

Directorate Overview Report (Children and Young People)

Reporting Period: Quarter 3, 01 October – 31 December 2018

1.0 Introduction

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

2.0 Key Developments

2.1 Ofsted Annual Report (AMc)

Ofsted's annual report was published in December 2018. This report released figures relating to the percentage of settings, schools and colleges that were graded good or outstanding, alongside findings and trends over the last year. Ofsted also set out the focus for their work for the forthcoming year, alongside findings and trends over the last year. Ofsted also set out the focus for their work for the forthcoming year.

Amanda Spielman comments on the importance of the Early Years, and getting basics right at all stages of education. She states that "literacy is the key to success" and comments on how children's vocabulary development in the foundation years' impacts significantly on the ease of which children are able to learn to read. Ofsted will pay greater attention to reading when inspecting educational establishments.

Spielman also comments on the key role of parents and how they need to work in partnership with schools, including toilet training, preventing and tackling obesity, keeping children safe, and minimising the risks of knife crime and gang related incidents.

Beyond these key areas, she expresses the desire to list the exemption from inspection for outstanding schools, but needs the legislation and funds to ensure Ofsted have the capacity to inspect these establishments. Remarks are also made regarding building capacity of outstanding schools, leaders and teacher to support schools who may be inadequate.

Link to report: <https://www.gov.uk/government/collections/ofsted-annual-report-201718>

2.2 Multiagency Safeguarding Arrangements (TC)

Following a number of consultation events, a proposed model was presented at Halton's Safeguarding Children Board in December 2018. The new arrangements will be known as Halton Safer Children Partnership. The formal arrangements must be published no later than June 2019 but in Halton are likely to be published, and implemented by June 2019.

2.3 Children in Need (TC)

The Children in Need division have worked hard to review Child in Need cases that have been open more than 12 months, which has led to a reduction in the number of cases open, leading to more manageable caseloads. This will remain an area of continued monitoring as this figure fluctuates month on month.

2.4 Children and Families on the Edge of Care review (TC)

A review is underway to look at services available to support children and families on the edge of care and the focus of resources available will be reviewed in line with current demand. A proposal of any change or adaptations should be available in April 2019.

2.5 Children in Care and Care Leavers (TC)

A service development plan has been drawn up to steer the required improvement and performance for children in care and care leavers. This is being launched in February 2019 at a Service Development session with staff in the service.

Alternative sites have been identified to resume the project of a Council owned residential home and semi-independent accommodation for care leavers.

A multi-agency transition to adulthood panel is being implemented to address and match young people to resources such as accommodation, apprenticeships, employment and health.

2.6 Centralised placement Team (TC & AMc)

Interviews took place in December 2019 for the Placement Officer, and the SEND Commissioner posts. Start dates are currently being agreed and likely to be mid-March 2019. Recruitment to the remaining posts in the Placement team structure are currently being progressed.

Visits have taken place with eight out of borough schools to date, initially focussing on their requirement to submit attendance data for all pupils on a weekly basis as well as termly progress data. Further visits are planned to ensure that this requirement is in place for all out of borough schools.

Some initial discussions have also taken place regarding a cost/volume approach to the Commissioning of placements.

An Access to Resources panel will be implemented for all children in care placement requests and resources, to ensure that children are matched well, placement breakdowns are avoided where possible, and financial responsibility where appropriate is accounted for.

2.7 Halton Behaviour Support Service (AMc)

Inclusion, supporting children with special educational needs and disabilities, and supporting school colleagues to have strategies to support positive behaviour management is an important focus for Halton. The Halton Behaviour Support Service (HBSS) has been established and are currently working targeted schools to provide training and strategies to implement whole school behaviour management systems. This is fed into the Halton Educational Strategic Partnership Board so all

work is coordinated and meeting the priorities of Halton's children and young people.

HBSS are able to offer the following:

- Advice for governors and senior leadership teams on the government guidance on behaviour management
- Training for governors on their role in managing behaviour and in supporting and providing appropriate challenge to head teachers over exclusions
- Training for all members of school staff on the implementation of the schools behaviour policy and on legislation and government guidance on behaviour management
- Team Teach training and Mental Health First Aid training (it is compulsory for all schools to have two Mental Health First Aiders by 2020).
- Behaviour audits involving all school stakeholders including a report on current strengths and areas for development
- Reviews of behaviour policies and compliance checks
- Summary of government guidance on behaviour and on all aspects of mental health in school
- Classroom management and environment advice
- Support for individual teachers or cohorts of teachers in meeting the behaviour needs of pupils and consistently applying the schools behaviour policy
- Work with staff to meet the needs of more challenging cohorts of pupils including reviewing provision for them and making adjustments
- Work with identified families to enable them to enact consistent messages with the school at home
- Work with cohorts of parents to support them with common parenting issues as identified by the school.

2.8 General Data Protection Regulation in Schools (AMc)

Nationally the number of school data breaches reported by the education sector has increased by 43% since the introduction of GDPR. The Information Commissioners Office has reported a rise in reports of disclosure issues (such as occasions where sensitive information is inadvertently shared and/or cyber-attacks happened, between July and September this year).

Many of these disclosures relate to loss of paperwork or data, letters and information sent to the wrong recipient, or inadvertent verbal disclosures. Governors need to consider with school leaders on how to prevent school data breaches and minimise the risks of a cyber security attack.

3.0 Emerging Issues

3.1 National Issues

Inspection – Joint Targeted Area Inspection themes (TC & AMc)

Ofsted have identified themes for the Joint Targeted Area Inspections (JTAI) that they will undertake over the coming year. The themes identified are:

- Children living with mental health issues
- Prevention and Early Intervention
- Older children in need of help and protection, and contextual safeguarding, including exploitation.

Ofsted Consultation

Ofsted launched a consultation regarding a proposed new inspection framework that will come into effect September 2019. The new focus will be based upon considering the breadth and depth of the curriculum on offer, and will have a more proportionate response to the use of test and exam data. High aspirations and results are key, but quality of education and not cramming to teach a test are an area that Ofsted will be analysing. This new framework will apply to Early Years, Schools and Colleges.

Aspects included in the consultation include:

- A new 'quality of education' judgement with the curriculum at it's heart
- Looking at outcomes in context and whether there is a well-planned curriculum that is implemented effectively
- No longer using schools' internal performance data as inspection evidence, to ensure inspection does not create unnecessary work for teachers
- Separate judgements about learners' 'personal development' and 'behaviour and attitudes'
- Extending on-site time for short inspections of good schools to two days to ensure inspectors have the opportunity to gather evidence that a school remains good.

All stakeholders can provide feedback on this consultation. The consultation will close 04 April 2019. Link to consultation: <https://www.gov.uk/government/collections/education-inspection-framework>

3.2 Halton Specific

Ofsted Annual Conversation (AMc & TC)

In January 2019, the Strategic Director, Operational Directors for Children and Families and Education, Inclusion and Provision, Divisional Manager for Education, Head of the Virtual School and the Divisional Manager for Children in Need attended the local authority Annual Conversation with Ofsted. Ofsted were pleased with the progress made in early years and primary, and concurred with the local authority that a key aspect to these improvements was the involvement of strategic leaders working in partnership to support schools, and using tools to hold leaders to account was crucial. Ofsted were encouraged with the commitment received from well informed governors, and that this was evidenced by high rates of school representation at governor briefings and conferences.

Ofsted shared key areas that they would be considering in future inspections. There was a focus on transition at all stages, considering beyond the pastoral and moving learning on

seamlessly form one phase to another. For secondary schools they would be looking at the quality of the impartial careers advice provided by schools and considering students journey onto further education, training and employment. Holding high aspirations for all students, at all stages of education and in particular focusing upon outcomes of any vulnerable groups was clearly another area of interest. With regard to Early Years, we shared our target that at least 69% children would achieve the good level of development indicator this year, and that by 2020 Halton would be in line with National.

For social care there was a discussion around the Self Evaluation provided in advance of the meeting. The Permanency Leadership Board was discussed and the themes of Permanency and Care Leavers were put forward as potential areas for a future Focus Visit.

High Needs Budget (AMc)

The Dedicated Schools Grant settlement was announced on 17 December 2018 giving a total of £16,770,689 for the new High Needs Block for 2019-20. From this figure, £2,906,662 is being recouped by the Education and Skills Funding agency for commissioned places in special academies and some independent special schools. This leaves £13,864,027 High Needs Block that will be paid to HBC.

Following consultation with schools and with Schools Forum agreement, we have submitted a disapplication request to transfer 1% from the Schools Block to the High Needs Block (£869,311).

The DfE announced 16 December 2018 that an additional £250million would be passed to local authorities over two years as additional funding for the High Needs Block. It has been allocated based on ONS projections. Halton's allocation is £296,390 for each year.

Unless the disapplication request is agreed, the funding gap for 2018-19 is £546,494. As a deficit balance is expected in the region of £753,787, with the 1% transfer we will continue to have an overall deficit of £430,970.

The DfE consulted with local authorities in the Autumn Term about the detailed implementation of new rules regarding the reporting, monitoring and reduction of deficit Dedicated School Grant (DSG) balances. Where a local authority has a deficit DSG balance of more than 1% of its latest published DSG allocations for 2018-19, gross of recoupment, a detailed report, plus supporting evidence, will be required setting out the plan to bring the DSG account back into balance, within three years. This report must be discussed with the Schools Forum prior to submission, and needs to be reviewed and signed off by the Chief Finance Officer. The DfE are aware that DSG deficits are usually caused by high needs pressures and as such the evidence required for the year-end deficit recovery report will already have been prepared for the block movement disapplication request. However, the main causes of overspend will need to be addressed in detail. Further savings and reducing overspends are essential to getting back to a balanced DSG position. Should the 1% transfer be refused, the overall deficit position will double to around £865,626.

Social Care Workforce (TC)

Liverpool Council have announced plans to rapidly and substantially increase their social care workforce, including workers and managers by 160 staff in the next two years. A task and finish group has been established in Halton to develop a response to this, and to ensure that the stability and experience of Halton's workforce is maintained.

Contextualised Safeguarding (TC)

A multi-agency task and finish group has been set up to score Halton's response to Contextualised Safeguarding and how we respond to the emerging risks locally. It is anticipated that a response will be finalised and agreed in April 2019.

4.0 Risk Control Measures

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

5.0 Progress against high priority equality actions

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

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

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

6.0 Performance Overview

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

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

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Monitor the average length of time between a child returning home and their return interview for those missing from care/home (Commissioned services information)	72 hours	72 hours	72 hours		
PED01 02	Reduce the number of young people who repeatedly run away in Halton (Halton BC data)	140				
PED01 03	Monitor the number of young people going missing in the year (Halton BC data)	1312				
PED01 04	Monitor the number of young people flagged as at risk of child sexual exploitation (snapshot at end of quarter)	34		20		
PED01 05	Reduce the number of incidents of fixed term exclusion (academic year)	508				
PED01 06	Reduce the number of children subject to fixed term exclusions (academic year)	204				
PED01 07	Reduce the number of children subject to permanent exclusions (academic year)	33				
PED01 08	Increase the number of children involved in early intervention (CAF) (All those who have had a CAF at any point in the year)	715	750	887		

Supporting commentary:

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

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

PED01 05 – 07: This data has been updated to cover the academic year. xxx

PED01 08: The number of families open to CAF has increased. Early Help work has also increased. Work is still underway to refine the reporting systems of early help in Children's Centres, and the CAF development group will lead on the review of Early Help Assessments as a whole.

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

PED01e	Preparation for Ofsted Inspection (ongoing)	
PED01f	Implement the Exclusions protocol to reduce the number of exclusions (September 2018)	

Supporting commentary:
 PED01a: This has been further developed and is now measured within the Early Intervention CAF development group rather than iCART.
 PED01b: A CAMHS practitioner is now established in iCART one afternoon a week. Initial feedback is that this supports practice and consultation in the front door, and leads to improved joined up approaches. This offer is also available to social workers within the teams. Meetings are taking place to strengthen this development further.
 PED01c – d: These have been completed.
 PED01e: Risk assessments and action plans are being undertaken around all the inspection frameworks.
 PED01f: Completed

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

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Monitor the rate of referrals to Children's Social Care per 10,000 0-18 year olds	418		402		
PED02 02	Reduce the number of children and young people who enter the care system	77	75	44		
PED02 03	Reduce the number of children who are placed at home with parents on a care order	32	29	34		
PED02 04	Reduce the number of children who are placed in residential care	47	34	35		
PED02 05	Reduce the number of children who are placed in independent fostering agency placements	55	35	68		










Supporting commentary:
 PED02 01: The rate of referrals can fluctuate and is monitored closely within a weekly meeting (Performance Improvement Management Meeting). Forecast for the end of the year is significantly higher than the previous year.
 PED02 02: Significant work is being undertaken to address this and creative ways of working to support a systemic approach is being implemented to reduce this number where appropriate.
 PED02 03: Monthly Legal Advice Meetings are progressing and tracking this.
 PED02 04 & 05: Placement Project reporting to the Permanency Leadership Board is now in progress to monitor and reduce these measures.

Ref:	Milestones	Quarterly Progress
PED02a	Move to a model of systemic practice across the service (March 2019)	
PED02b	Revise LSCB arrangement for April 2019 (Publication April 2019, Implementation September 2019)	
PED02c	Review the commission for domestic abuse support services (March 2019)	
PED02d	Implement the revised Children in Care Partnership Board (July 2018)	
PED02e	Commission and implement a new client recording system (March 2019).	
PED02f	Commission a provider to develop a specialist residential provision supporting a group of complex children to step down from residential provision to foster care (March 2019)	
PED02g	Develop a Market and Recruitment collaboration to increase the number of foster care homes (March 2019)	
PED02h	Develop and publish a Local Offer for Care Leavers (July 2018)	

Supporting commentary:
 PED02a: The first cohort of staff trained will complete in January 2019 and new staff will start at the end of January.
 PED02b: Please see Key Developments section.
 PED02c: This is underway.
 PED02d: This has been completed.

PED02e: Comments awaited.
 PED02f: Further work is underway and an alternative site has been identified as suitable. A project plan will be initiated although it is expected the timescales will be towards the end of 2019.
 PED02g: This has been completed.
 PED02h: This has been completed.

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

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Increase participation in the POET Survey (parents/guardians)	33	35	4		
PED03 02	Increase the percentage of EHC Plan assessments completed within 20 weeks (academic year)	85%		71%		
PED03 03	Increase the number of schools identified as Nurture champions	8	8	8		
PED03 04	Increase the percentage of Statement converted to EHC Plans to meet the timescale	23%	80%	100%		
PED03 05	Increase the number of people accessing the Local Offer	38,019	40,000	26,199		

Supporting commentary:

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

PED03 02: There were some issues in completion of assessments in timescale due to the large number of applications received during the summer term 2018. Most were agreed to assess, but then not possible to complete them due to the schools closed over the summer holiday. This has impacted on performance.

PED03 03: The Nurture Network continues to be well attended. Additional training such as Beyond the Boxall for CIC has also helped grow membership. The Bridge have been the first school in the area to be accredited with the Nurturing School Award. At the latest network meeting we have agreed a data collection for schools engaged in nurture to return information to help with monitoring impact and progress.

PED03 04: There has been a decline in the number of sessions (proxy measure for those accessing the Local Offer).

Ref:	Milestones	Quarterly Progress
PED03a	Develop and implement a Social Emotional and Mental Health (SEMH) Strategy and outcome focused action plan (March 2019)	
PED03b	Establish a Behaviour Support Team (March 2019)	
PED03c	Review specialist SEND provision for children and young people in Halton (March 2019)	
PED03d	Review the Education, Health and Care Plan process (March 2019)	

Supporting commentary:

PED03a: There is a completed, co-produced definition and Mission Statement for SEMH. The high level action plan is in the final stages of production and this will be ready for the March 2019 deadline. The launch for the SEMH strategy is planned for the Summer Term Inclusion Conference.

PED03b: Please see Key Developments section.

PED03c: The review has been completed and a summary with main recommendations will be shared with Executive Board on 21 February 2019.

PED03d: The EHCP process was considered as part of the SEND High Needs Strategic Review.

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

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Diminish the difference between disadvantaged pupils and their peers in achieving the expected standard at KS2 Reading, writing and Maths	24%	N/A	21.5% (unvalidated)		
PED04 02	Increase the percentage of Children in Care achieving expected outcomes at KS2	Due to small cohorts and statistical variation, targets are not provided. Analysis of the cohort is conducted on an individual basis for these children to underpin resulting performance.				

Supporting commentary:

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

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

Ref:	Milestones	Quarterly Progress
PED04a	Using rigorous data analysis, feedback from the Cross Service Monitoring group and School Improvement officer knowledge, schools will be categorised to identify levels of support and challenge.	
PED04b	Analyse, evaluate and report end of EYFS, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5 achievement outcomes, including success in diminishing the difference between vulnerable groups and their peers (March 2019)	
PED04d	Identify areas of need and support for Children in Care and Free School Meals pupils (December 2018)	
PED04e	Monitor the impact of Pupil Premium and Early Years Premium in closing the gap between Disadvantaged pupils and their peers (March 2019)	
PED40f	Ensure appropriate deployment of school improvement challenge and support for identified schools and settings, including school to school support as appropriate (March 2019)	

Supporting commentary:

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

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

PED04d: Analysis of the end of key stage outcomes for children in care were shared through the Virtual School Head teacher annual report.

Objective: Raise achievement in Early Years (PED05)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Increase the percentage of children achieving a good level of development in Early Years Foundation Stage	61%	67%	64.5% (unvalidated)		
PED05 02	Reduce the good level of development gap between disadvantaged children and their peers at EYFS	23%	19%	21.6% (unvalidated)		
PED05 03	Increase the take up of Early Years entitlement for vulnerable 2 year olds	100%	97%	89%		
PED05 04	Increase the take up of Early Years entitlement for 3-4 year olds	92%	95%	93%		
PED05 05	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding	N/A	90%	94%		

Supporting commentary:

PED05 01 - 02: Attainment increased by 4% and reduced the difference to national by 3%. Attainment improved in all Early Learning goals.

PED05 03: Target has increased from 347 to 666 children per term. Halton funds the same number of children, however the target has nearly doubled.

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

PED05 05: 3.5% are graded 'Requires improvement' and 1.4% are graded as 'Inadequate'. The of the remaining providers 9% are 'meeting the requirements' (judgment provided when no children present for inspection) and 10.4% are awaiting inspection. Where providers 'met' or awaiting inspection are removed, this provides a total of 94% graded good or outstanding.

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

Supporting commentary:

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

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







PED05c: Strategic School Improvement Fund has now been abolished and no longer a route for funding. Existing projects will continue. Some targeted schools are taking part in an EY bid led by Warrington Teaching school based on developing Communication, Language and Literacy skills. Local and regional priorities are agreed through LCR and Warrington group and plans are further developed through the NWADCS School Improvement sub-group and other regional groups.

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

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

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

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Reading	66%	N/A	73% (unvalidated)		
PED06 02	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Writing	58%	N/A	67% (unvalidated)		
PED06 03	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Maths	65%	N/A	74% (unvalidated)		
PED06 04	Increase the percentage of pupils achieving the expected standard at Key Stage 2 in Reading, Writing and Maths	56%	59%	63% (unvalidated)		
PED06 05	Increase the percentage making sufficient progress in Reading KS1 to KS2	-0.05	0	0.39 (unvalidated)		

PED06 06	Increase the percentage making sufficient progress in Writing KS1 to KS2	-0.48	0	0.43 (unvalidated)		
PED06 07	Increase the percentage making sufficient progress in Maths KS1 to KS2	-0.41	0	0.46 (unvalidated)		
PED06 08	Increase the percentage of young people achieving 9-5 in GCSE English and Maths	30.5%	N/A	32.2% (unvalidated)		
PED06 09	Increase the percentage of young people achieving 9-4 in GCSE English and Maths	55%	N/A	57.7% (unvalidated)		
PED06 10	Increase the average attainment 8 score per young person	44.9	N/A	44.0 (unvalidated)		
PED06 11	Increase the Progress 8 score	-0.22	N/A	-0.27		

Supporting commentary:

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

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

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

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

PED06 05: An increase of 0.43 and significantly above national

PED06 06: An increase of 0.91 and significantly above national







PED06 07: An increase of 0.86 and significantly above national

PED06 08: Unvalidated national average is 39.9%

PED06 09: Unvalidated national average is 59.1%

PED06 10: This measure should not be compared to previous year due to the increase in subjects graded 9-1. The unvalidated national average is 44.3.

PED06 11: This measure should not be compared to previous year due to the increase in subjects graded 9-1. The unvalidated national average is 0.27.

Ref:	Milestones	Quarterly Progress
PED06a	Analyse and report on the performance of pupil, school and LA attainment outcomes against national data for percentage reaching the expected standard and higher standard in reading, writing and maths (KS1), RWM and progress from KS1-KS2 (KS2), 9-5 and 9-4 in English, Maths, and English and Maths, and attainment 8 and progress 8 scores (KS4) (September 2018 – provisional data, March 2019 – validated data)	
PED06b	Identify and share good practice locally, regionally and nationally (termly).	
PED06c	Identify schools requiring further challenge and support due to outcomes and quality of teaching, learning and assessment, and/or middle/senior leadership. Broker support where necessary and use powers of intervention where necessary (ongoing)	
PED06d	Increase the skills, knowledge and experience of middle leadership through training and facilitating coaching and introducing peer reviews (December 2018)	
PED06e	Provide updates and training to strategic leaders including governors, outlining their role in holding schools to account and providing challenge to improve standards (December 2018)	
PED06f	Using "Schools causing concern" guidance, identify and challenge schools underperforming, using powers of intervention and locally agreed strategies required, improve standards and leadership. Inform the RSC and hold the RSC to account where necessary regarding underperformance in Academies and Free Schools (March 2019)	

Supporting commentary:

PED06a: As detailed in PED04.

PED06b: Good practice is shared at the One Halton Strategic Group, Primary Head teacher and Secondary Head teacher meetings. Our Schools Games Organiser has shared good practice nationally regarding Halton Schools Sports events.

PED06c: As detailed in PED05.






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

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

PED06f: The Director of Children's Services has kept in touch with the RSC regarding a Free school eligible for intervention.

These communications are a two way mechanism of holding each other to account about progress and impact of work carried out in schools where we or the RSC needs to intervene.

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

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED07 01	Reduce the percentage of 16-17 year olds not in education, employment or training	4.4%	4.4%	4.8%		
PED07 02	Reduce the percentage of 16-17 year olds whose activity is not known	0.8%	0.8%	0.4%		
PED07 03	Increase the percentage of 19 year olds achieving a Level 2 qualification			83.7%		
PED07 04	Increase the percentage of 19 year olds achieving a Level 3 qualification			55.3%		
PED07 05	Monitor the percentage of young people progressing to Higher Education		25%	28%		

Supporting commentary:




PED07 01: Data relates to December 2018. Impact of the improved tracking result below is that those young people we did make contact with are NEET, therefore NEET has increased.

PED07 02: Data relates to December 2018. This demonstrates very good tracking performance.

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

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

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

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

Supporting commentary:

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

PED07b: All but one school now visited. Issues in making contact within the school have been escalated to the Head teacher. Concern about one other school and the capacity to continue dialogue with the Local Authority also raised.

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

7.0 Financial Summary

7.1 Children and Families Department

Revenue Budget as at 31 December 2018

	Annual Budget	Budget To Date	Actual To Date	Variance to Date (Overspend)
	£'000	£'000	£'000	£'000
<u>Expenditure</u>				
Employees	9,417	6,989	6,872	117
Premises	277	155	134	21
Supplies and Services	1,124	615	585	30
Transport	115	62	104	(42)
Direct Payments/Individual Budgets	627	491	536	(45)
Commissioned Services	247	161	148	13
Out of Borough Residential Placements	4,366	2,615	4,382	(1,767)
Out of Borough Adoption	82	50	50	0
Out of Borough Fostering	1,416	894	2,016	(1,122)
In House Adoption	215	100	198	(98)
Special Guardianship	1,119	802	1,201	(399)
In House Foster Carer Payments	2,058	1,450	1,135	315
Care Leavers	190	143	193	(50)
Family Support	60	45	74	(29)
Emergency Duty Team	100	46	46	0
Contracted Services	4	3	4	(1)
Early Years	60	20	181	(161)
Total Expenditure	21,477	14,641	17,859	(3,218)
<u>Income</u>				
Fees and Charges	-23	-19	-14	(5)
Sales Income	-52	-41	-42	1
Rents	-80	-52	-52	0
Dedicated Schools Grant	-47	-35	-35	0
Reimbursements & Other Grant Income	-530	-333	-325	(8)
Government Grants	-123	-107	-107	0
Transfer from Reserves	-83	-83	-83	0
Total Income	-938	-670	-658	(12)
Net Operational Expenditure	20,539	13,971	17,201	(3,230)
<u>Recharges</u>				
Premises Support	140	107	107	0
Transport Support	29	22	22	0
Central Support Service Costs	2,609	1,932	1,932	0
Net Total Recharges	2,778	2,061	2,061	0
Net Department Expenditure	23,317	16,032	19,262	(3,230)

Comments on the above figures

The net departmental expenditure is £3,230,000 over budget profile at the end of the third quarter of the financial year, most of this relates directly to Social Care Services.

Employee costs are currently £117,000 under budget profile. At present the Divisional Manager post for Children in Care and Care Leavers is vacant and is being backfilled by agency. There are also a number of vacant posts with the department, some of which are currently in the recruitment process. Agency staffing costs remain high and have decreased by just 1.08% since the second quarter. They account for 9.34% of the total employee related expenditure to date. The departmental overall staff turnover saving target is being met, but this is due to Edinburgh Road's staffing costs being £227,000 under budget at the end of quarter 3. This is being used to offset the divisions where the staffing costs are over budget. Staffing needs to be monitored very carefully and in particularly agency costs to make sure they stay within budget.

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

Supplies and Services expenditure is £30,000 under budget to date. Every effort is being made to keep controllable costs to a minimum. However, included within these costs are Children in Care costs, which are £36,700 over budget profile at the end of the third quarter, despite an increase in budget of £55,000 since last year. The Supplies and Services costs relating to Edinburgh Road are £31,000 under budget at the end of quarter 3 and this is offsetting areas where costs are over budget profile.

Transport related expenditure is £42,000 over budget at the end of the third quarter, despite the addition of £100,000 to the budget this financial year. Expenditure on transport by taxis for children and young people on the Children in Care and Care Leavers Team to date is £92,438. This will need to be carefully monitored to make sure that contracts are set up for essential journeys only and where possible other methods of transport are explored.

Expenditure relating to Direct Payments/Individual Budgets is £45,000 over budget profile. This area was given an additional £340,000 of budget this financial year. Halton Clinical Commissioning Group (HCCG) continues to robustly implement their Continuing Healthcare Assessment, which has resulted in a reduction in the number of joint funded packages of care. The high cost packages will need to be reviewed periodically to see if any costs can be reduced, but still ensuring all needs are still being met.

Out of Borough (OOB) Residential placement costs are significantly above budget to date and will continue to be a budget pressure for the remainder of the year, despite being given additional budget of £1,138,610 this financial year. Savings have also been applied to this area totalling £580,000, which are not being achieved and an income target of £100,000 relating to HCCG contribution to joint funded packages has also been applied and unless we have more children in joint funded placements this will not be fully achieved at the year end. In quarter 3, five new children entered the service at an additional cost of £145,389; five young people have moved to leaving care packages with a resulting reduction in costs of £81,710; reductions in the cost of two residential placements have been negotiated saving £19,262; one child has transferred to OOB Fostering saving £50,743; three children have transferred from OOB Fostering placements to residential at an additional cost of £210,473 and there is one new remand placement, the additional cost of which is £110,292 and an extension to a Parent and Child placement, additional cost £54,786. The result of these changes is an additional increase in costs for the year of £369,225. Extensive work continues to be done to reduce the cost of some residential packages and to try and reduce

the number of children going into residential placements, which has had a positive impact on actual costs, but more needs to be done to try and bring expenditure in line with the budget. This is based on a snapshot of the service at this point in time and there is a risk that additional pressures from new service users will increase overspend levels during the remainder of the financial year.

Costs relating to Out of Borough Fostering placements are also significantly over budget to date and they will continue to place pressure on the budget. This area was given additional budget of £1,000,000 this financial year, but a saving of £45,000 has also been applied, which is not being achieved. In quarter 3 there were 6 children who entered the service at an additional cost of £69,434; one child transferred from an OOB Residential placement at an additional cost of £20,835; there were 2 changes to packages of care which resulted in a saving of £10,835 and a Staying Put Arrangement at an additional cost of £11,570. The result of these changes is an additional increase in costs for the year of £91,004. Every effort is made to utilise In House foster carers where possible, but due to the lack of available foster carers in the Borough that is not always possible, especially if a young person has specific health needs, therefore Out of Borough placements need to be sought at a higher weekly cost. The average weekly cost for an In House Foster placement is £263.05 and the average cost for an Out of Borough Foster placement is £814.98. This means that the average cost of an Out of Borough placement is 309.82% higher than the average cost of an In House placement.

Expenditure relating to In House Foster carer payments is £315,000 below budget to date and this expected to be the case for the remainder of the financial year. There has been a significant reduction in the number of foster carers within the Borough and to address this issue and to recruit new foster carers, Halton have joined a collaborative fostering service with Cheshire West and Chester, Cheshire East and Warrington. Over time it is hoped that the collaboration will increase the number of foster carers recruited and also improve the quality of service offered to them across all authorities. However, it is likely to take some time before the service sees any positive impact from the collaboration.

Expenditure relating to In House Adoption is £98,000 above budget to date. This relates to Residency Orders and the costs of the Regional Adoption Agency – Together for Adoption. Residency Orders are very similar to Special Guardianship Orders, but the carer does not have parental responsibility. These are made by the family court and not the council so it is difficult to estimate how many more of them will be agreed throughout the financial year. At present there are 26 children subject to a Residency Order at an average weekly cost of £68.37.

Special Guardianship Orders expenditure is £399,000 over budget profile and will continue to be a budget pressure this financial year. The number of children subject to a Special Guardianship Order is 147, remaining the same as quarter 2 and the average weekly cost is £222.22. A Special Guardian has parental responsibility until a child reaches 18 years of age and again these decisions are made by the family court and not the council, which makes it difficult to estimate how many more of them will be agreed throughout the financial year.

The Early Years net divisional expenditure was £161,000 over budget at the end of the third quarter. Following a staffing restructure that was implemented in March 2018, new working patterns were established at Warrington Road Integrated & Ditton Early Years Centres which have enabled both settings to cover a 10 hour day to bring them into line with private sector settings. A staffing contingency has now been built into the budget and employee related expenditure will not be a budget pressure in this financial year. The employee related expenditure for Warrington Road Integrated Centre was £31,500 under budget profile and Ditton Early Years Centre £57,900. Income was £272,000 under budget profile due to parental fees continuing to underachieve; Warrington Road Integrated Centre by £146,000 and Ditton Early Years Centre £126,000 and is the main area of

concern. This level of underachievement is expected to continue for the remainder of this financial year as income targets were set based on both settings having full occupancy levels. Fees increased by £0.50 at the beginning of the 18/19 academic year. However, if the fees were to increase to a level at which the day care centres became self-sustaining, they could find it difficult to compete with places offered in the private sector and occupancy levels could fall. Therefore this option would not be enough to provide a balanced budget. This area needs to be carefully monitored throughout the remainder of the financial year and will continue to be a pressure area in 2018/19 and beyond.

The forecast outturn net spend position for the department is a £4.35m overspend. The departmental budget and service pressures will continue to be a dominating issue in forthcoming years unless the pressures on Children Social Care are addressed by Government, some relief has been provided in 2019/20 in the form of a one-off social care grant of £1.1m.

7.2 Education Inclusion and Provision Department

Revenue Budget as at 31 December 2018

	Annual Budget	Budget To Date	Actual To Date	Variance to Date (Overspend)
	£'000	£'000	£'000	£'000
<u>Expenditure</u>				
Employees	6,133	4,146	4,160	(14)
Premises	34	8	6	2
Supplies & Services	2,439	1,304	1,186	118
Transport	5	0	0	0
Schools Transport	949	648	979	(331)
Commissioned Services	2,520	1,136	1,136	0
Agency Related Expenditure	1,647	1,161	1,148	13
Independent School Fees	2,412	1,725	1,725	0
Inter Authority Special Needs	175	55	55	0
Pupil Premium Grant	92	27	27	0
Nursery Education Payments	5,215	4,251	4,251	0
Special Education Needs	666	500	500	0
Contingency				
Schools Contingency	2,727	2,045	2,045	0
Capital Finance	12	0	0	0
Total Expenditure	25,026	17,006	17,218	(212)
<u>Income</u>				
Fees & Charges	-346	-300	-323	23
Government Grants	-897	-1081	-1081	0
Reimbursements & Other Income	-489	-299	-323	24
Schools SLA Income	-366	-371	-405	34
Transfer to/from Reserves	-855	-723	-723	0
Dedicated Schools Grant	-15,800	0	0	0
Inter Authority Income	-578	-443	-249	-194
Total Income	-19,331	-3,217	-3,104	(113)
Net Operational Expenditure	5,695	13,789	14,114	(325)
<u>Recharges</u>				
Central Support Services Costs	1,598	1,187	1,187	0
HBC Support Costs Income	-79	-59	-59	0
Premises Support Costs	156	117	117	0
Transport Support Costs	279	137	137	0
Net Total Recharges	1,954	1,382	1,382	0
Net Department Expenditure	7,649	15,171	15,496	(325)

Comments on the above figures

Employee spend is over budget, however this has reduced from the first half of the year due to an increased number of vacant posts which will help contribute towards meeting the departments staff turnover saving target.

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

Supplies and Services spend is currently showing as being under budget and this is projected to continue for the final quarter of the year. This is a result of spend being monitored closely by the budget holders and being restricted where possible.

Schools Transport is still projected to be over budget by the end of the financial year due to the large demand to provide transport for special educational needs pupils. New contracts with transport providers started in October 2018, this will help to reduce the cost of the service for the final six months of the financial year but the extent of the demand will still result in higher spend than the budget allows for.

Agency related expenditure is still showing as being under budget in line with previous quarter reports. However, this area is needs led and the final amount of expenditure depends on the support requested from Schools. The commissioning contracts within this area are all projected to spend according to budget.

The Fees and Charges income is currently exceeding the target and is likely to continue for the rest of the year.

Schools SLA income is now forecast to exceed its income target. This is due to a current increase in demand for the Educational Psychology and Education Welfare services in line with the increase in high needs requests received from schools.

Inter Authority income will not achieve its budgeted income target. The Council's special schools and units are currently full so they do not have the capacity to take on pupils from other authorities, which reduces the amount of income that can be generated.

The net departmental expenditure is currently above the budget profile. Based on current demand and available information, the forecast outturn position for the department as a whole will be over budget by the end of the financial year.

Capital Projects as at 31 December 2018

Capital Expenditure	2018/19 Capital Allocation £'000	Allocation to Date £'000	Actual Spend £'000	Total Allocation Remaining £'000
Asset Management Data	5	3	3	2
Capital Repairs	808	753	685	123
Asbestos Management	19	10	9	10
Schools Access Initiative	77	65	56	21
Lunts Heath	11	11	1	10
Fairfield Primary School	79	70	13	66
Weston Point Primary	4	4	3	1
Kitchen Gas Safety	71	60	60	11
Small Capital Works	119	80	74	45
The Bridge School	397	397	336	61
Simms Cross	130	130	126	4
Ashley School	80	80	76	4
SEND allocation	30	0	9	21
Healthy Pupils Capital Fund	70	40	23	47
Total Capital Expenditure	1,900	1,703	1,474	426

Comments on the above figures.

Asset Management (CADS) works, and small capital works will continue in response or in line with any emergency Health and Safety issues. Asbestos programme surveys are being updated and remedial work carried out where necessary.

Kitchen gas safety works were carried out over the summer holidays. The Council are awaiting the final accounts.

The majority of the Capital Repairs works were completed during the Easter and Summer holidays. The final invoices are still to be received.

Bids have been received and approved from schools in respect of the Schools Access Initiative. The Council are currently awaiting schools to procure the work.

Lunts Heath and Weston Point classroom extensions have been completed and are currently awaiting release of retention payments.

Fairfield Primary construction work to the infants and junior schools, MUGA pitch and enhancement of the grass playing field are now complete. The Council are currently awaiting final fees invoices and the release of retention payments.

Work at The Bridge School vocational centre is now complete and final invoices are still to be received. The retention will be released in September 2019/20.

The works at Simms Cross were completed over the summer holidays.




Works have been completed at Ashley School. Awaiting final invoices.

The SEND capital allocation will be split between Beechwood Primary School and Halton Lodge Primary School to provide a social, emotional and mental health resource provision base at each school. Works will commence in 2019 with a planned completion for Sept 2019 for Beechwood Primary School and Oct 2019 for Halton Lodge.

Healthy Pupils Capital Funding will be distributed equally between 36 schools once each school has submitted an application form to the Local Authority, work agreed and carried out, and a copy invoice submitted to the Local Authority in order for the school to be reimbursed.




8.0 Appendix I

8.1 Symbols are used in the following manner:

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

8.2 Direction of Travel indicator

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

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

8.3 Key for responsible officers:

AMc Ann McIntyre, Operational Director, Education, Inclusion and Provision Service

TC Tracey Coffey, Operational Director, Children and Families Service