

# Public Document Pack



## Children Young People and Families Policy and Performance Board

Monday, 9 September 2019 at 6.30 p.m.  
Civic Suite, Town Hall, Runcorn

A handwritten signature in black ink, appearing to read 'David W R', positioned above a faint, illegible stamp.

**Chief Executive**

### **BOARD MEMBERSHIP**

Councillor Mark Dennett (Chair)	Labour
Councillor Geoffrey Logan (Vice-Chair)	Labour
Councillor Marjorie Bradshaw	Conservative
Councillor Chris Carlin	Labour
Councillor Lauren Cassidy	Labour
Councillor Pauline Hignett	Labour
Councillor Rosie Leck	Labour
Councillor Peter Lloyd Jones	Labour
Councillor John Stockton	Labour
Councillor Angela Teeling	Labour
Councillor Louise Whitley	Labour

*Please contact Ann Jones on 0151 511 8276 or e-mail  
[ann.jones@halton.gov.uk](mailto:ann.jones@halton.gov.uk) for further information.  
The next meeting of the Board is on Monday, 11 November 2019*

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

**Part I**

<b>Item No.</b>	<b>Page No.</b>
<b>1. MINUTES</b>	<b>1 - 7</b>
<b>2. DECLARATION OF INTEREST (INCLUDING PARTY WHIP DECLARATIONS)</b>	
Members are reminded of their responsibility to declare any Disclosable Pecuniary Interest or Other Disclosable Interest which they have in any item of business on the agenda, no later than when that item is reached or as soon as the interest becomes apparent and, with Disclosable Pecuniary interests, to leave the meeting during any discussion or voting on the item.	
<b>3. PUBLIC QUESTION TIME</b>	<b>8 - 10</b>
<b>4. DEVELOPMENT OF POLICY ISSUES</b>	
<b>5. JOINT TARGETED AREA INSPECTION OF MULTI-AGENCY RESPONSE TO CHILD EXPLOITATION IN HALTON</b>	<b>11 - 21</b>
<b>6. ATTAINMENT SUMMARY OF 2019 EDUCATIONAL OUTCOMES</b>	<b>22 - 33</b>
<b>7. PERFORMANCE MONITORING</b>	
(A) <b>PERFORMANCE MANAGEMENT REPORTS FOR QUARTER 4 - 2018/19</b>	<b>34 - 55</b>
(B) <b>PERFORMANCE MANAGEMENT REPORTS FOR QUARTER 1 - 2019-20</b>	<b>56 - 73</b>

*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 YOUNG PEOPLE AND FAMILIES POLICY AND PERFORMANCE BOARD**

*At a meeting of the Children Young People and Families Policy and Performance Board on Monday, 10 June 2019 in the Civic Suite - Town Hall, Runcorn*

Present: Councillors Dennett (Chair), Logan (Vice-Chair), M. Bradshaw, Carlin, Cassidy, P. Hignett, Leck, P. Lloyd Jones, J. Stockton, Teeling and Whitley

Apologies for Absence: None

Absence declared on Council business: None

Officers present: A. McIntyre, A. Jones, T. Coffey and G. Vaughan-Hodkinson

Also in attendance: None

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

*Action*

*The Chair welcomed new Board Members Councillors M. Bradshaw and Teeling to the Children, Young People and Families Policy and Performance Board. He also thanked Councillor Horabin for her years of support and dedication to the Board as she had stepped down for her Mayoral year.*

**CYP1 MINUTES**

The Minutes of the meeting held on 28 January 2019 were taken as read and signed as a correct record.

**CYP2 PUBLIC QUESTION TIME**

The Board was advised that no public questions had been received.

**CYP3 EXECUTIVE BOARD MINUTES**

The minutes relating to the Children, Education and Social Care Portfolio, that had been considered by the Executive Board since the last meeting of this Board, were attached at Appendix 1 for information.

**RESOLVED:** That the minutes are noted.

CYP4 SSP MINUTES

The minutes relating to the Halton Children's Trust meeting held on 14 March 2019 were presented to the Board for information.

RESOLVED: That the minutes be noted.

CYP5 CHILDREN, YOUNG PEOPLE AND FAMILIES PPB ANNUAL REPORT

The Chair presented the Children, Young People and Families Policy and Performance Board's Annual Report for 2018-19.

He wished to place on record his thanks to Members and Officers for their commitment, support and hard work carried out throughout the year.

RESOLVED: That the 2018-19 Annual Report be received and noted.

CYP6 HIGH NEEDS REVIEW

The Board received a presentation from the Operational Director – Education, Inclusion and Provision, which summarised the High Needs Strategic Planning Review which was undertaken by *Peopletoo*, and funded using a revenue funding grant provided by the DfE.

The first phase of this work took place between May and October 2018, so had now been completed. Participants included children and young people, parents and carers, Resource Bases, Special Schools, the PRU, primary and secondary headteachers, key inclusion officers, colleagues from health and strategic managers, who all helped inform the review.

The presentation provided: a summary of the aims of the review; understanding the SEND population; findings relating to Special Schools, Resource Bases, the pupil referral unit (PRU), Out of Borough placements, exclusions; and contributions from health practitioners. It also outlined the key findings and recommendations of the review.

Members were presented with the next steps to be taken to improve the offer and the outcomes for children and young people with SEND in Halton to ensure good, quality sustainable support, that allowed pupils to be educated within their own community alongside their peer groups.

It was noted that Executive Board had since approved the recommendations and *Peopletoo* had been commissioned to undertake the next phase of the project.

Members discussed:

- The links between Resource Bases and mainstream schools and how pupils moved between the two;
- The transition of pupils from the PRU to mainstream education and the fact that some found this difficult to do;
- For some pupils with Autistic Spectrum Disorders (ASD's) it was more appropriate that they accessed mainstream education rather than be placed in special schools;
- The medical needs of some children applied a great deal of pressure on schools and this should be recognised and supported by health colleagues; it was noted that the CCG had been a participant of the review;
- 82% of excluded pupils were found to have special educational needs. It was queried how many of these had ASD's;
- The importance of educating more of our pupils with SEND in the Borough where possible.

One Member suggested that a sub group of the Board was needed so that the Board could devote more time to this important issue. It was suggested this was considered as a Scrutiny Topic.

RESOLVED: That the presentation and update on the first phase of the review be received and an update on the progress of the review be provided at the next meeting.

Operational  
Director -  
Education,  
Inclusion and  
Provision

#### CYP7 NEGLECT STRATEGY 2017-19

The Board received a report and accompanying presentation from the Operational Director – Children and Families, informing of the impact of the Neglect Strategy 2017-19 and the next steps in responding to the impact of neglect on children and families.

The presentation outlined to Members the definition of neglect and the six classifications of types of neglect (i.e. medical neglect, nutritional neglect, emotional neglect, educational neglect, physical neglect and lack of supervision and guidance).

The impacts of neglect were discussed and the vulnerability factors such as disabilities, sexual or criminal exploitation, cultural differences, parental mental health, domestic abuse, substance misuse and living in poverty. Following a Members query, cycle or generational neglect had been found, after interviewing parents with a history of neglect themselves.

The Board heard the current priorities and discussed the next steps, which included the review of the strategy by multi agency partners and the involvement of children, young people and families in the review. The new Strategy would be launched in 2020 with focus on how context and risks external to the family could be better mitigated.

Members queried:

How prevalent was neglect in Halton in comparison with other neighbouring boroughs?

It was on par with them presently, although Halton had seen some reduction.

Was neglect confined to any particular Wards?

No, neglect was found in all Wards in the Borough, not just in our deprived areas.

Registered Social Landlords and other agencies could do more to identify neglect?

Officers advised that there were training courses already in progress for partner agencies in this respect.

The Chair requested the new Strategy be presented to the Board once it was ready.

RESOLVED: That the presentation be received and noted.

Director of  
Children's  
Services

CYP8 EARLY OUTCOMES FUND

The Board received a report from the Strategic Director – People, which outlined the Early Outcomes Fund (EOF) and Halton's successful bid in receiving a part share of this fund.

It was reported that in July 2017, the Secretary of State for Education set an ambition to halve the proportion of children who did not achieve at least expected levels across all goals in the 'communication and language' and 'literacy' areas of learning at the end of reception year by 2028. This ambition built on the work announced in the

Paper: *Unlocking Talent, Fulfilling Potential: A plan for improving social mobility through Education*, published in December 2017, which set out plans to close the word gap in the early years.

The report summarised the context of the bid, the evidence of local self-assessment which underpinned the bid and the proposed content of the bid.

It was noted that Halton had been awarded a total amount of £582,750.77, which would be paid over the lifetime of the Programme – from 1 April 2019 to 31 March 2020.

Details on the 'TALK Halton' Project; the task and finish group; and the strategic board, all set up as part of the overall strategy, were discussed in the report.

Members queried:

How would children be identified for this project?

Practitioners would pick them up; key people who have received speech and language training to do this particular job. It was hoped that 100% of all 4 year olds, 75% of all 3 year olds and 50% of all two year olds would be screened by the end of the project, so that each child's need was identified.

Was the voluntary sector involved?

Yes they are most definitely involved with the project.

If the Project was successful, does the Council have the capacity to continue to deliver it, as the funding was just for one year?

All partners made a commitment to continue the principles which underpin the project once the funding had finished. The DfE were keen for us to introduce 'strategic change' which would also ensure that long-term change was effected.

Investment would be made into training and upskilling staff; including training in the use of the *Wellkomm Toolkit* which was key, and its use would be continued. More effective support at universal level would result in more capacity at targeted level.

There are areas in Halton that were more in need than others, will they be targeted and how will you ensure parents will engage?

This project was aimed at upskilling early year practitioners and in the development of a 'total communication approach'

in early years settings. It was not primarily aimed at parents. It was important however that parents did engage and they would be encouraged to do so, through the work going on in our Children's Centres and the Adult and Family Learning Team.

Members agreed that a progress report be submitted to the Board in January and the Chair suggested that it include some sustainability data for Members to see.

RESOLVED: That the Board

- 1) welcomes the award of the Early Outcomes Funding for Halton; and
- 2) requests a progress update report on the Project for the January meeting of the Policy and Performance Board.

Operational  
Director -  
Education,  
Inclusion and  
Provision

CYP9 PERFORMANCE MANAGEMENT REPORTS - QUARTER 3 OF 2018-19

The Board received the Performance Management reports for quarter 3 of 2018-19 (1 October 2018 to 31 December 2018). Members were requested to consider and raise any questions or points of clarification in respect of these.

It was noted that the key priorities for development or improvement in 2018-19 were agreed by Members and included in the Local Authority's Business Plan, for the various functional areas reported to the Board as follows:

- Education, Inclusion and Provision Services; and
- Children and Families Services.

The reports detailed progress made against objectives and milestones and performance targets and provided information relating to key developments and emerging issues that had arisen during the period.

Due to the fact that these reports related to quarter 3 Officers provided Members with highlights of quarter 4, in particular relating to: Halton's new Behaviour Support Service; the Centralised Placement Team; Ofsted's new framework; Children in Care data; foster carers recruitment update; and the client recording system update. Explanations were also provided on queries relating to the revenue budget as at 31 December 2018.

It was noted that the Performance Management reports for quarter 4 would be sent to Members following the meeting.

RESOLVED: That the quarter 3 Performance Management reports for 2018/19 be received.

*Meeting ended at 8.55 p.m.*

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

**DATE:** 9 September 2019

**REPORTING OFFICER:** Strategic Director, Enterprise, Community and Resources

**SUBJECT:** Public Question Time

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

### **1.0 PURPOSE OF REPORT**

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

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

### **3.0 SUPPORTING INFORMATION**

3.1 Standing Order 34(9) states that Public Questions shall be dealt with as follows:-

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

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

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

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

#### **4.0 POLICY IMPLICATIONS**

None.

#### **5.0 OTHER IMPLICATIONS**

None.

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

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

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

6.3 **A Healthy Halton** – none.

6.4 **A Safer Halton** – none.

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

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 None.

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

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

<b>REPORT TO:</b>	Children, Young People & Families Policy and Performance Board
<b>DATE:</b>	9 September 2019
<b>REPORTING OFFICER:</b>	Strategic Director, People
<b>PORTFOLIO:</b>	Children, Young People and Families
<b>SUBJECT:</b>	Joint targeted area inspection of multi-agency response to child exploitation in Halton
<b>WARDS:</b>	All

## **1.0 PURPOSE OF THE REPORT**

- 1.1 To share the findings of the recent Joint targeted area inspection (JTAI) of multi-agency response to child exploitation in Halton and its recommendations.

## **2.0 RECOMMENDATION:**

- 2.1 Members note the findings and note the requirement to prepare a written statement of proposed action responding to the letter by 2<sup>nd</sup> December 2019.**

## **3.0 SUPPORTING INFORMATION**

- 3.1 On 25<sup>th</sup> June 2019 notification was received that the Care Quality Commission (CQC), HMI Constabulary and Fire and Rescue Services (HMICFRS) and HMI Probation (HMIP) would be undertaking a Joint targeted inspection of the multi-agency response to children experiencing or at risk of exploitation, including sexual and criminal exploitation, in Halton. Preparation by the inspection team began immediately with the onsite field work taking place between 8<sup>th</sup> and 12<sup>th</sup> July 2019.
- 3.2 As was the case in the Ofsted Focused Visit in July 2019 the different inspectorates do not make a judgement from the JTAI rather a narrative letter sets out their findings, outlines the strengths and sets out the areas for development.
- 3.3 The different inspectorates evaluated the multi-agency 'front door' for child protection, focusing on children experiencing or at risk of child exploitation. A more detailed review, 'deep dive', was undertaken of seven vulnerable children who were known to be in this situation of concern. Finally Inspectors also considered the effectiveness of the multi-agency leadership and management of this work, including the role played by the Halton safeguarding children board (HSCB) now known as the Halton children and young people safeguarding partnership (HCYPSP).

- 3.4 The inspectors acknowledged that the Senior leaders in the Halton local area partnership “have a clear vision and strong commitment to working together to meet the needs of vulnerable children. You will see that the attached letter sets out the significant areas of strengths identified during the inspection process. There is also a case study which highlights the effective multi-agency response to reducing risk and improving safety for children and young people following the death a young person as a result of knife crime.
- 3.5 The letter also sets out the areas for improvement and illustrates some of these finding with a short case study.
- 3.6 The inspectorates did not identify any areas for immediate action or priority actions. However, as is the case with all JTAs a written statement of proposed action to the findings of the letter must be produced. This must be a multi-agency response and must involve the National Probation Service, Community Rehabilitation Company, Youth Justice Service, the Police, Clinical Commissioning Group and health providers. The statement should set out the actions of the partnership in response to the inspection and where appropriate the actions of individual agencies. This response must be submitted by 2<sup>nd</sup> December 2019.

## **5.0 POLICY IMPLICATIONS**

- 5.1 None.

## **6.0 IMPLICATIONS FOR THE COUNCIL’S PRIORITIES**

### **6.1 Children and Young People in Halton**

Having a strong and robust framework for identifying and responding across all agencies is the key to ensuring that children and young people are safe and protected, and partners are clear about their responsibilities and role in working together.

### **6.2 Employment and Learning Skills in Halton**

None

### **6.3 A Healthy Halton**

Children and young people whose health needs and level of development is potentially compromised are identified early and multi-agency support is in place to support them.

### **6.4 A Safer Halton**

Children who are at risk of harm are identified quickly and services work together to minimise the risk of harm and take action to formally protect children in a timely way.

**6.5 Halton's Urban Renewal**

None identified

**7.0 RISK ANALYSIS**

7.1 All key stakeholders are committed to working together to address the areas of development identified by the different inspectorates. This will ensure a most robust and consistent approach across the partnership to child exploitation in Halton.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 Issues arising from a child's equality and diversity needs will inform the decision-making at the point of contact and it will be ensured that the voice of the child is to the forefront.

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

There are no relevant background documents to this report.



Care Quality  
Commission



23 August 2019

Mil Vasic, Director of Children's Services  
 David Parr, Local Authority Chief Executive  
 Andrew Davies, Executive lead of the CCG with responsibility for Halton  
 Michelle Creed, Executive lead of the CCG for Safeguarding Children  
 Darren Martland, Chief Constable, Cheshire Constabulary  
 David Keane, Police and Crime Commissioner Cheshire  
 Gareth Jones, Head of Youth Justice Services  
 John Davidson, Director of the National Probation Service  
 Chris Edwards, CEO, Community Rehabilitation Company

Dear local partnership

### **Joint targeted area inspection of the multi-agency response to child exploitation in Halton**

Between 8 and 12 July 2019, Ofsted, the Care Quality Commission (CQC), HMI Constabulary and Fire & Rescue Services (HMICFRS) and HMI Probation (HMIP) carried out a joint inspection of the multi-agency response to children experiencing or at risk of exploitation, including sexual and criminal exploitation, in Halton.

This letter to all the service leaders in the local area outlines our findings about the effectiveness of partnership working and of the work of individual agencies in Halton.

The joint targeted area inspection (JTAI) included an evaluation of the multi-agency 'front door' for child protection, including a focus on children experiencing or at risk of child exploitation. Also included was a 'deep dive' focus on this vulnerable group of children who are known to be in this situation of concern. Inspectors also considered the effectiveness of the multi-agency leadership and management of this work, including the role played by the Halton safeguarding children board (HSCB), now known as the Halton children and young people safeguarding partnership (HCYPSP).

Senior leaders in the Halton local area partnership have a clear vision and strong commitment to working together to meet the needs of vulnerable children. During this inspection, the HCYPSP was launched. Effective strategic planning is in place to address child exploitation. The partnership has a clear understanding of the needs of its vulnerable children and has established a model of practice called 'contextual safeguarding'. This model is embryonic and has not yet been fully implemented by



Care Quality  
Commission



the workforce across the partnership. Therefore, it is too soon to assess the impact of these new safeguarding arrangements for children.

Local authority leaders have addressed the findings from previous inspections, particularly the inspection of local authority children's services (ILACS) focused visit in July 2018. For example, improved reporting and data analysis of return home interviews (RHIs) mean that the partnership has a clearer understanding of the push and pull factors when children go missing. This crucial information is shared with partners at the contextual safeguarding strategic group (CSSG), and informs the overall understanding of the prevalence and impact of child exploitation in the Halton area.

The local authority identifies and responds to concerns relating to children. However, strategy meetings are not always convened when potential child protection concerns arise. This means that not all agencies can hear and share information to make informed decisions for future interventions.

Professionals do not always escalate their concerns when they do not agree with the local authority's decisions.

## Key Strengths

- Early help is a strength in Halton. When children do not require a statutory service, they are signposted to and provided with an effective response from a range of early help services. Regular 'working together' meetings involving a range of partners ensure that intervention is at the right level for the child's needs. If risks are deemed too high or the child's plan is not supporting positive progress, then a swift step-up to statutory services is agreed.
- The initial contact and referral team (iCART) is well structured and includes partners from police, health, CAMHS and education. Partners understand thresholds and make appropriate referrals. Information-sharing is prompt, and, for most children, appropriate decisions are made in line with their identified needs. The engagement of the community rehabilitation company (CRC), national probation service (NPS) and the youth justice service (YJS) is underdeveloped, which reduces the opportunity for more effective joint working at the front door.
- Child protection information-sharing (CPIS) checks and paediatric liaison teams provide a structure to effectively share information between hospital emergency departments and community health teams. This means that staff are aware of any known risks to children who may present at Whiston or Warrington hospitals for emergency treatment.



Care Quality  
Commission



- A strong emphasis on engaging families, in the context of a strengths-based practice model, supports assessments and decision-making. Children's views are captured by professionals, including school, college and health staff. These influence the assessments, analysis and future care planning.
- Weekly multi-agency 'missing' meetings use knowledge of wider exploitation and potential risks to consider children who are going missing. The collated intelligence from RHIs and 'missing' meetings can then be used to support the partnership in maintaining a well-developed understanding of the prevalence of child exploitation in the area.
- Partners work well together, led by the local authority chief executive. Strong strategic partnerships across not only the local Halton area but also the combined Liverpool, pan-Cheshire and north-west consortium effectively share information to aid agencies' understanding of the impact and prevalence of child exploitation in the area. This includes the establishment of the local and regional serious and organised crime partnership boards focusing on reducing vulnerability. Key information about themes, disruption activity and individual vulnerable people are shared in the local area strategic and operational groups. For example, partners worked well together raising awareness for children and practitioners about violent youth behaviour and the risks of carrying knives.
- CAMHS includes a broad offer to children, and there is access to the service from a number of points of contact. It also responds well to children's needs. Staff, who are commissioned by the local authority to provide services for child exploitation and missing children, are knowledgeable and receive ongoing training about child exploitation. They provide tailored specialist services for children experiencing or at risk of exploitation. The partnership has supported the development of a complex youths team in the Community Safety Partnership. This team supports a holistic partnership and whole-family approach to reducing the risk of exploitation. The youth justice team's focus on understanding the impact of trauma and adverse childhood experiences on behaviour is improving long-term outcomes for children and families. For children transitioning to adulthood, the 'navigate youth cohort' (within the youth justice service) ensures that there is a direct and seamless transition to multi-agency services and integrated offender management.
- NPS, YJS and the school nursing service provide regular supervision for their staff and demonstrate effective use of management oversight. This means that staff are able to reflect on their practice and to structure their interventions with families in order to promote positive experiences and progress for children.
- Strong political and senior leadership support enables the local authority to focus on recruitment and retention. A focus on employee benefits has seen vacancies



Care Quality  
Commission



and the use of agency social work reduce. This means that social workers' workloads are manageable. Social workers have the time to see children in accordance with their needs and build trusting relationships with them, and this supports children to share their worries and experiences. A structured learning and development programme, using the local authority's chosen model of practice, is starting to have an impact on children's experiences. For example, specialist family therapy is beginning to improve parent/child relationships.

- The HSCB receives performance data reports that include a rationale for the performance. This enables the board to offer challenge to partners and supports it to determine themes for multi-agency auditing. Findings from the board's audit of missing children and RHIs supported the local authority to revise its contractual agreement with its commissioned service addressing child exploitation, resulting in clearer performance reporting to the local authority. Additional challenge from the HSCB related to the lack of training and learning opportunities for practitioners within the partnership about contextual safeguarding. It is recognised by all partners that training for contextual safeguarding needs to be jointly delivered in order to maximise partnership learning opportunities.
- Children's voices are actively sought and heard in Halton, both individually and in a group forum. Local authority children's records clearly record the child's voice, and, for some children, this work assists their social worker to gain an understanding of their lived experience. However, the vulnerable person assessment submissions (VPASs) completed by the police do not always incorporate the child's voice. A children's 'question time' event was an opportunity for children to ask senior leaders across the partnership questions. This resulted in children's views being incorporated, for example, into the plans for the new safeguarding partnership arrangements.



Care Quality  
Commission



### **Case study: highly effective practice**

A very sad incident occurred in Halton approximately one year ago involving knife crime. One young person lost their life and two young people received lengthy custodial sentences as a result of their actions.

The prompt response of the partnership in Halton demonstrates their commitment to reducing risks and improving safety for children in Halton. A wider and varied range of partners and local politicians came together less than one week after the incident to plan how they could provide education, prevention support and a cohesive response to knife crime and other serious youth violence. This group has continued to meet regularly and has successfully implemented a significant range of resources to reduce risks for children in Halton communities. Many school staff and pupils fully engage with a 'Healthitude' programme that increases awareness and highlights the risks of carrying knives. Headteachers have shared the positive impact this has had on children and staff with their colleagues. Other initiatives like 'live your life – drop the knife' and 'Everton in the community' are well attended by children and support them to be safer through a greater understanding of risks.

Through working together effectively, the partnership is raising awareness of serious youth crime for practitioners, senior leaders and importantly children and young people. This is building a clearer understanding of the prevalence of knife crime in Halton and is supporting young people to be and feel safer in their communities.

### **Areas for improvement**

- Assessment of risk and threshold for intervention are not consistently applied. Children receive a prompt service when needs are identified, although, for some children, this has been through the provision of early help services. Where risks identify potential significant harm, this has not always resulted in multi-agency child protection strategy discussions. This results in delays to effective multi-agency information-sharing and plans being put in place to reduce risks for children. Furthermore, when children already have an allocated social worker, strategy meetings are not always convened in a timely way in order to respond to changing and ongoing risks. When they are, the right professionals are not always invited or attend.
- The agreed Pan-Cheshire child exploitation screening tool is not being used effectively by all partners. Some agencies report that the tool takes too long to complete when they have limited contact with a child. When used well, for



Care Quality  
Commission



example by the YJS and social workers, it is a helpful tool to support wider assessments and identification of need for children who may be exploited. The partnership was already aware of this issue and has undertaken to consider this further at the HCYPSP meetings.

- When there is a disagreement between agencies, such as the police and children's social care, about the assessed and graded level of risk to children, there is no formal challenge raised. Children's social care services do not always record a clear rationale for the risk reducing, which means that agencies do not know what has changed for the family.
- Children are discussed at several different meetings, for example the 'missing' meeting, the contact challenge meetings, child in need/core group meetings, strategy meetings and the contextual safeguarding operational group (CSOG). The relevant professionals are not always represented at each meeting, and children's records are not routinely updated across the partnership. An example of the impact of this is that the health professional attending the CSOG does not share information about children at risk of exploitation with all relevant agencies, for example GPs. For some children, this means that there is no coherent single plan which addresses their needs and risks and which is shared with all agencies.
- For some children experiencing or at risk of child exploitation, planning for their educational needs is not robust enough. Too many children do not receive full-time education. Some children experience too long a period without any education provision. However, more recently this has begun to improve, and there has been positive progress for some of the children who were considered during this inspection.
- The quality and regularity of supervision and management oversight in children's social care, police and CAMHS mean that practitioners are not always provided with the opportunity to reflect on their practice and areas of potential safeguarding. When children's cases have become 'stuck' or records are not up to date, managers do not always provide sufficient challenge to improve practice. Management oversight and well-structured regular and reflective supervision is key to monitoring children's plans in order to improve their experiences and progress.
- A comprehensive and robust auditing framework demonstrates the local authority's commitment to continuous improvement. However, the quality of individual case audits is not analytical or appropriately self-critical, and this does not support continued learning. This is also reflected in the multi-agency auditing of individual cases.



Care Quality  
Commission



- The partnership recognised that staff knowledge and understanding of the new safeguarding arrangements and the approach to 'contextual safeguarding' for vulnerable children is not yet where it should be. Most partner agencies address child sexual exploitation in their training offer. However, there is a significant gap in the training offered by single agencies and the HSCB (now HCYPSP). This means that practitioners and managers are not being provided with the knowledge and expertise to understand and confidently assess all forms of child exploitation.
- The new safeguarding partnership arrangements (HCYPSP) has clear guidance for key lead safeguarding partners. However, these arrangements are not yet embedded. The role of relevant partners is not clear (for example CRC/NPS), and this could be a missed opportunity to ensure that all agencies in Halton can contribute to the safeguarding arrangements effectively.

#### **Case study: area for improvement**

For one child, numerous concerns were raised by police and education staff about absence from school, weight loss, associations with unsuitable adults, inappropriate housing and criminal behaviour.

The action taken to protect and meet the needs of this child was too slow. The child has been subject of a child in need plan when there are clear indications that a child protection plan should have been considered. As a result, the risks to and unmet needs of this child have not been adequately reduced, and they rarely attend school.

The local authority took immediate action when inspectors identified concerns for this child and reassessed the level of risks and interventions planned.

#### **Next steps**

The director of children's services should prepare a written statement of proposed action responding to the findings outlined in this letter. This should be a multi-agency response, involving NPS, CRC, YJS, the police, the clinical commissioning



Care Quality  
Commission



group and health providers in Halton. The response should set out the actions for the partnership and, where appropriate, individual agencies.<sup>1</sup>

The director of children's services should send the written statement of action to [ProtectionOfChildren@ofsted.gov.uk](mailto:ProtectionOfChildren@ofsted.gov.uk) by 2 December 2019, 70 working days from pre-publication. This statement will inform the lines of enquiry at any future joint or single agency activity by the inspectorates.

Yours sincerely

<b>Ofsted</b>	<b>Care Quality Commission</b>
 Yvette Stanley National Director, Social Care	 Ursula Gallagher Deputy Chief Inspector
<b>HMI Constabulary and Fire &amp; Rescue Services</b>	<b>HMI Probation</b>
 Wendy Williams HMI Constabulary and Fire & Rescue Services	 Helen Davies Assistant Chief Inspector

<sup>1</sup>The Children Act 2004 (Joint Area Reviews) Regulations 2015 [www.legislation.gov.uk/ukSI/2015/1792/contents/made](http://www.legislation.gov.uk/ukSI/2015/1792/contents/made) enable Ofsted's chief inspector to determine which agency should make the written statement and which other agencies should cooperate in its writing.

<b>REPORT TO:</b>	Children, Young People and Families Policy and Performance Board
<b>DATE:</b>	9 September 2019
<b>REPORTING OFFICER:</b>	Strategic Director, People
<b>PORTFOLIO:</b>	Children, Young People and Families
<b>SUBJECT:</b>	Attainment Summary of 2019 Educational Outcomes
<b>WARD(S)</b>	Boroughwide

## 1.0 PURPOSE OF THE REPORT

- 1.1 To provide the Board with the annual update of the educational outcomes for Halton children for 2018-19.

## 2.0 RECOMMENDATION: That the information provided be noted.

## 3.0 SUPPORTING INFORMATION

- 3.1 **Note of Caution:** Please be aware that the data quoted is provisional and un-validated and therefore subject to change. The validated national results will not be available until the publication of the DfE statistical first releases.

## 3.2 Background Information:

This report details attainment outcomes for Halton's Borough wide performance in:

- a) the Good Level of Development indicator (GLD)
- b) Phonics results at the end of Year One and the end of Key Stage One
- c) Key Stage One Reading; Writing and Maths attainment
- d) Key Stage Two Reading; Writing; Maths; Read Write Maths combined and Grammar, Punctuation and Spelling
- e) GCSE performance grades 9-4 and grades 9-5
- f) A level and vocational qualification performance

Progress data is not yet available until the Department for Education release progress data in the autumn term of 2019.

## 3.3 Early Years Foundation Stage, GLD Outcomes

### What is GLD?

- The Early Years Foundation Stage is a statutory document detailing requirements for welfare and learning requirements throughout the Early

Years. At the end of the reception year, assessments are made using a range of observations and collation of evidence to identify if children have reached a “*Good Level of Development*” (GLD) GLD is only awarded if children reach at least the expected standard in each of the first twelve Early Learning Goals (ELG’s) which are comprised of:

- Personal Social and Emotional Development
- Physical Development
- Communication & Language
- Literacy
- Maths

Contextual information:

In Halton 2019 the cohort comprised of 1456 children of which 692 were girls and 764 boys (52.5% of the cohort). 319 children were classed as disadvantaged (21.9% of the cohort); 532 were two year funded pupils (36.5%); 232 were identified as on an SEND support plan (9%) and 36 children had an EHCP (2.5%) Of these children 32.9% were summer born pupils.

In 2019, 66.1% of pupils in Halton achieved GLD against an un-validated national figure of 71.8% and North West regional performance of 68.9%. This was an increase from 2018 75.4% of girls achieved GLD, whilst 57.6% of boys achieved GLD. This figure is the highest performance in this measure has diminished the gap to national further.

Assessment Year	National GLD	Halton GLD	Halton Gap to National
2013	52%	37%	15%
2014	60%	46%	14%
2015	66%	55%	11%
2016	69%	62%	7%
2017	71%	61%	10%
2018	72%	65%	7%
2019	71.8%	66.1%	5.7%

Assessment Year	Halton Boys GLD	National Boys GLD	Halton Girls GLD	National Girls GLD
2016	53.6%	62.1%	70.3%	76.8%
2017	54.8%	64.0%	67.9%	77.7%
2018	57.1%	65.0%	72.3%	78.5%
2019	57.6%	65.5%	75.4%	78.4%

Analysis shows that there was an increase in the percentage of all pupils who achieved GLD in the following Early Learning Goals:

1. Reading 69.4% achieved Reading ELG, (up from 68.1% in 2018)
2. Writing 67.3% achieved Writing ELG, (up from 66% in 2018)
3. Number 73.8% achieved Number ELG, (up from 72.3%)
4. Shape, Space and Measures, 76% achieved, (increasing from 73.7% in 2018)
5. Exploring Media and Materials 83%
6. Being Imaginative 84.1%
7. An improvement in girls performance and a reduction in the gap to national of only 3%.
8. Technology remains the highest ELG performance with 90.2% of Halton children achieving this. Writing remains the lowest performing ELG with 67.3% achieving this ELG but is an improvement from last year.

Positive impact:

- It is pleasing to note an increase in GLD and that Halton are narrowing the gap to national performance.
- In recent years there has been much emphasis on increasing the performance of the specific areas of Literacy and Maths and this has led to an improvement in children achieving these areas of learning.
- This academic year Halton witnessed a 100% uptake of the GLD tracker and this has helped to identify earlier those children who may have missed GLD by one area. As a result only 25 pupils were missing GLD in one area and further quality assurance visits saw this reduce further. Appropriate targeting at an earlier stage has led to a refined curriculum to meet the needs of individual pupils.
- 14 schools (28%) achieved GLD performance that was at or above the national figure
- 26 schools (52%) demonstrated an improvement in their GLD performance from 2018.

Areas of development:

- Improving the performance of boys and disadvantaged pupils is an area of concern. Whilst Halton figures do follow the national trend, we clearly want to see boys and those facing disadvantage to achieve in all areas of learning. The main area of learning where boys lag behind girls is within communication, language and literacy skills. Halton have been successful in an Early Years outcomes fund bid and the project "Talk Halton" has been established. This will focus upon early identification of speech and language delays and will have a team of speech and language therapists and Early Years practitioners targeting language development. Additionally Halton have been successful in being part of a Professional Development Fund initiative led by the DFE which will support EY workforce knowledge and skills development. Halton re also part of a home learning early intervention programme and use of an EY app which will work in partnership with parents focusing particularly upon communication, language and early numeracy skills.
- Continuation of close transition working between pre-schools, nurseries and schools is a priority.

- The use of the “Ready for Reception” tool will this year match performance of pupils in EY settings to those in schools so that smooth transitions focus upon next steps in the learning journey.

Individual schools where EY performance is an area of concern will face bespoke support and challenge from the school improvement team and will work closely with other school partners.

### 3.4 Year 1 Phonics Outcomes:

The phonics test is taken in May of the Year One and assesses children’s ability to decode 40 words comprising of real words and nonsense words but phonetically plausible. In order to achieve the expected standard, pupils must meet the pass mark which is announced each year, although historically is set at achieving 32 marks out of 40.

#### Contextual information:

There were 1584 pupils in this cohort of which 807 were boys (51%) and 777 were girls (49%).

Year One Phonics Standard	National	Halton	Gap to national
2014	74	66	-8
2015	77	73	-4
2016	81	76	-5
2017	81	79	-2
2018	82	79	-3
2019	81.9%	80.49%	-1.41%

Year 1 Phonics standard Boys	National Boys	Halton Boys	Halton gap to national Boys
2014	70	62	-8
2015	73	69	-4
2016	77	72	-5
2017	78	77	-1
2018	79	76	-3
2019	78.5%	78.8%	+0.3%

Year 1 Phonics standard Girls	National Girls	Halton Girls	Halton gap to national Girls
2014	78	70	-8
2015	81	76	-5
2016	84	79	-5
2017	85	81	-4
2018	86	83	-3
2019	85	82	-3

Analysis shows that:

1. If 1 more pupil had achieved the standard then Halton's results would have reached 80.5 and would be rounded to 81% as DFE report Phonics and Key Stage One and Two to whole numbers
2. Boys performance is now above that of boys nationally
3. Of those pupils who did not meet the standard 5.5% of the cohort achieved between 24-31 marks against 5.3% nationally achieving this range of marks
4. 25 out of 50 schools (50%) performance scored at or above national. 30 out of 50 schools (60% improved or maintained on their 2018 performance. One school had 100% of pupils achieve the phonics standard by the end of Year One.

If a pupil does not achieve the phonics standard, then they must retake the test at the end of Year Two (end of Key Stage One) and end of Key Stage results are reported. This reports the entirety of that cohort's end of key stage performance.

End of Year Two i.e. Key Stage results show that 90.8% of the Halton cohort achieved the expected standard against un-validated national performance of 91.3%. This cohort had 79% of pupils achieve the standard at the end of Year One and a further 11.7% achieve it by the end of Year Two. Nationally this cohort had 80.9% achieve at the end of Year One and 10.3% achieve at the end of Year Two. On this basis Halton's pupils who needed to "catch up" outperformed the un-validated national "catch up" rate.

### 3.5 **Key Stage One and Key Stage Two Attainment Outcomes:** **Background:**

At the end of Key Stage One, pupils undertake a series of tasks that help to inform a teacher's assessment judgement. Teacher assessments are reported at the end of Key Stage One.

At the end of Key Stage Two, pupils undertake a series of tests and whilst a teacher carries out teacher assessments, it is the outcomes of the tests that are reported. The exception to this is writing in which there is no longer a writing test and teacher assessment judgements are reported.

In both Key Stage One results, the following apply:

- Results are no longer reported as levels, but based on a standard scaled score and teacher assessments based on the standards in the interim framework
- Expected standard in the tests is a scaled score of 100 or above
- Scaled score runs from 80-120
- To be identified as working at the higher standard (or greater depth in writing), pupils scaled score must be 110 or higher.
- Teacher assessments are no longer "best fit" judgements, pupils must meet all set criteria

**Key Stage One Contextual information:**

Cohort Group	Cohort: Halton	National:	Halton Gap to national:
Cohort	1,582	666,920	-
Gender (Boys)	53%	51.2%	+1.8%
SEND support plan	17.8%	11.8%	+6%
EHCP	1.9%	2.2%	-0.3%
Disadvantaged	35.3%	20.3%	+15%

33.9% of the cohort were summer born.

**Key Stage One Performance:**

Expected Standard

	Reading Halton:	Reading National	Gap	Writing Halton	Writing National	Gap	Maths Halton	Maths National	Gap
2016	67	74	-7	54	65	-11	64	73	-9
2017	66	76	-10	58	68	-10	65	75	-10
2018	73	75	-2	67	70	-3	74	76	-2
2019	71.6	74.9	-3.3	65.9	69.2	-3.3	71.5	75.6	-4.1

Higher Standard:

	Reading Halton:	Reading National	Gap	Writing Halton	Writing National	Gap	Maths Halton	Maths National	Gap
2016	16	24	-8	6	13	-7	11	18	-7
2017	17	25	-8	9	16	-7	13	21	-8
2018	21	26	-5	12	16	-4	17	22	-5
2019	21.6	25	-3.4	11.2	14.8	-3.6	18.4	21.7	-3.3

**Boys Performance:**

Boys % Expected	Boys National 2017	Boys Halton 2017	Gap to National 2017	Boys National 2018	Boys Halton 2018	Gap to National 2018	Boys National 2019	Boys Halton 2019	Gap to National 2019
R % Expected	71	62	-9	71	69	-2	70.8	68.7	-2.1
W % Expected	61	51	-10	63	60	-3	62.9	61.5	-1.4
M% Expected	74	64	-10	75	73	-2	74.5	72.7	-1.8

**Girls Performance:**

Girls % Expected	Girls National 2017	Girls Halton 2017	Gap to National 2017	Girls National 2018	Girls Halton 2018	Gap to National 2018	Girls National 2019	Girls Halton 2019	Gap to National 2019
R % Expected	80	70	-10	80	77	-3	79.2	75	-4.2
W % Expected	75	64	-11	77	74	-3	75.9	70.9	-4.0
M% Expected	76	66	-10	77	75	-2	76.8	70.1	-6.7

**Analysis shows that:**

1. There has been a slight drop in all pupils performance compared to 2018, however this is also evident in the national data set. However, given the strong gains made in 2018 it is good to see that this cohort have come close to the gains made given that this cohort had weaker prior attainment than the 2018 cohort.
2. Prior attainment of this cohort demonstrated 61% achieving GLD in 2017. Of those pupils who did not meet the expected level in the Reading Early Learning Goal, 33% of them did achieve the expected level in Reading at the end of Key Stage One. In Early Years Writing ELG 29% of the emerging cohort achieved expected in Writing at KS1 and in Maths 33.6% of the cohort who were emerging in Maths ELG's were able to achieve the expected standard in maths at KS1. This demonstrates strong progress for this group from their starting points.
3. Performance at the higher standard increased in both Reading and Maths, again demonstrating strong progress from starting points.
4. Whilst Halton girls performance is outperforming Halton boys, the gap to national for girls is more marked than it is for boys. Maths is an area for girls that demonstrates a key area of priority, whilst boys performance in Reading is their area of priority.

**Positive Impact:**

- Data sharing protocol agreement is in place and has increased local accountability and the capacity of the sector to self- support and challenge their peers in similar contexts.
- Performance data is openly shared with governors and schools have been targeted to increase governor attendance and engagement at termly briefings and training sessions. This saw a large increase in school representation at briefing sessions last academic year.
- A higher level of challenge and robust quality assurance has worked with schools on an individual basis to identify areas for development and challenge results if necessary. This has seen an improvement in some schools results.
- Formal Letters to Headteachers and governors have been used effectively to both congratulate effective practice, noting improvements and have also

been used throughout the year to hold leaders to account if practice is concerning.

- The disadvantaged working group has focus on evidence based research of how to raise ambition, aspiration and outcomes for disadvantaged pupils. Most schools have engaged in this training and action based research and work is ongoing to raise outcomes and performance for Halton pupils.
- The revised Education Inspection Framework will become statutory from September 1<sup>st</sup> 2019. This framework represents the largest shift in focus and inspection of schools in recent times. Schools will be judged on the quality of a broad and balanced education, meeting the needs of all pupils. Performance of vulnerable groups, attendance exclusions and capacity of distributed leadership will all be a key part of inspections moving forwards, Schools have been provided with training and building capacity of middle and senior leaders. The impact of this work can be seen in improved performance results and over time will become more evident in the quality and breadth of the curriculum.

#### Areas to Develop:

- Continue to raise aspiration and ambition of all pupils but particularly targeting vulnerable and disadvantaged groups.
- Improve maths performance of girls and reading performance of boys
- Continue to challenge the most able to reach greater depth and the higher standard.
- Launch the long term Halton Reading Strategy with the aims to develop a passion for lifelong reading; increase reading skill level and fluency amongst the population as a whole; increase employability with high level and specialist reading skill.

### 3.6

#### KS2 Outcomes

##### Key Stage Two Contextual Information:

Cohort Group	Cohort: Halton	National:	Halton Gap to national:
Cohort	1,610	646,060	
Gender (Boys)	51%	51.1%	-0.1%
SEND support plan	19.3%	13.6%	+5.7%
EHCP	1.7%	3.1%	-1.4%
Disadvantaged	44.3%	29.3%	+15%

##### Key Stage Two Performance:

Expected Standard:

	R Hal.	R Nat.	Gap	W Hal.	W Nat.	Gap	M Hal.	M Nat.	Gap	RWM H	RWM Nat.	Gap
2017	69	72	-3	72	76	-4	70	75	-5	56	61	-5
2018	75	75	0	75	78	-3	74	76	-2	63	64	-1
2019	70	73	-3	76	78	-2	75	79	-4	60	65	-5

## Higher Standard:

	R Hal.	R Nat.	Gap	W Hal.	W Nat.	Gap	M Hal.	M Nat.	Gap	RWM H	RWM Nat.	Gap
2017	19	25	-6	24	28	-4	17	23	-6	6	9	-3
2018	13	18	-5	19	20	-1	21	24	-3	9	10	-1
2019	22	27	-5	19	20	-1	21	27	-6	9	11	-2

Grammar Punctuation and Spelling (GPS or Spag) saw 75% of Halton pupils reach the expected standard against a national figure of 78%. This is the same position as 2018 for both Halton and national.

## Boys Performance:

Boys % Expected	Boys Halton 2017	Boys Halton 2018	Boys Halton 2019	Boys National 2019	Gap to National 2019
R % Expected	66	68	65	69	-4
W % Expected	63	66	68	73	-5
M % Expected	69	72	75	78	-3
RWM % Expected	50	56	54	60	-6

## Girls Performance:

Girls % Expected	Girls Halton 2017	Girls Halton 2018	Girls Halton 2019	Girls National 2019	Gap to National 2019
R % Expected	73	81	74	78	-4
W % Expected	81	83	84	85	-1
M % Expected	71	76	76	79	-3
RWM % Expected	62	70	65	70	-5

## Analysis shows that:

- There are a high proportion of disadvantaged pupils within this cohort, with 33.5% being summer born pupils. This cohort as a whole (although there will have been some mobility) were the first cohort to be assessed on this EYFS framework with the GLD measure. Only 37% achieved GLD in 2013. Key Stage One results in 2015 are not directly comparable as they were the last year before the current assessment system came into use. Given their starting points the progress made is comparatively strong.
- Whilst it is disappointing not to maintain the levels achieved last summer, given prior attainment it is encouraging to see a general upward trajectory from 2017 and the percentage of those achieving the higher standard in maths; greater depth in writing and an improvement at the higher standard in

Reading.

- Performance of boys needs to focus upon Reading and Writing, whilst girls key areas of development are reading and maths.

### Positive impact and Areas of Development:

As Key Stage one for whole school leadership and governance matters and key educational developments.

### Key Stage Four, GCSE Performance:

#### Background Information:

GCSE performance will be the second year that most GCSE's will be awarded on a grade 9-1 basis. Grade 9 is the highest award and is classed as A\*\* ; grade 8 equates to A\* ; 7 to an A etc. The standard pass mark is a grade 4, with a good pass graded as 5 or above. GCSE's are now based on a linear model whereby performance is predominantly assessed by the examination at the end of Key Stage Four.

Attainment 8 is a measure that calculates a **student's average grade across eight subjects** – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum.

School	No. of Yr 11 Pupils	A8 Score	% Grade 9-4 in English	% grades 9-5 in Maths	% grades 9-4 in English and Maths	% grades 9-5 in English	% grades 5-9 in Maths	% grades 9-5 in English and Maths	% Achieved EBacc 9-4	% Achieved EBacc 9-5
<b>Halton 2019</b>	1364	45.09	72.1	61	56.5	56.3	39.7	36	22.1	13.5
Halton 2018	1333	44.20	70.4	63.9	58.1	52.3	39.9	32.3	24.6	14.5
Change:	+31	+0.89	+1.7	-2.9	-1.6	+4.0	-0.2	+3.7	-2.5	-1

These provisional results demonstrate an improvement in English both at 9-4 and 9-5. There has been a slight decrease in Maths 9-5 and a decrease at 9-4. A review will be carried out with schools regarding maths performance and closer links and working will be made with the Maths Hubs. However it is pleasing to note the improvement in English at grades 9-4 and a marked improvement at grades 9-5. The percentage of students achieving grades 9-5 in both English and Maths is also a marked increase on last years performance.

## **Key Stage Five, A Level and Vocational Qualifications.**

A Levels this year continue to be based upon predominantly linear models ie. exams taken at the end of Key Stage Five. A Level pass grades are awarded from A\*-E grades.

### **A Level Results 2019:**

In 2019, nationally 97.5% of A level entries were pass grades, successful in achieving a range of grade from A\*-E. Performance in Halton was slightly higher than the national figure with 98.1% of entries achieving A\*-E.

### **Vocational and BTEC qualifications:**

Many students undertake a range of vocational qualifications and these are predominantly assessed through ongoing assessment, course work with some exam elements. In 2019, 99.9% of students achieved passes in their vocational qualifications. Of these 86% achieved distinctions and 95.1% of entries achieved high grades classed as MMM or above (M abbreviated for Merit).

#### **4.0 POLICY IMPLICATIONS**

4.1 None identified.

#### **5.0 FINANCIAL IMPLICATIONS**

5.1 None identified.

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

##### **6.1 Children & Young People in Halton**

None identified.

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

None identified.

##### **6.3 A Healthy Halton**

None identified.

##### **6.4 A Safer Halton**

None identified.

##### **6.5 Halton's Urban Renewal**

None identified.

#### **7.0 RISK ANALYSIS**

7.1 None identified.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 None identified.

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

None.

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

**DATE:** 9 September 2019

**REPORTING OFFICER:** Strategic Director Enterprise, Community & Resources

**SUBJECT:** Performance Management Reports for Quarter 4, 2018/19

**WARDS:** Boroughwide

### **1.0 PURPOSE OF REPORT**

- 1.1 To consider, and to raise any questions or points of clarification, in respect of performance management for the fourth quarter period 01 January 2019 to 31 March 2019.
- 1.2 Key priorities for development or improvement in 2018-19 were agreed by Members and included in the Business Plan, for the various functional areas reporting to the Board as detailed below:
- Education, Inclusion, Provision Services
  - Children and Families Services

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

### **2.0 RECOMMENDED: That the Policy and Performance Board**

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

### **3.0 SUPPORTING INFORMATION**

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

**4.0 POLICY IMPLICATIONS**

4.1 There are no policy implications associated with this report.

**5.0 OTHER IMPLICATIONS**

5.1 There are no other implications associated with this report.

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

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

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

**7.0 RISK ANALYSIS**

7.1 Not applicable.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 Not applicable.

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

9.1 Not applicable.

## Children and Young People Priority Based PPB Report

**Reporting Period:** Quarter 4, 01 January – 31 March 2019

### 1.0 Introduction

- 1.1 This report provides an overview of issues and progress that have occurred during the period of the report towards the priority of Children and Young People. The way in which traffic light symbols have been used to reflect progress is explained within Appendix 1 (section 8).
- 1.2 Please note initials have been provided to indicate which officer is responsible for the commentary to aid Members, as requested by the Children and Young People Policy and Performance Board. A key is provided in Appendix 1 (section 8).

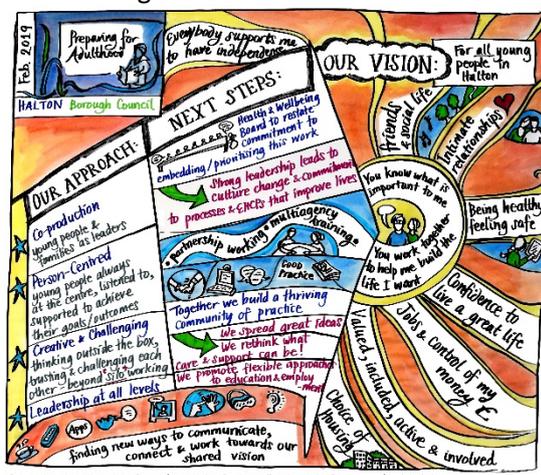
### 2.0 Key Developments

#### 2.1 Social Emotional and Mental Health Provision (AMc)

In addition to the two new primary Foundation Key Stage 1 Resource Bases that will open in Autumn 2019, Halton has been successful in the bid for a join Social Emotional and Mental Health Free School with St Helens Borough Council. The specification for the new provision can be found on the Local Offer website, and on each of the council's websites. Any Trusts interesting in developing the new provision are invited to an engagement event at Halton Stadium on 21 May 2019 (9.30-11.30am). This is a much needed resource so the hope is that this event will be well attended and good quality submissions will be received.

#### 2.2 Preparing for Adulthood (AMc)

In autumn 2018 Halton were accepted as a pathfinder authority to receive specialist consultancy support from the Department for Education's Preparing for Adulthood team. Using that support Halton consulted with a large number of education and service providers, local authority staff, parents and young people. In February 2019 an event was held to review Halton's performance in preparing young people with special educational needs and disabilities in adulthood. The session also involved envisioning what Halton thinks would be good practice in this area and identifying what needs to be done to reach that. All present were asked to identify what they would do to support Halton to achieve those goals. This was captured by a graphic artist during the event.



Preparing for Adulthood Halton, Halton Borough Council. Nelson: Devonshire Arts for inclusion, February 2019. © Graphic illustration by www.danreardon.co.uk

An action plan has been developed from the information and discussions at the event. There will be a review in a year to look at the progress made.

2.3 High Level Strategic Planning Review (AMc)

An independent review of High Needs provision was undertaken between May and October 2018. The outcome of this review was considered and the recommendations and next steps were approved by Executive Board in February 2019.

Peopletoo who undertook the review spoke to children and young people, parents and carers, staff in schools with Resource Bases, Special Schools, the Pupil Referral Unit, Primary and Secondary Heads, Riverside College, key Inclusion Officers, colleagues in Health and the Strategic Manager. The aim of the review was to understand the current and future SEND population, the range of provision currently available, gather views of stakeholders, identify perceived barriers to Inclusion and understand the local resources and how best to target these to the greatest effect.

The final report identified three key findings:

- Too many children with SEND are being moved on or excluded from mainstream schools,
- The needs of the SEND cohort has changed and the current provisions does not reflect these changes,
- Improvements can be made to the assessment process, specifically Education Health and Care Plans.

PeopleToo have been commissioned to undertake the second implementation phase of the review.

2.4 Children in Care Placements (TC)

Provisional end of year data is showing positive progress in all placement types that Halton commission for children in care. Progress includes;

- Fewer independent Fostering Agency and residential placements
- Increased in house foster carer placements
- Fewer remand/secure accommodation placements
- More young people moving through towards independence.

The Halton Fostering Service now has a full management team, and this foundation year has helped to change the placement profile of Halton's children in care population. The final financial position is under the start of year projected position.

2.5 Children in Need (TC)

A Child in Need co-ordinator has been appointed. This will enhance and support the step up/ step down process and will ensure consistency in decision making as children move between the Levels of Need.

2.6 Common Assessment Framework (TC)

2017/18 reporting year it was identified that there needs to be an increase in the number of children supported through CAF. This has been achieved in 2018/19 through more robust data recording and more targeted work within early help services, particularly children's centres. The number of CAF's open for longer than 12 months is now a targeted area. The quality of the assessments and work

completed will be monitored through CAF audits and contact challenge meetings with managers.

### 3.0 Emerging Issues

#### 3.1 National Issues

##### Ofsted Consultation (AMC)

Ofsted have been consulting on a new Education Inspection Framework which is due to come into use in September 2019. The draft framework sets out how Ofsted proposes to inspect schools, further education and skills provision and early year's settings. The consultation closed 4 April 2019 and Ofsted are expected to publish their response, the framework and new handbooks soon.

Key changes proposed related to a well-researched consideration of how children and young people learn across a broad and balanced curriculum, building upon prior learning and developing and extending ideas. Under the proposals the key judgements will focus on;

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management.

The four point grading remains as Outstanding, Good, Requires Improvement or Inadequate. Safeguarding requirements are reported as to whether they are effective and will be included within the leadership and management section.

Changes to this framework include a robust focus on attendance, exclusion and what Ofsted refer to as "gaming" such as where off rolling is considered to be happening at a school. There is a greater focus on governance, with governors sharing their strategy, vision and values with inspectors, and inspectors identifying how governors hold leaders to account to ensure learners receive the highest quality of provision. Leaders themselves need to share their curriculum intent; how this will be implemented and how the impact of this will be demonstrated. All stakeholders will need to clearly understand the three I's of 'intent, implementation and impact' of the curriculum strategy and how this will meet all learners needs, particularly for vulnerable or disadvantaged pupils. In addition leaders also need to pay due regard to work life balance and the workload of staff.

The proposal outlines that Ofsted plan to have a pre-inspection preparation visit the day before the inspection starts. Schools will be notified by 10am before inspectors arrive on site for preparation. The inspection itself starts from 8am the following day. The short Section 8 inspections will now be a 2 day inspection, plus half-day on site preparation under these proposals.

#### 3.2 Halton Specific

##### Exclusions (AMC)

There have been 36 permanent exclusions this academic year, from 12 different Halton schools (four children were in out of borough schools). This was split between four primary schools, seven secondary schools and one all-through school, with one school providing 22% of the exclusions. Although this is an increase on the last academic year (33 exclusions) this is broadly in line with other local authority areas.

Of the exclusions, 37% were for persistent disruptive behaviour. Halton are hosting an event 21 May 2019 for behaviour leads from each school, to work on consistency of practice across the borough. There has also been an increase in permanent exclusions for the use of a weapon, from two to three. There is a Knife Crime task force working to address this concerning development.

Halton have further developed the recording around exclusions, and have supported the Exclusion Officer in being able to produce real-time data on exclusions. The exclusion reporting forms have been developed to hold schools to account for the support they have put in place for the child prior to exclusion.

Mental Health First Aid training is being provided, along with school-facing support so that schools are better equipped to meet the needs of all pupils. In addition, we now encourage schools to send in information on fixed term exclusions regularly, rather than termly, in order that earlier intervention can take place. The Education Welfare Service is involved in ensuring that data received from schools is accurate and timely.

Work in this area means we are well-prepared for the proposed changes to the Ofsted framework in September 2019.

#### Attendance (AMc)

School attendance across both primary and secondary sectors in Halton will be a targeted area of work within the Education, Inclusion and Provision department during 2019/20. A range of social issues continue to impact upon the ability of some parents to ensure their child's attendance at school and the Council wishes to have a greater understanding of those issues and look at how best to support parents, carers, children and schools. Currently the Education Welfare Service offer a range of options for schools to buy in to a Service Level Agreement aimed at helping schools to increase attendance levels, and there is evidence that where schools do buy back, there is an increase in attendance levels. These service level agreements will also be reviewed as part of this work.

#### Early Years Bid (AMc)

Halton Borough Council has been successful in the application for Early Years Outcomes funding from the Department for Education, for a multi-agency project focused upon communication and language development in the Early Years. The total grant agreed is £583,378.98, for a period of 12 months to 31 March 2020. The aims of the project are:

- To effect significant, coherent system and cultural change across all partners in the local authority area, including families, that will improve the early language and communication outcomes for all children in Halton;
- To increase the Good Level of Development scores by improving the Communication, Language and Literacy outcomes, thereby having a positive impact on outcomes in other areas of learning;
- To improve practitioner knowledge and understanding in effectively identifying children's early language needs, to upskill the workforce in how to address these in a preventative context at a universal level and to ensure that fewer children need to progress to costly specialist provision.

To achieve these outcomes, the project will establish a universal communication and language screening system (Wellcomm) across Halton, with the aim of providing early identification of difficulties and appropriate, timely intervention for every Early Years child

from the age of six months. All practitioners in Early Years settings, including childminders, will receive training, focused support, coaching and quality assurance in the delivery of Wellcomm and linked areas from multidisciplinary specialist staff (the TALK Halton team).

Establishing the TALK Halton team will ensure sufficient capacity to achieve successful outcomes within very short timescales and facilitate sustainability once the funding has ended. The secondment of staff from partners across Health and Education (including the Private, Voluntary and Independent sector) will allow the project to start as soon as possible. It will also ensure sustainable system and cultural change within seconded staff's own organisations and at an operational level with all front-line practitioners. Workshops, training courses, and extension activities for families delivered by Adult and Family Learning Tutors will support children's communication and language development in their home environment, thus maximising the outcomes achieved.

#### Halton Children and Young People Safeguarding Partnership (TC & AMc)

The Children and Social Work Act 2017 introduced changes on how local safeguarding arrangements should work and be delivered. This is explained in the statutory guidance (Working Together to Safeguard Children 2018). Three partners now have equal and joint responsibility for leading the new arrangements – Halton Borough Council, Cheshire Police, Halton Clinical Commissioning Group.

To fulfil this role, the safeguarding partners must publish how they will work together, and with any relevant agencies. Relevant agencies have a legal duty to co-operate with the new arrangements and are those whose involvement the safeguarding partners consider will be required to safeguard and promote the welfare of children with regard to local need.

Halton are currently finalising the list of Relevant Agencies and the list of Relevant Agencies Organisation Responsibilities, currently there are over 200 agencies listed, including all schools. All agencies who work with children still have a duty to co-operate under section 11 of the Children Act 2004.

A range of legal documents, policies and procedures are being developed for the introduction of these new arrangements. The new Board will be Halton Children and Young People Safeguarding Partnership (HCYPSP) which will replace the Halton's Local Safeguarding Children Board (HSCB). There will be a three month transitional phasing in period from 01 April 2019 to allow the existing HSCB to wind down, produce the Annual Report and hand over to the new HCYPSP.

The HCYPSP Launch Event will be held 11 July 2019 for all named Relevant Agencies to learn more about the new arrangements. Invitations will be sent out to appropriate colleagues/senior leaders.

#### Early Help (TC)

Streamlining of universal provision with early help is underway. A more targeted approach is being undertaken as part of a service review.

## 4.0 Risk Control Measures

4.1 Risk control forms an integral part of the Council's business planning and performance monitoring arrangements. As such, directorate risk registers were updated in tandem with the development of the 2018-19 business plan.

## 5.0 Progress against high priority equality actions

- 5.1 Equality issues continue to form a routine element of the Council's business planning and operational decision making processes. Additionally the Council must have evidence to demonstrate compliance with the Public Sector Equality Duty (PSED) which came into force April 2011.

The council's latest annual progress report in relation to achievement of its equality objectives is published on the Council's website

<http://www4.halton.gov.uk/Pages/councildemocracy/Equality-and-Diversity.aspx>

## 6.0 Performance Overview

- 6.1 The following information provides a synopsis of progress for both milestones and performance indicators across the key business areas that have been identified by the Directorate. It should be noted that given the significant and unrelenting downward financial pressures faced by the Council there is a requirement for Departments to make continuous in-year adjustments to the allocation of resources in order to ensure that the Council maintains a balanced budget. Whilst every effort continues to be made to minimise any negative impact of such arrangements upon service delivery they may inevitably result in a delay in the delivery of some of the objectives and targets contained within this report.

### Objective: Improve outcomes for children and young people through effective multi-agency early intervention (PED01)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Monitor the average length of time between a child returning home and their return interview for those missing from care/home (Commissioned services information)	72 hours	72 hours	72 hours		
PED01 02	Reduce the number of young people who repeatedly run away in Halton (Halton BC data)	140		114		
PED01 03	Monitor the number of young people going missing in the year (Halton BC data)	1312		1087		
PED01 04	Monitor the number of young people flagged as at risk of child sexual exploitation (snapshot at end of quarter)	34		26		
PED01 05	Reduce the number of incidents of fixed term exclusion (academic year)	508		565		
PED01 06	Reduce the number of children subject to fixed term exclusions (academic year)	204		329		
PED01 07	Reduce the number of children subject to permanent exclusions (academic year)	33		35		
PED01 08	Increase the number of children involved in early intervention (CAF) (All those who have had a CAF at any point in the year)	715	750	1028		

Supporting commentary:

PED01 01 – 03: Missing data in relation to return interviews is provided from the Commissioned Service. Data in relation to incidents and individuals is provided from the Notifications of missing which are recorded by the local authority. Data for the year to date is indicating a similar pattern to that of the previous year. Please note that due to the change in source of this data, the targets set were inappropriate and that the 2017/18 has been amended to reflect the new data source.

PED01 04: The cohort of children flagged as at risk of child sexual exploitation continues to be monitored and scrutinised at a monthly operational group.

PED01 05 – 07: This data has been updated to cover the academic year. The number of fixed term and permanent exclusions has increased on the previous year. The Council has introduced the Behaviour Support Service working with schools to address exclusions. There is also a new CARE protocol in place to enable schools to better identify support required to address behavioural needs.

PED01 08: The number of CAF's has increased throughout the year, particularly from September 2018. The demand for early help interventions have increased through the locality services and the more targeted work that is now in place with early help in the children's centres. Other reasons for the increase include; a targeted approach to resolving current data issues with internal and external partners, more robust tracking and reporting developed, increase in early identification of needs before they escalate, increase in the number pre-CAF assessments leading to full CAF assessment, increase in partners initiating the CAF, ongoing support and training offered through early help teams with partners.

Ref:	Milestones	Quarterly Progress
PED01a	Further develop the performance monitoring in iCART to include the outcomes of CAF's (March 2019)	
PED01b	Implement North West Boroughs Thrive staff front door into iCART (March 2019)	
PED01c	Review the link with Adult Services referral structures (September 2018)	
PED01d	Revise joint protocol of working between Children and Adult Services (June 2018)	
PED01e	Preparation for Ofsted Inspection (ongoing)	
PED01f	Implement the Exclusions protocol to reduce the number of exclusions (September 2018)	

Supporting commentary:

PED01a: This has been further developed and is now measured within the Early Intervention CAF development group rather than iCART.

PED01b: Currently CAMHS manager is present in the ICART Team once a week to offer advice support consultation to staff which is anticipated to increase moving forward.

PED01c – d: These have been completed.

PED01e: Risk assessments and action plans are being undertaken around all the inspection frameworks.

PED01f: Completed

### Objective: Keeping Children and Young People safe by improving practice (PED02)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Monitor the rate of referrals to Children's Social Care per 10,000 0-18 year olds	418		534 (provisional)		
PED02 02	Reduce the number of children and young people who enter the care system	77	75	57 (provisional)		
PED02 03	Reduce the number of children who are placed at home with parents on a care order	32	29	30 (provisional)		
PED02 04	Reduce the number of children who are placed in residential care	47	34	31 (provisional)		
PED02 05	Reduce the number of children who are placed in independent fostering agency placements	66	35	61 (provisional)		

Supporting commentary:

PED02 01: The rate of referrals continues to fluctuate and analysis is undertaken on a regular basis to understand the increases and decreases to identify themes.

PED02 02: Systemic practice is now available to support children and young people who are on the edge of care, alongside a robust offer of support. This is proving successful in enabling some children to remain at home, a review of Halton's edge of care support services is currently underway.

PED02 03, 04 & 05: These have all been reduced, although none have met the challenging targets set.

Ref:	Milestones	Quarterly Progress
PED02a	Move to a model of systemic practice across the service (March 2019)	
PED02b	Revise LSCB arrangement for April 2019 (Publication April 2019, Implementation September 2019)	
PED02c	Review the commission for domestic abuse support services (March 2019)	
PED02d	Implement the revised Children in Care Partnership Board (July 2018)	
PED02e	Commission and implement a new client recording system (March 2019).	
PED02f	Commission a provider to develop a specialist residential provision supporting a group of complex children to step down from residential provision to foster care (March 2019)	No longer progressing
PED02g	Develop a Market and Recruitment collaboration to increase the number of foster care homes (March 2019)	
PED02h	Develop and publish a Local Offer for Care Leavers (July 2018)	

## Supporting commentary:

PED02a: The first cohort of staff trained will complete in January 2019 and new staff will start at the end of January.

PED02b: Please see Emerging Issues section.

PED02c: This has been completed and is currently out to tender.

PED02d: This has been completed.

PED02e: Upgrade to Eclipse from CareFirst6 has been agreed. This has not met the original timescale.

PED02f: The decision has been to focus on the growth of in house fostering placements and the more robust commissioning of residential placements rather than commission a further residential service and so this is not progressing at this time.

PED02g: This has been completed.

PED02h: This has been completed.

### Objective: Improve the offer for children and young people with SEND (PED03)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Increase participation in the POET Survey (parents/guardians)					
PED03 02	Increase the percentage of EHC Plan assessments completed within 20 weeks (academic year)	85%		49%		
PED03 03	Increase the number of schools identified as Nurture champions	8	8	10		
PED03 04	Increase the percentage of Statement converted to EHC Plans to meet the timescale	23%	80%	100%		
PED03 05	Increase the number of people accessing the Local Offer	38,019	40,000	36,213		

## Supporting commentary:

PED03 01: The local authority is considering a different approach to gathering evaluations from parents given the low participation rate during 2018. POET Survey will no longer be used.

PED03 02: The number of applications for EHCP assessment has risen significantly during academic year 2018/19. The Education Psychology team have found it difficult to complete assessments in the six weeks they are allocated and this has directly impacted on the Assessment team's capacity to complete the full process within 20 weeks.

PED03 03: The Nurture Network meeting in May will focus on the impact of individual groups so that schools can more effectively evaluate the impact of nurture as an intervention.

PED03 04: During the final quarter of the year there has been a significant increase in the number of sessions, however this has declined from the previous year and not met the challenging target set.

Ref:	Milestones	Quarterly Progress
PED03a	Develop and implement a Social Emotional and Mental Health (SEMH) Strategy and outcome focused action plan (March 2019)	

PED03b	Establish a Behaviour Support Team (March 2019)	
PED03c	Review specialist SEND provision for children and young people in Halton (March 2019)	
PED03d	Review the Education, Health and Care Plan process (March 2019)	
<p>Supporting commentary:</p> <p>PED03a: This is in the process of being formulated by the Policy Team ready for final consultation and then launch. This has not met the deadline previously set but is still in progress.</p> <p>PED03b: The Behaviour Support Service is now fully operational and is engaging with schools to promote positive inclusion across the borough.</p> <p>PED03c and d: Please see the Key Developments section.</p>		

**Objective: Improve progress and attainment across all key stages and diminish the difference between vulnerable groups and their peers (PED04)**

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Diminish the difference between disadvantaged pupils and their peers in achieving the expected standard at KS2 Reading, writing and Maths	24%	N/A	21%		
PED04 02	Increase the percentage of Children in Care achieving expected outcomes at KS2	Due to small cohorts and statistical variation, targets are not provided. Analysis of the cohort is conducted on an individual basis for these children to underpin resulting performance.				

Supporting commentary:

PED04 01: 63% of all pupils achieved the expected standard in RWM combined. Of these, 51% of disadvantaged pupils achieved that standard and 72.5% of non-disadvantaged pupils achieved that standard.

PED04 02: Analysis of the end of key stage outcomes for children in care were shared at January 2019 PPB through the Virtual School Head teacher annual report.

Ref:	Milestones	Quarterly Progress
PED04a	Using rigorous data analysis, feedback from the Cross Service Monitoring group and School Improvement office. er knowledge, schools will be categorised to identify levels of support and challenge.	
PED04b	Analyse, evaluate and report end of EYFS, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5 achievement outcomes, including success in diminishing the difference between vulnerable groups and their peers (March 2019)	
PED04d	Identify areas of need and support for Children in Care and Free School Meals pupils (December 2018)	
PED04e	Monitor the impact of Pupil Premium and Early Years Premium in closing the gap between Disadvantaged pupils and their peers (March 2019)	
PED04f	Ensure appropriate deployment of school improvement challenge and support for identified schools and settings, including school to school support as appropriate (March 2019)	

Supporting commentary:

PED04a - b: All primary schools categorised and informed of their school category. Secondary schools received their letters after the Autumn half term break.

PED04c: Attainment reports were shared with members of PPB in September 2018. Also shared with Head teachers and will be shared with Governors at the Governor conference in November 2018. Attainment has improved in all areas, with the exception of phonics. EYFS, reading and KS4 maths are priorities for development.

PED04d: Following analysis of the educational data for CIC 2017/18. EYFS and KS4 outcomes are an area of concern. Outcomes for KS1 and KS2 CIC were good. There are plans around all children who did not achieve their expected outcomes and these are monitored through the termly PEPs and by the Virtual School. The Virtual School is looking to develop a new targeted approach for using Pupil Premium Plus to meet the needs of groups of CIC who have the same areas of difficulty in their learning.

**Objective: Raise achievement in Early Years (PED05)**

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Increase the percentage of children achieving a good level of development in Early Years Foundation Stage	61%	67%	64.5%		
PED05 02	Reduce the good level of development gap between disadvantaged children and their peers at EYFS	23%	19%	21.6%		
PED05 03	Increase the take up of Early Years entitlement for vulnerable 2 year olds	100%	97%	80%		
PED05 04	Increase the take up of Early Years entitlement for 3-4 year olds	92%	95%	93%		
PED05 05	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding	N/A	90%	93%		

## Supporting commentary:

PED05 01 - 02: Attainment increased by 4% and reduced the difference to national by 3%. Attainment improved in all Early Learning goals. The gap between disadvantaged and peers has reduced by 1.9%.

PED05 03: Target has increased from 347 to 652 children per term. Halton funds the same number of children, however the target has nearly doubled.

PED05 04: The latest summary tables indicate that 93% of 3&4 year olds benefitted from the entitlement in 2017/18. In 2018 95% of 4 year olds took up the entitlement but the eligible 3 year old rate fell to 90%.

PED05 05: 4% are graded 'Requires improvement' and 1% are graded as 'Inadequate'. The of the remaining providers 10% are 'meeting the requirements' (judgment provided when no children present for inspection) and 10.4% are awaiting inspection. Where providers 'met' or awaiting inspection are removed, this provides a total of 94% graded good or outstanding.

Ref:	Milestones	Quarterly Progress
PED05a	Analyse Good Level of Development performance for all pupils and groups	
PED05b	Use data analysis to inform and share priorities with One Halton strategic group, the Educational Strategic Partnership Board and the SRIB.	
PED05c	Agree local and regional priorities and bid for funding where appropriate through SSIF and other funding streams (September 2018).	
PED05d	Completed RAG categorisation process for all EYFS settings (by September 2018) and identify actions, including levels of challenge, support and intervention required to improve pupil and inspection outcomes.	
PED05e	Using "Schools Causing Concern" guidance and "Strategy for Support and Intervention" identify and challenge schools and settings underperforming, using powers of intervention and locally agreed strategies required to improve standards and leadership (March 2019).	

## Supporting commentary:

PED05a: Analysis has been carried out, reported and shared to schools and stakeholders through the One Halton Strategic Group.

PED05b: Attainment has improved in all areas; technology remains the strongest ELG performance; writing and reading are the weakest areas. Girls outperform boys, as is the case nationally and the gap to national for each gender is similar.

PED05c: Strategic School Improvement Fund has now been abolished and no longer a route for funding. Existing projects will continue. Some targeted schools are taking part in an EY bid led by Warrington Teaching school based on developing Communication, Language and Literacy skills. Halton have recently been working with multiagency stakeholders to bid for additional Early Years funding streams. Please see the Emerging Issues section.

PED05d: RAG rating completed for all settings and will be shared by the end of October with the settings. The RAG categorisation process is being reviewed for settings to align more closely with the schools model. This new way of working will be shared with settings once criteria has been finalised. This is outside of the timescale originally set.

PED05e: Schools Causing Concern guidance is being used to inform categorisation. We have two schools receiving a high level of support as "Schools Causing Concern" and are providing further challenge and support to other schools based on needs analysis.

**Objective: Raise attainment across all Key Stages: KS1, KS2 & KS4 (PED06)**

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Reading	66%	N/A	73%		
PED06 02	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Writing	58%	N/A	67%		
PED06 03	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Maths	65%	N/A	74%		
PED06 04	Increase the percentage of pupils achieving the expected standard at Key Stage 2 in Reading, Writing and Maths	56%	59%	63%		
PED06 05	Increase the percentage making sufficient progress in Reading KS1 to KS2	-0.05	0	0.39		
PED06 06	Increase the percentage making sufficient progress in Writing KS1 to KS2	-0.48	0	0.43		
PED06 07	Increase the percentage making sufficient progress in Maths KS1 to KS2	-0.41	0	0.46		
PED06 08	Increase the percentage of young people achieving 9-5 in GCSE English and Maths	30.5%	N/A	32.3%		
PED06 09	Increase the percentage of young people achieving 9-4 in GCSE English and Maths	55%	N/A	57.7%		
PED06 10	Increase the average attainment 8 score per young person	44.9	N/A	44.2		
PED06 11	Increase the Progress 8 score	-0.22	N/A	-0.26		

## Supporting commentary:

PED06 01: An improvement of 7% and difference to national reduced to -2%

PED06 02: An improvement of 9% and difference to national reduced to -3%

PED06 03: An improvement of 9% and difference to national reduced to -2%

PED06 04: An improvement of 7% and difference to national reduced to -1%

PED06 05: An increase of 0.43 and significantly above national

PED06 06: An increase of 0.91 and significantly above national

PED06 07: An increase of 0.86 and significantly above national

PED06 08: National average is 40.2%

PED06 09: National average is 59.4%

PED06 10: This measure should not be compared to previous year due to the increase in subjects graded 9-1. The national average is 44.5.

PED06 11: This measure should not be compared to previous year due to the increase in subjects graded 9-1.

Ref:	Milestones	Quarterly Progress
PED06a	Analyse and report on the performance of pupil, school and LA attainment outcomes against national data for percentage reaching the expected standard and higher standard in reading, writing and maths (KS1), RWM and progress from KS1-KS2 (KS2), 9-5 and 9-4 in English, Maths, and English and Maths, and attainment 8 and progress 8 scores (KS4) (September 2018 – provisional data, March 2019 – validated data)	
PED06b	Identify and share good practice locally, regionally and nationally (termly).	
PED06c	Identify schools requiring further challenge and support due to outcomes and quality of teaching, learning and assessment, and/or middle/senior leadership. Broker support where necessary and use powers of intervention where necessary (ongoing)	
PED06d	Increase the skills, knowledge and experience of middle leadership through training and facilitating coaching and introducing peer reviews (December 2018)	

PED06e	Provide updates and training to strategic leaders including governors, outlining their role in holding schools to account and providing challenge to improve standards (December 2018)	
PED06f	Using "Schools causing concern" guidance, identify and challenge schools underperforming, using powers of intervention and locally agreed strategies required, improve standards and leadership. Inform the RSC and hold the RSC to account where necessary regarding underperformance in Academies and Free Schools (March 2019)	

Supporting commentary:

PED06a: As detailed in PED04.

PED06b: Good practice is shared at the One Halton Strategic Group, Primary Head teacher and Secondary Head teacher meetings. Sharing of practice across the region is carried out at the SILLA group and NWADCS school improvement groups and shared wider as part of a North West Peer Challenge process.

PED06c: As detailed in PED05.

PED06d: A core School Improvement team advisor is providing training to colleagues developing middle leadership knowledge, skills and experience and is currently working in 34 primary schools with a bespoke programme to develop middle leadership capacity.

PED06e: Governor termly training events now report attendance back to schools and hold governors to account to ensure key messages are shared. This more rigorous approach to governance has seen a dramatic increase in governor attendance and engagement in their strategic role. Governors are gaining a greater understanding of their role in holding school leaders to account for educational and attendance performance. A governor working group has been established to provide a Halton governor voice and to provide support to key governor issues.

PED06f: The Director of Children's Services has kept in touch with the RSC regarding a Free school eligible for intervention. Two schools under an academy order have now been provided with an identified sponsor. There have been some issues regarding responsibilities and protocols during these transitional arrangements and clear expectations have been shared with academy sponsor partners and the RSC.

### Objective: Improve participation and skills for young people to drive Halton's future (PED07)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED07 01	Reduce the percentage of 16-17 year olds not in education, employment or training	4.4%	4.4%	4.8%		
PED07 02	Reduce the percentage of 16-17 year olds whose activity is not known	0.8%	0.8%	0.3%		
PED07 03	Increase the percentage of 19 year olds achieving a Level 2 qualification			83.7%		
PED07 04	Increase the percentage of 19 year olds achieving a Level 3 qualification			55.3%		
PED07 05	Monitor the percentage of young people progressing to Higher Education		25%	28%		

Supporting commentary:

PED07 01 & 02: Impact of the improved tracking result below is that those young people we did make contact with are NEET, and therefore NEET has increased, but the overall NEET/Not Known has decreased from 5.2% 2017/18 to 5.1% 2018/19.

PED07 03: This data is 2016/17 and represents a reduction from 84.4% for 2015/16. National and regional figures have also reduced. Halton's decrease is lower than that of the national and regional decreases.

PED07 04: This data is 2016/17 and represents an increase from 54.4% for 2015/16. National and regional figures have also increased. Halton's increase is higher than that of the national and regional increases.

PED07 05: This data is 2016/17 and is in line with performance in 2015/16.

Ref:	Milestones	Quarterly Progress
PED07a	Closely monitor the cohort of young people not in education, employment or training and identify any common patterns/issues to inform actions or future commissioning needs (March 2019)	
PED07b	Work with schools to review the post 16 offers of learning made to young people in order to review why the percentage dropped in 2017 and to avoid further decreases (June 2018)	
PED07c	Work with Liverpool City Region colleagues to influence the development of the Careers Hub and how this works alongside the careers information, advice and guidance (IAG) support given to institutions in Halton (March 2019)	

Supporting commentary:

PED07a: Analysis of the cohort has been undertaken. Report has been provided to the Children's Trust Commissioning Partnership.

PED07b: Percentage of Year 11 and 12 pupils with an offer of learning for September 2018 remained stable at 96.6%. Arrangements have been agreed with schools to collect data earlier in the summer term of 2019 so data can be closely monitored before Year 11 and 12 pupils leave school for the summer break.

PED07c: Official Careers Hub Launch took place in Liverpool City Centre January 2019. Meeting planned in February 2019 with the three lead Enterprise Coordinators leading Hub Schools. Currently three schools in Halton are part of the Careers Hub (33 in total across LCR).

## 7.0 Financial Summary

## 7.1 CHILDREN AND FAMILIES DEPARTMENT

**Revenue Budget as at 31 March 2019**

	Annual Budget £'000	Actual £'000	Variance (Overspend) £'000
<i><u>Expenditure</u></i>			
Employees	9,479	9,171	308
Premises	277	218	59
Supplies and Services	1,150	1,082	68
Transport	115	151	(36)
Direct Payments/Individual Budgets	697	702	(5)
Commissioned Services	247	212	35
Out of Borough Residential Placements	4,366	6,991	(2,625)
Out of Borough Adoption	82	120	(38)
Out of Borough Fostering	1,453	2,840	(1,387)
In House Adoption	215	237	(22)
Special Guardianship	1,119	1,659	(540)
In House Foster Carer Payments	2,058	1,614	444
Care Leavers	190	329	(139)
Family Support	60	96	(36)
Emergency Duty team	100	102	(2)
Contracted Services	4	5	(1)
Early Years	60	231	(171)
Transfer to Reserves	112	112	0
<b>Total Expenditure</b>	<b>21,784</b>	<b>25,872</b>	<b>(4,088)</b>
<i><u>Income</u></i>			
Fees and Charges	-36	-33	(3)
Sales Income	-56	-57	1
Rents	-87	-92	5
Dedicated Schools Grant	-97	-97	0
Reimbursements & Other Grant Income	-688	-671	(17)
Government Grants	-164	-164	0
Transfer from Reserves	-117	-117	0
<b>Total Income</b>	<b>-1,245</b>	<b>-1,231</b>	<b>(14)</b>
<b>Net Operational Expenditure</b>	<b>20,539</b>	<b>24,641</b>	<b>(4,102)</b>
<i><u>Recharges</u></i>			
Premises Support	248	248	0
Transport Support	29	33	(4)
Central Support Service Costs	2,609	2,609	0
<b>Net Total Recharges</b>	<b>2,886</b>	<b>2,890</b>	<b>(4)</b>
<b>Net Department Expenditure</b>	<b>23,425</b>	<b>27,531</b>	<b>(4,106)</b>

### **Comments on the above figures**

The net departmental expenditure is £4,106,000 over budget at the end of the financial year, this compares to the overspend position of £4,259,00 at the same point last year although additional growth of £3,000,000 was added to the budget for 2018/19, less approved savings.

Employee costs are £308,000 under budget at the end of the financial year, mainly as a result of staffing budgets for Edinburgh Road not being utilised. The 2019/20 budget for Edinburgh Road is expected to be transferred to commissioned services and it is not anticipated this underspend will continue in the new financial year. The departmental staff turnover saving target of £332,000 was achieved in full.

Employee budgets are based on full time equivalent staffing numbers of 263.

The social care services within the department are £4,172,000 over budget. These services include Direct Payments, Out of Borough Residential Placements, Out of Borough Adoption, Out of Borough Fostering, In House Adoption, Special Guardianship and In House Foster Carer Payments. A number of these areas continue to be significantly over budget.

Expenditure relating to Out of Borough Residential Placements is £2,625,000 over budget at the end of the year and continues to be a significant pressure area. The number of individual children and young people in residential placements at the start of 2018/19 was 48, this number had increased to 49 by the end of March 2019. Overall costs at the end of the financial year have increased by 5.78% compared to the end of 2017/18. In the last few months staff have been recruited to a new Placements Team who will work more closely with providers & reduce the cost of packages. This is a very difficult area to predict future spend as the demand can change very quickly, but even with an increase in budget of £289,000 and reduced costs it is anticipated this will still be a budget pressure in 2019/20.

Out of Borough Fostering expenditure is £1,387,000 over budget. The number of individual children in an independent fostering agency placement has reduced from 66 at the start of 2018/19 to 61 at the end of March 2019, but reached a high of 75 during the year. Overall costs at the end of the financial year have increased by 23%. In house foster carers are utilised wherever possible and there has been a net increase of 3 households during the current financial year. Halton have joined a collaborative fostering service with Cheshire West and Chester, Cheshire East and Warrington and every effort is being made to recruit new foster carers, but this is a lengthy process and as a result it will take time for the council to build up a new bank of foster carers. Incentives to help recruit and retain foster carers have also been implemented in 2019/20, for example, discretionary council tax relief. These measures should have a positive impact on recruitment and retention and help reduce the reliance on independent fostering placements being sought at a much higher cost. However, this will continue to be a pressure area in the next financial year.

Expenditure relating to Special Guardianship Orders is £540,000 over budget and has increased from £1,496,000 in 2017/18 to £1,659,000 in 2018/19, an increase of 10.9%. A Special Guardianship Order places a child or young person to live with someone other than their parent(s) on a long term basis and Special Guardians have parental responsibility for a child until they reach 18 years of age. Special Guardianship Orders are set up through the family court and not the council, which makes it difficult to estimate how many more of these orders will be agreed in the next financial year. The budget has been increased by £552,000 in 2019/20.

The Early Years net divisional expenditure was £171,000 over budget at year-end, an increase of £39,000 from 2017/18. Employee related expenditure was £129,000 under budget at the end

of the financial year. The budget has a staffing contingency built in and employee related expenditure should not be a budget pressure in 2019/20 provided the structure continues to run smoothly and the agency staff usage is kept to a minimum. Income was below target by £357,000 and is the main area of concern. This level of underachievement is expected to continue in 2019/20, the income target has been increased by £16,820 to cover increased operating costs. Even with increases in occupancy levels and parental fees, they have not increased to the level at which the day care centres can become self-sustaining. If fees were to increase further, centres could find it difficult to compete with places offered in the private sector and occupancy levels could fall. Therefore this option would not be enough to provide a balanced budget. This area needs to be carefully monitored and will continue to be a pressure area in 2019/20 and beyond.

An additional £1,092,000 from the Social Care Support Grant has been given to the Children and Families budget in 2019/20 to relieve some of the ongoing pressure areas highlighted above. This is in addition to inflationary budget rises amounting to £668,000. Savings of £1,114,150 have been approved and applied to the department's budget, it is important these are achieved to help control net spending in 2019/20.

## 7.2 EDUCATION INCLUSION AND PROVISION

**Revenue Budget as at 31 March 2019**

	Annual Budget £'000	Actual £'000	Variance (Overspend) £'000
<i><u>Expenditure</u></i>			
Employees	5,748	5,751	(3)
Premises	32	107	(75)
Supplies & Services	2,241	2,148	93
Transport	5	1	4
Schools Transport	946	1,384	(438)
Commissioned Services	2,520	2,461	59
Agency Related Expenditure	1,572	1,512	60
Independent School Fees	3,049	3,049	0
Inter Authority Special Needs	400	400	0
Pupil Premium Grant	30	30	0
Nursery Education Payments	6,065	6,065	0
Capital Finance	2,276	2,276	0
<b>Total Expenditure</b>	<b>24,884</b>	<b>25,184</b>	<b>(300)</b>
<i><u>Income</u></i>			
Fees & Charges	-346	-410	64
Government Grants	-4,161	-4,291	130
Reimbursements & Other Grants	-1,179	-1,215	36
Schools SLA Income	-366	-578	212
Transfer to/from Reserves	-974	-974	0
Dedicated Schools Grant	-13,708	-13,708	0
Inter Authority Income	-578	-323	(255)
<b>Total Income</b>	<b>-21,312</b>	<b>-21,499</b>	<b>187</b>
<b>Net Operational Expenditure</b>	<b>3,572</b>	<b>3,685</b>	<b>(113)</b>
<i><u>Recharges</u></i>			
Central Support Services Costs	1,597	1,599	(2)
HBC Support Costs Income	-79	-79	0
Premises Support Costs	156	156	0
Transport Support Costs	279	281	(2)
Asset Charges	4,097	4,097	0
<b>Net Total Recharges</b>	<b>6,050</b>	<b>6,054</b>	<b>(4)</b>
<b>Net Department Expenditure</b>	<b>9,622</b>	<b>9,739</b>	<b>(117)</b>

**Comments on the above figures**

The outturn position shows an overspend of £0.117m against a full year budget allocation of £9.622m.

Employee costs is over budget but not to the extent that was forecast throughout the year. This is due to a restructure within the Early Years Service and vacant posts that were not filled until later than expected.

Employee budgets are based on full time equivalent staffing numbers of 103.

Premises costs is over budget mainly due to costs at the CRMZ centre. Premises costs have been incurred during the year ahead of Riverside College taking ownership of the building.

Supplies and Services are under budget for the year. There was a conscious effort from all budget holders throughout the department to closely monitor and reduce spend in this area.

Schools Transport is over budget for the year. The Council has a statutory responsibility to provide transport for pupils with Special Educational Needs to and from school. The number of pupils with Special Educational Needs is increasing year on year which is increasing the service demand and therefore costs of transport. This is an issue across all councils, it is not unique to Halton. However the Council undertook a new contract procurement exercise with all school transport providers, which will help control and reduce future costs.

Commissioned Services and Agency Related Expenditure have come in under budget. There was a reduction in contract costs on commissioned services during the year, particularly within Troubled Families. Agency related expenditure is mainly needs led budgets and so the final expenditure can change depending on school results and their financial standings.

Government Grant income is showing as overachieved due to grants being received that weren't expected or a higher amount than forecast. It is worth noting that several grants are reducing in the next financial year, in particular the Troubled Families and the School Improvement and Brokering Grant.

Reimbursements and other grant income has overachieved against the budgeted income target due to receiving contributions from other local authorities for joint contracts within Integrated Youth Support Services.

Schools SLA income was originally forecast to underachieve for the year but has actually overachieved. This is due to an increase in the demand for services such as Educational Psychology and Education Welfare in line with the increasing numbers of pupils with Special Educational Needs.

Inter Authority income has not achieved against the budgeted target as has been the case in previous years. The Council has a reduced capacity to accept pupils from other authorities as special schools and units are full. Again, this is the result of the increase in SEN pupils.

**Capital Projects as at 31 March 2019**

Capital Expenditure	2018/19 Capital Allocation £'000	Actual Spend £'000	Total Allocation Remaining £'000
Asset Management Data	5	3	2
Capital Repairs	808	786	22
Asbestos Management	19	11	8
Schools Access Initiative	77	60	17
Basic Need Projects	0	0	0
Lunts Heath	11	10	1
Fairfield Primary School	79	57	22
Weston Point Primary	4	4	0
Kitchen Gas Safety	71	62	9
Small Capital Works	119	86	33
The Bridge School vocational centre	397	376	21
Simms Cross	130	129	1
Ashley School	80	79	1
SEND allocation	30	53	(23)
Healthy Pupil Capital Fund	70	53	17
The Grange	0	2	(2)
<b>Net Expenditure</b>	<b>1,900</b>	<b>1,771</b>	<b>129</b>

**Comments on the above figures.**

Work has been completed on Lunts Heath, Weston Point Primary, Simms Cross and Ashley School and retention fees paid.

Fairfield Primary construction work to the infants and junior schools, MUGA pitch and enhancement of the grass playing field are now complete. We are currently awaiting final fee invoices and the release of retention payments. The underspend will be required for this purpose.

Work at The Bridge School vocational centre is now complete. We are currently awaiting final invoices. The underspend on this project is needed to pay the retention, which will be released in September 2019.

Requests have also be made to carry forward the underspends on all other projects to 2019-20.

SEND is an ongoing project. The overspend for 2018-19 will be funded from the allocation for 2019-20.

Spend on The Grange has been funded by the school.

8.0 Appendix I

8.1 Symbols are used in the following manner:

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

8.2 Direction of Travel indicator

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

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

8.3 Key for responsible officers:

- AMc** Ann McIntyre, Operational Director, Education, Inclusion and Provision Service
- TC** Tracey Coffey, Operational Director, Children and Families Service

<b>REPORT TO:</b>	Children, Young People and Families Policy and Performance Board
<b>DATE:</b>	9 September 2019
<b>REPORTING OFFICER:</b>	Strategic Director, Enterprise, Community & Resources
<b>PORTFOLIO:</b>	Children, Young People and Families
<b>SUBJECT:</b>	Performance Management Report for Quarter 1 2019/20
<b>WARD(S)</b>	Boroughwide

## **1.0 PURPOSE OF REPORT**

- 1.1 To consider, and to raise any questions or points of clarification, in respect of performance management for the first quarter period 1 April 2019 to 30 June 2019.
- 1.2 Key priorities for development or improvement in 2018-19 were agreed by Members and included in the Business Plan, for the various functional areas reporting to the Board as detailed below:
  - Education, Inclusion, Provision Services
  - Children and Families Services

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

## **2.0 RECOMMENDED: That the Policy and Performance Board**

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

## **3.0 SUPPORTING INFORMATION**

- 3.1 Departmental objectives provide a clear statement on what services are planning to achieve and to show how they contribute to the Council's strategic priorities. Such information is central to the Council's

performance management arrangements and the Policy and Performance Board has a key role in monitoring performance and strengthening accountability.

**4.0 POLICY IMPLICATIONS**

4.1 There are no policy implications associated with this report.

**5.0 OTHER IMPLICATIONS**

5.1 There are no other implications associated with this report.

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

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

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

**7.0 RISK ANALYSIS**

7.1 Not applicable.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 Not applicable.

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

9.1 Not applicable

## Children and Young People Priority Based PPB Report

**Reporting Period:** Quarter 1, 01 April 2019 – 30 June 2019

### 1.0 Introduction

- 1.1 This report provides an overview of issues and progress that have occurred during the period of the report towards the priority of Children and Young People. The way in which traffic light symbols have been used to reflect progress is explained within Appendix 1 (section 8).
- 1.2 Please note initials have been provided to indicate which officer is responsible for the commentary to aid Members, as requested by the Children and Young People Policy and Performance Board. A key is provided in Appendix 1 (section 8).

### 2.0 Key Developments

#### 2.1 **Education Strategic Partnership Board**

The Education Strategic Partnership Board was established in 2017 as a response to the fragmented Education System and in an attempt to provide the local framework for securing accountability for, and continual improvement in, the quality of education and standards of educational achievement and delivering our Ambition in Halton.

It was agreed by the group that a review of the impact and the future role, direction and membership of the Board was needed. This was to ensure there is an agreed focus and drive to improving educational outcomes for children and young people in Halton through all key agencies working together. A very positive independently facilitated Development Session was then followed by two writing group meetings. These meetings have now agreed the vision, strapline and focus of the Board. Information that will be shared with all partners. The revised arrangements will be launched in spring 2020. (AMc)

#### 2.2 **Social Emotional and Mental Health free school update**

In March 2019 the LA was informed by the Secretary of State that our joint bid with St Helen's Borough Council to establish a Free School for pupils with Social, Emotional and Mental Health had been approved to proceed to the next stage. A competition is then launched and any interested proposer need to complete their application by 30<sup>th</sup> September 2019. To gauge the level of interest Halton and St Helens supported by the New School Network held and Engagement Event at the Stadium in May 2019. Between September 2019 and December 2019 all applications will be assessed. The Secretary of state is then scheduled to announce the successful proposer in spring 2020. (AMc)

#### 2.3 **Special Educational Needs & Disabilities (SEND) Commissioner**

Within the new Placements Division there is now a SEND Commissioner post funded by School Forum. Since taking up this role a total of 14 visit have been made to seven Out of Borough Schools to complete introductions and address any quality issues encountered. An improved process has been introduced for the collection of attendance at each establishment.

Discussions have now started to take place with any provider with 10 plus pupils to negotiate the savings that can be made on a cost or volume basis to maximise financial efficiencies.

Halton remain a leading member of the regional development of a North West Dynamic Purchasing System for Independent and Non-Maintained schools. The Placements team has continued to work closely with the Safeguarding Children in Education officer, the Transport team and Special Education Needs (SEN) Team to review and assess the offer to young people - implementing action plans and recommendations where improvement is needed include development of premises, policies and procedures and staff training. (AMc)

#### 2.4 **Behaviour Support Team**

Halton's Behaviour Support Service became fully operational in November 2018. The service is a 'school-facing' service whose main focus is to support all schools to build their own capacity to meet the needs of individual pupils who may be at risk of presenting challenging behaviour. In doing so, the service also provides strategic support and challenge to school leaders in meeting their statutory duties for managing behaviour, reducing exclusions and improving inclusive practice.

The support the service can offer and how to refer into the service to access support is available on the Local Offer. Through this and other routes the service has had initial contact from the vast majority of schools in Halton which has included providing advice and guidance and short pieces of targeted work. More detailed work has been undertaken with a number of schools and this has ranged from comprehensive reviews of their Behaviour Management Policies to ensure compliance, through to direct support with staff by modelling good behaviour management and classroom practice. This has included prolonged support for two Primary schools who received adverse Ofsted outcomes. (AMc)

The Behaviour Support Service has also developed a full training offer for schools including, Team Teach and Mental Health First Aid to ensure that schools are compliant with new statutory requirements. The service has also provided a more bespoke training package based on a schools' identified needs. The Mental Health First Aid – a two day, nationally recognised training course – has already been delivered to 60 school-based staff with more than 60 places available again next term. We are also providing training for child-facing LA staff during the summer period. This is building capacity for schools to support the initial mental health needs of their pupils. In autumn 2019, we will extend this offer to include a two hour training offer for all school staff and for parents supporting them to provide initial mental health support to pupils and providing them with further resources to sign your people to.

The Behaviour Support Service is also refining exclusions data collection and analysis in order to target support for schools in reducing the number of exclusions and also building capacity to effectively manage behaviour. (AMc)

### 2.5 Children in Need (CIN)

The Child In Need co-ordinator is now in post and will significantly strengthen the Step up/ Step down process, the first step down CAF meeting will be chaired by the CIN Co-ordinator to ensure a seamless transfer between the levels of need and will ensure a timely and robust plan is in place at Level 2 where required.

The Children in Need service has successfully recruited to the Principal Manager role, Damien Fitzsimmons is an experienced manager and will join the service in mid-September 2019. (TC)

### 2.6 Joint Area Targeted Inspection (JTAI)

A Joint Area Targeted Inspection took place in Halton between 6<sup>th</sup> and 11<sup>th</sup> July 2019. The JTAI is a multi-agency inspection involving Ofsted, Care Quality Commission, and the inspectorates for Cheshire Police and the probation services (including youth justice). The theme examined was exploitation (criminal and sexual) and missing and how agencies worked together to meet the needs of vulnerable children. The letter will be published in August 2019 but the feedback identified a high number of key strengths and some areas for development but overall was positive. A plan will be developed across the partnership to respond to the areas for development. (TC)

### 2.7 Halton Care Leavers 'Coffee Drop'

A care leaver "coffee drop" service has been developed in Runcorn and Widnes in consultation with our care leavers. This service gives care leavers the opportunity to drop in and develop a range of skills such cooking, budget management, how to manage a tenancy, and meet other care leavers for support and advice. A range of partners attend to offer advice and support. (TC)

## 3.0 Emerging Issues

### 3.1 National Issues – Joint Targeted Area Inspection on the theme of Children's mental health (JTAI)

Please use the link below to access the guidance.

<https://www.gov.uk/government/publications/joint-targeted-area-inspections-on-the-theme-of-childrens-mental-health>

(AMc) (TC)

### 3.2 Halton Specific - Special Educational Needs & Disabilities Commissioner

System are currently been refined and further developed to summarise progress from pupils placed at Out of Borough or Independent schools. This information will enable the LA to focus attention on how to improve outcomes for children and young people and ensure value for money.

Regular consultation with Parents and Young People has continued to gather information about the short breaks offer and how it can be developed for current and new provision.

Currently in process of a further procurement round for short breaks small grants a group of young people will be involved in the evaluation of the bids, the submissions will mean a broadening of the short breaks offer locally. (AMc)

### 3.3 Halton Specific – Behaviour support Service

With the commencement of the new Ofsted framework and its higher focus on inclusion it is vital that all services work with schools to improve their understanding of inclusion, improve their inclusive practice and reduce the number of exclusions. To this end the Behaviour Support Service is working with schools to increase school staff capacity to understand behaviour as a communication of need and to focus on the primary behaviour as opposed to using sanctions on secondary ‘crisis’ behaviours. This will be supported by a full training programme including access to Tom Bennett, the Government’s behaviour expert, and also the development of the ACEs programme (Adverse Childhood Experiences) and the Pivotal Approach to Behaviour Management. (AMc)

### 3.4 New Education Inspection Framework (EIF)

This framework sets out the OFSTED’s inspection principles and the main judgements that inspectors make when inspecting school settings. It applies from September 2019.

*Please use the link below to access the framework:*

<https://www.gov.uk/government/publications/education-inspection-framework>

(AMc)

## 4.0 Risk Control Measures

4.1 Risk control forms an integral part of the Council’s business planning and performance monitoring arrangements. As such, directorate risk registers were updated in tandem with the development of the 2019-20 business plan.

## 5.0 Progress against high priority equality actions

5.1 Equality issues continue to form a routine element of the Council’s business planning and operational decision making processes. Additionally the Council must have evidence to demonstrate compliance with the Public Sector Equality Duty (PSED) which came into force April 2011.

The council’s latest annual progress report in relation to achievement of its equality objectives is published on the Council’s website

<http://www4.halton.gov.uk/Pages/councildemocracy/Equality-and-Diversity.aspx>

## 6.0 Performance Overview

6.1 The following information provides a synopsis of progress for both milestones and performance indicators across the key business areas that have been identified by the Directorate. It should be noted that given the significant and unrelenting downward financial pressures faced by the Council there is a requirement for Departments to make continuous in-year adjustments to the allocation of resources in order to ensure that the Council maintains a balanced budget. Whilst every effort continues to be made to minimise any negative impact of such arrangements upon service delivery they may inevitably result in a delay in the delivery of some of the objectives and targets contained within this report.

**Objective: Improve outcomes for children and young people through effective multi-agency early intervention (PED01)**

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Increase the number of children with an early help assessment (measured as those subject to CAF, pre-CAF or specific target interventions in Children's Centres at any point in the year) (financial year cumulative to end of quarter)	N/A	450	708 CAF 83 Pre C	N/A	
PED01 02	Maintain overall attendance at schools: Primary –Pri PRU – PRU Secondary – Sec Special – Spec Total	Pri-95.35 Pru-63.83 Sec-92.67 Spe-91.28 Tot-94.1 (17-18)		Pri-95.49 Pru-69.75 Sec-93.11 Spe-90.97 Tot-94.1 (18-19)	Total 	N/A

**Supporting Commentary:**

PED01 01: (Val Armor) The number of early help assessments through CAF and pre-CAF have steadily increased over the past 12 months, This has been through various avenues:

A targeted approach to resolving current data issues with internal and external partners, and also a more robust tracking and reporting which has been developed over the year.

An increase in early identification of needs before they escalate is recognised earlier from professionals

An increase in the number of pre CAF assessments which have then led onto a full CAF assessment.

Ongoing support and training offered through early help teams with partners.

PED01 02: (Debbie Houghton) Attendance overall has improved slightly in 18/19 compared to 17/18, however attendance at special schools has reduced. Nationally average school attendance is 95% and only the primary schools are above this figure at 95.49%, with secondary at 93.44%. The Education Welfare Service provide a traded service to schools that have a Service Level Agreement and offer statutory services only to other schools. The Education Welfare Service work together with schools to tackle attendance via a number of methods including case work with families, issuing penalty notices, Attendance Planning Meetings and legal action when appropriate.

Ref:	Milestones	Quarterly Progress
PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools (Martin West/Debbie Houghton) (March 2020)	
PED01b	As a result of the review of Early Help Services, plan and implement transformation model (Val Armor) (March 2020)	
PED01c	Workforce development, including targeted training, to be further developed and implemented (Val Armor) (March 2020)	

**Supporting commentary:**

PED01a: (Debbie Houghton) The Education Welfare Service work together with schools to tackle attendance via a number of methods including case work with families, issuing penalty notices, Attendance Planning Meetings and legal action when appropriate.

PED01b: (Val Armor) The first stage of the early help review which includes the edge of care model has started. Staff consultations have been completed and a report will go to steering group late September 2019. The children centre universal offer is also under review with changes already implemented. There is less universal provision offered to universal families in order to offer a better quality and targeted service to the families that are most in need. The children centre managers have a taking stock day set for September with a further look to reduce the universal offer. This needs close attention and monitoring as early help still needs to offer a universal provision but we are working on getting the balance right in order to serve the families who need it most.

Work has commenced in looking at utilising existing resources in the community such as community centres and shopping malls to deliver early help services in a better more effective way.

Over the next 12 months a parenting pathway for Halton will be developed as part of the early help review of services.

Consultation has taken place with professionals about the CAF forms and process and parental consultation will begin in September with a view to redesign and re launch the early help assessment.

PED01c: (Val Armor) The borough has adopted the Solihull approach within the children's workforce, to date there have been over 300 staff from various disciplines trained. Level 4 in integrated children and young peoples practice has been secured through the apprenticeship levy and will commence September 2019. Staff from social care early help and schools

will be trained. Targeted training on parental conflict will roll out from November 2019. Further funding is available for domestic abuse training through the gateway programme.

### Objective: Keeping Children and Young People safe by improving practice (PED02)

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Monitor the rate of referrals to Children's Social Care per 10000 0-18 yr olds (Forecast annualised rate at end of financial year)	524	500	145	N/A	
PED02 02	Monitor the rate of children in need per 10000 0-18 yr olds (snapshot at end of quarter)	330	380	351		
PED02 03	Monitor the rate of children subject to a child protection plan per 10000 0-18 yr olds (snapshot at end of quarter)	45	45	46		
PED02 04	Monitor the rate of children in care per 10000 0-18 yr olds (snapshot at end of quarter)	94	90	94		
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	59	68	26		
PED02 06	Reduce the average caseload in CIN Teams (snapshot end of quarter)	N/A	18	21	N/A	
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	72%	85%	70% 813/1161		
PED02 08	Reduce the number of children who repeatedly run away in Halton (number of children with 2+ missing incidents in last 12 months, snapshot end of quarter)	114	N/A	50		
PED02 09	Monitor the number of children who go missing in the year (number of children recorded as missing in last 12 months, snapshot end of quarter)	265	N/A	110		N/A
PED02 10	Monitor the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	26	20	21		
PED02 11	Monitor the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	N/A	12	13	N/A	

#### Supporting commentary:

PED02 01: (Zoe Fearon) This is an area that is monitored closely, following a recent Inspection there has been an increase in exploitation tools received in the ICART team. If referrals continue at the current rate there will have been an increase in the numbers of referrals received over the year.

PED02 02: (Zoe Fearon) Following the introduction of alternative risk assessment tools last August, the number of the CIN population has decreased, impact challenge meetings have also addressed issues of drift and delay, there has been a recent increase in contacts which has led to an increased CIN population which is being closely monitored.

PED02 03: (Zoe Fearon) The number of children subject to child protection plans had decreased in line with reduced caseloads, however there has been a recent increase and this will continue to be closely monitored.

PED02 04: (Liz Davenport) This remains stable despite a number of entering care in the month, as its balanced by a number of children exiting care due to discharge of care orders and Special Guardianship Orders

PED02 05: (Zoe Fearon) The number of children entering care has fallen over the last 12 months, however due to the increased identification of criminal exploitation this number will potentially rise in response to safeguarding and keeping young people safe, this is an area of significant scrutiny and will be closely monitored.

PED02 06: (Zoe Fearon) Caseloads have steadily reduced over the last 12 months, this is due to greater transparency, Impact challenge, complex case discussion and a rigorous focus on avoiding drift and delay for families, without significant focus and challenge this is an area that could increase and requires continual focus..

PED02 07: (Zoe Fearon) There has been an increase in the amount of return interviews completed and timeliness has also improved, this will continue to be monitored.

PED02 07: (Liz Davenport) Latest date from commissioned service indicates and improvement in June to 78% completion rate of RI within 72 hours
PED02 07: (Val Armor) Since the themed inspection in the front door April 2018 there has been an increase in return interviews within timescales.
PED02 08: (Zoe Fearon) Ongoing work is undertaken with our young people who go missing from home, this is supported by the commissioned service and will continue to support individuals to reduce risk.
PED02 08: (Liz Davenport) This is a small cohort of children, which are being actively tracked in a multi-agency response with successful outcomes, including legal intervention where necessary
PED02 08: (Val Armor) Early intervention works closely with the commissioned service to help to reduce this and work in a preventative way
PED02 09: (Zoe Fearon) Every child who goes missing continues to be offered a return home interview to support and understand the reasons behind the episode, thematic information is presented to the strategic group in order to evaluate strategies to reduce and disrupt these incidents.
PED02 09: (Liz Davenport) This is a small cohort of children, which are being actively tracked in a multi-agency response with successful outcomes and continue to be tracked weekly.
PED02 09: (Val Armor) Weekly monitoring of missing are completed in order to look at themes to implement prevention work
PED02 10: (Zoe Fearon) Children who are identified as at risk of CSE are flagged within the children' social care data base and this information is shared with partners at an operational meeting, this information is presented to the strategic group for evaluation and analysis.
PED02 11: (Zoe Fearon) Children at risk of criminal exploitation is now monitored and flagged through the social care data base, this information now feeds into the operational group and is shared with partners appropriately, following the recent JTAI with the theme of contextual safeguarding there has been an increase in partner identification of children who are potentially being exploited.

Ref:	Milestones	Quarterly Progress
PED02a	Embed a systemic model of social work practice across the whole service; social workers, managers and senior leaders (Tracey Coffey) (March 2020)	
PED02b	Implement and embed new Multi-agency safeguarding arrangements to replace LSCB (Tracey Coffey) (March 2020)	
PED02c	Implement a revised safeguarding model for vulnerable teenagers under the Contextual Safeguarding Framework (Tracey Coffey) (March 2020)	
PED02d	With a focus on multi-agency risk assessment, reduce caseloads to a sustainable and manageable level to give workers capacity to deliver quality and focussed interventions to improve outcomes for vulnerable children (Zoe Fearon) (March 2020)	
PED02e	Monitor demand for statutory services for children and young people (Zoe Fearon) (March 2020)	
<b>Supporting commentary:</b>		
PED02a: (Tracey Coffey) The training is ongoing and due to be completed by January 2020.		
PED02b: (Tracey Coffey) The partnership has been launched with a new website; the revised meetings and management structure will be implemented from September 2019.		
PED02c: (Tracey Coffey) This is in progress and will take into account the JTAI inspection outcome letter.		
PED02d: (Zoe Fearon) The MARAF form (Multi-agency risk assessment form) is one of the tools utilised by the social workers when they are stepping down or closing the case, this enables multi-agency partnership working in relation to managing risk and agreeing levels of need, this has supported the positive reduction of caseloads and enables social workers to have the capacity to deliver quality and focussed interventions.		
PED02e: (Zoe Fearon) Performance reports allow continual monitoring of performance, demand and future planning for service delivery for children and young people. This information is fed into and evaluated by Senior Leadership Team.		

## Objective: Improve outcomes for Children in Care and Care Leavers (PED03)

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Reduce the number of children who are placed in residential care (snapshot at end of quarter)	31	20	30		
PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	61	N/A	58	N/A	N/A
PED03 03	Increase the percentage of children in care making progress against their expected outcomes (based on termly PEP outcomes of children making the expected rate of progress in line with their peers with the same prior attainment across reading, writing and maths)	N/A	N/A	46.8% Spring term 2018/19	N/A	N/A
PED03 04	Increase the percentage of children in care with 95% or above attendance (attendance is cumulative across an academic year – data is based on the term that the QMR falls within)	N/A	N/A	71.5% Spring term 2018/19	N/A	N/A
PED03 05	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	80%	95%	95%		
PED03 06	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	60%	65%	60%		
PED03 07	PLACEHOLDER: Benchmarking Year: Percentage of CIC provision where QA visit has been undertaken (cumulative from April to end of quarter)	N/A	N/A	To follow	N/A	N/A
PED03 08	Monitor the budget spent on independent and out of borough placements for Children in Care (forecast end of year)	9,672,589	N/A	9,363,126		N/A

**Supporting Commentary:**

PED03 01: (Liz Davenport) Placement panel and Permanency Leadership Board continues to track and plan for those children in residential who are ready to return to foster placements however in the recent month there has been an increasing demand in Residential due to lack of sufficiency Locally and regional (IFA) of foster carers for teenagers in particular.

PED03 01: (Sam Murtagh) A business case is currently being developed with a view to commission a local children's home, one of the focus areas of the service would be to prepare young people to move onto a fostering placement by directly matching

PED03 02: (Liz Davenport) The fostering teams recruitment drive is delivering and a significant increase of prospective carers in assesemnt-14, are due to presented to panel in the Autumn, increasing our Local stock of foster carers.

PED03 02: (Sam Murtagh) By having the Resource panel in place young people who are currently in an IFA placement due to no local fostering availability at the time of placement can be matched to future local carers

PED03 03: (Sharon Williams) Educational progress is measured by the rate of progress a child is making based on their previous attainment and in comparison with other pupils who had the same prior attainment outcomes. For children in care expected progress is recorded by their school on their termly PEP – this measure is taken as those making expected progress across all 3 core subjects of Reading, Writing and Maths. Children can be making progress in individual subjects but it is the combined measure that this data is based upon. Progress data is also analysed by curriculum year group and education phase. Placement and school changes can impact upon a child's progress as can their special educational needs. In Spring Term 2018/19 over 60% of children in Reception, Y1, Y3 and Y5 are making at least expected progress across all core subjects. However, the majority of children in Y2, Y4 and Y6 are not progressing as well as their peers. Over 55% of pupils in Y7 and Y8 are making at least expected progress across all core subjects, whilst those in Y9, Y10 and Y11 are not. The Virtual School monitor any child in care who is identified as not making expected progress and scrutinise the impact of any pupil premium plus interventions focused on accelerating progress.

PED03 04: (Sharon Williams) DfE data on Persistent Absence is based on an attendance of below 90%. However, for Halton children in care the benchmark is set as 95% to provide early alerts of any child or young person at risk of becoming a persistent absentee.

Attendance data from Sept – April 2018/19 shows that over 85% of Primary children in care have attendance above 95% and over 55% of Secondary young people in care also have over 95%. The average percentage attendance for Primary children in care is 96.4%. The average percentage attendance for Secondary pupils was 90.96%

The Virtual School analyses the reasons for absence of each child or young person. For example, the main reasons for absence in Primary are illness and medical appointments; in Secondary the main reasons were Unauthorised absences and illness. Attendance is also monitored through the individual child's PEP and schools include interventions to improve the attendance of any child who has an absence issue. Fixed term exclusions in Primary and Secondary pupils have fallen in the Spring Term.

PED03 05: (Liz Davenport) This is an improving trend and is targeted to improve due assets in the Local Authority offering shared/supported living arrangements for Care Leavers becoming available at the end/mid July 2019

PED03 05: (Sam Murtagh) The Care Leavers Accommodation Panel involving a local Registered Social Landlord amongst other partners has led to a smooth housing referral process for young people pre 18 . This process is awaiting final sign off at the Liverpool City Region Registered Social Landlords group – it is envisaged this will then enhance available property

PED03 06: (Liz Davenport) Specific targeted work has commenced with the Virtual School on a cohort of hard to engage CL

PED03 07: (Sam Murtagh) With the implementation of the new Placements team quality assurance visits have been refocussed , these are now planned for the remainder of the year to all Residential and Leaving Care placements

PED03 08: (Liz Davenport) Placement panel occurs weekly, Children in Care and Care Leavers Team management meetings have set a finance agenda and finance attend to summarise concerns as a critical friend. The Divisional Managers meets monthly with finance to check, oversee and forecast on budget demand and spend-making sure every penny counts

PED03 08: (Sam Murtagh) The budget position currently shows an improvement on the previous financial year.

Ref:	Milestones	Quarterly Progress
PED03a	Review the process for children entering and exiting care to ensure there is a sufficient range and choice of provision to meet their needs (Tracey Coffey) (March 2020)	
PED03b	Review and quality assure the commissioning of services for Children in Care and Care Leavers to ensure that they meet the needs of Halton's population and inform future commissioning decisions (Sam Murtagh) (March 2020)	
PED03c	Restructure the Children in Care and Care Leavers service to create a more flexible, permanent and resilient workforce (Liz Davenport) (March 2020)	
PED03d	Through the quality assurance of Personal Education Plans, identify areas of need and support to improve outcomes for individual Children in Care (Sharon Williams) (March 2020)	

**Supporting commentary:**

PED03a: (Tracey Coffey) revised sufficiency plan being drawn up to reflect improvements in foster service development. New placements team in place to ensure value for money in sourcing placements supported by weekly resource panel.

PED03b: (Sam Murtagh) Quality assurance visits have started with Residential and Leaving Care providers , there is a regional Information Sharing Protocol in place and regular updated information is received from the regulatory body OFSTED

PED03c: (Liz Davenport) The Children in Care team has limited resilience due to increasing and complex caseloads. The Care Leavers Service has seen an increase in a Personal Advisor with a report submitted for Steering group on the 8<sup>th</sup> August 2019 when a fifth Personal Advisor and Practice Lead post (which is within existing budget) can be created to support the service demand.

PED03d: (Sharon Williams) Personal Education Plans are completed every term for each child in care from the age of 3 to 19 years old. The Virtual School quality assures each Personal Education Plan to ensure that they are high quality, effective plans providing support to each child according to their identified needs. The Virtual School also monitors the use and impact of the Pupil Premium Plus funding that is requested through the Personal Education Plan, to ensure that it is targeted appropriately to improve the educational outcomes of each child and accelerate their expected progress. Data analysis is undertaken of each child's outcomes across the core subjects to identify their individual areas for development however, subject specific analysis is also undertaken across the cohorts.

In Spring Term 2018/19 over 60% of children in Reception, Y1, Y3 and Y5 were making at least expected progress across all core subjects. However, the majority of children in Y2, Y4 and Y6 were not progressing as well as their peers. Across the Primary cohort writing is an area that children in care need additional support in to achieve their expected progress and to perform in line with national expectations. Over 55% of pupils in Y7 and Y8 are making at least expected progress across all core subjects, whilst those in Y9, Y10 and Y11 are not. English and Science are subjects in which Secondary age young people in care need additional support to achieve their expected progress and to perform in line with national expectations.

**Objective: Improve the offer for children and young people with disabilities and those with Special Educational Needs (PED04)**

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase the percentage of EHCP assessments completed within 20 weeks (academic year cumulative to end of quarter)	49%	75%	38%		
PED04 02	Reduce the number of incidents of fixed term exclusion (academic year cumulative to end of quarter)	617 17-18 academic	500	913 18-19 academic		
PED04 03	Reduce the number of children subject to fixed term exclusions (academic year cumulative to end of quarter)	345 17-18 academic	350	468 18-19 academic		
PED04 04	Reduce the number of children subject to a permanent exclusion (academic year cumulative to end of quarter)	33 17-18 academic	30	47 18-19 academic		
PED04 05	Monitor the number of children subject to EHCP placed in independent and out of borough provisions (snapshot end of quarter) – long term target is to reduce	N/A	N/A	87	N/A	N/A
PED04 06	Monitor the budget spent on independent and out of borough provision for SEND (Forecast end of year)	To follow Q2	£250000 reduction	To follow Q2	N/A	N/A
PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	N/A	30%	40.7%	N/A	
PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	100%		

**Supporting commentary:**

PED04 01: (Eileen Picton/ Inclusion Divisional Manager) in the academic year 2018/19, there was a significant increase in applications for EHCPs which has had a huge impact on capacity to complete the process within 20 weeks. In Q1 this year there were 93 applications compared to 49 in the same period in the previous year.

In the academic year 2018/19, there were 121 plans issued. Of these 47 were completed in 20 weeks, another 5 were completed in less than 21 weeks, so were only just past the statutory deadline. 18 plans were issued late because they were for complex children who required a specialist out of borough setting – the negotiation of a new placement can take a great deal of time and easily go past timescales. If we had managed to complete all of these in time, we could have increased the number of plans within timescale to 57%.

Any other plans which were issued late were mostly due to having to wait for Educational Psychology assessments.

PED04 02: (Debbie Houghton) The current data shows that fixed term exclusions are increasing in Halton. This reflects increasing behavioural issues within schools but it is essential that schools reflect on this increase and work together with the Behaviour team to reflect best practice and look at strategies to manage behaviour more effectively and reduce exclusions. Following detailed data analysis of the data collected from schools it has become apparent that there have been some issues with fixed term data provided by schools. New systems and processes will be put in place enabling the LA to collect data direct from schools rather than relying on schools reporting to the LA which should improve accuracy going forward.

PED04 02: (Vanessa Nice)

Following detailed data analysis by the Behaviour Support Service it became apparent that the previous academic year's fixed term exclusions data and collection processes needed to be refined. New systems and processes have been put in place but these will take time to embed into schools' practice and to remove any anomalies. Therefore, it is not possible to provide a target for the full reporting cycle but this will be available for next year.

The Behaviour Support Service has worked with schools to identify pupils at risk of exclusion and to provide schools with wide ranging support, including family liaison support, capacity building for teachers and strategic support including updating relevant policies and undertaking reviews of behaviour. Schools have also received support in preparing for the new OFSTED framework which has a high focus on inclusion and the impact of any use of exclusion measures.

For further detail on the work of the Behaviour Support Service please see the key Developments and Emerging Issues section.

PED04 03: (Debbie Houghton) Please refer to commentary for PED04 02 as to explanation of why there is no target for 2019/20. However, based on data for the academic year 2018/19 of the 468 children who received fixed term exclusions there were 248 children and young people who only had 1 period of fixed term exclusion. Of those, several then went on to be permanently excluded but the majority of them had no further fixed term exclusions.

The support provided by the Behaviour Support Service is designed to work with schools to prevent the use of exclusion in the first instance. However, the service has refined the exclusion data tracking systems so that there is early identification of children who are at risk of receiving one or more fixed term exclusions, and to include group characteristics and trends. If a child or young person receives two or more fixed term exclusions the Behaviour Support Service will work with the school to reduce the likelihood of this escalating further and to challenge them to ensure that all appropriate support is in place.

Persistent Disruptive Behaviour is the most common reason for fixed term exclusions (23%). The Behaviour Support Service is working with Behaviour Leads and also to build the capacity and skills with both school staff and pupils in order to reduce occurrences of persistent disruptive behaviour. Work is also underway on enabling schools to reduce occurrences of verbal abuse or threatening behaviour to adults which accounts for an additional 21% of FTEs.

PED04 03: (Vanessa Nice) The support provided by the Behaviour Support Service is designed to work with schools to prevent the use of exclusion in the first instance. However, the service has refined the exclusion data tracking systems so that there is early identification of children who are at risk of receiving one or more fixed term exclusions, and to include group characteristics and trends. If a child or young person receives two or more fixed term exclusions the Behaviour Support Service will work with the school to reduce the likelihood of this escalating further and to challenge them to ensure that all appropriate support is in place.

Persistent Disruptive Behaviour is the most common reason for fixed term exclusions (23%). The Behaviour Support Service is working with Behaviour Leads and also to build the capacity and skills with both school staff and pupils in order to reduce occurrences of persistent disruptive behaviour. Work is also underway on enabling schools to reduce occurrences of verbal abuse or threatening behaviour to adults which accounts for an additional 21% of FTEs.

PED04 04: (Debbie Houghton) There has been an increase in permanent exclusions in schools (from 33 to 49) although permanent exclusions from primary have reduced from 8 to 5 in 18/19. One school accounts for 20% of the total, which is an increase from 12% on their 2017-2018 data. Support from the Behaviour support Service has been offered on numerous occasions but has not been taken up to date.

Persistent Disruptive Behaviour (39%) and 'Verbal abuse or threatening behaviour' (17%) are the most commonly used reasons given for permanent exclusion. The Behaviour Support Service have begun work with Behaviour Leads in order to more fully understand what schools mean by 'Persistent Disruptive Behaviour', to work towards common definitions and thresholds, and to share good practice in reducing the possibility of incidents. Further work is planned around drug and alcohol related permanent exclusions (14.6% of secondary permanent exclusions) and the Behaviour Support Service have already presented alternative ways to deal with 'low-level' incidents in this category.

In primary, there has been a decrease in permanent exclusions from 8 to 5. Primary permanent exclusions are caused by physical assaults against adults. The Behaviour Support Service is working with schools to improve their de-escalation strategies so that situations do not escalate to violence as frequently. The Behaviour Support Service now offer Team Teach training to schools which has a focus on appropriate use of de-escalation as well as positive handling and several primaries have taken up this offer for the coming academic year. The 3 schools that had a permanent exclusion for an assault on staff have been targeted for Team Teach training.

PED04 04: (Vanessa Nice) There has been an increase in permanent exclusions in secondary schools (from 25 to 41). One school accounts for 20% of the total, which is an increase from 12% on their 2017-2018 data. Support from the Behaviour support Service has been offered on numerous occasions but has not been taken up to date.

Persistent Disruptive Behaviour (39%) and 'Verbal abuse or threatening behaviour' (17%) are the most commonly used reasons given for permanent exclusion. The Behaviour Support Service have begun work with Behaviour Leads in order to more fully understand what schools mean by 'Persistent Disruptive Behaviour', to work towards common definitions and thresholds, and to share good practice in reducing the possibility of incidents. Further work is planned around drug and alcohol related permanent exclusions (14.6% of secondary permanent exclusions) and the Behaviour Support Service have already presented alternative ways to deal with 'low-level' incidents in this category.

The Behaviour Support Service is working with schools to improve their de-escalation strategies so that situations do not escalate to violence as frequently. The Behaviour Support Service now offer Team Teach training to schools which has a focus on appropriate use of de-escalation as well as positive handling and several primaries have taken up this offer for the coming academic year. The 3 schools that had a permanent exclusion for an assault on staff have been targeted for Team Teach training.

PED04 05: (Eileen Picton/ Inclusion Divisional Manager) this is a new target so there is no previous data to compare to.

PED04 06: (Sam Murtagh) to follow Q2

PED04 07: (Eileen Picton/ Inclusion Divisional Manager) This is a new target so no previous data to compare to. We currently have 703 pupils from Year R to Year 14 with EHCPs. Of these, 286 are in mainstream provision.

PED04 08: 100% are Good or Outstanding		
Ref:	Milestones	Quarterly Progress
PED04a	Implement the Social Emotional and Mental Health Strategy (SEMH) by March 2020. Impact to be monitored through the action plan (Sharon Williams)	
PED04b	Monitor the impact of the Behaviour Support Team in improving inclusive practice in schools (Sharon Williams) (March 2020)	
PED04c	Review the current framework of support for children with disabilities, including short breaks provision and direct payments with all recommissions co-produced with parents and young people (Sam Murtagh/ Val Armor) (March 2020)	
PED04d	Improve the quality of assessment criteria, Education Health and Care Plans, and quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people (Ann McIntyre/ Sam Murtagh) (March 2020)	
PED04e	Work with schools to ensure that they are more inclusive (Ann McIntyre) (March 2020)	
PED04f	Review in borough specialist provision and revise to meet the needs of Halton's children and young people (Ann McIntyre) (March 2020)	
PED04g	Implement and monitor dynamic risk register for Learning Disability as per Transforming Care requirements (Sam Murtagh) (March 2020)	
<b>Supporting commentary:</b>		
<p>PED04a: (Sharon Williams) The SEMH strategy is part of a broader development across the Council to improve Inclusion within our schools. The strategy is in draft format but needs to be aligned with the inclusion Strategy prior to full implementation.</p> <p>PED04b: (Sharon Williams) Personal Education Plans are completed every term for each child in care from the age of 3 to 19 years old. The Virtual School quality assures each Personal Education Plan to ensure that they are high quality, effective plans providing support to each child according to their identified needs. The Virtual School also monitors the use and impact of the Pupil Premium Plus funding that is requested through the Personal Education Plan, to ensure that it is targeted appropriately to improve the educational outcomes of each child and accelerate their expected progress. Data analysis is undertaken of each child's outcomes across the core subjects to identify their individual areas for development however, subject specific analysis is also undertaken across the cohorts.</p> <p>In Spring Term 2018/19 over 60% of children in Reception, Y1, Y3 and Y5 were making at least expected progress across all core subjects. However, the majority of children in Y2, Y4 and Y6 were not progressing as well as their peers. Across the Primary cohort writing is an area that children in care need additional support in to achieve their expected progress and to perform in line with national expectations. Over 55% of pupils in Y7 and Y8 are making at least expected progress across all core subjects, whilst those in Y9, Y10 and Y11 are not. English and Science are subjects in which Secondary age young people in care need additional support to achieve their expected progress and to perform in line with national expectations.</p> <p>PED04c: (Sam Murtagh) ) All short breaks contracts have been recommissioned , all submissions were evaluated with Parent and children / young people</p> <p>PED04c: (Val Armor) The Behaviour Support Service is now fully staffed and actively working with schools within Halton to improve inclusion practice and reduce exclusions. The service is a school facing service so does not work with individual children but builds capacity within schools to meet challenging behaviour of any of their pupils. Please see sections 2.1 and 3.2 for further details of the current focus and work of the Behaviour Support Service.</p> <p>PED04d: (Ann McIntyre) Independent Consultants Peopletoo are currently facilitating a working group of stakeholders to develop and improve EHCP.</p> <p>PED04d: (Sam Murtagh) A quality monitoring document is currently approaching final agreement – following this planned visits will take place with all currently used Out Of Borough placements. This quarter has seen an increase in the visits to placements by the newly appointed SEND Commissioning Manager</p> <p>PED04e: (Ann McIntyre) An Inclusion Charter is being developed with Halton Schools and this will be finalised at the Conference in the September 2019.</p> <p>PED04f: (Ann McIntyre) Independent Consultants Peopletoo are currently facilitating a working group of stakeholders to consider the most appropriate provision to meet local needs.</p> <p>PED04g: (Sam Murtagh) The Dynamic Risk Register is now in place and is regularly review by a group of multi-agency partners including Clinical Commissioning Group, Education , Social Care</p>		

**Objective: Raise achievement across Early Years and all Key Stages, and diminish the difference between vulnerable groups and their peers (PED05)**

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Ensure all eligible children for the vulnerable 2 yr old funding access quality EY provision (internally collected termly information – may not match to published data from Jan census)	80%	100%	89%		
PED05 02	Increase the take up of Early Years Entitlement for 3 to 4 year olds (internally collected termly information – may not match to published data from Jan census)	93%	96%	93%		
PED05 03	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding (snapshot end of quarter)	N/A	N/A	94%	N/A	N/A
PED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	N/A	N/A	79.6%	N/A	N/A
PED05 05	Monitor the percentage of Secondary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	50%	N/A	50%		N/A

**Supporting commentary:**

PED05 01: (Jill Farrell) 588/662. DfE target continues to increase and number of children Halton fund remains stable.

PED05 02: (Jill Farrell) 93% of 3 & 4 year olds have accessed their free entitlement in 2019 (Source: Early Years Outcomes Dashboard).

PED05 03: (Jill Farrell) 76% of all our Early Years settings continue to be graded 'Good' or 'Outstanding' by Ofsted. 4% are graded 'Requires Improvement'. 10% are 'meeting the requirements' (this is the judgement awarded to Child minders/Out of School Clubs who have an inspection when there are no children present) and 10% have not yet been inspected. This gives a total of 94% of settings achieving Good or Outstanding (minus settings with a 'met' judgement or 'not yet inspected'. We currently have no settings judged 'Inadequate'.

PED05 04: (Jill Farrell) During this quarter, one school graded good were re-inspected and retained a good grading; another school with no prior inspection history was inspected and graded as good.

PED05 05: (Jill Farrell) From the published date 50% of secondary schools are listed as good+. However one of the schools included in the published figure has converted to academy status and has no inspection history now it is an academy. If this was recalculated with this consideration, 57% of secondary schools are graded as good+.

Ref:	Milestones	Quarterly Progress
PED05a	Monitor and evaluate outcomes from the use of funding streams (including Free EY Entitlement, Pupil Premium) to raise achievement and diminish the difference between vulnerable groups and their peers (Jill Farrell) (March 2020)	
PED05b	Review the process of risk assessment for schools and settings to target support and drive improvement (Jill Farrell) (March 2020)	
PED05c	Build engagement, capacity and understanding of the strategic role of governors (Jill Farrell) (March 2020)	
PED05d	In partnership with schools, review and design and effective curriculum model that meets pupils needs whilst raising ambitions (Jill Farrell) (March 2020)	
PED05e	Develop and implement the Reading strategy (Jill Farrell) (March 2020)	

**Supporting commentary:**

PED05a: (Jill Farrell) Individual settings are monitoring the performance of groups and the impact of interventions. However currently due to some IT issues and concerns regarding information sharing from private day care businesses, not all this information from Early Years settings is submitted to the LA. Colleagues are working on finding a solution to share across the LA but in the meantime are including a focus on training and evidence based research methods as to how to diminish the difference between vulnerable groups and their peers.

PED05b: (Jill Farrell) The risk assessment process has been refined for schools and settings. These changes are currently being evaluated and are ready for implementation early in the autumn term. Challenge and support will be targeted

appropriately to meet the needs of establishments with the greatest vulnerabilities, whilst capacity will also be drawn upon from effective practice within the sector. This is in line with DFE and Central government policies.

PED05c: (Jill Farrell) governor working group meets termly and is progressing information sharing and support for governor colleagues. Over the last academic year, more rigorous monitoring of school governor representation at the termly governor briefing has led to an increase in attendance and engagement at termly governor briefings and governor training. Further plans will continue to develop the strategic role of governors.

PED05d: (Jill Farrell) Initial meetings were held with all schools in the secondary sector and all schools in the primary sector to develop a Halton curriculum. This will be developed further next year, although recently the development of the Halton Educational Alliance has taken precedence. The Halton Learning Alliance is a long term, borough wide development that will work with all educational, business partners and the wider community to develop a Halton vision and raise aspiration, ambition leading to successful, healthy, contributing citizens of Halton.

PED05e (Jill Farrell) A Reading Strategy group and smaller working groups are developing a Halton Reading Strategy. This will be launched in the autumn term along with a range of reading events and longer term initiatives, This will reflect the vision and ambitions from the Halton Learning Alliance whilst promoting a passion for reading and enhancing the purpose and value of reading for all.

### Objective: Improve participation and skills for young people to drive Halton's future (PED06)

Ref	Measure	18/19 Actual	19/20 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Maintain the percentage of 16-17 yr olds not in education, employment or training (snapshot end of quarter, end of year information February)	4.8%	4.4%	5.7%		
PED06 02	Maintain the percentage of 16-17 yr olds whose activity is not known (snapshot end of quarter, end of year information February)	0.3%	0.8%	0.1%		
PED06 03	Increase the percentage of 16-17 yr olds with an offer of learning (September guarantee)	96.9%	98.2%	84.5%		
PED06 04	Increase the percentage of 16-17 yr olds participating in education or training that meets the Government definition of full participation (known as Raising the Participation Age)	89.8%	93%	88.1%		

#### Supporting Commentary:

PED06 01: (Háf Bell) The percentage of young people who are NEET is higher than previous because the percentage of young people whose activity is not known to the authority is so much lower than previous. Having found ways to make contact with young people we've been able to identify more who are NEET and therefore require support. The overall figure for Halton is 5.1% and this is down 0.1% from 2018 and is lower than National (5.5%) Regional (6.3%) LCR (6.6%) and Statistical Neighbours (6.5%), therefore Halton's overall performance is very good.

PED06 02: (Háf Bell) Additional work with institutions and through social media to contact young people has resulted in a significant reduction in the number of young people whose activity is not known to the local authority. Whilst this has affected the NEET figures the overall figure for Halton is very positive, as shown above in PED06 01.

PED06 03: (Háf Bell) The 2018/19 performance exactly matched the 2017/18 performance i.e. we were unable to increase the % of young people with a September Guarantee. This means we are now behind the original targets we set ourselves. We have done a considerable amount of work this year with schools to bring forward the process of securing a September Guarantee for young people and the current performance of 84.5% is significantly higher than the 67.2% we achieved in June 2018. However there is a proportion of young people in employment without training who intend to stay there post September and therefore do not qualify for a September Guarantee. In addition there are young people who are NEET with long standing issues who are not willing to engage in looking at provision for September and therefore do not have an offer for September. This means it's unclear yet whether we will increase the overall performance from last year.

PED06 04: (Háf Bell) Too many young people were in employment without training last year, which does not qualify as full participation by Raising the Participation Age (RPA) rules. Whilst we have raised this with schools in terms of the guidance given to young people about RPA the percentage meeting RPA continues to drop and we are below National, Regional, LCR and Statistical Neighbours figures. Further analysis of the data after submission in March 2019 has identified we also need to challenge more thoroughly the information given to ensure it is employment without training or whether there is an element of training involved – this could have the potential to improve our results by a small margin.

Ref:	Milestones	Quarterly Progress
PED06a	Closely monitor the cohort of young people not in education, employment or training and identify common patterns/issues to inform actions, guide the effective use of resources and to identify any future commissioning needs (Háf Bell) (March 2020)	
PED06b	Work with schools, the College and training providers to review the post 16 offers of learning made to young people and increase the amount of offers made before the end of an academic year (Háf Bell) (July 2019)	
PED06c	Work with schools, the College and training providers to report where young people progress to Post 16 as quickly as possible, so those who haven't been progressed can be identified and contacted to offer support (Háf Bell) (October 2019)	
PED06d	Work with Post 16 education and training providers in the borough to support the development of provision that does have clear progression opportunities (Háf Bell) (March 2020)	
<b>Support Commentary:</b>		
PED06a: (Háf Bell) Analysis of the cohort continues to take place and where we can adapt and make changes to working practice we have done. There are gaps identified in the support we can offer young people who are long term NEET but we have been unable to identify any existing service to meet the gap, or funding to commission services.		
PED06b: (Háf Bell) Further to this work we have increased the September Guarantee performance from 67.2% in 2018 to 84.5% this year.		
PED06c: (Háf Bell) Will apply in September 2019.		
PED06d: (Háf Bell) A training provider in the borough had to cease provision in June 2019 due to funding issues. A new training provider is looking to deliver in Halton, although this has not progressed beyond initial discussions at present.		

7.0 Financial Summary



8.0 Appendix I

8.1 Symbols are used in the following manner:

Progress	Milestone	Measure
Green		Indicates that the milestone is on course to be achieved within the appropriate timeframe.
Amber		Indicates that it is uncertain, or too early to say at this stage whether the milestone will be achieved within the appropriate timeframe.
Red		Indicates that it is unlikely or certain that the objective will not be achieved within the appropriate timeframe.

8.2 Direction of Travel indicator

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

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

8.3 Key for responsible officers:

- AMc** Ann McIntyre, Operational Director, Education, Inclusion and Provision Service
- TC** Tracey Coffey, Operational Director, Children and Families Service