

REPORT TO: Children & Young People Policy and Performance Board

DATE: 04th January 2010

REPORTING OFFICER: Strategic Director Corporate and Policy

SUBJECT: Local Area Agreement Performance Report

WARDS: Borough-wide

1.0 PURPOSE OF REPORT

1.1 To provide information on the progress towards meeting Halton's Local Area Agreement (LAA) targets to September 2009.

2.0 RECOMMENDED THAT:

- i. The report is noted
- ii. The Board considers whether it requires any further information concerning the actions being taken to achieve Halton's LAA targets.

3.0 SUPPORTING INFORMATION

3.1 The revised LAA was signed off by the Secretary of State in June 2008. The LAA contains a set of measures and targets agreed between the Council, local partner agencies (who have a duty of co-operation in achieving targets) and government. There are 32 indicators within the LAA along with statutory and education and early years targets. The current agreement covers the period April 2008 to March 2011.

3.2 The Agreement was refreshed in March 2009 following a review with Government Office North West. It is not expected that there will be many significant changes to the agreement excepting those areas affected by the downturn in the national economy, such as measures relating the local economy and house-building. As a consequence of this government has identified a list of indicators for which targets will be reviewed before the end of March 2010.

3.3 Attached as Appendix 1 is a report on progress to the 2009 – 10 mid-year which includes those indicators and targets that fall within the remit of this Policy and Performance Board.

3.4 In considering this report Members should be aware that:-

- a) All of the measures within the National Indicator Set are monitored through Quarterly Departmental Service Plan Monitoring Reports. The purpose of this report is to consolidate information on all measures and targets relevant to this PPB in order to provide a clear picture of progress.

- b) In some cases outturn data cannot be made available at the mid-year point and there are also some Place Survey based indicators for which information will not become available until 2010 i.e. the next date the survey is due to be undertaken.

4.0 CONCLUSION

- 4.1 The Sustainable Community Strategy for Halton, and the Local Area Agreement contained within it, is the main mechanism through which government will performance manage local areas. It is therefore important that we monitor progress and that Members are satisfied that adequate plans are in place to ensure that the Council and its partners achieve the improvement targets that have been agreed.

5.0 POLICY IMPLICATIONS

- 5.1 The Local Area Agreement acts as the delivery plan for the Sustainable Community Strategy for Halton and is therefore central to our policy framework.

6.0 OTHER IMPLICATIONS

- 6.1 The achievement of Local Area Agreement targets has direct implications for the outcomes in relation to Comprehensive Area Assessment judgements.

7.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

- 7.1 This report deals directly with the delivery of the relevant strategic priority of the Council.

8.0 RISK ANALYSIS

- 8.1 The key risk is a failure to improve the quality of life for Halton's residents in accordance with the objectives of the Sustainable Community Strategy. This risk can be mitigated thorough the regular reporting and review of progress and the development of appropriate actions where under-performance may occur.

9.0 EQUALITY AND DIVERSITY ISSUES

- 9.1 One of the guiding principles of the Local Area Agreement is to reduce inequalities in Halton.

10.0 LIST OF BACKGROUND PAPAERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

Document Local Area Agreement 2008 – 11

Place of Inspection 2nd Floor, Municipal Building, Kingsway, Widnes

Contact Officer Rob MacKenzie (0151 471 7416)

A Local Area Agreement For Halton

June 2008 – April 2011



Children & Young People

Mid-Year Progress Report




01st April – 30th September 2009

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This report provides a summary of progress in relation to the achievement of targets for Halton Local Area Agreement.

It provides both a snapshot of performance for the period 01st April to 30th September 2009 and a projection of expected levels of performance to the period 2011.

The following symbols have been used to illustrate current performance against 2009 and 2011 target levels.

	Target is likely to be achieved or exceeded.
	The achievement of the target is uncertain at this stage
	Target is highly unlikely to be / will not be achieved.

The following indicators are not included within this performance report:

NI	Description	Reason
74	Proportion achieving L5+ at KS3 in both English and Maths	
83	Proportion achieving L5+ at KS3 in Science	
95	Proportion progressing by two levels at KS3 in English	Following the deletion of these indicators from the National Indicator Data Set they have been removed from the Local Area Agreement for Halton from April 2009.
96	Proportion progressing by two levels at KS3 in Maths	
97	Proportion progressing by two levels between KS3 and KS4 in English	
98	Proportion progressing by two levels between KS3 and KS4 in Maths	

Performance Overview

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72	Early years foundation stage attainment	?	?
73	Proportion achieving level 4 at KS2 in both English and Maths	?	?
75	Proportion achieving 5 A-C GCSE's including English and Maths	x	?
87	Secondary school persistence absence rate	✓	✓
92	Achievement Gap at Early Years Foundation Stage	x	?
93	Proportion progressing by 2 levels at KS2 in English	✓	?
94	Proportion progressing by 2 levels at KS2 in Maths	?	?
99	Proportion of children in care achieving level 4 at KS2 English	✓	?
100	Proportion of children in care achieving level 4 at KS2 Maths	✓	?
101	Proportion of children in care achieving 5 A – C GCSE's	x	?
56	Obesity among primary school age children in Year 6	?	?
63	Stability of placements of looked after children	x	?
80	Achievement of a Level 3 qualification at age 19	?	?
111	First time entrants to Youth Justice System	✓	?
112	Under 18 conception rate	x	x
115	Substance misuse by young people	?	?
116	Proportion of children in poverty	?	?
117	16 – 18 Year olds not in education, training or employment	x	x

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NI 72 | Early Years Foundation Stage Attainment

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
43.9%	48%	46.9% (July 2009)	<div style="background-color: yellow; display: inline-block; padding: 2px;">?</div> Increase on 2008, but 1.1% adrift of target	52%	<div style="background-color: yellow; display: inline-block; padding: 2px;">?</div>

Data Commentary

Mid-year actual figure relates to 2008/09 academic year performance across all LA maintained Primary Schools within Halton. Pupil level data is submitted to the LA by each school in the borough; this data is cleaned and validated by LA before being sent to DCSF. This is the final version of this data release.

General Performance Commentary

2009 saw a rise in the % of children at the end of the reception year attaining a score of 6+ across both Personal Social and Emotional Development and Communication, Language and Literacy. This represents a 1.6% increase on 2008 outcomes but was 1.1% below the target set. Key to this increase, specifically around CLL has been the increased focus and range of intervention targeted at the development of language skills through a range of programmes including CLLD (phonic development) and I Can. There have been some improvements over the last 3 years in CLL for children in the 30% SOAs.

Summary of key activities undertaken / planned during the year

The Communication Language and Literacy Development (CLDD) project has been implemented to improve standards of literacy at Foundation Stage. Of the schools participating 91% children were working at phase 2 in EYFS at the end of 2009 compared to 89% nationally. This data is collected by the LA and shared with National Strategies on a termly basis.

To date 86 participants have attended the I Can 'supporting' course and 60 have attended 'enhance up' course. 7 settings have gained accreditation. A further 10 settings are currently going through the accreditation process resulting in a total of 17 settings across private and voluntary and maintained sectors, and rising!

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It is expected that the rollout of the SEAD (Social and Emotional Development) programme will impact upon PSED outcomes from Spring 2010. Pilot schools have been identified where historically PSED scores are particularly low.

The Early Years Outcome Duty (EYOD) Steering group is now an established team who have collaborated on a comprehensive action plan to support the achievement of Halton's statutory Early Years Outcomes Duty targets. There is shared accountability for quality assurance across all EYFS settings and the group continues to meet to review impact on a termly basis. Criteria for success to be reviewed and refined in the next action plan.

The LA has identified a range of strategies to further raise attainment including more effective tracking of children's progress across EYFS settings, intake of e-profile data on a termly basis and further analysis of CLLD data from the targeted schools. The intelligence gained from these sources will be used to focus interventions and to inform challenge and support in the EYFS.

The LA has begun to prepare early for its entry into the funded ECAT (every Child a Talker) programme working in partnership with the PCT speech and language expertise to focus on this area. This more joined up approach will hopefully be a contributory factor in the improvements in LCT, and all CLL scales.

NI 73 Proportion achieving L4+ at KS2 in both English and Maths

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
71.7%	77%	73.7% (July 2009)	?	79%	?
			Missed target but in line with national		

Data Commentary

Mid-year actual figure relates to 2008/09 academic year performance across all LA maintained Primary Schools within Halton. Pupil level data is submitted to the Department for Children, Schools & Families (DCSF) by each school in the borough. This figure is from the second data release from DCSF and represents the data version that will appear on the DCSF performance tables website – however further revisions to this data are expected.

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General Performance Commentary

The percentage of pupils attaining L4+ combined English and mathematics declined by 1.2% compared to the significant gains made in the previous year, however Halton's performance remains above national. English L4+ declined by 4% following national trends, but remains in line with national. Mathematics L4+ remained static.

Whilst standards at key stage 2 in Halton remain in line with national, this masks the difference between individual schools.

Although the LA did not achieve the target set in combined English and mathematics at L4+ (4% below) the provisional result was in line with FFTD (i.e. in line with the top 25% of schools nationally based upon contextual factors). Performance will have to rise by 5% to meet the 2010 target of 77% (significantly above FFTD) as a result of schools and the LA setting ambitious targets.

Summary of key activities undertaken / planned during the year

The primary team continue to provide a range of projects for schools, targeted where required. This includes Assessment for Learning (AfL) and Assessing Pupil Progress (APP); Improving Schools Programme (ISP); 1 to 1 tuition; Every Child a Reader (ECAR) and the LA's Leading Teacher programme.

The LA holds termly meetings to monitor schools' progress and adjust support where required. The APP programme was introduced last year and the AFL programme is beginning to impact on teacher assessment, being delivered on a phased basis across the borough. Leading Teachers are allocated to specific clusters of schools and being paired with schools identified as requiring support.

The ECAR programme commenced in September 2009, later than originally planned, involving four schools initially. The current emphasis focuses on embedding key principles and practices in the identified schools.

The LA implemented the One to One tuition programme in Easter 2009 involving four schools, Pupils selected were those identified as not being on track to attain level 4 in KS2 assessment. 97 pupils were involved; including Children in Care and analysis shows the programme had a positive impact in increasing the number of borderline students who gained either L4+ English or Mathematics in this year's assessments. The programme will be expanded this year to include all primary schools with a particular focus on Children in Care.

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The LA provided an effective SIP CPD programme, with evidence of impact including:

- improvements in the quality of challenge and support
- ambitious target setting in most schools
- sharper, more rapid brokerage of appropriate support and interventions

Areas of focus for the coming year include:

1. Maintaining progression across KS1 and KS2
2. In building on KS1 progress this year, develop strategies to raise performance in English at KS2.
3. Continue to develop “narrowing the gap” strategies with a particular focus on higher level achievement at KS1 and KS2.

NI 75 Proportion achieving 5 A*-C GCSE including English and Maths

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
41.1%	49%	44.3% (Summer 2009)		52.3%	

Data Commentary

Mid-year actual figure relates to 2008/09 academic year performance across all LA maintained Secondary Schools within Halton. Exam data is sent directly from the awarding bodies to RM Solutions, data is made available for each LA through EPAS online analysis system. This figure is from the first data release from RM Solutions and represents the data version that Schools are currently checking as part of the AAT checking exercise.

General Performance Commentary

During the last two years there has been 16% improvement in Halton's performance at 5 A*-C including English and maths and as a result we have continued to set aspirational and challenging targets with our schools. Unfortunately, the results dipped this year, mainly due to a large proportion of students not attaining a grade C in English. Some schools are still awaiting the results of papers that have been sent back for remarking. An in depth analysis of the results is being undertaken.

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Summary of key activities undertaken / planned during the year

Key Activities include the following:

- A full review of results has been undertaken by the Local Authority and schools
- Schools have considered whether the exam board that is being used is appropriate for all students
- Exam boards have been invited into schools to provide feedback and professional opportunities for teachers to improve the readiness for students for the exams
- Analysis has considered the performance of sub groups of students by ability, gender, Free School Meals, Children in Care, etc to examine if there are particular issues that the schools needs to respond to
- Consultants have been aligned with schools most at need and are undertaking a number of activities to support schools in raising there performance
- Schools are actively looking to share good practice more and a Teaching and Learning and Management hubs have been created
- Additional funding continues to be available for our National Challenge schools to continue to make progress. Both showed slight improvements from the previous year's results
- School Improvement Partners will continue to challenge and support schools in achieving the aspirational target for this academic year

NI 87

Secondary School persistent absence rate

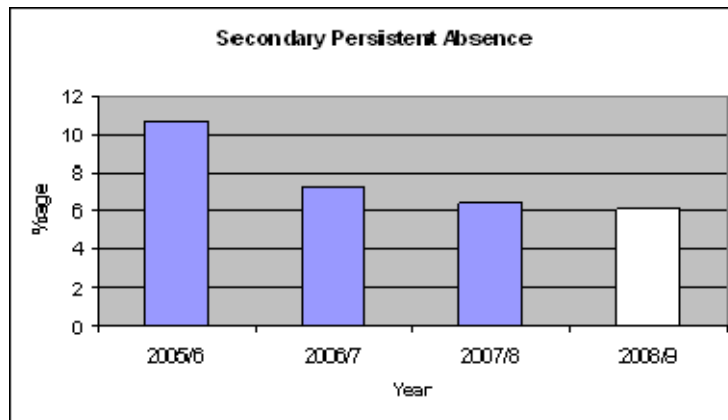
Baseline (2006/07)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
7.2%	6.5%	6.1% (2008/09)		5.5% (2009/10)	

Data Commentary

Mid year actual provided is the 2008/09 academic year actual based on the performance in the Autumn and Spring terms as used by the DCSF in calculating. Verified data is released by the DCSF on the Statistical First Release Website annually in February. For example, February 2009 2007/08 data published, February 2010 2008/09 data will be published.

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General Performance Commentary



2005 to 2008 Halton Secondary Persistent Absence reduced by 43%. All targets were met or exceeded. There is no reason to believe that the 5.5% target for next year will not be achieved.



Summary of key activities undertaken / planned during the year

Every Halton school has a named Education Welfare Officer to support the effective management of school attendance. The Education Welfare service works with schools and a range of other services to promote regular school attendance and address persistent absence. Each pupil identified as a persistent absentee has a individual plan in place which is reviewed regularly to address any issue that are identified as preventing regular school attendance. The Education Welfare service works alongside colleagues in health to ensure that support is available to enable pupils with both physical and emotional health needs to engage as fully as possible with education and to identify any unmet health needs and seek the appropriate support. A Pupil Support Group has recently been established to support the reintegration of vulnerable pupils back into mainstream education. Attendance leaders from each of High Schools meet half termly together with officers of the local authority to discuss effective interventions to reduced absence and improve school attendance. The Education Welfare service continues to use the full range of legal measures, where it is appropriate to do so to ensure the regular attendance of pupils in Halton.

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NI 92

Achievement Gap at Early Years Foundation Stage

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
33.8% (LA gap between median & bottom 20%)	30.65%	31.4% (July 2009)		27.66%	

Data Commentary

Mid-year actual figure relates to 2008/09 academic year performance across all LA maintained Primary Schools within Halton. Pupil level data is submitted to the LA by each school in the borough; this data is cleaned and validated by LA before being sent to DCSF. This is the final version of this data release.

General Performance Commentary

Whilst there has been some success in narrowing the gap from the 2007 / 08 baseline, the gap did not narrow between 2008 and 2009 and as a result the target was not met (-0.75). The gap, between the performance of the lowest achieving 20% of children and the median, widened by 1%.

In 2009, the gap between the mean of the lowest performing 20% of children and the median of all children was widened to 31.4%. The three year period from 2006 to 2009 shows an annual average reduction in the gap of less than one percentage point.

The changes in performance between children in the 30% SOAs and those in the Non 30% SOAs reflect an uneven pattern over a three year period, indicating that the focus on the lowest performing 20% of children is not yet consistent.

Summary of key activities undertaken / planned during the year

A range of activities have developed through the work of the Early Years Outcomes Duty steering group, the detail of which can be found in Halton's EYOD action plan.

Key activities for the coming year include:

- Tighter alignment of all funding streams and resources that can be used for supporting children in EYFS, particularly those children at risk of performing least well.
- Increase use of the CLLD progress data to track children's progress in

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EYFS in targeted schools and settings.

- Enhance training for School Improvement Partners to ensure that clear messages are conveyed.
- Introduction of the ECAT (Every Child a Thinker) programme

A policy for support and intervention for EYFS settings is currently in draft and outlines the quality assurance criteria to support the 'categorisation' of settings. The LA will be using National Strategy resources - Early Years Quality Improvement Support Programme (EYQISP) and also ECERs (Early Childhood Environmental Rating Scale) to establish criteria. A steering group is currently reworking the first draft and it is expected that this will be in place from January 2010. This information will be used to inform the deployment of support and intervention across private, voluntary and maintained settings.

NI 93

Proportion progressing by two levels at KS2 in English

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
63.1%	89%	83% (July 2009)		89%	

Data Commentary

Mid-year actual figure relates to 2008/09 academic year performance across all LA maintained Primary Schools within Halton. Pupil level data is submitted to the Department for Children, Schools & Families (DCSF) by each school in the borough. This figure is from the second data release from DCSF and represents the data version that will appear on the DCSF performance tables website – however further revisions to this data are expected.

General Performance Commentary

Although the target was not met, there was a 1% increase in the percentage of pupils who made 2 or more levels of progress in English compared to 2008. As a result Halton's attainment was 4% above national average. From baseline, Halton has made 20% gains. This demonstrates significant improvement in relation to accelerating rates of progress.

Schools and the LA continue to set highly ambitious targets.

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Summary of key activities undertaken / planned during the year

The primary team continue to provide a range of projects for schools, targeted where required. This includes Assessment for Learning (AfL) and Assessing Pupil Progress (APP); Improving Schools Programme (ISP); 1 to 1 tuition; Every Child a Reader (ECAR) and the LA's Leading Teacher programme.

The LA holds termly meetings to monitor schools' progress and adjust support where required. The APP programme was introduced last year and the AFL programme is beginning to impact on teacher assessment, being delivered on a phased basis across the borough. Leading Teachers are allocated to specific clusters of schools and being paired with schools identified as requiring support.

The ECaR programme commenced in September 2009, later than originally planned, involving four schools initially. The current emphasis focuses on embedding key principles and practices in the identified schools.

The LA implemented the One to One tuition programme in Easter 2009 involving four schools, Pupils selected were those identified as not being on track to attain level 4 in KS2 assessment. 97 pupils were involved; including Children in Care and analysis shows the programme had a positive impact in increasing the number of borderline students who gained either L4+ English or Mathematics in this year's assessments. The programme will be expanded this year to include all primary schools with a particular focus on Children in Care.

The LA provided an effective SIP CPD programme, with evidence of impact including:

- improvements in the quality of challenge and support
- ambitious target setting in most schools
- sharper, more rapid brokerage of appropriate support and interventions

Areas of focus for the coming year include:

1. Maintaining progression across KS1 and KS2
2. In building on KS1 progress this year, develop strategies to raise performance in English at KS2.
3. Continue to develop "narrowing the gap" strategies with a particular focus on higher level achievement at KS1 and KS2.

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NI 94 Proportion progressing by two levels at KS2 in Maths

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
61.4%	87%	82% (July 2009)	<div style="background-color: yellow; display: inline-block; padding: 2px;">?</div> Adrift of target, in line with national	87%	<div style="background-color: yellow; display: inline-block; padding: 2px;">?</div>

Data Commentary

Mid-year actual figure relates to 2008/09 academic year performance across all LA maintained Primary Schools within Halton. Pupil level data is submitted to the Department for Children, Schools & Families (DCSF) by each school in the borough. This figure is from the second data release from DCSF and represents the data version that will appear on the DCSF performance tables website – however further revisions to this data are expected.

General Performance Commentary

In 2009 the percentage of pupils attaining 2 or more levels of progress in maths declined by 1%, was adrift of target and as a result was 1% below national average. However, following the rapid increase in attainment in 2008, over 3 years this represents gains of 20% against the baseline figure and national standards have been maintained.

Schools and the LA continue to set highly ambitious targets.

Summary of key activities undertaken / planned during the year

The primary team continue to provide a range of projects for schools, targeted where required. This includes Assessment for Learning (AfL) and Assessing Pupil Progress (APP); Improving Schools Programme (ISP); 1 to 1 tuition; Every Child a Reader (ECAR) and the LA's Leading Teacher programme.

The LA holds termly meetings to monitor schools' progress and adjust support where required. The APP programme was introduced last year and the AFL programme is beginning to impact on teacher assessment, being delivered on a phased basis across the borough. Leading Teachers are allocated to specific clusters of schools and being paired with schools identified as requiring support.

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The ECaR programme commenced in September 2009, later than originally planned, involving four schools initially. The current emphasis focuses on embedding key principles and practices in the identified schools.

The LA implemented the One to One tuition programme in Easter 2009 involving four schools, Pupils selected were those identified as not being on track to attain level 4 in KS2 assessment. 97 pupils were involved; including Children in Care and analysis shows the programme had a positive impact in increasing the number of borderline students who gained either L4+ English or Mathematics in this year's assessments. The programme will be expanded this year to include all primary schools with a particular focus on Children in Care.



The LA provided an effective SIP CPD programme, with evidence of impact including:

- improvements in the quality of challenge and support
- ambitious target setting in most schools
- sharper, more rapid brokerage of appropriate support and interventions

Areas of focus for the coming year include:

1. Maintaining progression across KS1 and KS2
2. In building on KS1 progress this year, develop strategies to raise performance in English at KS2.
3. Continue to develop “narrowing the gap” strategies with a particular focus on higher level achievement at KS1 and KS2.

NI 99 Proportion of CiC achieving Level 4 at KS2 in English

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
100% (6 out of 6)	33.3%	50%		55%	

Data Commentary

The data provided for 2009-10 is actual attainment performance of the OC2 cohort of children in care in July 09, covering the academic year 2008-09.

For 2011 the target is based on estimated performance of the projected OC2 cohort in July 2010, covering the academic year 2009-10.

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General Performance Commentary

For 2009-10 data:

The cohort consisted of 6 children who have been in care for at least 12 months. The group was comprised of 4 boys and 2 girls, of whom 5 were on the SEN Code of Practice (1 School Action, 2 School Action Plus and 2 with Statements of SEN). The actual performance of 50% was achieved by 2 boys and 1 girl gaining at least Level 4 in English, with 1 child being at School Action Plus on the Code of Practice. Of these 3 children only 1 had care placements moves (2 within the academic year – but all within Halton so that school provision remained consistent). All 3 had attendance above 95% for the academic year and 2 accessed direct education support from the Local Authority.

Of the total cohort only 1 boy had attendance below 90% the remainder all achieved at least 95%. 5 out of 6 children achieved at least 2 level progression from their KS1 results. 4 out of 6 accessed direct education support from the Local Authority.

For 2011 target:

The cohort as it stands is 12 children who will have been in care for at least 12 months; the gender split is even. There is currently a total of 9 children on the Code of Practice (3 School Action, 3 School Action Plus, 3 with Statements of SEN). Indications at present are that this is a stretch target for the current cohort.

Summary of key activities undertaken / planned during the year

Half termly attainment tracking.



Daily attendance tracking.

Appropriate allocation of 1:1 tuition through both Making Good Progress and the use of the Personal Education Allowance.

Personal Education Plans completed within statutory time scales.

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NI 100 Proportion of CiC achieving Level 4 at KS2 in Maths

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
83% (5 out of 6)	33.3%	50%		55%	

Data Commentary

The data provided for 2009-10 is actual attainment performance of the OC2 cohort of children in care in July 09, covering the academic year 2008-09.

For 2011 the target is based on estimated performance of the projected OC2 cohort in July 2010, covering the academic year 2009-10.

General Performance Commentary

For 2009-10 data:

The cohort consisted of 6 children who have been in care for at least 12 months. The group was comprised of 4 boys and 2 girls, of whom 5 were on the SEN Code of Practice (1 School Action, 2 School Action Plus and 2 with Statements of SEN). The actual performance of 50% was achieved by 3 boys gaining at least Level 4 in Maths, with 1 child being at School Action on the Code of Practice. All 3 had attendance above 95% for the academic year, none had changes in care placement or education provision and 2 accessed direct education support from the Local Authority.

Of the total cohort only 1 boy had attendance below 90% the remainder all achieved at least 95%. 5 out of 6 children achieved at least 2 level progression from their KS1 results. 4 out of 6 accessed direct education support from the Local Authority.

For 2011 target:

The cohort as it stands is 12 children who will have been in care for at least 12 months; the gender split is even. There is currently a total of 9 children on the Code of Practice (3 School Action, 3 School Action Plus, 3 with Statements of SEN). Indications at present are that this is a stretch target for the current cohort.

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Summary of key activities undertaken / planned during the year



Half termly attainment tracking.

Daily attendance tracking.

Appropriate allocation of 1:1 tuition through both Making Good Progress and the use of the Personal Education Allowance.

Personal Education Plans completed within statutory time scales.

NI 101 Proportion of CiC achieving 5 A*-C GCSE including English and Maths

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
12.5% (1 out of 8)	21.4% (inc. English & Maths)	7.7%		23.8%	

Data Commentary

The data provided for 2009-10 is actual attainment performance of the OC2 cohort of children in care in July 09, covering the academic year 2008-09.

For 2011 the target is based on estimated performance of the projected OC2 cohort in July 2010, covering the academic year 2009-10.

General Performance Commentary

For 2009-10 data:

The cohort consisted of 13 young people who have been in care for at least 12 months. The group was comprised of 7 boys and 6 girls, of whom 10 were on the SEN Code of Practice (1 School Action and 9 with Statements of SEN).

The actual performance of 7.7% was achieved by 1 girl gaining at least 5 A* - C GCSEs including English and Maths, she was not placed on the Code of Practice. Her attendance was above 95% for the academic year, and she had no changes in care placement or education provision.

Of the total cohort only 8 young people had attendance above 95%. Of the remainder, 4 young people missed more than 25 days schooling. 3 young people had at least 1 change of care placement in the academic year these changes resulted in an interruption of education provision for 2 young people.

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Of the 3 young people affected by change 1 young person received a custodial sentence.

Out of the overall cohort 6 young people were entered for GCSEs, with 4 young people achieving results in line with FFT predictions based on KS2 performance. 5 young people accessed direct education support from the Local Authority.

For 2011 target:

The cohort as it stands is 20 young people who will have been in care for at least 12 months; there are 12 boys and 8 girls. There is currently a total of 17 young people on the Code of Practice (5 School Action, 6 School Action Plus, 6 with Statements of SEN). Indications at present are that this is an extremely stretched target for the current cohort. There is one young person in secure accommodation and a further young person has recently ceased a mental health section. The indications are that only 11 young people will be entered for GCSEs. Of this group only 3 are predicted to achieve grade C in both English and Maths, using FFT (D) data.

Summary of key activities undertaken / planned during the year

Half termly attainment tracking.

Daily attendance tracking.

Appropriate allocation of 1:1 tuition through both Making Good Progress and the use of the Personal Education Allowance.

Personal Education Plans completed within statutory time scales.

NI 56 Obesity among primary school age children in Year 6

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
22.4%	21.3%	21.4%	?	21.3%	?

Data Commentary

The latest figures available are for 2007/8 and demonstrate national indicator targets were met by the PCT (ie. amalgamated figures from both boroughs) and figures comply with the DoH trajectory set for Halton and St Helens in *How To Set Goals and Monitor Child Measurement Programmes 2008*.

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General Performance Commentary

The overall obesity trend for children in Halton and St Helens is reversing. There has been significant trend reversal for both reception age children and Year 6 children in Halton (0.5% reduction qualifies as significant according to DoH evaluation guidelines.) However, we cannot afford to be complacent as there has been a rise in the number of overweight children in both age groups, 3% for Reception, 0.8% for Year 6, who, without intervention, will gain weight with age and become obese.

Summary of key activities undertaken / planned during the year

There are substantial plans and resources in place to deliver a robust Child Weight Management Programme. Halton and St Helens' Commissioning Strategic Plan has committed £3m to childhood weight management over the next 4 years. This is the most substantial financial resource in the North West. There has been a delay in the implementation of plans due to the introduction of EU procurement regulations which require the PCT to produce full tender documents for each programme within the service. Programmes have now gone out to tender and expressions of interest have been received. Providers will be in place by November.

Plans are based on needs assessment which includes research on childhood obesity in Halton and St Helens by Liverpool University, mapping of current services and gaps with service providers and a Joint Strategic Needs Assessment.

A joint Obesity Partnership Commissioning Group has been established and has senior representation from Halton and St Helens Borough Councils, the PCT and the third sector.

NI 63

Stability of placements of looked after children

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
69%	77%	72.1%	x	81.5%	?

Data Commentary

Progress towards the stretch target is being maintained although at this stage it is unclear whether the target will actually be achieved.

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General Performance Commentary

Placement stability is improving and has been the focus of much work within child care and placement provider teams. It is also the focus of work with schools who can be key to helping a child to remain in placement. The target is a stretch target and will be challenging to achieve.

Summary of key activities undertaken / planned during the year

The recruitment, assessment and matching process for foster carers have been significantly enhanced to try to ensure that children are matched to carers who can meet their needs. A similar process takes place within Halton's residential homes where an assessment is completed on any young person referred for a placement to determine the ability of the home to meet their needs and to assess the impact of the young person on an existing cohort. Where placements need to be purchased outside of Halton, information on the qualities of that placement and the ability to meet a particular child's needs is collated and subject to a risk assessment process before the placement is used. Where placements experience some difficulty, support is identified and put into place as soon as is possible. Similarly, if a particular issue is causing some difficulty, agencies are engaged in trying to address it. The Intensive Support Team and Community Support Workers within the social work teams focus on improving placement stability by providing support, advice, practical help and guidance where there is a possibility that a placement may disrupt. They can intervene earlier if difficulties become apparent.

NI 80 Achievement of a Level 3 qualification by the age of 19

Baseline (2006/07)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
33.5%	40.5%	33% (Summer 2009)	?	42.22% (PSA) 54%	?

Data Commentary

Mid-year actual figure relates to 2008/09 academic year performance from analyses made available from the Learning & Skills Council matched dataset – no further revisions to this data are expected.

General Performance Commentary

This is an annual measure, next will be taken for the 09/10 results.



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Summary of key activities undertaken / planned during the year

An improvement next year is expected due to

- Improved Information Advice and Guidance to ensure learners are entered on the most appropriate provision.
- Improved Retention strategies implemented by FE providers.
- Improved performance at 5 A* to C GCSE including English and Maths.

NI 111 First time entrants to the Youth Justice System aged 10-17

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
1960 (rate per 100,000) (249)	1859 (rate per 100,000) (237)	95		1836 (rate per 100,000) (234)	

Data Commentary

This report covers the period 1st April – 30th September 2009. The data will be submitted to the Youth Justice Board on the 30th October and validated in November.

The data is measured using the Youth Justice Board Counting Rules.

General Performance Commentary



The YOT is performing well in terms of reducing the number of first time entrants to the Youth Justice System. This has been influenced by partners from the Police as well as the introduction of the Divert Project.

Summary of key activities undertaken / planned during the year

The YOT through funding via YCAP and the Dept of Health has initiated a Diversion Scheme for young people. The aim of the scheme is to divert young people, especially those with mental health and learning disabilities away from the Criminal Justice System.

NI 112 Under 18 conception rate

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Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
3.6% (2006 baseline, change from 1998)	-41% (change from 1998)	52.6 (estimated full rate for 2008) Rate in 1998 38.9		-55% (change from 1998)	

Data Commentary

This data is estimated figure for the full year 2008. This is the latest data we have. Data sources: Termination data from Public Health Intelligence Team; Live Birth data from midwifery discharge database (only one extra conception in comparison to Public Health Intelligence Team data)

General Performance Commentary

The latest figure from ONS data gives us a rate of 52.8 to end of June 2008 (Quarter 2). The data we have shows us that our estimated number of conceptions will be slightly higher than the number of conceptions in 1998. Although we are way off target, we have a significant reduction in comparison to the number of conceptions in 2007 (rate 70.3) This would be a decrease of 25.2% in comparison to 2007.

The data from Public Health Intelligence also suggests that the percentage of conceptions leading to termination will be 50%.

Summary of key activities undertaken / planned during the year

We have joined forces with colleagues in St Helens as a means of supporting both local areas in tackling this complex agenda by establishing a Teenage Pregnancy Group across the PCT footprint as a means to share good practice and learning and to identify opportunities for collaboration.

The PCT is set to increase their funding for sexual health services by 1.8 million over 3 years from a baseline of £3.46m (subject to a business case) However the PCT have secured £500.000 for community sexual health services, clinic in a box and TP outreach.

Strategic planning arrangements have been joined up in order to facilitate better planning at an operational level and an experienced provider of young people's sexual health services have been commissioned, including a mobile outreach bus. Health drop-ins within schools for young people have also been expanded.

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NI 115 Substance misuse by young people

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
12.6%	N/A	12.6%*	?	9.8%	?

Data Commentary

* Information based on annual Tellus2 survey; presented figure relates to 2008/09 academic year. Results for 2009/10 year will be published by the end of November 2009.

General Performance Commentary

Summary of key activities undertaken / planned during the year

NI 116 Proportion of children in poverty

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
27%	25.2%	Data not available*	?	24.2%	?

Data Commentary

* Data not available on LA level: "The data for national indicator is collected through the annual Family Resources Survey. The sample size is not large enough at local authority level; therefore alternative sources of data for an income based measure will be developed for use from April 2009." (from: National Indicators for Local Authorities and Local Authority Partnerships: Handbook of Definitions, Annex 2: Children and Young People, 1 April 2008).

This update was not straightforward to produce as HMRC stopped supplying DWP with the Child Benefit data necessary to produce the tables due to a

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data transfer embargo. Therefore a new process had to be developed based on the limited Child Benefit data DWP was supplied with and this is now being quality assured. This information will be updated once it has been released for external use.

General Performance Commentary

Summary of key activities undertaken / planned during the year

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NI 117 16-18 year old not in education, training or employment

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
11.5%	8.8%	15.31% (August 2009)		7.7%	

Data Commentary

Mid-year actual figure relates to 2009/10 adjusted NEET figure from Greater Merseyside Connexions Partnership (GMCP). Percentage is calculated as 468 16-18 year olds not in education, employment or training out of a total cohort of 305716-18 year olds linked with a Halton Connexions Team as at August 2009.

General Performance Commentary

Although the August NEET % in Halton remains high against National Averages it should be noted that actions agreed by the 14-19 Partnership of NEET have now been implemented across the Borough and recently published data for September shows a marked improvement at 10.56%. The Prevention, Retention and Intervention strategy is now embedded in all our practice and this focused approach should ensure a downward trajectory in the NEET % in the coming months.

The % of 17 year olds in NEET continues to fall demonstrating a reduction in “NEET Churn” and the improved tracking capability of the Connexions Service meant that in August there was only 65 (out of 3130 cohort) young people in a not known destination.

Summary of key activities undertaken / planned during the year

Key activities to date undertaken/planned include:

NEET events delivered in partnership with learning providers in both Connexions Centres in June 09 resulted in over 150 clients attending of which 36% moved in to an EET destination. As we move towards our key reporting date we are developing this approach with a focussed NEET fortnight planned for November/December 09.

100 guaranteed flexible starts at Riverside College have been agreed for January 2010 which will positively impact on NEET %.

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Focused partnership working and improved information sharing has meant that the September Guarantee results in Halton have been the most successful to date with over 95% year 11 and 86% year 12 students having a conditional or guaranteed offer of learning by the September deadline.

A new system of targeted pastoral support for vulnerable or “at risk” students at Riverside College has been recently implemented which should improve retention and reduce NEET churn.

The Connexions Performance Management team has implemented detailed analysis of all vulnerable groups who are NEET to ensure that immediate case loading, targeted resource and support takes place to try to narrow the gap.