

## Departmental Quarterly Monitoring Report

**Directorate:** Children's Services

**Departments:** Children Social Care and Early Help, Education

**Period:** Quarter - 1<sup>st</sup> April 2024 – 30<sup>th</sup> June 2024

### 1.0 Introduction

This quarterly monitoring report covers the **Children's Services Directorate's** first quarter period up to 30th June 2024. It describes key developments and progress against 'key' milestones and performance indicators for the service in line with the Corporate plan.

### 2.0 Data Quality Statement

The author provides assurance that the information contained within this report is accurate and valid and that every effort has been made to avoid the omission of data. Where data has been estimated, it has been sourced directly from partner or other agencies, or where there are any concerns regarding the limitations of its use, this has been clearly annotated.

### 3.0 Appendices




- Appendix 1: Progress Against Objectives / Milestones
- Appendix 2: Explanation of Symbols
- Appendix 3: Progress Against Performance Indicators
- Appendix 4: Financial Statement

### Appendix 1: Progress Against Objectives / Milestones





<b>Corporate Priority</b>	Priority 1 – Improving Health, Promoting Wellbeing and Supporting Greater Independence. Priority 3 – Supporting Children, Young People and Families Priority 4 – Tackling inequality and helping those who are in most need
<b>CYP P1</b>	<b>Safely reduce the number of children needing to be looked after by the Local Authority and improve safeguarding.</b>





Milestone	Progress Q1	Data and any supporting commentary
P1.1 Increase in the number of families accessing support through the Family Hub on a quarterly basis (Source – Val Armor)		Steady increase in attendances from previous 12 months, currently stable at almost 5500 attendance per quarter under 5 and over 11000 attendances all ages. The online portal has helped to increase registrations.



			All monthly reporting figures are in a family hub dashboard whilst this is in its infancy the data is already seeing an increase in families accessing support. Further details will be available Q2
P1.2	Increase the number of successful PLO outcomes i.e. prevent Children entering care (Source - Rebecca Gamble - Andy Jones)		During this quarter, 9 children were successfully stepped down from pre-proceedings, preventing them from entering care. This marks an improvement compared to Quarter 4, when only 3 children were stepped down.
P1.3	Decrease the number of Children in Care on a quarterly basis (Source – Jamie Pope)		374 children in care, a positive reduction of 2% from previous quarter Q4 381.
P1.4	Increase the number of partner led MAPS (Source – Val Armor)		Quality work is currently on-going with the partner lead MAPS, so correct numbers cannot be reported for Q4 & Q1. At the moment we only have school MAPS. Data should be available for Q3 onward. This work is also going to be monitored and scrutinised in the early help Partnership Board. An ongoing training programme and support is offered to partners to help them take the lead but few agencies are taking this up

<b>Corporate Priority</b>	Priority 1 – Improving Health, Promoting Wellbeing and Supporting Greater Independence. Priority 3 – Supporting Children, Young People and Families Priority 4 – Tackling inequality and helping those who are in most need
<b>CYP P2</b>	<b>Improve the stability of care placements.</b>



Milestone		Progress Q1	Data and any supporting commentary
P2.1	Reduce the number of children who moved between placements (Source – Jamie Pope)		12% 3+ placement moves in last 12 months compared to 10% in previous quarter Q4.
P2.2	Reduce the number of children who are/were placed in out of Borough in residential care (Source – Jamie Pope)		17% of those placed in residential were placed in borough, compared to 12% in previous quarter.
P2.3	Reduce the costs of out of borough residential placement placements (Source – Jamie Pope)		Information requested, not provided
P2.4	Reduce the number of children who are placed in independent fostering agencies (Source – Jamie Pope)		Information requested, not provided
P2.5	Reduce the costs of out of borough independent foster placements (Source – Jamie Pope)		Information requested, not provided
P2.6	Increase the number of Foster Carers and kinship carers (Source – Jamie Pope)		Information requested, not provided

<b>Corporate Priority</b>	Priority 1 – Improving Health, Promoting Wellbeing and Supporting Greater Independence. Priority 3 – Supporting Children, Young People and Families Priority 4 – Tackling inequality and helping those who are in most need
<b>CYP P3</b>	<b>Improve SEND provision</b>




Milestone		Progress Q1	Data and any supporting commentary
P3.1	Increase the % of EHCP's completed within 20 weeks (academic year cumulative to end of quarter) (Source – Charlotte Finch)		Rate at 64.6% by end of Q1 2024-25. Previous formal position (SEN2 2024) was 26.3%, and Q1 2023-24 was 19.5%. Too early to say what final position will be but evidence of vast improvement in Q1 figures.
P3.2	Increase the % of EHCP Annual reviews that are carried out within 12 months (Source – Charlotte Finch)		Rate at 60.9%, similar position to Q1 2023-24 (59.6%). Too early to say what Q4 position will be, but previous indications are that the rate improves during Q2.
P3.3	Increase the % annual reviews responded to within the statutory time frame (Source – Charlotte Finch)		Information requested, not provided
P3.4	Decrease the proportion of children subject to an EHCP placed in independent and out of borough provisions (Source – Lee Ellis)		122 CYP (7.5% of EHCP caseload) placed INMSS end of Q1 2024-25. No comparison available for Q1 2023-24 but down from 8% as at end of Q4 2023-24. New resource base placements commencing 2024-25 may help drive this down further, but too early to say what Q4 position will be.
P3.5	Decrease the spend on independent and out of borough (OOB) provision for SEND (Source – Lee Ellis)		There is a planned approach to assessing and reviewing all high cost placements, which will be based around liaising with providers and reviewing need.

P3.6	Speech and Language Therapy (SaLT) – Increase the number of assessments done within 4 weeks of referral receipt (unless assessment to be undertaken within setting/school) (Source – Lee Ellis)		Reported Q1 2024-25 position was 0%
P3.7	SaLT – Increase the number where treatment commenced within 12 weeks of referral receipt (Source – Lee Ellis)		Reported Q1 2024-25 position was 0%

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<b>CYP P4</b>	<b>Increase number of children attending schools graded good or outstanding and improve attainment outcomes at all Key Stages.</b>







Milestone		Progress Q1	Data and any supporting commentary
P4.1	Increase the % of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding (snapshot end of quarter) (Source – Sarah Campbell)		Halton State-funded Nursery Schools maintain 100% 98% of all Early Years settings (pre-schools, day care, out of school clubs, childminders) were Outstanding or Met.
P4.2	Increase the % of schools and settings with overall effectiveness of Good or Outstanding: <ul style="list-style-type: none"> <li>Primary Schools</li> <li>Secondary</li> </ul> (Source - Ben Holmes)		Halton State-funded Special Schools maintain 100% Published position at the end of June 2024: 82% Primary and 63% Secondary. 15 Halton settings were inspected in the 2023-24 academic year, with just one report not yet published. 93% of those published inspections received or maintained an overall Outstanding or Good judgement, with one setting maintaining the Requires Improvement outcome.

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<b>CYP P5</b>	<b>Improve pastoral and behaviour support and reduce the need for children to be excluded.</b>



Milestone		Progress Q1	Data and any supporting commentary
P5.1	Reduce the number of incidents of Suspensions (academic year cumulative to end of quarter) (Source - Debbie Houghton)		The number of suspensions is increasing from 1021 at Q1 in 22/23 to more than double at 2083 in 23/24. Team around the school continues to offer support to schools for children at risk of exclusion or suspension.
P5.2	Reduce the number of children subject to suspensions (academic year cumulative to end of quarter) (Source - Debbie Houghton)		The number of children subject to suspension has increased from 457 in 22/23 to 786 in 23/24
P5.3	Reduce the number of permanent exclusions (academic year cumulative to end of quarter) (Source - Debbie Houghton)		To end of Q1 there were 56 permanent exclusions, 18 of these children were SEN Support, 3 undergoing statutory assessment and 8 with an EHCP at the time of exclusion. This compares to 44 at the end of Q1 22/23.
P5.4	Increase the % of early EHCP reviews for SEND Children subject to exclusion (Source – Charlotte Finch)		Information requested, not provided




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<b>CYP P6</b>	<b>Improve attendance at school, college and in Early Years settings including sufficiency of places.</b>

Milestone		Progress Q1	Data and any supporting commentary
P6.1	Child Care Expansion roll out - Increase the number of eligible working parents who access child care support: <ul style="list-style-type: none"> <li>From April 2024, eligible working parents of 2-year-olds who access 15 hours childcare support.</li> <li>From September 2024, eligible working parents of children from the age of 9 months to 3-year-olds who access 15 hours childcare support</li> </ul> (Source – Sarah Campbell)	New measure	36% of the population (503 children) were accessing a funded place for eligible working parents of 2 Year Olds (May 2024 Headcount/GP Registrations Data May 2024)  9 month and over funded places not available until September 2024.




P6.2	Increase number of eligible children for the vulnerable 2- year-old funding accessing EY provision (internally collected termly information – may not match to published data from census) (Source –Sarah Campbell)		93% of children eligible for vulnerable 2 year old funding accessed provision (410/439 children)															
P6.3	Increase the % taking up of Early Years Entitlement for 3- to 4-year-olds. (Source –Sarah Campbell)		89.8% of 3 & 4 Year Olds children taking up Early Years Entitlement of 3 & 4 Year Olds (May 2024 Headcount/GP Registrations Data May 2024) same as in last quarter.															
P6.4	Increased attendance at schools: a) Primary b) PRU c) Secondary d) Special (Source - Debbie Houghton)		<table border="1" data-bbox="1178 394 1995 596"> <thead> <tr> <th>Autumn/ Spring 2022/23</th> <th>Autumn/ Spring 2023/24</th> <th>Autumn/ Spring 2022/23 – 2023/24 change</th> </tr> </thead> <tbody> <tr> <td>a) 94.03%</td> <td>a) 94.36%</td> <td>a) 0.34%</td> </tr> <tr> <td>b) 46.93%</td> <td>b) 49.28%</td> <td>b) 2.35%</td> </tr> <tr> <td>c) 90.54%</td> <td>c) 90.01%</td> <td>c) -0.53%</td> </tr> <tr> <td>d) 87.45%</td> <td>d) 88.36%</td> <td>d) 0.93%</td> </tr> </tbody> </table> <p>From Nexus formal data release Autumn/ Spring attendance data 2023-24. Previous comparison data from formally released Autumn/ Spring data 2022-23. Attendance has increased on the previous year apart from Secondary where there has been an average attendance drop of 0.53%.</p> <p>The Education Welfare Service continue to support schools to improve attendance through both a traded and statutory offer. In August 24 new Guidance Working Together To Support School Attendance from the DfE came into force, which reinforced a support first model. Schools and the LA are required to work to this new Guidance which sets out new duties and there was also a National Penalty Notice Framework to ensure consistency across the country.</p>	Autumn/ Spring 2022/23	Autumn/ Spring 2023/24	Autumn/ Spring 2022/23 – 2023/24 change	a) 94.03%	a) 94.36%	a) 0.34%	b) 46.93%	b) 49.28%	b) 2.35%	c) 90.54%	c) 90.01%	c) -0.53%	d) 87.45%	d) 88.36%	d) 0.93%
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P6.5	Reduce the number of children who are Electively Home Educated (EHE) including those open to CIN or CP. a) CIN b) CP c) SEND (Source - Debbie Houghton)		325 is the number of children who were EHE at any point during September 23 to end of June 24. In that time period there were 47 new children who went EHE. This is an increase on the previous academic year with parents citing a number of reasons including bullying and school unable to meet their child's needs.															
P6.6	Reduce the number of children who are missing education (Source - Debbie Houghton) a) CIN b) CP c) SEND (Source - Debbie Houghton)		There are no children confirmed as missing education. However in that time period the CME officer tracked 189 reported incidences of children missing education . However with support of the CME officer working together with other LAs and services all of the children were supported back into education.															
P6.7	Reduce the number of children Not in Receipt of Full time education (NIROFTI) . a) CIN b) CP c) SEND (Source - Debbie Houghton)		163 instances of part time timetables with 28 new instances in this period. Schools are required to notify the local authority of any child on a reduced timetable, not accessing a full time education offer. The reasons for children accessing a reduced education offer could be due to health needs or a return to school following time off due to health issues, a permanently excluded child starting at a new school or due to SEN needs. A part time timetable is a short term intervention to re-integrate a child back into school and a full time education offer. A part time timetable is usually in place for a maximum of 6 weeks.															
P6.8	Reduce the number of children accessing alternative provision or educated other than at school a) CIN b) CP c) SEND (Source – Charlotte Finch)		Information requested, not provided															

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<b>CYP P07</b>	<b>Improve professional practice including the quality of children and families social work.</b>

Milestone	Progress Q1	Data and any supporting commentary
P7.1 Increase the number of audits grades as good in the sub section 'Identifying & Responding to Need, Abuse & Thresholds' (Source – Susanne Leece)		<ul style="list-style-type: none"> <li>April 2024 - 100% in Early Help were graded 'good' - 13% Help &amp; Protect were graded 'good'</li> <li>May 2024 - No audits completed due to ILAC inspection</li> <li>June 2024 -100% in Early Help were graded 'good' -22% Help &amp; Protect were graded 'good'</li> </ul>
P7.2 Increase the number of audits grades as good in the sub section 'Providing Effective Help' (Source – Susanne Leece)		<ul style="list-style-type: none"> <li>April 2024 -67% in Early Help were graded 'good' -13% Help &amp; Protect were graded 'good' -40% CiC were graded 'good' -67% CL were graded 'good'</li> </ul>



			<ul style="list-style-type: none"> <li>• May 2024 - No audits completed due to ILAC inspection</li> <li>• June 2024 <ul style="list-style-type: none"> <li>-67% in Early Help were graded 'good'</li> <li>-22% Help &amp; Protect were graded 'good'</li> <li>-33% CiC were graded 'good'</li> <li>-25% CL were graded 'good'</li> </ul> </li> </ul> <p>Although a good 'at a glance' indicator of practice quality, month on month comparison of the percentage of audit gradings alone do not provide a comprehensive picture of the effectiveness of practice improvement activity. In small audit cohorts such as these (CL = 4 actual audits) small variances in the number of audits graded good can have a significant impact on the percentage.</p>
P7.3	Increase the number of children who benefit from management oversight and supervision graded 'good' through the audit sub section 'Making Good Decisions & Management Oversight' (Source – Susanne Leece)		<ul style="list-style-type: none"> <li>• April 2024 <ul style="list-style-type: none"> <li>-67% in Early Help were graded 'good'</li> <li>-13% Help &amp; Protect were graded 'good'</li> <li>-20% CiC were graded 'good'</li> <li>-0% CL were graded 'good'</li> </ul> </li> <li>• May 2024 - No audits completed due to ILAC inspection</li> <li>• June 2024 <ul style="list-style-type: none"> <li>-100% in Early Help were graded 'good'</li> <li>-0% Help &amp; Protect were graded 'good'</li> <li>-0% CiC were graded 'good'</li> <li>-25% CL were graded 'good'</li> </ul> </li> </ul> <p>As above: Although a good 'at a glance' indicator of practice quality, month on month comparison of the percentage of audit gradings alone do not provide a comprehensive picture of the effectiveness of practice improvement activity. In small audit cohorts such as these small variances in the number of audits graded good can have a significant impact on the percentage.</p>
P7.4	Increase the number of children's casefiles receiving an overall grade of 'Good' through the audit process (Source – Susanne Leece)		<ul style="list-style-type: none"> <li>• April 2024 – 22% (4) audits were graded 'good' <ul style="list-style-type: none"> <li>-x2 EH</li> <li>-x1 DAT</li> <li>-x1 Help &amp; Protect</li> </ul> </li> <li>• May 2024 – No audits completed due to ILAC inspection</li> <li>• June 2024 – 25% (5) audits were graded 'good' <ul style="list-style-type: none"> <li>-x3 EH</li> <li>-x1 DAT</li> <li>-x1 CL</li> </ul> </li> </ul>
P7.5	Increase the number of social workers accessing training through the Social Work Academy (Source - Kadie Molyneux)		The Social Work Academy went live from 22.04.24 and so there is no baseline data as at the end of March 2024. We have started to record the numbers of Social Workers accessing training through the Academy from 22.04.24 and as at the 30.06.24 there have been 124. As a part of the development of the Social Work Academy a training needs analysis will be completed by July 24, a training plan will be developed to target focused areas of practice improvement which will increase the number of social workers accessing training through the Social Work Academy.
P7.6	Increasing the number of permanent staff (Source – Katherine Appleton)		Information requested, not provided
P7.7	Reduce the number of agency workers and associated costs (Source – Katherine Appleton)		Information requested, not provided

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<b>CYP P8</b>	<b>Reducing Child obesity</b>



Milestone	Progress Q1	Data and any supporting commentary
P8.1 Increase % breast feeding and initiation and maintenance at 6 – 8 weeks (Source – Rebekah Walsh)		Initiation = <b>56%</b> (23/24 average = 52%) 10-14 days = <b>47.6%</b> (23/24 average = 42.9%) 6-8 weeks = <b>33.2%</b> (23/24 average = 27.5%)
P8.2 Maintain/increase the number of schools engaging in the Healthy Schools Programme which includes whole School approaches to tackling obesity. (Source – Rebekah Walsh)		The end of the school term saw us achieve the highest update since pre-covid across the school year 2023/24. 100% of primary schools engaged, 75% of special schools and 50% of secondary schools. Ongoing work in 2023/24 to understand the needs of secondary schools, to increase uptake there.
P8.3 Increase the number of parents if children under 5 accessing the 'HENRY' Programme (Source – Rebekah Walsh)		5 referrals to the HENRY Right From the Start course this quarter, which is lower than previous quarters.

			HENRY will be incorporated in to the new Family Hubs 0-5 pathway, and additional staff to be trained in Q3, which will enhance capacity to promote and deliver more courses. Additional standalone workshops also run as an introduction to HENRY – 39 parents/carers booked on to these sessions in Q1
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<b>CYP P9</b>	<b>Improve access to positive opportunities.</b>


Milestone		Progress Q1	Data and any supporting commentary
P9.1	Increase the number of care leavers accessing the Care leavers group (Source – Debbie Gates)		We have developed the Care leaver forum, which now has 7 members on a regular basis. We now have co-chairs for the Corporate Parenting Board and the Children in Care Council.
P9.2	Increase the engagement for CIN, CIC and Care leavers via Barnardo's contract (Source – Lee Ellis)		There is a considerable and current waiting list which needs to reduce via improving through put from the service. Meetings are planned with the provider to explore how best to do this.

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<b>CYP P10</b>	<b>Improve Mental Health provision.</b>


Milestone		Progress Q1	Data and any supporting commentary
P10.1	Increase the numbers of Primary and Secondary school educators being trained as Thrive Licensed Practitioners. (Source – Mike Stapleton Chambers)		We are currently ahead in our roll out of Thrive. Implementation of the training has started for a number of our schools.  March 24 – 0 schools trained as it is a new project June 24 - 5 schools End of year target all Halton schools – On Target
P10.2	Increase the number of strengths and difficulties questionnaires completed for Children in Care and Care Leavers (Source – Jamie Pope - Sarah Wilson, Bridgewater)		Information requested, not provided
P10.3	Increase the number of health assessment (initial and review) for Children in Care (Source – Jamie Pope - Sarah Wilson, Bridgewater)		Information requested, not provided
P10.4	Reduce the number of children who are accessing education under Section 19 (Source – Debbie Houghton)		As at 31.03.24 there were 20 children who were accessing education under Section 19, this increased to 31 at the end of June. At the end of June 2023 there were 24. Children receiving education under section 19 include those permanently excluded from Primary (until a new school is found) Children with Health conditions unable to attend school and children excluded from special schools with EHCP's.
P10.5	Reduce the % waiting time for CIC to access MH provision (Source – Jamie Pope - Helen Whittick)		Information requested, not provided

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<b>CYP P11</b>	<b>Strengthen the voice of children and young people.</b>

Milestone		Progress Q1	Data and any supporting commentary
P11.1	Increase the number of 'good' gradings within Children Social Care casefile audits for the child's voice and how it informs their plans (Source – Susanne Leece)		<ul style="list-style-type: none"> <li>April 2024 <ul style="list-style-type: none"> <li>-100% in Early Help were graded 'good'</li> <li>-13% Help &amp; Protect were graded 'good'</li> <li>-20% CiC were graded 'good'</li> <li>-33% CL were graded 'good'</li> </ul> </li> <li>May 2024 - No audits completed due to ILAC inspection</li> <li>June 2024</li> </ul>

			-67% in Early Help were graded 'good' -22% Help & Protect were graded 'good' -67% CiC were graded 'good' -20% CL were graded 'good'
P11.2	Increase the number of children and young people involved with the Children in Care Council (Source – Debbie Gates)		The CICC has grown substantially, we have gone from 2 members to 14 members since January 2024. We now have co-chairs for the Corporate Parenting Board and the Children in Care Council.

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<b>CYP P12</b>	<b>Improve pathways into meaningful employment with training and both Further and Higher Education</b>

Milestone		Progress Q1	Data and any supporting commentary
P12.1	Reduce the percentage of 16–17-year-olds not in education, employment or training or whose activities are not known to the council (Source – Haf Bell)		Average NEET (not in education, employment and training) & Not Known figure from April 24 – June 24 is 8% compared to 6.5% in the same period in 2023. There is a lack of Post 16 provision which allows a young person to join part way through an academic year. We've seen a greater number of young people leaving provision during the academic year with no progression to another course possible, affecting the overall NEET & Not Known figure. A business case for additional Post 16 provision has been submitted to the Department for Education.
P12.2	Increase the number of good quality path way plans as identified through the audit process for Care Leavers (Source – Jamie Pope)		Information requested, not provided




### Appendix 3: Progress Against Performance Indicators

	STRATEGIC ISSUES	BASELINE POSITION	OUTCOMES AT END OF YEAR 1	OUTCOMES AT END OF YEAR 3	INTERVENTIONS	KEY PERFORMANCE INDICATORS
A	Develop and embed Family Hubs and extend their provision to include 19 to 25 age range with additional needs					
B	Wraparound Care Programme - Submitted a supply and demand analysis to the DFE, recruit a Wraparound care coordinator to lead on expanding the project.					
C	Pause Project - secure further funding from partners for 3-5 years submit funding bud					
D	Utilise the grant of £1m from Delivering Better Value (DBV) programme.					
E	Implement redevised structure for children and need service.					
F	SEND - Commission a specialist equipment provider to meet the needs of children and young people with SEND in Halton schools/settings.					
G	SEND - 'Tell it once' framework co-produced and launched.					
H	SEND - Complete a multi-agency joined up review of current ICT systems and processes understanding current ICT platforms used for information storing and sharing and how they interlink.					
I	Halton Alternative Provision Strategy and Alternative Provision offer co-produced with all system partners.					
J	Review the Neglect Strategy.					
K	Develop an Section 19 Policy and establish an Education Inclusion Panel to determine when the LA Section 19 duty applies and education offer.					
L	Halton Priority education Action Area Plan, £1.8M allocated across 3 years to tackle attendance and attainment.	Whats gone on in the quarter towards achieving that, what the update, i.e, meeting and outcome or decision making				

M	Deliver new statutory duties under the DfE 'Working Together to Improve School Attendance'.					
N	Submit a bid to the DfE for new post 16 provision in Halton					
O	Support the Right to succeed agenda - Halton Lea Cradle to Career 2024-26 for the design, delivery and reporting of a youth offer.					
P	Establish 'The Food Active Healthy and Active Futures Pledge', a whole school approach to tackling obesity.					
Q	National Child Measurement Programme (data provided annually)					

#### Appendix 4: Financial Statements

#### Progress Symbols are used in the following manner

	Performance indicator
	Indicates that the annual target <u>is on course to be achieved</u> .
	Indicates that it is <u>uncertain or too early to say at this stage</u> whether the milestone/objective will be achieved within the appropriate timeframe.
	Indicates that the target <u>will not be achieved</u> unless there is an intervention or remedial action taken.