

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

**DATE:** 24 May 2010

**REPORTING OFFICER:** Strategic Director, Resources

**SUBJECT:** Sustainable Community Strategy Performance Report

**WARDS:** Borough-wide

## **1.0 PURPOSE OF REPORT**

1.1 To provide information on the progress towards meeting Halton's Sustainable Community Strategy targets at 2009 – 10 financial year-end.

## **2.0 RECOMMENDED: That**

**(1) the report is noted; and**

**(2) 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 Local Area Agreement, which comprises an element of Halton's Sustainable Community Strategy, 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 2010 following a review with Government Office North West. Any changes to performance targets that resulted from this review have been reflected within the enclosed report.

3.3 Attached as Appendix 1 is a report on progress to the 2009 – 10 financial year end 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 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**

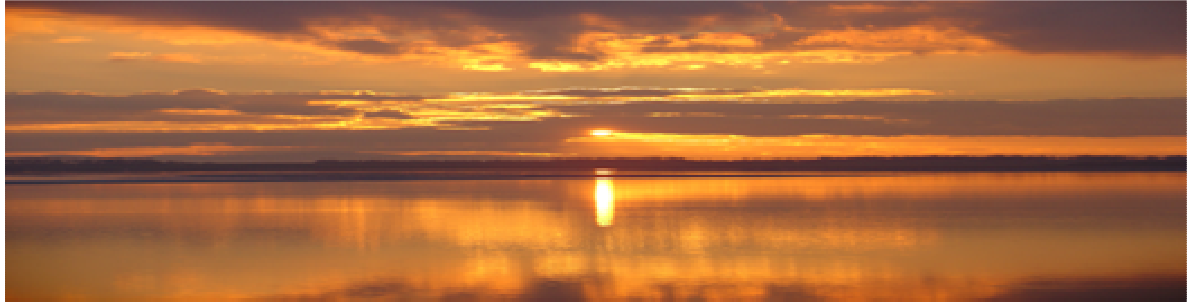
- 9.1 One of the guiding principles of the Local Area Agreement is to reduce inequalities in Halton.

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

Document                      Local Area Agreement 2008 – 11

Place of Inspection    2<sup>nd</sup> Floor, Municipal Building, Kingsway, Widnes

Contact Officer         Rob MacKenzie (0151 471 7416)



# **The Sustainable Community**

## **Strategy For Halton**

**2006 - 2011**

### **Year End Performance Progress Report**

**01<sup>st</sup> April 2009 – 31<sup>st</sup> March 2010**

**Version control**




<b>Version</b>	<b>Date</b>	<b>Revision</b>
<b>1.0</b>		

<b>Document Contact (Halton Borough Council)</b>	
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This report provides a summary of progress in relation to the achievement of targets within Halton’s Sustainable Community Strategy.

It provides both a snapshot of performance for the period 01<sup>st</sup> April 2009 to 31<sup>st</sup> March 2010 and a projection of expected levels of performance to the period 2011.

The following symbols have been used to illustrate current performance against 2010 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	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.
83	Proportion achieving L5+ at KS3 in Science	
95	Proportion progressing by two levels at KS3 in English	
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	

## HEALTHY HALTON

### CHILDREN & YOUNG PEOPLE



	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		
	87	Secondary school persistence absence rate		
	92	Achievement Gap at Early Years Foundation Stage		
	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		
	56	Obesity among primary school age children in Year 6		
	63	Stability of placements of looked after children		
	80	Achievement of a Level 3 qualification at age 19		
	111	First time entrants to Youth Justice System		
	112	Under 18 conception rate		
	115	Substance misuse by young people		
	116	Proportion of children in poverty	N/A	
	117	16 – 18 Year olds not in education, training or employment		
	48	Reduce the number of children and young people killed or seriously injured in road traffic accidents		
	199	Increase the children and young people's satisfaction with parks and play areas		

**HEALTHY HALTON**

	CYP1	Reduce the 13% gap in attainment of 5 A*-C GCSEs (including English and Maths) by 25% between those living in the worst 10% LSOA nationally and the Halton average in the three years to 2011		
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## CHILDREN & YOUNG PEOPLE

### NI 72      Early Years Foundation Stage Attainment

Baseline (2007/08)	2009 - 10			2011	
	Target	Actual	Progress	Target	Projected
43.9%	48%	<b>46.7%</b> (July 2009)		52%	

#### Data Commentary

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!

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.





## CHILDREN & YOUNG PEOPLE

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	Actual	Progress	Target	Projected
71.7%	77%	<b>74%</b> (July 2009)		79%	

#### Data Commentary

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 the final data release from DCSF and represents the data version that appears on the DCSF performance tables website.

#### 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.

## CHILDREN & YOUNG PEOPLE

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 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.

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.

## CHILDREN & YOUNG PEOPLE

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

Baseline (2007/08)	2009 - 10			2011	
	Target	Actual	Progress	Target	Projected
41.1%	49%	<b>44.4%</b> (Summer 2009)		52.3%	

#### Data Commentary

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.

#### 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. An in depth analysis of the results is being undertaken.

#### 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

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- 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

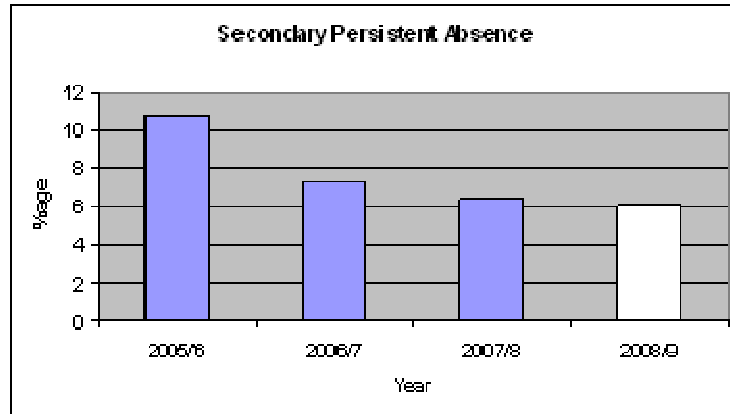
**NI 87 Secondary School persistent absence rate**

Baseline (2006/07)	2009 - 10			2011	
	Target	Actual	Progress	Target	Projected
7.2%	6.5%	<b>6.1%</b> (2008/09)	✓	5.5% (2009/10)	✓

**Data Commentary**

As data is published in arrears by DCSF the figure of 6.1% represents actual performance for the 2008 – 09 academic year..

**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.

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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.

**NI 92**

### Achievement Gap at Early Years Foundation Stage

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

#### Data Commentary

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.

## CHILDREN & YOUNG PEOPLE

### 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 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 has reworked the first draft. 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	Actual	Progress	Target	Projected
63.1%	89%	<b>83%</b> (July 2009)		89%	

#### Data Commentary

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 the final data release from DCSF and represents the data version that appears on the DCSF performance tables website.

## CHILDREN & YOUNG PEOPLE

### 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.

### 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



## CHILDREN & YOUNG PEOPLE

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 94**

### Proportion progressing by two levels at KS2 in Maths

Baseline (2007/08)	2009 - 10			2011	
	Target	Actual	Progress	Target	Projected
61.4%	87%	<b>82%</b> (July 2009)	<div style="background-color: red; color: white; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">x</div> Adrift of target, in line with national	87%	<div style="background-color: yellow; border: 1px solid black; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">?</div>

#### Data Commentary

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 the final data release from DCSF and represents the data version that appears on the DCSF performance tables.

#### 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.



## CHILDREN & YOUNG PEOPLE

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:



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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.

## CHILDREN & YOUNG PEOPLE

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

Baseline (2007/08)	2009 - 10			2011	
	Target	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.

#### 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.

## CHILDREN & YOUNG PEOPLE

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

Baseline (2007/08)	2009 - 10			2011	
	Target	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.

**CHILDREN & YOUNG PEOPLE**

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.

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

Baseline (2007/08)	2009 - 10			2011	
	Target	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).

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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. 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.

## CHILDREN & YOUNG PEOPLE

### NI 56 Obesity among primary school age children in Year 6

Baseline (2008)	2009 - 10			2011	
	Target	Actual	Progress	Target	Projected
22.4%	21.3%	<b>22.4%</b>		21.3%	

#### Data Commentary

Children's heights and weights are collected annually by the PCT. PCT data is submitted to a national database which then produces verified results for the PCT only. Borough percentages are calculated locally. Provisional data for 2008/09 indicates a 1% increase in the prevalence of obesity amongst Year 6 age children. Figures currently stand at 22.4% compared to 21.4% in 2007/08.

#### General Performance Commentary

National Child Measurement Programme (NCMP) results for 2008/09 indicate an increase in obesity for Year 6 children. The resultant figures are an increase from 21.4% in 2007/08 to 22.4% in 2008/09. This figure indicates that an increasing number of children in the overweight category have now moved into the obese category. It is particularly important that commissioned services are implemented to meet this need. Fifteen new posts for obesity are now being advertised and teenage weight management services have been procured.



#### Summary of key activities undertaken / planned during the year

Procured teenage weight management services to be implemented. School weight management action plans to be implemented. Re-configured children's community food workers service to be implemented. Extended schools programme to be expanded. MEND (Mind Exercise Nutrition Do It) programme for overweight children to be expanded, programmes with the Widnes Vikings to be implemented, Healthy Schools enhanced criteria re: obesity to be implemented in schools with high obesity rates.

Specialist weight management services for morbidly obese children to be expanded.

## CHILDREN & YOUNG PEOPLE

### NI 63      Stability of placements of looked after children

Baseline (2007/08)	2009 - 10			2011	
	Target	Actual	Progress	Target	Projected
69%	77%	<b>70.2%</b>		81.5%	

#### Data Commentary

Progress towards the stretch target is being maintained although at this stage meeting the target is unlikely.

#### General Performance Commentary

This year end performance is a significant improvement on last years out turn of 65.2%. Performance will continue to improve as the placement strategy increases the range of placements. In addition placement stability is the focus of much work within the child care and placement provider teams. It is also the focus of work with schools that can be key to helping a child remain in placement. Both the current year and 2011 targets are stretch targets and will be challenging to achieve.

Halton's performance is higher than the latest available 2008/09 National (67%), statistical neighbour (67%) and regional (66%) averages.

Higher levels of adoption of Children in Care has also impacted on performance this year with 4 children adopted who were part of the NI63 cohort to the benefit of the children, but to the detriment of the indicator.



#### 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.

## CHILDREN & YOUNG PEOPLE

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	Actual	Progress	Target	Projected
33.5%	40.5%	<b>33%</b>		42.22% (PSA) 54%	

#### Data Commentary

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.

#### 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.



## CHILDREN & YOUNG PEOPLE

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

Baseline (2007/08)	2009 - 10			2011	
	Target	Actual	Progress	Target	Projected
1960 (rate per 100,000) <b>(249)</b>	1859 (rate per 100,000) <b>(237)</b>	<b>Rate figure not yet available (149)</b>		1836 (rate per 100,000) (234)	

#### Data Commentary

This is reported by Cheshire Constabulary and validated by PNC data which is available in November. Some caution should be exercised in relation to the accuracy of the data for this measure due to previous anomalies in reported figures. However it is considered that any variance that may occur would be minimal and have no affect upon the direction of travel remaining positive.

#### 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 Department 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.

Additional YCAP projects such as Operation Stay Safe and the Friday night reparation project also contribute to the reduction in first time entrants.

The main activity though is the adoption of restorative justice outcomes by Cheshire Constabulary when dealing with young people for the first time or for relatively minor offences.

## CHILDREN & YOUNG PEOPLE

### NI 112      Under 18 conception rate

Baseline (2007/08)	2009 - 10			2011	
	Target	Actual	Progress	Target	Projected
3.6% <small>(2006 baseline, change from 1998)</small>	-41% <small>(change from 1998)</small>	<b>+12%</b> <small>(52.6) (estimated full rate for 2008) Rate in 1998 38.9</small>		-55% <small>(change from 1998)</small>	

#### 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 and national figures (ONS) show a significant reduction in the number of teenage pregnancies in Halton of 25.9%.

#### Summary of key activities undertaken / planned during the year

The under 18-conception rate nationally is now 13.3% lower than in 1998. While behind the target to halve the teenage pregnancy rate by 2010, conceptions and births are at their lowest level for over 20 years. During the life of the strategy, information, advice and support for children and young people, to help them stay safe and healthy and understand the importance of relationships, has improved significantly. Young people also have better access to contraception, when they reach the point at which they begin to have sex. The international evidence-base for the Strategy shows that the two measures for which there is the strongest evidence of impact on teenage pregnancy rates are comprehensive information advice and support-from parents, schools and other professionals-combined with accessible, young people-friendly sexual and reproductive health (SRE).

Sex and Relationship Education (SRE) in schools and post- 16 learning remains patchy. In addition the wider children's workforce is not routinely equipped to talk to young people about their relationships and their sexual health. The aims continue to be to place understanding of sex firmly in the context of loving relationships and to stay healthy when they become sexually active.

## CHILDREN & YOUNG PEOPLE



Over the past 12 months we have:

- Made local sexual health service information available through a range of locations including doctors, pharmacies, workplaces, nightclubs and other community settings
- Raised awareness of the negative effects alcohol and drugs have on positive sexual health
- Encouraged parents and carers to talk with their children about relationships, sex and sexuality
- Offered sexual health awareness training to workers in the community and health and social care settings
- Increased the number of sexual health clinics and made them young people focussed
- Used the VRMZ outreach bus in hotspot areas on Friday and Saturday nights and during the school holidays, to provide young people with information and advice on positive sexual health
- Further developed teen drop-ins in some schools to include information and advice on relationships and contraception.

Work planned includes:

- Embed and implement young peoples services in the community and increase the number of teen drop-ins in schools
- Fully utilise MyPlace for integrated services developments
- Continue to ensure the VRMZ outreach bus provision is accessible to young people across Halton providing universal and targeted interventions
- Further develop holistic college and work based sexual health services for young people that are more responsive and flexible and take into account the differing needs of young people.

### NI 115 Substance misuse by young people

Baseline (2007/08)	2009 - 10			2011	
	Target	Actual	Progress	Target	Projected
12.6%	N/A	<b>12.3%</b>		9.8%	

#### Data Commentary

Data for the TellUs4 Survey was weighted differently than previous surveys. The DCSF have reweighted the results from the TellUs3 in line with new methodology. Targets set against previous weightings will require reviewing in light of the new data.

## CHILDREN & YOUNG PEOPLE

### General Performance Commentary

The results indicate that more young people answered that they are misusing substances than previous surveys, and Halton's performance is higher than the national and regional averages.

### Summary of key activities undertaken / planned during the year

Halton has submitted its Treatment Plan for 2010/11 and received the following feedback: The NTA North West strongly feel your plan is truly fit for purpose to guide the specialist substance misuse treatment system, within the wider approach of the Children and Young Peoples arrangements, for the year ahead, with Halton remaining one of our regional best examples of a successful and inclusive system.

Under 18s substance misuse services are now dominated by alcohol, cannabis, cocaine and ecstasy (ACCERs) in most of the UK. The 2008 Drug Strategy encouraged a more recovery focused treatment systems, aimed at getting drug and alcohol users back into education, employment and training. The profile of drug and alcohol users in Halton is consistent with the rest of the UK, with alcohol and cannabis being the drugs used most by young people. The Tell us survey 2009 told us percentage of young people reporting drug use in Halton is 1% higher than our statistical neighbours. Further work is required focussed through the Children and Young People's Plan to reduce the number of Halton's Young People involved in substance misuse.

### NI 116 Proportion of children in poverty

Baseline (2007/08)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
5.6 %	N/A	4.8 %	N/A	4.6 %	?

### Data Commentary

The above data on the total number of children in families in receipt of out of work benefits by the local authority was made available on the DWP website. This presents the data in a different format to the data previously released and used to calculate the baselines. Following the earlier loss of child benefit data records by HMRC in 2007 restrictions have been in place on both the provision and use of child benefit data. DWP have agreement to publish the numbers released yesterday but not to use the Child Benefit data to calculate the existing proxy targets.

## CHILDREN & YOUNG PEOPLE

Early investigation of the population estimates suggests that for some Local Authorities it may lead to a slightly different proportion of children in families in receipt of out of work benefits. However the trends in the data will be robust and consistent and will allow us to track progress effectively. Therefore the change should not adversely impact the targets themselves.

The target for this measure, following discussion with Government Office North West is to narrow the gap between Halton and the North West average from a baseline of 5.6% in 2007/08 to 4.6% by April 2011.

### General Performance Commentary



Performance provided in relation to this indicator indicates that there was a 5.1% decrease in the percentage of families in receipt of out of work benefits over the 5 years of the data collection. Halton is on target to meet the new target agreed with GONW as latest performance indicates a gap of 4.8%.

### Summary of key activities undertaken / planned during the year

As an area of focus for the Children and Young People's Plan a sub-group has been established to focus on some tasks to tackle child poverty, whilst recognising this is an issue for all of the LSP due to the magnitude of the issue.

The Local Authority Child Poverty meeting has taken place with a view to producing the Child Poverty Strategy for March 2011.

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

Baseline (2007/08)	2009 - 10			2011	
	Target	Actual	Progress	Target	Projected
11.5%	8.8%	<b>10.3%</b>		7.7%	

### Data Commentary

The national NEET performance target is the average percentage NEET in November, December and January each year. This figure there for represents the latest actual data i.e. for November 2009 – Dec 2010

### General Performance Commentary

The data shows a large reduction in NEET for those months in 2009/10 compared with 2008/9 however there is still some way to go to reach the target. In real terms this represents a reduction in NEET from 534 in 2008/9 to 393 in 2009/10.

The year-on-year reduction in numbers of NEET is 21%, in comparison with the England average reduction of 7.5%. The percentage of 16.18 year olds NEET has reduced to 10.3% in 2009/10 from 13.2%.

### Summary of key activities undertaken / planned during the year

Action is taking place in accordance with the NEET Strategy and Action plan. Actions include the implementation of the Working Neighbourhood Fund apprenticeships programme. This has been in operation from April 2009 and has been further extended for 2010/11. The working neighbourhood apprenticeship programme was implemented in April 2009 and is being managed by Halton People into jobs. All 100 places have been obtained and further funding to expand the programme through 2010/11 is being sought.

An 'at risk' matrix for early identification of young people at risk of becoming NEET is being developed to allow for targeted intervention.



Access to provision is more flexible particularly at Riverside College who have extended their main enrolment to the end of October and introduced January and March enrolments also.

A September Guarantee group meets frequently to carry out forensic monitoring of the NEET cohort to ensure that new joiners are picked up promptly and targeted support is taking place with longer term NEET

The KS4 Gateway is working with learners who are pre sixteen and have been identified as being at risk of becoming NEET to engage them on an

appropriate pathway. Gateway plus is providing a service around young people who have not or who have dropped out of traditional learning pathway.

**NI 48 Reduce the number of children killed or seriously injured in road traffic accidents by 26.9% from the 2008 figure (29.5%) by 2011**

Baseline (2008)	2009 - 10			2011	
	Target	Actual	Progress	Target	Projected
29.5%	7.1%	0		-26.9%	

**Data Commentary**

The above figures are based on data supplied by Cheshire Police on a calendar year basis. The figure '0' indicates that the latest 2009 3-year rolling average figure is the same as the previous 3-year rolling average.

**General Performance Commentary**

Excellent progress has been made in reducing child deaths/serious casualties (CKSI) on Halton's roads. From a 1994-1998 average figure of 33 per annum, the 2007-2009 three year average is 9 (approx figures).

The progress that has been made in Halton exceeds that made nationally in terms of CKSI, but the average rate of child death/serious injury for those under 16 years old remains higher than the current national norm, even though there has been a large effort in this area locally since the 1990's. There is evidence that the trend for the average annual CKSI total is tending to 'flatline' despite a range of targeted initiatives, and consistently reducing the numbers appreciably in the future looks to be a stiff challenge. With no one 'big fix' on the horizon, established methods for reducing child casualties will have to be refined and efforts redoubled.

**Summary of key activities undertaken / planned during the year**



The large reductions in casualty and accident numbers in Halton have been achieved through the rigorous application of conventional traffic engineering methods backed by the latest available national guidance and supported by road safety education, training and publicity initiatives (RSETP).

The role the Council's road safety unit plays in educating and training children and adults and publicising road safety is invaluable and makes a significant contribution towards the prevention of accidents to children within the Borough, both while travelling to school and at other times. Whilst RSETP can be specifically targeted towards children's needs, the lack of any

correlation between deprivation and casualties requires that local safety schemes will continue to be implemented on the basis of casualty concentrations and the viability of schemes to address specific issues.

The national Road Safety Strategy “Tomorrow's Roads – Safer for Everyone” set out a framework for delivering road safety to help achieve its established long-term casualty reduction targets, which are to be reached by 2010. Halton Borough Council’s RSETP programme has continued to develop in line with the strategy and has contributed to the overall downward trend in casualties alongside engineering and enforcement strategies. The working relationship the Unit has with schools is excellent and the partnership will continue and develop its role in educating children in matters of road safety. Road safety initiatives provide opportunities to raise the general awareness of safety issues and to deliver advice and training to a wide audience. The influencing of behaviour and attitudes of all highway users is now seen as being central to gaining further lasting reductions in road casualties in Halton.

**NI 199 Increase the children and young people’s satisfaction with parks and play areas**

Baseline (2008)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
42.4%	N/A	52.1%		42%	

**Data Commentary**

Data for the TellUs4 Survey was weighted differently than previous surveys. The DCSF have reweighted the results from the TellUs3 in line with new methodology. Targets set against previous weightings will require reviewing in light of the new data.

**General Performance Commentary**

There has been a 9.7% increase in children and young people satisfaction with parks and play areas on 2008/09 TellUs Survey. Halton’s performance is above the regional average, but below the national average.

**Summary of key activities undertaken / planned during the year**

Halton now has another two playgrounds which were completed in the Easter holidays with a total investment of over £400,000. Spike Island playground in Widnes is an all-new facility built near the approach to Catalyst science and discovery centre which, as well as providing adventurous play, significantly





improves this part of the park. Facilities include a range of equipment suitable for everyone from toddlers to teenagers, all of which has been designed with the theme of the chemical industry to emphasise the link with the Catalyst centre.

Meanwhile in Runcorn the community play area at Wellington Street has had a major boost following public consultation. This much-loved space has now had a makeover to include many new features that are accessible to all. These latest play area improvements are further examples of the Council's commitment to improve facilities for young people.

The play areas were designed by Halton Borough Council's Open Space Services Division, in close consultation with local residents. They were funded by the Council, the Local Area Forum, the Government's Playbuilder initiative, Play England and Big Lottery Fund.

***Non Local Area Agreement Measures contained within Halton's Sustainable Community Strategy (2006 – 2011)***

**CYP 1 Reduce the 13% gap in attainment of 5 A\*-C GCSEs (including English and Maths) by 25% between those living in the worst 10% LSOA nationally and the Halton average in the three years to 2011**

Baseline (2008)	2009 - 10			2011	
	Target	Mid-year Actual	Progress	Target	Projected
13% gap	N/A	13.6		9.75% gap	

**Data Commentary**

Actual figure relates to 2008/09 academic year performance across all LA maintained secondary schools within Halton. Exam data is sent directly from awarding bodies to RM Solutions, data is made available for each LA from 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**

Performance for the baseline was 49% for all Halton and 26% for those in 10% most deprived LSOA. Performance at 2009/10 was 44.4% for all Halton and 30.8% in the 10% most deprived LSOA. Therefore the gap has increased.

## 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