

QUARTERLY MONITORING REPORT

DIRECTORATE: Children & Young People
SERVICE: Universal & Learning Services
PERIOD: Quarter 4 to year-end 31st March 2010

1.0 INTRODUCTION

This quarterly monitoring report covers the Universal & Learning Services Department fourth quarter period up to year-end 31st March 2010. It describes key developments and progress against all objectives and performance indicators for the service.

Given that there are a considerable number of year-end transactions still to take place a Financial Statement for the period has not been included within this report in order to avoid providing information that would be subject to further change and amendment. The final 2009 / 10 financial statements for the Department will be prepared and made available via the Council's Intranet once the Council's year-end accounts have been finalised. A notice will be provided within the Members' Weekly Bulletin as soon as they are available.

The way in which traffic lights symbols have been used to reflect progress to date is explained within Appendix 7.

2.0 KEY DEVELOPMENTS

2.1 The Lamb Enquiry

The Lamb Enquiry was requested to look at how parental confidence in the special educational needs system could be improved. Because of emerging issues during the period of the Inquiry, it also covered SEN and disability information; the quality and clarity of statements; inspection and accountability; and what impact the changes in the Tribunal system were having on parental confidence.

This has required the local authority to consider the legal implications of the Lamb Enquiry recommendations for example the impact on provision and the impact of greater child and parental voice.

2.2 Drop in Sessions for School Staff

Weekly drop in sessions for school staff have been offered by Specialist Teachers in conjunction with Speech and Language Therapy Service offering advice and support around Autism, SPAL Enhanced Provision, Transition, Visual Impairment, Hearing Impairment, Medical Needs, Cognition and Learning, including specific Learning Difficulties. Proposals for drop in sessions for parents around specialist areas need

have been developed, with the intention of having locality based venues for delivery.

2.3 Early Years Foundation Stage Profile

Training has been provided in EYFS data for School Improvement Partners (SIPs) to help them to identify issues for discussion with head teachers.

2.4 Primary - writing

A key focus continues to be on development of writing, including more able writers, through training and school support. Need to further develop attendance at Continuous Professional Development Literacy but numbers are increasing.

3.0 EMERGING ISSUES

3.1 14–19 provision

The Learning and Skills Council will cease to exist on 1st April 2010 and responsibility for the planning and commissioning of post 16 provision will be transferred to the Young People's Learning Agency and Local authorities. B There could be significant changes to the post 16 landscape through Presumption and Academy development that will affect coherent planning.

3.2 The White Paper

There are a range of implications arising from the recent Parliamentary 'wash up' and the impact upon the White Paper.

Clauses on a number of key provisions were removed, including; the Pupil and Parent guarantee, Home School Agreements, reform of the primary curriculum, introduction of compulsory Personal Social Health and Economic (PSHE) education – including the provision that all children receive at least one year of sex and relationship education, the licence to practise for teachers, registration and monitoring of home education, the extended remit for School Improvement Partners, school report cards, strengthened powers for local authorities and the Secretary of State to intervene where schools are causing concern, powers for the Secretary of State to intervene in failing Youth Offending Teams, parental satisfaction surveys.

The provisions that remain in the Bill include;

- requirements for school inspections to take into account the needs of pupils with special educational needs (SEN) and disabilities and provisions for an additional right of appeal for parents of children with special educational needs statements
- a requirement for local authorities to provide full-time education for children and young people who, for various reasons, are in alternative provision

- greater powers for school governing bodies on how they use their budgets, and the power to set up new schools and academies
- new provisions on information sharing and the review of Local Safeguarding Children Boards' performance
- new arrangements to allow greater media reporting of proceedings in Family Courts

Approach to work within the department will be affected by these changes and development work will be linked to the requirements of the White Paper.

3.3 EYFS/Primary



The department will need to continue training and support in use of the EYFS data. Head teachers to be briefed in June around emerging issues. Focus to continue on addressing issues around writing and more able writers.

3.4 Inclusion

Resource bases capacity required to be fit for purpose by 2011 and allocation of funding to support this development to be agreed by September 2010 in readiness for 2011 delivery.

Tribunals and related costs to local authorities from tribunal judgements in relation to placement and provision for children and young people with Autism will require some focus over the coming months.


4.0 PROGRESS AGAINST OBJECTIVES / MILESTONES

Total	21		19		0		2
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For further details, please refer to Appendix 1.

5.0 SERVICE REVIEW

6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS

Total	4		1		0		3
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For further details, please refer to Appendix 2.

6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS

Total	17		6		0		11
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For further details, please refer to Appendix 3.

7.0 RISK CONTROL MEASURES

During the production of the 2009-12 Service Plan, the service was required to undertake a risk assessment of all Key Service Objectives.

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

For further details please refer to Appendix 4.

8.0 PROGRESS AGAINST HIGH PRIORITY EQUALITY ACTIONS

During 2008/09 the service was required to undertake an Equality Impact Assessment. Progress against actions identified through that assessment, with associated High priority are to be reported in the quarterly monitoring report in quarters 2 and 4.






For further details please refer to Appendix 5.

9.0 DATA QUALITY

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

10.0 APPENDICES

Appendix 1- Progress against Objectives/ Milestones
Appendix 2- Progress against Key Performance Indicators
Appendix 3- Progress against Other Performance Indicators
Appendix 4- Progress against Risk Control Measures
Appendix 5- Progress against High Priority Equality Actions
Appendix 6- Financial Statement
Appendix 7- Explanation of traffic light symbols

Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
ULS 1	To Narrow the Gap in Educational Outcomes for Vulnerable Groups	Complete a comprehensive review of all Early Years provision within the borough by March 2010		Review of Early Years Provision has been undertaken and will report in the new Financial Year, in line with Efficiency programme.
		Reinvest the savings gained by the reduction in statutory assessments achieved through capacity building in the mainstream sector by March 2010		There has been a continuing reduction in the number of Statements of SEN. Halton currently maintains 558 statements of SEN. SEN Budget meeting with schools to review funding formula for SEN to be arranged.
		Complete the review of Communication, Language and Literacy Development provision and support by March 2010		The Executive Board has approved the proposals for Primary SEN Unit provision in line with the response to the formal consultation. Implementation of the restructured primary resourced provision is due September 2011
		Further develop support service for EAL children from the resource base at St Chad's Specialist Language college by March 2010		Service is established and has been running for nearly 2 years. Feedback from schools is positive and service objectives have been met.
		Education support service to develop curriculum based group activities for Children in Care by March 2010		1:1 Curriculum support is provided for any CIC that requests it. Capacity issues have meant that the previous activity programme was reduced. However, new colleagues are now in post and activities are planned for during the holidays.

Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
ULS 2	To Improve Educational Outcomes for all Children at Foundation Level	Communication Language and Literacy Development (CLDD) project implemented to improve standards of literacy at Foundation Stage by March 2010	<input checked="" type="checkbox"/>	91% children working at phase 2 in Early Years Foundation Stage at end of 2009 compares to 89% nationally as a result of the implementation of the CLDD project. Good progress in EYFS needs to be transferred to year 1 to ensure positive impact continued.
		Review and evaluate Early Years Outcome Duty project to provide a consistent framework for Early Years provision by March 2010	<input checked="" type="checkbox"/>	The Early Years Outcome Duty Steering group is an established team who have collaborated on a comprehensive action plan to support the achievement of Halton's statutory Early Years Outcomes duty targets. As a result 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 currently being reviewed and refined with the September 2010 – August 2011 action plan due to be completed by June 2010.



Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Develop a quality assurance system to ensure consistency of Early Years Provision by March 2010	<input checked="" type="checkbox"/>	<p>A policy for support and intervention for EYFS settings has now been completed and outlines the quality assurance criteria to support the 'categorisation' of settings. The Strategy has been developed with the support of a steering that includes practitioners. The quality indicators will be trialled in the Summer term and this information will be used to inform the deployment of support and intervention across private, voluntary and maintained settings. An official 'launch' is due to take place in June.</p> <p>18 HBC Staff trained have been trained in Early Childhood Environment Rating Scales (ECERs) and the LA has commissioned an audit to be undertaken in phases over the next 18 months. First phase of settings have been identified and have attended a briefing session.</p> <p>ECERs offered to maintained nursery schools in the Spring term 2010 as part of strategy for the rollout.</p>

Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Deliver the ICAN project across a broader range of settings by March 2010	<input checked="" type="checkbox"/>	To date 86 participants have attended 'supporting' course and 60 have attended 'enhance up' course. At present 18 settings across private, voluntary and maintained sectors are being supported towards accreditation - 14 at supporting level and 4 at enhanced level in line with the expectations of the project.
ULS 3	To Improve Educational Outcomes for all Children at Primary Level	Review and evaluate alerts and triggers system by March 2010	<input checked="" type="checkbox"/>	The final version has now been shared with schools although it is expected that further sections will be added over time. The system has been translated into an electronic format so that the data can be maintained and evaluated by the LA and accessed by schools to support their self-review process. The CSMG (Cross Service Monitoring Group) and SMT have seen a demonstration of the software. The system is now 'live' and will be trialled with selected schools this term.



Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Work with schools via the SIP process to ensure they set challenging targets by January 2010	<input checked="" type="checkbox"/>	<p>All SIPs are aware of the Statutory targets that need to be set and the level of challenge associated with them. All schools have set challenging targets related to the statutory targets with the majority being above FFT D. Where this is not the case there has been a very good reason e.g. a change in cohort.</p> <p>Some additional SIP days will be given to schools under floor target.</p>

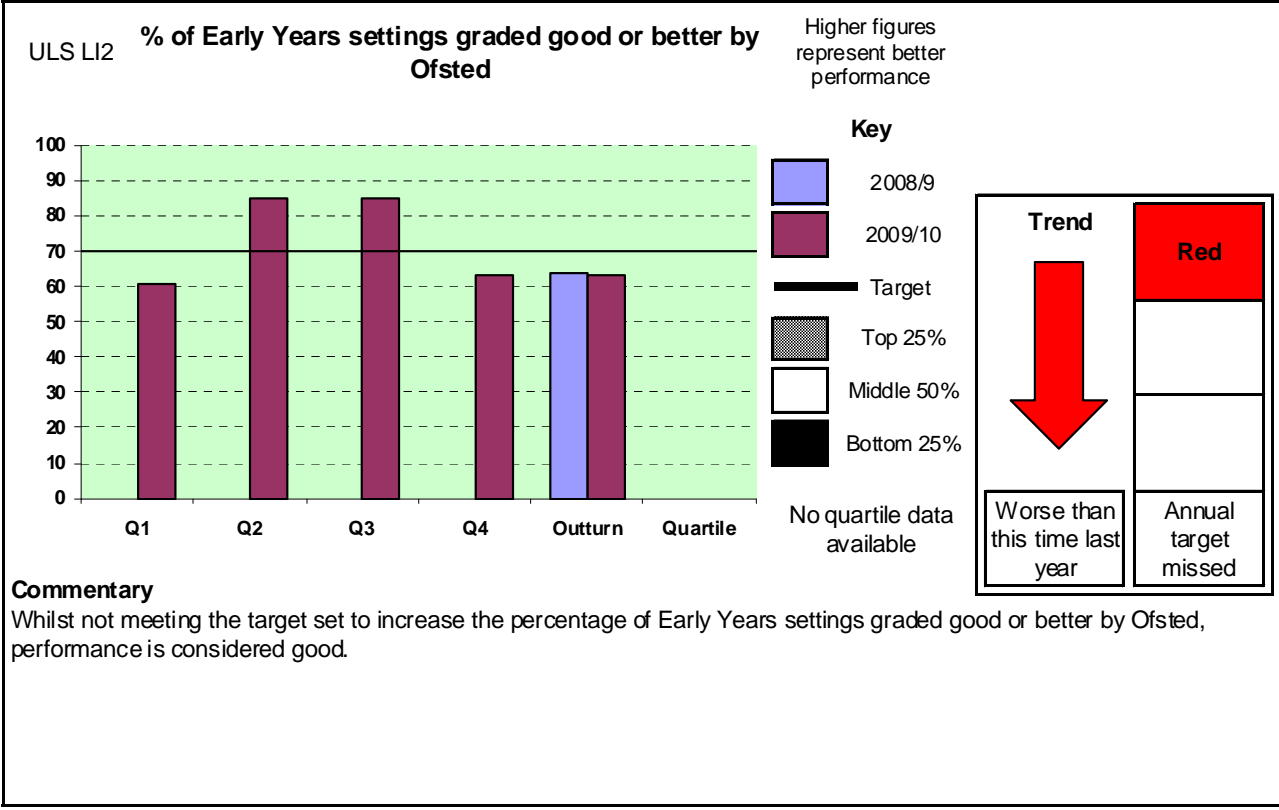
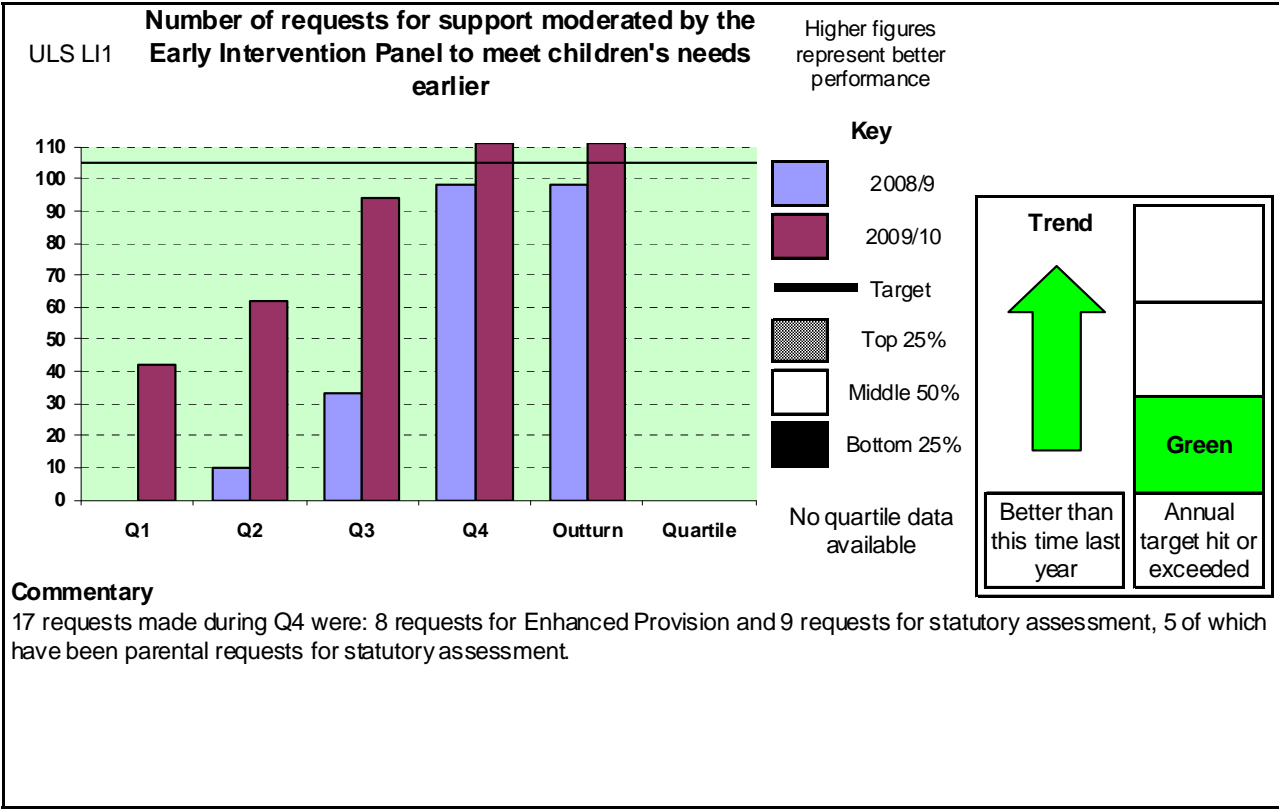
Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Implement systems for managing schools at risk of formal categorisation by March 2010	<input checked="" type="checkbox"/>	<p>In line with the White Paper and Halton's Strategy for Support and Intervention with Schools Causing Concern there is now a formal categorisation in place.</p> <p>The LA uses its powers of intervention including the issuing of warning notices and also undertakes school reviews as necessary. The Cross Service Monitoring Group (CSMG) provides a 'team around the school' approach and Single School Updates are held to support the planning of collaborative support for schools most in need. The outcome of SIP visits is fundamental to this process.</p> <p>The inspection by Ofsted of an LA designated school causing concern, where an Interim Executive Board was put in place, resulted in an overall effectiveness outcome of good.</p> <p>The LA undertook 2 school reviews in Jan 2010 in schools where there are concerns in relation to standards.</p> <p>The systems and procedures linked to Schools Causing Concern are currently being audited. Audit outcomes expected by April 2010.</p>

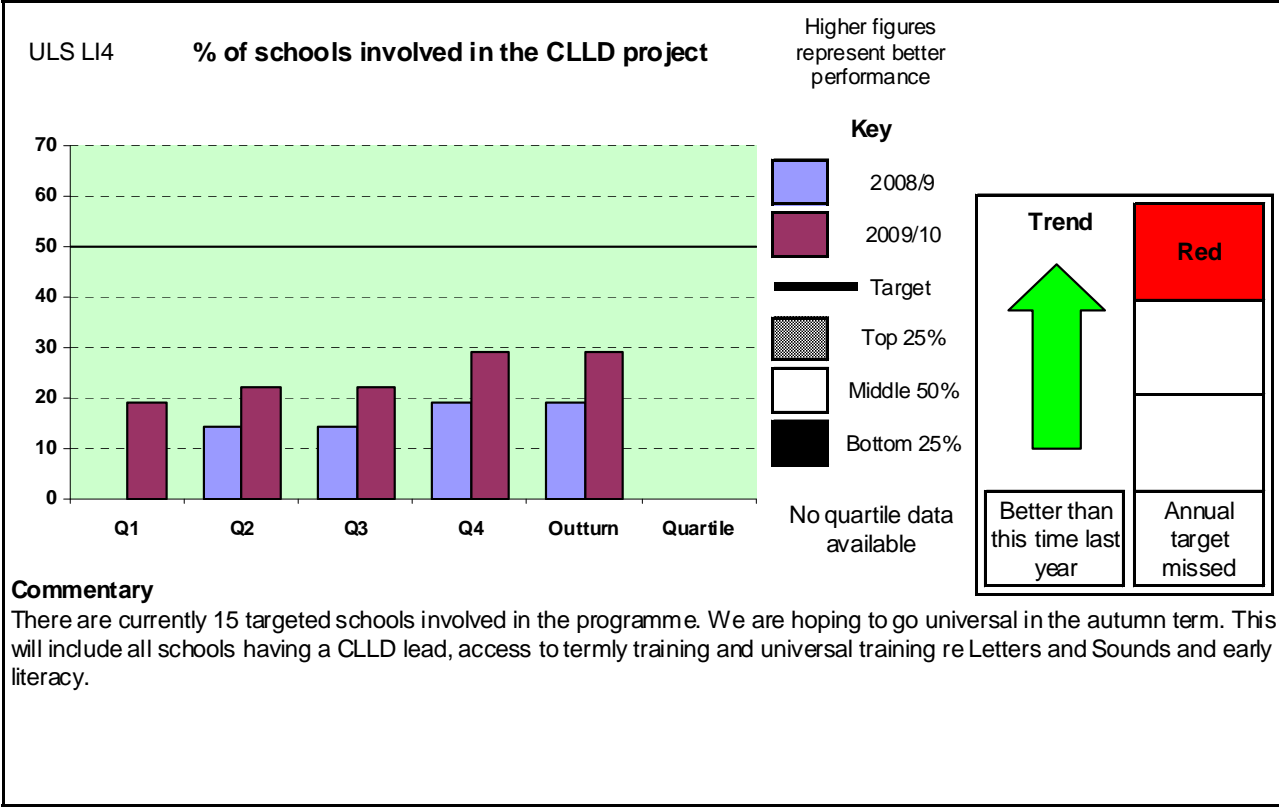
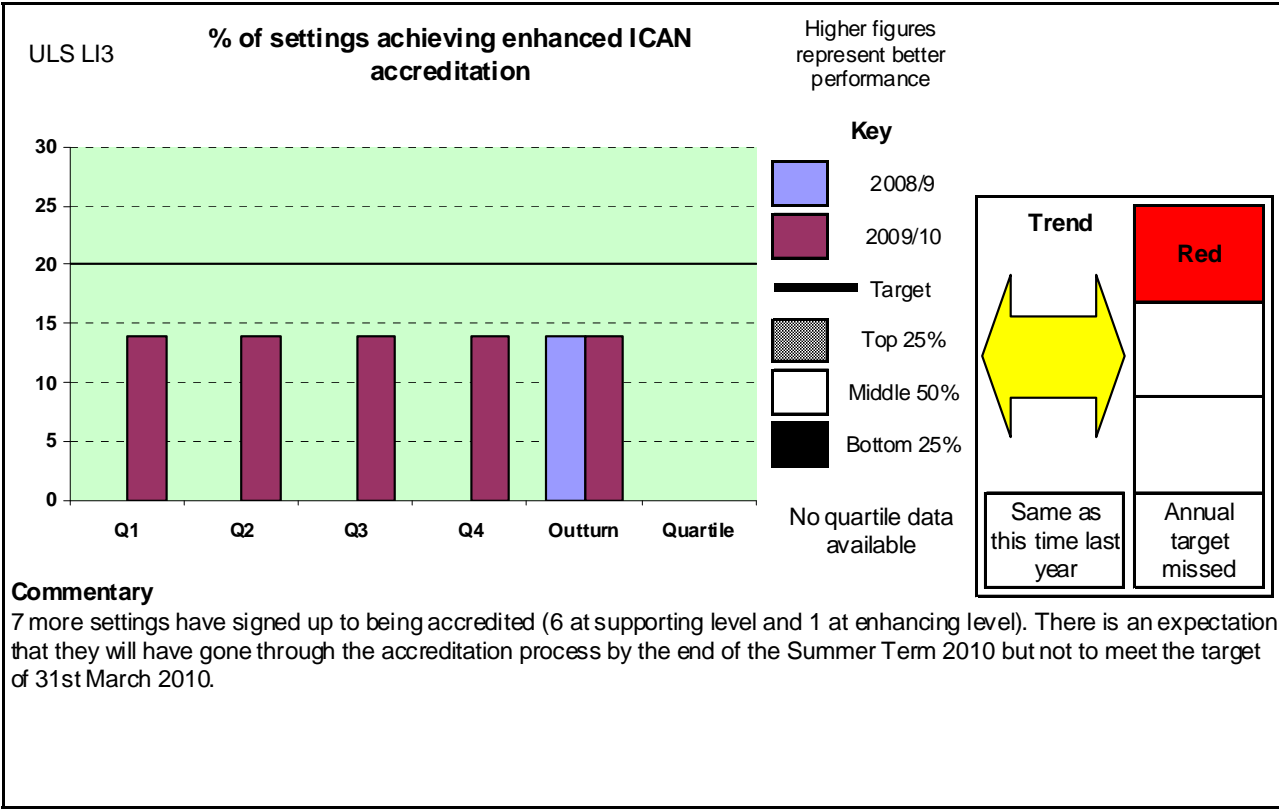
Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Engage schools in literacy and numeracy projects to improve standards by March 2010	<input checked="" type="checkbox"/>	More schools have been engaged in central CPD, particularly for literacy. More subject leaders have attended sessions. In addition, through the AFL project, more schools have been engaged in literacy/numeracy although further development will be required to maintain progress.
ULS 4	To Improve Educational Outcomes for all Children at Secondary Level	Deliver Social, Emotional Aspects of Learning Programmes to targeted schools by March 2010	<input checked="" type="checkbox"/>	All schools fully engaged and in the process of implementing SEAL.
		Implement plan for schools identified as in need of targeted intervention by March 2010	<input checked="" type="checkbox"/>	Plans in place relating particularly to National Challenge Schools. It is highly likely that we will have no National Challenge Schools by the end of the academic year. Halton High to become an Academy and The Grange has made been deemed to have made good progress following a meeting with the DCSF, National Strategies and LA.





Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Review and evaluate alerts and triggers system by March 2010		The final version has now been shared with schools although it is expected that further sections will be added over time. The system has been translated into an electronic format so that the data can be maintained and evaluated by the LA and accessed by schools to support their self-review process. The CSMG (Cross Service Monitoring Group) and SMT have seen a demonstration of the software. The system is now 'live' and will be trialled with selected schools this term.
		Work with schools via the SIP process to ensure they set challenging targets by January 2010		<p>All schools have set challenging targets related to the statutory targets. All SIPs are aware of the Statutory targets that need to be set and the level of challenge associated with them.</p> <p>All targets associated with 5 A* - C including English and maths are above FFT D. The majority (90%) of progress targets have also been set at or above FFT D.</p>




Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Implement systems for managing schools at risk of formal categorisation by March 2010	<input checked="" type="checkbox"/>	<p>There is a comprehensive system in place to manage schools at risk of categorisation in line with the LA's strategy for support an intervention. Where appropriate the LA uses its powers of intervention including the issuing of warning notices and also undertakes school reviews as necessary. There is a Cross Service Monitoring Group (CSMG) in place to provide a 'team around the school' approach and Single School Updates are held to support the planning of collaborative support for schools most in need. The outcome of SIP visits is fundamental to this process.</p> <p>The systems and procedures linked to Schools Causing Concern are currently being audited. Audit outcomes expected very soon.</p>
ULS 5	To Improve Outcomes Post-16	From emerging LSC/LA transitional arrangements pilot a demand led commissioning process for local provision based on need by March 2010	<input checked="" type="checkbox"/>	LSC Transitional arrangements are complete. 2010/11 provision commissioned and financial procedures in place to pay providers. LSC staff located within new council structure in 14-19 Division

Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Collaboratively deliver a range of needs led diplomas at levels 1,2&3 by March 2010		2 Diplomas available at Level 1 5 Diplomas available at Level 2 Recruitment for 5 Diplomas at Level 3 taking place now for September 2010. Confirmation received of permission to deliver 3 new Diplomas for September 2011.
		Map the range and quality of post-16 provision in the borough by March 2010		<p>The 14-19 partnership and Halton Borough Council (HBC) executive board have agreed to a Collegiate framework to deliver the 14-19 reforms however a series of complex scenarios have arisen since the announcement of the reforms which have delayed the mapping exercise.</p> <p>The action remains to develop a collaborative curriculum model through Collegiate working based upon a planning assumption of the broader range of future post 16 provision for a 14-19 commissioning statement by July 10.</p>












Ref	Description	Actual 2008/9	Target 09/10	Quarter 4 Year-end	Progress	Commentary
Fair Access						
Quality						
Service Delivery						
ULS LI5	% of schools setting targets at FFT D	73%	75%	87.5%		87.5% of schools set targets at FFTD and in some cases when this did not happen it was due to change in cohort.
NI72	Early Years Foundation Stage attainment	45.4%	48%	46.9%		Although the target of 48% was not met, there has been a 1.5% increase in the % of children scoring 6+ across both communication, language and literacy and Personal and Social Education. It is also anticipated that 2010 outcomes will show an improvement as a result of the targeted work specifically around language development.
NI73	Proportion achieving L4+ at KS2 in English & Maths (Threshold)	75.8%	77%	73%		Family Trust D levels which is set at measuring outcomes against the best 25% of schools and local authorities nationally. Targets are therefore both challenging and ambitious. Although a slight dip compared to the significant gains made in 2008, Halton has maintained above national performance in this indicator.
NI75	Proportion achieving 5 A*-C GCSE including English & Maths (Threshold)	49.3%	49%	45%		All attainment targets are set at Fischer Family Trust D levels which is set at measuring outcomes against the best 25% of schools and local authorities nationally. Targets are therefore both challenging and ambitious. This was caused mainly by a decline in percentage gaining C+ in English in 3 schools. This is being addressed.

Ref	Description	Actual 2008/9	Target 09/10	Quarter 4 Year-end	Progress	Commentary
NI80	% of young people achieving Level 3 qualification by 19	33%	40.5%			Improved performance at 5 A*-C GCSEs and improved information, advice and guidance should improve 2009/10 performance. Data not yet released, expected in June 2010.
NI92	Achievement Gap at Early Years Foundation Stage	30.5%	30.5%	31.4%		The target was not met and as a result the gap has not been narrowed between the bottom 20% and the median score of the cohort – although the threshold did rise.
NI93	Proportion progressing by two levels at KS2 in English	85%	95%	86%		All attainment targets are set at Fischer Family Trust D levels which is set at measuring outcomes against the best 25% of schools and local authorities nationally. Targets are therefore both challenging and ambitious. Halton's performance in 2009 was 4% above national average.
NI94	Proportion progressing by two levels at KS2 in Maths	81%	87%	80%		All attainment targets are set at Fischer Family Trust D levels which is set at measuring outcomes against the best 25% of schools and local authorities nationally. Targets are therefore both challenging and ambitious. Adrift of target and 1% below national average.
NI104	SEN/Non-SEN achievement gap at KS2 English and Maths (Threshold)	40.4%	38.5%	-	-	Awaiting data. Expected end of May 2010.
NI105	SEN/Non-SEN achievement gap at GCSE 5A*-C including English and Maths (Threshold)	32.1%	31%	-	-	Awaiting data. Expected end of May 2010.

Additional National Indicators:



The indicators below form part of the new National Indicator Set introduced on 1st April 2008. These indicators are subsidiary indicators to the main indicators monitored through the service plan. Where appropriate information will be provided as exception reports within the quarterly monitoring reports.






NI	Description	2008-09 Actual	2009-10 Target	Quarter 4 Year-end	Progress	Commentary
52	Take up of school lunches (Primary)	43.9	No targets set	-	-	Data expected to be published by Schools Food Trust July 2010.
52	Take up of school lunches (Secondary)	46.9	No targets set	-	-	Data expected to be published by Schools Food Trust July 2010.
57	Children and young people's participation in high-quality PE and sport	73.0	Change in calculation of indicator 2009-10 will set baseline.	87%		2008/09 data has been amended in light of the new indicator definition. Halton continues to perform well against national targets for participation in high-quality PE and sport.
69	Children who have experienced bullying (TellUs)	45.3	40	30.2		NB Data has been reweighted for 2008-09 in line with methodology used for 2009-10 and therefore the indicator value has changed. In addition the question used for this indicator has changed and will have impacted on the result.
76	Reduction in number of schools where fewer than 65% of pupils achieve level 4 or above in both English and Maths at KS2	2.0	2	3		3 schools did not attain 55%+ combined level 4+ English and maths
78	Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*- C grades at GCSE and equivalent including GCSEs in English and Maths	1.0	1	1		1 school did not attain more than 30%. This school is currently being supported through the National Challenge programme. Based upon most recent assessment data, this school is predicted to attain in excess of 30% in 2010.





NI	Description	2008-09 Actual	2009-10 Target	Quarter 4 Year-end	Progress	Commentary
81	Inequality gap in the achievement of a Level 3 qualification by the age of 19	19.0	18			Halton has been RAG rated green in the most recent Progress Check indicator. The achievement gap has closed from 25.3%, 19yo at end of 2006/2007 to 19.4%, 19yo at end of 2007/2008.
82	Inequality gap in the achievement of a Level 2 qualification by the age of 19	48.0	49			As part of the 14-19 Progress Check, Halton was RAG rated "AMBER / GREEN" in June 2009 for this indicator and was placed in the in the 'Significant Improvement' category. This was due to the increase from 40% to 48% from 2007 to 2008. Halton is closing the gap on its statistical neighbours (stats neigh increase from 2007 - 2008 was 3%). With anticipated increases in NI 079 it is expected that this indicator will also show improvement. – Apr'10 – info not available until late April
84	Achievement of 2 or more A*– C grades in Science GCSEs or equivalent	56.3	54			Awaiting expected August 2010.
85	Post-16 participation in physical sciences (A Level Physics)	22	30	16		Figures are reported annually and represents the number of pupils taking examinations in the subjects outlined. The targets require re
85	Post-16 participation in physical sciences (A Level Chemistry)	31	50	19		Figures are reported annually and represents the number of pupils taking examinations in the subjects outlined. The targets require re
85	Post-16 participation in physical sciences (A Level Maths)	33	50	26		Figures are reported annually and represents the number of pupils taking examinations in the subjects outlined. The targets require re

NI	Description	2008-09 Actual	2009-10 Target	Quarter 4 Year-end	Progress	Commentary
89	Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category	1.0	1	1	<input checked="" type="checkbox"/>	Weston Primary has now been removed from Special Measures (23 months in category). 1 primary school, Farnworth CE, remains in Special Measures. The most recent monitoring inspection indicated satisfactory progress since inspection and previous monitoring visits.
90	Take up of 14-19 learning diplomas		Awaiting data publication to set baseline prior to setting targets			Diploma numbers have risen accordingly as Halton has increased the number of diploma courses offered within the borough. In 2008/09 Halton had 25 learners from 3 Secondary Schools studying the Construction & Built Environment Diploma - 13 at Level 2 and 12 at Level 1. In September 2009 85 learners started Diploma courses across level 1 and 2 following diploma lines in 'Creative & Media', 'Business, Administration & Finance', 'Information Technology' and 'Society, Health & Development

NI	Description	2008-09 Actual	2009-10 Target	Quarter 4 Year-end	Progress	Commentary
91	Participation of 17 year-olds in education or training	73.0	80			<p>The breakdown for the 70% EET is made up from;</p> <ul style="list-style-type: none"> • Maintained Schools 10%, • Sixth Form College 8%, • Further Education 37%, • WBL 11%, • Part-time education 4%. <p>Continual local monitoring of this indicator is complied by Greater Merseyside Connexions Partnership. Statistics for February 2010 reveal that 86.15% of the Halton 17 year old cohort are 'in learning', a 7.29% increase upon the same period last year (78.86% in Feb 2009). The Halton NEET Strategy group has commissioned numerous events and campaigns aimed at reducing the number of learners who take-up provision for one year only to drop out at 17. Riverside College has also run targeted campaigns to reduce drop-out from courses at age 17. A recent OFSTED inspection at Riverside College has found that in-year retention rates have improved significantly on all courses at all levels.</p> <p>Note: Connexions do not report the 'exact' same definition for this indicator, though local intelligence shows an improvement.</p>
102	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 2	17.1	No targets set as not included in statutory	-		

NI	Description	2008-09 Actual	2009-10 Target	Quarter 4 Year-end	Progress	Commentary
102	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 4	31.0	target setting at the time	26.5%		Gap reduced to 26.5% in 2009. All schools engaged with LA to further narrow this gap.
103	Special Educational Needs – statements issued within 26 weeks (excluding exceptions)	100.0	100	100		2 statements issued during Quarter 4 without exceptions within the 26 weeks statutory timescale
103	Special Educational Needs – statements issued within 26 weeks (including exceptions)	100.0	100	100		3 statements issued during Quarter 4. All were within the 26 weeks statutory timescale. 2 without exceptions and 1 with.
106	Young people from low income backgrounds progressing to higher education	21.0	20	-		Awaiting data.
107	Key Stage 2 attainment for Black and minority ethnic groups (White)	76.5	No targets set as not included in statutory target setting as cohort is too small.	-		Awaiting data.
107	Key Stage 2 attainment for Black and minority ethnic groups (Mixed)	75.0		-		Awaiting data.
108	Key Stage 4 attainment for Black and minority ethnic groups (White)	49.0		-		Awaiting data.
108	Key Stage 4 attainment for Black and minority ethnic groups (Mixed)	70.0		-		Awaiting data.
108	Key Stage 4 attainment for Black and minority ethnic groups (Asian)	50.0		-		Awaiting data.
108	Key Stage 4 attainment for Black and minority ethnic groups (Black)	100.0		-		Awaiting data.




Objective Reference	Risk Control Measures	Progress	Commentary
ULS 1	Vulnerable children to be supported in mainstream education to give them the best opportunities to achieve.		New structure for Learning and Achievement includes a lead for Cross Phase Support and Intervention. Part of the remit of this position is in collaboration with other colleagues and agencies to research and investigate support to all vulnerable groups and to establish systems appropriate to meet the needs of Halton children.
	Good practice from the Education Support Services for Children in Care to be rolled out to other Vulnerable Groups.		This will be incorporated into the research and investigation as set out in previous point. Appointment of 2 part time Education Support Workers is in it's final stages, with 1 more vacancy to be filled. The remit of these posts will be discussed with the DM for CIC once the team is fully in place and practice is embedded.
	Children in Care to be rolled out to other Vulnerable Groups. Improved tracking of vulnerable children and early identification of those at risk of underperformance.		New structure for Learning and Achievement includes a lead for Cross Phase Support and Intervention. Work with Data and Performance team to be undertaken to review data monitoring and tracking systems.
ULS 2	Communication Language and Literacy Development (CLDD) project rolled out in an increasing number of settings to ensure consistency and drive up standards.		There are currently 15 targeted schools involved in the programme. We are hoping to go universal in the autumn term. This will include all schools having a CLLD lead, access to termly training and universal training re Letters and Sounds and early literacy.
	Implementation of the Early Years Outcome Duty to provide a consistent framework		The Early Years Outcome Duty Steering group is an established team who have collaborated on a comprehensive action plan to support the achievement of Halton's statutory Early Years Outcomes duty targets. As a result 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 currently being reviewed and refined with the September 2010 – August 2011 action plan due to be completed by June 2010.

Objective Reference	Risk Control Measures	Progress	Commentary
	Development of quality assurance systems to evaluate quality of provision		A policy for support and intervention for EYFS settings has now been completed and outlines the quality assurance criteria to support the 'categorisation' of settings. The Strategy has been developed with the support of a steering that includes practitioners. The quality indicators will be trialled in the Summer term and this information will be used to inform the deployment of support and intervention across private, voluntary and maintained settings. An official 'launch' is due to take place in June.
ULS 5	Piloting demand lead commissioning of post-16 provision		The 14-19 partnership and Halton Borough Council (HBC) executive board have agreed to a Collegiate framework to deliver the 14-19 reforms however a series of complex scenarios have arisen since the announcement of the reforms which have delayed the mapping exercise. The action remains to develop a collaborative curriculum model through Collegiate working based upon a planning assumption of the broader range of future post 16 provision for a 14-19 commissioning statement by July 10.
	Roll out of specialist diplomas		Diploma numbers have risen accordingly as Halton has increased the number of diploma courses offered within the borough. In 2008/09 Halton had 25 learners from 3 Secondary Schools studying the Construction & Built Environment Diploma - 13 at Level 2 and 12 at Level 1. In September 2009 85 learners started Diploma courses across level 1 and 2 following diploma lines in 'Creative & Media', 'Business, Administration & Finance', 'Information Technology' and 'Society, Health & Development
	Mapping the range of post-16 provision in Halton		The 14-19 partnership and Halton Borough Council (HBC) executive board have agreed to a Collegiate framework to deliver the 14-19 reforms however a series of complex scenarios have arisen since the announcement of the reforms which have delayed the mapping exercise.

HIGH Priority Actions	Target (Resp. Officer)	Progress (Traffic lights)*	Commentary
Ensure staff participate in a programme of Equality and Diversity training	Mar 2010 OD Universal & Learning Services and all DM's	<input checked="" type="checkbox"/>	Rolling programme of attendance at training by DMs.
Participate in programme of Equality Impact assessments on all Strategy, Policy, and Service Areas	Mar 2010 OD Universal & Learning Services and all DM's	<input checked="" type="checkbox"/>	Included within reporting arrangements.
Embed a system of stakeholder engagement, participation and consultation in all aspects of Service Delivery	Mar 2010 OD Universal & Learning Services and all DM's	<input checked="" type="checkbox"/>	Through Children's Trust.

Financial statement to be inserted.

Application of RAG symbols:

	<u>Objective</u>	<u>Performance Indicator</u>
<u>Green</u>	 Indicates that the milestone/objective <u>will</u> be achieved within the identified timeframe.	Indicates that the annual target <u>will</u> , or has, been achieved or exceeded.
<u>Amber</u>	 Indicates that at this stage it is <u>uncertain</u> as to whether the milestone/objective will be achieved within the identified timeframe.	Indicates that at this stage it is either <u>uncertain</u> as to whether the annual target will be achieved.
<u>Red</u>	 Indicates that the milestone/objective <u>will not</u> , or has not, been achieved within the identified timeframe.	Indicates that the annual target <u>will not</u> , or has not, been achieved.