration and consultative methods with children, young people, families and social care. These are all established and awaiting further actions. See below for link to Children & Families Act 2014: <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

2.7 Efficiency Programme Board Review (SN)

The 0-19 Division has recently been subject to an Efficiency Programme Board Review. The As-Is phase has been completed and the Divisional Manager is now working with the Reviewer to implement the To-Be phase. This includes ensuring that there is sufficient capacity within the school improvement team, and within the resource available, to continue to deliver a high quality service for schools and settings.

2.8 2014 Primary National Curriculum (SN)

The new Primary Curriculum comes into place in September 2014. There is no statutory document to say 'how' to teach the new national curriculum; rather the curriculum sets out the 'what' with a high level of content understanding. As a result it allows greater freedom; how it is implemented will be down to individual schools. The Programmes of Study are generally shorter, setting out the core content, especially in foundation subjects. They are fuller for key stage 1 and 2 Maths and English; this is because they are considered to be especially important.

The National Curriculum defines the minimum that schools must teach – there is an expectation that each school will establish its own ‘school curriculum’ which includes the statutory requirements and more. This means that schools can still cover topics that are of particular interest to the children even though they are no longer in the national curriculum. See below for link to new National Curriculum 2014.

<https://www.gov.uk/government/collections/national-curriculum>

2.9 Service Redesign (TC)

Children & Family Services - there is an increase in social workers and refocused and additional management capacity with the aim of reducing caseloads and improving outcomes for children. From 1 September 2014, there will be a Child In Need Service and a Child in Care Service, with fostering and adoption teams.

2.10 Inspiring Families and Early Help (TC)

There is currently a consultation underway with a view to embedding the Inspiring Families approach into the overall Early Help offer, and establishing 3 multi-agency integrated co-located teams to co-ordinate and support early help and early intervention with a view to this being implement from September 2014 onwards.

2.11 Halton’s Neglect Strategy (TC)

Halton’s Neglect Strategy for 2014-16 has been endorsed by the Children’s Trust and Halton Safeguarding Children’s Board. This strategy is informed by an analysis of the prevalence and patterns of neglect in Halton with a delivery plan to address on a partnership basis the issues identified.

2.12 Social Care figures (TC)

Numbers of children with a child protection plan at 18th July 2014 was 181 and numbers of children in care was 213. An additional Conference Chair has been appointed reflecting the issues around increased Child Protection planning.

3.0 Emerging Issues

3.1 Not in Education, Employment or Training (NEET) (AMc)

Halton Borough Council has made a successful transition in bringing its post-16 tracking system in-house. Figures published in May show the proportion of young people age 16-18 Not in Education, Employment or Training (NEET) at similar levels to those reported at the beginning of 2014. There has been an increase in the proportion of the 16-18 cohort with activities identified as Not Known, which are being followed up over the Summer Term.

3.2 Participation and Involvement – INVOLVE (AMc)

The INVOLVE group was set up in November 2014 in order to:

- Be somewhere the lead engagement workers could work together and share practice.
- Give the opportunity for as many children and young people from different groups throughout Halton to be involved in decision making and influencing services and provision.
- Offer advice and guidance to professionals on how to involve in a meaningful way

The members have set up a number of policies and processes to ensure the group runs smoothly, they have also offered advice to a number of agencies, including; Wellbeing enterprises, SEND reform, Clinical Commissioning Group (CCG), Halton Children's Safeguarding Board, Parent Partnership and the Health Improvement team.

Currently the INVOLVE group is made up from Young people, Halton Family Voice representative and Lead engagement or Participation professionals. We are eager to maintain the level of engagement and commitment from key partners who are asked to bring young representatives from many groups or organisations in the borough. Without this commitment the group will be unable to maintain a representative approach.

The group is also seeking representatives from: Uniformed groups (eg. scouts, air cadets, guides), School councils, youth groups, new members are always welcome.

3.3 2 Year Old Free Entitlement (AM)

Halton has successfully funded vulnerable 2 year olds since September 2009. We have received a total of 1836 referrals and funded 1424 two-year-old children in a variety of early year's settings across Halton and continue to support their parents and families. Fifty settings currently participate in the programme, with 88% graded Good or better by Ofsted. From September 2009 we funded 70 children each term for a total of 10 hours. Since April 2013 the funding increased to 15 hours a week for 476 two year olds. From September 2014 numbers will increase significantly to 796 children each term. Referrals continue to be received from 25 different professional agencies including Health, Social Care, Early Help, Portage, Housing Associations, Citizens Advice and settings)

3.4 Changes to OFSTED Inspections of Schools (SN)

Sir Michael Wilshaw, Her Majesty's Chief Inspector, has outlined in a recent letter several changes that will be taking place to Ofsted inspections of schools, commencing September 2014. Following consultation there has been strong support for the introduction of separate graded judgements on the quality of schools' work in the early years and sixth form. As a result separate graded judgements for the early years and the sixth form, where these apply, will be introduced from 1 September 2014. These grades may influence the judgement on a school's overall effectiveness.

Link to revisions and framework: <http://www.ofsted.gov.uk/news/revised-guidance-for-inspections-of-maintained-schools-and-academies>

3.5 Ofsted Multi-agency Inspections

Ofsted and the inspectorates for health, police, probation and prisons have announced a consultation on integrated multi-agency inspections from April 2015. The consultation closes at the beginning of September 2014. (TC)

3.6 Other Local Authority Children's Service Trust

Following Doncaster being directed to establish a children service trust outside of the Local Authority control, Slough have also been directed to establish a children service trust. Birmingham has also had a number of recommendations made about its future direction and management made and a final decision is awaited. All 3 LAs have a long-standing history of poor performance. (TC)

4.0 Risk Control Measures

- 4.1 Risk control forms an integral part of the Council's Business Planning and performance monitoring arrangements. During the development of the 2014/15 Business Plan, the service was required to undertake a risk assessment of all key service objectives with high risks included in the Directorate Risk Register.
- 4.2 No new risks have been identified during the reporting period.

5.0 Progress against high priority equality actions

- 5.1 The local authority must have evidence that it reviews its services and policies to show that they comply with the Public Sector Equality Duty (PSED) which came into force in April 2011. The PSED also requires us to publish this information as it is available.
- 5.2 As a result of undertaking Equality Impact Assessments no high priority actions were identified for the Directorate during the reporting period.

6.0 Performance Overview

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

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

Key Milestones and Measures













Hospital Admissions for Substance Misuse & Alcohol				Teenage conceptions rolling quarterly rate				Incidents of Missing from Home or Care			
Current progress	Target	Quarterly progress	Direction of Travel	Current progress	Target	Quarterly progress	Direction of Travel	Current progress	Target	Quarterly progress	Direction of Travel
	26.2	9.07 (3 year average)	N/A		56.3	40.2		N/A	N/A	152 incidents 101 young people	

Supporting commentary

Hospital Admissions - Average of 27 admissions per year and a rate of 172.6 per 1000. The main substance related to admissions, is the prescription drug codeine.

Teenage Conceptions - Rate for Q1 2013: **30.2** (a 21% reduction compared to Q4 2012, and a 31% reduction compared to Q1 2012)

Ref	Milestones	Quarterly progress
LAS1	Evaluate the outcomes of school inspections through the School Development Panel, and summarised within the Ofsted summary reports, to ensure that learning resulting from the inspection process is effectively shared with schools	

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

Supporting Commentary

COPS1 - Review undertaken and action plan currently being progressed.

COPS1 - Training has been provided and a further training programme of support has been identified.





COPS2 - A review of provision has been undertaken during quarter 1 and a report will be submitted to the DfE by 25th July 2014 confirming Halton's position.

COPS2 - There is an increasing post-16 provider base within Halton. The Heath School in Runcorn and Ashley Special School in Widnes, will deliver post-16 provision from September 2014. In addition, Sandymoor Free school will soon have post-16 provision. As part of their funding

agreements, Academies and Free Schools will report both the volume of learners on roll and details of their curriculum offer.

COPS3 - A new provider has now been awarded the contract for this service, Warrington & Halton NHS Trust.

COPS3 - Teens and tots projects have now been completed in Bankfield, Ormiston Bollingbrook Academy, St Peter & Pauls and Wade Deacon Secondary Schools.

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
LPI06 LAS	Percentage of primary schools below the floor standard (60% achieving L4+ English and Maths at KS2)	12%	8%	Q3 onwards	N/A	N/A
LPI07 LAS	Percentage of secondary schools below the floor standard (40% achieving 5+ A*-C GCSE including English and Maths)	0%	0%	Q3 onwards	N/A	N/A
COP L105	Under 18 conception rate, reduction in conceptions from 2009 baseline (140 conceptions)	92	136	17 Q1 2013		
CYP 09	Percentage of educational settings graded good or better	73%	78%	73%		

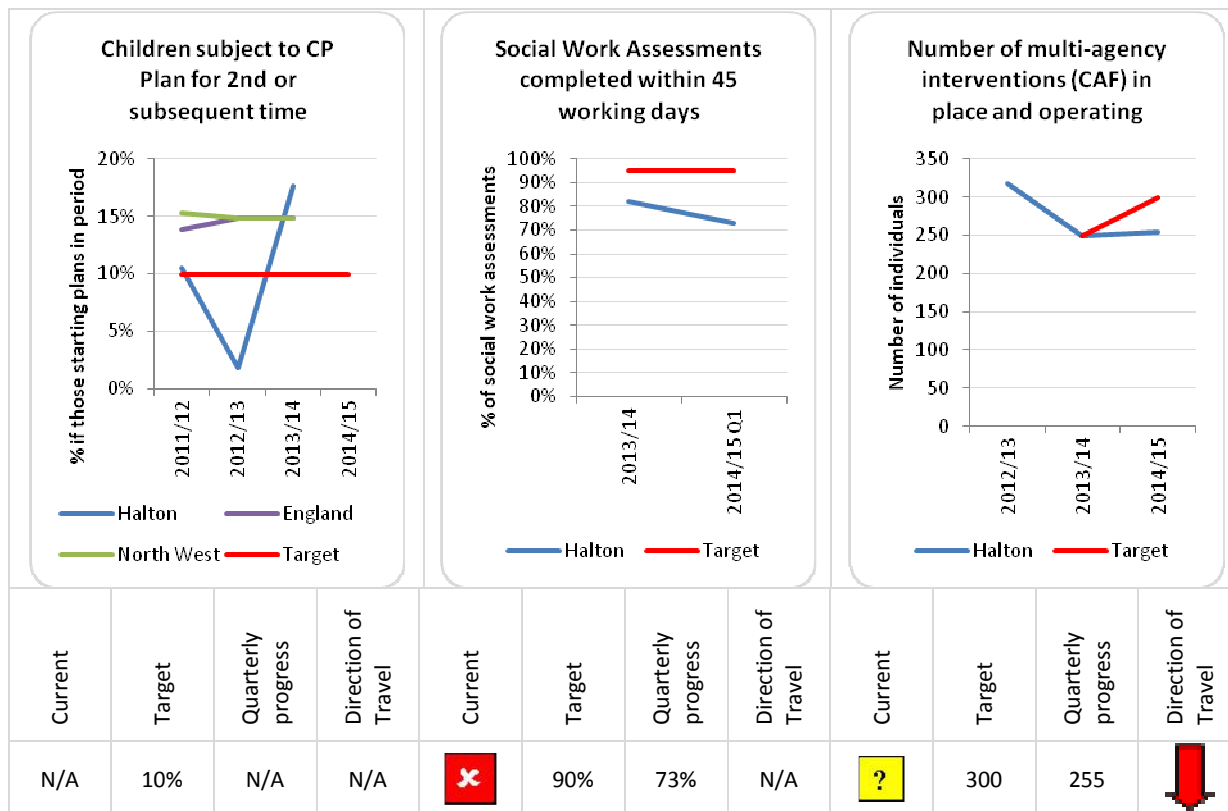
Supporting Commentary

COPS L105 - Number of conceptions for Q1 2013: **17** (a 23% reduction compared to Q4 2012, and a 32% reduction compared to Q1 2012)

SCS SH04 - 61 incidents for 34 children in care. 91 incidents for 67 children at home. There are 12 repeat young people from care and 14 repeat young people from home.

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

Key Milestones and Measures



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

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
CFS LI02	Social Work Assessments completed within 45 working days	82% (prov)	95%	70%		N/A
CFS LI03	Number of multi-agency interventions (eg. CAF) which are in place and operating	249	300	252		
NI 64	Child Protection Plans lasting 2 years or more	2.3% (prov)	0%	Available Q2	N/A	N/A

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
NI 66	Children in Care cases reviewed within timescale	17% (prov)	100%	Available Q2	N/A	N/A
NI 67	Child Protection cases reviewed within timescale	100%	100%	Available Q2	N/A	N/A

Supporting Commentary

CFS L102 - Principle managers in the Runcorn area are holding weekly meetings with their supervision groups to focus on performance. Across the service managers are refocusing social workers in terms of ending assessments when they are completed.






CFS L103 - Early Help & Support (EHaS) task & finish group is currently analysing numbers of other multi-agency plans in place. Quality assurance tasks undertaken last year have impacted to reduce the overall number of CAF's in place.

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

Key Milestones and Measures

Placement stability: 3 or more placements in 12 months				Care Leavers in Employment, Education or Training at 19, 20 and 21				Number of families involved in Inspiring Families			
Current progress	Target	Quarterly progress	Direction of Travel	Current progress	Target	Quarterly progress	Direction of Travel	Current progress	Target	Quarterly progress	Direction of Travel
	7.4%	0%			75%	62%			375	375	N/A

Ref	Milestones	Quarterly progress
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Ref	Milestones	Quarterly progress
CFS4	Implement the Care Leaver Action Plan.	
CFS4	Revise and implement a multi-agency strategy for children in care.	
LAS3	Analyse, evaluate and report end of Key Stage attainment outcomes for Children in Care by December 2014.	N/A
LAS3	Through data analysis RAG rate with schools the end of Key Stage attainment gaps between FSM and non-FSM pupils and identify areas of need and support required by December 2014.	N/A
LAS3	Analyse the levels of absence, including persistent absence, across all phases on a termly basis.	
LAS3	Ensure families in Halton can access an education and healthcare plan by September 2014.	
COPS4	Analyse, evaluate and report on performance outcomes for both national and local criteria measures on 20% Inspiring Families by September 2014.	





Supporting commentary

CFS4 - Plan is being implemented, with the majority of actions already in place. Monitoring is taking place on a regular basis.

CFS4 - Revised strategy to be developed and agreed at the Children in Care Partnership Board in December 2014.

LAS3 - Absence analysis is completed for all school on a monthly basis. National comparison is completed on a termly basis when data is available. Absence is also benchmarked against Halton statistical neighbours.

LAS3 - Through task and finish groups we are on track to have information published on the Local offer and have processes in place through work streams and additional roles for families to access a plan.

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
SCS CYP16	Percentage of Children in Care achieving expected outcomes at KS2 and KS4		N/A	Q3 onwards	N/A	N/A
NI 58	Emotional and behavioural health of Children in Care, average SDQ score	13.8	14	Q4 onwards	N/A	N/A
NI 61	Timeliness of placement for Children in Care for adoption following an agency decision that the child should be placed for adoption	67%	N/A	N/A	N/A	N/A
NI 63	Stability of placement of Children in Care; long-term placement	84% (prov)	80%	70%		
NI 147	Care Leavers in suitable accommodation at 19, 20 and 21	92% (prov)	90%	93%		

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
SCS CYP	Early Years Foundation Stage percentage good level of development	37%	42%	N/A	Early Years data has been moderated July 2014. Unvalidated data will be available September 2014.	N/A
SCS CYP02	Proportion achieving level 4 KS2 Reading, Writing and Maths	78%	81.5%	N/A	The 2014 data is not yet published. Unvalidated data will be available September 2014.	N/A
CYP10	Achievement gap at KS2 Reading, Writing and Maths FSM and peers	14%	11.5%	N/A		N/A
SCS CYP11	Achievement gap at KS4 FSM and peers	26%	23%	N/A		N/A
NI104	SEN/non-SEN achievement gap at KS2 Reading, Writing and Maths		33%	N/A		N/A
NI105	SEN/non-SEN achievement gap at GCSE 5+ A*-C including English and Maths		27%	N/A		N/A
NI087	Secondary school persistent absence rate		5%	5.13%	For period September to May 2014	N/A
NI 114	Rate of permanent exclusions from school	0.22% (13/14 academic year)	0.35%	0.22%	Percentage for academic year 2013/14.	N/A

Supporting Commentary

NI61 – There have been 0 children adopted in the period.

NI63 – 42 of 60 children have remained in their long term placement. Those that have ended have largely been due to the inability of carers to manage particular behaviours and this is being addressed in training and through the commissioning of quality support services for children and their carers.

7.0 Financial Summaries

CHILDREN'S ORGANISATION & PROVISION DEPARTMENT

SUMMARY FINANCIAL POSITION AS AT 30 JUNE 2014

	Annual Budget £'000	Budget to Date £'000	Expenditure to Date £'000	Variance to Date (overspend) £'000
<u>Expenditure</u>				
Employees	3,665	936	866	70
Premises	518	25	22	3
Supplies & Services	2,463	351	334	17
Transport	5	2	2	0
Schools Transport	916	136	133	3
Commissioned Services	2,224	385	378	7
Agency Related Expenditure	1,636	315	310	5
Nursery Education Payments	2,450	983	983	0
Schools Contingency	741	79	79	0
Early Years Contingency	1	0	0	0
Special Education Needs Contingency	1,226	544	544	0
Total Expenditure	15,845	3,756	3,651	105
<u>Income</u>				
Fees & Charges	-285	-13	-18	5
Rent	-55	0	0	0
HBC Support Costs	-79	0	0	0
Transfer to / from Reserves	-641	-534	-534	0
Dedicated Schools Grant	-7,769	-1,942	-1,942	0
Reimbursements & Other Income	-246	-135	-162	27
Schools SLA Income	-202	0	0	0
Total Income	-9,277	-2,624	-2,656	32
NET OPERATIONAL BUDGET	6,568	1,132	995	137
<u>Recharges</u>				
Premises Support Costs	181	44	44	0
Transport Support Costs	288	6	6	0
Central Support Service Costs	835	170	170	0
Asset Rental Support Costs	4,940	0	0	0
Total Recharges	6,244	220	220	0
Net Expenditure	12,812	1,352	1,215	137

Comments

Employees is below budget to date due to vacancies across several Divisions, including Policy and Performance (Children Centre & Localities) and Children Organisation Provision. There is also a vacancy within Troubled Families, however there has been a reorganisation of the staff within this cost centre and any underspends within this Service will be utilised. The remaining underspend is due to reduction in staff hours and staff on maternity.

Supplies & Services expenditure is below budget as there has been a conscious effort to limit spends on controllable budgets.

Commissioned Services shows a small underspend within contracts expenditure.

School Transport is projected a small underspend at year end due to offsetting contract costs against the Rights to Sustainability Grant. This is the last year of the grant and these monies will not be available in 15-16. The budget could however overspend if the demand for special needs provision for transport increases, and transport recharges for Client Transport increase.

Agency Related Expenditure this is underspent due to reduced claims for Childcare Sustainability grant.

Reimbursements & Other Income is showing an overachievement of income due to extra monies received within Place Planning & Provision Division's Technical Services. Income relates to payment for services such as training, with the majority of the overachievement relating to a retrospective payment for Technical Services buyback from Bankfield School. Other income has been achieved from other Authorities in relation to fleet charges for out of borough transport costs.

Budgets will be monitored closely throughout the year and it is expected that net spend will remain below budget at year end.

CHILDREN & ENTERPRISE CAPITAL PROJECTS**SUMMARY FINANCIAL POSITION AS AT 30th June 2014**

	2014/15 Capital Allocation £'000	Allocation To Date £000's	Expenditure to Date £'000	Variance to Date (overspend) £'000
Schools				
Asset Management (CADS)	10	4	4	0
Capital Repairs	1,150	40	40	0
Fire Compartmentation	39	0	0	0
Asbestos Management	25	1	3	(2)
Schools Access Initiative	100	0	0	0
Education Programme General	103	4	4	0
Lunts Heath - Basic Need	28	0	0	0
Inglefield – Basic Need	50	0	0	0
Basic Need Projects	983	0	0	0
Halebank	20	0	0	0
St Bedes Junior – Basic Need	36	0	0	0
School Modernisation Projects	683	0	0	0
Ashley School -ASD Provision	369	230	230	0
Beechwood Primary	93	12	12	0
Two Year Old Capital	334	68	68	0
Universal Infant School Meals	241	18	18	0
	4,264	377	379	(2)

Comments on the above figures

Asset Management Data: The spend against this project (CAD Plan Updates) is spent on an ad hoc basis so there is the possibility that this might underspend during the year

Capital repairs – Some work took place in the Easter holidays which had been allocated to be done in 13-14 financial year, hence spend to date. Tenders have been returned mid June, and the majority of works will be completed at the end of the summer holidays, and the remaining works are anticipated to be completed by end of 2014-15.

Fire Compartmentation: Property Services are currently out to tender for fire compartmentation works identified in schools. Work is anticipated to commence autumn term.

Asbestos Management: Property Services are updating asbestos management surveys throughout the year and carrying out remedial works where necessary.

Schools Access Initiative: Bids have been received from schools and approved; now awaiting schools to procure work and submit copy invoices.

Education Programme General: These costs relate to Emergency Health& Safety issues on an ad hoc basis.

Lunts Heath – Basic Need: Drainage issues identified due to increased toilets needed since first phase of Basic Need has been completed. A Drainage survey was conducted and remedial works are now being completed.

Inglefield – Basic Need: Works to be completed by December 2014.

Basic Need Projects: There will be a further report to Executive board on re Basic Need spending proposals.

Halebanks: The upgrade of the mobile classroom is out to tender and services to the mobile to be coordinated with the new build.

St Bedes Jnrs: Works have been completed in 13-14, only final payment outstanding.

School Modernisation: Bids have been received and provisionally approved, awaiting schools to procure and complete works.

Ashley School: Works now completed. Final costs still to come through.

Beechwood Primary: Work currently taking place on site. Completion due end of August 2014.

Two Year Old Capital: It is intended to spend 26k within 14-15 with remainder of monies spent 2015-16. However steering group are considering more targeted capital spend.

Universal Free School Meals Capital: All works are due to be completed by end of August.

CHILDREN & FAMILIES DEPARTMENT

SUMMARY FINANCIAL POSITION AS AT 30 JUNE 2014

	Annual Budget £'000	Budget to Date £'000	Expenditure to Date £'000	Variance to Date (overspend) £'000
<u>Expenditure</u>				
Employees	8,060	2,222	2,274	(52)
Premises	379	112	79	33
Supplies & Services	1,267	223	215	8
Transport	33	2	1	1
Commissioned Services	342	70	65	5
Agency Related Expenditure	258	88	81	7
Residential Placements	1,969	415	839	(424)
Out of Borough Adoption	80	20	3	17
Out of Borough Fostering	414	126	189	(63)
In House Foster Carer Placements	1,721	479	516	(37)
In house Adoption	485	151	310	(159)
Care Leavers	316	80	80	0
Family Support	113	13	11	2
Capital Financing	6	0	0	0
Total Expenditure	15,443	4,001	4,663	(662)
<u>Income</u>				
Fees & Charges	-113	-5	-8	3
Adoption Placements	-43	0	0	0
Transfer to / from Reserves	-137	-137	-137	0
Dedicated Schools Grant	-76	0	0	0
Reimbursements & Other Income	-224	-12	-11	(1)
Total Income	-593	-154	-156	2
NET OPERATIONAL BUDGET	14,850	3,847	4,507	(660)
<u>Recharges</u>				
Premises Support Costs	349	87	87	0
Transport Support Costs	72	12	12	0
Central Support Service Costs	2,864	716	716	0
Asset Rental Support Costs	44	0	0	0
Total Recharges	3,329	815	815	0
Net Expenditure	18,179	4,662	5,322	(660)

Comments

Employee expenditure is above budget to date, which is in the main due to agency staff being utilised, particularly within Child Protection & Children in Need. We are expecting the use of agency staff to reduce during the remainder of the financial year, due to vacant posts now having been filled, staff returning from maternity leave and the new staffing structures taking effect.

Expenditure relating to Out of Borough Residential placements is over budget to date, which is expected to be the trend for the rest of the financial year. As there can be emergency placements and some long term placements ending earlier or continuing longer than originally anticipated, this is a very unpredictable budget. Although every effort is made to utilise in house services, this is not always possible, so at present, there is a high demand for long term, out of Borough placements, which are at a higher cost than in house placements.

We have also seen an increase in demand for out of Borough Fostering placements. As with Residential placements, every effort is made to utilise Foster Carers within the Borough, but depending on the needs of the individual child this is not always possible.

Expenditure relating to in house Adoption is currently above budget to date, which is due to an increased demand, particularly around Special Guardianship. We have also seen an increase in a number of Special Guardianship allowances, which has resulted in a rise the actual cost.

There has also been an increased demand for in house Fostering as more children enter the service; this has consequently meant expenditure has gone above budget to date.

Managers will continue to try and reduce budget pressures throughout the year, by utilising in-house services where possible and by keeping controllable expenditure to a minimum. At this early stage in the financial year and based on existing service usage it is estimated that net spend for the department could exceed the annual budget by £2.9m.

LEARNING & ACHIEVEMENT DEPARTMENT

SUMMARY FINANCIAL POSITION AS AT 30 JUNE 2014

	Annual Budget £'000	Budget to Date £'000	Expenditure to Date £'000	Variance to Date (overspend) £'000
<u>Expenditure</u>				
Employees	3,409	775	718	57
Premises	9	0	0	0
Supplies & Services	623	150	56	94
Agency Related Expenditure	44	13	17	(4)
Independent School Fees	1,541	614	614	0
Inter Authority Recoupment	752	0	0	0
Speech Therapy	120	12	0	12
Capital Financing	3	0	0	0
Total Expenditure	6,501	1,564	1,405	159
<u>Income</u>				
Fees & Charges	-156	-18	-14	(4)
Transfer to / from Reserves	-9	0	0	0
Dedicated Schools Grant	-3,709	0	0	0
Government Grant Income	-176	-62	-62	0
Reimbursements & Other Income	-110	-14	-8	(6)
Inter Authority Income	-578	-1	-1	0
Schools SLA Income	-39	-11	-11	0
Total Income	-4,777	-106	-96	(10)
NET OPERATIONAL BUDGET	1,724	1,458	1,309	149
<u>Recharges</u>				
Premises Support Costs	157	39	39	0
Transport Support Costs	15	4	4	0
Central Support Service Costs	727	182	182	0
Asset Rental Support Costs	0	0	0	0
Total Recharges	899	225	225	0
Net Expenditure	2,623	1,683	1,534	149

Comments




There is currently a staffing underspend as there are a number of vacancies within the Department. There is an Early Years Consultant and a Primary Support & Intervention Lead vacancy within the 0-19 Division. There are also various vacancies within the Inclusion Division relating to Education Psychologists. In addition within this Division consists a Lead Communication, Language & Autism post, as this member of staff is temporarily covering the Divisional Manager post and is being back-filled via casual staff.

Supplies & services budget is showing an underspend compared to budget to date due to a conscious effort by staff to limit non-essential controllable spend. This budget will be monitored throughout the financial year and it is expected the trend will continue.

Budgets will be monitored closely throughout the year and it is expected that net spend will remain below budget at year end.




8.0 Appendix – Explanation for use of symbols

8.1 Symbols are used in the following manner:

Progress	Milestone	Measure
Green	 Indicates that the milestone is on course to be achieved within the appropriate timeframe.	Indicates that the annual target is on course to be achieved.
Amber	 Indicates that it is uncertain or too early to say at this stage whether the milestone will be achieved within the appropriate timeframe.	Indicates that it is uncertain or too early to say at this stage whether the annual target is on course to be achieved.
Red	 Indicates that it is highly likely or certain that the objective will not be achieved within the appropriate timeframe.	Indicates that the target will not be achieved unless there is an intervention or remedial action taken.

8.2 Direction of Travel Indicator

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

Green		Indicates that performance is better as compared to the same period last year.
Amber		Indicates that performance is the same as compared to the same period last year.
Red		Indicates that performance is worse as compared to the same period last year.
N/A		Indicates that the measure cannot be compared to the same period last year.

8.3 Key for Operational Directors

AMc Ann McIntyre, Operational Director, Children's Organisation and Provision Service (COPS)

SN Steve Nyakatawa, Operational Director, Learning and Achievement Service (LAS)

TC Tracey Coffey, Operational Director, Children and Families Service (CFS)