



Learning and School Improvement

SERVICE PLAN

April 2007 to March 2010

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1.0 INTRODUCTION

To meet Halton's most pressing needs, the Borough Council has identified **6 key priorities**, which, as detailed within the Council's Corporate Plan, are: -

- **A Healthy Halton**
- **Halton's Urban Renewal**
- **Halton's Children & Young People**
- **Employment, Learning & Skills in Halton**
- **A Safer Halton**
- **Corporate Effectiveness & Business Efficiency**

The primary purpose of Service Plans is to provide a clear statement on what individual services are planning to achieve and to show how this contributes towards achieving the corporate priorities of the Council. They are an essential tool for making key decisions about future service provision and the level of resources required. Additionally the service plan is designed to enable the public, Elected Members and staff to monitor how well this part of the Council is performing in improving the quality of life for local people.

2.0 SERVICE PROFILE

2.1 Purpose

The Department promotes continuous school improvement and seeks to raise standards by appropriately supporting and challenging schools. It supports Headteachers and School Governing Bodies through a range of support services that seek to promote effective governance and management of schools and on seeking continuous improvement in teaching and learning. This means that the services directly benefit all pupils in Halton schools. It is a lead Department for the Every Child Matters outcome – enjoy and achieve, but contributes significantly to all ECM outcomes by working collaboratively with Divisions across the Directorate and with colleagues in external agencies where appropriate.

The 2 Divisions in the Department carry a range of responsibilities.

School Improvement Division has the core functions of monitor, support, challenge, and intervene in schools in order to raise standards of achievement and attainment. It fulfils statutory duties relating to the employment of staff in schools; promotes raising standards through a range of strategies, including analysis of quantitative and qualitative data; secures a broad and balanced curriculum in schools; supports schools causing concern; and brokers appropriate support to schools from external sources. Key roles delivered by this division are School Improvement Partners, Advisers, Teaching and Learning Consultants and Advisory teachers. It is responsible for leading and managing a range of national initiatives such as the National Primary Strategy, Secondary Strategy, School Sport Co-ordinator Programme, School Improvement Partner, 14 – 19 Strategy as well as a range of learning partnerships. It supports governors through a Clerkship Service and an extensive Governor Development and Training programme.

Learning and Life Skills Division covers a wide range of function focused around prevention, inclusion and post-16 learning and employment through the following services;

14-19 Strategy: In response to the Government's 14-19 Education & Skills White Paper, which emphasises the need to raise attainment levels and retain young people in learning, there are plans to reform education for 14 to 19 year olds. At the centre of this reform is the implementation, by 2013, of a new national curriculum entitlement introducing 14 specialised Diplomas that combine classroom education with workplace experience, and the introduction of functional skills in maths, English and ICT GCSEs. Pilots of the specialised Diplomas start in 2008 with functional skills pilots starting in 2007. Other areas of reform include an extended project to stretch A Level and Diploma learners, the publication of an electronic prospectus in 2007 for 14-19 provision, and a revised programme of study for Key Stage 3 in 2008.

Preventative Services Children's Mini Trust was established in April 2006 to enhance the preventative services agenda. The remit of the Mini-Trust will include Young Peoples Substance Misuse, Teenage Pregnancy and services commissioned using Children's Fund finance, and it is focussed on ensuring that services for children and young people are able to respond collaboratively and efficiently to local need, with joint commissioning and service re-design resulting in quicker and more integrated, tailored packages of care. The project plan

outlines the key actions that are required to progress the development of the Mini-Trust.

The Preventative Services Mini-Trust Board will be responsible for strategic planning and performance. The Children and Young People's Commissioning Partnership will oversee the financial and funding arrangements. The Children and Young People's Alliance Board will oversee and co-ordinate the work of the Children's Mini-Trusts to ensure effective and equitable delivery.

PSHE and Citizenship comprises all aspects of a school's planned provision to promote personal and social development, including health and well-being. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to become self-aware, recognise their self worth and grow in confidence to enable them to:

- Make the best of their own and others' abilities
- Keep themselves and others safe
- Play an active role as members of a democratic society
- Develop independence and responsibility
- Respect the differences between people
- Have worthwhile and fulfilling relationships
- Stay as healthy as possible

Youth Matters: The teenage version of Every Child Matters, Youth Matters heralds a radical response to the delivery of services to young people. In concentrating on four main areas, these being, empowering young people, young people as citizens, supporting choices and young people achieving central government has provided a combination of duties and guidance to ensure young people receive outcome focussed, responsive services of both a universal and targeted nature. The timescale for implementation is April 2008. Within the reforms the timescale of April 2008 was set for the devolvement of Connexions grant funding and responsibilities to Local Authorities to be managed through Children's Trust arrangements. To ensure this smooth transition a high level strategic group has been formed. A comprehensive transition plan will be in place from April 2007.

Halton Education Business Partnership (EBP) was set up in 2001, now has links with hundreds of employers and most of the schools in the borough. Links between education and business can help schools raise achievement ~ connecting classroom and industry helps pupils of all ages make sense of what they are learning ~ and enable employers to contribute to developing their workforce of tomorrow. Our aim is to provide all young people aged 5-19 with a wide range of relevant experiences of work throughout their school careers. These include work experience, mock interviews, hands-on "work" activities for primary pupils, student mentoring, enterprise, visits to workplaces, placements for teachers and many more.

Aimhigher: aims to widen participation in higher education (HE) by raising the awareness, aspirations and attainment of young people from under-represented groups. The programme particularly focuses on young people from disadvantaged social and economic backgrounds, some minority ethnic groups and people with disabilities.

The role of Aimhigher is to:

- Raise aspirations and motivation to enter HE among young people from under-represented groups, in line with the Government's target that by the year 2010, 50% of those aged between 18 and 30 should have the opportunity to benefit from HE
- Raise attainment of potential students from under-represented groups so that they gain the academic or vocational qualifications that will enable them to enter HE
- Raise awareness and understanding of the different progression routes into HE via vocational courses - so that prospective students understand that A-levels are not the only option
- Offer information, advice and guidance to potential students and their teachers and families

2.2 Key Messages

A clearer focus is provided for all services supporting children and young people as a result of the Children Act 2004 and Every Child Matters. The integration of what was previously Education & Social Inclusion Directorate with Children's Social Care, to become the Children & Young People Directorate has enabled all services to focus upon the 5 high level outcomes identified for children:

ECM1	Being healthy
ECM2	Staying Safe
ECM3	Enjoying and achieving
ECM4	Making a positive contribution
ECM5	Achieving economic well being

Working within a coherent framework under the Director of Children's Services, it is intended that services will work better together, not only across the new Directorate, but also across the Council and all partner agencies providing services for children.

The Children and Young Peoples Plan is the multi agency plan which outlines how agencies will work together to achieve the Every Child Matters outcomes. The main multi agency activities are:

- Improvement & integration of universal services (early years, schools, health services, play & recreation)
- Child-centred services e.g. extended schools, children's centres, multi-disciplinary teams
- Refocusing on early intervention to prevent escalation of problems
- Narrowing the gap between children and young people doing well and those not doing well
- Community based services delivered through Children and Young People Area Networks (CYPAN's)

Learning and School Improvement will support the work of the directorate towards all of these priorities and has strategic lead for the following:

- Priority 4 - To raise the levels of attainment to meet BVPI targets and to raise attainment so that it is consistently better than the average of our statistical neighbours and is in the third quartile or better against national norms.
- Priority 6 - To reduce the rate of teenage conceptions and reduce inequalities between wards with the highest rate and the average. To increase

participation of teenage parents in education, employment and training to reduce the risk of long term social exclusion.

Priority 8 - To increase the numbers of 14-19 year olds participating and achieving in education, employment and training.

Priority Actions Plans exist for each of the new areas identified and the original objectives are incorporated within this Service Plan. Appropriately and importantly, each of the priorities support the broader Council's priorities.

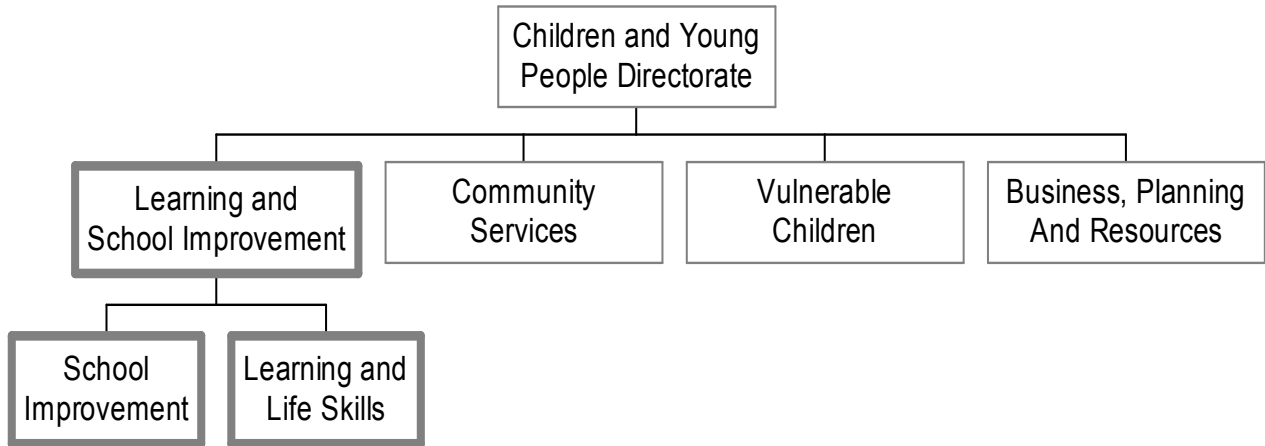
The Annual Performance Assessment judgements for Children's Services are on a scale of 1 to 4 ranging from 1 'a service that does not deliver minimum requirements for users (Inadequate) to 4 'a service that delivers well above minimum requirements for users (Excellent/Outstanding). Halton's 2006 APA Judgements were as follows;

Area for Judgement	Grade Awarded
The contribution of the local authority's children's services in maintaining and improving outcomes for children and young people	3
The council's overall capacity to improve its services for children and young people	3
The contribution of the local authority's social care services in maintaining and improving outcomes for children and young people	4

In addition the contribution of services to achieving the five outcomes was rated as excellent for Staying Safe and good for the other four outcomes. Key strengths were identified under each of the five outcomes and for 'Enjoy and Achieve' for which the Department has the lead the following strengths were identified;

- Support for Schools causing concern
- Progress of Looked after Children and those with learning difficulties and/or disabilities from their starting points.
- Early years provision

2.3 Organisation Structure



Staffing

	School Improvement		Learning and Life Skills	
	F.T.E	Headcount	F.T.E	Headcount
Managerial	10.5	12	5	5
Professional/ Technical	14	14	7	7
Administrative/ Clerical	9.7	11	5	5
Front Line	0	0	4	4
Total	34.2	37	21	21

3.0 AIMS OF THE SERVICE

The Council has identified six key strategic priorities that are detailed within the introduction to this plan. Whilst the majority of Council services will contribute in some way to each of these priorities those that are most relevant to the Learning and School Improvement Department, and the Service Aims associated with them are: -

Corporate Priority 1: A Healthy Halton

Area of Focus 2: *Improving the future health prospects of Halton resident's through encouraging and providing the opportunities to access and participate in physically active lifestyles.*

Service Aims:

SA 1: To ensure healthy lifestyles are promoted for children and young people (KJ 1.2)
Service Objective LSI 6 and LSI 11

Corporate Priority 3: Halton's Children and Young People

Area of Focus 13: *Improving the educational attainment of pupils in Halton, by providing effective teaching and school support*

Service Aims:

SA 2: To ensure early years provision promotes children's development and well being and helps them meet early learning goals (KJ 3.2)
Service Objective LSI 1

SA 3: To ensure that educational provision for 5 to 16 year olds is of good quality (KJ 3.3)
Service Objectives LSI 2, LSI 3, LSI 4, and LSI 5

Area of Focus 16: *To provide transport facilities that meets the needs of children & young people in Halton accessing education and training.*

Service Aims:

SA 4: To ensure children and young people are enabled and encouraged to attend and enjoy school and to achieve highly (KJ 3.4)
Service Objective LSI 8

Area of Focus 17: *To provide transport facilities that meets the needs of children & young people in Halton accessing education and training.*

Service Aims:

SA 5: To ensure 14-19 education and training is planned in and delivered in a co-ordinated way, and that education and training (16 to 19) is of good quality (KJ 5.3)
Service Objective LSI 12

Corporate Priority 4: Employment, Learning, & Skills in Halton

Area of Focus 21: *To improve access to employment by providing opportunities to enhance employability skills and knowledge*

Service Aims:

SA 6: To ensure children and young people are supported in developing socially and emotionally (KJ 4.1)
Service Objective LSI 7

SA 7: To ensure young people aged 11 to 19 are helped to prepare for working life (KJ 5.2)
Service Objective LSI 9

Corporate Priority 6: Employment, Learning, & Skills in Halton

Area of Focus 32: *To ensure children and young people are encouraged to participate in decision making and in supporting the community*

Service Aims:

SA 8: To ensure children and young people are supported in developing socially and emotionally (KJ 4.4)
Service Objective LSI 10

4.0 FACTORS AFFECTING THE SERVICE

4.1 External Factors

4.1.1 Political

The **Five Year Strategy** and current legislation reflects the growing focus from government on raising standards for all, which mirrors the Borough Councils high aspirations for its young people.

Every Child Matters: Change for Children Agenda introduced a new approach to the well-being of children and young people from birth to age 19. The aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The Agenda promotes early intervention and co-ordinated service provision delivered through stronger partnership working and children's trusts.

Halton Community Strategy 2006-2011 identifies 5 priorities, which for the first time includes children and young people as a specific theme. The Children and Young People's Commissioning Partnership was established following this decision, and functions as the Specialist Strategic Partnership for Children and Young People. The Partnership also holds responsibility for implementing the practical arrangements needed to implement a Children's Trust, functions as a forum for the Alliance Board Task Group Chairs and for driving the joint commissioning agenda.

Children & Young People's Alliance Board functions as the Children's Trust, and is responsible for strategic planning of services to children and young people, including developing and implementing the Children and Young People's Plan and Children's Trust arrangements. The work of the Alliance Board is underpinned by the Halton Multi-Agency Compact, which sets out the responsibilities of Halton Borough Council and its Partner agencies on the Board.

Directorate Restructure: The management structure of the Children and Young People's Directorate was re-engineered in September 2006 to address the challenging agenda presented by Every Child Matters and ensure the Directorate is fit to deliver a modern and improved service to children and young people.

Halton Safeguarding Children Board was established in April 2006 in line with the requirements of the Children Act 2004, and links into the Halton Children & Young People's Strategic Planning arrangements and the Halton Children & Young Peoples Plan. The Board is the key statutory mechanism for agreeing how the relevant organisations in each local area will co-operate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do.

Joint Area Reviews: New arrangements for inspection of children's services at local authority area level were introduced by the Children Act 2004. Joint Area Reviews will look at how services are working together locally to improve

outcomes. They evaluate the collective contributions made to each outcome by relevant services and examine the involvement of children, young people and their parents in service planning structures. Halton's Joint Area Review is planned for March 2008.

4.1.2 Economic Climate

Deprivation: The Index of Multiple Deprivation (IMD) for 2004 suggests that deprivation has improved in the Borough. In 2004 the IMD ranked Halton as 21st most deprived Authority in England compared to 16th in the 2000 Index. However, it still ranks as one of the most deprived districts in England. Although located in Cheshire, Halton shares many of the social and economic problems more associated with its urban neighbours on Merseyside. Halton is ranked in the IMD as the 3rd highest authority in terms of deprivation on Merseyside, behind Knowsley and Liverpool, and 5th highest in the North West. Neighbouring authorities St Helens (36th), Wirral (48th) and Sefton (78th.) are way down the table compared to Halton.

Halton has some of the most deprived wards in the country in terms of child poverty. Several parts of Halton are amongst the poorest in the country. In Widnes, the most deprived areas are Kingsway, Riverside and Appleton. In Runcorn, the most deprived areas are Castlefields, Halton Lea and Windmill Hill. However, there are many affluent areas of the borough as well. These are located mainly on the outskirts of both towns and comprise of several new housing estates.

Employment: Claimant unemployment in the Borough fell from 5.0% in January 2000 to 3.1% in November 2005. However, Halton still had the 5th highest claimant rate in the North West in November 2005. Research shows that the skill base of the local area is relatively poor compared to the United Kingdom as a whole and surrounding local economies. Halton has a low percentage of adults with further education qualifications and low rates of numeracy and literacy. All told, there is a mismatch between skills in the local workforce and jobs available in the borough, and it is anticipated that in the future over 95% of new jobs will need qualifications of at least NVQ 2 level and over 70% at NVQ 3 and above.

4.1.3 Social Factors

Demographic changes: The mid-2005 population of Halton stood at 118,800 (rounded up to the nearest 100 people). This is down from the mid-2004 population of 118,900. Halton has a larger number of people in the 5-24 age categories than across England as a whole. This is partly down to the influence of Runcorn New Town where a lot of younger people live.

The birth rate in Halton is declining, and this is already being seen in the falling numbers on roll in the district's primary schools. In January 2003 pupil numbers in Halton's Primary schools were over 1000 fewer than their net capacity. This will, naturally work its way through the system and result in reducing pupil numbers in secondary education and FE. This could lead to the problem of surplus Secondary school places across the borough in the near future.

The next ten years will see a reduction in teenagers by 20%. This presents new risks for social exclusion and shifting demands for services. Single person households will rise, and single parenthood will become even more common.

One result is likely to be a marked increase in social isolation, which will have profound effects on people's health and involvement in their communities.

Pupil numbers are declining. This presents a number of issues concerning the LEA's duty to provide the appropriate number, but not excessive numbers, of school places. Halton inherited a position where it topped national league tables for surplus places. A major review of surplus places resulted in a significant reduction of places. However, if all financial resources available to the Authority are to be targeted efficiently and effectively, numbers of surplus places will need to be rigorously monitored and appropriate action taken where schools have more than 25% surplus places. Reduction in pupil numbers leads to a reduced Government Grant and emphasises the need to keep under review surplus places, to ensure that available resources are spent efficiently and effectively.

Reducing pupil numbers makes it difficult to meet Government targets on spending per pupil (for central administration). The central team was set up to be lean and efficient and is very near to an irreducible minimum if all statutory duties are to be met. Per pupil costs, however, rise as pupil numbers fall. The LEA continues to seek to support its central functions through external funding. Within the Department there are currently more staff funded from external sources than from the Core Education Budget. A reduction in grant funding will lead to more services being provided on the basis of SLAs with schools. Where schools do not buy back, services will no longer be available from the LEA.

Loss of Pupil Numbers at 11+ Numbers leaving the Authority to mainly Frodsham, Bridgewater and Bishops High School Chester at 11+ continue to be high. Approximately 155 pupils left Halton at 11+ in 2005. The continued development of Halton High School will have an important role in arresting this trend, as will the drive to raise attainment in all High Schools. Current plans by Cheshire County Council propose the closure of Frodsham Technology College. It will be important that Halton's Secondary Schools from September 2005 provide an attractive alternative option to parents and pupils in the coming years. This opportunity will assist Halton High School in particular to build up and consolidate its roll.

Health: Statistics show that health standards in Halton are amongst the worst in the country and single it out as the aspect of life in the borough in most urgent need of improvement. The population is ageing which could put even greater demands on the health and social care services. At the same time lifestyle choices in the borough, especially among the young, in terms of diet, smoking, alcohol, exercise and other factors continue to give cause for concern for the future.

4.1.4 Technological Developments

Integrated Children's System: There have been delays in progressing the implementation of ICS although full implementation is now on target for March 2007. This reflects the national situation, with a recent DfES review finding that only a minority of local authorities would achieve full implementation by the DfES deadline of January 2007. ICS will provide an electronic recording system for social care through the development of web based E-Forms that integrate directly with the client database, Carefirst.

Electronic Social Care Record is now scheduled for introduction during 2007-08. Phase 2 development, which will incorporate legislative and practice changes and address connectivity issues, has been postponed by the DfES and further guidance is awaited.

Child Index: The Index will be a secure electronic tool that will enable authorised practitioners working with the same child or young person to find one another quickly and easily so they can provide more effective support to them and their families. Halton has been designated as an early adopter authority. The first user live date for Halton is January 2008, and the Index has a national implementation date of April 2008.

Electronic Common Assessment Framework: Halton has established a multi-agency group to oversee the development of an electronic CAF system (eCAF). The system has been built on the Children and Young People's Database, and will be piloted with practitioners from a range of voluntary and statutory agencies between January and June 2007.

4.1.5 Legislative

The changes to the inspection processes of Ofsted and HMI, the New Relationships with Schools (NRwS) initiatives, the emergence of the National Primary and Secondary Strategies, the introduction of School Improvement Partners and changes to the regulation for dealing with schools causing concern all provide both challenges and levers to facilitate change and raise standards.

Children Act 2004 provides the legislative spine for the Every Child Matters agenda. It aims to minimize the risks and improve outcomes for children and young people by transforming the way children's services are organised and improving joint working between agencies. The Children Act is supported by a wide range of guidance regarding strategic planning, safeguarding, service delivery and local engagement.

The Every Child Matters agenda arising out of the Children Act provides the framework for the development of integrated service delivery for children and moves towards Children's Trusts. The act also established the key strategic roles of Director of Children's Services and Lead Member for Children's Services. It also introduced a single Children & Young People's plan covering all services to children to focus strategic planning.

Education and Inspections Act 2006: In autumn 2005 the Government published *Higher Standards, Better Schools For All*, the Schools White Paper. The White Paper contained proposals aimed at ensuring that every child in every school in every community gets the education they need to enable them to fulfil their potential. The White Paper received Royal Assent on 8 November 2006 and became the Education and Inspections Act 2006. As well as giving legal force to many of the proposals in the White Paper, the Act contains some additional measures that were not in the original document, including a duty on governing bodies to promote well-being and community cohesion, and to take the Children and Young People's Plan into consideration when undertaking this duty.

14-19 strategy aims to develop a coherent 14-19 phase of education where young people are committed to continuing learning whether in school, college or the workplace. The Strategy aims to encourage more young people to stay in

school beyond 16 by increasing curriculum flexibility and choice, extending the program of studies for learners in the 16-19 age group and improve the vocational offer.

Adoption and Children Act 2002 became operational from December 2005, introducing comprehensive changes to adoption services. The Act makes the child's welfare the paramount consideration in all the decisions by courts and introduces the use of the 'welfare checklist' into adoption work. It also highlights the need to prevent delay in planning for permanence and adoption and places a duty on local authorities to ensure that the support and financial assistance needed is available to people affected by adoption. The Adoption and Fostering Service has been restructured in order to ensure services are delivered in accordance with the new legislation.

Childcare Act 2006: The new Childcare Act aims to transform childcare and early years services in England, taking forward some of the key commitments from the Ten Year Childcare Strategy, published in December 2004. The Act will require authorities to improve the five Every Child Matters outcomes for all pre-school children and reduce inequalities in these outcomes, secure sufficient childcare for working parents and provide a better parental information service. The Act also reforms and simplifies early years regulation and inspection arrangements. It is anticipated that the main provisions of the Act will come into effect in 2008.

Local Government White Paper Strong and Prosperous Communities: The White Paper promotes community and neighbourhood engagement, and will strengthen the council's role in leading community-wide improvements. It develops the role of overview and scrutiny in relation to external bodies, and provides new requirements on service providers to engage with Sustainable Community Strategies and Local Area Agreements. There are changed requirements for council constitutions, and announced changes to the performance management and inspection regimes.

"Care Matters : Transforming the Lives of Children in Care:" The Green Paper, was launched for consultation in October 2006 and sets out a radical package of proposals for transforming the lives of children in care, and will have major resource implications. Proposals are made regarding better support for those on the edge of the care system; making sure there is a more consistent adult in each child's life to fulfil the state's responsibilities as corporate parent; provision of stable, high quality placements; a place in a good school and support for further education; support for all aspects of children's lives outside schools; supporting children to make the transition into adult life and clear and strong accountability to make the whole system focus on the needs of children in care.

Extended Schools Prospectus 2005: The prospectus sets the agenda for all schools and children and families to be able to access a core of extended services which are developed through multi-agency partnership. Extended services can include childcare, adult education, parenting support programmes, community-based health and social care services, multi-agency behaviour support teams and after-school activities.

4.1.6 Environmental

There are no environmental factors likely to impact on this service area during the period covered by this plan.

4.2 Service Developments

Children and Young People's Plan: In line with the Children Act 2004, the Halton Children and Young People's Plan brings together all agencies and services within Halton, not just those delivered by the Council, and sets out joint priorities and joint activities to improve outcomes for children and young people. All Council Directorates, local Health Trusts, Cheshire Constabulary, Cheshire Probation Service, The Youth Offending Team, Connexions, Learning and Skills Council, Education Business Partnership and a range of voluntary sector services contributed to the Plan. Most importantly, it takes into account consultations held with children, young people and their parents and carers across Halton and reflects their aspirations and views.

Consultation Activity: A participation strategy was produced in 2004 in order to ensure that children, young people and their families are given the opportunity to be fully engaged in strategic planning and shaping services. In line with the strategy, a process of consultation has been undertaken in respect of the changes to the design and delivery of children's services.

A major piece of consultation regarding the planning of services for children and young people was undertaken between November 2005 and February 2006, to inform the Children and Young People's Plan. A questionnaire was published on the Halton Website and in the Halton Borough Council magazine, which is delivered to every household in Halton. The questionnaire was also circulated to primary and secondary schools and distributed through partner agencies. Almost 400 responses were received from young people and over 100 from adults. In addition to the above survey, 115 staff from across all partner agencies attended consultation/ briefings and were able to feed into the planning process by giving their views about priorities areas for action. The findings these consultations were taken into account in developing the Halton Children and Young People's Plan, including identifying priorities and setting performance targets.

In addition to this specific consultation exercise, the strategic management structure was designed to ensure that the engagement of children and young people and their carers is central to all processes. There is a high level of participation of Looked After Children in reviews and service planning using child friendly processes and consultation methods. A parent and carers forum was established, and has a parent/carers representative on the Alliance Board and each of the Task Groups. The Board facilitated a comprehensive process to elect the Borough-wide Youth Forum and Member of Youth Parliament. 123 young people from a variety of backgrounds attended area based residential events where they learned about the democratic process. This formed the basis for the selection process for the youth forum and the MYP. All 11 – 18 year olds received a National Democracy Week information pack and 5228 eligible young people voted.

Annual Performance Assessment: The 2006 annual performance assessment of services for children and young people found that Halton consistently delivers above minimum requirements for children and young people, and that the

contribution of services to outcomes is excellent in the area of staying safe and good in the remaining areas. Areas for development, to be focused on in future APAs and the Joint Area Review, are:

- Testing out the impact of a comprehensive CAMHS.
- The effectiveness of measures to reduce the rate of reprimands, final warnings and convictions amongst looked after children in Halton's care.
- Young people's attainment of qualifications at Key Stage 4 and post-16 and unauthorised absence and exclusion rates in secondary schools.

School Improvement: In the light of legislative changes particularly the integration of Children Services, the New Relationship with Schools and the introduction of School Improvement Partners, the school improvement division is reviewing its function and delivery. This has involved consultation by an external agent across all aspects of the School Improvement Service interface with schools. The recommendations from the review will feed into plans and structures in 2007/8.

Learning Halton: A consultation group has been established with headteachers, Directorate managers and elected members to develop partnership working and shape the vision for the achievement of all our young people in the future. This embraces the development of a common language and vision for Learning. It aims to engage and empower teachers and headteachers in celebrating and disseminating the best practice. It also contributes to the shaping and development of the CYPANs.

Consultation with School Improvement Group has helped shape our delivery of the SIPs programme and has helped to inform our support for schools regarding data and schools causing concern. We have also consulted through the Secondary Partnership, through Professional Forum and with individual schools. Operational Plan Work Programmes are shared with School Improvement Group and feedback received and where possible we look to other authorities to identify where group practice might be relevant to Halton's School Improvement.

We have reported to PPB on attainment and achievement and provided feedback to Schools Development Panel. We have contributed to the preparation of the APA and that has helped re-order some of our work for example increasing the focus on Looked After Children.

Out of 24 schools inspected since September 2005, Ofsted inspection reports show the following:

- 29.17 % schools are outstanding
- 41.67 % schools are good
- 25 % schools are satisfactory
- 4.17 % schools are inadequate

Overall the proportion of Halton schools that are good or better exceeds the national average.

School Improvement service has supported schools in a range of initiatives: Artsmark, Activemark, Halton Healthy Schools, Primary & Secondary Quality Mark. 57% of schools in Halton are Artsmark accredited. We have the highest

%of schools with Artsmark in England, by far the highest in the North West [most LA's average %is approx 8-12%]

Youth Service: Service was inspected by OfSTED in March 2004 and found to be a poor service offering poor value for money. The report highlighted 10 areas for service improvement. The service was reinspected against the 10 latter recommendations in March 2005 and found to have made limited progress in all areas. This result meant the service had not made “reasonable progress” or “good progress” and therefore was not signed off as “adequate” or “satisfactory” by inspectors and Government Office at that point.

Earlier in the year the National Youth Agency (NYA) agreed to undertake a full internal inspection of the service against the Ofsted framework for the inspection of local authority youth services in September 2006. This would represent a half-way point between the re-inspection in March 2005 and the JAR in March 2008. Following a positive inspection the inspectors summarised the inspection by stating “the service’s strengths clearly outweigh its weaknesses. The performance of the service is good overall. In the light of the resources available, the efficient way in which they are managed and the outcomes for young people, the service provides good value for money.

Preventative Services: The combining of the three strands of Teenage Pregnancy, Young people Substance Misuse and Children’s Fund has provided substantial increases in investments in front line services. Young people have been involved throughout this process, including the appointment of a young person as an apprentice Youth Worker working directly for the Preventative Services Board, influencing the commissioning process re new service providers.

Youth Matters: As part of the Youth Matters agenda a number of benchmarking processes will take place in the coming year, these include detailed information re volunteering and places to go and things to do.

Halton Parent and Carer Forum has been established and the database currently holds the names of 44 parents across the borough whom are willing to be involved in the consultation on children and young people service planning and delivery. Direct communication links between the Forum and Halton Children and Young People Alliance Board. Halton Youth Service has conducted consultation with the forum on their service delivery plan and plans are in place to consult in the every near future on the authorities Anti bullying policy.

4.3 Efficiency Improvements

A range of efficiency gains have been identified within the Directorate which represent both cashable and non-cashable efficiencies. Cashable efficiencies have been identified in a number of key budget areas such as out of borough placements, agency provision, supplies and services and staffing.

Through the re-designation of Halton Special Schools and the more effective use of the Key Stage 4 PRU along with the review of other special needs provision it is estimated that the numbers of pupils with special needs educated out of borough can be reduced. This is currently a key budget pressure for the directorate.

Opportunities have been taken to realign funding to meet the Directorates priorities through the cessation of a number of posts where these roles are no longer required or can be delivered in a more costs effective fashion.

Non-cashable savings will be produced through a range of initiatives such as the improvement in the percentage of statements processed within the 18 weeks period using the existing staffing resource.

4.4 National, Regional & Sub-Regional Focus

The services actively participate in regional and national forums relating to their work including networks related to Primary Strategy, Secondary Strategy, 14-19, LSC, the Arts, Aim Higher (i.e. widening participation), work related learning, and school improvement. Additionally, representatives are involved in the following:

Learn Together Partnership
Regional Planning in School Workforce Development

4.5 Equal Opportunities

Halton Council is committed to ensuring equality of opportunity and combating discrimination and victimisation within all aspects of its service delivery, policy development and as an employer. This commitment is reflected in a range of policies, strategies and framework documents that underpin the work of the Council in its day-to-day operation and in the services it delivers.

The Council fully supports the broad principles of social justice and will oppose any form of discrimination and oppression. Council policy will apply to all of those who come into contact with it, i.e. those who presently use directly provided services of services provided on the Council's behalf; potential users of services; other agencies and professional; employees and job applicants; and the general public.

During the course of 2006 – 07 all Council Services conducted Equality Impact Assessments to examine the equality implications of all policies, procedures and practices within their area.

As a result this department developed an Equalities Action Plan, which is subject to an annual review, that identified a number of low / medium priority areas for action that will be taken during the lifetime of this plan (refer section 6.3).

4.6 Unforeseen Developments

Whilst every effort has been made to identify those developments that may influence or impact upon the service during the life of this plan the possibility exists that unforeseen developments may occur that need to be considered as and when they arise. Such developments will be detailed and commented upon as appropriate in the sections dealing with key developments or emerging issues within the relevant Service Plan Quarterly Monitoring Reports.

In addition to the normal reporting cycle the service may also report 'by exception' to the appropriate Policy and Performance Board when unforeseen developments occur. Where a more immediate decision is required due to the pressing nature of the unforeseen development, this will be referred to Management Team and the Executive Board for attention. The respective Policy and Performance Boards will be kept informed of any developments of this nature.

All reports to the Policy and Performance Boards with the exception of Part II items, are publicly available documents and can be accessed through the Council's website at <http://www2.halton.gov.uk/>

5.0 RESOURCES

5.1 Budget Summary and Service Costs

To be added when Budget for 2007-08 is finalised

5.2 Future Staffing Requirements

Year	Managerial	Professional/ Technical	Administrative/ Clerical	Front Line
2007/08	No Change*	No Change*	No Change*	No Change*
2008/09	No Change*	No Change*	No Change*	No Change*

*It is difficult at this stage to project or anticipate future staffing requirements. Work is currently being undertaken, under in conjunction with consultants from Manchester University, to develop a Halton Children's Workforce Development strategy. Steps are currently being taken to secure improved efficiencies through pooling of budgets and reconfiguration of service delivery. Future grant funding streams and budget constraints will also inform future staffing levels.

5.3 Future ICT Requirements

The ICT Development Plan looks forward to developments over 3 years 2006-2009. The most significant developments centre around the continuing developments to the Halton Children and Young People's Database and the Social Care system – Care First and the Integrated Children System (ICS) and the increasing amount of tracking data and the need to provide comprehensive analysis and reports. This will be further impacted upon with the demands for development / introduction of these major projects –

IS – Information Sharing Child Index: NW authorities were invited to become early adopters of the Child Index and Halton has agreed to become an early adopter authority. As part of the required development of the national Child Index it is vital that access to the current CYP database can be undertaken on the web by all relevant practitioners in Halton. All LA's need to develop a content management CYP local directory. The system needs to be web based to allow all practitioners to report on their involvement with the child/young person. The system will then via XML reports link to update the National IS Index. In order to do this we need to purchase Synergy gateway from Tribal Software Solutions – this is a fully integrated web portal to the CYP database designed to underpin multi agency collaboration.

OLM Carefirst 6 Software – this will include the incorporation of the developments required Integrated Children System (ICS) together with the Electronic Social Care Record. To enable the project to be implemented post April 2007 the following is essential – OLM Consultancy and Project Management Issues. Additional IT infrastructure / servers are also required , There is a statutory requirement on the authority to store electronically all letters/reports etc. relating to Children Social Care records. This will involve all current, archived and future records. The process will require new IT infrastructure, scanning and new working arrangements to be introduced – in particular a new content

management process will be need to be adopted. Resources will be required to work on all current and historical records.

Building Schools for the Future: Key to the success of BSF is the integration of learning and teaching, physical environment/buildings, infrastructure and technologies. None can be considered in isolation. Information and communications technology (ICT) is a core part of the programme with specified funding provision. Our vision is for an ICT enabled learning community, building on our current ICT strategy. Through BSF, ICT will transform the way that education is delivered in Halton. The BSF ICT strategy opens the way to a new pedagogy, making it easier for teachers to plan and access high quality materials, help pupils and their parents to explore their subjects they are studying. The use of new technology will energise learners and practitioners. ICT will enable practitioners to personalise learning. We aim to develop and exploit ICT as part of our overall programme to raise standards. Building Schools for the Future will deliver the following:

Increased maintenance and increased costs for the Halton Children and Young People's Database and Carefirst 6i and their associated modules will impact on resources and growth items will be required. The relatively small amount of capacity within the directorate for these tasks suggests that growth will be required unless central support services are able to widen their support or that additional resources can be made available within the directorate.

The directorate has a significant number of PCs that are out of warranty or will shortly be out of warranty. A capital bid has been submitted to enable the replacement PCs/laptops that will be coming out of warranty in the 2007/08 financial year – 3 years for laptops and 5 years for desktops.

An investment of capital resources at least at current levels is necessary to tackle effectively our duty to promote effective learning environments in our schools, which include keeping pace with technological advances. In addition, there are issues related to condition, suitability, accessibility and security which demand an ongoing prioritised programme if learners' interests are to be adequately safeguarded and promoted.

5.4 Future Accommodation/Property Requirements

In order to participate in the Building Schools for the Future initiative and access Primary Capital Funding the borough will need to commence a reorganisation of its school provision to establish the best community solution to learning provision for the 21st Century. The outcome of the review of nursery, primary, secondary and special provision will be the provision of facilities that are inclusive, improve the learning environment, are accessible, provide choice to young people and their families and are considered major community resource. Both BSF and Primary Capital provide Halton with a once in a lifetime opportunity to modernise the physical and learning environment and transform learning outcomes for children and young people.

The second phase of the development of Children' Centres will be complete by March 2008 providing flexible, multi-agency services to meet the needs of children, young people and their families.

The opportunity for the more effective organisation and deployment of CYPD Staff to ensure the most appropriate location for service delivery will be provided following the re-location of the Permanence Team and the Adoption and Fostering Teams from Grosvenor House to Midwood House in 2007. A more comprehensive assessment of the Directorates accommodation requirements will then be undertaken in 2008 following the transfer of the Housing and Community Directorate staff from Grosvenor House to Runcorn Town Hall.

6.0 SERVICE PERFORMANCE

Plans are no use if they do not produce real results. We need to set targets and measure our performance to know if we are achieving the improvements intended. Various types of indicator are used here to do this:

- **Objectives and Key Milestones.** These show the major events in the work of the Department that are planned to take place during 2007–10, such as the launch of new initiatives, production of key plans and strategies and progress on major projects†
- **Performance Indicator Targets.** These show performance on indicators that are prescribed by central Government as part of their drive to ensure that councils deliver best value in serving their local communities.
- **Local Performance Indicators.** These show performance on indicators that the Department or the Council has adopted locally themselves and those adopted from national and other sources.
- **Local Public Service Agreement Targets.** Such targets are the result of an agreement between the local authority and the Government. This agreement sets out the authority's commitment to deliver specific improvements in performance and the Governments commitment to reward these improvements.
- **National Floor Targets.** These are targets that set a minimum standard for disadvantaged groups or areas or a narrowing of the gap between such areas and the rest of the country.
- **Local Area Agreement**
Standard corporate text to be added.

† Against each key objective the overall initial and residual risk assessment (before and after the risk control measures have been identified) is shown. The risk mapping exercise scores the potential impact on the key objective (severity) and the likelihood (probability) of the risks happening to arrive at a number. This is represented by a number with the associated level of assessed risk.

Risk Score	Overall Level of Risk
1 – 4	LOW
5 – 10	MEDIUM
11 – 16	HIGH

The following tables identify the objectives and/or any national and local indicators for the service. Each individual objective/indicator has been referenced to the Corporate Plan Priority to which it relates.

6.1.1 Key Service Objectives

Key Objective LSI 1

Corporate Priority:	Halton's Children and Young People
Key Area Of Focus:	13 - Improving the educational attainment of pupils in Halton, by providing effective teaching and school support
ECM Outcome & CYP Plan Priority	Enjoy and Achieve

Service Objective:	LSI 1: To improve outcomes for children in Foundation Stage particularly those with low scores in FSP					
Key Milestone(s) (07/08)	<ul style="list-style-type: none"> Improved moderation processes in pre-school and YR (inc. private settings) evidenced through QTS. Target agreed for narrowing the gap from the lowest 20% (target TBA). All settings understand priorities including linking sounds and letters and writing. 					
Key Milestone(s) (08/09)	<ul style="list-style-type: none"> All settings have a focus on linking sounds and letters and writing levels of 6+ FSP increased by x% (TBA) 					
Key Milestone(s) (09/10)	<ul style="list-style-type: none"> Upward trajectory 6+ FSP and improved linking sounds and letters and writing 6+ 					
Risk Assessment	Initial	TBC	Responsible Officer	DM School Improvement	Linked Indicators	TBC
	Residual	TBC				

Key Objective LSI 2

Corporate Priority:	Halton's Children and Young People
Key Area Of Focus:	13 - Improving the educational attainment of pupils in Halton, by providing effective teaching and school support
ECM Outcome & CYP Plan Priority	Enjoy and Achieve

Service Objective:	LSI 2: To raise standards at Key Stage 1					
Key Milestone(s) (07/08)	<ul style="list-style-type: none"> Improved levels 2C and 2B in reading and writing by 1% from 2006 actual Narrow the gap between Halton Level 2C and national 					
Key Milestone(s) (08/09)	<ul style="list-style-type: none"> Improved levels 2C and 2B in reading and writing by 1% from 2007 					
Key Milestone(s) (09/10)	<ul style="list-style-type: none"> On a trajectory target reducing Halton gap to national 					
Risk Assessment	Initial	TBC	Responsible Officer	DM School Improvement	Linked Indicators	TBC
	Residual	TBC				

Key Objective LSI 3

Corporate Priority:	Halton's Children and Young People
Key Area Of Focus:	13 - Improving the educational attainment of pupils in Halton, by providing effective teaching and school support
ECM Outcome & CYP Plan Priority	Enjoy and Achieve

Service Objective:	LSI 3: To raise standards at Key Stage 2					
Key Milestone(s) (07/08)	<ul style="list-style-type: none"> LA target of 79% pupils achieving Level 4 or above in KS2 maths tests is met LA target of 81% pupils achieving Level 4 or above in KS2 English tests is met LA target of pupils achieving Level 5 in KS2 tests are met - 28% for English and 28% Maths All schools set challenging targets for 2008 by December 2007 					
Key Milestone(s) (08/09)	<ul style="list-style-type: none"> LA target of 81% pupils achieving Level 4 or above in KS2 maths test is met LA target of 82% pupils achieving Level 4 or above in KS2 English test is met LA target of pupils achieving Level 5 in KS2 tests for English and Maths are met All schools set challenging targets for 2009 by December 2008 					
Key Milestone(s) (09/10)	<ul style="list-style-type: none"> LA target of % pupils achieving Level 4 or above in KS2 maths test is met (TBA) LA target of % pupils achieving Level 4 or above in KS2 English test is met (TBA) LA target of pupils achieving Level 5 in KS2 tests for English and Maths are met All schools set challenging targets for 2010 by December 2009. On trajectory to meet the target for L4+ 					
Risk Assessment	Initial	TBC	Responsible Officer	DM School Improvement	Linked Indicators	TBC
	Residual	TBC				

Key Objective LSI 4

Corporate Priority:	Halton's Children and Young People
Key Area Of Focus:	13 - Improving the educational attainment of pupils in Halton, by providing effective teaching and school support
ECM Outcome & CYP Plan Priority	Enjoy and Achieve

Service Objective:	LSI 4: To raise standards at Key Stage 3					
Key Milestone(s) (07/08)	<ul style="list-style-type: none"> LA target of pupils achieving Level 5 in KS3 tests are met - 76% pupils in English, 75% pupils in Maths and 72% pupils in Science All schools set challenging targets for 2008 by December 2007 To increase the L5+ in English is a priority 					
Key Milestone(s) (08/09)	<ul style="list-style-type: none"> LA target of pupils achieving Level 5 in KS3 tests are met - 78% pupils in English, 77% pupils in Maths and 73% pupils in Science All schools set challenging targets for 2009 by December 2008 To increase the L5+ in English is a priority 					
Key Milestone(s) (09/10)	<ul style="list-style-type: none"> LA target of pupils achieving Level 5 in KS3 tests for English, Maths and Science are met (targets TBA) On trajectory to meet the long term targets 					
Risk Assessment	Initial	TBC	Responsible Officer	DM School Improvement	Linked Indicators	TBC
	Residual	TBC				

Key Objective LSI 5

Corporate Priority:	Halton's Children and Young People
Key Area Of Focus:	13 - Improving the educational attainment of pupils in Halton, by providing effective teaching and school support
ECM Outcome & CYP Plan Priority	Enjoy and Achieve

Service Objective:	LSI 5: To raise standards at Key Stage 4					
Key Milestone(s) (07/08)	<ul style="list-style-type: none"> LA target of 56% pupils achieving 5 or more GCSEs at grades A*C including English and Maths is met LA target of 90% pupils achieving 5 or more GCSEs at grades A*G including English and Maths is met All schools set challenging targets for 2008 by December 2007 To increase the 5A*C in English and Maths and 5A*G is a priority 					
Key Milestone(s) (08/09)	<ul style="list-style-type: none"> LA target of 57% pupils achieving 5 or more GCSEs at grades A*C including English and Maths is met LA target of 91% pupils achieving 5 or more GCSEs at grades A*G including English and Maths is met All schools set challenging targets for 2009 by December 2008 To increase the 5A*C in English and Maths and 5 A*G is a priority 					
Key Milestone(s) (09/10)	<ul style="list-style-type: none"> LA target (TBA) of % pupils achieving 5 or more GCSEs at grades A*C including English and Maths is met LA target (TBA) of % pupils achieving 5 or more GCSEs at grades A*G including English and Maths is met All schools set challenging targets for 2010 by December 2009 On trajectory to meet the long term targets 					
Risk Assessment	Initial	TBC	Responsible Officer	DM School Improvement	Linked Indicators	TBC
	Residual	TBC				

Key Objective LSI 9

Corporate Priority:	Employment, Learning and Skills in Halton
Key Area Of Focus:	21 - To improve access to employment by providing opportunities to enhance employability skills and knowledge
ECM Outcome & CYP Plan Priority	Achieve Economic Well-Being

Service Objective:	LSI 9: To promote economic well-being					
Key Milestone(s) (07/08)	<ul style="list-style-type: none"> To reduce % of young people NEET by November 2007 from March 2006 baseline of 10.54% 					
Key Milestone(s) (08/09)	<ul style="list-style-type: none"> 90% of young offenders engaged with YOT are in EET by November 2008 					
Key Milestone(s) (09/10)	<ul style="list-style-type: none"> Increase by 5% the number of young people participating in work experience by July 2009 					
Risk Assessment	Initial	TBC	Responsible Officer	DM Learning & Life Skills	Linked Indicators	TBC
	Residual	TBC				

Key Objective LSI 11

Corporate Priority:	A Healthy Halton
Key Area Of Focus:	2 - Improving the future health prospects of Halton resident's through encouraging and providing the opportunities to access and participate in physically active lifestyles.
ECM Outcome & CYP Plan Priority	Be Healthy

Service Objective:	LSI 11: To improve young peoples sexual health					
Key Milestone(s) (07/08)	<ul style="list-style-type: none"> • Reduce under 18 conception rate by 15% by March 2007 					
Key Milestone(s) (08/09)	<ul style="list-style-type: none"> • Improve the quality of teaching & learning for SRE in secondary schools by March 2008 					
Key Milestone(s) (09/10)	<ul style="list-style-type: none"> • Increase the range of community based SRE services available to young people by March 2009 					
Risk Assessment	Initial	TBC	Responsible Officer	DM Learning & Life Skills	Linked Indicators	TBC
	Residual	TBC				

6.1.2 Other Service Objectives

Other Objective LSI 6

Corporate Priority:	A Healthy Halton
Key Area Of Focus:	2 - Improving the future health prospects of Halton resident's through encouraging and providing the opportunities to access and participate in physically active lifestyles.
ECM Outcome & CYP Plan Priority	Be Healthy

Service Objective:	LSI 6: To promote healthy life style through implementation of the School Sports Co-ordinator programme		
Key Milestone(s) (06/07)	<ul style="list-style-type: none"> • PESSCL target of 79% pupils access 2 hours of high quality PE and school sport each week is met by March 2008 • 93% schools achieve NHSS Phase 2 or better by March 2008 		
Key Milestone(s) (08/09)	<ul style="list-style-type: none"> • PESSCL target of 79% pupils access 2 hours of high quality PE and school sport each week is exceeded by March 2009 • All schools are involved and have achieved at least NHSS Phase 1 by March 2009 		
Key Milestone(s) (09/10)	<ul style="list-style-type: none"> • PESSCL target of 79% pupils access 2 hours of high quality PE and school sport each week is exceeded • 45% schools achieved NHSS Phase 3 by March 2010 		
Responsible Officer	DM School Improvement	Linked Indicators	TBC

Other Objective LSI 7

Corporate Priority:	Employment, Learning and Skills in Halton
Key Area Of Focus:	21 - To improve access to employment by providing opportunities to enhance employability skills and knowledge
ECM Outcome & CYP Plan Priority	Achieve Economic Well Being

Service Objective:	LSI 7: To provide opportunities for children and young people to make a positive contribution		
Key Milestone(s) (06/07)	<ul style="list-style-type: none"> • 70% of schools buy back services of Arts Education Development Officer • 60% of schools are Artsmark accredited by March 2008 		
Key Milestone(s) (08/09)	<ul style="list-style-type: none"> • 75% of schools buy back services of Arts Education Development Officer • 65% of schools are Artsmark accredited by March 2009 		
Key Milestone(s) (09/10)	<ul style="list-style-type: none"> • 80% of schools buy back services of Arts Education Development Officer • 70% of schools are Artsmark accredited by March 2009 		
Responsible Officer	DM School Improvement	Linked Indicators	TBC

Other Objective LSI 8

Corporate Priority:	Halton's Children and Young People
Key Area Of Focus:	16 - To provide transport facilities that meets the needs of children & young people in Halton accessing education and training
ECM Outcome & CYP Plan Priority	Enjoy and Achieve

Service Objective:	LSI 8: To enable access to education through the development of School Travel Plans		
Key Milestone(s) (06/07)	<ul style="list-style-type: none"> • A draft travel plan to enable pupils to access provision across the borough will be devised by September 2007 		
Key Milestone(s) (08/09)	<ul style="list-style-type: none"> • School Travel Plan will be implemented By September 2008 		
Key Milestone(s) (09/10)	<ul style="list-style-type: none"> • School Travel Plan will be reviewed by September 2009 		
Responsible Officer	DM School Improvement	Linked Indicators	

Other Objective LSI 10

Corporate Priority:	Halton's Children and Young People
Key Area Of Focus:	16 - To provide transport facilities that meets the needs of children & young people in Halton accessing education and training
ECM Outcome & CYP Plan Priority	Enjoy and Achieve

Service Objective:	LSI 10: To improve the engagement of young people		
Key Milestone(s) (06/07)	<ul style="list-style-type: none"> 60% of total of young people who participate in activities have recorded outcome as a result of their participation by March 2008 		
Key Milestone(s) (08/09)	<ul style="list-style-type: none"> Increase by 10% the number of Young People voting in the election of Halton MYP by March 2009 		
Key Milestone(s) (09/10)	<ul style="list-style-type: none"> All young people develop citizenship skills and there is a 5% increase in children and young people receiving citizenship awards by July 2009 		
Responsible Officer	DM Learning & Life Skills	Linked Indicators	TBC

Other Objective LSI 12

Corporate Priority:	Halton's Children and Young People
Key Area Of Focus:	17 - Provide an effective transition for young people from school to employment, through opportunities for work related learning, and post 16 education, voluntary and community work.
ECM Outcome & CYP Plan Priority	To promote economic well being

Service Objective:	LSI 12: To prepare young people for employment		
Key Milestone(s) (06/07)	<ul style="list-style-type: none"> • Increase by 10% the number of young people remaining in learning (September 2007) 		
Key Milestone(s) (08/09)	<ul style="list-style-type: none"> • Implement 4 new specialised diplomas (September 2008) 		
Key Milestone(s) (09/10)	<ul style="list-style-type: none"> • Increase percentage of young people aged 19 achieving level 2 (July 2009) 		
Responsible Officer	DM Learning & Life Skills	Linked Indicators	TBC

6.2 Performance Indicators and Targets (Statutory & Local Indicators):

Ref ¹	Description	Corp Plan Priority / CYP Plan Priority	Halton 2005/6 Actual	2005/06 Quartiles (All England)			Halton 2006/7 Target	Halton 2006/7 Actual	Halton Targets		
				Top	Middle	Bottom			07/08	08/09	09/10
Service Delivery											
<u>LSI LPI 1</u>	Foundation Stage Profile average score in Communication, Language and Literacy	TBC	6.3	N/A			N/A	6.1	6.3	6.4	6.5
BVPI 38	% of Pupils achieving 5 or more GCSE A*-C	TBC	49.2%	58.3	54.5	49.4	52%	52.3%	54%	54%	55%
BVPI 39	% of Pupils achieving 5 or more GCSE A*-G including English and Maths	TBC	86.3%	90.8	89	85.9	91%	86%	91%	90%	91.5%
<u>LSI LPI 2</u>	% of Pupils achieving 5 GCSE A*-C including English and Maths	TBC	32.8%	N/A			N/A	33%	36%	40%	42%
BVPI 40	% of Pupils achieving Level 4+ at Key Stage 2 in Maths	TBC	73.6%	77.4	75	72.05	76%	75.1%	70%	71%	73%
<u>BVPI 41</u>	% of Pupils achieving Level 4+ at Key Stage 2 in English	TBC	78.2%	81.1	78.7	76	76%	78%	77%	79%	80%
<u>BVPI 181a</u>	% of Pupils achieving Level 5+ at Key Stage 3 in English	TBC	71.3%	77	74	69	72%	66.7%	72%	73%	74%
BVPI 181b	% of Pupils achieving Level 5+ at Key Stage 3 in Maths	TBC	71%	77	74	70	70%	74.2%	72%	73%	74%
BVPI 181c	% of Pupils achieving Level 5+ at Key Stage 3 in Science	TBC	66%	74	69	64	71%	67.9%	72%	73%	74%

¹ Key Indicators are identified by an **underlined reference in bold type**.

Ref ¹	Description	Corp Plan Priority / CYP Plan Priority	Halton 2005/6 Actual	2005/06 Quartiles (All England)			Halton 2006/7 Target	Halton 2006/7 Actual	Halton Targets		
				Top	Middle	Bottom			07/08	08/09	09/10
BVPI 181d	% of Pupils achieving Level 5+ at Key Stage 3 in ICT	TBC	81.7%	73.8	69.2	63.2	83%	82.4%	85%	85%	86%
BVPI 194a	% of Pupils achieving Level 5+ at Key Stage 2 in English	TBC	22%	29	26	23	27%	27.4%	28%	28%	29%
BVPI 194b	% of Pupils achieving Level 5+ at Key Stage 2 in English	TBC	25%	32	30	27	27%	30.5%	28%	29%	30%
BVPI 221a	Participation / outcomes from youth work. Percentage of young people 13-19 gaining a recorded outcome compared to percentage of young people in area	TBC	40%	58.5	43	29	60%		62%	64%	65%
BVPI 221b	Participation / outcomes from youth work. Percentage of young people 13-19 gaining an accredited outcome compared to percentage of young people in area	TBC	30%	24	17	9	30%		31%	32%	33%
LS LPI 3	Youth Justice Board rating for Youth Offending Team ²	TBC	N/A	N/A			Band 3 (60.1 – 70%)		Band 3 (60.1 – 70%)	TBC by YJB	TBC by YJB
Quality											
LSI LPI 3	% of young people achieving Level 3 qualifications by the age of 19	TBC	New Indicator	N/A			N/A	36%	38%	40%	41%

² Rating compiled on a quarterly basis by the Youth Justice Board (YJB). It is based on information submitted by Warrington & Halton YOT and measures the effectiveness of the service across the full range of its activities. The rating scale is 1 (poor) to 5 (best). The rating reported is for the joint team. Targets for 2008/09 and 2009/10 are not available as the target is set annually by the management board.

Ref ¹	Description	Corp Plan Priority / CYP Plan Priority	Halton 2005/6 Actual	2005/06 Quartiles (All England)			Halton 2006/7 Target	Halton 2006/7 Actual	Halton Targets		
				Top	Middle	Bottom			07/08	08/09	09/10
<u>LSI LPI 4</u>	% of young people achieving Level 2 qualifications by the age of 19	TBC	New Indicator	N/A			N/A	62%	63%	65%	66%
Fair Access											
<u>BVPI 197</u>	% change in the number of conceptions amongst 15-17 year olds from 1998 baseline	TBC	43.8	N/A			40		36.7	34.5	33.0
<u>LSI LPI 5</u>	Reduce inequality of teenage pregnancy rates between wards	TBC	74	N/A			70		68	66	64
<u>LSI LPI 6</u>	%of teenage parents participating in education employment and training	TBC	24.1%	N/A			48%		52%	55%	58%
Cost & Efficiency											
	TBC										
Corporate											
There are no indicators of this type applicable to this service											

6.3 Equality Action Plan

To be completed

The Department carried out an Equality Impact Assessment during 2006 and a number of actions that needed to be taken were identified. Those yet to be completed that are considered to be high priority are detailed in the table below.

Strategy/Policy/Service	Impact Assessment (High/Low/None)	Action(s) Proposed	Timetable			Officer Responsible
			2007/08	2008/09	2009/10	

6.4 Local Public Service Agreement

Ref	Description	Corp. Plan Priority	Actual	LPSA target
9	<p>Improve educational attainment at Key Stage 4.</p> <p>The percentage of year 11 pupils gaining 5 GCSE's at grades A* to C, or DFES equivalents, in English and Maths.</p>	Halton's Children & Young People	<p>32.5%</p> <p>04/05</p>	<p>40.5%</p> <p>07/08</p>

6.5 National Floor Targets

Ref	Description	Government Targets
PSA1	Children's Development:	Improve children's communication, social and emotional development so that by 2008 50% of children reach a good level of development at the end of the Foundation Stage and reduce inequalities between the level of development achieved by children in the 20% most disadvantaged areas and the rest of England
PSA6	Age 11 Raise standards in English and Maths:	By 2006, 85% of 11 year olds achieve level 4 or above, with this level of performance sustained to 2008; and By 2008, the proportion of schools in which fewer than 65% of pupils achieve level 4 or above is reduced by 40%.
PSA7	Age 14 Raise standards in English, maths, ICT and science in secondary education so that:	By 2007, 85% of 14 year olds achieve level 5 or above in English, maths and ICT (80% in science) nationally, with this level of performance sustained to 2008; and By 2008, in all schools at least 50% of pupils achieve level 5 or above in each of English, maths and science
PSA10	Age 16 GCSE attainment	By 2008, 60% of those aged 16 to achieve the equivalent of 5 GCSEs at grades A* to C; and in all schools at least 20% of pupils to achieve this standard by 2004, rising to 25% by 2006 and 30% by 2008.

6.6 Local Area Agreement

To be confirmed

7.0 PERFORMANCE REPORTING

One of the main purposes of having a Service Plan is to enable the Council and interested members of the public to keep track of how the Council and its Departments are doing and to help councilors and managers see whether the service is performing as planned and achieving its targets.

Progress will be monitored through:

- **Day to day monitoring by Strategic Directors through their regular interaction with Operational Directors;**
- **Quarterly progress reports to the Management Team;**
- **The inclusion of quarterly service plan monitoring reports as a standard item on the agenda of all the Council's Policy and Performance Boards.**

Policy and Performance Board agenda are public documents and can be accessed free using Internet access at any library where assistance with the technology is available if needed.

8.0 STATUTORY & NON-STATUTORY PLANS

The following plans and strategy documents are relevant to this service plan:

[Community Strategy](#)

[Halton Best Value Performance Plan 2006/07](#)

Halton Children and Young People's Plan 2006-2009

Halton Corporate Plan 2006-2011

Halton Community Strategy 2006-2011

Youth Justice Plan

Halton Safeguarding Children Board Business Plan

Preventative Services Partnership Board Business Plan

Common Processes Task Group Business Plan

Specialist/Targeted Task Group business Plan

Universal Task Group Business Plan

Building Bridges Strategy for Children and Young People with Disabilities

Looked After Children Strategy

14-19 Strategy Plan

Emotional Health and Well-being Strategy

Children in Need Strategy

Teenage Pregnancy Strategy

Young Person's Substance Misuse Plan

Risk Assessment for Key Service Objectives Initially assessed as ‘High’ Risk

To be completed when risk assessment of key objectives has taken place.

Key Objective Ref	Initial Risks identified	Risk Treatment Measures

A commentary will be included in the quarterly service plan monitoring report at quarter 2 and quarter 4 to indicate the progress against risk treatment measures.