



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

**Monday, 30 October 2006 at 6.30 p.m.  
Civic Suite, Town Hall, Runcorn**

A handwritten signature in black ink, appearing to read 'David W R', is centered on the page.

**Chief Executive**

**BOARD MEMBERSHIP**

<b>Councillor Mark Dennett (Chairman)</b>	<b>Labour</b>
<b>Councillor Margaret Horabin (Vice-Chairman)</b>	<b>Labour</b>
<b>Councillor Frank Fraser</b>	<b>Labour</b>
<b>Councillor Robert Gilligan</b>	<b>Labour</b>
<b>Councillor Trevor Higginson</b>	<b>Liberal Democrat</b>
<b>Councillor David Lewis</b>	<b>Conservative</b>
<b>Councillor Kelly Marlow</b>	<b>Liberal Democrat</b>
<b>Councillor Stan Parker</b>	<b>Labour</b>
<b>Councillor Ged Philbin</b>	<b>Labour</b>
<b>Councillor Margaret Ratcliffe</b>	<b>Liberal Democrat</b>
<b>Councillor John Stockton</b>	<b>Labour</b>
<b>Andy Brothers</b>	
<b>Colin Chorley</b>	

*Please contact Lynn Derbyshire on 0151 471 7389 or e-mail [lynn.derbyshire@halton.gov.uk](mailto:lynn.derbyshire@halton.gov.uk) for further information.*

*The next meeting of the Board is on Monday, 8 January 2007*

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

**Part I**

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<b>2. DECLARATIONS OF INTERESTS (INCLUDING PARTY WHIP DECLARATIONS)</b>		
	Members are reminded of their responsibility to declare any personal or personal and prejudicial interest which they have in any item of business on the agenda, no later than when that item is reached and (subject to certain exceptions in the Code of Conduct for Members) to leave the meeting prior to discussion and voting on the item.	
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*In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.*

**CHILDREN AND YOUNG PEOPLE POLICY AND PERFORMANCE BOARD**

*At a meeting of the Children and Young People Policy and Performance Board on Monday, 4 September 2006 at the Civic Suite, Town Hall, Runcorn*

Present: Councillors Dennett (Chairman), Fraser, Lewis, Marlow, Parker, Stockton and Mr C. Chorley

Apologies for Absence: Councillors Gilligan and Higginson

Absence declared on Council business: (none)

Officers present: M. Simpson, L. Butcher, H. Bell, I. Grady, J. John, N. Moorhouse and A. Villiers

Also in attendance: Councillor McInerney (in accordance with Standing Order 33).

**ITEM DEALT WITH  
UNDER DUTIES  
EXERCISABLE BY THE BOARD**

	<i>Action</i>
<p>CYP12 PUBLIC QUESTION TIME</p> <p>It was noted that no public questions had been received.</p>	
<p>CYP13 EXECUTIVE BOARD MINUTES</p> <p>The Minutes of the Executive Board relating to the work of the Children and Young People Policy and Performance Board were submitted for information.</p> <p>An issue was raised regarding the appeals procedure for the allocation of assisted school transport as some Members felt that the responsibility for the appeals should not be relocated to Senior Officers. It was agreed that all Members of the Board would be contacted explaining the clear reasons for and against Senior Officers taking on this role asking for their response to who Members would prefer to carry out this role.</p> <p>RESOLVED: That</p> <p>(1) the Minutes be noted; and</p>	

(2) Members be contacted regarding whether or not the matter should be referred back to Executive Board to re-consideration.

Chairman of  
the Board

#### CYP14 WORK PROGRAMME

At the last meeting the Chairman asked Members of the Board to submit suggestions for work topic groups. To begin with the following topic groups would be introduced:

- out of borough school admissions;
- transition from school to adulthood with complex needs

Members were requested to inform the chair which topic group they would be willing to take part in. In addition it was noted that other topic groups would be implemented on a phased programme throughout the coming year.

All Board  
Members

RESOLVED: That Members contact the Chairman with what topic group they would be willing take part in.

#### CYP15 QUARTERLY MONITORING REPORTS

The Board was informed of the new process for reporting on performance monitoring. It was noted that the first quarter monitoring reports were published last month both electronically and in hard copy formats. The purpose of the reports was to draw attention to particular aspects contained in the full version of the monitoring reports and to act as a "signpost" to assist Board Members to carry out their performance management function.

The performance considerations had been distributed with the agenda and highlighted some key findings and areas for further consideration in the quarterly monitoring reports for the following services:

- School Support and Advisory Services;
- Student Services and Lifelong Learning; and
- Children's Services (Social Care).

The Board was informed that GCSE results were successful this year with a 3% improvement on last year's figures, with Halton High having the largest percentage of improvement. A more detailed report would come to a future meeting.

RESOLVED: That

- (1) the Policy and Performance Board scrutinise service performance and progress towards achieving objectives and targets and raise any questions or points for clarification in respect of the information contained in the quarterly monitoring reports; and
- (2) the Board highlight any areas of interest and/or concern that require further information or action to be reported at a future meeting of the Policy and Performance Board where appropriate.

Strategic  
Director –  
Children and  
Young People

*(NB: Councillor Parker declared a personal interest in the following item due to being his daughter in law being employed by Alder Hey).*

#### CYP16 ALDER HEY FOUNDATION STATUS JOINT PPB

The Board received a report which sought to ratify the process for responding to Royal Liverpool Children's NHS Trust's consultation regarding Alder Hey Hospital's proposals to become a foundation trust. The consultation period of 12 weeks commenced Monday 31 July 2006 and would end on Monday 23 October 2006.

RESOLVED: That

- (1) a joint meeting be held between the Healthy Halton PPB and Children and Young People PPB to consider the proposals;
- (2) the following members would be representatives at the joint scrutiny meeting – Cllr Dennett and Stockton; and
- (3) the authority be delegated to the chairman to delegate a final member of the Board.

Strategic  
Director –  
Children and  
Young People

#### CYP17 GIFTED AND TALENTED EDUCATION

The Board received a report outlining the findings from the Gifted and Talented Topic Team. The Board considered a review of documentation taken to develop an understanding of the types of staff development opportunities, events and visits arranged to date and the judgements made about the quality of those opportunities.

A summary of recommendations that should be included in the Gifted and Talented strategy was detailed in the report. The report also detailed the scope for scrutinising the topic, which would investigate strategies for

raising the aspiration of young people in Halton, strategies for raising the attainment of young people in Halton and the impact of strategies on stakeholders.

RESOLVED: That

- (1) The report and comments made on contents and recommendations be noted; and
- (2) the implementation of agreed actions arising from the Topic report be monitored.

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Young People

#### CYP18 LOCAL AREA AGREEMENTS

The Board received a report outlining the need for a Local Area Agreement (LAA) to be negotiated by next April. It was reported that LAA was a three year protocol that set out the priorities for a local area, agreed between central government and the area itself, as represented by the lead local authority and other key partners through Local Strategic Partnership. It was noted that the Government had stipulated that Halton would be in round three of the programme. The report updated the board on the progress made to date.

It was noted that there would be an opportunity within LAAs to request enabling measures where Halton Borough Council could wish to remove government-imposed barriers, which would get in the way of delivering LAA outcomes and targets.

It was reported that a draft agreement would be submitted to Executive Board on 21 September 2006 for comments. A final version of the agreement would go to Executive Board in December.

In addition the report outlined the following:

- Transformational issues;
- Funding;
- Sustainability;
- Development of the LAA; and
- Governance arrangements.

The key objectives for Children and Young People in Halton were also outlined in detail for consideration.

Discussions arose around the Initial Outcomes Framework document regarding the targets set by government and internally.

RESOLVED: That

- (1) the report and outline of the process be noted; and
- (2) comments to Executive Board on the draft Agreement be provided prior to its approval and submission to Government by the end of September.

#### CYP19 SECONDARY SCHOOL ATTENDANCE

The Board received a report reviewing the action on secondary school attendance which highlighted the best secondary school absence figures since Halton had become a unitary authority and represented the second consecutive year that secondary attendance had improved.

It was noted that the improvement in the levels of unauthorised absence fitted well within the DfES' current agenda to target authorities and schools with high levels of unauthorised absence.

It was reported that in relation to other local authorities Halton had historically performed poorly on secondary absence. It was felt that this was due to insufficient focus on school attendance therefore people weren't aware of the level of performance.

There were plans to engage with and help schools with policy issues as there was a lack of a systematic approach to managing attendance in a proportion of secondary schools. Additional resources had been invested into the service to reinforce efforts to improve attendance.

Discussions arose regarding attendance sweeps, taking parents to court and press releases spreading the message for the penalties of truancy.

RESOLVED: That

- (1) the PPB acknowledge the issues which have led to poor secondary school attendance were long standing and systematic both in the local authority and some of the secondary schools be noted;
- (2) actions to improve school attendance in Halton continue to be addressed through the implementation of the attendance action plan;
- (3) a Member's seminar on school attendance will

Strategic  
Director –  
Children and  
Young People

- (4) be held on 14<sup>th</sup> September 2006; and as a major employer within the borough, the Council explore the steps that the authority can take to publicise the need for improving school attendance amongst our employees, who are parents of school aged children and young people.

CYP20 STANDING ORDER 51

The Board was reminded that Standing Order 51 of the Council's Constitution stated that meetings should not continue beyond 9.00pm.

RESOLVED: That Standing Order 51 be waived.

CYP21 SEN REVIEW - PROGRESS UPDATE

The Board considered a report that provided a progress update on the Special Educational Needs (SEN) Review. It was reported that the OfSTED inspection on the LEA in January 2004 identified the strengths and areas for development relating to SEN.

It was noted that significant progress had been made, a lot of activity was underway and the SEN strategy was being reviewed. The Board heard how Halton had the highest percentage of statements in the country, however this would not be the case next year, as the processes would be tightened and if any schools had balances they would be asked to use those funds for SEN.

Members discussed the possibility of having a team of school based staff trained specifically to deal with SEN, the amount of SEN units attached to schools and the need to address SEN earlier in a child's life.

In addition it was reported that alterations to Ashley school had been completed and the restructuring of Brookfields and Cavendish school would take place in September 2009.

RESOLVED: That the report be noted.

CYP22 EVERY CHILD MATTERS IN SCHOOL - THE SECONDARY SCHOOL PERSPECTIVE

This item was for information only and was to be



deferred to a future meeting.

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*Meeting ended at 9.06 p.m.*

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

**DATE:** 30<sup>th</sup> October 2006

**REPORTING OFFICER:** Strategic Director, Corporate and Policy

**SUBJECT:** Public Question Time

**WARD(s):** Borough-wide

### **1.0 PURPOSE OF REPORT**

- 1.1 To consider any questions submitted by the Public in accordance with Standing Order 33(5).
- 1.2 Details of any questions received will be circulated at the meeting.

### **2.0 RECOMMENDED: That any questions received be dealt with.**

### **3.0 SUPPORTING INFORMATION**

- 3.1 Standing Order 34(11) states that Public Questions shall be dealt with as follows:-
- (i) A total of 30 minutes will be allocated for members of the public who are residents of the Borough, to ask questions at meetings of the Policy and Performance Boards.
  - (ii) Members of the public can ask questions on any matter relating to the agenda.
  - (iii) Members of the public can ask questions. Written notice of questions must be submitted by 4.00 pm on the day prior to the meeting. At any meeting no person/organisation may submit more than one question.
  - (iv) One supplementary question (relating to the original question) may be asked by the questioner, which may or may not be answered at the meeting.
  - (v) The Chair or proper officer may reject a question if it:-
    - Is not about a matter for which the local authority has a responsibility or which affects the Borough;
    - Is defamatory, frivolous, offensive, abusive or racist;
    - Is substantially the same as a question which has been put at a meeting of the Council in the past six months; or
    - Requires the disclosure of confidential or exempt information.

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

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

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

#### **4.0 POLICY IMPLICATIONS**

None.

#### **5.0 OTHER IMPLICATIONS**

None.

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

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

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

**DATE:** 30 October 2006

**REPORTING OFFICER:** Chief Executive

**SUBJECT:** Executive Board Minutes

**WARD(s):** Boroughwide

**1.0 PURPOSE OF REPORT**

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

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

**3.0 POLICY IMPLICATIONS**

None.

**5.0 OTHER IMPLICATIONS**

None.

**6.0 RISK ANALYSIS**

None.

**7.0 EQUALITY AND DIVERSITY ISSUES**

None.

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

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

**APPENDIX 1**

**Extract of Executive Board and Executive Board Sub Committee Minutes relevant to the Children and Young People Policy and Performance Board**

**EXECUTIVE BOARD MINUTES on 20<sup>th</sup> JULY 2006**

**EXB21 YOUTH OPPORTUNITY AND CAPITAL FUNDS**

The Board received a report from the Head of Halton Youth Service, detailing the new funding streams from central government, which were designed to develop the involvement and influence of young people within the borough.

It was noted that in March 2006 the DfES announced the roll out of the Youth Opportunity Fund and Youth Capital Fund which had been described in the Youth Matters green paper published in July 2005. In Halton, the combined funds totalled £176,914 per annum for two years. The Board was informed that the main purpose of the funds was to “give a voice and influence young people, particularly disadvantaged young people, in relation to things to do and places to go and to convey a powerful message to young people that their needs and aspirations are important.”

This new initiative would involve the development of a Halton YouthBank run for young people by young people. It was noted that it would build on, and link into, the Borough’s recent success in supporting the introduction of the UK Youth Parliament, Borough Youth Forum Cabinet and area based Youth Forums.

The Board was advised that there was a clear definition on the age range of eligible youths, being 13 – 19 years, who would be encouraged to make bids to the YouthBank. It was noted that Halton Borough Council’s finance team would administer the funds in accordance with regulations specified by the DfES.

Members discussed the YouthBank and felt that this was a wonderful opportunity for youths to spend the funds on projects suggested by themselves.

RESOLVED: That

- (1) the Policy Statement on the use of these funds be agreed;
- (2) the UK Youth Parliament Borough Youth Forum Cabinet be supported by the Youth Service to set up and project-manage a young people’s YouthBank operated “by young people FOR young people” to administer grants and commission services using the Youth Opportunities and Youth Capital Fund as specified in the DfES guidance and monitored through reporting mechanisms by their Government Office representative, Tony McGee;

- (3) the financial regulation of these funds be set up as specified by the DfES and monitored through the CYP Integrated Joint Commissioning Partnership, Connexions' finance and audit team and YouthBank UK Ltd;
- (4) the Halton YouthBank roll out these funds in the form of grants and commissioned projects to increase the number and quality of "places to go and things to do" for and with the young people of Halton;
- (5) the criteria and parameters for who and what gets funded be agreed between the UKYP Borough Youth Forum Cabinet Project Board, Children and Young People's Directorate and Alliance, and Halton Youth Service enduring linkage to the Every Child Matters outcomes, access and inclusion for all, quality and safety of provision funded, and agreed systems to ensure financial regularity;
- (6) the Executive Board receive a report prior to budget setting for 2008, which looks at the success of YouthBank and the implications of mainstreaming this funding from April 2008; and
- (7) that arrangements be put in place and maintained for the proper financial management and control of the funds, such arrangements to be approved in advance by the Operational Director – Financial Services.

## **EXECUTIVE BOARD MINUTES ON 21<sup>st</sup> SEPTEMBER 2006**

### **EXB36 BUILDING SCHOOLS FOR THE FUTURE**

The Board considered a report which provided an outline of the submission requirements for entry into the National Building Schools for the Future (BSF) Programme and a list of the key issues Halton needed to consider prior to completing any application. The BSF was a national programme through which funding was available for investment to transform all schools or units that taught secondary age pupils. Funding was either in the source of either conventional capital (capital grant and borrowing) and/or PFI credit. Capital projects generally range from £50 to £150m in costs. Projects in Waves 4-6 were initially selected based on educational and social need. As further prioritisation was now required, authorities were now required to demonstrate their readiness to deliver their projects.

The assessment of readiness to deliver would be made by the Department of Education and Skills and Partnerships for Schools. Projects selected for inclusion in Wave four would have to be ready to commence in January 2007. It was proposed, following consultation with Corporate Management Team and Halton Secondary Headteachers that it would be more appropriate for Halton to bid for inclusion in either Wave 5 or 6 so that issues in relation to the most appropriate model for school organisation and more detailed consultation with all stakeholders could be undertaken. The work required to achieve the core criteria outlined in the report could not be

achieved to ensure an appropriate level of preparedness for Wave 4. In addition, it was acknowledged that recruiting a Project Manager, establishing the team and resourcing this facility would be difficult to achieve prior to January 2007.

In order to progress work for a Wave 5 application, there would need to be an urgent audit of the skills and experience within the Council in particular in relation to design, finance, Legal, ICT, Personnel, Audit, Risk Management, Procurement, Insurance and Advisory.

Options needed to be considered to address any skills shortages including the engaging of external staff and providing training for in-house staff. A Project Director would also need to be appointed.

The readiness to delivery submission must be completed in full and returned to both the DFES and PFS no later than 13<sup>th</sup> October 2006.

There was no revenue funding for the Project and in some authorities the set up costs had been around £2m. Further work was being undertaken with authorities in earlier Waves of the BSF to identify a more accurate sum. This financial revenue resource would be built into the Council's financial plan.

RESOLVED: That

- (1) approval in principle is agreed by the Board in relation to the Authority's commitment to engagement in the Building Schools for the Future (BSF) Programme, in particular the procurement and funding models outlined in the report;
- (2) the capacity and experience of Council staff in key service areas be assessed to identify any additional staffing requirements necessary to establish a project team and the level of any external consultancy required;
- (3) consideration be given as part of the on-going budget process for the allocation of all necessary revenue costs incurred in the establishing and resourcing a Project Management Team within the Authority; and
- (4) subject to the satisfactory outcome on the above recommendations, approval be given to submit a request for participation in Wave 5 of the BSF Programme.

#### **EXEXUTIVE BOARD SUB COMMITTEE ON 20<sup>th</sup> JULY 2006**

#### **EX16 ACCEPTANCE OF TENDER FOR NEW BUILDING SUPPLY AND CIVIL ENGINEERING WORKS AT SAINTS PETER AND PAUL AND WADE DEACON SCHOOLS.**

The Sub-Committee received a report on six tenders received relating to the

proposed building and civil engineering works to construct a six lane athletics track complete with changing rooms, including carrying out an attenuated drainage scheme at Saints Peter and Paul and Wade Deacon Schools, Widnes. Mayfield Construction Limited submitted the lowest tender in the sum of £1,449,600.00. This tender exceeded the client's allocated budget and cost savings totalling £58,304.61 had been negotiated with the contractor reducing the building costs to a revised tender of £1,391,295.39 which was now within the client's budget.

The project programme and details of all health and safety issues had been agreed with the clients and the completion of the project was planned for December 2006.

RESOLVED: That Members note the acceptance of a revised tender for the works in the sum of £1,391,295.39.



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

**DATE:** 30<sup>th</sup> October 2006

**REPORTING OFFICER:** Strategic Director – Children and Young People

**SUBJECT:** Education Business Partnership update

**WARDS:** Borough-wide

### **1.0 PURPOSE OF THE REPORT**

- 1.1 To inform and update Board members as to the key objectives and achievements of Halton Education Business Partnership in the light of the growing significance of enterprise education and the emerging changes in 14-19 work-related learning

### **2.0 RECOMMENDATION: That**

- (1) Endorse the contents of the report
- (2) Identify and secure appropriate funding streams to sustain the delivery of education business partnership programmes that otherwise may cease.

### **3.0 SUPPORTING INFORMATION**

- 3.1 Halton Education Business Partnership (EBP) Team is responsible for the coordination and development of links between Halton schools and local businesses to support Work Related Learning (WRL).
- 3.2 Halton EBP was established in 2001 as part of HBC's SRB5 Programme and is supported by an annual contract from Greater Merseyside LSC / DfES.
- 3.3 LSC/DfES guidance requires Education-Business Link activities to make a positive difference to young people's learning and support the following key priority areas:
- Raising standards of achievement
  - Improving pupil motivation and attendance
  - Supporting management and leadership in schools
  - Preparing young people for the world of work, including employability
  - Enhancing the delivery of the National Curriculum

- Delivery of key skills, including wider skills such as creativity and enterprise.
- 3.4 The main areas of work provided by Halton EBP have traditionally been based on developing and sustaining goodwill, goodwill on the part of both schools and employers. Until recently this whole area of work was regarded as an important means of enriching young people's preparation for adult and working life, but there was no requirement to do so.
- 3.5 Since September 2004, however, the significance of Halton EBP's services have been highlighted by the introduction of a new statutory requirement for Work Related Learning on schools to make provision for **all students at Key Stage 4** to:-
- **learn through work** ~ utilising direct experiences of work
  - **learn about work** ~ developing economic and industrial understanding
  - **learn for work** ~ developing employability and enterprise skills
- 3.6 Whilst this obligation on schools at Key Stage 4 has brought a degree of welcome focus and robust planning to Work Related Learning, much of this area of work continues to be predicated on sustaining the goodwill of local employers.
- 3.7 Halton EBP delivers a wide range of support to our schools. For example the EBP:-
- Ensures that a range of data is in place to track and support effectively schools' provision to meet the new statutory requirement for Work Related Learning;
  - Drives forward and actively support innovative curriculum development for Work Related Learning from 5-19 across the borough;
  - Briefs, advises, recruits and supports employers to collaborate with Halton schools;
  - Manages a coordinated brokerage service between Halton schools and employers for a diverse portfolio of education-business link activities;
  - Coordinates the annual calendar for block work experience across the borough and vets for health and safety and log all work experience placements according to a risk-banding system;
  - Provides for all schools appropriate documentation and support services for work experience (including troubleshooting);
  - Manages the "Wider Horizons" programme of placements for teachers in businesses across the north west as part of the professional development service for Halton schools; and
  - Chairs and supports the Schools' Work Related Learning Networks in order to share good practice.

3.8 The scale of this support to Halton schools and the involvement of pupils in Work Related & Enterprise Learning continues to grow:-

- A record number of students (1737) completed block work experience in academic year 2005-06;
- 3150 students at KS 3 and 4 had other work related experiences during the same time period, ranging from mock interviews to industry days; and
- A further 1826 primary pupils enjoyed hands-on construction activities, typically linked to exploring the New Mersey Crossing or, at KS1, building Humpty Dumpty's new wall.

#### **4.0 POLICY IMPLICATIONS**

**4.1 Not since Halton EBP's inception in 2001, are its services more relevant to HBC:-**

1. Halton EBP actively contributes to a wide range of Halton's Strategic priorities and works closely across the Specialist Strategic Partnership agendas.
2. Every Child Matters: Halton EBP contributes to four of the five key outcomes for our young people:-
  - Stay Safe ~ Schools can only place a student on work experience if a qualified member of the EBP has previously vetted the placement and judged it to be a safe and suitable working environment; hundreds of checks are carried out annually according to a risk banding process.
  - Enjoy and Achieve ~ the EBP's primary portfolio is particularly focused on the "Excellence and Enjoyment" agenda '. Underpinning the EBP's support for school provision are operating principles around making learning relevant, learning by doing and utilising positive role models from the local community. At secondary level Halton EBP provides extended opportunities for work placements for those young people likely to achieve more if their provision is tailored to a vocational pathway.
  - Make a Positive Contribution ~ Halton EBP has coordinated Halton's recent Enterprise Pathfinder programme to pioneer curriculum approaches to developing 'enterprise capability' in our young people. The EBP supports a range of services to enable young people to develop their self esteem and better manage changes and challenges in their lives eg. mentoring and mock interviews with local employers, running a public inquiry into the prospect of a new Mersey Gateway etc.
  - Achieve Economic Well-Being ~ At the heart of Halton EBP's programmes is our mission to support young people to be "work ready". One of the best indicators of the extent to which education helps young people prepare for adult and working life is their

“employability”. As well as assisting schools across a diverse range of education-business-link programmes to achieve this objective, Halton EBP actively encourages and supports all our secondary and special schools to monitor their provision for Work Related Learning against the QCA framework.

3. 14 – 19 Strategy: As part of the 14-19 Implementation Plan a new EBP appointee will soon start to develop and co-ordinate quality alternative work related learning opportunities for post 14 yrs students on behalf of the schools and other partners across the borough. Recruiting more employers to become involved with schools around the emerging 14-19 work-related agenda is the single biggest challenge facing our schools and, on their behalf, the Halton EBP. The EBP is recognised as a key player in bringing coherence to this whole area. For example, through WHAMI (the **W**ork related **H**alton **M**apping Instrument) Halton EBP, in partnership with schools, is able to supply the School Improvement Service with on-line and up-to-date progress reports on how all Halton’s secondary and special schools are meeting the statutory requirement.
  4. SLAs: eleven of our twelve secondary and special schools have agreed to the invest 62% of what was previously called their Enterprise Learning Grant (a Standards Fund, now part of an integrated School Development Grant) into an SLA with Halton EBP for academic year 2006-07. This amounts to approx. £82,000 and could increase to £92,000 (62%) if the remaining school opts in too. In addition 15 primary schools are projected to committed themselves to an SLA (@ average £300 per school) with Halton EBP
  5. HBC as lead employer: In 2006 a new cohort of 4 year olds enter our nursery schools. In 2020 those same young people will be 18 years old. It is the responsibility of education and business working together to prepare those young people for adult and working life. As part of Halton’s largest employer (by a factor of 2), Halton EBP actively encourages and supporting local businesses to be more involved with Halton schools. Indeed, investing employee time into partnership activity with schools is a low risk yet high challenge strategy for developing key skills and attributes of an organisation’s workforce. Halton EBP is best positioned to facilitate that process, both internally for HBC as an employer and externally through our regular contacts.
- 4.2 The Longer View:** Looking ahead new regional and national strategies are emerging to further develop and support Work Related and Vocational Learning. The LSC is to introduce a new framework during 2007 to enhance both the employer focus and individual learners’ experience. There are to be more transparent planning and contracting arrangements, greater coherence with the Government’s agenda for reform around the 14-19 White Paper and the Youth Green Paper, new relationships with ‘Business Link’, work with Ofsted and ALI to develop a quality assurance system for Education Business Links and, finally, the development of a Learner Charter to include enterprise and

vocational learning. Halton EBP represents a logical vehicle for HBC to utilise for these purposes.

### **4.3 OTHER IMPLICATIONS**

- 4.3.1. There is a short summary of the income and expenditure for the EBP Service attached as Appendix 1.

The need to develop an exit strategy from SRB5 and the exposure to changes in LSC priorities have obliged Halton EBP to diversify its funding sources in order to sustain its services to education and employers alike. The cessation of SRB5 funding in March 2005, cutbacks in LSC funding since 2001 of over 50% and new Standards Fund monies during 2005-06 to fund enterprise activities in schools have all combined to change significantly the income streams and the contractual demands being made of Halton EBP. The one constant between 2001 and 2006 is that Halton EBP has not directly drawn on either the revenue or capital budgets of HBC.

- 4.3.2 From an initial 100% reliance in 2001-2002 on SRB and Learning Skills Council funding, Halton EBP has successfully reduced this to 28% in 2006-07. Funding sources have been diversified to the extent that only 2 of 6 staff are wholly funded by a single income stream. The downside of such diversification, however, is the continual pressure and management time that has to be devoted to securing and sustaining funding sources. Retention of all posts/functions is essential to ensure the ongoing delivery of service and its mainstreaming within the new Every Child Matters agenda and other Council priorities.

### **4.4 RISK ANALYSIS**

- i. From 2007 the Learning and Skills Council proposes nationally to dispense with the "preferred supplier" status of EBPs and introduce open and competitive tendering for the LSC contracts in this area of work. This might conceivably result in an alternative external provider for education-business link activities ~ this could be just a Halton service , but would more likely be a central service across the whole of Greater Merseyside.
- ii. Another risk to EBP is that Halton schools might change policy, pull back from committing 62% of their Enterprise Learning Grant to buy-back of EBP services and forge their own separate links with business
- iii. Halton EBP has taken a number of steps to control such risks:
  - Halton is an active and respected member of the NW EBP Network, well positioned to tender for LSC contract
  - Currently 11 of 12 Halton secondary and special schools have renewed their SLAs for Work Related Learning for 2006-07 and beyond (subject to annual review) ~ projected £81,000; meeting

our customers' needs is our prime focus and our primary defence against contract loss. Primary school SLAs are projected to generate £5,000 during 2006-07.

- Over the last two years Halton EBP has deliberately invested resources in the development of curriculum materials that meet the needs of our schools AND have the potential to create sustainable income streams. The latest is "The Enterprise Game", due to be launched on November 16, 2006, and supported by both by NRF (£70k) and NWDA (£30k) over two years.

#### **4.5 EQUALITY AND DIVERSITY ISSUES**

Work related learning is an entitlement for all our young people.

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

<b>Document</b>	<b>Place of Inspection</b>	<b>Contact Officer</b>
Team Plan of Halton Education Business Partnership	Grosvenor House	Andy Page

**Appendix 1**

**EDUCATION BUSINESS PARTNERSHIP EXPENDITURE AND INCOME SUMMARY 2006/2007**  
**FINANCIAL YEAR 2006-07**

<b>Income Source ~ summary</b>	<b>Budget</b>	<b>Comments</b>
GMLSC	47,000	Greater Merseyside Learning and Skills Council
NRF	48,000	
Enterprise Game Sponsors	30,000	
Secondary/Special	93,000	Income from schools purchasing back the Service Level Agreement
Primary schools	5,000	Income from schools purchasing back the Service Level Agreement
Sales (H & S,WHAMI,CDs)	2,000	
Other	7,000	
<b>TOTAL</b>	<b>232,000</b>	

<b>Expenditure Source - summary</b>	<b>Estimated Expenditure</b>
	<b>£</b>
Staffing	170,000
Travel	12,000
Enterprise Game	40,000
Other	10,000
<b>TOTAL</b>	<b>232,000</b>

For comparison when EBP started:-

**FINANCIAL YEAR 2002-03**

<b>Income Source ~ summary</b>	<b>Budget</b>
GMLSC	108,838
SRB	162,600
<b>TOTAL</b>	<b>271,438</b>

**REPORT TO:** Children & Young People PPB

**DATE:** 30<sup>th</sup> October 2006

**REPORTING OFFICER:** Strategic Director – Children and Young People

**SUBJECT:** Youth Matters – Green Paper

**WARDS:** Borough-wide

### **1.0 PURPOSE OF THE REPORT**

1.1 To inform colleagues of key issues arising from the Green paper – Youth Matters and the subsequent Government response (Next Steps) and to provide information regarding Halton’s progress

### **2.0 RECOMMENDATION: That**

(1) The progress identified in section 5 is noted.

### **3.0 SUPPORTING INFORMATION**

3.1 In July 2005 the Government published the long awaited Green Paper, “Youth Matters”.

3.2 The context of the Green Paper is the acknowledgement that while most young people are doing well, i.e.

- Most enjoy their teenage years and transition to adult life successfully;
- Most take advantage of expanding opportunities;
- Standards of educational achievement are rising; and
- A higher proportion of young people are in education, employment and training than in 2002;

There are significant differences between wards, locally and regionally. It is recognised that for all young people the teenage years are a time of transition and challenge ranging from issues relating to learning, money, relationships, parents etc to binge drinking, substance misuse, mental health issues, and for some multiple problems including anti-social behaviour and youth crime.

3.3 As a result of this, the Green Paper consulted on proposals to:



- Give young people more influence over the activities and facilities available to them locally – including sporting activities
- Engage more young people in positive activities and empower them to shape the services they receive
- Extend opportunities for all young people to make a contribution to their communities, for example through volunteering;
- Provide more and better information for teenagers and their parents about what they can expect in their area;
- Modernise the provision of information, advice and guidance on subjects important to young people and their parents, bringing it closer to young people at times, in places and in ways that will suit them; and
- Improve services to disadvantaged young people by encouraging better integration and collaboration of services for them.

3.4 The reforms build on the Every Child Matters agenda and take into account the 14-19 Education and Skills White Paper Proposals.

3.5 Youth Matters proposes to merge a range of existing Government funding streams, which are targeted at young people. These will be devolved to Local Authorities working through Children's Trusts to encourage a more holistic approach to meeting the needs of young people at a local level.

3.6 In particular the Green Paper focused upon the following themes:

**3.6.1 Empowering Young People – Places to Go And Things To Do**

- Support for Local Authorities to develop and pilot 'opportunity cards', providing discounts on a range of places to go and "things to do" - which young people would "buy" as they chose. These cards could be topped up by young people and their parents, or central government for disadvantaged 13 to 16 year olds and used to access sports and other constructive activities. Unacceptable behaviour could result in subsidies being withheld or cards suspended.
- Provision of an 'opportunity fund' in each Local Authority to be spent on a major local project that young people have chosen.
- Government will legislate to clarify Local Authorities duty to secure positive activities for all young people; these will be detailed in a new set of national standards for activities. e.g.
  - 2 hours per week of sporting activity.
  - 2 hours per week of other constructive activities in clubs, youth groups or classes.
  - Access to opportunities for volunteering.
  - A wide range of other recreational, cultural, sporting and enriching experiences.
  - A range of safe enjoyable places in which to spend time.

- Each Local Authority working through Children's Trust must develop a local annual offer to communicate clearly the national standards to young people and the range of activities available locally.
- Establishment of a line of capital funding of £40 million over 2 years from April 2006 for Local Authorities to develop, with young people, new approaches to strategic investment in youth facilities.
- Extended schools will have an important role to play in delivering the offer.
- Young people will have more opportunity to be involved in planning and the delivery of all services for them and have their voice heard during inspection.

### **3.6.2 Young People as Citizens – Making a Contribution**

- Establishment of a new body, a national volunteering bureau, to implement the recommendations of the 'Russell Commission' on volunteering which will be tasked to achieve a rapid rise in the level of volunteering by young people, and introduce accreditation for young people who take part.
- Promotion of peer mentoring and a stronger culture of volunteering in schools, colleges and universities. There will pilots developed to explore the impact of different types of rewards in encouraging young people to volunteer.

### **3.6.3 Supporting Choices – Information, Advice and Guidance**

- Better support for young people as they make decisions about their careers, education, health and other issues. This will include the provision of innovative, good, impartial and accessible advice which is free from stereotyping. Clear minimum expectations of IAG that each young person and their parents should receive.
  - at year 7 an introduction from a variety of people on what is on offer in secondary school,
  - at year 9 support in considering post 14 choices and a personal session with an adviser if they (or their parents) want it,
  - better help to think through post 16 options, personal and social and health issues and career choices,
  - easy to access innovative and independent ICT services through which young people can access national and local information.
- Devolving responsibility for the commissioning of IAG and the funding that goes with it from the Connexions Service to Local Authorities, working through Children's Trusts, schools and colleges. Recommendations are that the Connexions brand is retained and high performing Connexions Services are retained.
- Development of a set of quality standards for IAG.

- Schools and Colleges will become more accountable for ensuring the wellbeing and maximum progression of all their pupils and students, including those with severe and complex learning difficulties – this will be monitored through inspection.

#### **3.6.4 All Young People Achieving – Reforming Targeted Support**

- Young people at risk of poor outcomes should receive, via someone they trust, an integrated package of support which meets their needs – this will be delivered via a ‘Lead Professional’ when a number of overlapping needs and support are identified via common assessment processes.
- Easier access for young people to services by co-location in schools, drop-in centres and health centres, youth facilities and advice shops.
- Merge a range of existing Government funding programmes, that currently focus on specific issues so that Local Authorities through Children’s Trusts can use the funding more flexibly to tackle the needs of young people in a more holistic way e.g. tackling teenage pregnancy, drug issues, the numbers of young people NEET.
- Development of front line youth support teams focused on prevention.

#### **3.6.5 A Reformed System – Delivering the Proposals**

- A single body responsible and accountable for youth policy and the *Every Child Matters* outcomes. Local Authorities working through Children’s Trusts will be given the necessary responsibility, resources, authority and incentives to lead the development of a more responsive and integrated service for teenagers where they and their parents have more say in that development. . This should also lead to an integrated youth support service for those young people most at risk which is centred around their needs and involving a wide range of providers
- Universal and targeted services working more closely together, therefore any changes will be made in the context of wider reforms to universal services including schools.
- Development of a single revised system for performance management.
- The services most affected by these reforms are Connexions Partnerships that have pioneered innovative approaches to supporting young people especially those at risk by developing the role of the Personal Adviser, and Youth Services
- Integration of Connexions with a wider range of services at a local level, but authorities are encouraged to retain the Connexions brand.
- Following a phased approach from 2006 new arrangements will be in place by 2008.

### **4.0 Government Response – Youth Matters Next Steps**

4.1 In March 2006, following widespread consultation, the Government published its response to the Green Paper – Youth Matters: Next Steps, in which it outlined future plans.

#### 4.2 **Places To Go, Things To Do**

There will be a statutory new duty on local authorities following the **Education and Inspection Bill 2006** to ensure that young people have access to a wide range of positive activities which empower them to shape the services they receive. There will be a local offer in the context of national standards that will be defined and available late 2006.

#### 4.3 **The Youth Opportunity Fund and Youth Capital Fund**

There is a **Youth Opportunity Fund** and a **Youth Capital Fund** that will be available directly to young people. These initiatives will put funds directly into the hands of young people to spend on activities in their local area. They will work together at local level so that young people can develop projects using both streams of funding. A total of £115m is available over the next two years. There is separate guidance on the funds, stressing the importance of focusing on disadvantage.

Activities should have clear health, learning or social and personal development aim, actively include a focus on disadvantaged young people and recognise that the opportunity to do even one-off leisure activities, such as going to the cinema, could do an enormous amount to raise self-esteem. It is expected that local authorities will mainstream the funds after the two years.

#### 4.4 **Youth Opportunity Card**

Agreement has been reached to pilot the Card in 12 areas over the next two years. Two different amounts will be tested, one at £12 a month and another in selected areas at £25, to identify the most effective level. The main aim in testing the Card is to find out whether giving young people spending power to engage in positive activities increases take-up and makes providers more responsive to young people's needs and wishes.

#### 4.5 **Volunteering**

There will be a national programme of volunteering through the **Russell Commission implementation body**. Children's Trusts will be expected to work with this body to ensure volunteering opportunities are available for young people in their area.

It will be funded through fundraising of £50 million (currently £3 million raised via Institutions such as banks).

Peer mentoring programmes in schools and for Looked After Children are to be established and there will be rewards and recognition for volunteers including nationally accepted accreditation. Young people to have more direct involvement in all stages of volunteering service design, development, delivery and evaluation.

Organisations will be invited to bid to deliver a range of volunteering opportunities from Spring 2006 as the first stage in commissioning provision. Seven organisations are being funded to support capacity building. £600,000 has already been awarded under a small grants programme to 45 organisations.

The Implementation Body will look at ways in which young people's volunteering efforts are recognised. The Implementation Body, the Learning and Skills Council and the Qualifications and Curriculum Authority will all be involved in discussions with the Local Authority on how to accredit volunteering activity through the new qualifications framework.

#### **4.6 Information, Advice and Guidance**

Quality standards are to be developed by April 2007 with a draft for consultation in November 2006. Children's trusts, schools, work based learning and colleges are to work in partnership and agree new arrangements for delivering these services (clearly evidencing the role of Connexions within the trust rather than an entity).

Integrated services are to be developed that provide young people with greater access to a variety of channels for IAG, whether in learning, in the community or on the internet (which will impact on workforce reform). The Connexions brand will be retained in the one-stop facilities.

#### **4.7 Targeted Support**

There will be greater use of multi agency teams. There are target youth support pathfinders at present including in Knowsley. A short intensive review of issues facing trusts in delivering targeted support will be carried out.

Targeted Support will include action within the "Respect Action Plan" and the Social Exclusion Report "Transitions" to support vulnerable teenagers. Also targeted will be risky behaviour at the under 13s. Greater support and working with parents will be offered through parenting orders.

Workforce reform will enable professionals to work in different ways but to preserve existing skills and expertise. Systems to support the workforce in leadership and management development, multi-agency working and the role of the lead professional will be forthcoming.

#### **4.8 Making it Happen**

The government has confirmed that implementation will be completed by April 2008. Local partners will work through children's trust arrangements and plans for young people will be included in Children and Young People's Plans.

The critical factors for achieving change include commissioning and contestability (including working with a range of partners including the voluntary and community sector and private sector) and the smooth transition of Connexions into the new arrangements.

Workforce development will be an important factor. The Children's Workforce Strategy supports delivery of Youth Matters. Professionals will need to work in different ways but it will be vital to preserve existing skills and expertise.

Local progress against plans will be monitored through the improvement cycle for children's services. Central Government and Government Offices will provide advice and support in addressing youth issues.

4.9 Youth Matters: Next Steps confirms a series of policies that reflect best practice among leading areas:

- Better referral routes to targeted services via Common Assessment Framework, reducing the experience of multiple assessments.
- Young people with overlapping needs that require multiple services to be allocated to a Lead Professional to coordinate package of support and challenge both individuals and families.
- Better and quicker access to expert workers through the development of multi agency teams as key elements of intervening earlier.
- Greater involvement of teenagers in planning a package of support.
- Support situated closer to young people through roll out of extended schools and universally accessible youth services.

## **5.0 Halton Developments**

### **5.1 The Youth Opportunity Fund and Youth Capital Fund**

Halton has £94,864 in the Youth Opportunity Fund and £67,050 in the Youth Capital Fund with a £15,000 allocation for training/support for both financial years of 2006/7 and 2007/08 totalling £176,914 annually and £357,828 over the two-year duration of the grant.

The Borough wide Youth Forum supported by Halton Youth Service have recruited, interviewed, and selected young people from throughout Halton to form a Youth Bank. They have been trained, accredited and licensed to practice by the National Association of Youth Banks and completed their training programme.

It has previously been agreed by Executive Board that the YouthBank should distribute the aforementioned funds through a series of grants and commissioned services. The first grants should be available in December/January and will be widely publicised throughout Halton.

## **5.2 Volunteering**

A mapping group has been established which consists of representatives from schools, HITS, Youth Federation, Halton Youth Service, Connexions and Halton Voluntary Action. A bid was submitted for the first round of funding through "V" (The organisation set up as a result of the emphasis on Volunteering & the Russell report in Youth Matters) to employ a Youth Volunteering development officer with Connexions but was unsuccessful. The group will lead the development of an application in the next round. However Connexions has employed a half time Youth Volunteering worker seconded to Halton Voluntary Action to improve the link between all organisations in order to maximise the volunteering opportunities available.

## **5.3 Information, Advice & Guidance (IAG)**

Halton Youth Service and Connexions have reconfigured and reorganised the Youth Information & Advice Centres in Halton to offer a far broader approach to IAG in line with Youth Matters. Youth Workers and Personal Advisors work alongside the Primary Care Trust choices clinicians and other services in the Albert Rd centre. These services are also available at the Halton Lea Centre.

A Halton Information and Advice CD ROM has been designed by young people and is currently being distributed across Halton.

Youth access points in all youth clubs have been established for young people get info and advice and find out about local places to go and things to do.

## **5.4 Integrated Strategic Planning**

Halton has recognised that the Youth Matters agenda is one in which an integrated multi agency strategic planning approach is required. Therefore it is critical to place this agenda with the strategic planning framework in Halton. In light of this the Connexions Local Management Committee will be disestablished and replaced by a Youth Matters Planning Group that will link directly to the Universal Task Group and consequently to the Children & Young People's Alliance Board. The breadth of agencies represented on the new group will widen to incorporate the likes of the Fire Service, voluntary organisations and agencies working within the 'Respect' agenda.

Furthermore Halton has agreed to chair a Greater Merseyside Connexions Transition group which will manage an in depth Transition

Plan to ensure the smooth and effective transition of Connexions. David Parr will be the nominated chair

**6 Policy Implications**

The implication of the Youth Matters agenda is integral to the delivery of the Every Child Matters – Change for Children Programme.

**7 Background Docs**

Every Child Matters	Lorraine Butcher
Children Act	Lorraine Butcher
Youth Matters – Next Steps	Lorraine Butcher



**REPORT TO:** Children & Young People's PPB

**DATE:** 30<sup>th</sup> October 2006

**REPORTING OFFICER:** Strategic Director – Children and Young People

**SUBJECT:** Halton Preventative Services

**WARDS:** Boroughwide

### **1.0 PURPOSE OF REPORT**

**1.1** To provide information to the Board in relation to the progress of Halton's Preventative Mini Children's Trust.

### **2.0 RECOMMENDATION: That**

**i)** That the information be noted.

### **3.0 SUPPORTING INFORMATION**

#### **3.1 Children's Trusts - National Context**

**3.1.1** The Government expects that Children's Trusts will be led by local authorities with the Director of Children's Services accountable for the services provided by the Children's Trust, and the Lead Member for Children being politically accountable.

**3.1.2** A set of effective local arrangements, operating at every level, will be a Children's Trust in action. These arrangements will involve: -

- Front-line staff providing integrated services;
- the shared processes they use to support their work;
- joint audits, plans and commissioning arrangements with pooled budgets which set their priorities and deliver the necessary resources; and
- the inter-agency governance arrangements which agree the overall vision and sustain the approach.

**3.1.3** The new integrated inspection framework, led by Ofsted, will inspect how Children's Services work together and the development and outcomes delivered by Children's Trust arrangements in each area. The establishment of a Children's Trust is a requirement for some Local Authorities by 2006 and all by 2008.

### **3.2 Halton Proposals**

**3.2.1** In Halton the decision has been taken to use the term “Children and Young People’s Alliance” rather than “Children’s Trust” as we believe it more accurately reflects the spirit of partnership and the full age range of the children and young people whose outcomes we aim to improve.

**3.2.2** The Halton Children & Young Peoples Alliance Board will provide the appropriate vehicle and forums for the development of the Children & Young People’s Alliance in Halton. The proposal for Halton is based on a model of multi-agency pooled budgets and joint commissioning, together with the joint management and co-location of staff where this makes sense to children, young people and their families. This will then allow the learning from these Mini Children’s Trusts to be used as we roll these and other services into a wholesale Children’s Alliance by 2008.

**3.2.3** The proposed model in Halton will be to develop a number of service specific Children’s Mini Trusts by April 2006, based on pooled budgets and joint commissioning arrangements, with a second phase developed during 2006/7. The areas for development will be:

- Children with Disabilities
- Child and Adolescent Mental Health
- Looked After Children
- Preventative Services
- Children in Need
- Children’s Centres

### **4.0 PREVENTATIVE SERVICES**

**4.1** Whilst it is widely accepted that the development of the aforementioned Children’s Trusts is both complex and challenging, the Preventative Services proposal adds another facet to this complexity.

**4.2** The proposal is to bring together in the first instance the Young Person’s Substance Misuse, Children’s Fund and Teenage Pregnancy agendas within one co-ordinated Preventative Services Trust was endorsed by all relevant key stakeholders. The principle, as per Every Child Matters, of reinvestment from co-ordination activities to front-line delivery has underpinned this development. Recognition has been given to this being both a radical and creative approach. This has resulted in a request being made by GONW for Halton’s Preventative Services development to be used as a case study for national publication.

## **5.0 HALTON PREVENTATIVE SERVICES PROGRESS**

**5.1** The main focus for the Preventative Mini Trust was to ensure that appropriate and relevant services for children and young people were able to respond collaboratively and efficiently to local need.

**5.2** Within the boundaries of pooled budgets and local area agreements, the joint commissioning and service re-design would result in quicker and more integrated, tailored packages of care.

**5.3** By combining the funding streams for Young People's Substance Misuse, Teenage Pregnancy and Children's Fund, an opportunity for significant savings and improvements were identified. These included:

- Disinvestments and reinvestment opportunities
- Backroom function efficiency savings.
- Reduction in service overlap and identification of opportunities for economy of scale savings.
- Development and engagement with, a generic performance management framework.

**5.4** The reconfiguration of the aforementioned services and the development of the Preventative Services Mini Trust has already secured a number of improvements. In regard to service delivery this includes:

- Reduction in backroom function from £222,000 to approximately £52,000.
- Teenage pregnancy frontline staff were mainstreamed as agreed.
- Frontline staff from the PCT were seconded into Connexions to create a dedicated Teenage Pregnancy team
- Following a robust service evaluation exercise, all Commissioned providers received a 5% contractual increase in order that actual costs of service provision was in line with commissioned outcomes and outputs.
- Services were re-designed to deliver a Preventative agenda that spanned the three strands of responsibility.

**5.5** Benefits are also seen regarding performance management and monitoring. This has integrated the necessary strategic planning by:

- All providers now have defined service specifications with agreed increased outcomes and outputs crossed reference against Annual Performance Assessment, National Standards Framework, Joint Area Review and Halton's priorities.
- A performance management framework has been implemented following consultation and agreement with providers that

- encourage a self-assessment approach.
- Harmonising all services with HBC contract procedures, reducing the bureaucratic burden for service performance reporting.

**5.6**

Whilst recognising these developments as being predominantly process and planning driven, we are already seeing an improvement in outcomes. The following range of indicators reflect this progress:

- 100% of teenage parents who have had access to the 'teenage pregnancy parental support service' have not reported second conceptions.
- 100% of teenage parents are accessing anti-natal and post-natal support groups.
- 100% of teenage parents have access to a local children's centre.
- 100% of young people accessing teenage pregnancy and/or outreach support services have received effective training in relation to contraception and safer sex.
- There has been a 160% increase in the number of young people accessing Substance misuse support services – tier 2/3. This exceeds the 50% target for 06/07.

**5.7** The Preventative Services Partnership Board is a well established multi agency strategic driver for this agenda. Reinvestments continue to present opportunities to improve outcomes and the Board has recently agreed the following initiatives:

- The appointment of a young person to become the Preventative Services Youth Apprentice, to ensure consultation and participation of young people in the agenda.
- The development of a C-Card scheme that will allow under-19 year olds to access free condoms.
- The development of a Youth Inclusion Support Panel team that provides support to young people who are beginning to exhibit anti-social behaviours.
- Development of an online counselling service – Kooth.com.
- Appointment of a Teenage Pregnancy Outreach Worker to target hotspot wards.
- The Preventative Services Board has combined to access funding streams to appoint a Positive Futures worker and an alcohol worker – funded through Comic Relief to work in young people hostels.

**6.0 Policy Implications**

The Development of preventative services will be integral to Halton's implementation of a Children's trust which all local authorities have to establish by 2008.

**7.0 Background Documents**

Every Child Matters	Lorraine Butcher
Children Act	Lorraine Butcher
Youth Matters – Next Steps	Lorraine Butcher

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

**DATE:** 30<sup>th</sup> October 2006

**REPORTING OFFICER:** Strategic Director Children and Young People

**SUBJECT:** Summary of Educational Attainment 2006

### **1.0 PURPOSE OF THE REPORT**

To report on 2006 performance data for Key Stages 1 to 4. This is an initial report referring to attainment only and does not indicate the effectiveness of service delivery. Caution is needed when interpreting the data and a more detailed report highlighting the story behind the figures will be prepared when a fuller picture is available.

### **2.0 RECOMMENDATION: That**

(1) The report is received.

### **3.0 SUMMARY**

Overall a mixed picture has emerged with some significant gains and some key areas for improvement. Analysis of the data is at different stages due to the varying timescales and methods of receiving the data. Further more detailed analysis will be done when the relevant data is available, i.e. Contextual Value Added.

The authority administers Foundation Stage Profile Assessments and Key Stage 1 assessments and on completion the required national pupil data is sent to the DfES. The Qualifications & Curriculum Authority (QCA) administers Key Stage 2 and 3 tests and provides the individual pupil data to the authority in August and September. DfES produce Achievement and Attainment Tables for Key Stage 2 and 3. We are advised by DfES that these will be published in late November.

GCSE/NVQ/GNVQ's etc are administered by the Awarding Bodies and the individual pupil data is collected nationally from the Awarding Bodies by the University of Bath who merge the data to provide complete matched file records. The authority's data is obtained through membership of the National Consortium of Examination Results is received during September and October. DfES produce Achievement and Attainment Tables for GSCE and equivalents. We are advised by DfES that these will be published in December.

### 3.1 Key Stage 1

At Key Stage 1 a Teacher assessment is made in Reading, Writing, and Maths during Year 2. Tables detailing performance are in Appendix 1 and the main points are summarised as follows;

- 0.3% increase in Halton average for Reading at level 2+, although there was a decrease of 2.3% at level 2b+ and 0.4% at level 3+.
- Performance in Writing has declined at all levels with 0.6% fall in average achieving level 2+, 0.8% at level 2b+ and 0.9% at level 3+.
- The average scores also hide the fact there are some large differences between schools with average % of children achieving level 2b+ for Writing ranging from 0% to 87.5%. There were 8 schools (excluding special schools) whose average at level 2b+ was lower than 35% and these did not always reflect highest % of free school meals.
- Halton average performance in Maths at both level 2+ and level 2b+ increased by 0.8% and 0.7% respectively. % of Halton children achieving level 2+ in Maths was 89.4%, higher than Reading 82.9% and Writing 79.4%. This reflects the national position.
- Halton's results at KS1 should be considered alongside a decline in 2006 nationally by 1 or 2% in reading, writing and mathematics.

### 3.2 Key Stage 2

At Key Stage 2 a child's attainment is measured in English, Reading, Writing, Maths, and Science during Year 6. Tables detailing performance are in Appendix 1 and the main points are summarised as follows;

- 76.2% of children achieved level 4+ in English, down from 78.2% last year, however 27.4% achieved level 5+ a significant increase from 21.7% in 2005.
- There are significant variations between schools with the % of children achieving level 4+ in English ranging from 31% to 100%.
- Performance in Maths improved with 75.1% of children achieving level 4+ compared to 73.5% last year, and 30.5% achieving level 5+ up from 25.4% in 2005.
- Although on average 75.1% of children achieved level 4+ in Maths, 3 schools had 32% or less with the lowest only having 23.9% achieving level 4+ and no children achieving level 5+.
- There was a 0.2% improvement for children attaining level 4+ in Science and Halton's performance of 87.4% is above the national average of 86.7%. 47.7% of children achieved level 5+ in Science,

0.9% lower than last year, however this is still well above the national average of 45.7%.

- Improving L5+ was a key focus for support for schools in 2005/6.

### 3.3 Key Stage 3

At Key Stage 3 a child's attainment in English, Maths, and Science is measured during Year 9. Tables detailing performance are in Appendix 1 and the main points are summarised as follows; (There is some difference in the various data sets available

- 66.7% of children achieved level 5+ in English compared to 71.3% in 2005 and a target for 2006 of 74.6%. The decline of 4.6% was greater than the national decline in the standard of English at L5+ this year.
- None of the mainstream schools achieved their target in English, with one school declining from 60% achieving level 5+ in English to 43.2% well below their target of 62.9%. Another school also fell well short of their target of 80% with only 64.5% of children achieving level 5+.
- Performance in Maths improved with an increase from 70.4% to 74.2% of children achieving level 5+ and from 46.3% to 50.8% of children achieving level 6+.
- Although the overall target for Maths was exceeded there was varied performance with 4 schools exceeding their target and 4 not achieving the target. Overall there was improved performance at L6+ at 50.8% and significant improvement at L7+ up from 15.7% to 24%.
- 68.0% of children achieved level 5+ in Science, an increase from 66.0% in 2005, although this was below the target for 2006 of 71.2%.
- Performance of schools in Science ranged from 86.1% of children achieving level 5+ at the highest performing school down to 41.8
- Halton's trend in results for 2006 reflected the national trend with a larger than national decline in English L5+

### 3.4 Key Stage 4

Key Stage 4 attainment measures a child's GCSE results in Year 11. Tables detailing performance are in Appendix 1 and the main points are summarised as follows:

- % of pupils achieving 5 A\*-C increased from 49.2% to 52.3% and % of pupils achieving 1 A\*-G increased from 94.6% to 95.1%.



- Although overall % achieving 5 A\*-C increased there were variations between individual schools results and their relative performance against their targets.

**KEY STAGE 1 RESULTS**

Analysis based on validated data as submitted to the DfES. Special Schools included (Note. Special Schools excluded in APA/JAR data sets)

**Reading 2005-2006**

Halton average level 2+	2006	82.9%
National average level 2+	2006	84.0%
Halton average level 2+	2005	82.6%
National average level 2+	2005	86.0%
Halton average level 2b+	2006	67.9%
Halton average level 2b+	2005	70.1%
National average level 2b+	2005	72.0%
Halton average level 3	2006	24.9%
Halton average level 3	2005	25.3%
National average level 3	2005	27.0%

**In Halton ...**

- There has been a 0.3% increase in reading at level 2+
- There has been a 2.2% decrease in reading at level 2b+
- There has been a 0.4% decrease in reading at level 3

**Writing 2005-2006**

Halton average level 2+	2006	79.4%
National average level 2+	2006	81.0%
Halton average level 2+	2005	80.0%
National average level 2+	2005	82.0%
Halton average level 2b+	2006	58.3%
Halton average level 2b+	2005	59.1%
National average level 2b+	2005	62.0%
Halton average level 3	2006	12.1%
Halton average level 3	2005	13.0%
National average level 3	2005	15.0%

**In Halton ...**

- There has been a 0.6% decrease in writing at level 2+
- There has been a 0.8% decrease in writing at level 2b+
- There has been a 0.9% decrease in writing at level 3

**Maths 2005-2006**

Halton average level 2+	2006	89.4%
National average level 2+	2006	90.0%
Halton average level 2+	2005	88.6%
National average level 2+	2005	91.0%
Halton average level 2b+	2006	72.2%
Halton average level 2b+	2005	71.5%
National average level 2b+	2005	74.0%
Halton average level 3	2006	21.2%
Halton average level 3	2005	22.4%
National average level 3	2005	23.0%

**In Halton ...**

- There has been a 0.8% increase in maths at level 2+
- There has been a 0.7% increase in maths at level 2b+
- There has been a 0.6% decrease in maths at level 3

**KEY STAGE 2 RESULTS.**

Analysis based on validated data received from the DfES. Special Schools included (Note. Special Schools excluded in APA/JAR data sets)

**English 2005-2006**

Halton average level 4+	2006	76.2%
National average level 4+	2006	79.0%
Halton average level 4+	2005	78.2%
National average level 4+	2005	79.0%
Halton average level 5	2006	27.4%
Halton average level 5	2005	21.7%
National average level 5	2005	27.0%

**In Halton ...**

- There has been a 2.0% decrease in English at Level 4+
- There has been a 5.7% increase in English at Level 5, this figure is now higher than the national figure in 2005
- The BVPI target (BVPI 194a) for Level 5 2006 is 27% for English.

**Maths 2005-2006**

Halton average level 4+	2006	75.1%
National average level 4+	2006	76.0%
Halton average level 4+	2005	73.5%
National average level 4+	2005	75.0%
Halton average level 5	2006	30.5%
Halton average level 5	2005	25.4%
National average level 5	2005	31.0%

**In Halton ...**

- There has been a 1.6% increase in maths at level 4+, this figure is now the same as the national figure for 2005
- There has been a 5.1% increase in maths at level 5, this figure is now almost in line with the national figure for 2005
- The BVPI target (BVPI 194b) for Level 5 2006 is 27% for Maths.

**KEY STAGE 3 RESULTS**

Special Schools included (Note. Special Schools excluded in APA/JAR data sets)

**English 2005-2006**

Halton average level 5+	2006	66.7%
National average level 5+	2006	72.0%
Halton average level 5+	2005	72%
National average level 5+	2005	74%
Halton average level 6+	2006	23.9%
Halton average level 6+	2005	25%
National average level 6+	2005	35%

**In Halton ...**

- There has been a 5.3% decrease in English at Level 5+
- There has been a 1.1% increase in English at Level 6

**Maths 2005-2006**

Halton average level 5+	2006	74.2%
National average level 5+	2006	77.0%
Halton average level 5+	2005	71%
National average level 5+	2005	74%
Halton average level 6+	2006	50.8%
Halton average level 6+	2005	47%
National average level 6+	2005	53%

**In Halton ...**

- There has been a 3.2% increase in maths at level 5+, this figure is now the same as the national figure for 2005
- There has been a 4% increase in maths at level 6.
- The BVPI target (BVPI 181b) for Level 5+ 2006 is 73% for Maths.

**GCSE RESULTS**

Detailed analysis is now being undertaken using the individual pupil data received from NCER. Special Schools included (Note. Special Schools excluded in APA/JAR data sets) National results include Independent Schools.

**5+ A\* -C and 1+ A\* - G**

Halton 5+ A* -C	2006	52.3%
Halton 5+ A* -C	2005	49.2%
National 5+ A* -C	2005	57.1%
Halton 5+ A* - G	2006	88.2%
Halton 5+ A* - G	2005	89.8%
National 5+ A* - G	2005	90.2%

**In Halton ...**

- There has been a 3.1% increase at 5+ A\*-C.
- There has been a 1.6% decrease at 5+ A\*-G.
- The BVPI target (BVPI 38) for 2006 for 5+ A\*-C is 52%.
- The BVPI target (BVPI 39) for 2006 for 5+ A\*-G is 91%.

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

**DATE:** 30<sup>th</sup> October 2006

**REPORTING OFFICER:** Ann McIntyre – Operational Director, Business Planning and Resources

**SUBJECT:** Scrutiny Topics

**WARDS:** Boroughwide

### **1.0 PURPOSE OF THE REPORT**

1.1 To inform members of proposed scrutiny topics to be considered at meetings of Working Parties set up by the Children and Young People, Policy and Performance Board.

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

### **3.0 SUPPORTING INFORMATION**

3.1 Two topics have been identified for scrutiny. These topics are Out of Borough Placements and Transition for Young People with Complex SEN/Disability.

3.2 Following approval of a scrutiny topic a working group will be established.

3.3 The progress on each scrutiny topic will be reported to the Children and Young People Policy and Performance Board.

### **4.0 POLICY IMPLICATIONS**

4.1 There are no new policy implications as a result of this report.

### **5.0 OTHER IMPLICATIONS**

5.1 There are no other implications flowing from this report.

### **6.0 RISK ANALYSIS**

6.1 There are no risks associated with this report.

### **7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 There are no Equality and Diversity issues associated with this report.

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

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