QUARTERLY MONITORING REPORT

DIRECTORATE: **Children & Young People**

SERVICE: **Universal & Learning Services**

PERIOD: **Quarter 1 to period end 30th June 2009**

1.0 INTRODUCTION

This quarterly monitoring report covers the Universal & Learning Services Department first quarter period up to 30 June 2009. It describes key developments and progress against 'key' milestones and performance indicators for the service.

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

2.0 KEY DEVELOPMENTS

2.1 One to One Tuition
Funding for one to one tuition for primary schools has been extended and will be implemented from September 2009. The identified primary schools will be receiving funding to deliver a programme of support for target pupils. The criteria used to include children is those who entered the key stage behind the expected level and/or are not on trajectory to reach national expectations, or to make two levels of progress and/or are Children in Care who would particularly benefit from this kind of additional support.

All secondary schools will also be receiving funding to deliver a programme of support for target pupils. The same criteria applies to secondary school children as with primaries.

2.2 Delivering the 2013 Entitlement
By 2013, every young person will have an entitlement to choose any one of the 14 new diplomas. These new qualifications will combine practical skill development with theoretical and technical understanding and knowledge. They will offer all young people different ways of learning and a route into higher education and employment. Guidance has been published for Local authorities and Providers on meeting the 2013 entitlement. The 14-19 plan will be refreshed to ensure the recommendations are implemented.

2.3 Secondary resource bases[1]
The type and location of Secondary resource basis was agreed in line with vision for 2 learning communities and Building Schools for the Future plans. Statutory notice has been completed with implementation due in 2011.

3.0 EMERGING ISSUES

3.1 The White Paper – Your Child, Your Schools, Our Future
We need to consider the implications arising from the Government's White Paper – Your Child, Your Schools, Our Future published in June 2009. The Your Child, Your Schools, Our Future White paper sets out statutory Pupil and Parent Guarantee, underpinned by legislation, a clear devolution of power matched by stronger accountability and an uncompromising approach to school improvement so that every child can succeed.

3.2 Gateway Four Diploma Submissions
The 14-19 Strategic Partnership will not be making Gateway applications for additional Diploma deliveries in 2011. These will be deferred until 2012 as this is when Riverside College is expected to have moved from a position of concern. The Borough is still on target to meet the 2013 entitlement.

3.3 Early Years
It is possible that there may be a need to restructure and re-locate Early Years Teams as an outcome of the Early Years Review.

3.4 Primary SEN Review
The review of Primary resource bases is underway. The provision for the future is under consultation and expressions of interest have been sought from the schools.

4.0 PROGRESS AGAINST OBJECTIVES / MILESTONES

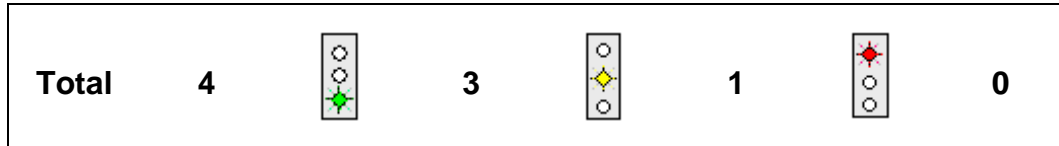| **Total**	**21**		**21**		**0**		**0**

Good progress is being made in respect of all milestones. For further details, please refer to Appendix 1.

---

[1] Resource bases are mainstream schools with a resource base providing a specialism for children with additional needs
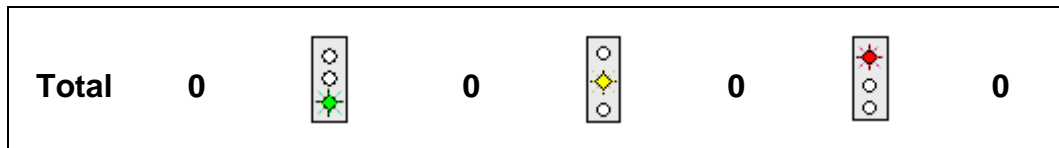
5.0 SERVICE REVIEW

Nothing to Report

6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS

Total	**4**		**3**		**1**		**0**

Good progress towards targets for "Key" performance indicators. For further details, please refer to Appendix 2.

6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS

Total	**0**		**0**		**0**		**0**

No "Other" performance indicators have been reported by exception this quarter.

7.0 RISK CONTROL MEASURES

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

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

8.0 PROGRESS AGAINST HIGH PRIORITY EQUALITY ACTIONS

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

At this time concern is expressed over 2 high priority actions, for further details please refer to Appendix 3.

9.0 DATA QUALITY

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

10.0 APPENDICES

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

Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
ULS 1	To Narrow the Gap in Educational Outcomes for Vulnerable Groups	Complete a comprehensive review of all Early Years provision within the borough by March 2010		A series of Early Years Pathways meetings have taken place to consider Early Years provision for vulnerable pupils. The review has yet to be completed but a number of colleagues from ULS and health have been involved in the consultation to date.
		Reinvest the savings gained by the reduction in statutory assessments achieved through capacity building in the mainstream sector by March 2010		Outreach support, training and inclusion development programme has led to an increase in children accessing mainstream places. Earlier intervention is leading to reduction in the number of statements.
		Complete the review of LDD provision and support by March 2010		The review of secondary resourced provision has been completed and type and location of provision has been agreed. Statutory notices have been published with implementation due September 2011. Consultation on the primary resourced provision has commenced and expressions of interest from schools have been received. It is hoped that decisions on the type and location of restructured primary resourced provision can be agreed and recommendations submitted to the Executive Board for approval. If approved, schools would be informed by the start of the next school term.
		Further develop support service for EAL children from the resource base at St Chad's Specialist Language college by March 2010		Service is established and has been running for one year. Feedback from schools is positive and service objectives have been more than met.

Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Education support service to develop curriculum based group activities for Children in Care by March 2010		Access to Personal Education Allowance and 1 to 1 Tuition will be a priority for Children in Care to address curriculum based group activities.
ULS 2	To Improve Educational Outcomes for all Children at Foundation Level	Communication Language and Literacy Development (CLLD) project implemented to improve standards of literacy at Foundation Stage by March 2010		The CLLD project has been extended to include additional target schools and settings. There has been an observable impact in the acceleration of phonic development in those schools and settings that have implemented the programme.
		Review and evaluate Early Years Outcome Duty project to provide a consistent framework for Early Years provision by March 2010		The Early Years Outcome Duty Steering group is now an established team who have collaborated on a comprehensive action plan to support the achievement of Halton's statutory Early Years Outcomes duty targets. There is shared accountability for quality assurance across all EYFS settings.
		Develop a quality assurance system to ensure consistency of Early Years Provision by March 2010		It has been agreed that a policy for support and intervention for EYFS settings be written to include quality assurance criteria to support the 'categorisation' of settings. The LA will be using National Strategy resources - Early Years Quality Improvement Support Programme (EYQISP) and ECERs (Early Childhood Environmental Rating Scale) to establish criteria. It is expected that this will be in place from January 2010. This information will be used to inform the deployment of support and intervention across private, voluntary and maintained settings.

APPENDIX ONE – PROGRESS AGAINST OBJECTIVES/ MILESTONES
Universal & Learning Services

Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Deliver the ICAN project across a broader range of settings by March 2010		To date 7 settings have been accredited at I Can supporting level and 1 has attained the enhanced accreditation. A further 10 settings are currently going through the accreditation process resulting in a total of 17 settings across private and voluntary and maintained sectors.
ULS 3	To Improve Educational Outcomes for all Children at Primary Level	Review and evaluate alerts and triggers system by March 2010		The draft alerts and triggers criteria have been shared with headteachers as part of the consultation process, and 3 primary schools have trialled their use in support of their self-review process. The system is now to be translated into an electronic format so that the data can be maintained and evaluated. Expected to be in operation by Autumn 2009.
		Work with schools via the SIP process to ensure they set challenging targets by January 2010		All schools have set challenging targets based upon the expected FFT D^2 targets. Target setting is the outcome of professional dialogue between the school and the SIP using a range of available data, including the school's context and trajectory for improvement.

---

[2] Fischer Family Trust data is used to provide estimates for attainment. FFT D estimates provide an indication of what might be achieved if students made sufficient progress for the school to be in the top quartile for similar schools in terms of value-added ranking.

APPENDIX ONE – PROGRESS AGAINST OBJECTIVES/ MILESTONES
Universal & Learning Services

Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Implement systems for managing schools at risk of formal categorisation by March 2010		There is a comprehensive system in place to manage schools at risk of categorisation in line with the LA's strategy for support an intervention. Where appropriate the LA uses its powers of intervention including the issuing of warning notices and also undertakes school reviews as necessary. There is a Cross Service Monitoring Group in place to provide a 'team around the school' approach and Single School Updates are held to support the planning of collaborative support for schools most in need. The outcome of SIP visits is fundamental to this process.
		Engage schools in literacy and numeracy projects to improve standards by March 2010		There are a range of projects on offer to schools, targeted where required. This includes Assessment for Learning (AfL) and Assessing Pupil Progress (APP); Improving Schools Programme (ISP); 1 to 1 tuition; Every Child a Reader (ECAR) and the LA's Leading Teacher programme.
ULS 4	To Improve Educational Outcomes for all Children at Secondary Level	Deliver Social, Emotional Aspects of Learning Programmes to targeted schools by March 2010		All secondary schools have engaged with the programme and to date 5 of the schools have implemented the SEAL programme. A further school will be implemented from September 2009.
		Implement plan for schools identified as in need of targeted intervention by March 2010		All schools are receiving appropriate support. National Challenge schools are in receipt of additional funding, consultant support and national challenge advisor support.

APPENDIX ONE – PROGRESS AGAINST OBJECTIVES/ MILESTONES
Universal & Learning Services

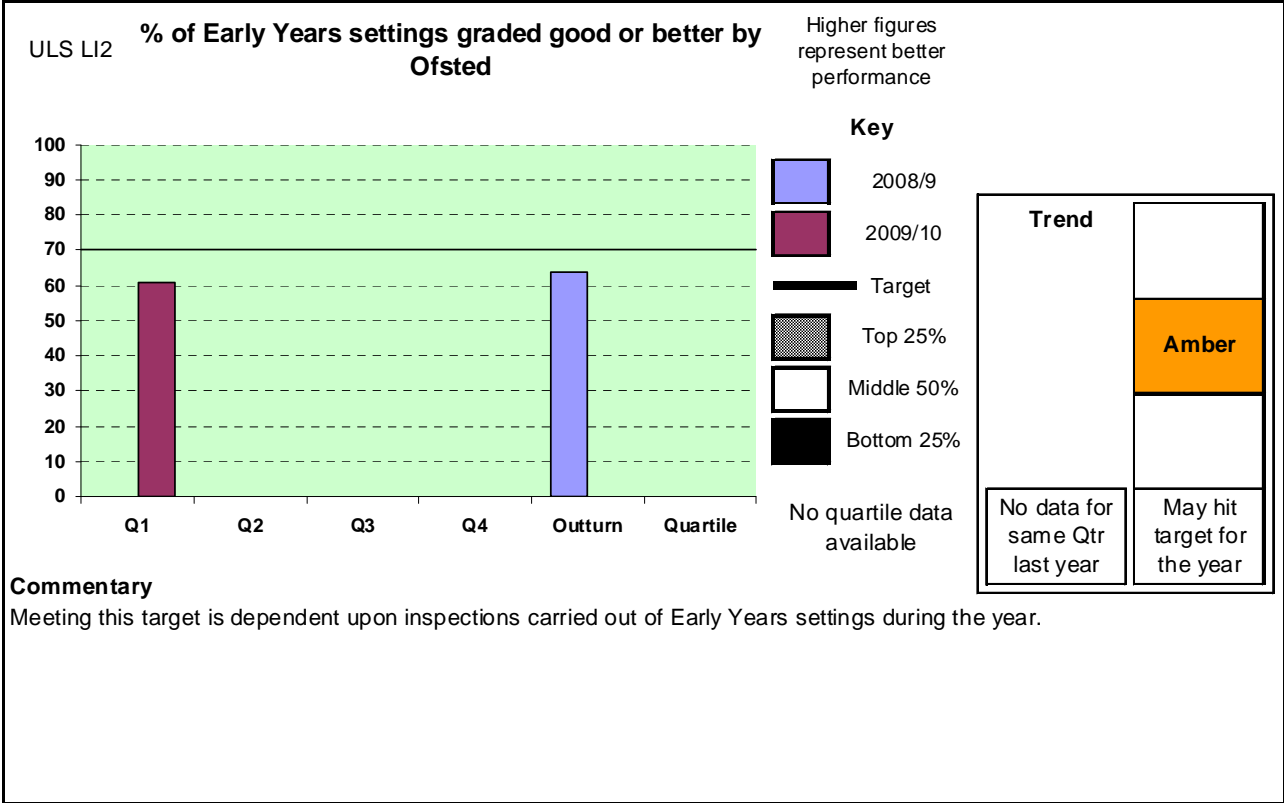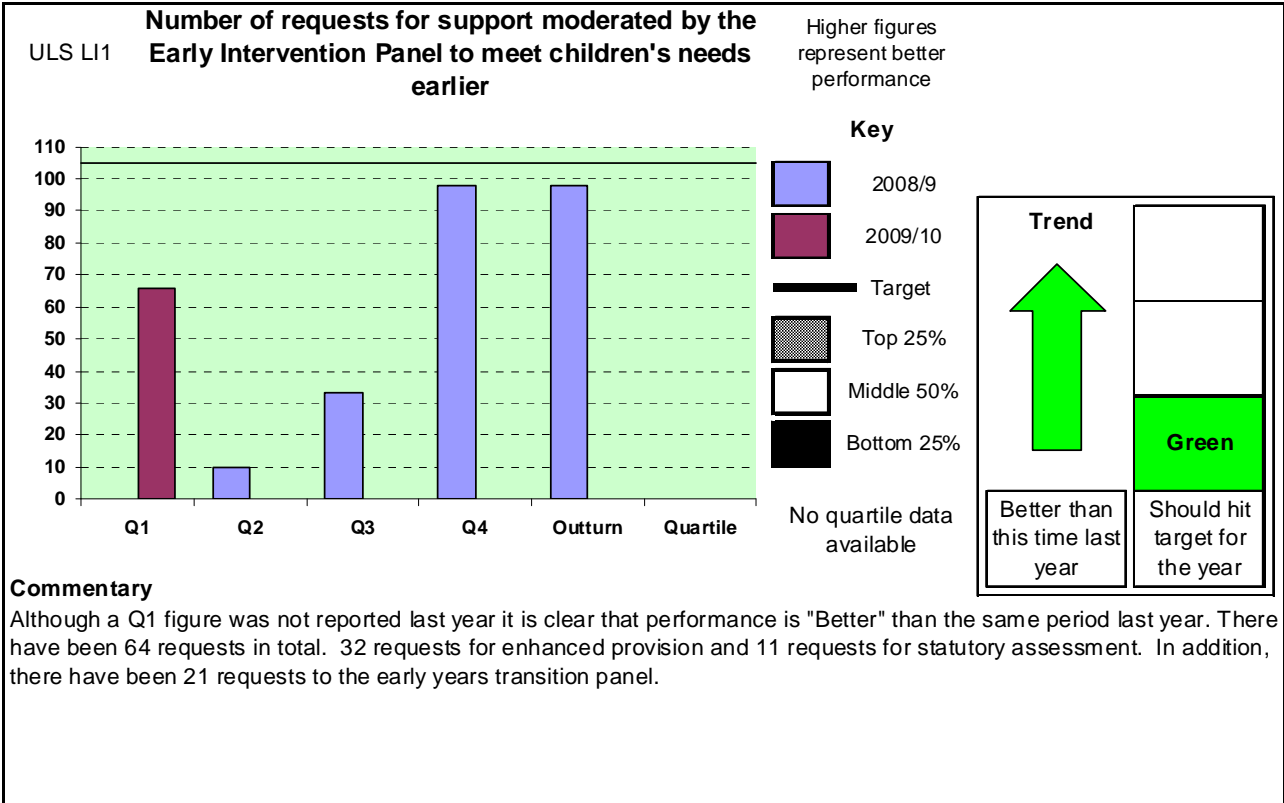| Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
		Review and evaluate alerts and triggers system by March 2010		The draft alerts and triggers criteria have been shared with headteachers as part of the consultation process. The system is now to be translated into an electronic format so that the data can be maintained and evaluated. Expected to be in operation by Autumn 2009.
		Work with schools via the SIP process to ensure they set challenging targets by January 2010		All targets have been set at FFT D[3] for 2009. For 2010 there is only 1 statutory target - % of 5A* to C including English and maths.
		Implement systems for managing schools at risk of formal categorisation by March 2010		There is a comprehensive system in place to manage schools at risk of categorisation in line with the LA's strategy for support an intervention. Where appropriate the LA uses its powers of intervention including the issuing of warning notices and also undertakes school reviews as necessary. There is a Cross Service Monitoring Group in place to provide a 'team around the school' approach and Single School Updates are held to support the planning of collaborative support for schools most in need. The outcome of SIP visits is fundamental to this process, including the deployment of consultant support.

---

[3] Fischer Family Trust data is used to provide estimates for attainment. FFT D estimates provide an indication of what might be achieved if students made sufficient progress for the school to be in the top quartile for similar schools in terms of value-added ranking.
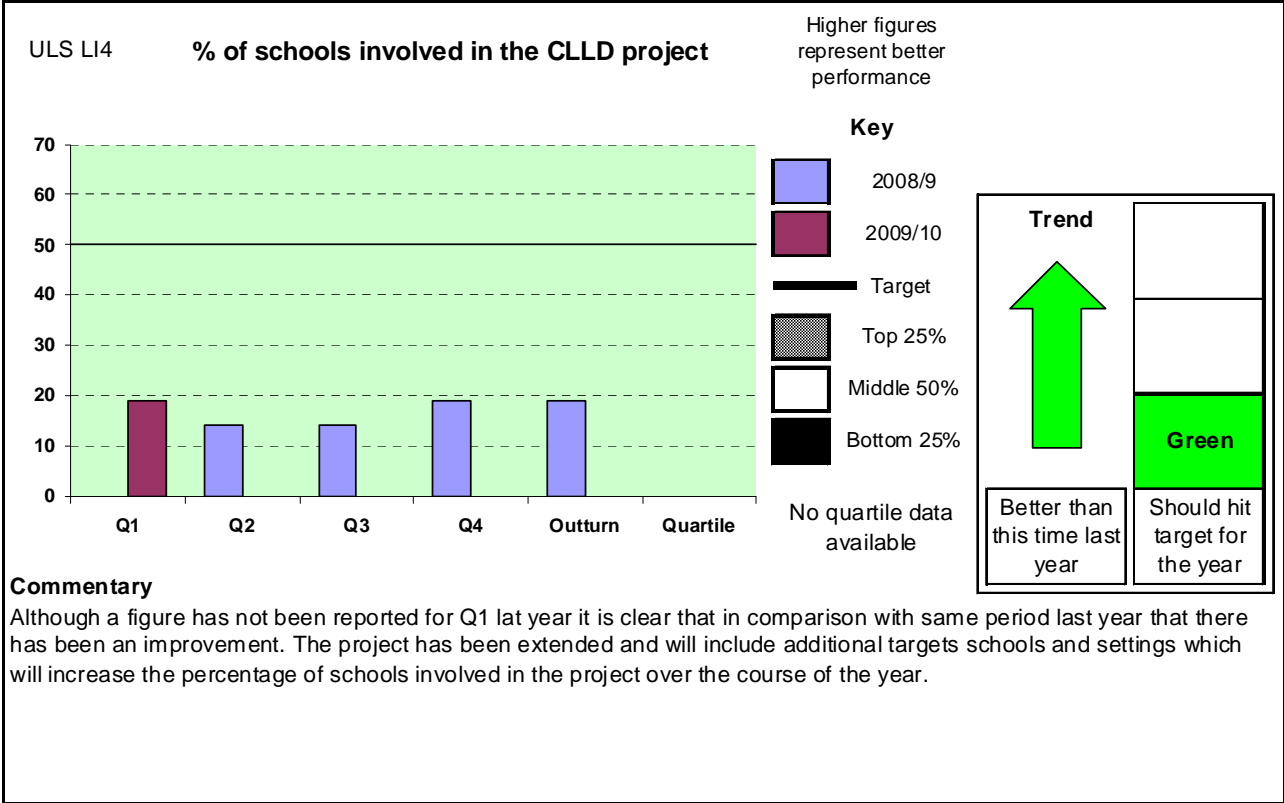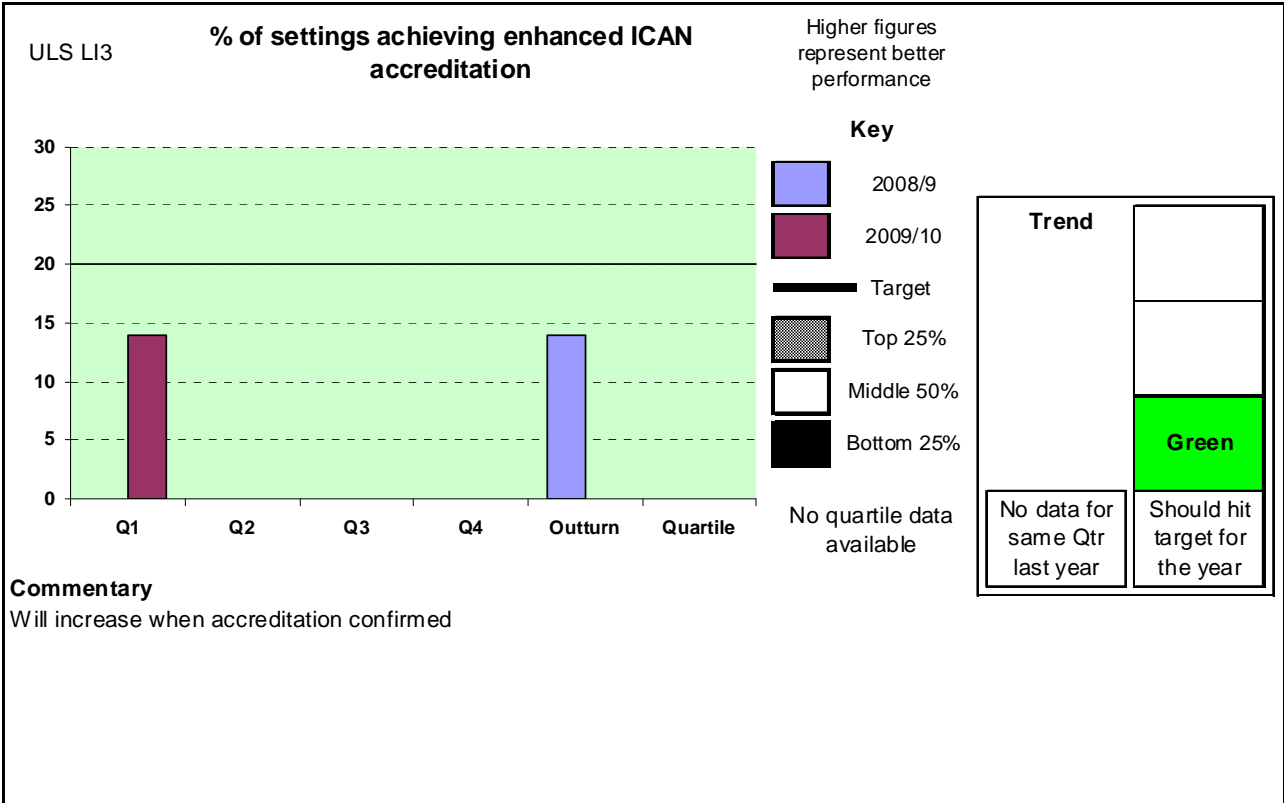
APPENDIX ONE – PROGRESS AGAINST OBJECTIVES/ MILESTONES
Universal & Learning Services

Service Plan Ref.	Objective	2009/10 Milestone	Progress to date	Commentary
ULS 5	To Improve Outcomes Post-16	From emerging LSC/LA transitional arrangements pilot a demand led commissioning process for local provision based on need by March 2010		Six Greater Merseyside work streams have been established to facilitate the process:- Commissioning, Staffing, Data, LLDD, Legal & Finance, Common Application Process & E prospectus. 5 members of staff will transfer to the LA from the Learning and Skills Council (LSC) and the LSC is currently undertaking a job matching process, which will be complete by Sept 09.
		Collaboratively deliver a range of needs led diplomas at levels 1,2&3 by March 2010		A further 4 new diplomas will be available from Sept 09 and collaborative delivery plans are at an advanced stage of development. 84 learners have been offered places on new diplomas for Sep 09.
		Map the range and quality of post-16 provision in the borough by March 2010		Initial curriculum mapping has been completed. An in principle agreement of a Collegiate model with two collaborative is in place. The model will be tested over the next quarter as curriculum is discussed in more detail.

ULS LI1

Number of requests for support moderated by the Early Intervention Panel to meet children's needs earlier

Higher figures represent better performance

Key

- 2008/9
- 2009/10
- Target
- Top 25%
- Middle 50%
- Bottom 25%

No quartile data available

Trend

Better than this time last year	Should hit target for the year
	Green

Commentary

Although a Q1 figure was not reported last year it is clear that performance is "Better" than the same period last year. There have been 64 requests in total. 32 requests for enhanced provision and 11 requests for statutory assessment. In addition, there have been 21 requests to the early years transition panel.

ULS LI2

% of Early Years settings graded good or better by Ofsted

Higher figures represent better performance

Key

- 2008/9
- 2009/10
- Target
- Top 25%
- Middle 50%
- Bottom 25%

No quartile data available

Trend

No data for same Qtr last year	May hit target for the year
	Amber

Commentary

Meeting this target is dependent upon inspections carried out of Early Years settings during the year.

ULS LI3

% of settings achieving enhanced ICAN accreditation

Higher figures represent better performance

Key

- 2008/9
- 2009/10
- Target
- Top 25%
- Middle 50%
- Bottom 25%

No quartile data available

Trend

Green

| No data for same Qtr last year | Should hit target for the year |

Commentary

Will increase when accreditation confirmed

ULS LI4

% of schools involved in the CLLD project

Higher figures represent better performance

Key

- 2008/9
- 2009/10
- Target
- Top 25%
- Middle 50%
- Bottom 25%

No quartile data available

Trend

Green

| Better than this time last year | Should hit target for the year |

Commentary

Although a figure has not been reported for Q1 lat year it is clear that in comparison with same period last year that there has been an improvement. The project has been extended and will include additional targets schools and settings which will increase the percentage of schools involved in the project over the course of the year.

HIGH Priority Actions	Target	Progress	Commentary
Participate in programme of Equality Impact assessments on all Strategy, Policy, and Service Areas	Mar 2010 OD Universal & Learning Services and all DM's		There have been some gaps identified in completion of EIA's. The Children's Trust Equalities group is currently developing mechanisms to ensure completion and improve quality and impact of assessments.
Embed a system of stakeholder engagement, participation and consultation in all aspects of Service Delivery	Mar 2010 OD Universal & Learning Services and all DM's		Stakeholder engagement and participation is being developed across all service areas however further development is still required. .

UNIVERSAL & LEARNING SERVICES DEPARTMENT

Revenue Budget as at 30th June 2009

	Annual Budget	Budget To Date	Actual To Date	**Variance To Date** (overspend)	Actual Including Committed Items
	£'000	£'000	£'000	£'000	£'000
Employees	2,343	586	449	137	454
Premises	154	0	0	0	0
Supplies & Services	93	23	21	2	23
Transport	7	2	2	0	2
Agency Related Expenditure	16	6	6	0	6
Central Support Service Recharges	525	131	131	0	131
Independent School Fees	1,462	680	680	0	680
Inter Authority Special Needs	748	0	0	0	0
Speech Therapy	46	0	0	0	0
Total Expenditure	**5,394**	**1,428**	**1,289**	**139**	**1,296**
Reimbursements & Other Income	-41	-1	-1	0	-1
Schools SLA Income	-127	-63	-67	4	-67
Inter Authority Income	-565	0	0	0	0
Total Income	**-733**	**-64**	**-68**	**4**	**-68**
Net Expenditure	**4,661**	**1,364**	**1,221**	**143**	**1,228**

APPENDIX FOUR – FINANCIAL STATEMENT
Universal & Learning Services

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 spending below budget profile due to vacancies in the Advisory, Special Educational Needs and Psychology Service.

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

APPENDIX FOUR – FINANCIAL STATEMENT
Universal & Learning Services

STANDARDS FUND & AREA BASED GRANT SCHEMES

As at 30th June 2009

	Annual Budget £'000	Budget To Date £'000	Actual To Date £'000	Variance To Date (overspend) £'000	Actual Including Committed Items £'000
Primary Targeted Support	556	98	93	5	94
Key Stage 3 Targeted Support	314	55	91	(36)	93
Extending Early Yrs	180	32	0	32	0
Making Good Progress	313	55	0	55	0
School Lunch	199	35	0	35	0
Ethnic Minority Achievement	38	7	0	7	0
Music Services	184	32	18	14	18
Extended Schools	351	62	0	62	0
Extended Schools Sustainability	93	30	1	29	2
KS4 Engagement	80	14	0	14	0
Total Standards Fund	**2,308**	**420**	**203**	**217**	**207**
14-19 Flexible Funding	37	9	0	9	0
Choice Advisors	26	6	6	0	6
Education Health Partnership	60	15	6	9	6
Extended Rights for Free Travel	47	12	0	12	0
Extended Schools – Start Up	567	142	47	95	47
Secondary Behaviour & Attendance	68	17	17	0	17
Secondary National Strategy	132	33	33	0	33
Primary National Strategy	94	24	24	0	24
School Development	1,132	283	57	226	57
School Improvement Partners	71	18	0	18	0
School Intervention	44	11	2	9	2
School Travel Advisors	17	4	0	4	0
Sustainable Travel to Schools	10	3	0	3	0
Connexions	1,682	420	420	0	420
Total	**3,987**	**997**	**612**	**385**	**612**

APPENDIX FOUR – FINANCIAL STATEMENT
Universal & Learning Services

GENERAL SURE START & CHILDRENS CENTRE GRANT SCHEMES

As at 30th June 2009

	Annual Budget £'000	Budget To Date £'000	Actual To Date £'000	**Variance To Date** (overspend) £'000	Actual Including Committed Items £'000
General Sure Start Main	2,229	557	386	171	481
Ditton CC	512	128	103	25	106
Brookvale CC	521	130	158	(28)	181
Halton Lodge CC	447	112	114	(2)	120
Halton Brook CC	588	147	118	29	155
Kingsway CC	618	155	98	57	106
Warrington Road CC	81	20	22	(2)	23
Our Lady of Perpetual Succour CC	15	4	3	1	3
Runcorn All Saints CC	0	0	2	(2)	2
Castlefields CC	0	0	(6)	6	(6)
Palacefields CC	75	19	9	10	9
Windmill Hill CC	75	19	34	(15)	34
Children's Centre General	1,081	270	(19)	289	(15)
Total General Sure Start & Children's Centres	**6,242**	**1,561**	**1,022**	**539**	**1,199**

OTHER EXTERNAL GRANT SCHEMES

<u>**As at 30th June 2009**</u>

	Annual Budget £'000	Budget To Date £'000	Actual To Date £'000	**Variance To Date** (overspend) £'000	Actual Including Committed Items £'000
LSC Post 16 Transport	31	8	9	(1)	9
Children's Workforce Development	81	20	1	19	1
Walking to School Initiative	4	1	0	1	0
IS Contact Point	267	67	33	34	33
Info Systems for Parents & Providers	4	1	3	(2)	3
Children's Workforce	86	22	25	(3)	35
Higher Level Teaching Assistants	56	14	0	14	0
Arts Education Development	67	17	23	(6)	23
National Remodelling School Workforce	149	37	17	20	17
Basic Skills Quality Mark – Primary	4	1	1	0	1
Schools Music Service	17	4	2	2	4
Build Capacity for Leadership Succession	53	13	0	13	0
PE & Sports	580	145	107	38	108
Aim Higher	336	84	56	28	68
14-19 Advisory	491	123	93	30	98
Education Business Link	284	71	54	17	58
Neighbourhood Managers Project	44	11	15	(4)	16
Enterprise Game	128	32	27	5	32
14-19 Diploma	247	62	39	23	40
Parenting Strategy	40	10	0	10	0
St Chads – Lottery	8	2	4	(2)	4
Gateway Plus	115	29	18	11	18
Mental Health in Schools	220	55	1	54	1
Total Other External Funding	**3,312**	**829**	**528**	**301**	**569**

LOCAL STRATEGIC PARTNERSHIP SCHEMES

As at 30th June 2009

	Annual Budget £'000	Budget To Date £'000	Actual To Date £'000	**Variance To Date** (overspend) £'000	Actual Including Committed Items £'000
Neglect – PACT	125	31	0	31	0
Barnardos Missing from Home	70	18	18	0	18
Teenage Pregnancy (Health)	45	11	0	11	0
Portage	16	12	8	4	9
Attendance	22	17	25	(8)	25
HITS	50	12	0	12	0
Vikings in the Community	17	13	0	13	0
Connexions – NEET	46	35	0	35	0
Canal Boat Adventure	17	12	0	12	0
Improved Education for Vulnerable Youngsters	13	10	1	9	5
Kingsway Literacy Development	355	89	26	63	26
Youth Activity	27	21	10	11	10
H9P PEP Dowries	3	3	3	0	9
Unallocated Funds	162	41	0	41	0
Total LSP	**968**	**325**	**91**	**234**	**102**

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 CYP commissioning / finance team. Further support is provided by the LSP team in the Policy & Performance Division as well as individual project managers.

There are some projects which have been allocated working neighbourhood funds for the first four months of the year so the budgets have been profiled to reflect this.

APPENDIX FOUR – FINANCIAL STATEMENT
Universal & Learning Services

CHILDREN'S & YOUNG PEOPLES DIRECTORATE

Capital Projects as at 30th June 2009

	2009/10 Capital Allocation £'000	Allocation To Date £'000	Actual Spend To Date £'000	Total Allocation Remaining £'000
Asset Management Data	5	0	0	5
Fire Compartmentation	15	0	0	15
Capital Repairs	1,152	380	378	774
Contingency	191	24	24	167
Fairfield School	306	60	39	267
Asbestos Management	45	0	0	45
Cavendish School Changing Rooms	43	42	42	1
All Saints Upton School PCP	713	48	48	665
Our Lady Mother of Saviour School	100	0	0	100
Kingsway Centre	1,625	90	90	1,535
Children's Centre General	56	0	4	52
Astmoor CC	26	19	16	10
Runcorn All Saints CC	8	0	0	8
St Augustine's CC	4	0	0	4
The Park CC	20	9	8	12
Windmill Hill CC	17	0	0	17
Children's Centre Maintenance	52	0	0	52
Brookfields School	17	0	0	17
Cavendish School	41	0	0	41
Early Years Childcare	217	59	59	158
School Access Initiative	98	0	0	98
Play-builder Capital	388	5	5	383
Moore Primary	273	9	9	264
Lunts Heath	63	0	0	63
Westbank School	87	0	0	87
Hillview School	92	0	0	92
Cavendish School Furniture & Equipment	35	0	0	35
Aim Higher for Disabled Children	285	0	0	285
Harnessing Technology	631	11	67	564
Total Capital	**6,605**	**756**	**789**	**5,816**

APPENDIX FOUR – FINANCIAL STATEMENT
Universal & Learning Services

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 and are closely monitored during the year, in order to ensure that the relevant capital allocations are fully utilized by the financial year end.

There are a number of schemes where the works will take place in the 2010-11 financial year as the funding is permitted to be carried forward into 2010-11.

APPENDIX FOUR – FINANCIAL STATEMENT
Universal & Learning Services

The traffic light symbols are used in the following manner:

		Objective	**Performance Indicator**
Green		Indicates that the milestone/objective is on course to be achieved within the appropriate timeframe.	Indicates that the target is on course to be achieved.
Amber		Indicates that it is unclear at this stage, whether the milestone/objective will be achieved within the appropriate timeframe.	Indicates that it is either unclear at this stage or too early to state whether the target is on course to be achieved.
Red		Indicates that it is highly likely or certain that the milestone/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.