

QUARTERLY MONITORING REPORT

DIRECTORATE: Children & Young People
SERVICE: Universal & Learning Services
PERIOD: Quarter 1 to period end 30th June 2008

1.0 INTRODUCTION

This quarterly monitoring report covers the Universal & Learning Services Department first quarter period up to 30 June 2008. It describes key developments and progress against 'key' milestones and performance indicators for the service.

The way in which traffic light symbols have been used to reflect progress to date is explained in Appendix 5

2.0 KEY DEVELOPMENTS

2.1 Directorate Restructure

Directorate restructure has led to the Inclusive Learning Division now part of Universal Learning Service. There is also a relocation of staff in SEN Service, EPS and SEN Assessment Team to Dee Building in Grosvenor House to take place July/August 08. The co-location of secondary colleagues with the 14-19 team will also support communication between colleagues tasked with the development of post 16 education.

2.2 Inclusive Learning

SEN Unit Funding Review: from 2008-09 units are to be funded up to adult pupil ratio for need, not as previously funded on place. Special Units are being supported through cushioning arrangements over 3 years (2008-2011). The cushioning arrangement provides additional support up 2/3rds of the budget variance Yr 1 (2008/9), 1/3rd in Yr 2 (2009/10), and in Yr 3 additional support ceases.

Since 2004 there has been a reduction of 47% (201 reduced to 106) in the number of pupils attending SEN Units. Spare capacity in Moderate Learning Disability (MLD) units resulting from the improvement in mainstream schools capacity to meet pupils needs, and in response to parents preference, has meant that surplus funding is able to be recycled - over a 3 year period - to all mainstream schools. A new funding formula based on the Index of Multiple Deprivation and Free School Meal indicators will provide a more equitable distribution of resources.

An increased number of pupils attending resourced provision for a period of assessment to identify their needs whilst remaining on roll at their mainstream school, with the expectation of returning to their mainstream school, with appropriate enhanced provision where necessary. This earlier intervention is also resulting in fewer statutory assessments and more children able to access a mainstream school.

32 pre school children with Learning Difficulties and Disabilities (LDD) have benefited from Early Years Enhanced Provision; this includes 18 children who attend private and voluntary settings. The establishment of the Early Years Enhanced Provision Panel has enabled the offer for children with LDD to be broadened to all registered early years settings in the private and voluntary sector as well as maintained settings and supports parental preference/choice of setting for early years education for children with LDD. This has contributed to the number of children able to access their entitlement to early years education, currently 95% of all 3 & 4 yr olds.

2.3 Early Years Learning Headteacher Adviser Secondment

We have now recruited a serving headteacher on a 0.4 secondment basis, to join our team of SSEOs as an Early Years adviser, initially from September 2008 to June 2009. We consider that the secondment will provide the opportunity to strengthen our partnership working with schools and settings. The post holder will work in partnership with our 0.6 SSEO with responsibility for Early Years Learning across private, voluntary, independent and maintained settings.

2.4 The National Challenge

The goal of the National Challenge, a DCSF initiative, is that at least 30% of pupils in every secondary school will achieve five or more A*-C GCSEs including English and mathematics by 2011. The National Challenge will focus more attention, support and resources on schools that meet the DCSF criteria, with the aim of accelerating improvement.

Many National Challenge schools face difficulties, which other schools with better results do not have to face, such as a high level of deprivation in their local area. The National Challenge will fund an enhanced National Challenge Adviser for schools, taking on the role of the School Improvement Partner, but with more time to help broker the package of support that meets your needs.

In Halton, 2 schools have been identified as meeting the criteria for the additional intervention provided through the National Challenge based upon their 2007 results. We are working with the Head teachers and National Strategy colleagues to ensure that the programme of support offered is effectively deployed.

3.0 EMERGING ISSUES

3.1 Inclusive Learning Division

We are aiming to develop resource bases that have the flexibility to provide a small number of children and young people with full time or part time education has begun. Currently negotiating with Head teachers around redesigning infant assessment provision and Autistic Spectrum Disorder provision for primary aged pupils.

Further development of:

- Access to SEN website
- Clarity around Formula Funding Review
- STAMP and panels
- Clarity around unit provision and enhanced funding
- Integration of the Inclusion service within the Universal Learning Service

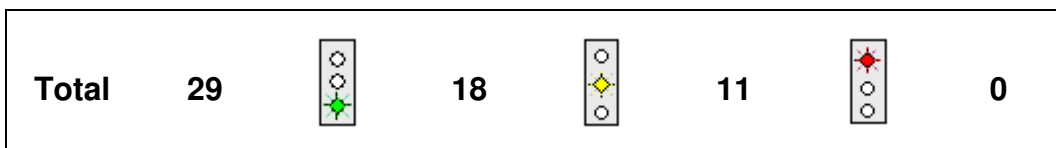
3.2 National Curriculum Statutory Assessment Tests (SATs)

This year nationally there has been a delay in the return of test results at both KS2 and KS3. This means that some children may not get a reported validated test result before the end of the school year. The authority has written several letters of complaint to the National Assessment Agency in relation to both administrative difficulties before, during and after the tests, and also in response to the current delays in returning results.

3.3 14-19 review

This is a significant area for development and is a priority for the service. Further developments will be reported as the review progresses this will also include post 16 education.

4.0 PROGRESS AGAINST OBJECTIVES / MILESTONES






Of the 29 milestones for the service, 18 are showing satisfactory progress and it anticipated that they will be completed within timescale. There is some initial uncertainty around 11 others. For further details, please refer to Appendix 1.

5.0 SERVICE REVIEW




Nothing to report in this quarter

6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS

Total	11		2		0		0
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Of the 11 key performance indicators for the service, 2 are showing satisfactory progress and are on target. 9 others cannot be reported this quarter as they relate to education achievement for the 2007/08 academic year. These will be reported in quarter 2. For further details, please refer to Appendix 2.

6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS

Total	22		16		0		0
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Other performance indicators are routinely reported at quarters 2 and 4. 8 of these indicators are based on educational attainment date for the 2007/08 academic year, which has not yet been published. These indicators will be reported in quarter 2. Of the 16 remaining indicators, there are no indicators giving cause for concern this quarter, therefore no indicators are being reported by exception.

7.0 PROGRESS AGAINST LPSA TARGETS

This service has an LPSA target around Educational Attainment at KS4. This will be based on performance for the 2007/08 academic year which will be available in quarter 2. For further details, please refer to Appendix 3

8.0 RISK CONTROL MEASURES

During the production of the 2008-09 Service Plan, the service was required to undertake a risk assessment of all Key Service Objectives.




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



9.0 PROGRESS AGAINST HIGH PRIORITY EQUALITY ACTIONS




During 2007/08 the service was required to undertake an Equality Impact Assessment. Progress against actions identified through that assessment, with associated High priority are to be reported in the quarterly monitoring report in quarters 2 and 4.




10.0 APPENDICES





Appendix 1- Progress against Objectives/ Milestones
Appendix 2- Progress against Key Performance Indicators
Appendix 3- Progress against LPSA Targets
Appendix 4- Financial Statement
Appendix 5- Explanation of traffic light symbols






Service Plan Ref.	Objective	2008/09 Milestone	Progress to date	Commentary
ULS 1	To Narrow the Gap in Educational Outcomes for Vulnerable Groups	Increase the number of children accessing targeted support within mainstream schools by reinvesting the savings gained by the reduction in statutory assessments achieved through capacity building in the mainstream sector, Mar 2009		Reduction in the number of pupils (from 118 to 96) receiving extra support up to 5 hrs, as needs can now be met within schools' resources as a result of the new funding formula for schools implemented in April 2008. In addition, £400,000 of funding has been recycled to schools based on savings from the reduction in out of Borough placements.
		Provided targeted interventions from Educational Welfare Service to improve the attendance of children who are in need of safeguarding, Mar 2009		The education welfare service will monitor the attendance of a cohort of pupils identified as in need of safeguarding from September 08. Where the pupils attendance falls below the national average for the key stage the EWS will target interventions to help support and maintain an improvement in the attendance of these pupils. Progress will measure through 6 weekly review of attendance data.
		Develop a resource base at St Chad's Specialist Language College to provide support to children with English as an additional language, Mar 2009		There is now an SLA with St Chad's. Staff have been appointed and the service starts in September.






Service Plan Ref.	Objective	2008/09 Milestone	Progress to date	Commentary
		Establish links with School Improvement Partners to ensure the needs of vulnerable groups are addressed in detail through the Single Conversation, Sep 2009		All SIPs are asked to request information regarding all our vulnerable pupils, particularly in relation to their attainment and progress. Furthermore, closer links are being established between our looked after team and the SIP Manager in terms of ensuring schools meet their statutory obligations with regard to Personal Action Plans.
ULS 2	To Improve Educational Outcomes for all Children at Foundation Level	All schools to have a focus on linking letters and sounds and writing to improve % achieving 6+ on CLL scores, Mar 2009		<p>From April 1st 2008, additional funding has been provided by the National Strategy to enable ongoing consultant support for the implementation of letters and sounds materials. The programme continues to be well received and targeted schools / settings are being supported in the Communication, Literacy and Language Development (CLLD).</p> <p>18 schools and associated pre-schools have so far implemented a CLLD type project. A further 44 schools and 23 PVI or nursery classes have attended phase 1 phonics training.</p>




Service Plan Ref.	Objective	2008/09 Milestone	Progress to date	Commentary
		All settings to have implemented Early Years Foundation Stage (EYFS), Mar 2009		A programme of training on the new EYFS curriculum has been delivered and support will continue through FS networks, including moderation activities and the role of QTS and Early Years Consultants. The School Improvement team's capacity has been enhanced through the secondment of a Head teacher (2 days week from September).
		Alignment between early years and school improvement has been implemented, Mar 2009		The Early Years team has now joined the School Improvement section of the Universal Learning Team.
		Quality assurance systems are in place for Foundation Stage Profile (FSP), Mar 2009		Quality assurance of the FSP will be supported through the work of LA colleagues including early years consultants, QTS, FSP moderators and the SSEO and advisory head teacher for Early Years. The monitoring of the effectiveness of the QA systems is also undertaken by the National Strategy RA for Early Years.


Service Plan Ref.	Objective	2008/09 Milestone	Progress to date	Commentary
ULS 3	To Improve Educational Outcomes for all Children at Primary Level	The number of underperforming schools in receipt of targeted intervention is reduced by 20% , Mar 2009		Data is used effectively to identify schools that are, or are at risk of, underperforming. There is an increased focus upon the identification of and offer of support for 'coasting' schools where value added measures indicate underachieving pupils / groups. The Improving Schools Programme continues to be used to support whole school improvement in target schools. Deployment of Consultant support for 2008 / 09 to be confirmed in light of latest NC test data. 11 schools were supported in the ISP 2007 / 08.
		Consultants are deployed as a result of SIPs in-depth analysis of need, Mar 2009		The intelligence from the SIP reports (summarised in the annual SIP report and analysed by the SIP manager) provides additional information for National Strategy Managers to inform Consultant deployment.
		To reduce the number of schools at risk of formal categorisation by 20% through the implementation of the alerts and trigger system, Mar 2009		The alerts and triggers criteria are currently being drafted by CYPD colleagues with proposals to share draft with a consultative HT group in the Autumn term.

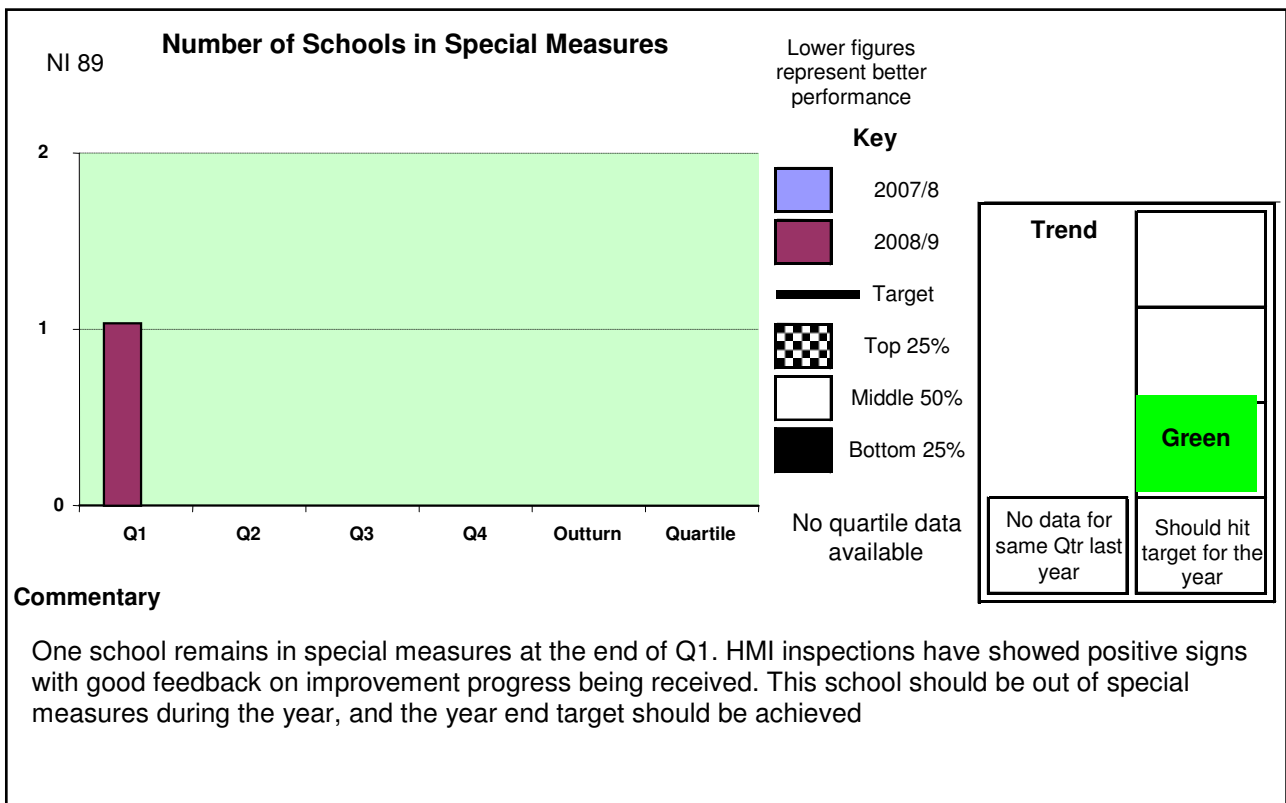
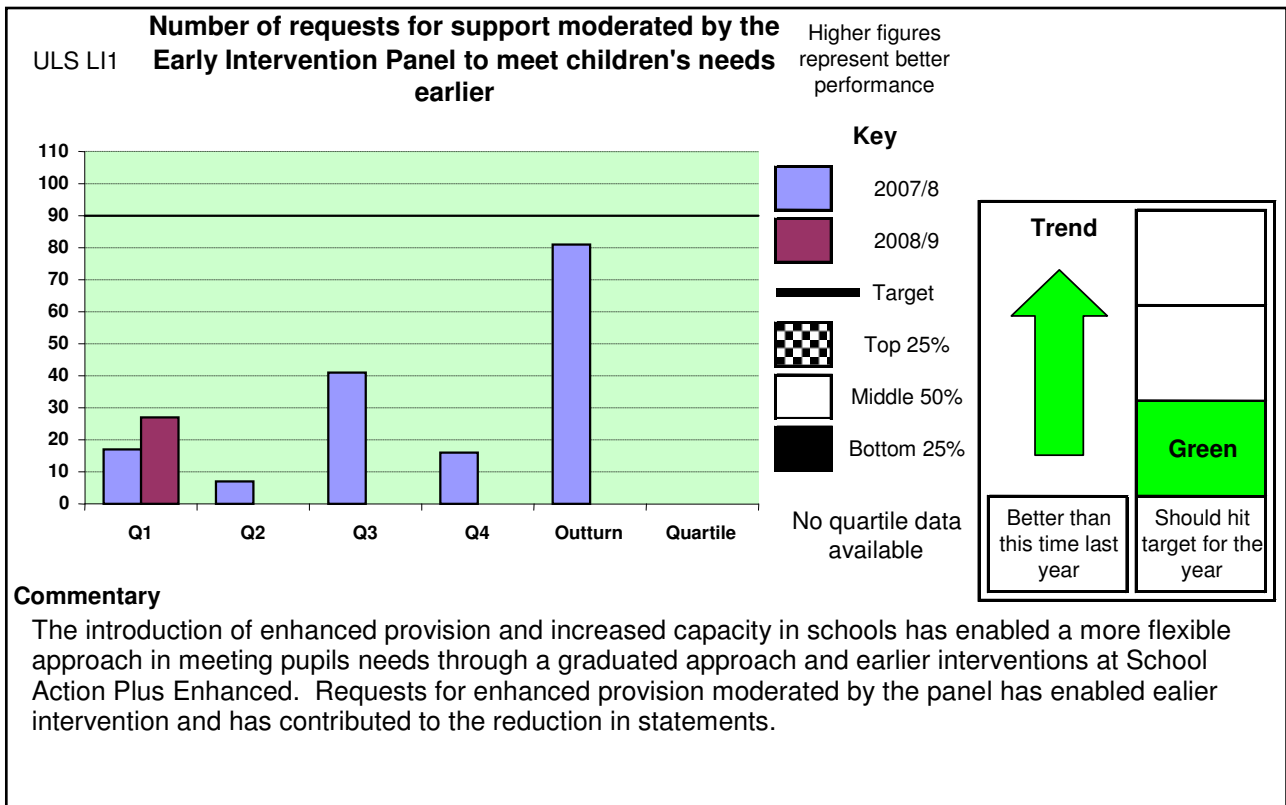
Service Plan Ref.	Objective	2008/09 Milestone	Progress to date	Commentary
		Reduce the number of schools that are not setting targets at Fischer Family Trust Level D (FFT D) by 50%, Mar 2009		School Improvement Partners (SIPs) will continue to provide advice, challenge and support for schools as part of the target setting process, with an emphasis upon challenging schools to agree targets in line with FFT D. For 2009 targets, 74.5% schools set targets in line with FFT D.
ULS 4	To Improve Educational Outcomes for all Children at Secondary Level	50% of schools will be following Social, Emotional Aspects of Learning Programmes (SEAL), Mar 2009		Currently there are 37.5% of schools following the SEAL programme but we are confident that at least 50% will reach this target by March 2009.
		The number of schools identified as in need of targeted intervention are reduced by 33%, Mar 2009		In light of the National Challenge, two schools will need targeted support and additional resources. 2008 results will have a bearing on the degree of targeted intervention for all schools.
		Consultants are deployed as a result of SIPs in-depth analysis of need, Mar 2009		The intelligence from the SIP reports (summarised in the annual SIP report and analysed by the SIP manager) provides additional information for National Strategy Managers to inform Consultant deployment.

Service Plan Ref.	Objective	2008/09 Milestone	Progress to date	Commentary
		Implementation of the alerts and trigger system to reduce the number of schools at risk of formal Categorisation by 25%, Mar 2009		The alerts and triggers criteria are currently being drafted by CYPD colleagues with proposals to share draft with a consultative HT group in the Autumn term.
		Reduce the number of schools that are not setting targets at Fischer Family Trust Level D (FFT D) by 50%, Mar 2009		School Improvement Partners (SIPs) will continue to provide advice, challenge and support for schools as part of the target setting process, with an emphasis upon challenging schools to agree targets in line with FFT D. For 2009 targets, 87.5 % schools set targets in line with FFT D.
ULS 5	To Prepare Young People for Employment through Implementation of 14-19 Agenda	Milestones to be agreed covering Diplomas, NEET, Level 3 quals at 19, Mar 2009		NEET and L3 LAA targets have been agreed. NEET is 08/09 9.9%,09/10 8.8%,10/11 7.7%. L3 is an annual increase of 2.2% from the baseline to 42.2% by 10/11. Diploma target is 100% success rate
		Map all current provision offered to inform needs analysis and the development of a local 14-19 Education Plan, Mar 2009		Consultation underway to identify process requirements and scope within the context of BSF and post 16 capital investment.
		Collaboratively deliver the Construction and Built environment diploma to 45 learners at levels 1,2&3, Mar 2009		12 L1 learners and 14 L2 learners attended the pre induction days. Demand for L3 is poor as there is as yet no natural progression route.

Service Plan Ref.	Objective	2008/09 Milestone	Progress to date	Commentary
ULS 6	To Reduce Health Inequalities by promoting Healthy Lifestyles in Schools	Introduction of Healthy Schools criteria, Sep 2008		94% (July 2008) of schools have National Healthy School Status and all schools will be working on the evidence of impact tool from Sept 08
		95% of young people between the ages of 4 – 18 participate in at least 2 hours of High Quality PE School sport within and beyond the school day, Mar 2009		The latest data indicates that 86% of young people between the ages of 4 – 18 participate in at least 2 hours of High Quality PE School sport within and beyond the school day.
		Implementation of food and nutrient standards for school meals, Mar 2009		On target for March 2009
		Provide support to schools so that 94% achieve National Healthy School Status, Mar 2009		94% of schools have already reached target by July 08 As of July 2008, 89% of schools had achieved the National Healthy School Standard
ULS 7	To Enhance Opportunities for Vulnerable Children through Inclusive Learning	Agree process to recycle the resources in under used provision to best meet low incident needs within the mainstream school community, Mar 2009		Revised funding for SEN Units implemented April 2008. SEN Units are now funded up to adult/pupil ratio for need not as previously on place. Special units are being supported through a cushioning arrangement over next 3 years (2008-20011). Process to recycle resources to be agreed.

Service Plan Ref.	Objective	2008/09 Milestone	Progress to date	Commentary
		Review of the Structure & Role of the SEN Assessment Team in line with the reduction of Statements of SEN and the implementation of Enhanced Action Plus Resource & funding Support, Mar 2009		Review ongoing
		Increase the number of children accessing the commissioned outreach services from Special Schools to support them in mainstream schools, Mar 2009		The Outreach Service from Chesnut Lodge now also supports maintained, private and voluntary early years settings with advice and support for children with medical/physical needs.
		Support the development of Specialist Resourced Provision, particularly in the areas of ASD language and Communication, Mar 2009		Development of resource bases that are flexible to provide a small number of children and young people with full time or part time education has begun. Currently negotiating with Head teachers around redesigning infant assessment provision and ASD provision for primary aged pupils. Moore Primary – agreed temporary primary ASD provision (to be reviewed in line with BSF and PCP).

Service Plan Ref.	Objective	2008/09 Milestone	Progress to date	Commentary
		Develop the processes of Transition Planning, to include Early Years, Mar 2009		The multi agency Early Years Transition Panel received 32 requests for support for early years children who will be starting school in the next academic year. This has included children with medical and/or physical needs, behaviour and LDD.



The following key performance indicators are based on educational attainment for the 2007/08 academic year for which data has not yet been published. Performance against these indicators will be reported in quarter 2.

Indicator Ref	Description
<u>NI73</u>	Proportion achieving L4+ at KS2 in English & Maths (Threshold)
<u>NI74</u>	Proportion achieving L5+ at KS3 in both English & Maths (Threshold)
<u>NI75</u>	Proportion achieving 5 A*-C GCSE including English & Maths (Threshold)
<u>NI80</u>	% of young people achieving Level 3 qualification by 19
<u>NI83</u>	Proportion achieving L5+ at KS3 in Science
<u>NI93</u>	Proportion progressing by two levels at KS2 in English
<u>NI94</u>	Proportion progressing by two levels at KS2 in Maths
<u>NI97</u>	Proportion progressing by two levels at KS4 in English
<u>NI98</u>	Proportion progressing by two levels at KS4 in Maths

LPSA Ref.	Indicator	Baseline	Target	Perform 06/07	Perform 08/09 Q1	Traffic light	Commentary
9	<p>Improve educational achievement at Key Stage 4.</p> <p>The percentage of year 11 pupils gaining 5 GCSE's at grade A* to C or DFES equivalents, including English & Maths.</p>	32.5% 04/05	40.5% 07/08	41%	Refer to comment		Performance is based on KS4 result for the academic year 2007/08. These are not yet published. Performance is gure to be reported in Quarter 2

UNIVERSAL & LEARNING SERVICES DEPARTMENT

Revenue Budget as at 30th June 2008

	Annual Budget	Budget To Date	Actual To Date	Variance To Date (overspend)	Actual Including Committed Items
	£'000	£'000	£'000	£'000	£'000
Employees	1,023	256	222	34	222
Premises Support	64	0	0	0	0
Premises Other	4	1	0	1	0
Supplies & Services	125	21	18	3	22
Transport	4	1	1	0	1
Central Support	262	0	0	0	0
Service Recharges					
Connexions	1,133	0	0	0	0
Payments					
Commissioned Work	39	2	2	0	2
Total Expenditure	2,654	281	243	38	247
Other Grant	-24	-6	-2	(4)	-2
Schools Service Level Agreement	-116	-44	-49	5	-49
Reimbursements	-152	-38	-40	2	-40
Total Income	-292	-88	-91	3	-91
Net Expenditure	2,362	193	152	41	156

Comments on the above figures:

In overall terms revenue spending to the end of quarter 1 is under the budget profile.

The budget for Employees is currently below budget profile due to vacancies in the Advisory Service.

At this early stage it is anticipated that overall revenue spending will be in line with the Departmental budget by the end of the financial year.

LOCAL STRATEGIC PARTNERSHIP SCHEMES 2008/09

As at 30th June 2008

	Annual Budget	Budget To Date	Actual To Date	Variance To Date (overspend)	Actual Including Committed Items
	£'000	£'000	£'000	£'000	£'000
Care Leavers WTA	25	6	0	6	0
Neglect	125	31	4	27	4
Teenage Pregnancy	45	11	11	0	11
Portage	48	12	12	0	12
Speech & Language	0	0	4	(4)	4
Attendance	66	16	13	3	13
HITS	120	30	0	30	0
Vikings in the Community	50	12	0	12	0
Care Leavers	65	16	2	14	2
Vocational Options	30	7	0	7	0
H9P YOT & LAC	0	0	1	(1)	1
Access to Learning & Employment	10	2	3	(1)	3
Neighbourhood Travel Team	60	15	0	15	0
Canal Boat Adventure	49	12	0	12	0
Improved Education for Vulnerable Youngsters	57	14	0	14	0
Kingsway Literacy Development	355	89	6	83	6
Youth Activity	82	21	0	21	0
C&YP Priorities Fund	0	0	14	(14)	14
H9P Speech & Language	0	0	1	(1)	1
H9P Dowries	10	2	2	0	2
H9P NEET	20	5	13	(8)	13
Total LSP	1,217	301	86	215	86

Comments on the above figures:

Local Strategic Partnership (LSP) funding spending to the end of quarter 1 is below budget profile.

Regular monitoring reports are sent to the LSP in respect of all LSP projects and any areas of concern are dealt with throughout the year by the LSP support team and individual project managers. Some variances against the budget are expected, as the LSP have deliberately over-programmed in order to ensure that the full allocation of Neighbourhood Renewal Fund grant is spent during the year.

CHILDREN'S & YOUNG PEOPLES DIRECTORATE

Capital Projects as at 30th June 2008




	2008/09 Capital Allocation	Allocation To Date	Actual Spend To Date	Total Allocation Remaining
	£'000	£'000	£'000	£'000
Asset Management	5	0	0	5
Data				
Fire	15	0	0	15
Compartmentation				
Runcorn All Saints	22	0	0	22
Capital Repairs	1,667	137	137	1,530
Cavensidish & Brookfields	1,474	359	359	1,115
Primary Capital	50	0	0	50
Programme				
School Access	245	0	0	245
Initiative Schemes				
Sure Start – Children's Centre's	549	0	0	549
Sure Start – Childcare	546	86	86	460
Contingency	441	0	0	441
Play Builder Status	300	0	0	300
Total Capital Schemes	5,314	582	582	4,732

Comments on the above figures:

There are still some schemes with no actual expenditure up to the end of Quarter 1.

It is important that these projects get underway as soon as possible, in order to ensure that the relevant capital allocations are fully utilized by the financial year end.

The traffic light symbols are used in the following manner:

	<u>Objective</u>	<u>Performance Indicator</u>
<u>Green</u>	 <p>Indicates that the <u>objective is on course to be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the <u>target is on course to be achieved</u>.</p>
<u>Amber</u>	 <p>Indicates that it is <u>unclear</u> at this stage, due to a lack of information or a key milestone date being missed, <u>whether the objective will be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that it is either <u>unclear</u> at this stage or too early to state whether the target is on course to be achieved.</p>
<u>Red</u>	 <p>Indicates that it is <u>highly likely or certain that the objective will not be achieved</u> within the appropriate timeframe.</p>	<p>Indicates that the <u>target will not be achieved</u> unless there is an intervention or remedial action taken.</p>