

## Priority Based PPB Report

**Priority:** Children and Young People

**Reporting Period:** Quarter 4, 1 January 2015 – 31 March 2015

### 1.0 Introduction

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

### 2.0 Key Developments

#### 2.1 Ofsted Inspection (GM)

In February 2015, the report on Ofsted's inspection of Halton's services for children in need of help and protection, children in care and care leavers under one single inspection framework was published. The inspection took place over a four week period during November and December 2014. The Ofsted inspection was the most intensive interrogation of Halton's services for children and families that we have ever experienced. It included 33 key lines of enquiry, over 100 meetings and consideration of around 150 files, including 25 detailed audits.

Halton's inspection judgement overall was 'Requires Improvement', although Halton was judged 'Good' on three of the five sub judgements that contributed to the overall score. Halton's inspection report, at the time of publication, was the best received so far by any local authority in the North West. Inspectors found no widespread or serious failures that create or leave children being harmed or at risk of harm. The welfare of looked after children is safeguarded and promoted. A broad range of strengths were highlighted, including the strength of the workforce, the local authority as a corporate parent and a 'whole authority' approach to improving outcomes for our children and young people. Equally, a number of actions were identified that were in line with our own self-assessment and future planning for further improvement. These will be articulated in an action plan that will be finalised by May 2015 and drive work across services during 2015-16.

#### 2.2 Halton Children & Young People's Plan Annual Review 2015 (AMc)

Halton's Children & Young People's Plan 2014-17 is the main plan for all partners within Halton's Children's Trust and the services they provide for children and young people in Halton. It sets out what we are going to do together to make things better for our children and young people. The Plan is built around the following three priorities:

- Working together to deliver services in a joined up way to make sure children and their families get the right help at the right time (Early Intervention).
- Working together to plan and fund outcome focused services for children and families, that deliver high quality services that are value for money (Integrated Commissioning).

- Working together to focus services towards the needs of our most vulnerable children, young people and families to 'close the gap' by improving health, education, social and cultural outcomes.

An Annual Review has been developed as a supplement to the main Plan. It provides an update on progress over the last year towards achieving Halton's Children's Trust's strategic priorities, the nine Children & Young People's Plan promises, that together form the Children's Trust action plan, and key national and local policy developments, including:

- Implementing the Special Educational Needs & Disabilities reforms in Halton.
- Analysis of the unannounced Ofsted inspection of Halton's Children's Services in November 2014.
- Halton's new Early Intervention model.

In addition there are a collection of success stories of Halton Children's Trust over the last 12 months, with links to further information. The review document is available to download from <http://www.haltonchildrenstrust.co.uk/index.php/children-young-peoples-plan-2014-2017/>

### 2.3 Secondary School Allocations (AMc)

The Local Authority responsible for co-ordinating the admissions process for the allocation of places for those children transferring from primary to secondary school. Parents/carers are notified of their child's allocation on 1 March (or following working day if the 1<sup>st</sup> falls at a weekend or Bank Holiday). For those children transferring from primary to secondary school for the September 2015 intake, 95% were offered their first preference school. The Local Authority continues to monitor patterns of preference and school capacity.

### 2.4 Halebank Church of England Voluntary Controlled Primary School (AMc)

The Local Authority received confirmation from the Education Funding Agency that Halebank Church of England Voluntary Controlled Primary School which was included in the Department for Education's Priority School Building Programme, a national, privately financed programme to address those schools in the worst building condition, has been approved for inclusion within the programme. The project to rebuild the school will commence on site in June 2015.

### 2.5 Participation of 16/17 year olds (AMc)

The Department for Education has published figures identifying that Halton has a higher proportion of 16 and 17 year olds participating in education and training compared to regional and national benchmarks. Figures from December 2014 identify 91.2% of Halton 16 and 17 year olds were participating through either;

- Full time education and training
- Apprenticeships
- Work based learning
- Employment combined with training

This is positive compared to 90% regionally and 90.2% nationally.

2.6 Young people at risk of NEET (Not in education, employment or training) (AMc)  
Members of the 11-19 Partnership, including Halton Schools and Academies have agreed a process of support and challenge by the Local Authority in the areas of Post-16 destinations, careers information advice and guidance, and the tracking support and retention of young people. As part of this they will work with the local authority to identify young people in their school at risk of not making the transition to post 16 education, and identify a lead who will link with the 14-19 team.

2.7 Standing Advisory Committee for Religious Education (SACRE) (AMc)  
Lord Nash wrote a letter to all SACREs on 7 January 2015. It stated:  
*'The role of a SACRE is to support the religious education curriculum and collective worship within schools. Local authorities have a duty to enable SACREs to fulfil their statutory responsibilities in these areas. They should assure themselves that the SACRE is functioning well and holding regular meetings. It may also be appropriate for the local authority to support the SACRE's work to provide teacher training in RE and collective worship training. As part of their responsibilities, SACREs must provide an agreed syllabus to support the religious education curriculum in schools, which must be reviewed every five years. All SACREs are encouraged to submit their annual reports to NASACRE for inclusion on their website. The Department intends to commission a review of SACRE annual reports to identify good practice, and ensure that all SACREs are fulfilling their statutory duties.'*

Halton SACRE continues to work hard to meet its duties and support schools with issues surrounding Religious Education (RE) and collective worship. All schools have received guidance on the teaching of fundamental British values. To support the continued effective functioning of SACRE, Halton and Warrington LA officers work closely and SACRE colleagues from both LAs have established an informal networking opportunity, this shares ideas and approaches that will meet the needs of teachers. There will also be a joint Halton and Warrington RE conference in the summer term.

Halton SACRE is already looking towards its five year locally agreed syllabus review. At the next SACRE meeting colleagues from Liverpool and Lancashire will present their locally agreed syllabus' that are already used widely across the North West. The Halton Annual report was written and submitted to NASACRE in January. It is now on the NASACRE website and has been circulated to Halton schools.

2.8 Timeline for the Reform of the Primary National Curriculum and Assessment (AMc)  
Information on key points in the timeline is included below:

- September 2015: 2014 National Curriculum to be used in all years for all subjects
- September 2015: Schools to continue to use Early Years Foundation Stage Profile at the end of the year but may also elect to use the new baseline assessment for reception.
- May 2016: New KS1 and KS2 tests based on 2014 National Curriculum to be introduced. KS1 tests to be administered in May, not at any time as is case with current tests.

- September 2016: Use of Early Years Foundation Stage Profile becomes non-statutory. Schools have choice as to whether or not to implement a new baseline assessment in Reception Year. This is not a statutory requirement, however progress at the end of KS2 (in 2023) for the cohort of children in Reception 2016-17 will only be measured from the baseline assessment, not from KS1. Therefore if children have not completed a baseline assessment there will not be a measure of progress. This will lead to the school being accountable only for the attainment of children at the end of KS2. Given that the current expectation is that at least 85% of children will meet the expected standard it will be difficult for a number of schools in Halton to meet that floor standard.

## 2.9 Statutory Assessment (AMc)

This is the final year of KS1 and KS2 tests and teacher assessment based on the pre-2014 curriculum. It will also be the final year for attainment in the tests and teacher assessment to be judged in 'levels'.

From September 2015 schools will need to have an alternative system that no longer makes reference to levels and average point scores. The 2014 Primary National Curriculum refers to what children should know or be able to do by the end of each year, but there are no specific performance descriptors for end of year standards for each year. The Department for Education has consulted on performance descriptors for the end of KS1 and end of KS2 but the publication of the definitive descriptors has been delayed until September at the earliest. The local authority has held several assessment briefings for headteachers this year. The key advice from the local authority is that schools need to ensure that they focus on the principles of assessment, not tracking progress, and therefore whatever assessment procedures they adopt, standardisation is crucial. The local authority will be working with primary schools to hold standardisation meetings.

Tracking progress however, continues to cause concern for headteachers with many looking to their current tracking system provider to introduce a new product that will provide an answer to both how to assess as well as track progress. There are a wide variety of systems being developed and marketed and as yet there is no evidence as to how effective they may be.

## 2.10 Baseline Assessments (AMc)

As explained above, schools have to decide whether to implement a baseline assessment for reception year children in September 2015. This decision is required by 30 April 2015. Schools will decide whether or not to go ahead with registering with one of the six providers of the assessment materials. The local authority has advised headteachers to use the assessment this September as a 'trial run' and all six providers presented their materials at a local authority arranged briefing for the headteachers in March 2015. These designated providers have to receive orders from a minimum number of schools for the Department for Education to allow them to provide their materials to schools. If a provider doesn't meet the minimum requirement those schools that have registered with it will be advised early June that they need to sign up with an alternative provider.

### 2.11 Social Worker Recruitment (TC)

Following a successful recruitment drive Children in Need have recruited nine permanent social workers who are due to begin in May 2015. This is due to a high turnaround of staff in recent times, including agency social workers. This will increase productivity and aims to improve performance and outcomes for this vulnerable group.

### 2.12 Young Carers Statutory Assessments (TC)

Under the Care Act 2014, a statutory duty to assess the needs of Young Carers has now come into effect. The Carer's Centre will manage the registration of young carers, and the Early Intervention Teams will undertake the assessments. Link to the Care Act 2014: <https://www.gov.uk/government/publications/care-act-2014-statutory-guidance-for-implementation>

### 2.13 Multi-agency Child Sexual Exploitation Team (TC)

A multi-agency Child Sexual Exploitation Team has been established on a pilot basis, initially for 9 months, from 5 February 2015. The team includes a social worker, an education welfare officer, health professionals, police and voluntary sector providers and a parent engagement worker.

## 3.0 Emerging Issues

### 3.1 Revised Ofsted Inspection Framework for Children's Homes (TC)

The revised framework of Ofsted inspection of Children's Homes came into effect 6 April 2015. This more rigorous framework will be applied to both Edinburgh Road Children's Home and Inglefield Residential Short Break Unit for Children with Disabilities. The current judgements are Good and Outstanding respectively. Link to the new framework: <https://www.gov.uk/government/publications/inspecting-childrens-homes-framework>

### 3.2 Children on Child Protection plans (TC)

Children in Care numbers have stabilised but numbers of children on child protection plans continue to increase (58.7 per 10,000 0-18 yrs olds at March 2014, 86.2 at March 2015), with the predominant reason for a plan being neglect or likelihood of neglect. Halton Safeguarding Children Board is undertaking a multi-agency audit of a number of cases in May 2015 to understand better the reasons for the increase and to make recommendations on future ways of working.

### 3.3 Attainment and progress of Children in Care (AMc)

The Ofsted Inspection of services for children in need of help and protection, children looked after and care leavers for Halton was published 3 February 2015. One of the areas for improvement was to further develop the role of the headteacher of the virtual school to ensure that secondary schools in particular, were held to account fully for the attainment and progress of their pupils who were in care, and for reducing the number subject to a fixed period of exclusion. An action plan is being developed to increase the number and quality of Personal Education Plans (PEP's) of Children in Care. So that they are SMART, outcome focused PEPs. In addition designated teachers will be trained to understand their role and set

targets so there are improved outcomes for Children in Care secondary school pupils in Halton.

#### 3.4 Special Educational Needs (AMc)

From September 2014, implementation of the special educational needs and disability (SEND) reforms commenced. A primary aim of the reform is the development of a more person-centred and joined up approach to meeting the needs of children, young people and their families. To support the personalised approach and the development of Education, Health and Care plans, weekly panel meetings are now held with representatives including health, education and social care. Currently in Halton the teams are working towards undertaking up to 81 conversions by the end of May. Demand has been high with 73 new applications received since September. Volunteers will also be sought from the eligible cohort to pilot personal budgets in a number of settings.

Ensuring children, young people and families are clear on the services and support available within the borough and understand the changes a key area of focus for the next few months will be the further development of our Local Offer. Pupil and parent participation within this will be essential.

During recent months, the Secretary of State has invited Ofsted and the Care Quality Commission to inspect local areas on their effectiveness in fulfilling their new duties. Pilot inspections will commence in late spring early autumn and the first inspections are expected to commence in 2016.

#### 3.5 Youth Provision Budget (AMc)

Halton's new integrated youth provision has recently been awarded to Young Addaction, following a tendering process. There has been a reduction of £200,000 in the overall budget and there will be a need to ensure provision is targeted at the most vulnerable young people and communities. Through this it is expected we will maintain the recent progress made in reducing teenage conceptions, under 18 alcohol related hospital admissions and youth related anti-social behaviour.

#### 3.6 Capital Programme 2015/16 (AMc)

The Department for Education has announced the schools capital grant allocations for 2015/16 and a range of programmed works based upon need will commence during the 2015/16 financial year. Works include a rolling programme to address fire compartmentation in school buildings, an annual update of asbestos surveys and undertaking of resulting remedial works, finding to resolve specific accessibility issues within school buildings, school modernisation projects, and a capital repairs programme.

#### **4.0 Risk Control Measures**

- 4.1 Risk control forms an integral part of the Council's Business Planning and performance monitoring arrangements. As such Directorate Risk Registers were updated in tandem with the development of the suite of 2014 – 15 Directorate Business Plans.
- 4.2 Progress concerning the implementation of all Directorate high-risk mitigation measures relevant to this Policy and Performance Board was reported at quarter two.

#### **5.0 Progress against high priority equality actions**

- 5.1 Equality issues continue to form a routine element of the Council's business planning and operational decision making processes. Additionally the Council must have evidence to demonstrate compliance with the Public Sector Equality Duty (PSED) which came into force in April 2011.
- 5.2 The Council's latest annual progress report in relation to the achievement of its equality objectives was published on the Council website during quarter 4 and is available via:  
[http://www3.halton.gov.uk/Pages/councildemocracy/pdfs/EandD/Equality\\_-\\_objectives\\_progress\\_report\\_-\\_April\\_2013.pdf](http://www3.halton.gov.uk/Pages/councildemocracy/pdfs/EandD/Equality_-_objectives_progress_report_-_April_2013.pdf)

## 6.0 Performance Overview

6.1 The following information provides a synopsis of progress for both milestones and performance indicators across the key business areas that have been identified by each Directorate.

**Priority:** Integrated Commissioning of services to meet the needs of children, young people and families in Halton

### Key Milestones and Measures

Hospital Admissions for Substance Misuse & Alcohol				Teenage conceptions quarterly rate				Percentage of educational settings graded good or better			
Current progress	Target	Quarterly progress	Direction of Travel	Current progress	Target	Quarterly progress	Direction of Travel	Current progress	Target	Quarterly progress	Direction of Travel
	26.2	16.4	N/A		N/A	29.5			78%	82%	

### Supporting Commentary

Hospital Admissions – Hospital admissions for substance misuse in people aged 15-24 years has fluctuated in Halton during recent years. The Halton rate remains higher than the England average.

Teenage Conceptions – Data provided for Q4 is a different measurement than seen in previous quarters as rolling quarterly average is no longer available. Rate for Q4 2013: 33.3, this is a continued reduction from the position in 2012: 40.4.

The latest published data (31/08/2014) shows that Halton had 81% of maintained schools graded as good or outstanding, in line with the national average. Locally calculated at 31 March 2015 shows that further progress has been made with 82% of the schools graded good or better.

Ref	Milestones	Quarterly progress
LAS1	Evaluate the outcomes of school inspections through the School Development Panel, and summarised within the Ofsted summary reports, to ensure that learning resulting from the inspection process is effectively shared with schools	
LAS1	Undertake categorisation process for all schools and identify actions, including levels of support and intervention, required to improve inspection outcomes by October 2014	
LAS1	Review the performance of all schools and Early Years settings with a specific focus on those currently graded as satisfactory/ requiring improvement by October 2014.	
LAS2	Conduct the annual analysis of school performance data for all primary, secondary and special schools during September – December 2014 (with further reviews undertaken at key points in the performance data release cycle).	
LAS2	Ensure appropriate deployment of School Improvement support for identified schools and settings, including school to school support as appropriate.	
COPS1	Complete the Childcare Sufficiency Assessment (CSA) which provides a comprehensive review of Early Years provision in Halton by April 2014, and implement the action plan to ensure sufficient provision in all areas and age groups.	
COPS1	Review and improve the quality of childcare provision, in particular child minders through targeted training and support by August 2014.	
COPS1	Ensure that priorities in capital spend are in line with the Government Guidance and agreed by all representative bodies	
COPS2	Evaluate and monitor the sustainability on current school provision following the transfer of maintained schools to academies and the introduction of Free Schools, working in partnership with all schools to ensure diversity for parents by March 2015.	
COPS2	Evaluate and monitor the impact on current post-16 provision sufficiency and sustainability through the development of Academies and Free Schools by March 2015.	
COPS3	Strengthen the understanding and links with colleagues in Health and Adult services to ensure effective commissioning by March 2015.	
COPS3	Support Public Health in the commissioning of a new comprehensive open access sexual health services and ensure young people's sexual health needs are met by October 2014.	
COPS3	Facilitate up to 12 Teens and Tot programmes in hotspot schools by March 2015.	

### **Supporting Commentary**

LAS1: The Operational Director for Learning and Achievement attends the regular meetings of the School Development Panel, providing an opportunity to carefully monitor schools' experience of the inspection process, areas for celebration and areas for development. The invitation is issued to Head teachers and Chairs of recently inspected schools, including academies and free schools.

LAS1: The performance of all schools is monitored as new data becomes available. Schools have been categorised based upon a scale of A to E (outstanding to special measures). Ofsted outcomes are included as part of the data set, as well as feedback from school improvement and other officers working with the school. 2014/15 category letters have been sent to all schools, including academies

and the free school. The categorisation of private and voluntary settings is undertaken by the Early Years Consultant Teachers (EYCTs). This is an on-going process with categories subject to change depending upon the context of the setting at the time that the Red, Amber, Green (RAG) rating is undertaken. The categorisation of schools and settings determines the level of support (and intervention) provided.

LAS1: This is an ongoing process (see above). 82% of Halton schools were graded as good or better (published reports March 2015). Nine schools are currently judged to require improvement. These schools are receiving targeted support, including work with system leaders (Teaching Schools, Local and National Leaders of Education). Early Years settings are RAG rated and those rated as RI/satisfactory (red/amber) are targeted to receive further support from their Early Years Consultant Teachers.

LAS2: The analysis of school performance data has been completed. This data is used to inform the categorisation process and the deployment of school improvement support.

LAS2: Support for schools has been reviewed in light of new performance data; Ofsted ratings and link officer knowledge of any school emerging issues. This analysis has informed the deployment of school and setting improvement support. This includes the deployment of Local and National Leaders of Education, National Leaders of Governance and Specialist Leaders in Education and other support through the Teaching School. Officers continue to broker school to school support. The North West Ofsted report commended Halton for its work around system leadership.

COPS1: Review undertaken and action plan currently being progressed.

COPS1: Training has been provided for childcare providers and a further training programme of support has been identified.

COPS1: Capital spend approved by executive board and approved works progressing.

COPS2: Academy transfers continue to be monitored and Local Authority Officers are involved with the conversion programmes thereby ensuring sustainability and diversity.

COPS3: Work has begun addressing the Transitional needs of young people with Adult Commissioning colleagues. A commissioners group has been established which will highlight the learning from previous transitions. Colleagues in Adult services are members of the complex needs panel highlighting transitions in terms of commissioning placements. One of the potential opportunities for future joint commissioning of support services is in relation to Personal Care and Support packages. Special Educational Needs and/or disability (SEND) mediation and disagreement resolution service has been commissioned. This will cover the local authority and the Clinical Commissioning Group (CCG) and shared training planned. Work continues in relation to the detail of the personal budgets and personal health budgets linked to the SEND reforms involving CCG and colleagues in Adult services.

COPS3: This has now been completed and the new service is up and running Warrington Hospital NHS Trust. We are developing participation working with the Trust's new C Card Co-ordinator ensuring more young people's needs are met in Halton.

COPS3: Twelve 18 week Teens and Tots programmes have now been facilitated in five Secondary schools. A further five have started in March 2015 and a further 12 programmes are planned to be completed during 2015/16.

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
LPI06 LAS	Percentage of primary schools below the floor standard (65% achieving L4+ English and Maths at KS2)	12%	N/A	12%		N/A
LPI07 LAS	Percentage of secondary schools below the floor standard (40% achieving 5+ A*-C GCSE including English and Maths)	0%	0%	0%		
COP LI05	Under 18 conception rate, reduction in conceptions from 2009 baseline (140 conceptions)	92	136	76		
SCS SH04	Reduce the number of Young People who repeatedly run away in Halton	141	N/A	214		N/A

### **Supporting Commentary**

LPI06 LAS & LPI07 LAS: Six primary schools did not meet the 65% attainment floor in 2014 (raised from 60% in 2013). As a result of small cohorts, two of these schools were less than one pupil adrift of the attainment floor. All secondary schools met the 40% attainment floor standard.

COP LI05: The number of under 18 conceptions in Halton in 2013 was 76 and this equates to a reduction of 16 conceptions in 2012.

SCS SH04: During Q4 there has been an increase in the number of young people that are missing from care. 106 return interviews have been undertaken and there are four young people currently in direct work. There have been three young people from this quarter were risks around Child Sexual Exploitation have been identified.

**Priority: Effectively supporting the child's journey through the Halton Levels of Need framework when additional needs arise**

**Key Milestones and Measures**

Children subject to CP Plan for 2nd or subsequent time				Social Work Assessments completed within 45 working days				Number of multi-agency interventions (CAF) in place and operating			
Current	Target	Quarterly progress	Direction of Travel	Current	Target	Quarterly progress	Direction of Travel	Current	Target	Quarterly progress	Direction of Travel
	10%	19%			90%	71%	N/A		300	204	

**Supporting Commentary**

Please note for social care data this is provisional end of year data and will be subject to quality assurance processes. This may change some of the measures at the point of publication during Autumn 2015.

NI065: 54 of the 279 who had a Child Protection plan developed during the year had previously been subject to a child protection plan. The increase in repeat plans needs to be scrutinised further to understand why the numbers continue to rise. This Audit will need to be undertaken by the multi-agency partners.

CFS LI02: The figures have been impacted by a high turnover of social work staff, however following the successful recruitment drive, nine permanent social workers have been recruited who are due to begin in May 2015.

CFS LI03: Number of multi-agency interventions (this is only counted as CAF for 2014/15 but will include more intervention types for future years) open and active at any one time has stabilised at around 200, reflecting the work done to close CAFs appropriately. The cumulative figure for all CAF's open throughout the year was 451 at the end of February 2015.

Ref	Milestones	Quarterly progress
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Ref	Milestones	Quarterly progress
CFS1, CFS3	Implement revised social work service structure supported by career pathway and training strategy	
CFS2	Implement multi-agency early help teams supported by revised performance framework	
COPS4	Review and strengthen the Inspiring Families programme as part of the early help model by September 2014.	

### **Supporting Commentary**

CFS1 & CFS3: This was implemented from 1 September 2014 and has been completed.

CFS2: Three locality early intervention teams were in place by 1st September 2014, covering Widnes, Runcorn East and Runcorn West. Work is ongoing, led by the Early Intervention Partnership Strategic Board on the next phase of further developing these multi-agency teams.

COPS4: The HBC phase of Early Intervention Locality teams came into place in September 2014. An Early Intervention Strategy board has been set up in the Autumn of 2014 this will report into the Health and Well Being Board and Children's Trust.

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
NI 64	Child Protection Plans lasting 2 years or more	2.3%	0%	0%		
NI 66	Children in Care cases reviewed within timescale	97%	100%	99%		
NI 67	Child Protection cases reviewed within timescale	100%	100%	98%		

### **Supporting Commentary**

NI64: There is a system in place where we monitor families subject to a plan for more than nine months to ensure cases are not subject to drift.

NI66: Six children were reviewed out of timescale.

NI67: Nine children were reviewed out of timescale.

**Priority:** Improving achievement and opportunities for all through closing the gap for our most vulnerable children and young people

**Key Milestones and Measures**

Placement stability: 3 or more placements				Care Leavers in Employment, Education or Training at 19, 20 and 21				Number of families involved in Inspiring Families			
Current progress	Target	Quarterly progress	Direction of Travel	Current progress	Target	Quarterly progress	Direction of Travel	Current progress	Target	Quarterly progress	Direction of Travel
	7.4%	6.2%			75%	67%			375	375	N/A

**Supporting Commentary**

NI62: 12 young people have had 3+ placements. These were often due to the presenting behaviours of children and/or capacity issues in meeting their needs.

NI148: This indicator continues to present challenges with nine young people not in EET due to illness/ pregnancy/parenting and seven due to other circumstances such as custody and refusal to engage.

COP LI06: All families are being worked with and payment by results has been claimed for 88% of families in February 2015.

Ref	Milestones	Quarterly progress
CFS4	Implement the Care Leaver Action Plan.	
CFS4	Revise and implement a multi-agency strategy for children in care.	
LAS3	Analyse, evaluate and report end of Key Stage attainment outcomes for Children in Care by December 2014.	

Ref	Milestones	Quarterly progress
LAS3	Through data analysis RAG rate with schools the end of Key Stage attainment gaps between FSM and non-FSM pupils and identify areas of need and support required by December 2014.	
LAS3	Analyse the levels of absence, including persistent absence, across all phases on a termly basis.	
LAS3	Ensure families in Halton can access an education and healthcare plan by September 2014.	
COPS4	Analyse, evaluate and report on performance outcomes for both national and local criteria measures on 20% Inspiring Families by September 2014.	

### Supporting commentary

CFS4 – Action plan implemented. Additional actions identified and a revised plan being developed.

CFS4 – Revised strategy is in final draft format and will be endorsed at the Children in Care Partnership Board in March 2015.

LAS3 - The attainment data for Children in Care compared to that of their non-Children in Care peers locally and nationally has been reported in previous quarter. However, following benchmarking data published in December 2014 which compares Halton with the North West and nationally indicates that Halton Children in Care have achieved above their peers both regionally and nationally in Reading, Maths and in the combined measure. They achieved in line for Maths. There are small gaps between Halton Children in Care and their peers regionally and nationally on KS4 outcomes. KS4 outcomes are the main area of focus.

LAS3 - This target has been met. The Local Offer was published by 1 September 2014 deadline and advice on how to apply for a plan and the application form were published. We have had four Partnership meetings to date where applications have been considered.

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
SCS CYP16	Percentage of Children in Care achieving expected outcomes at KS2 and KS4		N/A	See below	N/A	N/A
NI 58	Emotional and behavioural health of Children in Care, average SDQ score	13.8	14	Q4 onwards	N/A	N/A
NI 61	Timeliness of placement for Children in Care for adoption following an agency decision that the child should be placed for adoption	67%	N/A	72%	N/A	
NI 63	Stability of placement of Children in Care; long-term placement	84%	80%	70%		
NI 147	Care Leavers in suitable accommodation at 19, 20 and 21	92%	90%	90.5%		
SCS CYP	Early Years Foundation Stage percentage good level of development	37%	42%	46%		

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
SCS CYP02	Proportion achieving level 4 KS2 Reading, Writing and Maths	78%	81.5%	79%		
CYP10	Achievement gap at KS2 Reading, Writing and Maths FSM and peers	14%	11.5%	15%		
SCS CYP11	Achievement gap at KS4 FSM and peers	26%	23%	24%		
NI104	SEN/non-SEN achievement gap at KS2 Reading, Writing and Maths	50%	33%	40%		
NI105	SEN/non-SEN achievement gap at GCSE 5+ A*-C including English and Maths	45%	27%	46%		
NI087	Secondary school persistent absence rate		5%	2.48% to end of Feb 2015		N/A
NI 114	Rate of permanent exclusions from school	0.22% (13/14 academic year)	0.35%	0.05% to end of March 2015		

### **Supporting Commentary**

KS2 Progress of CIC: 80% achieved 2 levels of progress in Reading and Writing; 60% achieved 2 levels of progress in Maths

KS4 Progress of CIC: 55% achieved 3 levels of progress in English and 27% achieved 3 levels of progress in Maths

NI61 – 8 of 13 children adopted within 12 months of decision. Delays were due to complex family histories which presented challenges in the family finding process.

NI63 – This reflects some of the challenges listed in response to the NI62 above.

NI147 – Four care leavers are not in suitable accommodation due to the choice they make or being in custody.

SCS CYP – 46% of Halton children achieved a Good level of Development. Although this is a pleasing 9% increase on the 2013 outcomes, the national outcome was 60% (having increased by 8%). Intensive training is being delivered to the EY sector and reception teachers. Briefings are being delivered to headteachers to explain the Early Years assessment process and Good level of development in further detail.

SCS CYP02 - Halton's attainment at level 4+ KS2 compares well to national in all areas. Following a 1% gain, 79% of Halton children attained L4+ combined reading, writing & mathematics, the same as national.

CYP10 – The latest RAISE data indicates a 15% gap between the attainment at level 4+ in reading, writing and maths combined of Halton FSM and non-FSM pupils compared to a national gap of 16%.

SCS CYP11 – There has been a further closing of the gap compared to 2013 and Halton’s gap is narrower than national based upon proxy data which indicates a 27% gap nationally compared to 24% in Halton.

**Priority:** Driving the economic prosperity of Halton to the benefit of residents and the workforce

**Key Milestones and Measures**

Ref	Measure	13/14 Actual	14/15 Target	Current	Direction of Travel	Quarterly progress
SCS CYP03	Proportion achieving 5+ GCSEs A*-C including English and Maths	62%	64%	57%		
SCS CYP04	Achievement of Level 3 qualification at 19	51.8% (12/13)	55%	52.1%		
SCS CYP05	Percentage of 16-18 year olds not in education, employment or training	8.4%	9.5%	6.2%		
NI 79	Achievement of Level 2 qualification at 19	85.3% (12/13)	75%	87.8%		

**Supporting Commentary**

SCS CYP03 – Whilst this performance is a drop compared to 2013, Halton performance is still above 55% national average.

SCS CYP04 – The proportion of Halton young people achieving a Level 3 qualification by age 19 continues to increase. Of the 52% achieving this benchmark, 27% achieved it through an academic route, and 25% achieved through a vocational route.

SCS CYP05 – 2014 Annual figure is the average at the end of November, December and January. This represents an estimated 280 16-18 year olds. The age breakdown for these is 50 16 year olds, 80 17 year olds and 150 18 year olds. The reduction in 16-18 NEET young people is the result of Halton Borough Council’s Participation strategy. Since March 2014 this in-house service has worked with providers and internal services to engage, track and support young people. Dedicated caseworkers are available to support young people who are identified as having disengaged from education, employment or training.

## 7.0 Financial Summaries

The Council's 2014/15 year-end accounts are currently being finalised.

The year-end position for each Department will therefore be made available via the Intranet by 30 June 2015.

## 8.0 Appendix 1 – Explanation for use of symbols

Symbols are used in the following manner:

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

### 8.1 Direction of Travel Indicator

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

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

### 8.2 Key for Operational Directors

<b>WR</b>	Wesley Rourke, Operational Director, Economy Enterprise and Property Service (EEP)
<b>AMc</b>	Ann McIntyre, Operational Director, Education, Inclusion and Provision Service (formerly COPS and LAS)
<b>TC</b>	Tracey Coffey, Operational Director, Children and Families Service (CFS)