

# QUARTERLY MONITORING REPORT

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

## 1.0 INTRODUCTION

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

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

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

## 2.0 KEY DEVELOPMENTS

### 2.1 Primary Capital Programme

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

### 2.2 Schools Causing Concern

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

### 2.3 Ofsted Inspections

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

31% outstanding

56% good

6% satisfactory

6% unsatisfactory – notice to improve

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

#### **2.4 Halton Healthy Schools – 3<sup>rd</sup> in the country**

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

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

#### **2.5 Preventative Services Board Priorities 2008/2009**

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

### **3.0 EMERGING ISSUES**

#### **3.1 Review of Universal and Learning Service**

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

#### **3.2 Target setting and standards**

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

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

**3.3 14-19 review**

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

**3.4 North West SRE Pilot**

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

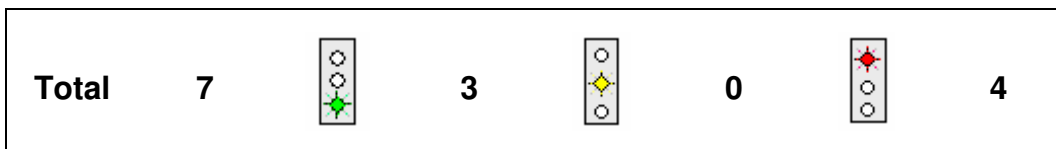
**3.5 Early Years Learning Headteacher Adviser Secondment**

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

**3.6 Joint Area Review**

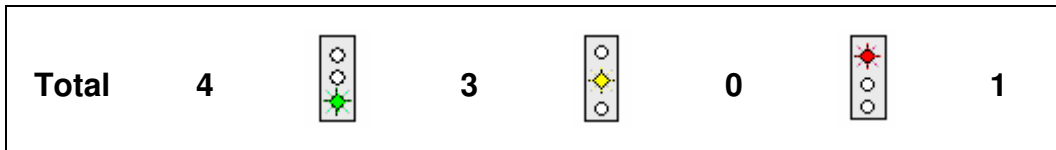
The fieldwork stage of Halton’s Joint Area Review started on Monday 31<sup>st</sup> March and will finish on Friday 11<sup>th</sup> April with initial feedback received at the end of the fieldwork. The initial draft report from the inspectors will be received on the 15<sup>th</sup> May followed by a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

**4.0 PROGRESS AGAINST KEY OBJECTIVES / MILESTONES**



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

#### 4.1 PROGRESS AGAINST OTHER OBJECTIVES / MILESTONES



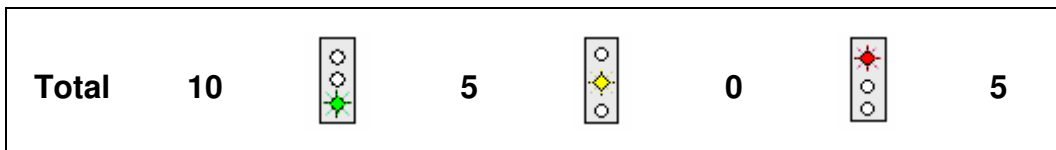
Of the four other objectives for the service, three have been met. Milestones have not been completely achieved on the remaining one. Further details of progress against each Key Objective are available in Appendix 2.

#### 5.0 SERVICE REVIEW

##### 5.1 Review of Operational Groups for Preventative Services

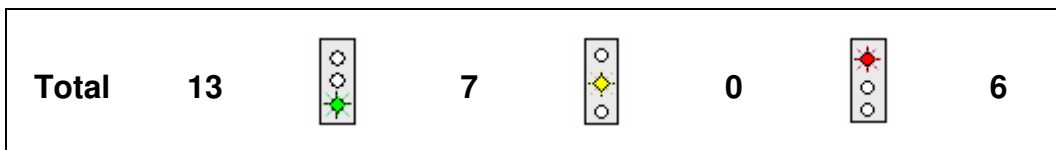
A review of operational groups contributing to the Preventative Services agenda will take place in May to identify the best use of personnel and planning to meet the range of cross cutting issues and to plan interventions which are cost effective and impact on better outcomes for young people.

#### 6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS



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

#### 6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS



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

#### 7.0 PROGRESS AGAINST LPSA TARGETS

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

## **8.0 RISK CONTROL MEASURES**

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

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

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


## **9.0 PROGRESS AGAINST HIGH PRIORITY EQUALITY ACTIONS**


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


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

## **10.0 APPENDICES**



Appendix 1- Progress against Key Objectives/ Milestones  
Appendix 2- Progress against Other Objectives / Milestones  
Appendix 3- Progress against Key Performance Indicators  
Appendix 4- Progress against Other Performance Indicators  
Appendix 5- Progress against LPSA targets  
Appendix 6- Progress against Risk Control measures (Q2 & 4)  
Appendix 7- Progress against high priority equality actions (Q2 & 4)  
Appendix 8- Explanation of traffic light symbols



Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS1	To improve outcomes for children in Foundation Stage particularly those with low scores in FSP	<p>Improved moderation processes in pre-school and YR (inc. private settings) evidenced through QTS.</p> <p>Target agreed for narrowing the gap from the lowest 20%</p> <p>All settings understand priorities including linking sounds and letters and writing.</p>		<p>Target for 2009 has been agreed at an Authority level and submitted to the DCSF.</p> <p>The Authority is now funded for Communication, Language &amp; Literacy Development (CLLD), but prior to targeted funding successfully engaged 18 schools and associated pre-schools in a CLLD type project. A further 44 schools and 23 PVI or nursery classes have attended phase 1 phonics training. This is beginning to impact on FSP results.</p> <p>Training continues for both schools and settings. Practitioners in Key Stage 1 and Key Stage 2 are very enthusiastic about the impact this work is having.</p> <p>Now that the LA is part of the funded CLLD programme, further schools and settings will be identified in the Summer term following FSP results.</p> <p>Work has been undertaken to improve transition into Key Stage 1 through training in progression in early reading and writing from the foundation stage into year 1. This will be continued. There will also be training for all Year 1 teachers and Teaching Assistants on the use of the revised Early Literacy Support materials which are closely linked to Letters and Sounds phonics programme.</p>

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS2	To raise standards at Key Stage 1	<p>Improved levels 2C and 2B in reading and writing by 1% from 2006 actual</p> <p>Narrow the gap between Halton Level 2C and national</p>		<p>Majority of schools are now implementing the renewed literacy and mathematics frameworks.</p> <p>Roll out of the CLLD project has been extended. (Targeted training on phonics).</p> <p>Training events delivered covering Literacy and Maths development. Additional training in maths delivered for year 1,2 and 3 teachers.</p> <p>Subject leader networks to develop subject leader knowledge and share good practice.</p> <p>'Talking Maths' project is being piloted with target schools.</p> <p>Additional leading teachers (Leading from the classroom – LfTC) identified and working in support of other schools (modelling good practice).</p> <p>National Strategy 'Leading on Improvement' training Day 2 for Head teachers – increased focus upon materials available to support assessing pupil progress.</p> <p>Targeted National Strategy Standards funding has been allocated to schools on a 'needs led' formula to support target schools to resource additional intervention programmes for underachieving pupils.</p> <p>Despite positive impact of the above at school level, rating remains red in the absence of updated LA summary assessment data - available July 2008)</p>





Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS3	To raise standards at Key Stage 2	<p>LA target of 79% pupils achieving Level 4 or above in KS2 maths tests is met</p> <p>LA target of 81% pupils achieving Level 4 or above in KS2 English tests is met</p> <p>LA target of pupils achieving Level 5 in KS2 tests are met - 28% for English and 31% Maths</p> <p>All schools set challenging targets for 2008 by December 2007</p>		<p>National Strategy literacy and mathematics frameworks training delivered to year 3 and 5 teachers.</p> <p>Training delivered for Year 6 teachers on use of intervention materials – moving pupils from level 3 to 4.</p> <p>16 schools participating in the ‘Raising boys’ attainment’ project.</p> <p>Planning of activities related to the ‘Year of Reading’ has been undertaken to raise the profile of reading in Halton – launch April.</p> <p>Maths training event delivered with a focus on problem solving.</p> <p>Subject leader networks established to develop subject leader knowledge and share good practice.</p> <p>Intensifying Support Programme / Improving Schools Programme (ISP) continues to provide targeted support for identified schools, including schools causing concern.</p> <p>All schools have set challenging targets for 2009.</p> <p>(Rating remains green based upon 2007 attainment data. Success against current targets cannot be confirmed until LA data is available in July 2008).</p>

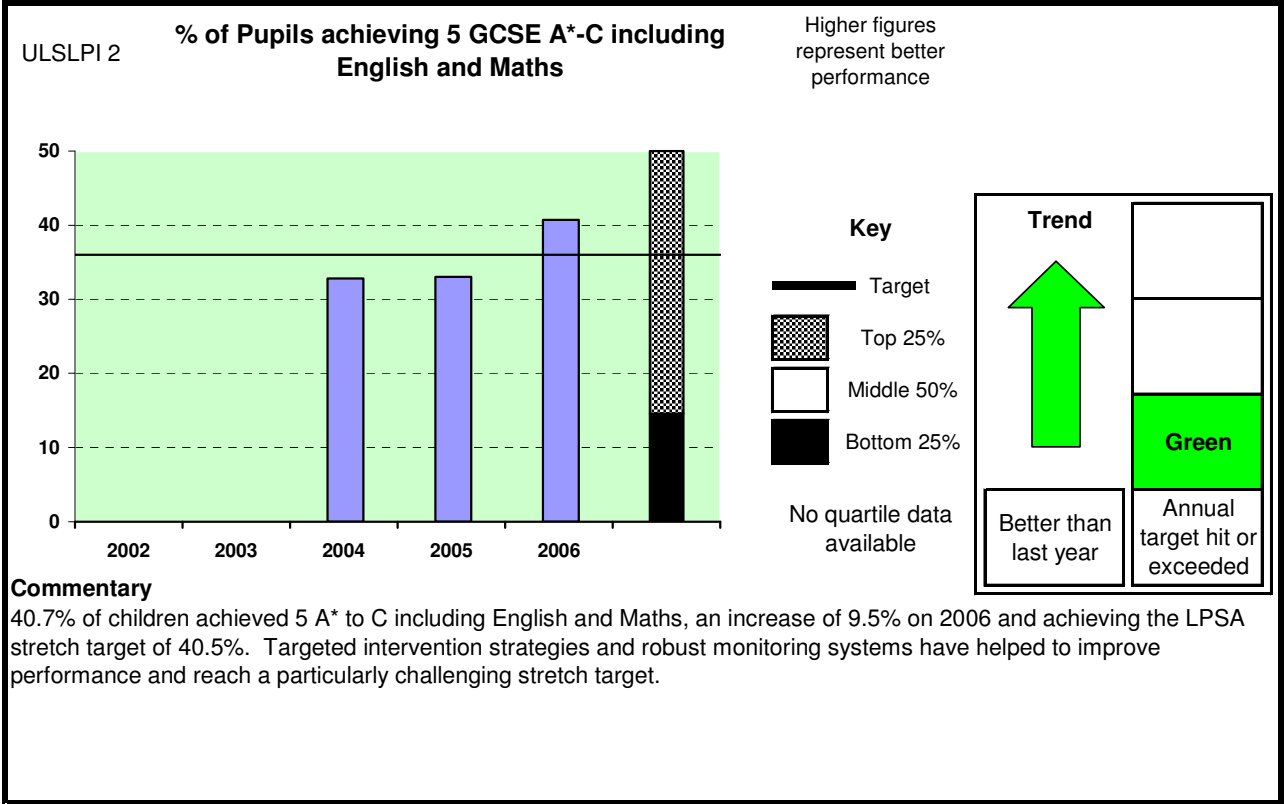
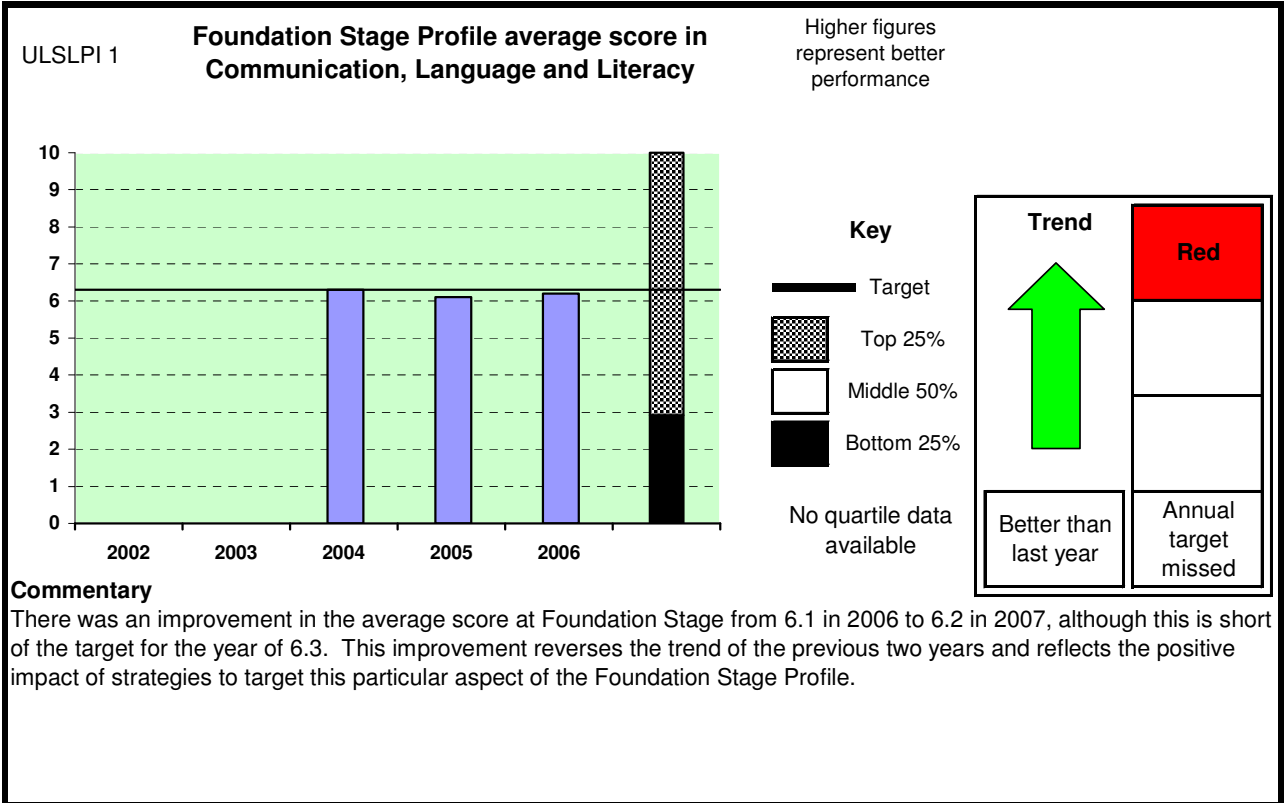


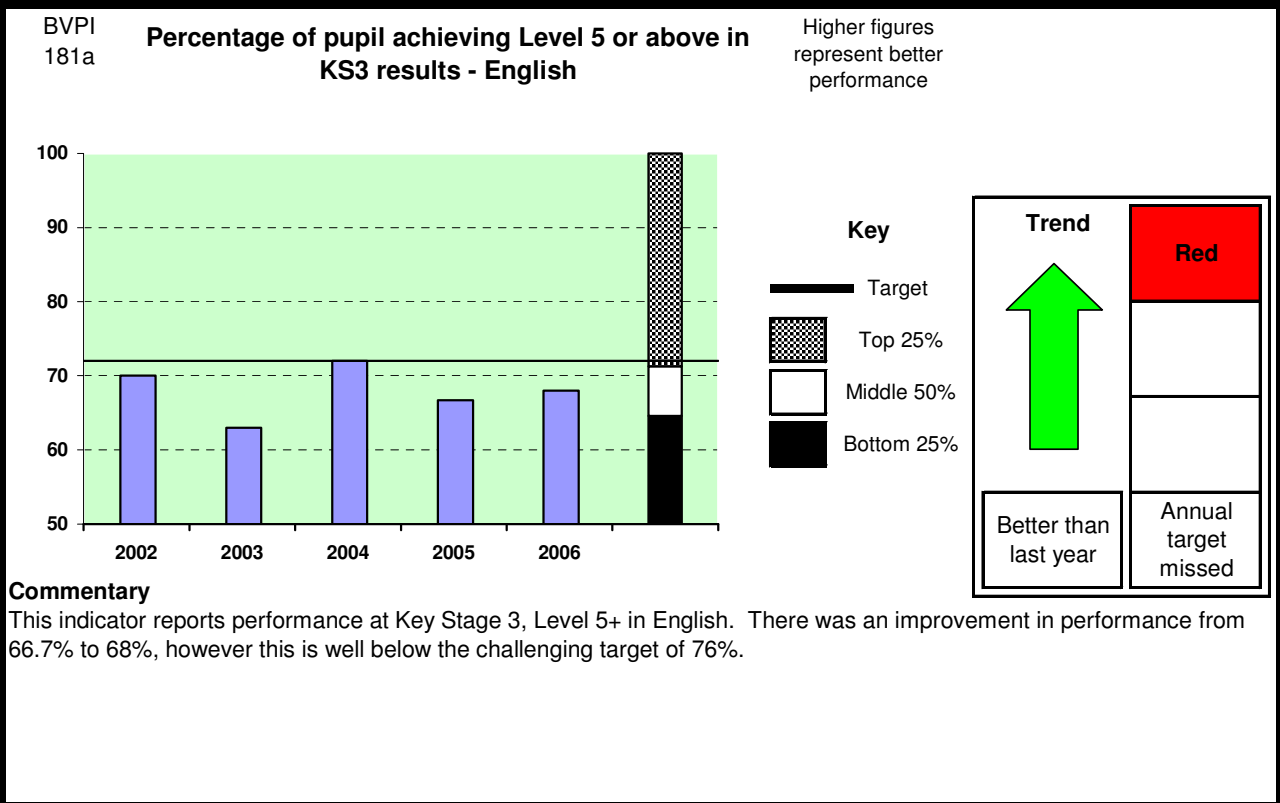
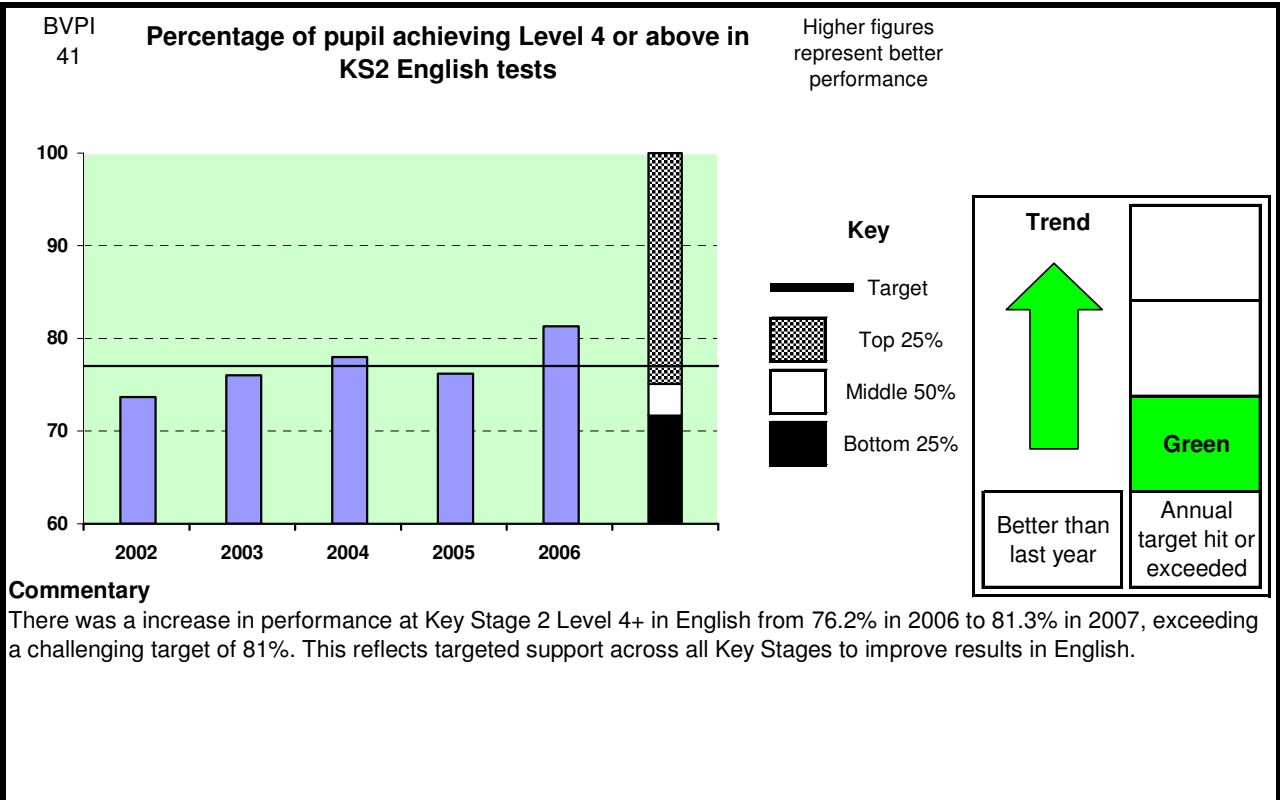
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS4	To raise standards at Key Stage 3	<p>LA target of pupils achieving Level 5 in KS3 tests are met - 76% pupils in English, 75% pupils in Maths and 71% pupils in Science</p> <p>All schools set challenging targets for 2009 by December 2007</p> <p>To increase the L5+ in English is a priority</p>		<p>Confirmation of whether schools are on target still has to be confirmed - information on progress toward this objective will be available in April 2008 however School Improvement Partners (SIPs) will be tracking progress this term and reporting to the SIP manager.</p> <p>All schools have set challenging targets for 2009.</p> <p>English consultant working with schools to develop teachers' delivery of KS 3 programme of study and address key issues related to learning. In particular improving boys' writing.</p> <p>(Rating remains red based upon 2007 attainment data. Success against current targets cannot be confirmed until LA data is available in July 2008).</p>
ULS5	To raise standards at Key Stage 4	<p>LA target of 36% pupils achieving 5 or more GCSEs at grades A* - C including English and Maths is met</p> <p>LA target of 90% pupils achieving 5 or more GCSEs at grades A* - G including English and</p>		<p>Excellent performance in schools last year and 40.8 % gained 5 A*-C GCSE's including English and maths. (Target exceeded in 2007 - 41%).</p> <p>Consultants are working closely with schools to maintain the improvement from previous year's results.</p> <p>Confirmation of whether schools are on</p>

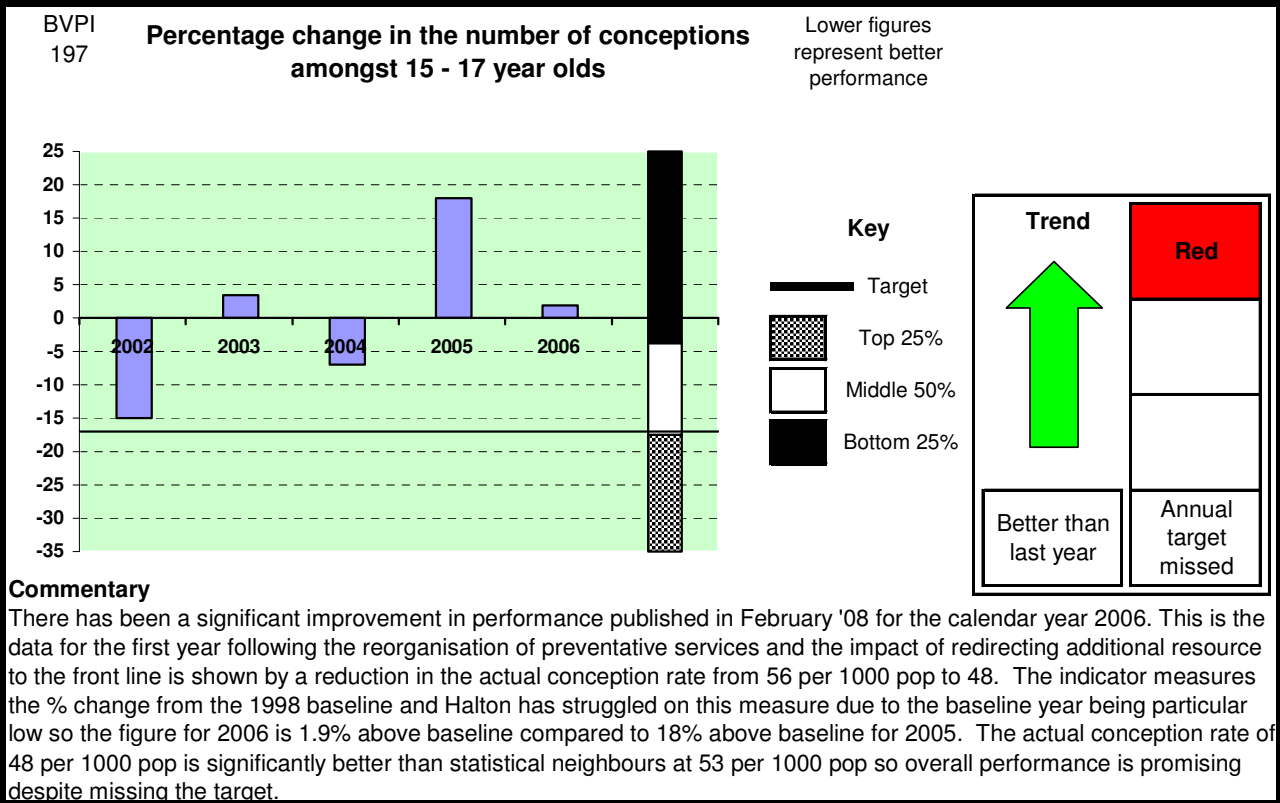
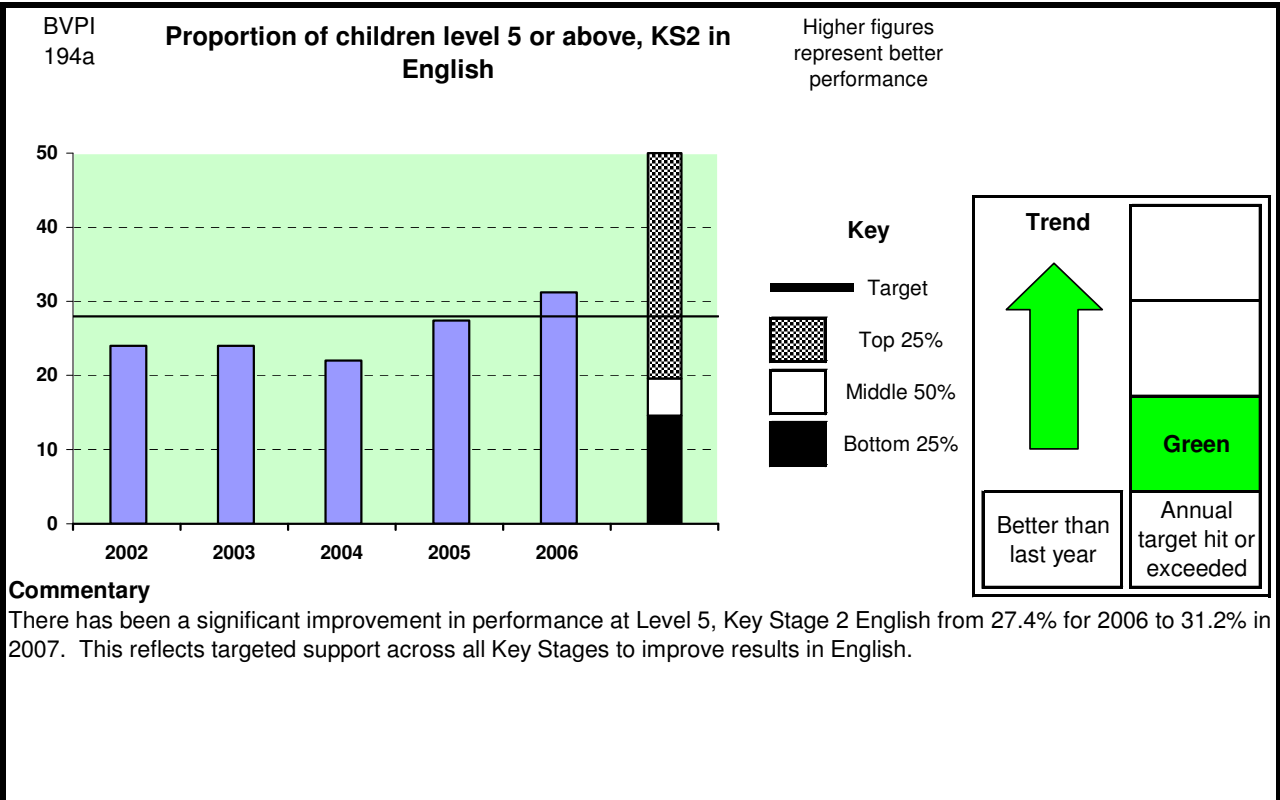
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS5 cont.		<p>Maths is met</p> <p>All schools set challenging targets for 2009 by December 2008</p> <p>To increase the 5A*C in English and Maths and 5A* - G is a priority</p>		<p>target still has to be confirmed - information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

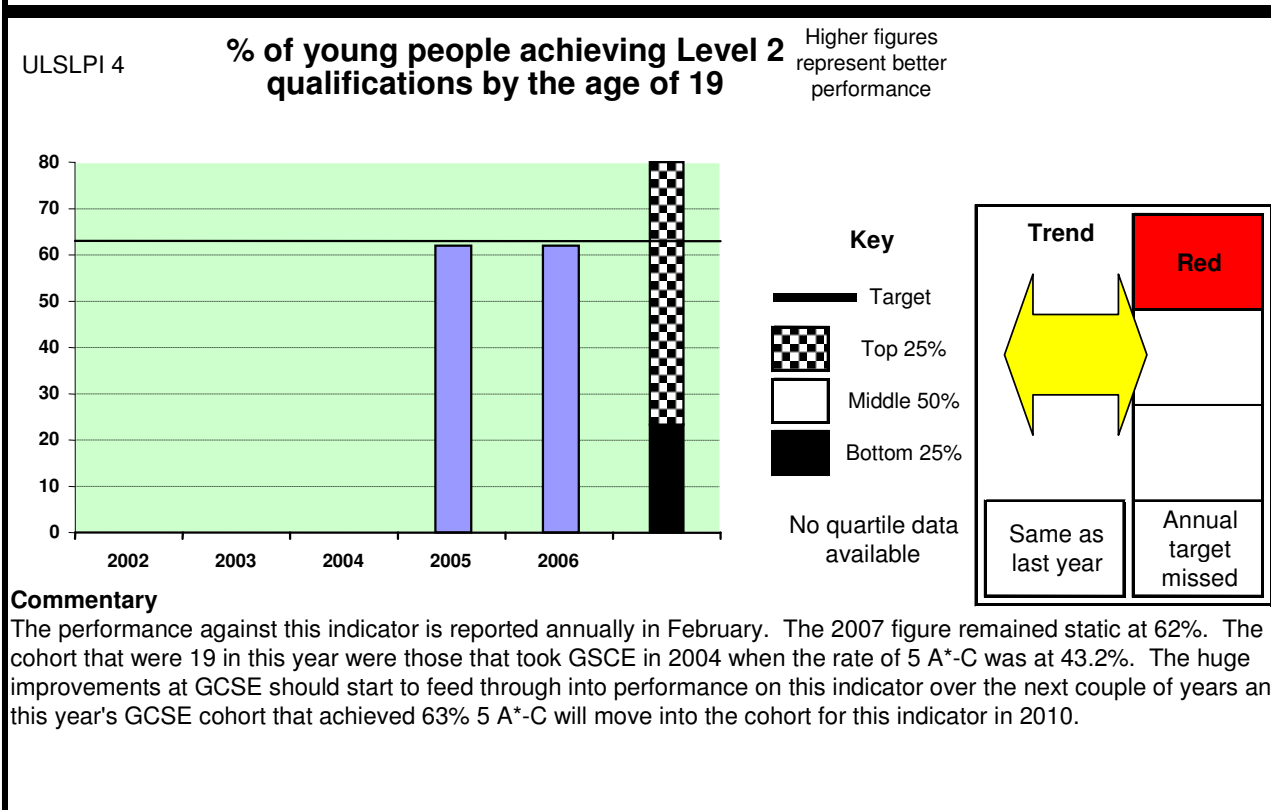
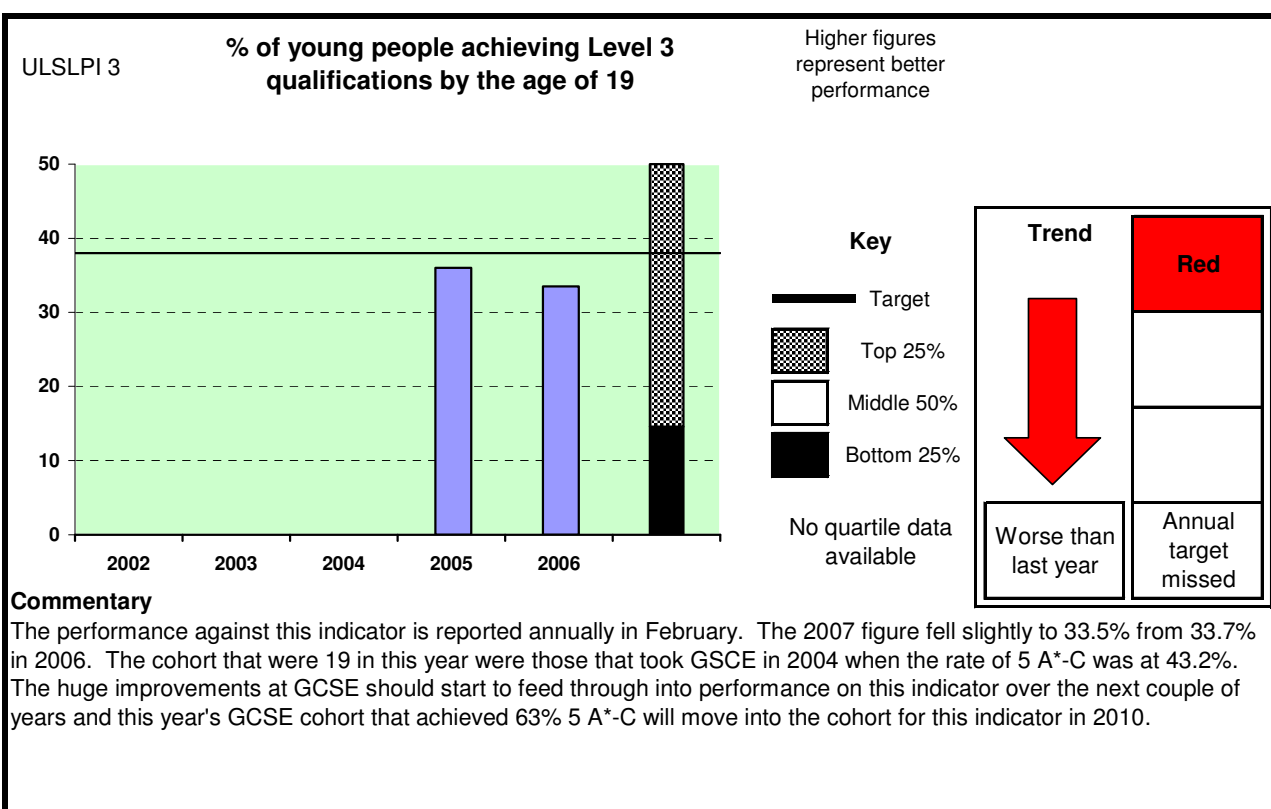
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
ULS 11 continued				<p>overall decline of 13.3% since the 1998 baseline. The U16's conception rates for 2006 is 7.7 per 1000 girls aged 13-15. This is 13.0% lower than the 1998 baseline rate of 8.8.</p> <p>Termination rates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

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

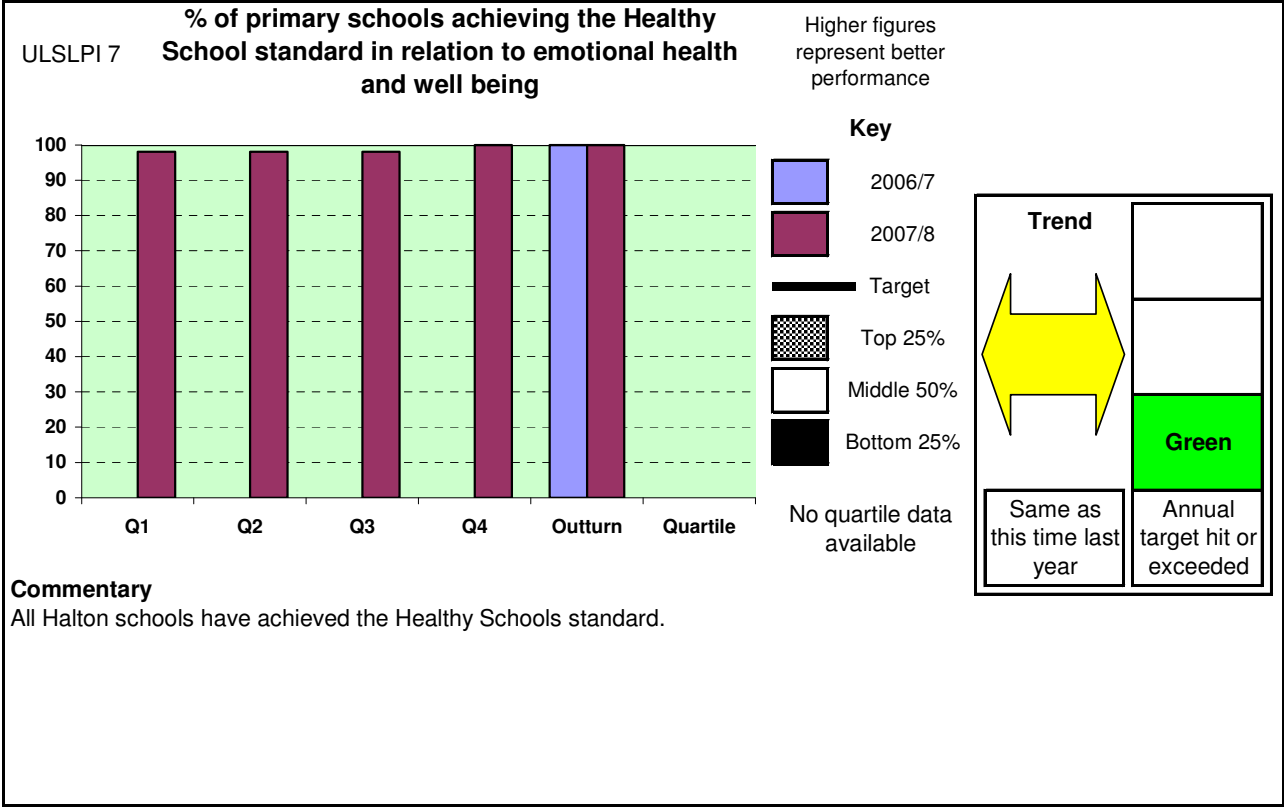
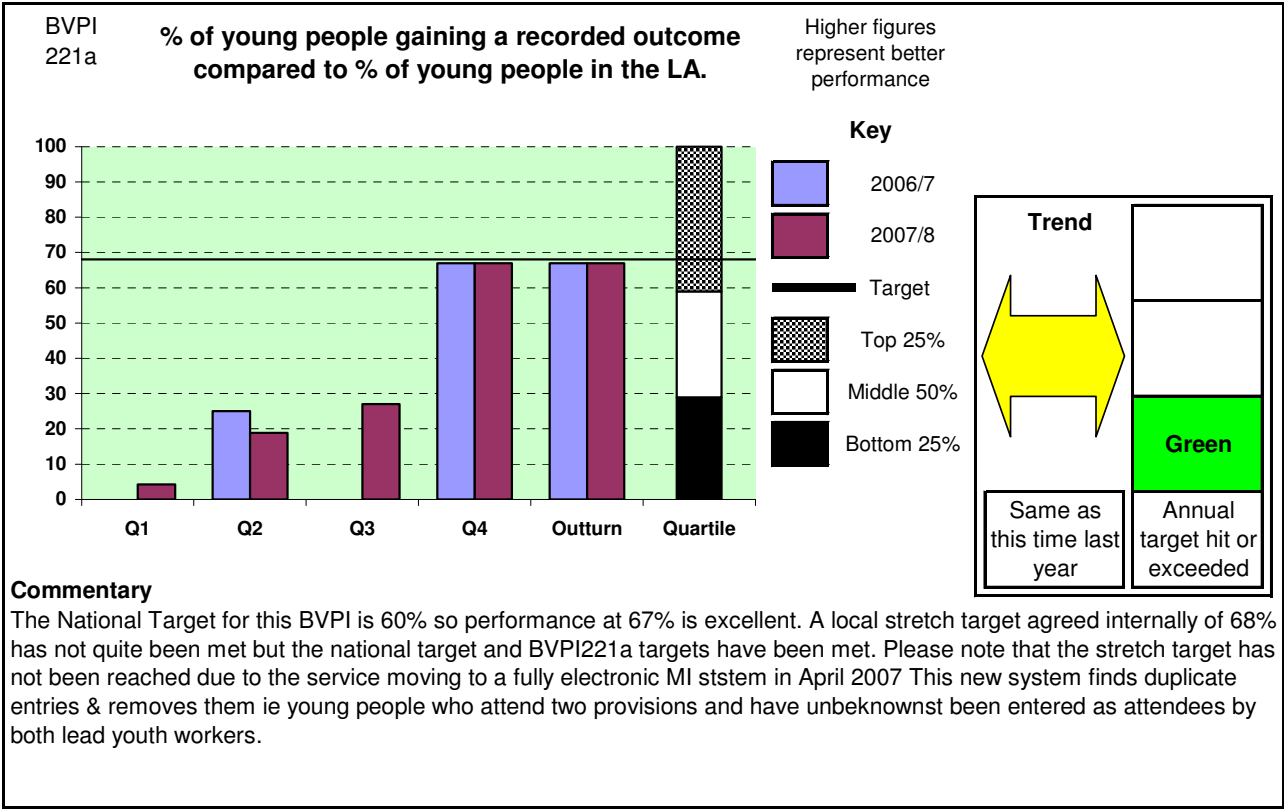























Ref	Indicator	Actual 06 / 07	Target 07 / 08	Quarter 4	Progress*	Commentary
<b>Service Delivery Indicators.</b>						
BVPI 38	% of Pupils achieving 5 or more GCSE A*-C	52.3%	54%	62.2%		A massive increase for the number of pupils gaining 5+ A*-C from 52.6% in 2006 to 62.2% this year.
BVPI 39	% of Pupils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

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




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

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

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

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

The traffic light symbols are used in the following manner:

	<u>Objective</u>	<u>Performance Indicators (Excl. LPSA)</u>	<u>LPSA Indicators Only</u>
<b><u>Green</u></b>	 <p>Indicates that the <u>objective has been achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the annual 07/08 target <u>has been achieved</u> or exceeded</p>	<p>Indicates that the <u>target is on course to be achieved.</u></p>
<b><u>Amber</u></b>	 <p>N/A</p>	<p>N/A</p>	<p>Indicates that it is either <u>unclear</u> at this stage or too early to state whether the target is on course to be achieved.</p>
<b><u>Red</u></b>	 <p>Indicates that that the <u>objective has not been achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the annual 07/08 target <u>has not been achieved.</u></p>	<p>Indicates that the <u>target will not be achieved</u> unless there is an intervention or remedial action taken.</p>