



**Children Young People and Families
Policy and Performance Board**

**Monday, 24 February 2014 at 6.30 p.m.
Council Chamber, Runcorn Town Hall**

A handwritten signature in black ink that reads 'David W R'.

Chief Executive

BOARD MEMBERSHIP

Councillor Mark Dennett (Chairman)	Labour
Councillor Margaret Horabin (Vice- Chairman)	Labour
Councillor Marjorie Bradshaw	Conservative
Councillor Ellen Cargill	Labour
Councillor Lauren Cassidy	Labour
Councillor Frank Fraser	Labour
Councillor Pauline Hignett	Labour
Councillor Kath Loftus	Labour
Councillor Geoffrey Logan	Labour
Councillor Carol Plumpton Walsh	Labour
Councillor Bill Woolfall	Labour
Miss Elizabeth Lawler	Co-optee

Please contact Michelle Simpson on 0151 511 8708 or e-mail michelle.simpson@halton.gov.uk for further information.

**ITEMS TO BE DEALT WITH
IN THE PRESENCE OF THE PRESS AND PUBLIC**

Part I

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1. MINUTES	
2. DECLARATION OF INTEREST (INCLUDING PARTY WHIP DECLARATIONS)	
Members are reminded of their responsibility to declare any Disclosable Pecuniary Interest or Other Disclosable Interest which they have in any item of business on the agenda, no later than when that item is reached or as soon as the interest becomes apparent and, with Disclosable Pecuniary interests, to leave the meeting during any discussion or voting on the item.	
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In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.

REPORT TO: Children, Young People and Families Policy & Performance Board

DATE: 24 February 2014

REPORTING OFFICER: Strategic Director, Policy and Resources

SUBJECT: Public Question Time

WARD(s): Borough-wide

1.0 PURPOSE OF REPORT

- 1.1 To consider any questions submitted by the Public in accordance with Standing Order 34(9).
- 1.2 Details of any questions received will be circulated at the meeting.

2.0 RECOMMENDED: That any questions received be dealt with.

3.0 SUPPORTING INFORMATION

- 3.1 Standing Order 34(9) states that Public Questions shall be dealt with as follows:-
- (i) A total of 30 minutes will be allocated for dealing with questions from members of the public who are residents of the Borough, to ask questions at meetings of the Policy and Performance Boards.
 - (ii) Members of the public can ask questions on any matter relating to the agenda.
 - (iii) Members of the public can ask questions. Written notice of questions must be given by 4.00 pm on the working day prior to the date of the meeting to the Committee Services Manager. At any one meeting no person/organisation may submit more than one question.
 - (iv) One supplementary question (relating to the original question) may be asked by the questioner, which may or may not be answered at the meeting.
 - (v) The Chair or proper officer may reject a question if it:-
 - Is not about a matter for which the local authority has a responsibility or which affects the Borough;
 - Is defamatory, frivolous, offensive, abusive or racist;
 - Is substantially the same as a question which has been put at a meeting of the Council in the past six months; or

- Requires the disclosure of confidential or exempt information.
- (vi) In the interests of natural justice, public questions cannot relate to a planning or licensing application or to any matter which is not dealt with in the public part of a meeting.
- (vii) The Chairperson will ask for people to indicate that they wish to ask a question.
- (viii) **PLEASE NOTE** that the maximum amount of time each questioner will be allowed is 3 minutes.
- (ix) If you do not receive a response at the meeting, a Council Officer will ask for your name and address and make sure that you receive a written response.

Please bear in mind that public question time lasts for a maximum of 30 minutes. To help in making the most of this opportunity to speak:-

- Please keep your questions as concise as possible.
- Please do not repeat or make statements on earlier questions as this reduces the time available for other issues to be raised.
- Please note public question time is not intended for debate – issues raised will be responded to either at the meeting or in writing at a later date.

4.0 POLICY IMPLICATIONS

None.

5.0 OTHER IMPLICATIONS

None.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 **Children and Young People in Halton** - none.

6.2 **Employment, Learning and Skills in Halton** - none.

6.3 **A Healthy Halton** – none.

6.4 **A Safer Halton** – none.

6.5 **Halton's Urban Renewal** – none.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

8.1 There are no background papers under the meaning of the Act.

REPORT TO: Children, Young People and Families Policy and Performance Board

DATE: 24 February 2014

REPORTING OFFICER: Chief Executive

SUBJECT: Executive Board Minutes

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 The Minutes relating to the Children and Young People Portfolio which have been considered by the Executive Board are attached at Appendix 1 for information.
- 1.2 The Minutes are submitted to inform the Policy and Performance Board of decisions taken in their area.

2.0 RECOMMENDATION: That the Minutes be noted.

3.0 POLICY IMPLICATIONS

- 3.1 None.

4.0 OTHER IMPLICATIONS

- 4.1 None.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children and Young People in Halton

None

5.2 Employment, Learning and Skills in Halton

None

5.3 A Healthy Halton

None

5.4 A Safer Halton

None

5.5 Halton's Urban Renewal

None

6.0 RISK ANALYSIS

6.1 None.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

8.1 There are no background papers under the meaning of the Act.

APPENDIX 1

Extracts of Executive Board Minutes Relevant to the Children, Young People and Family's Policy and Performance Board

EXECUTIVE BOARD MEETING HELD ON 12 DECEMBER 2013

EXB123 – CAPITAL GRANT – TWO YEAR OLD FREE ENTITLEMENT – KEY DECISION

The Board considered a report of the Strategic Director, Children and Enterprise, which sought approval to commence works on the capital expenditure associated with the Two Year Old Early Years Entitlement in Halton.

The Board was advised that since 2009, local authorities had received funding to provide targeted free entitlement to the most vulnerable two year olds which met strict criteria. In 2011/12, there was an increase in expansion in the entitlement programme, whereby Halton would receive sufficient funding to deliver entitlement to an increased number of recipients.

It was reported that Halton was allocated £355,915 in funding to support the expansion of place capacity. Applications received through the Grant Allocation process were considered by the Capital Funding Panel on 1 October 2013. Details of those applications approved in principle were contained in the report, together with an explanation of the timescales involved in the payment arrangements. It was noted that all capital work would be completed by August 2014.

Reason(s) For Decision

The Local Authority was statutorily required to have sufficient provision of 2 year old free entitlement places.

Alternative Options Considered and Rejected

None.

Implementation Date

Completion of works by August 2014 would allow for the additional places created to be used from September 2014.

RESOLVED: That Executive Board

- 1) approve the capital expenditure detailed in the report, to assist with the expansion of the Two Year Old Early Years Entitlement in Halton; and
- 2) agree to delegate the approval of any further bids received for Two Year Old capital funding to the Capital Funding Panel comprising appropriate members of the Children & Enterprise Directorate and Council's Finance Department (as detailed in paragraph 3.3 of the report), in consultation with the Portfolio holder for Children, Young People and Families.

EXB124 – VIRTUAL HEADTEACHER REPORT

The Board considered a report of the Strategic Director, Children and Enterprise, which provided the annual update on the attainment and achievement of Halton children in care.

The report set out the vision statement for the Virtual School, and it was reported that the oversight and governance arrangements for the Virtual School (VS) rested with the Children in Care Partnership Board. The 'virtual' nature of the school referred to incorporating all children in care into one school as well as the multi-agency working relationships which underpinned the work of the school. It was reported that each of the agencies and teams which operated within the VS were committed to achieving the vision statement and worked to prioritise children in care within their own service delivery.

RESOLVED: That

- 1) the Board accept the report and the key attainment and achievement outcomes be noted; and
- 2) support is given to the Virtual School for the future developments identified within the report.

REPORT TO:	Children, Young People & Families Policy & Performance Board
DATE:	24 th February 2014
REPORTING OFFICER:	Strategic Director Children and Enterprise
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Halton Family Voice Information and Update
WARD(S)	Borough-wide

1.0 PURPOSE OF THE REPORT

- 1.1 This report is to give an overview of the role of Halton Family Voice and its latest progress and achievements.

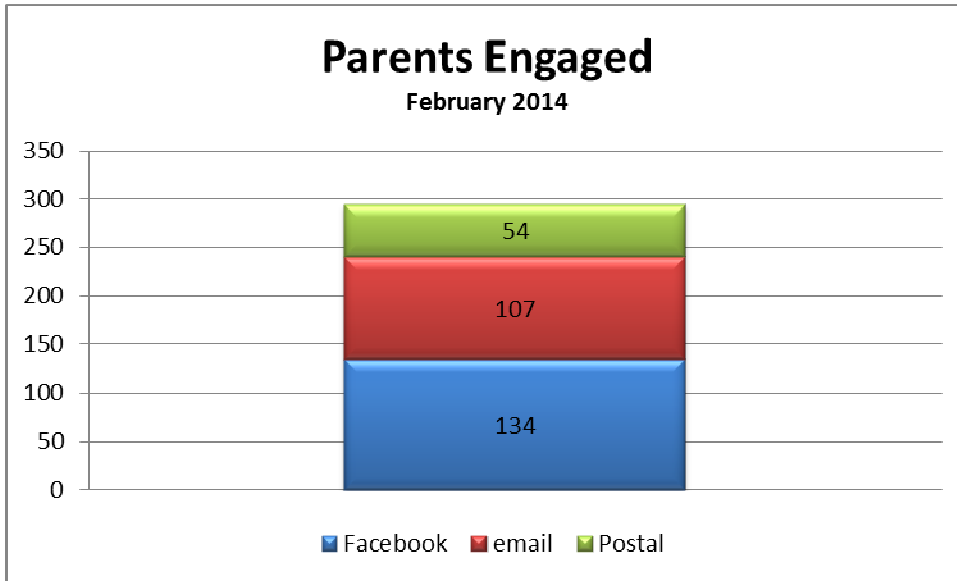
2.0 RECOMMENDATION: That the content of the report are noted

3.0 SUPPORTING INFORMATION

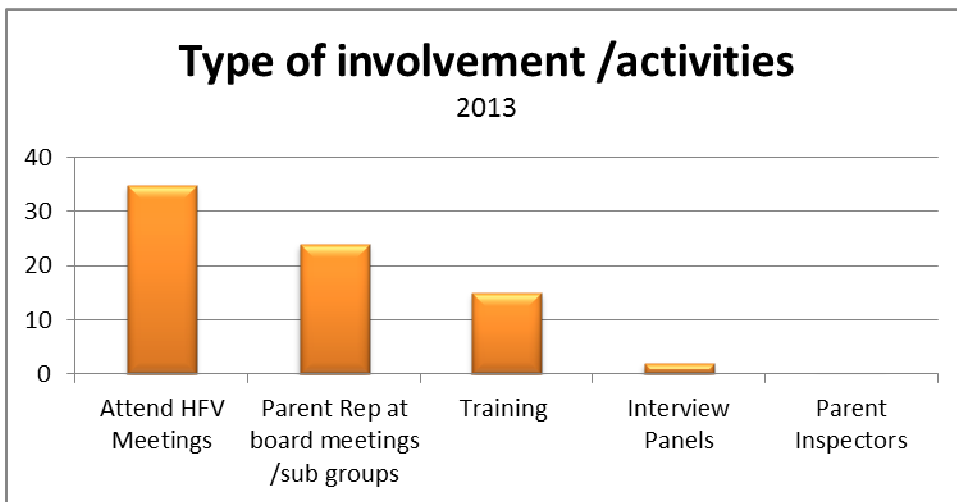
- 3.1 Halton Family Voice is a forum which links into Halton Children's Trust to represent Halton Parents and carers 'VOICE' on a wide range of agendas and topics.
- 3.2 The forum was previously known as Halton Parents and Carers Forum and was established in 2005. The forum changed to Halton Family Voice in 2012, as agreed by Halton Children's Trust and parents.
- 3.3 Halton Family Voice aims to INVOLVE parents and carers in the planning, development and delivery of services for children and young people and families.
- 3.4 Membership is open to all residents living in Halton who have a child 0 – 19 years of age.
- 3.5 The membership consists of representatives from many of the local parent or carer groups in order to gain a true representation of Halton Parents.

4.0 POLICY IMPLICATIONS

- 4.1 Halton Family Voice has gone strength to strength in the past 6 months with a larger number of parents engaged at a number of levels, through meetings, social media, events and training.



4.2 Parents and carers have been engaged in a number of different activities as shown. There are 12 meetings held per year. Parent representatives are supported in their role through training and mentoring and have a responsibility to represent the views of parents through the group and out in the community.



4.3 Parents have been involved in the following items

<ul style="list-style-type: none"> ▪ EHAS task and finish groups ▪ Levels of need re-design ▪ CCG Governing body meetings ▪ Urgent Care review ▪ CAMHS consultation ▪ Toy Library consultation/focus group 	<ul style="list-style-type: none"> ▪ Community Parents ▪ CCG – Have your say ▪ SEND reform ▪ CQC consultation ▪ INVOLVE (participation advisory Board) ▪ Children’s Centre OFSTED inspections
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5.0 OTHER/FINANCIAL IMPLICATIONS

None

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton

Children, young people and families working collaboratively with professionals, will mean policies, services and provision will be more relevant, more effective and more sustainable. Halton Family Voice promotes a culture of identifying what services and facilities work well for parents and families. Where parents express concerns, issues or gaps in these services or facilities, further discussions take place around how this could be improved. The members act in the role of critical friends, thus promoting positive relationships between services, council and parents and carers. These positive relationships can provide effective solutions and deeper understanding of life in Halton for our families.

6.2 Employment, Learning & Skills in Halton

Through Halton Family Voice parent/carers are able to access training to support their role. Opportunities on employment and training are promoted within the forum.

6.3 A Healthy Halton

Halton Family voice offers a network to promote Health programs and initiatives to parents and families. Members of the group even initiated their own promotional workshops and events on health services and projects available in Halton named 'Our Healthy Halton'.

6.4 A Safer Halton

Through Halton Family Voice parent/carers are able to access information passed down from the trust such as safer Halton.

6.5 Halton's Urban Renewal

N/A.

7.0 RISK ANALYSIS

7.1 Halton family Voice plays an important role in creating opportunity for engagement and involvement of parents. Opening up communication for them at a strategic level. The absence of Halton Family Voice would:

- Reduce the ability to take account of the parents and carers views in decision making
- Reduce effective and representative participation of stakeholders

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Halton Family Voice operates in an inclusive manner. Accessibility of the group and its activities are considered on a number of different levels.

9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

None under the meaning of the Act.



Engagement, Involvement & Participation

Michelle Forder

Lead Engagement Officer for Halton Children's Trust



**CYP
VSF**

Halton Children and Young People's Voluntary Sector Forum brings together organisations working with children and young people.

INVOLVE

INVOLVE acts as a critical friend to Halton's Children's Trust on participation. The group can also act in an advisory capacity on participation, advising on how best to involve parents, children and young people in decision making processes.

HFV

Parents and carers engagement and the focus on today's presentation

Background

- Halton Family voice is a forum which links into Halton Children's Trust to represent Halton Parents and carers 'VOICE' on a wide range of agendas and topics.
- The forum was previously known as Halton Parents and Carers Forum and was established in 2005. The forum changed to **Halton Family Voice** in 2012, as agreed by Children's Trust and parents.

Halton Family Voice

- Halton Family Voice aims to INVOLVE parents and carers in the planning, development and delivery of services for children and young people and families.
- Membership is open to all residents living in Halton who have a child 0 – 19 years of age.
- The membership consists of representatives from many of the local parent or carer groups in order to gain a true representation of Halton Parents.

Halton Family Voice Network

Child and Family Poverty Strategy Group	EHaS - Early Help and Support and work/task sub groups	Anti Bullying - Events and boards	Children's Trust	Commissioning team/ Board	Workforce Development	Health and Wellbeing Board	HIAP
Michelle Dyson and Laura Berry	Kath Campbell and Jane Dunn	Nicola Moriarty	Cleo Pollard	Michelle Forder	Michelle Forder	TBC	Nina Houstlay
Employment and Learning Skills	Children & YP Families Board	Community Practitioners forum	JSNA (Health)	Provider Network (disability)	Youth Opportunities Board	Participation Sub Group	SEN Reform

Cleo Pollard Cleo Pollard Michelle Forder Michelle Forder Joanne Hughes Michelle Forder Julie Sumner Jane Dunn, Nicola Moriarty, Julie Sumner, Kath Campbell

Halton Family Voice

Halton Lodge Parent Voice Angela McManus	Windmill Hill Voice Group Lindsay McGregor
Halton Brook Parents Voice Angela McManus	BrookVale Parents Voice Lindsay McGregor
Tuesday Tots Parents Group Bethesda Church	Woodside Primary Parents coffee AM Cathy Murray
Heath Church Parents Group Heather Staniland	Runcorn Children's Centres advisory Board

Parent Partnership Sharon Spruce	Parent Participation & Halton Carers Centre Joanne Hughes
CRI Ashley House Gill Simpson	PACT Jane Dunn
HAFS Jenni Flanagan	HASCAS Vicki Crawford
CHAPS Jo Garner	Teen Parent Group Carla Mc Sherry

Kingsway Parents Voice Rachel Fielding	Ditton & Upton Parents voice Nickki Adams
Warrington Road Parents Voice Rachel Fielding	Banbino's Hale Bank Eve and Laura
Cindy Loroma St John's WOW Club Greenway Rd	Foundry Parents Group
Hope Corner Parents coffee morning	Widnes Children's Centres Advisory Board

- The Group itself meets once a month and welcomes voluntary members from all parents or people with parenting responsibilities within Halton

Parents/carers can be involved...

- Through the monthly forum
- Evening catch up sessions
- Social Media
- Email and mail updates
- Through local parents groups
- Newsletter
- Children's Trust Web page
- Events (Party in the Park, Runcorn Carnival)
- Training for parents and carers

(coffee mornings, parents evenings, community groups).

Training

- Children's Trust Induction Training
- Prevent Illegal Money Lending advocate training
- Halton Parent Partnership workshops
- Safeguarding introduction
- Representative training

INVOLVED in

- EHAS task and finish groups
- Levels of need re-design
- CCG Governing body meetings
- Urgent Care review
- CAMHS consultation
- Toy Library consultation/focus group
- Community Parents
- CCG – Have your say
- SEND reform
- CQC consultation
- INVOLVE (participation advisory Board)
- Children’s Centre OFSTED inspections



Parent Led

You and your family are invited to

Our Healthy Halton Event

Halton Children's Centres



On the
25th July
Halton
Select Stadium
1 - 3:30pm



Interactive Health Workshops ~ Prize Giving
Fruit Salads ~ Dance Workshop ~ Information Stands



Good practice example

- Parents from Halebank raised the issue around baby checks/weighing being inaccessible due to poor transport from the area.
- After discussions with Public Health commissioners and Bridgewater
- There is now baby checks/weighing available once a month at Halebank community center, this will co-inside with the community's parents coffee morning.

Future plans

- Parent inspectors
- Parents awards
- Further training opportunities
- Building further partnership working through the involvement of parents at an early stage



Any Questions?

REPORT TO: Children, Young People and Families Policy and Performance Board

DATE: 24th February 2014

REPORTING OFFICER: Strategic Director, Children & Enterprise

PORTFOLIO: Children, Young People and Families

SUBJECT: Children & Enterprise Directorate Business Planning 2014 -17

WARDS: Boroughwide

1.0 PURPOSE OF THE REPORT

1.1 This report outlines the progress so far on the new Halton Children & Young People's Plan (CYPP) 2014-17.

2.0 RECOMMENDATION

That the Board:

- 1) Notes the contents of the report; and**
- 2) Supports the further development of the new CYPP prior to launch in April 2014**

3.0 SUPPORTING INFORMATION

3.1 The CYPP is the agreed joint strategy of the partners within Halton Children's Trust, detailing how they will co-operate to improve children's wellbeing. It represents Halton's local vision and aspirations for children and young people in the borough, and provides strategic direction and determines how the Children's Trust Board will work together to commission services to address locally identified needs and better integrate provision.

3.2 Halton's first CYPP was published in 2006, covering a three year period to 2009. The second CYPP for Halton was published in 2009 and ran until March 31st 2011. The current CYPP has been in place since 2011 and is due to come to the end of its lifecycle on March 31st 2014.

3.3 Although no longer statutory as of June 2010, the need for a CYPP to remain in place was universally agreed locally in Halton to provide the strategic direction for the continuing Children's Trust arrangements. Following extensive consultation, the priorities for Halton Children's Trust for the period 2011-14 were agreed as

- Improve outcomes for children and young people through

embedding integrated processes to deliver early help and support.

- Improve outcomes for children and young people through effective integrated commissioning
- Improve outcomes for our most vulnerable children and young people by targeting services effectively

3.4 The Halton Children & Young People's Plan 2011-14 is framed around these priorities.

3.5 It was agreed in autumn 2013 to develop a new CYPP to frame the work of the Trust from 2014. On this basis a working group was established from November 2013 to develop the plan based around the agreed priorities, which are:

1. **Working together to** deliver services in a joined up way to make sure children and their families get the right help at the right time (*Early Help & Support*)
2. **Working together to** plan and fund outcome focused services for children and families, that deliver high quality services that are value for money (*Integrated Commissioning*)
3. **Working together to** focus services towards the needs of our most vulnerable children, young people and families to 'close the gap' by improving health and education outcomes.

4.0 POLICY IMPLICATIONS

4.1 The task and finish working group is meeting bi-weekly and following the development of a short project brief, a number of agreements have been made around the approach to take for the new CYPP. These include:

- Primarily web-based but with a limited number of copies produced for stakeholders and inspection purposes
- Shorter chapters and simplified language – the objective being to produce chapters that are fully understood by all stakeholders no matter what their level of involvement is.
- The chapters should be different in their approach to that found in other documents
- Exploitation the advantages of having a web-based document – for example being able to link to other documents if you want more detail.
- Involvement of young people – this has been initiated in a number of ways, including:
 - INVOLVE Group – the CYPP is a standing item on the agenda at each meeting and ideas have been generated for involving young people. These include a young

people's video to explain the CYPP and looking to have advocates/peer champions. This Group involves representatives from a broad range of young people's agencies and groups, including Halton Youth Cabinet, Community of Youth, Halton Speakout and Canal Boat Adventure Project

- Working with the Children in Care Council in February
- Social Media – utilising Twitter to look for further involvement to increase the meaning of the Plan to young people. This includes the possibility of drawings/cartoons by young people in different chapters to show it means to them and other young people.

4.2 The Working Group has considered or will consider a wide range of areas of work so far. These include:

- Evidence Base for the CYPP
- CYPP context
- 'If Halton was a Village of 100 Children & Young People' overarching statistical information and key data for each priority.
- Integrated commissioning
- Involvement and Participation
- Closing the Gap
- Safeguarding
- Special Educational Needs
- Early Help & Support
- Joint Strategic Needs Assessment
- Performance
- Celebrating Success
- Reflections on what we have achieved against existing priorities

5.0 OTHER/FINANCIAL IMPLICATIONS

None

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton

The CYPP is the key strategic document for Halton Children's Trust, within which all children and young people's services in Halton sits. The Plan outlines the main priorities for the Trust in order to improve outcomes for children, young people and their families in Halton.

6.2 Employment, Learning & Skills in Halton

The Plan has a strong focus on continuing to tackle the numbers of Not in Education, Employment and Training (NEET) young people in Halton, including through the promotion of apprenticeship opportunities.

6.3 A Healthy Halton

Health remains a clear priority for the Children's Trust within each of the three priorities, fully involved and leading on working within each. Health indicators also remain a key element of the Performance Management Framework that supports the CYPP. Halton Children's Trust is closely involved in the Health & Wellbeing Board and structures that sit underneath it, working in conjunction with Public Health and Halton Clinical Commissioning Group across a broad range of issues. To this end, a Joint Protocol has been developed involving Halton Children's Trust, Halton Safeguarding Children Board and Halton Health & Wellbeing Board.

6.4 A Safer Halton

The Plan looks at work being done around alcohol, anti-social behaviour and youth offending. In each of these areas the Trust works closely with the Safer Halton Partnership.

6.5 Halton's Urban Renewal

The CYPP highlights the development of further provision in Halton, including the CRMZ facility in Widnes and additional secure residential accommodation across Halton.

7.0 RISK ANALYSIS

7.1 It is vital that both the Council and Children's Trust continue to be clear about priorities for service delivery and that this strategy is noted by Elected Members.

7.2 The absence of a CYPP would:

- Reduce the ability to take account of the local community's aspirations, needs and priorities;
- Have serious implications for Partnership co-ordination between all the public, voluntary and community organisations and other stakeholders that operate locally for the benefit of children, young people and their families;
- Potentially reduce the effectiveness of the Partnership through fragmentation of strategies.

7.3 These risks can be mitigated by the adoption of the CYPP and its implementation, monitoring and ultimate delivery. This Annual Review document provides a supplement to ensure the CYPP remains fit for purpose.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 A Community Impact & Review Assessment will be undertaken on the document prior to its formal launch. A similar exercise on the existing CYPP showed no negative impacts on any individuals and groups within Halton as a result of the Plan. The Children & Young People's Plan facilitates positive action for children and young people overall in Halton and for particular groups of children and young people as

appropriate.

9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

Document	Place of Inspection	Contact Officer
Children Act 2004	2 nd Floor, Rutland House, Runcorn	Mark Grady
Halton Children & Young People's Plan 2011-14	2 nd Floor, Rutland House, Runcorn	Mark Grady

REPORT TO: Children, Young People and Families Policy and Performance Board

DATE: 24th February 2014

REPORTING OFFICER: Strategic Director, Children & Enterprise

PORTFOLIO: Children, Young People and Families

SUBJECT: Children & Enterprise Directorate Business Planning 2014 -17

WARDS: Boroughwide

1.0 PURPOSE OF THE REPORT

1.1 To present the final draft Directorate Business Plan to Members for approval.

2.0 RECOMMENDATION

That the Board

- 1. Notes the contents of the report; and**
- 2. Approves the Directorate Business Plan**

3.0 SUPPORTING INFORMATION

- 3.1 Each Directorate of the Council is required to develop a medium-term business plan, in parallel with the budget, that is subject to annual review and refresh. The process of developing such plans for the period 2014-2017 is just beginning.
- 3.2 Whilst providing a Directorate context each of the Directorate Business Plans will contain appendices identifying specific Departmental activities and performance measures and targets that will provide a focus for the on-going monitoring of performance throughout the 2014 – 15 financial year.
- 3.3 Key priorities for development or improvement for the various functional areas reporting to this Policy & Performance Board were considered by the Board at a special meeting held on November 19th 2013.
- 3.4 It should be noted that plans can only be finalised once budget decisions have been confirmed in March and that some target information may need to be reviewed as a result of final outturn data becoming available post March 2014.
- 3.5 The priorities for the Directorate proposed for the Business Plan 2014-17 are as follows:

- *Driving the economic prosperity of Halton to the benefit of residents and the workforce*
- *Integrated Commissioning of services to meet the needs of children, young people and families in Halton*
- *Effectively supporting the child's journey through the Halton Levels of Need Framework when additional needs arise*
- *Improving achievement and opportunities for all through closing the gap for our most vulnerable children and young people*

4.0 POLICY IMPLICATIONS

- 4.1 Business Plans continue to form a key part of the Council's policy framework and will need to reflect known and anticipated legislative changes.
- 4.2 Elected Member engagement would be consistent with existing "Best Value Guidance" to consult with the representatives of a wide range of local persons with regards to formulating plans and strategies.

5.0 OTHER IMPLICATIONS

- 5.1 Directorate Plans will identify resource implications.
- 5.2 Such plans will form the foundation of the performance monitoring reports received by Elected Members and Management Team on a quarterly basis.

6.0 IMPLICATIONS FOR THE COUNCILS PRIORITIES

- 6.1 The annual review of medium-term business plans is one means by which we ensure that the strategic priorities of the Council inform, and are informed by, operational activity.

7.0 RISK ANALYSIS

- 7.1 The development of a Directorate Plan will allow the authority to both align its activities to the delivery of organisational and partnership priorities and to provide information to stakeholders as to the work of the Directorate over the coming year.

8.0 EQUALITY AND DIVERSITY ISSUES

- 8.1 Directorate Business Plans, and the determination of service objectives, are considered in the context of the Council's equality and diversity agenda.

9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

There are no relevant background documents to this report.



Children & Enterprise Directorate

DIRECTORATE BUSINESS PLAN

April 2014 to March 2017

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1.0 Foreword from Strategic Director

The Children & Enterprise Directorate (CED) Service Plan for 2014 to 2017 comes at a time of continuing change for both the Council and Halton's Children's Trust.

The Directorate is at the heart of the Trust; having a dual responsibility to both the Council and the contribution it makes to the strategic priorities of the Children's Trust. The scope of the Directorate was broadened in 2011 with the addition of the Economy, Enterprise and Property Department. This has meant that the Directorate has an even greater role to play in the element of the Trust's work that focuses on young people aged 16 plus. Similarly, the changes have increased the presence of the Directorate within the Employment, Learning & Skills Specialist Strategic Partnership.

All partners remain committed to Halton Children's Trust and are working together to meet the aims and objectives of the new Children & Young People's Plan that has been agreed to direct the work of Halton Children's Trust from 2014-17. This commitment to working in partnership is crucial as we look to work through tough economic times, with reducing resources, while maintaining the same high quality level of service for our children and young people and their families in Halton. We have been successful in achieving this so far but we must continually look to improve to achieve the highest levels of performance in the years ahead, particularly as the bar has been raised again in the new Ofsted Inspection Frameworks for both our School Improvement service and also the full continuum of Children's Social Care services from early help through to child protection for unannounced inspections. Details on these new unannounced inspection frameworks are contained within this Plan.

We are now attracting large-scale investment from a range of sectors and many employment opportunities for Halton residents have resulted or will develop over the years ahead from these but more work needs to be done increase the number of employment opportunities in Halton and to break the cycle of worklessness in some parts of the Borough.

Despite facing many challenges, I believe that the Directorate is well placed to meet each challenge and continue to work to improve outcomes for our children and young people, as well as their families and businesses in Halton. This is captured within the new Directorate vision that has been developed and explained in detail in Section 4.2. We will be ensuring that all in the Directorate fully understand this vision and the objectives that we are working together towards achieving during the lifespan of this document.



Gerald Meehan

Strategic Director
Children & Enterprise Directorate



2.0 Introduction

The Children and Enterprise Directorate (CED) plays a key role within the Council structures and in ensuring the Council achieves its objectives. Whilst CED works to the key priorities that appear within Halton's Children & Young People's Plan of Halton Children's Trust and economic development programme, it is a business unit within its own right, requiring leadership and direction provided by this Plan.

Business planning encourages the development of a blueprint for the ongoing performance management of the Directorate and, without it; the preparation needed to manage performance is missing. Without ongoing performance management, the strategies and plans developed through business planning will not be implemented and will fail to impact upon the activities of the Directorate, or on outcomes for service users.

This document is a key business planning document and should be used alongside performance information when developing service and team plans. It aims to:-

- identify the key objectives for the Directorate over the next 12 months;
- improve the quality of the services provided; and
- deliver better outcomes for service users.

The plan is underpinned by the principles and strategic objectives Halton Borough Council has adopted in its Corporate Plan 2011 - 2016. It aims to be a key reference document for elected members, staff in the Directorate and our partner agencies. It provides the rationale and framework for the major areas of the Directorate's activity. It does this by taking account of the national, inter-agency and Council planning and budget priorities and inter-weaves these with what we know - or what our service users and carers tell us - about how services should be developed in order to meet needs and expectations more effectively. The plan needs to be understood in the context of a wide range of other documents. The main strategic documents are:-

- Sustainable Community Strategy for Halton: 2011 – 2026;
- Halton Local Development Framework;
- The Borough Council's Corporate Plan 2011 - 2016;
- Halton Children & Young People's Plan 2014 – 17
- Halton Regeneration Strategy 2013 - 28

These commit the Borough Council and its partners to achieving explicit and realistic priorities over the coming year. This Business Plan highlights the Children and Enterprise Directorate's elements of those commitments within the context of the Government's overall agenda for local government. The achievement of these continues to depend on partnerships with many other agencies, and members are committed to testing these achievements.

This document does not attempt to describe all the day-to-day activities that make up most of the Directorate's work, but only to set out the overall framework within which that work takes place. It needs to be remembered, however, that it is the everyday assessment of needs and arrangement of services to meet those needs that is the fundamental task of the Directorate. Undertaking this effectively requires the continuing dedication and enthusiasm of staff, together with the Directorate's commitment to recruit, retain and train the staff able to meet the challenges of the future.

EXECUTIVE SUMMARY

Outcome-Focussed Priorities	Integrated Commissioning of services to meet the needs of children, young people and families in Halton	Effectively supporting the child's journey through the Halton Levels of Need Framework when additional needs arise	Improving achievement and opportunities for all through closing the gap for our most vulnerable children and young people
Key Objectives	<ul style="list-style-type: none"> • Ensure Early Years Provision for children is sufficient, sustainable and of appropriate quality • Ensure school and post-16 provision is sufficient, sustainable and of appropriate quality • Improve outcomes for children and young people through effective joint commissioning, with emphasis on our most vulnerable children and young people • Improve outcomes for children and young people through integrated and targeted youth support 	<ul style="list-style-type: none"> • Improve outcomes for Children in Care and Care Leavers • Improve outcomes for children and families through embedding integrated processes to deliver Early Help & Support • Ensure that the changes required by the Munro Review of Child Protection to practice improves outcomes for children and families • Recruit and retain Children's Social Care Managers to deliver the necessary level of scrutiny and management oversight to ensure effective care planning 	<ul style="list-style-type: none"> • Increase the percentage of schools and Early Years settings where Ofsted judge overall effectiveness to be good or better. • Increase the GCSE attainment for 5 or more A*-C including English and Maths • Close the gap in attainment between vulnerable groups and their peers through early identification of need and effective use of Pupil Premium.
Major Activities	<ul style="list-style-type: none"> • Embedding integrated commissioning • Partnership working to reduce NEET and increase participation post 16. • Partnership work to implement the Raising the Participation Age (RPA) agenda. • Commissioning provision for young people with High Needs • New contracts and quality assurance of alternative provision improving outcomes for young people accessing The Bridge School. • More integrated and targeted youth provision • Review of commissioning arrangements at CWAC. 	<ul style="list-style-type: none"> • Development of Contact, Assessment and Referral Team (CART) • Embedding new Halton Children's Trust Levels of Need Framework in practice. • Developing further Early Help & Support resource through the development of the next stage of an integrated model • Developing a Recruitment and Retention Strategy. • Investment in Children in Need administration to reorganise workloads for greater frontline capacity. • Embedding improved coordination and oversight of services around Child Sexual Exploitation and Missing from Home. 	<ul style="list-style-type: none"> • Development of Learning & Achievement Strategy • Development of new Anti-Bullying Policy and school accreditation • Appointment of a project Lead to manage and co-ordinate the proposed recommendations of the Children and Families Bill. • Evaluation of educational standards, categorisation of schools and settings and targeting of support • Narrowing the Gap, Peer Challenge and Virtual School for Vulnerable Pupils • Supporting schools to meet requirements of new Ofsted School Inspection Framework • Advice and guidance for governing bodies, including head teacher recruitment
Challenges	<ul style="list-style-type: none"> • Raising the Participation Age • Information, Advice & Guidance • Early Intervention Grant • Capital • Early Years • Provision • Workforce Development • Sustainability 	<ul style="list-style-type: none"> • Changing social care landscape • Ensuring intervention and children supported at the earliest stage. • Adapting and implementing new ways of working • Ensuring we support children in residential care • Safeguarding 	<ul style="list-style-type: none"> • Academies and free schools • Meeting requirements of Children & Families Bill by planned implementation dates. • Understanding all factors that need tackling to close the gap
Lead	Ann McIntyre	Tracey Coffey	Steve Nyakatawa

Outcome-Focussed Priorities	Driving Economic prosperity of Halton to the benefit of residents and the workforce
Key Objectives	<ul style="list-style-type: none"> • Strategically manage and maintain the Council's assets in order to provide a sustainable flow of income and capital receipts as well as ensure that they are safe and fit for purpose • Deliver a comprehensive development and investment service • Deliver a comprehensive employment, learning and skills service
Major Activities	<ul style="list-style-type: none"> • Supporting the development of combined authority in areas of Economic Development and Employment Learning and Skills • HBC are leading on the development of the Assisted area map for the LCR • Develop and assist with delivery of actions to be funded through Halton's European Structural Funding allocation of £16,927,600 from 2014 – 2020 • Secure external funding for key strategic priorities in Halton • Working with MerseyLink to deliver agreed job, training, supply chain and school engagement outcomes for local people, schools and businesses • Support local people into jobs through HPIJ. The Work Programme contract for Halton was awarded to Prime Contractors Ingeus and A4E; Ingeus have subcontracted their share of the contract to the council's Halton People into Jobs team, whilst A4E have subcontracted half of their share. This means HPIJ are delivering 75 per cent of the Work Programme in Halton. To improve accessibility for Widnes clients, HPIJ has now relocated to a more central location within the Halton Direct Link. • Support new business start ups in Halton • Service inward investment enquiries from both inward investors and local companies wishing to expand and grow • Improve engagement with the key companies in the Borough • Deliver the Business Improvement Districts Programme 2013 – 2017 • Deliver the REECH programme in the BID areas • Expand the BID Programme to Widnes Waterfront and an additional industrial area in Runcorn • Deliver the ERDF 4.2 Programme • Deliver the RGF 3 & 4 Liverpool City Region Business Growth Grant Programme for grant between grant between £10,000.00 and £1 million • Deliver LEP 'New Markets Programme' • Facilitate International Festival of Business 2014 • Facilitate Halton Business and Tourism Awards 2014 • Deliver Mersey Gateway Visitor Economy Strategy • Develop project proposals, and potentially deliver, the 'Business' portfolio for the EU Programme 2014-20 • Manage the commercial property database and service enquiries for commercial property • Manage and improve the company database and develop a user friendly CRM system • Work with others to maximise the external resources accessed by the Borough Council • Encourage new apprenticeships and traineeships across the borough • The council is continuing with the delivery of its 3 to 5 year Asset Disposals Programme. £2.3m has been received over the last 2 years, and solicitors have been instructed on disposals to yield £6.4m over the next 3 years. Works continuing in order to bring additional sites to the market in due course • Energy Management – meeting the reduced emissions target of between 5% and 10% from 2010/11 levels over a 5 year period. The total GHG emissions figure for 2012/13 was 24,451 tonnes CO2 which equates to a 5.28 % reduction since the baseline year of 2006/7. • Support the new adult learning and skills tutor contracts that have been renewed • The council's homeworking Policy will be revised to take account of major road works which will take place as part of the Mersey gateway Development (Jan start)

	<ul style="list-style-type: none"> • Where funding is available, the council will look to improve and manage its' assets for the benefit of the community to improve service delivery. Examples being the proposed visitors centre at Runcorn Hill, the proposed new sports changing facilities at the former Widnes Rec club site and the proposed New Travellers site in Runcorn. • We will maximise rental income from our Operational estate by actively seeking other public sector partners to share accommodation where feasible in order to reduce expenditure. • Mersey Gateway acquisitions/disposals/ demolitions • Support business in the town centres through the Town Team and town centre grants • Development agreement Bayer • Venture Fields Barwood • Sci Tech Daresbury
Challenges	<ul style="list-style-type: none"> • Changes in shopping habits impacting on the vibrancy of town centres • Combined Authority will result in how funding is allocated for regeneration in Halton • Delivery of outcomes required for Mersey Gateway • Low land values affects investment on key strategic sites • Funding regimes out of sequence, leading to delays in completion of projects • Difficult sites to remediate in Halton require greater remediation • National transfer of assets • Mersey Gateway – in short-term project could cause delay to adjacent sites • Impacts of the Welfare Reforms, for example more people on the Work Programme with mental health problems • Payment by results and more challenging targets in Work Programme • The Government's approach to funding skills development has changed, especially over the last 12 months, and will continue to do so, placing employers much more in the driving seat of skills and qualifications funding and development.
Lead	Wesley Rourke

3.0 Key Messages

3.1 OVERALL DIRECTORATE STRATEGIC DIRECTION

The structure for the Directorate is set out in detail in Section 6 but in summary is split into four departments as follows:

- Children & Family Services
- Children's Organisation & Provision
- Learning & Achievement Services
- Economy, Enterprise and Property

In addition the Children's Safeguarding Unit reports directly to the Strategic Director.

The key messages in terms of outcomes achieved within each objective during the last 12 months are outlined below. Although these have been split by Department, this is to ensure clear accountability is in place for each objective. In order to achieve our objectives as a Directorate, all Departments need to work collectively towards meeting each objective and so responsibility is shared. By working towards each objective, we will be working towards our Directorate vision, which is described in more detail in Section 4.2 but is outlined below:

We believe that to drive economic prosperity we need to increase opportunities for all, including our most vulnerable young people, providing appropriate support if needed from Early Help through to Safeguarding, with integrated commissioning of services to deliver improved outcomes through the effective use of available resources.

Lead Department	Objective	Outcome 2013-14
Children & Family Services	Improve outcomes for Children in Care and Care Leavers	<ul style="list-style-type: none"> • The attainment gap for Children in Care is closing with more children making the appropriate levels of progress at both Key Stage 2 and GCSE levels. • The number of Care Leavers who are not in education, employment or training has decreased and the focus remains on continuing to reduce the number of young people leaving care who are not in employment, education or training. • During the course of the year six apprenticeship opportunities have been developed for care leavers to access. • Support continues for Members in their role as corporate parents.
	Improve outcomes for children and families through embedding integrated processes to deliver Early Help & Support	<ul style="list-style-type: none"> • The framework, structure and service for Team Around the Family are now delivering positive results across Halton – there is positive correlation between an increase in IWST consultations and a reduction in Children's Social Care referrals. • The model has also ensured full integration for Disabled Children with 391 children in receipt of short breaks commissioned by the Local Authority. • To ensure that the workforce have the appropriate competencies to work with families with multiple problems a multi-agency programme of training has been developed in line with the seven strands of the Children's Trust Integrated Workforce Strategy. • The new Halton Level of Needs Framework has been developed through integrated working from all agencies within Halton Children's

		<p>Trust and Halton Safeguarding Children Board to ensure the new Framework is fit for purpose for all agencies to ensure the right support for children, young people and families in Halton.</p> <ul style="list-style-type: none"> • A robust response to safeguarding issues is evident in Early Help through both Integrated Working Support Teams and within Children’s Centres.
	<p>Ensure that the changes required by the Munro Review of Child Protection to practice improves outcomes for children and families</p>	<ul style="list-style-type: none"> • Strong processes remain a powerful method of protecting children and Halton have developed a new model for a single front door into Children in Need services and a single assessment process led by the new Contact, Referral and Assessment Team (CART). • Evidence in S47 enquiries – good relationship with Police, strong processes remain a powerful way to protect children, • Through the Halton Safeguarding Children Board a comprehensive programme of multi-agency safeguarding training is delivered through the Safeguarding Children Induction Booklet, inclusion of a Safeguarding slot on Halton Borough Councils Corporate Induction and joint alerter training with the Safeguarding Adult Board. This ensures that safeguarding children is everyone’s business.
	<p>Recruit and retain Children’s Social Care Managers to deliver the necessary level of scrutiny and management oversight to ensure effective care planning</p>	<ul style="list-style-type: none"> • Recruiting and retaining frontline social workers remains a priority, retention is good and vacancies are as a result of promotions and growth, this ensure we are able to meet needs of children, young people and families in Halton. • The multi-agency Children’s Trust Induction programme has been piloted and rolled out which supports further workforce development to ensure that Halton’s Children and Young People are appropriately supported across the Continuum of Need. • Implementation of Social Work Reform Programme. Halton has developed a social charter which clearly outlines the expectations of social workers and what they can expect from Halton as an employer. This ensures that we engage our social workers are clear about responsibilities, ensures retention is good and we can therefore respond appropriately to safeguarding concerns.
<p>Children’s Organisation & Provision</p>	<p>Ensure Early Years Provision for children is sufficient, sustainable and of appropriate quality</p>	<ul style="list-style-type: none"> • Halton has extended and delivered flexibly the free early years entitlement to 2, 3 and 4 year olds and continues to identify new provision in which to deliver the vulnerable two year old entitlement • The Childcare Sufficiency Audit has been completed and the resulting action plan sets out areas for development to ensure that provision continues to meet the needs of Halton’s children and families • There have been continued improvements in Childminder provision across Halton through targeted training and support resulting in an increase in the proportion being graded good or better. • A capital investment continues to be delivered to Early Years settings through the 2 year old Capital Grant, enhancing capacity and improving the learning environments.
	<p>Ensure school and post-16 provision is sufficient, sustainable and of appropriate quality</p>	<ul style="list-style-type: none"> • Despite the reduction of capital resource school major capital works have been undertaken at Lunts Heath Primary and St Bede’s Infant and Junior schools. • There has been an increase in the proportion of families receiving their first preferences for schools from 95% in September 2012 to 98% in September 2013. • A capital investment of over £560k has been allocated to 22 Primary, 1 Secondary and 1 Special school to improve the learning

	<p>environments and enhance the provision.</p> <ul style="list-style-type: none"> • Repairs and maintenance programme of over £1.1m has been undertaken to ensure that the quality of the Halton school provision is maintained. • An enhanced Governor Support and Development programme continues to develop through a shared service agreement with neighbouring local authorities led by Cheshire East, helping to improve leadership, management and governance in schools • There continues to be high levels of Service Level Agreement buy back for Technical Support, Caretaker Support, Caretaker Cleaner Support, Governor Support (Administration & Clerking) and Governor Support & Development • There continues to be sufficient provision at all levels, from Play, Early Years, primary, secondary and post-16 education, although the Raising Participation Age will present challenges regarding the number of young people who enter jobs without training in the borough. • The number of young people not engaged in education and training (NEET) has decreased from 11.6% to 9.5%. • The number of Halton residents accessing Higher Level Apprenticeships is continuing to grow with 42 participating in 2012/13, compared to 27 in 2011/12 • Following a 10% increase in the previous year, the percentage of young people with Learning Difficulties and/or Disabilities participating in Education, Employment or Training has increased again from 74 % to 77%
<p>Improve outcomes for children and young people through effective joint commissioning, with emphasis on our most vulnerable children and young people</p>	<ul style="list-style-type: none"> • There are a common set of commissioning priorities for Children and Young People across Halton, led by the Children’s Trust • The integrated approach to commissioning has been further developed with the Clinical Commissioning Group and Public Health through dedicated specialist commissioning staff • Implications of SEND Reforms within Children & Families Bill being implemented through joint commissioning of placements with SEN department and contracting procedures. • Development of new multi-agency CAMHS Plan involving a review of current service provision and redesign and commission according to need across the Tiers. • Continued ongoing involvement within regional contracting activity to meet specific identified needs of children in care in the care of Halton • Information, Advice and Guidance statutory duties have changed and the LA has provided clarity on the new responsibilities to all partners In-year reductions in the Early Intervention Grant have been identified and implemented. • A detailed review has been undertaken on all commissioned services. • Through the Inspiring Families Project local partners are now working more closely together to provide co-ordinated effective support to the relevant families.
<p>Improve outcomes for children and young people through integrated and</p>	<ul style="list-style-type: none"> • Delivered world-class facilities from CRMZ with five agencies permanently based at CRMZ. • Commissioned an extensive Summer Blitz programme across Halton and recorded a decrease in the number of anti-social behaviours incidents across Halton

	targeted youth support	<ul style="list-style-type: none"> • Reduction in alcohol admissions for under 18s by 20.2% • Procedures for Children in the Care of other Local Authorities (CICOLA) have been reviewed • Reduced the number of teenage conceptions and increased the number of young people registered on the C-Card condom scheme • Increased the number of young people focused holistic health drop-ins provided in Community settings and Secondary Schools • Increased the number of young people accessing targeted youth session in hotspot areas through the VRMZ outreach bus and street based teams
Learning & Achievement	Increase the percentage of schools and Early Years settings where Ofsted judge overall effectiveness to be good or better	<ul style="list-style-type: none"> • The new inspection framework was introduced from September 2012 and was further amended for September 2013. Halton's overall percentage of schools judged as good or better by Ofsted continues to be in line with the national average. • All support is aligned through categorising schools and targeting support for those schools that require support to improve. • Early Years Foundation settings are also categorised to target the support and training to improve settings. • The school improvement model has continued to evolve to meet the needs of all schools
	Increase the GCSE attainment for 5 or more A*-C including English and Maths	<ul style="list-style-type: none"> • Attainment of 5 or more A*-C including English and Maths has again improved on previous years, is above national and is Halton's best ever result. • Performance at earlier Key Stages showed improvement but Early Years Foundation Stage continues to be a priority.
	Narrow the gap in attainment between vulnerable groups and their peers through early identification of need	<ul style="list-style-type: none"> • The attainment gap for Children in Care is closing with more children making the appropriate levels of progress at both Key Stages 1 and 2. The gap between Free School Meals pupils and their peers has narrowed for both Key Stage 2 in writing and maths and has narrowed significantly at GCSE levels • Ashley School is now fully accredited by the National Autistic Society. This is a prestigious award and the school is now working with the Local Authority to fully develop the 16 to 19 offer, in preparation for opening the 6th form in September 2014. • All remaining ASC bases within the Borough have registered with the NAS (National Autistic Society) to achieve this accreditation.
Economy, Enterprise and Property	Strategically manage and maintain the Council's assets in order to provide a sustainable flow of income and capital receipts as well as ensure that they are safe and fit for purpose	<ul style="list-style-type: none"> • Carbon emissions in total have now been reduced by 5.28% since the baseline year of 2006/7, emissions associated with corporate sites have been reduced by 18.2% • The phase 2 works to upgrade facilities at Lowerhouse Lane Depot are progressing, works on site will be commencing in October with completion by Spring 2014. • Both the schools being rebuilt under the Building Schools for the Future (BSF) programme, The Grange and Wade Deacon have now reached Practical Completion • The offices to the new archive storage unit at Picow Farm Depot have been completed, the building has also had a new roof and improvements are being undertaken to enhance the security of the building by removing the old, sliding, folding doors. • The partial refurbishment of the Municipal Building has now been completed to enhance welfare facilities and improve agile working

	<ul style="list-style-type: none"> arrangements to floors 2 to 7. • Homeworking Policy (Jan start) being revised to take account of major roadworks which will take place as part of the Mersey gateway Development • Design works are progressing with the proposed visitors centre at Runcorn Hill which forms part of the lottery bid, it is anticipated that these works will be completed in 2014. • Design works are also progressing with the proposed new sports changing facilities at the former Widnes Rec club site. • Design works in respect of the proposed New Travellers site in Runcorn is progressing, works on site will commence in the new year with completion due in late 2014. • Additional Parking provision has been secured for the Municipal Building with 50 spaces now being available behind the Masonic Lodge across the road. • Falkirk Avenue • Castlefields The Barge • Runcorn Town Centre 3MG • Town Team – number of businesses supported • Town centre grants • Development agreement Bayer • Venture Fields Barwood
<p>Deliver a comprehensive development and investment service</p>	<ul style="list-style-type: none"> • Halton’s key strategic priorities have been supported through key bids which the department supported • Sci-Tech Daresbury has now secured £7.36m from Regional Growth Fund, £1.81m from Growing Places Fund and £3.58m from the Enterprise Zone Capital Fund. We are awaiting an imminent decision on £1.128m from the current ERDF Programme • £5.661m of external funding has been secured for Halton to date this financial year (13/14) • Launched euro funded business support programme – 131 enquiries, 77 businesses (first 6 months) receiving support • The number of investment enquiries for the 2013 calendar year (280 to date) has surpassed the average, pre-recession, level. The number of inward investment enquiries is likely to be a nine year high by end of the calendar year. • A major consultation exercise with the Astmoor and Halebank business community between August 2012 and December 2012 found that 85% of businesses reported that the BID has had a beneficial impact on their business while 80% of businesses reported that Astmoor Industrial Estate has improved as a place to trade/operate since the establishment of the BID in 2008. • In January 2013 a mandate was secured from the business community to continue the BID Programme at Astmoor and Halebank Industrial Estates for a further five years. 75% of Astmoor businesses and 82% of Halebank businesses voted in favour of continuing the BID Programme
<p>Development of a comprehensive employment, learning and</p>	<ul style="list-style-type: none"> • A very successful Ofsted Inspection took place 23rd – 26th April 2013 which resulted in an overall Grade 2 with Grade 1 for Outcomes for Learners, Employability curriculum area and the effectiveness of Leadership and Management. Grade 2 was awarded for Community Learning and Teaching, Learning and Assessment.

skills service in particular sector specific skills pathways that meet the needs of Halton's growth employment sectors e.g. the Knowledge Economy; Logistics; Construction

- Halton Employment Partnership (HEP) has already undertaken a range of projects associated with supporting specific growth sectors. This included the Tesco chilled distribution centre.
- .HEP also worked closely with Tesco Extra in designing a range of (bespoke to) Tesco pre-employment training programmes to support employment in the retail sector. Rather than achievement of an additional qualification, these programmes incorporated an element of actual work experience in the retail sector, which provides valuable insight into the world of work.
- Development of a range of skills pathways for the new Mersey Gateway contract.
- Mersey Gateway KPIs agreed with procurement team
- A submission of Halton's European Priorities for Employment, Learning & Skills was produced by the ELS SSP and HEP members and submitted to the Liverpool City Region. Further work is ongoing to develop Halton projects.
- DWP release of Work Programme data This does not go down to individual provider level so HPIJ's performance isn't identified in the public domain. However, performance has been very positive.
- New Adult Learning and Skills Tutor contracts – Adult Learning and Skills Tutor contracts have been renewed.
- Relocation of HPIJ to central HDL location
- Traineeships 16-18 year olds
- Apprenticeships – bus tour most registrations in LCR were from Halton
- Lpl Apprenticeship Awards link to tall ships – world skills (submission for funding gone in)
- Apprenticeship graduation ceremony for completed apprenticeships Anglican cathedral
- Global entrepreneurship in November 13
- Council work experience opportunities
- Volunteer programme – going onto new cohort – readers

3.2 MAJOR ACTIVITIES

Over the past twelve months, the Directorate has contributed to a wide range of major activities that directly impact on the Directorate itself. The main examples are outlined below. More details on each can be found within [Appendix B](#).

<p>Children & Family Services</p> <ul style="list-style-type: none"> • Implementation of the findings of the Munro Review of Child Protection • Development of Contact, Assessment and Referral Team (CART) • Embedding new Halton Children's Trust Levels of Need Framework within practice. • Developing further Early Help & Support resource across Halton Children's Trust through the development of the next stage of an integrated model • Developing a Recruitment and Retention Strategy for the service. • Investment in Children in Need administration to reorganise workloads to ensure greater capacity for frontline • Embedding improved coordination and oversight of services around Child Sexual Exploitation and Missing from Home & Care. 	<p>Economy, Enterprise & Property</p> <ul style="list-style-type: none"> • Development of assisted area map for Liverpool City Region • Supported the development of combined authority in areas of Economic Development and Employment Learning and Skills • Halton Employment Partnership played an integral role in agreeing the preferred bidder for the Mersey Gateway • Worked with Catalyst Discovery Centre to develop a sustainable business plan • Considered and evaluated applications for assets of community value/community right to buy • Business Improvement Districts (BIDS) – Businesses voted to continue for the next 5 years • Mersey Gateway acquisitions/disposals/demolitions. • Energy Management – meeting reduced emissions targets.
<p>Children's Organisation & Provision</p> <ul style="list-style-type: none"> • Embedding integrated commissioning • Partnership working to reduce NEET and increase participation in Further Education and Training post 16 (September Guarantee) • Partnership work with schools, academies, post-16 providers and both in-house and contracted services to implement the Raising the Participation Age (RPA) agenda. • Local Authority Commissioning provision for young people with High Needs • New contracts and quality assurance of alternative provision improving outcomes for young people accessing The Bridge School. • Safeguarding Audits undertaken at all pre-school, Out of School and Full Day Care settings • Safeguarding Training has been, and continues to be, provided to early years settings • A Capital Investment & Maintenance Programme that has resulted in over half of the school estate benefiting from improved facilities. • Strategic partnership working has led to more apprenticeship opportunities • More integrated and targeted youth provision • Review of commissioning arrangements at CWAC has been undertaken 	<p>Learning & Achievement Services</p> <ul style="list-style-type: none"> • Development of Learning & Achievement Strategy • Development of new Anti-Bullying Policy and school accreditation • Development of further Transition activities for children & young people 0-25 • Appointment of a project Lead to manage and co-ordinate the proposed recommendations of the Children and Families Bill, in preparation for full implementation in Autumn 2014. • Evaluation of educational standards, categorisation of schools and settings and targeting of support • Contribution to Early help through a number of services including Portage and Early Years Consultant Teachers • Narrowing the Gap, Peer Challenge and Virtual School for Vulnerable Pupils • Supporting schools to meet requirements of new Ofsted School Inspection Framework • Implementing appropriate targeted support to ensure that the proportion of schools or settings judged good or better is improved • Advice and guidance for governing bodies, including head teacher recruitment

4.0 Factors affecting the Directorate

4.1 CHALLENGES

Below is a summary of the challenges that the Directorate as a whole will face and consider within its work during 2014-15.

Regeneration

- Keeping to timescale on major initiatives – e.g. Mersey Gateway, Widnes Waterfront, town centres, 3MG
- Changes in shopping habits impacting on the vibrancy of town centres
- Combined Authority will result in how funding is allocated for regeneration in Halton
- Delivery of outcomes required for Mersey Gateway
- Low land values affects investment on key strategic sites
- Funding regimes out of sequence, leading to delays in completion of projects
- Difficult sites to remediate in Halton require greater remediation
- National transfer of assets
- Mersey Gateway – in short-term project could cause delay to adjacent sites
- Localism Act – potential to delay regeneration projects

Local Enterprise Partnership

The Government's response to Lord Heseltine's report on increasing growth has been to develop 'Growth Deals' with every Local Enterprise Partnership (LEPs). Currently known as 'Single Local Growth Plans' (SLGPs), LEPs are being tasked with identifying growth priorities, which will feed into investment plans to take effect from 15/16. The Economy, Enterprise and Property Department has been working with the Liverpool City Region LEP to prepare the Plan. Alongside the SLGP each LEP has been given the responsibility for drawing up plans for how the European Structural Funds will be allocated in the 2014-20 programme period. It is expected that this work will continue into the first half of the financial year 2014/15.

Regional

- Involvement in linking of the region's strategic regeneration economic priorities with the EU Commission's aim to align European funding for the period 2014-20
- The Combined Authority will deal with strategic economic development, transport, housing and employment and skills.
- A Combined Authority is regarded as the best model to support economic growth and secure more jobs, in Halton and across the Liverpool City Region. This will help us signal to businesses and Government that we are serious about working together.
- Looking to attract devolved powers and funding from Government

Employment

- Sourcing of sufficient jobs, including apprenticeships
- Pockets of worklessness
- Growing the number of business start-ups
- Growing competition in labour market
- Reductions in Public Sector presents problems to Halton as an area with high public sector employment
- Impacts of the Welfare Reforms, for example more people on the Work Programme with mental health problems
- Efficiency review ongoing
- Payment by results and more challenging targets in Work Programme

Adult Learning

- Changes to Skills Funding Agency funding streams
- Revise training provision to meet payments by results requirements
- Central funding does not reflect local needs
- Oversupply in wrong areas of provision
- Payment by results on NCS

Skills

- Reducing proportions with no qualifications
- Equipping people with the right skills needed by employers

Early Intervention Grant

- Reduction in funding
- Funding the vulnerable 2 year olds

Information, Advice & Guidance for young people

- Reduced and revised provision

Schools & Academies

- Development of school sixth forms, academies and free schools
- Staff funded through school buy back.
- Attainment gap (e.g. FSM) for young people attending The Bridge School
- School funding formula
- Revise special school provision within the Borough for higher functioning pupils with ASC and social communication difficulties
- Provision of SEN expert to support parents of children with SEN around exclusions appeals
- Children & Families Bill reforms and associated timescales
- New national curriculum
- Inspection of school improvement services and increasing levels of expectation

Capital

- Future levels of capital strategy funds
- Combined funding for all representatives
- Shortfalls in investment and capital
- Post-16 funding

Early Years

- Integrated strategy and provision
- Changes to Early Intervention Grant
- Sufficiency (growth of provision for 2 year olds)

Sustainability

- Contracting resource base
- Services to young people, including CRMZ, HRMZ, VRMZ

Safeguarding

- Ensuring all fully aware & understand
- Meeting needs at the appropriate level
- Changing landscape.

Implementing national programmes

- DWP - Families with multiple problems
- Inspiring Families
- New national curriculum

Provision

- 2, 3 and 4 year olds
- After school for older age range

Workforce Development

- Recruitment and retention
- Core competencies
- Social Work Reform agenda
- Single Work Programme
- Meeting People Plan objectives
- Workforce profile
- Capacity

Specialist Assessments

- Managing capacity and timely support within Autism Pathway
- Seamless continuum

Health

- Improving Child Health
- Integration with Clinical Commissioning Groups, Public Health and liaison with Community Providers

Commissioning

- To improve health outcomes for Children
- Commissioning efficiencies with CWAC
- Delivery of commissioning priorities
- Integration of children's, CCG and Public Health commissioners

Early Help

- Right support at the earliest stage.

Participation

- Raising the Participation Age for all young people

4.2 DIRECTORATE PRIORITIES 2013

The Directorate has continued to successfully improve the services it provides. This has been evidenced by externally validated inspections of services, and in a range of performance indicators. To maintain this and continually improve, a set of overarching priorities to be driven by the Directorate's Senior Management Team (SMT) have been agreed to provide direction for this Plan. These take into consideration the national agenda, the internal and external factors that affect the Directorate and also the main activities and achievements of the Directorate. These are set within the resource constraints that the Directorate currently faces.

Four priorities have been agreed that link together the work of the Directorate and the Children's Trust. These are:

- *Integrated Commissioning of services to meet the needs of children, young people and families in Halton*
- *Effectively supporting the child's journey through the Halton Levels of Need Framework when additional needs arise*
- *Improving achievement and opportunities for all through closing the gap for our most vulnerable children and young people*
- *Driving the economic prosperity of Halton to the benefit of residents and the workforce*

These have been combined into this overall vision for the Directorate:































We believe that to drive economic prosperity we need to increase opportunities for all, including our most vulnerable young people, providing appropriate support when needed from Early Help through to Safeguarding, with integrated commissioning of services to deliver improved outcomes through the effective use of available resources.

To achieve our objectives, four lead officers have been designated, one for each priority, and there will be a strong emphasis on cross-collaboration from across all Departments within the Directorate.

Each work stream will utilise the existing meeting groups within the Directorate and wider partnerships, such as the Children's Trust and Employment, Learning and Skills Partnership. The focus on these priorities and how we align our services with those of our partners will be particularly important within the current difficult economic climate that we are facing.

The matrix overleaf depicts the structure of the priorities for the Directorate from 2014/15, with a colour coding system used to show examples of where Business Critical Issues will cut across the four priorities and this cross-collaboration will be utilised in work going forward. These Business Critical Issues closely relate to the service objectives set out in the appendices of this document.

These are the key priorities that we will focus upon as a Directorate in 2014/15 in order to ensure improved outcomes for children, young people and families in Halton.

	<ul style="list-style-type: none"> • Workforce • Asset Management – finance, physical capacity, low carbon economy • Child & Family Poverty 				
Directorate Priorities	Integrated Commissioning of services to meet the needs of children, young people and families in Halton 	Effectively supporting the child's journey through the Halton Levels of Need Framework when additional needs arise 	Improving achievement and opportunities for all through closing the gap for our most vulnerable children and young people 	Driving the economic prosperity of Halton to the benefit of residents and the workforce 	
Directorate Business Critical Issues	 Agree common understanding of commissioning across Directorate, Council and with partners	 Use the Munro Review of Child Protection to ensure excellent standards of practice to improve outcomes for CYP.	 Closing the attainment gap between vulnerable groups and their peers by early identification of need through joint EHC Plans	Maintain HBC assets in order to provide a sustainable flow of income and capital	
	 Support the long-term sustainability & development of key service providers	 Continue to embed common understanding of Early Help through the Strategy and local offer.	 Implement and embed Halton Integrated Early Help Strategy through next stage of model	 Implications of Welfare Reform and the Single Programme	
	 Ensure Early Years, school and post-16 provision is sufficient, sustainable and high quality	 Improving outcomes for all children and young people through safeguarding.	 Support School Improvement for all schools in Halton through monitoring and evaluating progression of pupils and school effectiveness by targeting appropriate support	 Develop apprenticeship opportunities and support apprentices	
	 Ensure sufficient integrated and targeted support for young people in the borough	 Safeguarding – review capacity and caseloads for social workers.		 Delivering a comprehensive employment, learning and skills service	
	 Develop role as broker or commissioner of services as well as provider	 Prepare our Children in Care and Care Leavers for successful and healthy adulthood.	 Implementing the implications of Raising the Participation Age	 Mersey Gateway investment	
	 Work with other partners to ensure we improve outcomes for all, focusing on our most vulnerable.	 Recruit and retain Children's Social Care managers to ensure management oversight and ensure effective care planning	 Contribute to tackling inequalities, such as within Health and Child & Family Poverty	 Developing European Social Fund bid	
	 Improving Child Health in partnership with Health & Wellbeing Board.			 Delivering a comprehensive development and investment service	
	 Continue to embed Inspiring Families approach across continuum of need and services.			 Interface with the Private Sector and employer facing services	
	Priority Lead	Ann McIntyre	Tracey Coffey	Steve Nyakatawa	Wes Rourke

4.3 EXTERNAL FACTORS

In order to meet the Business Critical Issues and priorities for the Directorate, external factors need to be considered that are outside of the Directorate's control but inform and help to set the context for much of the Directorate's work. Detail on each of these can be found in [Appendix C](#) of this document.

POLITICAL	ECONOMIC CLIMATE
Marmot Review of Health Inequalities	Deprivation
Family Justice Review	National Careers Service
Inspiring Families (Troubled Families Initiative)	Apprenticeships
The DWP Work Programme	'Building Engagement, Building Futures'
Better Regulation – Red Tape Challenge	Youth Contract
Taylor Review of Alternative Provision	Talent Match
School Capital and Funding	Holt Review
SOCIAL FACTORS	TECHNOLOGICAL DEVELOPMENTS
Child & Family Poverty	Digital Accessibility
Demographic Changes	Universal Jobmatch
	Job seekers allowance online
LEGISLATIVE FACTORS	ENVIRONMENTAL FACTORS
Public Services (Social Value) Act 2012	Mersey Gateway
Health & Social Care Act 2012	Low Carbon Economy
Children & Families Bill	Minimising waste production, increasing recycling and reducing waste to landfill
Education Act 2011	Tackling Environmental Crime and promoting positive behaviours
Academies Act 2010	Flood Risk Management
Legal Aid, Sentencing & Punishing of Offenders Act 2012	Road Safety and Street Lighting
Revisions to Adoption & Fostering Legislation	Liverpool City Region Transport agenda/ Local Transport Plan Block Funding
Welfare Reforms <ul style="list-style-type: none"> • Single Programme • Universal Credit 	
Ofsted Framework for School Improvement	
Ofsted Framework for Early Years Providers	
Ofsted Framework for the Inspection of services for children in need of help and protection, children looked after and care leavers.	
Ofsted Framework for Early Years Foundation Stage (EYFS)	
Ofsted Framework for Inspection of Children's Centres 2013	
School Governance (Constitution) Regulations 2012	
Roles, Procedures and Allowances Regulations 2013	

5.0 Organisational Initiatives

There are a number of initiatives that have been developed at an organisational level in order to ensure consistency and synergy between individual business units of the Council. As such these initiatives are relevant to the work of all Directorates of the Council and have implications for, and are supported by, the work of the individual departments that sit beneath them. Such initiatives include:-

5.1 Equality, Diversity and Community Cohesion

Halton Council is committed to ensuring equality of opportunity within all aspects of its service delivery, policy development and as an employer. This commitment is reflected in a range of policy, strategies and framework documents, which underpin the work of the Council in its day-to-day operation and in the services it delivers. In particular this is encapsulated in the Councils Single Equality Scheme which contains the following **policy statement**.

The Council seeks to create a culture where people of all backgrounds and experience feel appreciated and valued. It is committed to achieving equality of opportunity in both its service delivery mechanisms and employment practices. Service users, job seekers and employees will be treated fairly and without discrimination. Discrimination on the grounds of, ethnicity, religion or belief, gender, transgender, marital status, sexuality, disability, pregnancy / maternity, age or any other unjustifiable reason will not be tolerated.

The Council is opposed to unlawful and unfair discrimination (including harassment of any kind). The Council will take appropriate action wherever instances of discrimination and harassment occur, in the delivery of services and in the course of employment. It will work with its partners to develop effective procedures and policies to combat all forms of discrimination and to share good practice.

Should you require any additional information concerning the Scheme please contact Les Unsworth within the Corporate Policy team.

In addition, the council is committed to building and sustaining community cohesion within Halton. For us, a cohesive community is one that has:

- A defined and widely shared sense of the contribution of different individuals and groups to a future local or national vision
- A strong sense of an individual's local rights and responsibilities and that people with different backgrounds should experience similar life opportunities and access to services and treatment
- A strong sense of trust in institutions locally, and trust that they will act fairly when arbitrating between different interests and be subject to public scrutiny.
- A strong recognition of the contribution of the newly arrived, and of those who have deep attachments to a particular place – focusing on what people have in common.
- Positive relationships between people from different backgrounds in the workplace, schools and other institutions.

The Council has developed a systematic approach to examine and address the equality implications of its existing and future policies, procedures and practices through the use of a Community Impact Review and Assessment process.

These are an important part of our commitment to promote equality of opportunity for all Halton's residents. They have been developed as a tool for ensuring that equality, social inclusion and community cohesion issues can be considered when drawing up policies or proposals which affect the delivery of services, the delivery of the Council's functions and the employment practices of the authority. They are also a tool for ensuring and demonstrating that the Council continues to meet its obligations under the Public Sector Equality Duty in carrying out all of its policies, services and functions.

The Community Impact Review & Assessment process should always be undertaken as part of

- New or revised policy developments
- Budget reviews
- As part of the Council's Efficiency Programme which may lead to changes to services and / or staffing arrangements.
- Whole service functional reviews to demonstrate that the Council remains compliant with Public Sector Equality Duties.

More detailed guidance can be accessed via the Council's website.

The Public Sector Equality Duty requires the authority to publish equality information annually. As a result the progression of quality related issues will be monitored annually through the performance reporting process.

As a result of such assessments any actions considered to be of high priority will be monitored and reported through the Council's Quarterly Performance Reporting process.

The Directorate Equality & Diversity Group has been expanded to become a multi agency group for the Children's Trust. The group has updated and broadened the Equality Scheme already in place for CED to take into account the additional duties and implications of the Equality Act 2010 and to allow the Scheme to be a useful multi agency document

5.2 Environmental Sustainability

The Council is committed to taking a lead and setting an example in tackling climate change. The Council has developed a Carbon Management Plan that will support the Council in managing its carbon emissions and developing actions for realising carbon and financial savings and embedding carbon management into the authority's day to day business.

The Plan was reviewed and updated during 2011/12, with a revised energy emissions reduction target and it is now set at a reduction of between 5% and 10% over 2010/11 figures over a 5 year period. The main measure included in the revised Plan is the Green House Gas emissions indicator, which differs from the previous carbon emissions indicator. The total GHG emissions figure for 2012/13 was 24,451 tonnes CO₂ which equates to a 5.28 % reduction since the baseline year of 2006/7. This total figure breaks down as follows:-

Corporate buildings - 9148 tonnes CO₂ (estimated)

Schools	- 7677 tonnes CO2 (estimated)
Street lighting	- 5891 tonnes CO2 (estimated)
Vehicle fleet	- 1341 tonnes CO2 (estimated)
Business Miles	- 394 tonnes CO2 (estimated)

To improve the focus on achieving its targets the Directorate, through the Carbon Group, will develop specific plans and, where appropriate, specific reduction targets around buildings and vehicle fleet and business miles.

The qualification designation in respect of phase two of the Carbon Reduction Commitment (CRC) is changing which will mean that the council will no longer be captured by the scheme from 2014/15 onwards.

Positive work being undertaken in Halton includes:

- carbon management plan
- work with schools on the Eco schools programme
- energy efficiency works implemented to date
- awareness raising with officers/managers
- Sustainable Projects office focusing initially on working with managers re energy management,
- the installation of a number of solar/PV panel systems to take advantage for the feed in tariffs.

Eco-friendly solar/PV panels which have been installed at the Stadium have generated 43,437 kw/h of energy in the first full year, which is in excess of predictions. The result of this is that over £14,000 of income has been generated through the feed in tariff, this together with the saving in energy costs of circa £4000 means that the system has generated a total saving to the Council of over £18,000.

The Council has also worked with the Energy Saving Trust to develop opportunities for reducing emissions in the wider community. The opportunities will form the basis of a Corporate Climate Change Strategy. The Directorate will contribute to and support specific actions within the overall Strategy.

The Council is committed to improving a good quality of life for the people of Halton and one of the ways this can be achieved is through allotment gardening. Being part of the allotment gardening community brings an opportunity to meet and share experiences with people from all walks of life. There are also health and social benefits which can give plot-holders a sense of well-being. Our aim is to continue to build on the good practices and positive improvements, but the biggest obstacle is the shortage of growing space.

5.3 Risk Management

Risk Management, which forms a key element of the strategic and performance management processes of the Council, is a business discipline that is used to effectively manage potential opportunities and threats to the organisation in achieving its objectives.

Risk assessments are the process by which departments identify those issues that are, or may be, likely to impede the delivery of service objectives. Such risks are categorised and rated in terms of both their probability, i.e. the extent to which they

are likely to happen, and their severity i.e. the potential extent of their impact should they occur.

Following such assessments a series of risk treatment measures are identified that will mitigate against such risks having an adverse impact upon the delivery of departmental / organisational activities. All high risks and the implementation of their associated mitigation measures will be monitored and reported through the Council's quarterly performance monitoring arrangements.

5.4 Arrangements for managing Data Quality

Good quality data provides the foundation for managing and improving services, determining and acting upon shared priorities, and accounting for performance to inspecting bodies and the local community.

In recognising this, the Council has developed a Corporate Data Quality Strategy that will provide a mechanism by which the authority can be assured that the quality of its data remains robust and fit for purpose. This strategy, which will remain subject to periodic review, identifies five Key Corporate Objectives and establishes the key dimensions of good quality data i.e. that data is:-

- Accurate:** For its intended purpose;
- Valid** By being consistently recorded and used in compliance with predetermined definitions and rules;
- Reliable** By reflecting stable and consistent data collection processes;
- Timely** By being made available as soon as possible after the activity or event and in line with organisational requirements;
- Relevant** For the purpose intended;
- Complete** In that the monitoring of incomplete, missing or invalid data is avoided as far as is possible.

In supporting the delivery of the corporate strategy the Directorate will ensure that appropriate systems and processes are in place to secure the quality of its data and that such systems are subject to periodic and risk-based review.

Given the transfer of Public Health to Local Authorities from 1st April 2013, Halton Borough Council are part of the 5 Borough's partnership with Health and other partners and are currently applying to connect to health systems. In order to connect the Council is required to complete an Information Governance Toolkit assessment up to level 2 (there are 3 levels in total). The Information Governance Toolkit is a performance tool produced by the Department of Health (DH). It draws together the legal rules and central guidance set out above and presents them in one place as a set of information governance requirements

The purpose of the assessment is to enable organisations to measure their compliance against the law and central guidance and to see whether information is handled correctly and protected from unauthorised access, loss, damage and destruction.

Where partial or non-compliance is revealed, organisations must take appropriate measures, (e.g. assign responsibility, put in place policies, procedures, processes and guidance for staff), with the aim of making cultural changes and raising information governance standards through year on year improvements.

The ultimate aim is to demonstrate that the organisation can be trusted to maintain the confidentiality and security of personal information. This in-turn increases public confidence that 'the NHS' and its partners can be trusted with personal data.

6.0 Organisational & Directorate Structure

The Council is committed to consistently managing the delivery of its services in the most cost efficient way that maximises the effectiveness of its available resources.

As a result of this continuing drive for efficiency as of April 2011 the Council has reduced the number of Directorates from four to three with an overall reduction in the number of departments to eleven.

The Council recognises the value of corporate working and that effective communication channels, both internally between Directorates and externally with partners, are a pre-requisite to success. It therefore has in place complementary arrangements at different organisational levels to ensure that the organisation works as an integrated and unified entity.

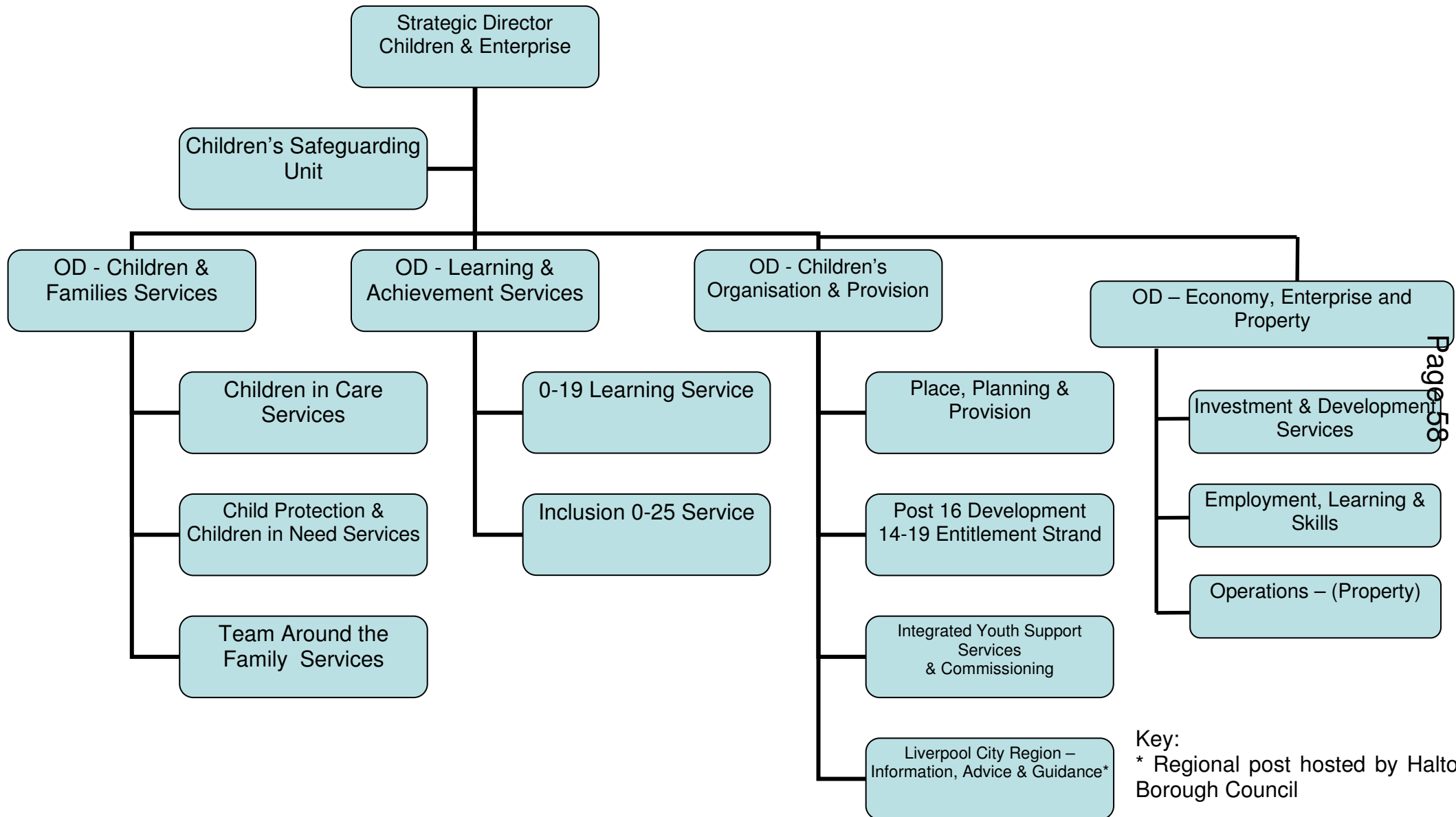
In support of this approach results-based matrix management practices, through for example project implementation groups, are used to bring together expertise and knowledge from across the organisation in order to optimise the response to community needs and aspirations.

Lead Officers are identified to drive and direct corporate initiatives to bring together elements of the Councils activities which, for the purposes of day to day management, may sit within all or any of the different Directorates.

Each of the Directorate Plans is aligned to and supports the delivery of one or more of the Councils six organisational and five partnership strategic priorities as detailed within the Corporate Plan and Sustainable Community Strategy respectively.

The chart overleaf provides an overview of those functions that fall within the new Children & Enterprise Directorate.

The Directorate structure is subject to change in preparation for the new financial year from April 2012. The latest draft structure is as follows:



Key:
 * Regional post hosted by Halton Borough Council

6.1 CHILDREN AND FAMILIES SERVICES

This Department provides services to children and families from Universal to Complex Needs, as set out in Halton's Level of Need Framework. The services aim to support and protect children, ensuring that they are safe and have the opportunity to reach their potential. We aim, together with partners, to narrow the gap in outcomes for these most vulnerable children. For the majority of children this will be with their families, and we will provide services and support to families to achieve this. When this is not possible we provide services to ensure that children live somewhere that is safe, caring and appropriate to their needs.

The Department's main responsibilities are summarised in the work of the 3 divisions detailed below.

Team around the Family – Early Help

- Children's Centres - provision of the full core offer and extended services
- Integrated Working Support Teams
- Co-ordinated early targeted intervention based on holistic family assessment
- Parenting Programmes
- Family support across the levels of need continuum
- Provision a range of accessible short breaks for disabled children
- Integrated services for Young Carers
- Intensive family support, including Inspiring Families programme.

Children in Need & Child Protection

- Assessing promptly the needs of children and families in need
- Planning and delivering integrated services for vulnerable children and families across the levels of need
- Crisis and emergency intervention in families
- Child Protection services,
- Targeted interventions with the most vulnerable children in need and their families
- Provision of short breaks for disabled children

Children in Care & Care Leavers

- Care Leavers services
- Recruitment, assessment and support for adoptive parents and foster carers
- Provision of Residential Care for Children
- Support to Children in Care to improve outcomes
- Inter-agency Working
- Assessing the needs of older Children in Need and vulnerable young people.

6.2 LEARNING AND ACHIEVEMENT SERVICES

The Department works in partnership with schools and settings to raise standards of attainment and achievement. This work is undertaken by a team of specialists who focus on for example the curriculum, attendance, inclusion and behaviour within the different phases of education. School Improvement Partners (SIPs) are also a key part of this Department. We work together with the other departments to achieve the best possible outcomes for all young people and to narrow the gap in outcomes for the most vulnerable young people.

The Department's main responsibilities are summarised in the detail below:

0-19 Learning

- EYFS and Key Stages 1 – 4 and School Sixth Form standards of achievement and attainment
- Monitoring of all schools and settings - categorisation
- Support and intervention for satisfactory / requiring improvement and inadequate schools and settings
- Statutory assessment and moderation – EYFS, KS1 & K2
- NQT registration, monitoring, quality assurance and induction programme
- SACRE
- Support for Head Teacher recruitment
- Head Teacher induction, leadership and succession planning
- Virtual HT for CiC and Vulnerable Pupils
- Education Safeguarding in schools
- Portage service
- Provision of additional resources and support for higher needs band of children in pre-school settings including Action Plus Enhanced Provision
- Support for development of Music, school games and disability sports in schools

0-25 Inclusion

- Statutory assessments for pupils with Special Educational Needs (SEN)
- Statutory duties covering all areas of SEN for young people to the age of 0-19
- Provision of Additional resources and support for higher needs band of pupils including Action Plus Enhanced Provision
- Presentation of the LA case at SENDIST Appeals
- Statutory provision of Parent Partnership support to parents of children & young people with Special Education Needs
- Behaviour and attendance and Exclusions with the statutory duty to provide SEN Expert support for pupils at Exclusion Appeals
- Transition 0-19
- SEN service delivery for schools covering areas such as cognition and learning, visually impaired and hearing impaired Autism Speech Language and Communication
- Monitoring of provision and outcomes of provision for children and young people in the higher needs band of provision. This is including Special School provision, resource bases in borough, including those with academy status.
- Monitoring of provision and outcomes for pupils placed out of borough in all provision.

6.3 CHILDREN'S ORGANISATION AND PROVISION

The Department will be responsible for the management, co-ordination and delivery of all capital programmes aimed at transforming Children's Environment including the Buildings Schools for the Future and Primary Capital. It leads and facilitates the strategic arrangements for joint commissioning of services to children, young people and their parents and carers within the Directorate, Statutory Partners, the Independent Sector, Voluntary and Community organisations. It ensures there is sufficient good quality early years provision, sufficient school places, provides a range of advice and guidance on Governor issues, and ensures schools meet their statutory requirements with regard to Learning Outside the Classroom. Critical incident support is also provided to schools and educational establishments. In addition it co-ordinates the effective delivery of youth support, community justice and

sexual health service and manage the Liverpool City Region Information, Advice & Guidance contract.

The main responsibilities of each team are detailed below:

Place Planning and Provision

- Early Years Sufficiency.
- Child and pupil place planning (schools and other settings).
- School Transport.
- Services to schools and settings (SLAs).
- Information, support and guidance for schools and Children's Services settings.
- Learning Outside The Classroom
- Technical Support
- Critical Incident Support.
- Governor Support.
- Building Schools for the Future
- Local Education Partnership (LEP)
- Capital – development of educational property and maintenance of educational estate
- Children's Centres Capital
- Childcare
- Sufficiency & Suitability Childcare
- Condition
- Accessibility
- Broader Projects
- Families Information Service

Post 16 development and 14-19 entitlement strand

- Pupil Referral Unit
- Raising the Participation Age (RPA) agenda
- Local Authority Commissioning for young people with High Needs
- Key Stage 4 Engagement Service
- Education Business Partnership
- Duty to secure sufficient suitable education and training opportunities to meet the reasonable needs of all young people in Halton.
- Delivery against the six key priorities identified within the 14-19 Strategic Commissioning Statement 2013-2014
- 14-19 Apprenticeship Strategy
- 14-19 NEET Strategy
- Ensure there is sufficient and suitable provision for, and Improve participation and achievement of vulnerable groups
- Access to Independent, Advice and Guidance
- Plan to meet the requirements of the raising of the participation age

Integrated Youth Support Services and Commissioning

- Inspiring Families
- Integrated planning and commissioning
- Joint Commissioning
- Effective delivery of Integrated Youth Support
- Deployment of youth support services
- Deployment of sexual health services including Teenage Pregnancy
- Substance Misuse.

- Alcohol Services.
- Anti-Social Behaviour.
- Community Safety.
- Information, Advice and Guidance Services.
- Promoting Positive Activities.

Liverpool City Region

- Ensure the effective management of the Liverpool City Region Information, Advice & Guidance contract.

6.4 CHILDREN'S SAFEGUARDING UNIT

The Safeguarding Unit consists of lead officers for Safeguarding in Halton including Children's Services, Halton Clinical Commissioning Group, Education, and Police. This co located and virtual team strengthens multi agency working, making efficient use of knowledge and expertise across the Directorate and Halton Children's Trust.

Members of the Safeguarding Unit are responsible for identifying the themes and issues, which impact on the delivery of front line practice. Through scrutiny, challenge and support, the Unit will continuously enhance standards and good practice through quality assurance and professional development.

The Unit informs and is informed by national and local guidance as well as research, to positively enhance the delivery of front line services to vulnerable children and young people in Halton.

Core Business of the Unit

- Developing sector-led improvement through formalised partnership arrangements with Cheshire West & Chester
- Providing an Independent chairing service within the Child Protection and Children in Care systems and for those children in need.
- Independent review of Foster carers
- Responsibility for the management of allegations against adults who work with children, including the statutory role of Local Authority Designated Officer (LADO)
- Via the Halton Safeguarding Children Board manager, providing all the business support requirements for HSCB.
- Lead responsibility for the rigorous auditing of practice within Children & Families and Early Help multi-agency services.
- Lead role in multi-agency practice reviews.
- Supporting safeguarding practice in educational settings.
- To support engagement of the community in safeguarding.
- Multi agency support, challenge and scrutiny.
- Lead role in awareness raising, training and service delivery on Child Sexual Exploitation

6.5 ECONOMY, ENTERPRISE AND PROPERTY

A key aim of the Department is to use the borough's regeneration projects and programmes to create an environment that is attractive to business, which leads to the creation of jobs and, in turn, will help to improve the quality of life of people living and working in Halton. This is set out in the Council's Strategic Regeneration Framework 2013-28 that recognises that improving the Borough's economy is the

key to making Halton a better place to live and/or work. This Strategy focuses on six drivers of economic prosperity which are:

- Enhancing quality of life
- Improving business performance
- Supporting growth and investment
- Growing the Low Carbon Economy
- Raising skills and reducing unemployment
- Place-shaping and connectivity

This Regeneration Framework has been used to inform the Liverpool City Region's Strategic Local Investment Plan (2014-2017). The Plan is designed to develop a shared understanding of where the significant economic site opportunities are spatially located, and further, to identify which of those sites are capable of attracting short-term investment and jobs. The ultimate objective is to build towards having a shared list of priority schemes at a city-region level.

Similarly, it will support the development of the LCR European Union Investment Strategy (2014-2020) and draft Liverpool City Region Single Growth Plan (2015-2016)

The three key drivers that relate to this Department complement the Liverpool City Region context by focusing on business performance, supporting growth and investment and raising skills and reducing unemployment.

The Department comprises the following divisions: -

Investment and Development Services

The work of the Division includes bringing forward and implementing the borough's major physical development sites (including town centres, housing regeneration, watersides and brownfield land reclamation); managing the Council's property and strategic assets (property services), including Widnes Market Hall, coordinating and acting upon the borough's inward investment and business enquiries, encouraging and supporting businesses to expand; for example, providing advice and guidance on grant support, development and planning issues, transportation; improving the image of the borough's industrial areas; and helping businesses to become more competitive. The division also provides advice on funding opportunities as well as supporting the Council's representatives in European, Regional and sub-regional forums and committees.

Employment Learning and Skills

This Division focuses on developing and delivering initiatives which create secure and safeguard jobs in the Borough. It hosts the Halton People Into Jobs (HPIJ) initiative, who manage the Work Programme contracts on behalf of Halton, as well as the National Careers Service contract. The Halton Employment Partnership Team now focuses on employer engagement and now manages the job brokering service. The Division also supports a wide range of self-employment and business start-up initiatives.

The Work Programme provides an advice and employability service to long term unemployed people. Those eligible for the Work Programme are mandated to the provision offered through HPIJ for a period of 52 weeks, which is a change to the

traditional HPIJ service which was available to any adult living in the borough and, in the main, individuals voluntarily referred themselves to the provision.

The Work Programme contract for Halton was awarded to Prime Contractors Ingeus and A4E; Ingeus have subcontracted their share of the contract to the council's Halton People into Jobs team, whilst A4E have subcontracted half of their share. This means HPIJ are delivering 75 per cent of the Work Programme in Halton. DWP Work Programme data does not go down to individual provider level so HPIJ's performance isn't identified in the public domain. However, performance has been generally positive. To improve accessibility for Widnes clients, HPIJ has now relocated to a more central location within the Halton Direct Link.

This Division also delivers a wide range of adult and family learning courses across the borough. It also leads the borough's Halton Employment Partnership which acts as a one stop shop for employer local job seeker recruitment needs, as well as sector led employment initiatives such as Construction Halton and Science Halton. Key areas of activity in the Division are: - Adults and Community Learning – providing opportunities for adults to access a wide range of learning experiences within their local area; Skills For Life – improving literacy and numeracy skills amongst adults; Family Learning – which gives all family members an opportunity to learn with their children or learn about how they can further support their children.

The Government's approach to funding skills development has changed, especially over the last 12 months, and will continue to do so, placing employers much more in the driving seat of skills and qualifications funding and development. As the pressures on public funding for skills development continue to grow, the way these funds are deployed becomes all the more critical and requires careful planning and joined up thinking. The Halton Employment Partnership (HEP) model that is now embedded in the council's work with employers is an example of where skills pathways have been developed to meet the growth employment sectors.

HEP has already undertaken a range of projects associated with supporting specific growth sectors. This included the Tesco chilled distribution centre, which focused on basic logistics pre-employment training, including Fork Lift Truck licence acquisition and Health & Safety training. In addition, additional skills development for staff who were employed was supported through mainstream FE contracts. Most recent is the development of a range of skills pathways for the new Mersey Gateway contract. HEP has been working in partnership with Merseylink both prior to the announcement of preferred bidder and afterwards to map out the employment and skills requirements of the project. The plan that has been developed is perhaps the most refined of all the skills pathway plans that HEP has developed with employers; this is possibly because of the plan cutting across a number of sectors, not just construction.

Operations – (Property)

The Division exists to provide corporate support to all areas of the Council in relation to the management, maintenance and development of the Council's property portfolio and regeneration schemes.

The Division is responsible for a number of areas of work, the primary function however is to ensure that the Authority's accommodation is fit for purpose, and meets the needs and expectations of members, officers and the public alike.

The Facilities Management section manages the maintenance, security, caretaking and cleaning to all corporate sites and provides a repairs and maintenance and cleaning buy back service to schools. In addition they play a significant role in carbon management and helping to reduce carbon emissions, they provide a building surveying service, and carry out a significant amount of construction related procurement.

The Capital Works section project manages all capital works from inception to completion on corporate building together with numerous projects on Education premises.

Recently along with colleagues in Asset Management, the Division has supported the Mersey Gateway team in respect of the necessary site assembly and demolitions needed to deliver the Mersey Gateway project.

The above roles reflect Halton's successful spatial strategy and Master planning approach to supporting the economic regeneration of Halton. Over the next 12 months, the Council's newly established Regeneration Board will be developing a long-term vision for the borough, which will set out our 'next generation' regeneration priorities.

7.0 Resources

The Directorate faces a number of challenges in ensuring that it has the resources available to support the delivery of its service objectives during a period of reducing financial resources.

7.1 BUDGET SUMMARY AND SERVICE COSTS

To be added once confirmed

7.2 HUMAN RESOURCE REQUIREMENTS

The Directorate employs approximately 700 staff, and together with school staff, are considered to be the Directorate's most valuable asset. The Directorate (and the Council as a whole) is committed to training and developing its staff and has a system of Employee Development Reviews twice a year to produce Personal Action Plans for each employee setting out future learning and development plans, and setting individual work based performance targets. These are complemented by more regular supervision which review progress with personal development and are one of the key processes by which performance and service outcomes are monitored.

Supervision is not just about getting the job done; it is also about investing time and energy in developing and motivating staff for the benefit of the individual and the organisation as a whole and ultimately the local community. Good supervision will result in well-trained and motivated staff who are clear about their role within the organisation and the tasks they need to achieve.

A major requirement for the Directorate will be the continuing implementation of the new Integrated Children's Workforce Strategy for Halton's Children's Trust. The key aim of the strategy is a workforce that is reformed, integrated and making the best contribution possible to Halton's Children & Young People's Plan.

7.3 ACCOMMODATION AND PROPERTY REQUIREMENTS

The accommodation requirements of the Directorate have been impacted upon by the efficiency programme. The continued development and embedding of Team Around the Family services will further influence the Directorate's needs as the ambition is to establish community based accommodation providing front line access for all services through effectively utilising Children's Centres, GP practices and the secondary provision developed through the Building Schools for the Future programme.

7.4 ICT REQUIREMENTS

The Directorate has an ICT Development Plan mapping out its ICT requirements and areas for development. There are number of major ICT projects that will be central to the development of the Directorate and act as enablers for service delivery.

Carefirst 6/Electronic Social Care Record (ESCR)/Integrated Children's System (ICS)

Implementation of Carefirst 6 collaboratively with ICT Services and the Adults and Community Directorate is critical in providing an effective ICT solution for Children's Social Care. There are statutory requirements relating to ICS and ESCR as well as the benefits the system will provide in terms of operational efficiency. The process will require new ICT infrastructure, scanning and new working arrangements. Implementation of Carefirst 6 continues and will be completed over the next 12 months. The delivery of IT enhances support and frontline practice.

Synergy CYP Database

This database allows web based access to core pupil information and will be developed to replace existing modules allowing wider and more flexible access opportunities. Wider access to Duty Desk, School Health and PCT Teams will help to better inform practitioners. .

Synergy Connect - Children Centre Management of Information System

Synergy Connect is a flexible, web based database allowing development of its components depending on the service provider's engagement or to tie in with local or national requirements. Together with the CYP Database, once in place it will enable the exchange of information on the regular basis. The system has been used to record data from health personnel to enable integrated reporting of performance

Schools Information Management System/Virtual Learning Environment Support Service

The Directorate provides a support service to schools for the Virtual Learning Platform and the Schools Information Management System (SIMS). A new centralised server is now in place and the project is being developed to centralise the SIMS software / data within the Local Authority data centre. Schools will link into the database through the appropriate security settings.

Halton and Perspective Lite - Distribution of Performance Data Reports to Halton Schools - Primary and Special Schools

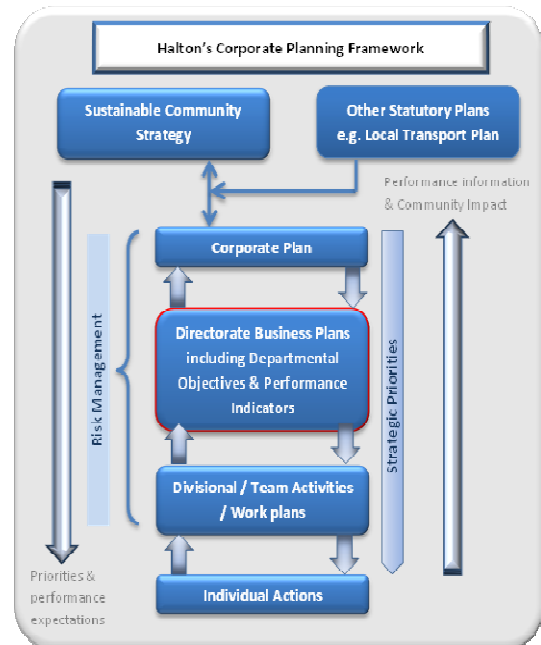
The Council has moved to a new web based system to improve the management process of circulating and reviewing school performance data reports. This system is called Perspective Lite and is developed by Angel Solutions in partnership with the NCER cic - National Consortium for Examination Results. Previously Council used the Intranet to communicate school performance data reports to schools. The Intranet can only be accessed by Headteachers from their school PC whereas Perspective Lite can be accessed from any PC - using the appropriate Headteacher login details.

8.0 Business Planning

Directorate Plans form an integral part of the authority's corporate planning framework, as illustrated within the diagram opposite.

This framework ensures that the Council's operational activities are complementary to the delivery of its community aspirations and legal and statutory responsibilities.

Such plans, and the Quarterly Monitoring Reports that flow from them, are an essential tool in enabling the public, Elected Members, Senior Management, and staff how well Council departments are performing and what progress is being made in relation to improving the quality of life within the borough and service provision for local people, businesses and service users.



Performance Monitoring and Reporting

It is imperative that the Council and interested members of the public can keep track of how the Council and its Departments are progressing and that mechanisms are in place to enable councillors and managers to see whether the service is performing as planned.

As a result Departmental progress will be monitored through:

- **The day to day monitoring by Strategic Directors through their regular interaction with Operational Directors;**
- **Provision of Quarterly progress reports to Corporate and Directorate Management Teams;**
- **The inclusion of Quarterly progress reports as a standard item on the agenda of all the Council's Policy and Performance Boards.**
- **Publication of Quarterly monitoring reports on the Council's intranet site.**

In demonstrating its commitment to exploiting the potential of Information and Communications Technology to improve the accessibility of its services and related information an extensive range of documentation, including this plan and its associated quarterly monitoring reports, are available via the Council's website at <http://www3.halton.gov.uk/content/councilanddemocracy/council/plansandstrategies>

Additionally information and assistance can be accessed through any of the Council's Halton Direct Link facilities (HDL) or the Council's libraries.

To Follow

1. **ECONOMY, ENTERPRISE & PROPERTY**
2. **CHILDREN AND FAMILIES SERVICES**
3. **LEARNING AND ACHIEVEMENT SERVICES**
4. **CHILDREN'S ORGANISATION & PROVISION**

Appendix B: Detail of Major Activities (see 3.2)

Implementation of findings of Munro Review of Child Protection

This independent review to improve child protection in 2010-11, led by Prof. Eileen Munro, looked at the problems in the child protection system, with an analysis of how they had arisen and the characteristics of an effective system, with an outline of the reforms needed to create a system that keeps a focus on the child’s journey from needing help to receiving it.

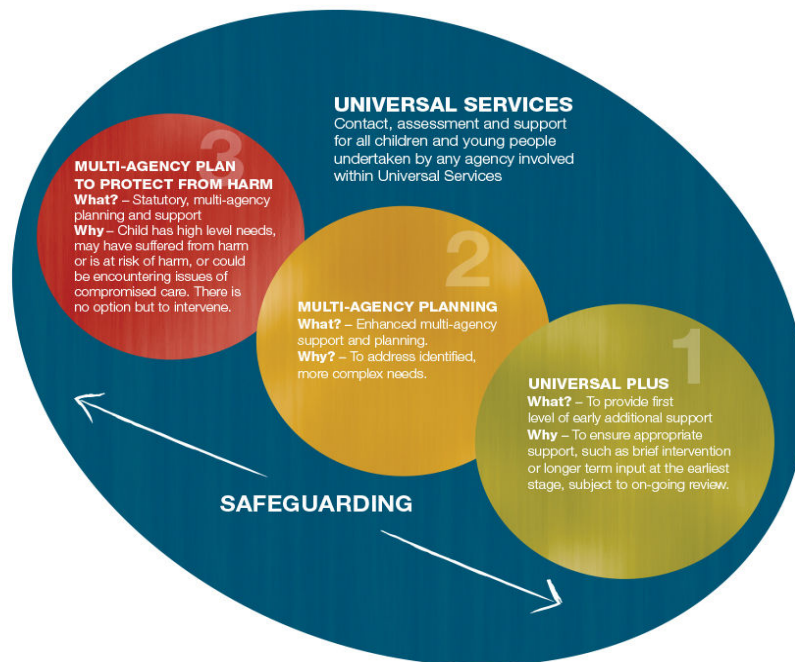
The findings of the Review are informing the new Ofsted Inspection Frameworks that Halton will be inspected against over the next three years (see Appendix C for detail on these Frameworks).

The focus on the child’s journey is informing all work of Halton Children’s Trust and Halton Safeguarding Children Board and is a key part of the priorities and areas of focus of both.

Development of new Halton Levels of Need Framework

The Halton Levels of Need Framework aims to support agencies to meet the needs of children, young people and their families to ensure the best possible outcomes. It aims to assist practitioners and managers in assessing and identifying a child’s level of additional needs and how best to respond in order to meet those needs as early as possible to prevent needs escalating further.

The Framework sets out three levels of additional needs above Universal Services that captures the full range of additional needs as they present. Universal Services remain at the heart of all work with children, young people and their families and are in place for all whether additional needs present themselves or not. The fundamental relationship between Universal Services and the three levels of additional needs is captured in the diagram below:



Development of Contact, Assessment and Referral Team (CART)

Halton’s CART service was launched in September 2013. The service provides a single Team acts as a single front door for access to all Children’s Social Care services and advice. CART ensures that all telephone, email or letter referral and

information requests for a child with a Halton address will receive a decision made by a qualified social worker. Information containing safeguarding concerns will receive a response within 24 hours of being received into the service. The decision will be authorised by the CART Principal Manager.

The service records all contacts and where a referral or re-referral is appropriate, the Team will refer to the appropriate service at Level 2 or Level 3 of the Level of Need Framework. The Team can be contacted on 0151 907 8305 or contactandreferralteam@halton.gcsx.gov.uk

Development of a Recruitment & Retention Strategy

A new Recruitment & Retention Strategy has been developed for the Children & Families Service to look at some of the major challenges that the service faces moving forward. In particular:

- Recruiting more high quality staff into the workforce ensuring the work is attractive and promoting more flexible entry routes into the workforce.
- Retaining people in the workforce by continuing to offer better development and career progression.

The Strategy has a broad range of aims and these include:

- To positively advertise Halton as an employer to attract a good field of applicants from which to make appointments.
- To attract Social Work staff to work in Halton in the context of a very competitive recruitment environment.
- To make speedier appointments to staff vacancies.
- To provide a comprehensive induction when joining the Authority.
- To reduce staff turnover.
- To retain existing and recruited staff to provide high quality service to children and families living in Halton.
- To establish a stable workforce with positive work experiences.

Developing further Early Help & Support resource across Halton Children's Trust

Team around the Family was established in 2010 as the new Halton Children's Trust approach to early help and support, the local term for the national early intervention and prevention agenda. This became a key strategic priority of the Trust from 2011. By intervening early, the aim is to prevent issues escalating to the point where they require higher level interventions. This contributes to keeping children safe and helps families to develop the resources needed to ensure that the outcomes for their children are positive.

The Integrated Working Support Teams for Runcorn and Widnes are a major element of Team around the Family. These are the 'front door' to early help services and the teams provide support to professionals working with families where additional needs have been identified.

Further work has started to look to further embed early help & support and to add more resources into the approach. The principles of the next stage of the development of the Early Help model for Halton have been agreed by Halton Children's Trust and work will be undertaken during 2014 to put these principles into place across multi-agency teams.

Child Sexual Exploitation

Halton has signed up to a Pan-Cheshire and Merseyside Protocol on Child Sexual Exploitation and a multi-agency operational group in place. Below this, Halton has developed its own specific action plan.

Catch 22 have been commissioned to do preventative work with schools and are working with partner agencies to ensure consistent key messages are delivered to young people. Further resource is also being put into place through the Police.

Missing from Home and Care

Halton is notified of Missing From Home (MFH) cases when 3 or more episodes of becoming missing. For those in care, it is after 24 hours. In addition, we are notified if the child is considered vulnerable and/or acting out of character.

A Pan-Cheshire Joint Protocol is in place that seeks to identify and manage risk and ensure a consistent approach across borders and agencies. **The** Pan-Cheshire MFH Service is provided by Catch 22, who link closely with Cheshire Constabulary to ensure coordinated and organised responses, including return interviews and direct intervention where appropriate.

Key Facts

- In 2012/13 there were 165 individuals reported missing to the service and between these there were a total of 310 episodes. 148 individuals had a return interview and direct work undertaken with 107.
- Children are more likely to be reported missing from home than care.
- Numbers of repeat episodes from CiCOLAs (Children in Care from Other Local Authorities) have been high but reducing.
- Model has been recognised as good practice by the Children & Young People Now journal and Association of Chief Police Officers.

Embedding Integrated Commissioning

With diminishing resources, a greater focus has developed on commissioning to ensure best use is made of the available resources. This focus is reflected in the Halton Children's Trust priorities within the Children & Young People's Plan. The Commissioning Partnership sub group of Halton Children's Trust has broadened the integrated commissioning arrangements to include all relevant partners from across the Children's Trust. The Children & Enterprise Directorate plays a major role in these arrangements, which bring together all aspects of commissioning and decommissioning for children and young people in Halton, and monitors the impact of commissioning and decommissioning decisions. The Commissioning Partnership works closely alongside Public Health and Halton CCG to meet the shared objectives of the CYPP and Joint Health & Wellbeing Strategy, in particular around the priority of Child Development.

Eight key commissioning priorities have been agreed. For these, resources within the Children's Trust will be combined to tackle these issues. These are:

- Pre-conception Pregnancy and Birth
- 0-5 Development
- Inspiring Families
- CAMHS
- Risk-taking Behaviour
- SEN High Needs
- Team around the Family
- Children in Care

Review of commissioning arrangements at Cheshire West and Chester and development of training programme.

Halton's Children's Commissioning team were invited to undertake a review of the commissioning arrangements in place in Cheshire West and Chester and suggest any areas for development. Following a detailed review a report was produced summarising the key findings. Cheshire West and Cheshire subsequently commissioned Halton to provide a range of training and development sessions for their staff. Agreement has now been reached to jointly commission a number of pieces of work together in order to achieve efficiencies for both boroughs.

Raising the Participation Age

This national agenda is not about raising school leaving age, young people can still leave school at 16 but must participate in education or training until 17 years of age from 2013 and until 18 from 2015.

As of November 2013, 95.9% of Halton 16 year olds were participating in education or training, slightly above the Liverpool City Region average of 95.3%. In July 2013 5.9% of 16-18 year olds in jobs without training – from September 2013 jobs without training do not count as participating.

Halton has a 14-19 Commissioning Statement developed in conjunction with all relevant partners and aims to secure sufficient suitable education and training provision.

A Halton Participation Strategy has also been developed to address the statutory duties in relation to RPA.

More integrated and targeted Youth Provision

Halton's youth provision offer was reorganised in 2012 and has so far resulted in:

- Increased number of targeted and accessible universal youth sessions.
- Increased number of holistic health sessions in schools.
- Improved inter-agency working, with five agencies permanently based at CRMZ.
- Increased the number of young people accessing targeted youth session in hotspot areas through the VRMZ outreach bus and street based teams.

Development of Halton Learning & Achievement Strategy

The Department works in partnership with schools and early years settings to raise standards of attainment and achievement. Our overall aim is that no school or setting should fall into a category of concern. This work is undertaken by a team of specialists who focus on for example the curriculum, attendance, inclusion and behaviour within the different phases of education. We work together with the other departments of Children and Enterprise to achieve the best possible outcomes for all young people and to close the gap in outcomes for Halton's most vulnerable children and young people. The Department's main areas of responsibility are summarised in Section 6.2 of this document.

The Learning & Achievement Strategy sits within the framework of Halton Children's Trust and the Children & Young People's Plan, and aligns closely with the Halton Early Help Strategy. It is framed around the following three objectives:

- Increase the percentage of schools and Early Years settings where Ofsted judge overall effectiveness to be good or better.
- Increase the GCSE attainment for 5 or more A*-C including English and Maths

- Close the gap in attainment between vulnerable groups and their peers through early identification of need

Work in order to meet these objectives will be monitored and reported on a quarterly basis within Halton Children's Trust.

Development of Halton Anti-Bullying Policy and Accreditation

The multi-agency Anti-Bullying Operational Group has now developed a template Anti-Bullying Policy and accreditation.

The overarching policy template has been developed for schools to adopt. Previously, although each school had its own policy in place, they have been developed separately to one another and so naturally vary in detail, style and guidance used. The universal policy template captures the latest national and local policy guidance and will allow for a common policy across schools.

The Anti-Bullying Accreditation is designed to give recognition to the commendable work of Halton's schools in effectively responding to and managing incidents of bullying and peer conflict. It promotes the development of a culture and policy that sits comfortably and supportively within the safeguarding ethos of a school.

The Accreditation has two levels: 1 and 2. Each level of award builds upon good practice that is already in place, supporting the development and implementation of progressively robust anti-bullying practice and policy across the following five standards:

- Head teacher values and school involvement
- Behaviour and Anti-Bullying Policies
- Curriculum and pupil understanding of values
- Communicating expectations
- The wider community and support

Development of further Transition activities for children & young people 0-25

The Transition team, within the Division of Inclusive Learning, continues to expand the provision of transition projects to children & young people across settings, schools and College in Halton. Building on the successful "Halton Photo voices", work has now started in partnership with the internationally renowned "Photo Voice International", to devise and run a project around knife crime and drug/gang culture.

Other developing projects also include an Early Years Transition Project with reception/nursery children, focussing on how children with additional needs can begin to access person-centred planning from the very start of their school careers.

SEN Reforms and Children & Families Bill 2013

The project has been launched as a direct result of the Children & Families Bill 2013 (S. 3) and the need for Halton to implement the wide-ranging reforms, embedded within the Bill and the associated draft Code of Practice and Regulations.

Work is underway in Halton to respond to the following:

- To make statutory processes fully "family-centred"
- To enhance ways for parents and children to participate in decision-making
- To provide SEN support from 0-25
- To publish a fully integrated Local Offer

- To promote the new Education, Health and Care Plans
- To facilitate joint commissioning across Education, Health & Social Care
- To provide greater levels of support for transition, via the Preparing for Adulthood agenda

The Department for Education has made clear its commitment to the timetable for the Bill and it is on schedule to receive Royal Assent by spring 2014. There will be a three year transition window to for existing Statements of Special Educational Needs; two-years for Learning Difficulty Assessments.

To implement the reforms in Halton, a leadership structure has been developed comprising a strategic group, operational group and task & finish groups that where possible build on existing frameworks.

It is essential that all agencies are involved in the process, that there is full consultation / participation of parents/carers, children & young people and the voluntary & community sector.

Evaluation of Educational Standards, categorisation of schools and settings and targeting of support

Given that Ofsted are again raising the bar as a result of the revised Ofsted framework (see Appendix C) there is a possibility that some schools will 'drop' a category. Should this be the case for schools currently judged to be good or better this will have implications for the School Improvement Service.

As we work with schools to refresh our school improvement strategy we will be looking at where the additional school improvement capacity will come from including consideration of:

- more school to school support
- the role of the Learning Teaching and Leadership Alliance (Teaching School)
- the work of Aspire (traded School Improvement Service)

Services across Learning and Achievement have continued to provide support, and as appropriate intervention, for schools and settings that have been identified through the categorisation process. Improving rates of attainment and progress in underachieving schools and settings remains a priority.

There have been some very positive outcomes but there remain issues around attainment at the end of reception, despite the support that has been provided for settings and schools, particularly around language development and moderation and assessment practice.

Despite the increases in attainment in both Personal Social and Emotional Development (PSED) and Communication. Language and Literacy (CLLD) outlined below, this continues to be an area of significant challenge.

In 2012, 77% of the cohort achieved 6+ points in PSED. This is 4% increase on last year's performance.

- In 2012, 58% of the cohort achieved 6+ points in CLL. This is 6% increase on last year's performance.

Given levels of attainment on entry it is vital that children continue to access a high quality offer in settings and schools. Support will continue to be provided to settings and schools, through training and advice including around Child Development, and developing children's literacy skills, through the implementation of a range of programmes to ensure 'school readiness'. This includes joint working with colleagues in the Speech and Language Therapy Service (SALT).

Attainment at the end of Key Stage 2 continued to rise in 2012 with Halton's attainment in combined English and maths at level 4+ rising from 77% in 2011 to 83% in 2012 - a 6% increase and 3% higher than national.

There was also an increase in the higher level 5s.

- 3% increase in level 5s in English and maths combined
- 8% increase in level 5s in English
- 2% increase in maths

The national attainment floor standard is 60% combined English and maths level 4+. There has been a significant reduction in the number of Halton schools attaining below this attainment floor. In 2011 there were 9 schools attaining below 60%, in 2012 this has fallen to 3 schools.

Halton has continued to achieve significant improvements in attainment at Level 2 (5 A*-C GCSE grades or equivalent). In 2012, Halton's GCSE results were once again the best ever recorded for the Borough. Overall, 87% achieved 5 A*-C's, with 59% achieving 5 A*-C's including English and Maths.

There has been a significant increase in Halton's "English Baccalaureate" (EB) attainment in 2012, rising from 4.7% in 2011 to 12.9% in 2012 – an increase of 8.2%.

In 2012 there was a further rise in the DfE attainment floor standard from 35% 5 A* - C including English and maths in 2011 to 40% in 2012. The expectation is that all schools should have at least 50 per cent of pupils getting five good GCSEs including English and Maths by 2015. Despite the 5% increase in the attainment floor standard, all schools in Halton have again exceeded this threshold.

At Level 3, 51.2% of Halton learners in 2011 achieved a qualification by age 19, a 9% increase compared to 2010, which is the highest level of increase recorded nationally. When the 2012 data is released, it is expected that there will be a further increase in the rate of Level 3 achievement.

Narrowing the Gap, Peer Challenge and Virtual School for Vulnerable Pupils

Narrowing the Gap for all groups of vulnerable pupils in Halton was identified as a key priority for the Learning and Achievement service and the end of key stage data demonstrates progress in this area.

There is clearly much more work to be done. Our objective remains to eliminate the gap completely by raising the performance of the FSM cohort to that of their non FSM peers. However we are pleased with the progress we have made this year.

Halton was involved in a sector led, peer challenge improvement programme earlier in the year, where the focus was upon the gap in attainment between FSM and non-FSM pupils at the end of key stage 2. Much was learned from our schools that have been successful in narrowing, and in some cases eliminating, the gap in attainment.

We intend to work with a number of identified schools over the next 12 months as part of a Narrowing the Gap project. The Strategy for School Improvement is to be re-written with the support of head teacher colleagues and narrowing the gap will be integral to the revised Strategy.

In addition to this we have also established a Virtual School that extends the current approach adopted for Children in Care. This will focus on multiple flags of vulnerability with FSM as the initial indicator flag. The Virtual School approach will encompass both discussions of provision and support around individual vulnerable young people and strategic challenge and support across the LA and schools.

There has been an increased focus upon the way that schools are using their Pupil Premium and we will continue to work with our link schools to support the monitoring and evaluation of the impact of this funding upon outcomes for vulnerable groups. We have recently informed all schools that Ofsted is now undertaking surveys of a sample of schools, focusing upon the impact of the Pupil premium upon standards, including how the attainment gap is narrowing. It is for schools to determine how this additional funding is spent but the expectation is that it will have a positive impact upon raising rates of progress for example teachers' development of strategies to support meta-cognition, effective feedback, peer assisted learning, early intervention (seen as having most impact) and through the purchase of one to one or small group targeted support. Schools continue to be encouraged to track and monitor the attainment and progress of all groups as part of their school self-evaluation process.

SEN provision continues to be monitored and evaluated in response to the NAS review of autism, the Green Paper and local needs and preference.

The application of additional Support through Enhanced funding at School Action Plus continues to have a beneficial Impact upon outcomes for children & young people and is demonstrated through improvements in Narrowing the Gap outcomes. This is reflected in the reduction in the number of requests for statutory assessment. This provides a mechanism for applying additional support earlier and without the use of demanding bureaucratic systems enabling the process to be more targeted and streamlined.

Understanding and ensuring all schools meet requirements of new Ofsted School Inspection Framework

Support has been provided to schools, including Governors, to enhance their understanding of the changes to and implications of the new Ofsted inspection framework for schools that was implemented in September 2012. Once again the bar has been raised. To be judged as outstanding overall, schools need to have teaching judged as outstanding. A school's standard of education will only be defined as acceptable if it is good or better. Schools that are not at least 'good' will be judged in one of 3 categories:

- **Requires improvement** - School has demonstrated the capacity to improve and has *not* been designated in the category of a school causing concern (SCC). School will be monitored and re-inspected within 2 years.
- **Serious weaknesses** - School has demonstrated the capacity to improve but has been designated as a SCC (replaces current notice to improve). School will be re-inspected within 18 months.
- **Special Measures** - School is not demonstrating the capacity to improve and is designated as a SCC. As now there will be regular monitoring visits prior to re-inspection.

LA colleagues continue to provide support for those schools where overall effectiveness is not yet judged to be good or better.

NEET (Not in Employment, Education or Training) and September Guarantee

The Government in November 2011 announced a new £150m programme to provide support to some of our most vulnerable 16-17 year olds NEET from 2012. This will provide vital support to help them to get back into education, an apprenticeship or a job with training.

The way in which NEET figures are calculated nationally has been changed. Calculations now cover all 16-19 year olds and are residency based. This new method is positive for Halton. Previously, Halton figures have appeared higher as we were unable to count young people from Halton receiving their education outside of the borough. It can however, give misleading figures during summer holidays.

In June 2013, the NEET figure for Halton was 8.6%, continuing the reduction from the figure 12 months previously. At the same time, the number of 'Not Knowns' in Halton is also now falling.

To ensure continued progression from Year 11 into positive destinations and continue to support improvements in NEET figures, a significant amount of time has been invested in the September Guarantee. This includes monthly performance monitoring meetings. Currently the Guarantee is offered to 92% of Year 11 pupils and the focus is on the additional 8%

Local Authority commissioning provision for young people with high needs

The Government believes that funding arrangements for pupils and students with high needs require urgent reform. There are two principal reasons for this:

- To ensure funding arrangements fit with and support Government policy; and
- To address the short comings of current funding arrangements

The Government wishes to promote a simple new system that:

- Defines " High Needs"- requiring provision costing more than £10k (not linked to statutory assessment);
- Bring into line the level up to which mainstream providers will contribute to pupils and students with high needs (local offer);
- Introduce an equivalent level of base funding for specialist settings(address potential perverse incentives and provide some stability);
- Bring together all national high needs funding-provide local authorities with a High Needs Block (covering 0-25); and
- Bring educational commissioning and funding together-pupil or student-led funding, direct funding relationships.

Halton is being asked to:

- Construct a new mainstream formula and decide upon the maximum level of funding to be provided by mainstream schools and academies from their notional SEN budget.
- Define the local offer of provision working with Schools, Academies and Post-16 providers- including what mainstream settings will make available from their notional SEN budget
- Consider and if necessary, define local circumstances in which Schools and Academies would receive additional funding - where the formula does not adequately reflect the number of needs of pupils with SEN.

Mersey Gateway Acquisitions/Disposals

Work has been undertaken in 2013/14 to ensure that any land and property no longer required post-construction of the bridge is returned to the Council in a condition which does not present any risks or liabilities to the Council. Consequently, priority will be given to drawing up criteria for return of assets which adequately protect the Council land and property.

Energy Management – meeting reduced emissions targets

The Council is committed to taking a lead and setting an example in tackling climate change and a Carbon Management Strategy has been developed. From a property perspective, the Council has set a target to reduce its emissions by 20% from 2008 – 09 levels over 4 years by 2013/14. Corporate buildings and schools are responsible for 68% of these emissions. There is particular focus on the CRC energy efficiency scheme and the implications for the Council. We will continue to work on:

- carbon management plan
- work with schools on the Eco schools programme
- energy efficiency works implemented to date
- awareness raising with officers/managers
- Sustainable Projects office focusing initially on working with managers re energy management,
- solar/PV panels to take advantage for the feed in tariffs.

(Investment in) Economic Regeneration

The Council is currently developing a long-term regeneration delivery framework (2013-2028) which will help the organisation and its partners to make decisions on the borough's economic priorities and is also being used as a basis for agreeing the type and level of intervention needed by the Council and its partners to grow and sustain our economy. Within the framework described, there are a number of key projects which will require the Council's input. However, the following areas are highlighted as key priorities.

- Runcorn and Widnes Town Centres.
- Mersey Gateway
- Enterprise Zone status at Daresbury
- Widnes Waterfront
- The delivery of the HBC Field site as part of the Multi-Modal Gateway.

Business Improvement Districts (BIDs)

A major consultation exercise with the Astmoor and Halebank business community between August 2012 and December 2012 found that 85% of businesses reported that the BID has had a beneficial impact on their business while 80% of businesses reported that Astmoor Industrial Estate has improved as a place to trade/operate since the establishment of the BID in 2008.

In January 2013 a mandate was secured from the business community to continue the BID Programme at Astmoor and Halebank Industrial Estates for a further five years. 75% of Astmoor businesses and 82% of Halebank businesses voted in favour of continuing the BID Programme

It is an aspiration to extend the BID Programme to further industrial and commercial areas in Halton, for example Widnes Waterfront or Manor Park. However, it is necessary to spend a number of years working more intensively with the business

community in a given geography in order to have any realistic expectation of a positive outcome from a BID ballot.

Combined Authority Liverpool City Region

Liverpool City Region (LCR) submitted its Governance Review to Government in September 2013 for creation of a Combined Authority for the Liverpool City Region, including Halton.

The Combined Authority if accepted by Government will ONLY deal with strategic economic development, transport, housing and employment and skills.

The conclusion of the Governance Review is that a Combined Authority is the best model to support economic growth and secure more jobs, in Halton and across the LCR.

The Combined Authority will help to signal to businesses and Government that we are serious about working together. It is expected that it will also be able to attract devolved powers and funding from Government.

The proposals were subject to extensive consultation with Members, businesses, partners and the public, and were supported by LCR Cabinet and Council in each of the six City Region boroughs and the Merseyside Integrated Transport Authority. The feedback has been overwhelmingly positive, with over 80% of respondents supporting the proposals.

If there is support for the proposal, an order will be laid before Parliament to create the Combined Authority from April 2014.

European Programme 2014 – 2020

The new 2014 - 2020 European Structural Programme consists principally of ERDF (European Regional Development Fund) and ESF (European Social Fund) funding. UK Government has devolved European Union (EU) funding in England to the 39 LEPs (Local Enterprise Partnerships). LCR (Liverpool City Region) has been working to produce an EU Investment Plan that sets out how they intend to spend their allocation of EU funding which equates to approximately £185m over the seven year period. The Investment Strategy was submitted to Government in October 2013. After feedback has been received, the LEP will consult with partners before a final version of the Investment Strategy will be submitted to Government in January 2014. This will form part of the National Operational Programme for England for the period 2014 - 2020.

Within the LCR budget, Halton has an indicative allocation of approximately £17m. This is because Government allocated resources based on the regional geography of 2006 (when Halton was classed as part of Cheshire) and apportioned resources for Halton accordingly. Given that the Liverpool LEP will be required to distinguish between the resources set aside for Halton and the rest of the City Region, it is logical to develop a European Funding Action Plan for the Borough. As part of this work Halton has led on the development of the Assisted Area Map on behalf of the Liverpool City Region.

Delivering Business Support Programme (including grant)

Increasingly the Business Improvement and Growth Team (BIG) are responsible for the delivery of major grant schemes and business support programmes. Typically, the BIG Team manage the programme and delivery is outsourced to a third party.

The two key programmes currently delivered by the BIG Team are the Liverpool City Region Business Growth Grant Programme and the Merseyside Business Support Programme.

Liverpool City Region Business Growth Grant Programme

The Council's Executive Board gave approval on October 17 2013 to roll out the Liverpool City Region Business Growth Grant in Halton. The Business Growth Grant scheme can provide grant of between £10,000.00 and £750,000.00 across the LCR based on a private sector leverage ratio of 5:1 and the creation of sustainable jobs. There are currently 27 local companies seeking support for the schemes

Merseyside Business Support Programme

Since November 2012 Merseyside Business Support Programme has received 150 + enquiries. Currently 82 businesses who are receiving assistance via the programme either in the initial diagnostic phase or the subsequent specialist intervention phase. Assuming that all SMEs currently engaged in the programme successfully complete, then the programme has already achieved over 50% of its output target.

The Merseyside Business Support Programme in Halton has had two audits. The project was described as 'a beacon of good practise'

Service inward investment enquiries from both inward investors and local companies wishing to expand and grow

The number of investment enquiries for the 2013 calendar year (280 to date) has surpassed the average, pre-recession, level. The number of inward investment enquiries is likely to be a nine year high by end of the calendar year. Similarly, the upward trend of conversions (40 to date) has continued. The current level of conversions is the highest since the onset of the 2008 global recession

Localism Act - Right to bid for Community Assets/ Community Right to Challenge

The Community Right to Bid will give community groups the right to prepare and bid to buy community buildings and facilities that are important to them. From 12 October 2012 parish councils and local voluntary and community organisations will be able to nominate local land or buildings to be included in lists of community assets maintained by local authorities. In the event of a proposed sale, a process will be triggered that allows a community interest group – more closely defined than a voluntary or community organisation – to express an interest in bidding to purchase the property.

Community Right to Challenge came into force on 27 June 2012. Under the Right, introduced by the Localism Act, local authorities must consider expressions of interest in providing a service, and where they accept an expression of interest, must carry out a procurement exercise for the service. The Community Right to Challenge allows voluntary and community groups, charities, parish councils and local authority staff to bid to run a local authority service where they believe they can do so differently and better. This may be the whole service or part of a service. It came into force on 27 June 2012.

Appendix C: Detail of External Factors (see 4.2)

POLITICAL FACTORS

Marmot Review of Health Inequalities

The Review argues that traditionally government policies to reduce health inequalities have focused resources only on some segments of society. To improve health for all of us action is needed to build on the past ten years work to continue to improve everyone's health and reduce differences that are both unfair and unjust.

From a Directorate perspective, the Review recommends:

- Giving every child the best start in life - increasing the proportion of overall expenditure allocated to the early years and ensure expenditure on early years development is focused progressively across the social gradient
- Enabling all children, young people and adults to maximize their capabilities and have control over their lives - reducing social inequalities in pupils' educational outcomes;
- Creating fair employment and good work for all
- Ensuring a healthy standard of living for all minimum income for healthy living
- Creating and developing sustainable places and communities

Family Justice Review

The family justice system is a network of organisations and individuals from many different professions all working co-operatively and collaboratively so that the system achieves its aims. A Family Justice Review Panel was appointed in 2010 to review the effectiveness of the whole of the family justice system, looking at all aspects, from court decisions on taking children into care, to disputes over contact with children when parents' divorce. The Panel aimed to improve the system so that it is quicker, simpler, more cost-effective and fairer, whilst continuing to protect children and vulnerable adults from risk of harm.

The panel's final report was published in November 2011. This took into account the views expressed during the consultation on the interim report and the call for evidence. A useful young person's guide to the review has also been published.

The key recommendations are a new six month time limit in care cases; enabling people to make their own arrangements for their children when they separate, using the courts only when necessary; and a range of proposals to ensure that agencies and professionals work together to make the system simpler and far more effective, improving the experience and outcomes for children and families. One element of particular interest for the Directorate is the review of the Guardian/IRO role.

School Capital and Funding

For the 2012-13 academic year, over £2 billion of capital funding was allocated nationally to schools and local authorities. This included:

- £800 million of basic need funding to local authorities to provide school places where needed in their area, in all categories of publically-funded schools;
- £686 million of maintenance capital to local authorities to support the needs of the schools that they maintain and for the Sure Start children's centres in their area;
- £276 million of maintenance capital for Academies;

- £174 million of locally-coordinated VA programme capital to support the maintenance capital needs of voluntary-aided schools;
- £200 million of devolved formula capital for schools; and
- a total of £107 million for 16-19 maintenance, devolved formula capital and basic need funding.

Taylor Report on Alternative Provision

Charlie Taylor, the Government's expert adviser on behaviour, reported his review on Alternative Provision in March 2012. The Review was initiated in 2011 following an Ofsted survey that found serious concerns with alternative provision. The review focused on pupil referral units and schools and found concerns within its review of provision, but also areas of good practice. The Review found that the focus of pupil referral units and alternative provision, just as it is in schools, should be about getting high quality education for all pupils and the best value for public money. All decisions around provision should take this as the starting point.

The Report was accepted by the Government and a consultation exercise undertaken to seek views on proposals to implement some of the recommendations found within the Report. These views have been taken forward and new statutory guidance came into effect from 1 January 2013.

Inspiring Families (Troubled Families Initiative)

In 2011 the Government announced that almost £450 million has been made available in a cross-government drive to turn around the lives of 120,000 troubled families. The money is being made available to local authorities to fund a national network of Troubled Family 'Trouble-Shooters' and family intervention projects. The trouble-shooters will oversee the programme of action in their area.

It is estimated that troubled families cost the taxpayer an estimated £9 billion per year, equivalent to £75,000 per family. The initiative is intended to cut the costs of this to the state.

In Halton, the initiative is to be known as Inspiring Families. It will be part of a collective approach using services already in place. This means augmenting the 'Team Around The Family' approach in Widnes and Runcorn. It should enable us to scale up and broaden this work; particularly multiagency working 'Team Around the Family' services provide early help for families. All agencies, central and local, will need to work closely together to get over some of the hurdles in delivering more co-ordinated and effective services, for example, in information sharing.

Halton has been set a target of 375 families to support, chosen by filtering local and national indicators, by 2015 and success will depend on all public services in Halton and Government departments working closely together. Fees are based on a payment by results process, with Halton eligible for payment around successful outcomes for 313 of the 375 families

Local partners, such as health and the police are contributing to a multi-agency approach. Multi-agency groups have been established in Halton and branding in place around the 'Inspiring Families' banner.

The DWP Work Programme

The Work Programme provides tailored support for claimants who need more help to undertake active and effective job seeking. Participants receive support to overcome barriers that prevent them from finding and staying in work. It is delivered by Department of Work & Pensions contracted service providers who have been given

complete autonomy to decide how best to support participants while meeting their minimum service delivery standards. The Work Programme is part funded by the European Social Fund.

The Programme is a key part of the Government's commitment to fighting poverty; supporting the most vulnerable and helping people break the cycle of benefit dependency. This has been the basis for the significant reforms to the welfare-to-work programmes.

The Work Programme aims to create a structure that treats people as individuals and allows providers greater freedom to tailor the right support to the individual needs of each claimant. The Work Programme also looks for value for money for the taxpayer by basing payments largely on results, and paying service providers from the benefits saved from getting people into work. The Programme is a partnership between Government and providers from across the public, private and third sectors.

Better Regulation – Red tape Challenge

The Government launched the Red Tape Challenge in April 2011 to reduce the overall burden of regulation. The Government believes that better regulation can encourage economic growth by freeing business and civil society from unnecessary regulatory burdens and contribute to improving the environment and protecting human health. The Red Tape Challenge is a systematic review of some 6,500 substantive regulations that to scrap or significantly reduce as many of them as possible. The Red Tape Challenge gives businesses and civil society the opportunity to have their say on the regulations, grouped by theme, that affect their everyday lives.

ECONOMIC CLIMATE

Deprivation

The Index of Multiple Deprivation (IMD) for 2010 is the most comprehensive source of deprivation indicators and shows that overall, Halton is ranked 27th nationally (a ranking of 1 indicates that an area is the most deprived), which is third highest on Merseyside, behind Knowsley and Liverpool, and 9th highest in the North West. Deprivation has stayed relatively level in the borough from since 2007. The Index shows that 25% of Halton's population live in the most deprived areas (i.e. the top 10% of Lower Super Output Areas) nationally. Much has been done but clearly there is still much to do to narrow the gap between the least and most deprived parts of the Borough while at the same time improving prosperity for all.

National Careers Service

The National Careers Service (in England) was launched on 5th April 2012, with the aim of providing telephone and online advice to 370,000 young people and face-to-face advice to 700,000 adults. Halton People into Jobs has been commissioned to deliver elements of the services locally.

From September 2012, high schools, academies and colleges are required to directly commission their own information advice and guidance provision for pupils and students, but not necessarily to provide advice on a face-to-face basis.

Apprenticeships

Statutory standards for apprenticeships were introduced in Autumn 2011. Following this, the National Apprenticeship Service (NAS) developed an action plan to ensure

every apprenticeship meets the following standards on behalf of apprentices and employers;

- All apprenticeships for 16-18 year olds to be a minimum of 12 months
- Withdrawal of inadequate sub-contracted provision
- New safeguards to strengthen monitoring, reporting and subcontracting arrangements, including making public a list of all sub contracted provision over £100,000
- New contracts to ensure training providers not only act according to regulations, but also within the spirit of the apprenticeship programme
- A new 'enquiry panel' has been established, reporting directly to the Minister, to manage poor quality providers as soon as they are reported.
- New measures to ensure all adult apprenticeships are of sufficient length to deliver the training employers need
- Review of apprenticeship frameworks that have been deemed a cause for concern
- New guidance on the implementation of quality standards

Following consultation and feedback received on proposals to amend the AGE criteria for 16 to 24 year-olds which provides up to 40,000 grants of £1500 to encourage and support employers taking on a young apprentice aged 16 to 24, the following changes were approved by Government for implementation:

- Training providers will now pay employers the full amount of £1,500 at 13 week stage after the apprentice starts, rather than previously in two £750 payments.
- Employers will be able to claim grants for up to 10 apprentices (previously 3), and the scheme will be opened to employers who have not hired an apprentice in the last 12 months (previously 3 years).
- The Grant will be available to businesses with up to 1,000 employees.

The NAS re-launched AGE to employers and businesses to coincide with the publication of the Holt Review.

Holt Review; Support for small businesses to take on apprentices

Businessman and social entrepreneur Jason Holt was commissioned by the Government to review ways to make apprenticeships simpler and more accessible for small and medium businesses ('SME's'). His research highlighted widespread lack of awareness about the benefits of taking apprentices on, and how to recruit and train them amongst SME's. The three key recommendations were to:

- Improve communications with business to raise awareness of the benefits of apprenticeships.
- Empower SME's to participate and develop their own training provision so they can get the right type of training for their apprentices.
- Simplify the ownership and responsibility for apprenticeships by removing unnecessary administrative and bureaucratic barriers.

Talent Match

In June 2012 Big Lottery Fund (BIG) launched 'Talent Match', an ambitious £100 million investment aimed at tackling youth unemployment. This programme targets the 21 Local Enterprise Partnerships ('LEPs') where those aged 18-24 are finding it hardest to secure jobs or training opportunities because of the economic downturn. The Liverpool City Region LEP is included on the list.

Talent Match aims to put charities at the heart of local partnerships established between local councils, charities, employers, and colleges to develop proposals on how to make best use of the funding to help match the talents of local young people with skills and opportunities of the future.

'Building Engagement, Building Futures'

This is the Government's strategy to increase participation of 16-24 year olds in education, training and work through five priorities for action:

- Raising attainment in school and beyond so young people have the skills they need to compete in a global economy.
- Help for local partners to provide effective and coordinated services that support all young people, including the most vulnerable, with a target of full participation by 16-17 year olds by 2015.
- Encouragement and incentives to employers to recruit more young people by offering more high quality apprenticeships and work experience places.
- Ensuring that work pays and giving young people the personalised support they need to find it, through Universal Credit, the Work Programme and our Get Britain Working measures.
- Implementing the Youth Contract to help young people get into 'learning or earning'.

Youth Contract

The Youth Contract aims to help the most disengaged 16 and 17 year olds by getting them back to school or college, onto an apprenticeship or into a job with training. It includes:

- Provision of 410,000 new work places for 18 to 24 year olds between 2012 and 2015.
- Wage incentives worth up to £2,275 per person, available for employers who offer an 18 to 24 year-old from the Government's Work Programme, a job lasting at least 26 weeks.
- Extra voluntary work experience places to ensure an offer of a place for every 18 to 24 year-old who wants one, before they enter the Work Programme.
- 40,000 Apprenticeship grants for employers of 16 to 24 year olds. Aimed at helping small (under 50) & medium (50 to 250) sized employers offer young people employment by providing wage grants to assist employers in recruiting their first apprentice. Has a value of £1,500 in addition to the training costs of the Apprenticeship framework which are met in full for young people aged 16 to 18 and 50% for those aged 19-24.
- Support for disengaged 16-17 year olds in England. £126 million over three years to support NEET. Organisations are leading this programme on a regional/sub-regional basis in process of recruitment. Payment by results based on successful progression into sustainable positive outcome.

SOCIAL FACTORS

Child & Family Poverty

The Child Poverty Act received Royal Assent and became an Act of Parliament in 2010. The Act imposes specific duties including:

- Local partners to co-operate to mitigate the effects of child poverty
- Local authorities to make arrangements to prepare a local child poverty needs assessment

- To demonstrate how Local Authorities and partners are working together to tackle child poverty. In Halton, this is achieved through the local joint child and family poverty strategy
- Child poverty to be considered within the Sustainable Community Strategy.

The national Child Poverty Strategy was launched in April 2011. In Halton a needs assessment was undertaken as part of an overall needs assessment for Greater Merseyside, with a local strategy developed from this. The LCR Strategic Needs Assessment was refreshed in March 2013 and Halton's Child and Family Poverty Strategy 2011-13 is being refreshed using this as an evidence base.

In the development of the Strategy in Halton, consideration is being given to how we as a Directorate commission services and the implications of new initiatives such as the pupil premium.

Demographic Changes

The population estimate of Halton from the 2011 Census is 125,700 with an estimated 53,300 households. This compares with the 2001 Census population estimate of 118,210. Of the 2011 population estimate, approximately 24,900 (20%) are children and young people and 82,300 people are of working age (65% of the population).

The Office for National Statistics has produced baseline population projections based on recent demographic trends. These show that for Halton:

- In the medium term (2011 - 2017) Halton's population is projected to grow by 2% to 128,000
- In the long term (2011 - 2021) Halton's population is projected to grow by 3% to 129,300. This is lower than the North West region which is projected to grow by 4% and nationally, which is projected to grow by 9%
- Younger people (0 - 15 year olds) - population projected to grow by 10% (2011 - 2021)
- Working age (16 - 64 year olds) - population projected to decline by 5% (2011 - 2021)

The Office for National Statistics estimates that each person counted in the census is worth up to £5,000 to a local authority over ten years. This means that an undercount of just 100 people could mean Halton misses out on around £500,000 worth of funding over the next decade. The population increase is important, as the amount of money Halton has to spend on services over the next ten years is directly influenced by how many people are counted in the borough.

TECHNOLOGICAL DEVELOPMENTS

Digital Accessibility

New communications technologies not only help businesses trade and develop; they also create opportunities for businesses to develop new applications and services. These new applications and services increase demand for faster and better communications facilities, which in turn leads to more innovation in applications and services in a development spiral. Connecting people to ICT skills can connect them to new or better jobs, to new forms of communication and social interaction, to community infrastructures and government services, to information to help with homework, to consumer power and convenience. It can save people time and money, open new doors and new worlds. Digital inequality matters because those

without the right combination of access, skill, motivation or knowledge to make digital decisions are missing out in all areas of life.

In Halton, a Corporate Digital Economy and Inclusion Strategy is delivering on these challenges. Within this Directorate, it is imperative that ICT form part of core curriculum in schools. Digital life skills offer a route to employment, with employers seeking employees who are computer literate and able to take advantage of technology. For the mobile 24/7 society service engagement is often through a web interface and the advent of smart phones and iPods and other mobile devices will continue to drive advances in community engagement and service delivery.

Universal Jobmatch

Universal Jobmatch is the Department for Work Pension's new, free online job posting and matching service. This new online service will improve our recruitment service for both companies and jobseekers by speeding up the recruitment process, making it quicker and easier for companies to find suitable jobseekers. Universal Jobmatch replaces the current vacancy management services, Employer Direct and Employer Direct Online for companies, and it replaces the Jobcentre Plus jobs and skills search facility for jobseekers.

This new streamlined service will be accessed through GOV.UK for companies and anyone looking for work.

Jobseekers Allowance Online

Under the Department for Work and Pensions (DWP) "Digital by Default" agenda we are now encouraging claimants to make new claims for Jobseekers Allowance online (JSA OL). Insight suggests that a large and growing number of claimants would prefer to access DWP services online.

Merseyside Jobcentre Plus District took part in a Trailblazer Pilot to encourage all claims to JSA to be made digitally. Claimants from Merseyside post codes calling the JSA claim helpline were diverted to a dedicated Contact Centre, who will explain that they will need to make their JSA claim online and explain how, when and where they can make their claim. Local Jobcentre Plus offices will advise claimants to apply online for JSA. If the claimant requires support to access online channels they can be booked into their local Jobcentre Plus office to use an Internet Access Device.

LEGISLATIVE FACTORS

Ofsted Framework for the Inspection of services for children in need of help and protection, children looked after and care leavers

Ofsted launched a new single inspection framework in November 2013 that inspects local authority services for children in need of help and protection, children looked after and care leavers. Under this framework, Ofsted will inspect services for children and young people who are:

- at risk of harm – covers both Early Help and Child in Need (Levels 2 and 3 of Halton Levels of Need Framework).
- in need of protection and provided with a multi-agency child protection plan
- no longer needing a child protection plan but still require some help and support
- in need of Social Care support but below the significant harm and looked after thresholds
- Missing from education or offered alternative provision
- looked after or care leavers

The focus is on children and young people's own experiences and inspectors will evaluate the effectiveness of:

- the quality and timeliness of assessment and risk assessment;
- the impact of the help given
- the focus on the interests of the child;
- inter-agency working
- meaningful, consistent and direct contact with child and their family
- quality assurance and management oversight of practice/decision making;
- the experiences of particularly vulnerable children (private fostering, those not in education, those in families with domestic violence, substance misuse, mental illness etc.);
- whether services are accessible to everyone and that there is equality of opportunity and outcomes.

Framework for Early Years Foundation Stage (EYFS)

The framework for the EYFS - *Setting the standards for learning, development and care for children from birth to five* - became mandatory for all early years' providers, maintained schools, non-maintained schools, independent schools, and all providers on the Early Years Register in 2012.

The curriculum focuses on 3 prime areas (Communication and Language; Physical Development and Personal, Social and Emotional Development) and 4 Specific Areas (Literacy; Mathematics; Understanding of the World and Expressive Arts and Design). There is a statutory requirement to report on progress and level of development in the 3 prime areas at age 24-36 months. Assessment at age 5 (final year of reception) reports on levels of development across all 7 areas of learning, using statements of "expected" "emerging" or "exceeding". Reporting on Foundation Stage Profile (FSP) data is in terms of percentage of children reaching expected attainment or higher.

Ofsted Framework for Early Years Providers.

The latest Ofsted framework became statutory on 1 September 2012. Inspectors judge overall effectiveness in terms of:

- how well the early years provision meets the needs of the range of children who attend
- the contribution of the early years provision to the wellbeing of children
- the leadership and management of the early years provision

Inspection judgements will be graded against 1 of 4 grades:

- grade 1 - outstanding
- grade 2 - good
- grade 3 - satisfactory
- grade 4 – inadequate

All providers will be inspected at least once by July 2016, although any provider judged as less than good will be re-inspected within 1 year. Any concerns reported to Ofsted will be risk assessed as to whether the item is routine (e.g. change of contact details); minor or need to re-inspect. Any minor matter will be noted and referred back to the provider, although once 2 minor matters have been recorded, this will trigger a full re-inspection. Re-inspections will take place within 30 working days or if identified as a priority within 5 working days. Inspections will continue to be no notice inspections, apart from childminders who will receive a couple of days' notice.

Any child minder must have Local Authority (LA) approved training prior to applying for a registration visit. If they are not deemed to be ready at this visit, then they will be refused registration and this would be classed as a lifetime disqualification. If this were to occur, the child minder could resign and withdraw their application, rather than be barred.

The new Ofsted framework has been published in response to the changes of the new EYFS and will have a much stronger emphasis on learning and development and whole care packages providing emotional security. Progress of different groups will be reported and partnership working with parents and multi-agency professionals will be a focus for inspection, linking into Early Help policies. There will be a stronger focus on direct observation of children and professional dialogue with all practitioners regarding a child's level of development; progress and how this compares to age related expected development. Ofsted will also be keen to observe the progress of babies and toddlers including tracking groups of children.

Academies Act 2010

The Academies Act 2010 enables more schools in England to become academies. Since the Act was passed, the number of Academies nationally and locally has grown each year. Academies are funded at a comparable level to maintained schools but would also get their share of central funding that local authorities used to spend on their behalf. Schools that become academies are allowed to keep any surplus balances that they hold. The Act is not allowing for the expansion of selection but grammar schools and other schools which select or partially select pupils are able to continue to do so. Key areas of the Act include:

- enabling all maintained schools to apply to become academies, with schools rated 'outstanding' by Ofsted being pre-approved
- allowing maintained primary and special schools to apply to become academies in their own right
- giving the Secretary of State the power to issue an academy order requiring the local authority to cease to maintain the school
- removing the requirement to consult the local authority before opening an academy
- requiring the consent of any existing foundation (mainly churches) before a school applies to become an academy (and prohibits the religious character changing during the conversion to academy)
- deeming academy trusts to be exempt charities.

Education Act 2011

The Education Act 2011 paves the way for implementing the Government's education reform programme that aims to create an education system that delivers ever higher standards for all children. Key changes for local authorities within the Act include:

- a new entitlement for disadvantaged two-year-olds to 15 hours' free early years education;
- replacing independent appeals panels for exclusions with independent review panels;
- removing the duty on local authorities to appoint a School Improvement Partner for every school;
- giving precedence to academy proposals, where a local authority identifies the need for a new school, and expands the academies programme to allow 16-19 and alternative provision academies;
- extending the Secretary of State's powers to intervene in underperforming schools;

- providing for the closure of the Local Government Ombudsman's school complaints service, and removes the duty to consider complaints about the curriculum from LAs. General complaints about schools will now be made to the Secretary of State;
- allowing for pilots of direct payments for SEN education services;
- making changes to LA powers over sixth form colleges; and
- providing for the abolition of five arm's length bodies (the TDA, the GTCE, the QCDA, the YPLA and the SSSNB).

The Act no longer makes changes to the section 10 Children Act duty to co-operate with the local authority to promote children's wellbeing.

Revisions to Adoption and Fostering Legislation

In April 2012, the Government published [An Action Plan for Adoption: Tackling Delay](#) which explains planned changes to speed up the adoption system in England.

Adoption is one of the Government's top priorities and ministers want to create a more effective and user-friendly adoption system which is fit for purpose. They aim to ensure that adoption is available for children where this is in their best interests, and for it to happen without undue delay. The action plan sets out a range of proposals to speed up the process for children; to overhaul the service for prospective adopters; and to strengthen local accountability for the timeliness of adoption services.

In July 2012, the Prime Minister also announced [Proposals for the earlier placement of children with their potential adopters](#)

In the Adoption Action Plan, a range of measures were set out to reduce delay so that more children for whom adoption is the best option can be placed swiftly with adoptive families.

The measures include the wider use of concurrent planning, which should be considered by all local authorities for their youngest children in the care system. The Government would like to see wider application of concurrent planning principles through 'fostering for adoption', and propose to introduce a new legal duty on local authorities to consider placing a child with carers who are likely to become their permanent carers, where it is clear that a child is unlikely to return home.

The Government also plan to clarify the lawful use of concurrent planning and fostering for adoption, and to require local authorities to consider both, where appropriate.

It is proposed that the following measures be implemented to improve adoption and fostering:

- A new, shorter two-stage approval process for prospective adopters;
- A fast-track procedure for approved foster carers and previous adopters;
- Regulations to make it easier for prospective adopters to be approved as temporary foster carers – the 'fostering for adoption' proposal;
- Sharing of case records between fostering services and adoption agencies; and
- Restricting the size of adoption and fostering panels.

These changes are aimed at increasing the use of the Adoption Register by adoption agencies, and will change regulations to make it easier for prospective adopters to be approved as temporary foster carers – the 'fostering for adoption' proposal.

On fostering there is a package of changes to the foster carer assessment and approval process to make the process clearer, more proportionate and responsive to the needs of children coming into the care system; and to ensure foster carers are able to take everyday decisions about the children in their care (delegated authority).

For both adoption and fostering the DfE are consulting on proposals for the sharing of case records between fostering services and adoption agencies and are seeking views on whether the size of adoption and fostering panels should be restricted.

Public Services (Social Value) Act 2012

The Act aims to strengthen the social enterprise business sector and make the concept of 'social value' more relevant and important in the placement and provision of public services. Key areas include:

- placing a duty on the Secretary of State to publish a 'national social enterprise strategy' to encourage engagement in social enterprise
- amending Section 4 of the Local Government Act 2000 so that local authorities are required to include in their sustainable community strategy proposals for promoting engagement with social enterprise in their area. They must also include a statement of the measures suggested to enable social enterprise to participate in implementing these proposals
- requiring local authorities, when entering into public procurement contracts, to give greater consideration to economic, social or environmental wellbeing during the pre-procurement stage.

Health and Social Care Act 2012

The Health and Social Care Act 2012 gives effect to the policies that were set out in the White Paper Equity and Excellence: Liberating the NHS which was published in July 2010. It allows for a new public health service and the transfer of local health improvement services to local authorities.

The main aims of the Act are to change how NHS care is commissioned through the greater involvement of clinicians and a new NHS Commissioning Board; to improve accountability and patient voice; to give NHS providers new freedoms to improve quality of care; and to establish a provider regulator to promote economic, efficient and effective provision. In addition, the Act will underpin the creation of Public Health England, and take forward measures to reform health public bodies.

Welfare Reforms and the Single Programme

The Single Programme was introduced in 2011 with the underlying principle of 'making work pay', but proposed further reforms will place demand on our services as more people on benefits are encouraged to find work and, therefore, seek training and development to support them.

The Work Programme provides an advice and employability service to long term unemployed people. Those eligible for the Work Programme are mandated to the provision offered through HPIJ for a period of 52 weeks. The traditional HPIJ service was available to any adult living in the borough and, in the main, individuals voluntarily referred them to the provision.

Delivering the Work Programme has required a very different type of model than the historical HPIJ service has used. Firstly, Jobcentre Plus (JCP) mandatorily refers long term unemployed residents to the Work Programme. Secondly, income is generated per customer, so the more customers Work Programme Advisors support into sustained employment, the more income that can be generated. It is a

performance oriented model that is driven by volume (quantity) with increasingly more focus on supporting those in particular 'Priority Group's (PG) into work. The relationship that HPIJ advisors were able to build up with their customers in the past is not possible with a commercially driven contract such as the Work Programme, and structures have had to be redesigned to reflect this.

The emphasis is on advising customers and supporting them into sustainable employment as quickly as possible. The longer the individual remains in employment, the more income that can be generated for the council. The contract has demanded a complete change of culture to the existing HPIJ operation given the mandatory nature of referrals. Very specific targets are imposed by the Prime Contractors and on-going performance management is undertaken. Individuals on the Work Programme are expected to engage; non engagement may require Work Programme Advisors to raise doubts with JCP, who would then determine if benefits would be sanctioned. There are minimum levels of performance to be achieved and these are carefully monitored internally and externally by the Prime Contractors.

HPIJ's Work Programme Advisors work closely with the other services within the Employment, Learning & Skills Division to offer clients a broad range of interventions to assist them in entering the labour market. This includes access to adult learning and employability provision, National Careers Service interventions, Skills for Life assessments and Business Start Up advice.

The Halton Employment Partnership (HEP) also sits within the Division and is the interface between new and existing businesses in the borough who are looking to recruit, and those seeking employment. HEP is able to bring these opportunities to Work Programme Advisors and support clients in accessing bespoke pre-employment programmes. In addition, HPIJ works alongside Jobcentre Plus who offer a range of measures to help claimants back to work.

Skills Funding

The Government's approach to funding skills development has changed, especially over the last 12 months, and will continue to do so, placing employers much more in the driving seat of skills and qualifications funding and development. Utilising public funding for skills that meets the demands of the current and future workforce (e.g. through Skills Funding Agency) makes great business sense, but this is not something that has happened to a great extent in the past. As the pressures on public funding for skills development continue to grow, the way these funds are deployed becomes all the more critical and requires careful planning and joined up thinking.

Children & Families Bill

The Children & Families Bill is expected to become an Act during 2014. The main changes that the Bill introduces include:

- To make the statutory processes fully "family-centred"
- To enhance ways for parents and children to participate in decision-making – they must all have more say
- To provide SEN support from 0-25
- To publish a fully integrated Local Offer – a comprehensive guide to services for children & young people with SEND
- To promote the new Education, Health and Care Plans, which will replace Statements
- To facilitate joint commissioning across Education, Health & Social Care

- To enable parents, children & young people the right to ask for their own budget
- To provide greater levels of support for transition, via the Preparing for Adulthood agenda
- To promote and develop robust integrated working across all agencies
- To ensure that our children & young people with a wide-range of additional needs continue to have their needs met within their educational settings

Ofsted Framework for the Inspection of Children's Centres 2013

This framework sets out the statutory basis for Sure Start Children's Centre inspections conducted from April 2013. The three key judgements are:

- access to services by young children and their families
- the quality and impact of practice and services
- the effectiveness of leadership, governance and management.

Under this framework:

- an inspection will either be of a single centre or of a children's centre group that offers integrated services and shares leadership and management
- wherever possible and appropriate, inspections will take place simultaneously across a locality¹ where local authorities or partner organisations deliver integrated services collaboratively
- a centre that is not yet 'good', but that is not judged 'inadequate', is a centre that 'requires improvement'
- centres that are judged as 'requires improvement' will be subject to monitoring and support and will normally be inspected within a maximum period of two years and earlier if required – the timing of inspection will reflect the quality of the action plan, the individual circumstances of the local authority and the centre and will be informed by what inspectors find during their monitoring activities
- if a centre is judged as 'requires improvement' at two consecutive inspections and is still not 'good' at a third inspection, it is likely to be deemed 'inadequate'
- a centre judged as inadequate will be re-inspected within 12 months of the previous inspection – the quality of the action plan produced by the local authority in response to the inspection and its implementation will be an important feature of the re-inspection.

School Governance (Constitution) Regulations 2012

These Regulations apply alongside the 2007 Regulations where appropriate. The key features of the 2012 Regulations include:

- The Regulations allow governing bodies constituted on or after 1st September 2012 to have a minimum size of seven members¹, rather than nine as under the Constitution Regulations 2007
- The governing body should ensure that it has the skills needed to conduct the governing body's business effectively
- The method of appointing the local authority governor has been amended
- A new definition of co-opted governor has been introduced
- The role of sponsor governor has been removed.

Roles, Procedures and Allowances Regulations 2013

These came into force in September 2013. They change the existing Regulations in the following ways:

- Shorter definition of the roles and responsibilities of governing bodies and headteachers
- Provision to join meetings virtually
- Slimmed down governor allowance provisions
- Governing body must now have regard to advice from the clerk
- No restriction on the length of the term of office of the chair and vice chair
- Persons eligible to be chair and vice chair have changed
- Restrictions on delegation have been relaxed
- Restrictions on associate members have been relaxed

Legal Aid, Sentencing and Punishment of Offenders Act 2012

The Legal Aid, Sentencing and Punishment of Offenders Act 2012 received Royal Assent on 1 May 2012. The act contains a number of measures on reforming Legal Aid, as well as provisions on sentencing and reducing reoffending. These include:

Legal Aid

- retaining legal aid for cases where people's life or liberty is at stake, where they are at risk of serious physical harm, or immediate loss of their home, or where their children may be taken into care
- legal aid being made available for victims of domestic violence and child abuse
- abolishing legal aid for squatters resisting eviction and most immigration cases
- means testing all applicants including those on benefits
- retaining legal aid for Special Educational Needs cases
- abolition of the Legal Services Commission

Sentencing

- a new offence of threatening with an offensive weapon in public or on school premises
- life sentences for more serious offenders
- offenders committing serious sexual and violent offences spending two thirds of their sentence in prison rather than the half they spend under the current system
- all young people remanded in custody will have to be recognised as looked-after children by local authorities
- changes to powers to make suspended sentence orders

Reducing reoffending

- new rules on employment in prison
- deducting money from prisoners in employment while in prison to give to victims
- a crackdown on drugs in prison

ENVIRONMENTAL FACTORS

Low Carbon Economy

It is estimated that in the Liverpool City Region 12,000 additional low carbon jobs could be created over the next five years in offshore wind, micro-generation and in retrofitting business opportunities from developing the infrastructure needed to move towards a low carbon economy. Therefore, although climate change and carbon reduction is of paramount importance, the Council's focus needs to be on deriving

economic advantage from sustainable technology and similarly the financial gains from acting in an environmentally friendly manner, not least in reducing costs.

Mersey Gateway

The main objectives of the Mersey Gateway project to build a second crossing of the River Mersey are:

- to relieve the congested Silver Jubilee Bridge, thereby removing the constraint on local and regional development and better provide for local transport needs
- to apply minimum toll and road user charges to both the Mersey Gateway Bridge and the SJB consistent with the level required to satisfy the affordability constraints
- to improve accessibility in order to maximise local development and regional economic growth opportunities
- to improve local air quality and enhance the general urban environment
- to improve public transport links across the River Mersey
- to encourage the increased use of cycling and walking
- and to restore effective network resilience for road transport across the River Mersey.

The project will bring many economic benefits to Halton. These include:

- 470 permanent full-time equivalent jobs on site during the construction phase
- 4,640 permanent new jobs as a result of the operation of the Mersey Gateway, regeneration activity and inward investment
- £61.9 million a year in Gross Value Added from the new jobs by 2030, and
- it will also support sustained growth at Liverpool Ports and Liverpool John Lennon Airport and improve business productivity throughout the Mersey corridor (known as agglomeration impacts).

Minimising waste production, increasing recycling and reducing waste to landfill

Given the ongoing financial climate, and the increasing costs associated with waste disposal to landfill, a key challenge over the medium term will be to concentrate efforts to improve recycling and reduce waste production within the borough.

Recycling facilities have been extended to all properties within the borough over the last 3 years and in some areas 70% of residents make use of kerbside services. However, there are areas where participation rates remain disappointingly low resulting in a borough average of 60%.

Further work will be needed in relation to community engagement and educational activities which will be supported by the review and development of strategies and action plans relating to environmental sustainability and climate change.

Tackling Environmental Crime and promoting positive behaviours

Halton residents have consistently identified clean and safe streets as critical factors in making their neighbourhoods a good place to live. As a result, it is crucial that we continue to effectively tackle issues such as littering, fly-tipping and dog fouling.

This would involve a combination of both educational and enforcement activities at both an organisational level and through effective collaboration with key local agencies.

Liverpool City Region Transport Agenda/Local Transport Plan Block Funding

Bus operators, including community transport, are facing significant challenges through a 20% reduction in Bus Services Operators Grant and increases in fuel and insurance costs. The outcome of such pressures is likely to be further reductions in both the commercial and subsidised networks with implications for access to employment, training and leisure opportunities.

This situation will need to be monitored and efforts will need to be made to mitigate, as far as possible, the adverse impact of such pressures, particularly amongst the most deprived groups and socially excluded groups within the borough.

We continue to work with private, public and voluntary sector partners to develop our 'Routes to Prosperity' application for the Local Sustainable Transport Fund. This is a programme of co-ordinated actions and interventions, costing in excess of £5m, aimed at removing transport obstacles to employment for local residents.

If successful tailored works will promote smarter travel choices to key employment sites, reduce carbon emissions, improve safety and tackle disadvantage whilst supporting economic growth.

Road Safety and Street Lighting

The authority's success in reducing the number of people killed / seriously injured in road accidents by 70% over the past 15 years has largely been dependent upon central government grants which will no longer be available.

Additionally the LTP settlement, which helps fund Local Safety Schemes, has been reduced by 66% from almost £1.8 m to £680,000. As a consequence, future initiatives will need to be risk-based and focused upon target groups such as young drivers and motorcyclists and consequently the extent to which we can sustain our record of on-going accident reduction remains questionable.

We face a growing problem in relation to street lighting as a result of ageing stock and energy costs. A large proportion of our existing stock of over 19, 000 lighting columns are now more than 40 years old and have exceeded their 30 year design life. Additionally, with over 5,000 illuminated signs and bollards the current energy cost to the Council is approximately £1 m per year.

In order to reduce our consumption and emissions we will continue to explore savings opportunities, for example through energy efficient practices and reducing overall numbers. It has to be recognised however, that sustainable solutions will require capital investment and may result in a risk based approach being adopted in terms of the ongoing illumination of roads and footpaths.

Flood Risk Management

New statutory powers and duties will be introduced for Halton, as Lead Local Flood Authority for the area, as a result of the incremental implementation of the key provisions of the Flood and Water Management Act (2010).

In addition to the need to develop a Local Strategy, which will set out our objectives and associated timeframe, this legislation will also result in new and significant operational demands. These will include responsibility for developing and maintaining

a register of assets, approval and adoption of sustainable drainage systems on developments, and undertaking consent and enforcement role in relation to watercourses.

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	24 th February 2014
REPORTING OFFICER:	Strategic Director Children & Enterprise
SUBJECT:	Care Leavers
PORTFOLIO:	Children, Young People and Families
WARD:	Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 To provide an update on issues in relation to Halton's care leavers.

2.0 RECOMMENDATION: That the report is noted

3.0 BACKGROUND

- 3.1 The Leaving Care Act (2000) defines the duties of a local authority towards those young people who leave its care, and those duties vary depending upon their age when they entered care and the length of time they were in care.

- 3.2 There are 4 categories under the Act –

- (i) Eligible children – an eligible child is one who is aged 16 or 17, has been looked after by the local authority for a period of 13 weeks since the age of 14, and remains looked after
- (ii) Relevant children – a relevant child is one who was previously an eligible child but who is no longer looked after and is under the age of 18
- (iii) Former relevant children – former relevant children are those young people who have reached 18 but not 21 and were eligible and/or relevant prior to becoming 18. However, if someone is being helped with education or training they remain a former relevant child to the end of their agreed programme, even if that takes them past the age of 21.
- (iv) Qualifying children – a qualifying person is one who is at least 16 but under 21, was in care prior to the making of a Special Guardianship Order and was 16 or over at the time that order was made.

- 3.3 While the local authority's general responsibility to care leavers extends until they are 21, or beyond if they continue into higher education, a young person who ceased to be eligible to receive services at 21 can return to the local authority to request additional support if they return before their

25th birthday and wish to pursue further education and training.

- 3.4 Depending upon their category, the leaving care services provided to the young people can include pathway planning, assessment and review; financial support; accommodation; provision of a Personal Advisor; assistance with employment; education and training; advice and guidance.
- 3.5 In Halton, care leaving services are currently being provided to 66 young people, the majority of whom are former relevant children.
- 3.6 The key challenges in respect of all care leavers continue to be to ensure that they have appropriate accommodation and engage in EET opportunities. Considerable work has been done in recent years to ensure that the options available to them have increased.
- 3.7 Against the government's performance indicator, just one care leaver was in unsuitable accommodation in December 2013 (custody) compared to 92% who were in suitable provision.
- 3.8 The number of care leavers who are engaged in EET activities can fluctuate depending upon their individual circumstances and the issues they are facing. In December 2013, 63% of care leavers were engaged in EET. This represented a slight reduction on the previous quarter's figures (75%) and was due to a number of young people being unable to sustain work or learning due to a range of personal issues including ill health, pregnancy or childcare, emotional stability.
- 3.9 More recently, the changes to the benefits system are also having an impact on care leavers, particularly in relation to the availability of one bedroomed properties in the Borough and in relation to the benefits claim system. Work will continue in these areas.
- 3.10 Alongside the revised pledge to children in care, a charter for Care Leavers has also been approved (Appendix 1). Based on a nationally developed charter, the Halton version was consulted on with care leavers who added some additional comments to it. These are highlighted in yellow.
- 3.11 A 'Moving on' booklet has also been re-issued to care leavers to explain some of the services available to them when they leave care. In future, both the charter and the booklet will be issued to all young people as they enter into planning for leaving care.
- 3.12 Each young person who has been in the care of the local authority is entitled to a leaving care/setting up home grant when they leave care. This has recently been increased to £2,000 per care leaver, in line with national recommendation.
- 3.13 In light of the revised Ofsted framework, in which services to care leavers are a graded judgement, a Care Leavers Action Plan has developed to increase the focus on them. Consultation with care leavers themselves is

an important part of developing services.

- 3.14 Ultimately, all services offered to care leavers aim to support their smooth transition to adulthood.

4.0 POLICY IMPLICATIONS

- 4.1 Halton's policy in relation to care leavers is compliant with legislation, regulation and national guidance.

5.0 OTHER IMPLICATIONS

- 5.1 Ensuring that the needs of care leavers are met is consistent with the role of officers, members and partners as Corporate Parents.

6.0 IMPLICATIONS FOR THE COUNCIL PRIORITIES

6.1 Children and Young People in Halton

Support for care leavers is essential in ensuring that they achieve their potential and access the same opportunities as their peers.

6.2 Employment, Learning and Skills in Halton

Access to opportunities will be enhanced if care leavers feel well supported and are able to have a smooth transition into adulthood.

6.3 A Healthy Halton

If care leavers are well supported and prepared for adulthood, their health outcomes should also be improved.

6.4 A Safer Halton

Stability can impact on a young person's ability to develop as a socially aware citizen, able to protect themselves and others.

6.5 Halton's Urban Renewal

Improving the outcomes for care leavers will enhance their ability to contribute productively to the borough.

7.0 RISK ANALYSIS

- 7.1 Failure to provide appropriately for care leavers will reduce their ability to achieve.

8.0 EQUALITY AND DIVERSITY ISSUES

Improving the life chances of Care Leavers will contribute to meeting their needs and ensure that they have the same opportunities as other young people.

9.0 REASON FOR DECISION

9.1 Report to be noted.

10.0 ALTERNATIVE OPTIONS CONSIDERED/REJECTED

10.1 No alternative options.

11.0 IMPLEMENTATION DATE

11.1 Already in place.

12.0 LIST OF BACKGROUND PAPERS

Leaving Care Act (2000)	DFE	CT
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APPENDIX 1 – CARE LEAVERS CHARTER

See attached.



Department
for Education



Charter for Care Leavers

A Charter is a set of principles and promises. This Charter sets out promises care leavers want central and local government to make. Promises and principles help in decision making and do not replace laws; they give guidance to show how laws are designed to be interpreted. The key principles in this Charter will remain constant through any changes in Legislation, Regulation and Guidance. Care leavers urge local authorities to use these principles when they make decisions about young people's lives. The Charter for Care Leavers is designed to raise expectation, aspiration and understanding of what care leavers need and what the government and local authorities should do to be good Corporate Parents.

We Promise:

To respect and honour your identity

- We will support you to discover and to be who you are and honour your unique identity. We will help you develop your own personal beliefs and values and accept your culture and heritage. We will celebrate your identity as an individual, as a member of identity groups and as a valued member of your community. We will value and support important relationships, and help you manage changing relationships or come to terms with loss, trauma or other significant life events. We will support you to express your identity positively to others

To believe in you

- We will value your strengths, gifts and talents and encourage your aspirations. We will hold a belief in your potential and a vision for your future even if you have lost sight of these yourself. We will help you push aside limiting barriers and encourage and support you to pursue your goals in whatever ways we can. We will believe in you, celebrate you and affirm you. **We will seek opportunities to celebrate your achievements.**

To listen to you

- We will take time to listen to you, respect, and strive to understand your point of view. We will place your needs, thoughts and feelings at the heart of all decisions about you, negotiate with you, and show how we have taken these into account. If we don't agree with you we will fully explain why. We will provide easy access to complaint and appeals processes and promote and encourage access to independent advocacy whenever you need it.

To inform you

- We will give you information that you need at every point in your journey, from care to

adulthood, presented in a way that you want including information on legal entitlements and the service you can expect to receive from us at different stages in the journey. **We will provide this information as early as is appropriate** and keep it up to date and accurate. We will ensure you know where to get current information once you are no longer in regular touch with leaving care services. We will make clear to you what information about yourself and your time in care you are entitled to see, **including your health information. We will ensure that your personal information is safely managed and stored.** We will support you to access this when you want it, to manage any feelings that you might have about the information, and to put on record any disagreement with factual content.

To support you

- We will provide any support set out in current Regulations and Guidance and will not unreasonably withhold advice when you are no longer legally entitled to this service. As well as information, advice, practical and financial help we will provide emotional support. **We will assist you, where necessary, to access specialist health and other support services.** We will make sure you do not have to fight for support you are entitled to and we will fight for you if other agencies let you down. We will not punish you if you change your mind about what you want to do. We will continue to care about you even when we are no longer caring for you. We will make it our responsibility to understand your needs. If we can't meet those needs we will try and help you find a service that can. We will help you learn from your mistakes; we will not judge you and we will be here for you no matter how many times you come back for support.

To find you a home

- We will work alongside you to prepare you for your move into independent living only when you are ready. We will help you think about the choices available and to find accommodation that is right for you. We will do everything we can to ensure you are happy and feel safe when you move to independent living. We recognise that at different times you may need to take a step back and start over again. We will do our best to support you until you are settled in your independent life; we will not judge you for your mistakes or refuse to advise you because you did not listen to us before. We will work proactively with other agencies to help you sustain your home. **We will support you in your search for employment, education and training opportunities in recognition that this will help you to maintain your independence and achieve in life.**

To be a lifelong champion

- We will do our best to help you break down barriers encountered when dealing with other agencies. We will work together with the services you need, including housing, benefits, colleges and universities, employment providers and health services to help you establish yourself as an independent individual. We will treat you with courtesy and humanity whatever your age when you return to us for advice or support. We will help you to be the driver of your life and not the passenger. We will point you in a positive direction and journey alongside you at your pace. We will trust and respect you. We will not forget about you. We will remain your supporters in whatever way we can, even when our formal relationship with you has ended.

Signatures

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	24 th February 2014
REPORTING OFFICER:	Strategic Director Children & Enterprise
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Adoption Scorecard 2010-13
WARDS:	Borough Wide

1.0 PURPOSE OF REPORT

1.1 To inform Members of Halton's position in relation to the Adoption Scorecard, which was published on 14th January 2014.

2.0 RECOMMENDATION: The report is noted.

3.0 SUPPORTING INFORMATION

3.1 This is the third set of Adoption Scorecards produced by the DfE since May 2012.

3.2 The scorecard (Appendix 1) covers the three year period to March 2013 and therefore shifts the three year average forward from 2009-12 to 2010-13.

3.3 In the letter from Edward Timpson which accompanied the scorecard, he indicated that as the thresholds have become increasingly challenging, only 36 local authorities have been successful in meeting both thresholds on this scorecard, compared to 71 in 2012. These are -

(i) The average time between a child entering care and moving in with its adoptive family was 538 days in Halton compared to 647 nationally. This also represented a shorter average time than in 2009-12 (A1).

(ii) The average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family was 134 days in Halton compared to 201 nationally. This represented a slightly longer time than in 2009-12 (A2).

3.4 Halton has therefore met both thresholds. Only 5 authorities in the North West achieved A1 and 4 authorities achieved A2. There were however only two authorities in the region who achieved both indicators, Halton and Cheshire West and Chester.

3.5 On a national basis, Halton is ranked 22nd on threshold A1 and 24th on threshold A2.

- 3.6** Given the challenging nature of the expectations in respect of adoption performance, this is a very positive outcome for children in Halton.
- 3.7** However, as is indicated on the scorecard, the thresholds will continue to reduce over the next three years to 2016, which will be very demanding. Since the first scorecard, indicator (A1) will have reduced from 21 months to 14 months, and (A 2) will have reduced from 7 months to 4 months.
- 3.8** Information in the Adopter and Related Information sections of the scorecard appears for the first time in this one and will develop further. Some figures in respect of Halton are too small to be represented and so are suppressed for statistical purposes.
- 3.9** Over the past year, in order to assist with a range of changes in respect of adoption, the Government has provided all local authorities with an Adoption Reform Grant (ARG). Halton continues to utilise this funding to assist with recruiting additional adopters, providing adoption support and ensuring there is no delay for children. The Government has recently announced that further funding will be available for 2014-2015 but the amount is not yet known.

4.0 POLICY IMPLICATIONS

- 4.1** The Scorecards are a part of the Government's policy as outlined in the Action Plan for Adoption and reflected in subsequent legislative changes.

5.0 OTHER IMPLICATIONS

- 5.1** Strong performance is clearly in the best interests of those children for whom adoption is their plan and is also consistent with the Council's responsibility as a Corporate Parent.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

Timely long term planning for children in care will ensure the best possible outcomes for them.

6.2 Employment Learning & Skills In Halton

Improving outcomes and ensuring long term stability for children in adoptive placements will enhance their ability to achieve.

6.3 Healthy Halton

Improved outcomes will contribute to the emotional and physical wellbeing of children.

6.4 A Safer Halton

Raising the aspirations and achievements of children will contribute to positive long term options for them.

6.5 Halton's Urban Renewal

Children who live in long term stable families will be able to enhance their own and the boroughs economic environment.

7.0 RISK ANALYSIS

7.1 The key risk in not achieving the scorecard threshold is that it causes delay for children.

7.2 However, the thresholds are becoming increasingly challenging and achieving them can be impacted by a range of things including the child's complex needs, health issues, developmental concerns, the need for further assessments, court proceedings etc. Both actual and average performance can therefore be impacted by particular children and ensuring their needs are able to be met.

8.0 EQUALITY & DIVERSITY ISSUES

8.1 Improving life chances of children in care through placing them in new permanent families, will contribute to meeting the needs of this vulnerable group.

9.0 REASON FOR DECISION

9.1 Report to be noted.

10.0 ALTERNATIVE OPTIONS CONSIDERED/REJECTED

10.1 No alternative options.

11.0 IMPLEMENTATION DATE

11.1 Already implemented.

12.0 LIST OF BACKGROUND PAPERS

Action Plan for Adoption

DfE website

Christine Taylor

APPENDIX 1

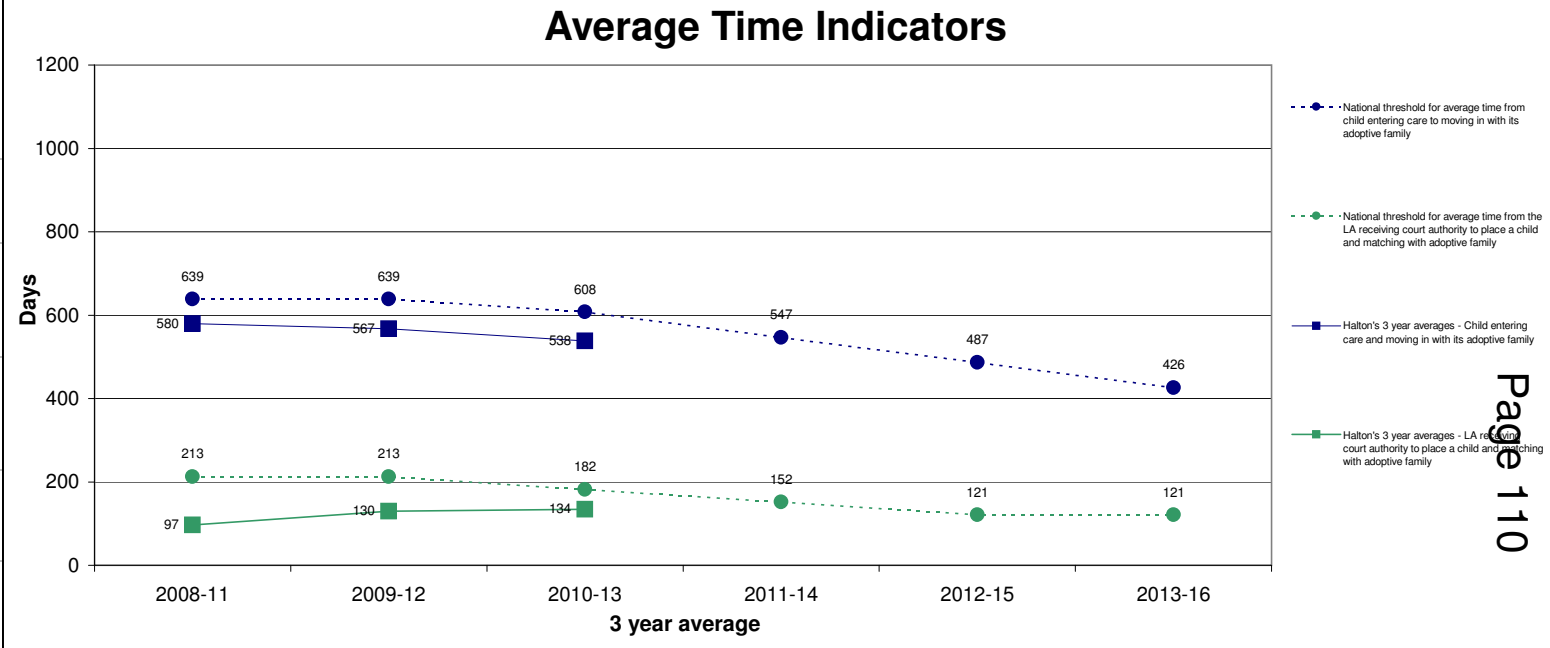
See attached.

Adoption Scorecard

Choose Local Authority ▼

Children

	Average time between a child entering care and moving in with its adoptive family, for children who have been adopted (days)	Average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (days)	Children who wait less than 20 months between entering care and moving in with their adoptive family (number and %)
LA's 3 year average (2010-13)	538	134	35 (65%)
1 year trend - Improvement from 2012 to 2013	n/a	n/a	n/a
3 year trend - Improvement from 2009-12 to 2010-13	Average time in 2010-13 was shorter than in 2009-12	Average time in 2010-13 was longer than in 2009-12	n/a
England 3 year average (2010-13)	647	210	11,360 (55%)
Distance from 2010-13 performance threshold	Threshold met	Threshold met	n/a



Adopters

	Number of approved adoptive families as at 31 March 2013	Proportion of adoptive families who were matched to a child during 2012-13 who waited more than 3 months from approval to being matched to a child
LA average	9	100
England	4,195	58

Related Information

	Adoptions from care (number adopted and % leaving care who are adopted)	Number and % of children for whom the permanence decision has changed away from adoption	Average time between a child entering care and moving in with its adoptive family. Where times for children who are adopted by their foster family are stopped at the date the child moved in with the foster family (days)	Adoptions of children from ethnic minority backgrounds (number adopted and % of BME children leaving care who are adopted)	Adoptions of children aged five or over (number adopted and % of children aged 5 or over leaving care who are adopted)	Average length of care proceedings locally (weeks)	Number of children awaiting adoption (as at 31 March 2013)	Number of applications for approval as an adopter still being assessed (not yet approved or rejected) as at 31 March 2013
LA's 3 year average (2010-13)	30 (16%)	x (x%)	486	0 (x%)	x (x%)	53	20	6
England 3 year average (2010-13)	10,540 (13%)	2,020 (9%)	545	1,600 (7%)	2,580 (4%)	51	6,890	2,506

REPORT TO: Children, Young People & Families PPB

DATE: 24th February 2014

REPORTING OFFICER: Strategic Director, Children & Enterprise

PORTFOLIO: Children and Young People

SUBJECT: Learning and Achievement Strategy

1.0 PURPOSE OF THE REPORT

- 1.1 To inform PPB of the newly developed Learning and Achievement Strategy, and to seek comments prior to implementation
- 1.2 To outline what actions are being taken to ensure the school Improvement Service is prepared in the event of an Ofsted inspection.

2.0 RECOMMENDATION: That

- (1) The PPB notes the Learning & Achievement Strategy for Halton.

3.0 SUPPORTING INFORMATION

- 3.1 The framework for the inspection of Local Authority arrangements for supporting School Improvement was published in May 2013.
- 3.2 Sir Michael Wilshaw in his 'Back to school' speech 9 September 2013, said *"The best local authorities know the future lies with outstanding heads like you, and are already using you to effect change in their area. The worst local authorities haven't yet woken up and adapted to the new educational landscape. They have failed to appreciate that increasingly autonomous Headteachers, working in local partnership are driving improvement. They don't engineer and facilitate these partnerships and are not pro-active in using their existing powers to challenge schools to do better"*.
- 3.3 Since the publication of the above framework, several local authority school improvement services have been inspected.
- 3.4 The inspection reports identify strengths particularly where local authorities have intervened successfully in schools at risk of being judged inadequate by Ofsted.
- 3.5 The key themes identified in areas for development in most inspection reports has been the lack of a well understood, strategic approach to building a sustainable model for school improvement and within it a

coherent approach for school to school support.

- 3.6 Whilst most schools in Halton where the local authority have intervened successfully understand our approach to school and setting support and intervention, schools that have never been in adverse Ofsted categories will have very limited working knowledge of our support and intervention policy.
- 3.7 Halton has used good and outstanding schools to support under-performing schools effectively through the use of National Leaders in Education, Local Leaders in Education and Headteachers of good and outstanding schools. Some of the processes in place are based on relationships and local intelligence. This now needs to be formalised
- 3.8 Since the introduction of Teaching Schools and the reduction of resources in local authorities for school improvement, the market place for school improvement services has grown and become more diverse over the last two to three years.
- 3.9 The capacity for local authorities to provide school improvement services they used to provide before the coalition government has been significantly reduced.
- 3.10 The strategy does not apply to Academies or free Schools, however should concerns arise about these schools consideration will be given about notifying the Regulator, Ofsted.

4.0 SCHOOL IMPROVEMENT CAPACITY

- 4.1 Teaching Schools were introduced by the current government in 2011. Their remit is to provide school improvement services within and outside their local authority area. In Halton, the first teaching school (The Heath) has under its wing mostly good and outstanding schools within its Teaching School Alliance. Another Teaching School (Wade Deacon) should be approved soon. In both Teaching Schools the local authority is a named strategic partner.
- 4.2 Schools within the Teaching School Alliance are responsible for offering support to other schools within the Teaching School Alliance.
- 4.3 Teaching Schools have a key role to play in school improvement. Their Role is to co-ordinate expertise from the Teaching School Alliance by using the best leaders and teachers to: (The big six)
 1. play a greater role in training new entrants to the profession
 2. lead peer to peer professional leadership development
 3. identify and develop leadership potential
 4. provide support to other schools
 5. designate and broker specialist leaders in education (SLE's)
 6. research and development

- 4.4 The local authority, in order to increase its capacity for school improvement, will work with Teaching Schools at a strategic level to secure and sustain school capacity across the local area.
- 4.5 The local authority will work with Teaching Schools in the following areas:
- developing school leadership and succession planning
 - school to school support
 - professional development for teachers and leaders
- 4.6 Such an approach will address some of the criticism levelled at school improvement services that were inspected recently. Local Authorities' School Improvement Services are often criticised for not having a coherent strategy for school to school support.

5.0 NEXT STEPS

- 5.1 The attached Learning and Achievement Strategy, once approved by SMT, will be sent to all schools. The Strategy will be available through Perspective Lite in early January 2014.
- 5.2 Following the launch period with schools, a survey (See Annex 2) with the key questions that inspectors would ask Headteachers and Governors if they were inspecting school improvement service will be sent to all schools again through Perspective Lite. This will be done early in the spring term 2014.
- 5.3 The outcomes of the survey will be used to inform our school improvement service action plan.
- 5.4 In addition, members of Children and Enterprise Senior Leadership Team will be visiting schools in the spring and summer terms 2014. For schools visited before the survey is sent out, SMT could use the survey questions to prompt discussions with Headteachers and Governors. Any post survey SMT visits to schools could focus on the gaps identified in the survey.
- 5.5 The outcomes of the survey will be analysed before the end of the spring term.
- 5.6 An action plan based on the survey outcomes and our internal self-evaluation process will be used to inform future practice.
- 5.7 The plan is to conduct a similar survey after 12 months.

6.0 Financial Implications:

- 6.1 The Council's School Improvement Services have been significantly reduced over recent years with the vast majority of funding now directly

allocated to schools. The small remaining Team will focus on the statutory responsibilities of the Council, detailed within the strategy. Whilst the Council will deliver the strategy on a cost neutral basis, it will have to rigorously prioritise service according to available resources as we go forward.

7.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

- 7.1 The above proposals will ensure that children and young people in Halton will have access to a good or better school in the local area.

8.0 RISK ANALYSIS

- 8.1 Failure to engage with schools and partners within the context defined by the Learning and Achievement Strategy could have an adverse impact on underperforming schools and the attainment and progress of their pupils.
- 8.2 Failure to prepare and/or use the framework for inspecting local authority school improvement services as a self-evaluation tool could lead to a poor rating of LA school improvement services.

9.0 EQUALITY AND DIVERSITY ISSUES

- 9.1 Implementation of the Learning and Achievement Strategy will seek to ensure that all children have equality of access to a good or better school.
- 9.2 All children and young people will have opportunities to succeed and access higher and further education.
- 9.3 This strategy will contribute towards increasing the number of young people in education and training.



Halton's Learning and Achievement Strategy

April 2014 to March 2016

DRAFT

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INTRODUCTION AND STRATEGIC VISION

Halton Borough Council and partner agencies have a commitment to excellence in Education and believe that all children and young people deserve to be educated in successful schools. By supporting and enabling strong school leadership and management and early intervention when necessary, we aim to work in partnership with schools, and Dioceses, to bring about the best possible educational outcomes for our children and young people.

Our strategy for Learning and Achievement is aligned to the priorities that have been agreed through Halton Children's Children Trust within the Halton Children & Young People's Plan (2011-14). This Plan is the key strategic document that shapes the work of all agencies working to improve outcomes for children, young people and families in Halton, who collectively come together to form the Halton Children's Trust partnership. These strategic priorities have been agreed as:

- Improve outcomes for children and young people through embedding integrated processes to deliver early intervention
- Improve outcomes for children and young people through effective integrated commissioning
- Improve outcomes for our most vulnerable children and young people by targeting services effectively

The agreed priorities of the Trust are described in detail within the Halton Children & Young People's Plan.

This Learning and Achievement Strategy is set within the context of achieving the Trust's priorities. This Strategy brings together all relevant partners within Halton Children's Trust to work in collaboration to meet the agreed aims and objectives.

EARLY HELP AND SUPPORT

A local model for early help and support has been developed known as Team Around the Family (TAF). This builds on national reviews undertaken by Professor Eileen Munro (2010), Graham Allen (January and June 2011), Dame Clare Tickell (2010) and the Rt Honourable Frank Field (2010) all highlight the importance of early help and support. A number of key issues emerged from these:

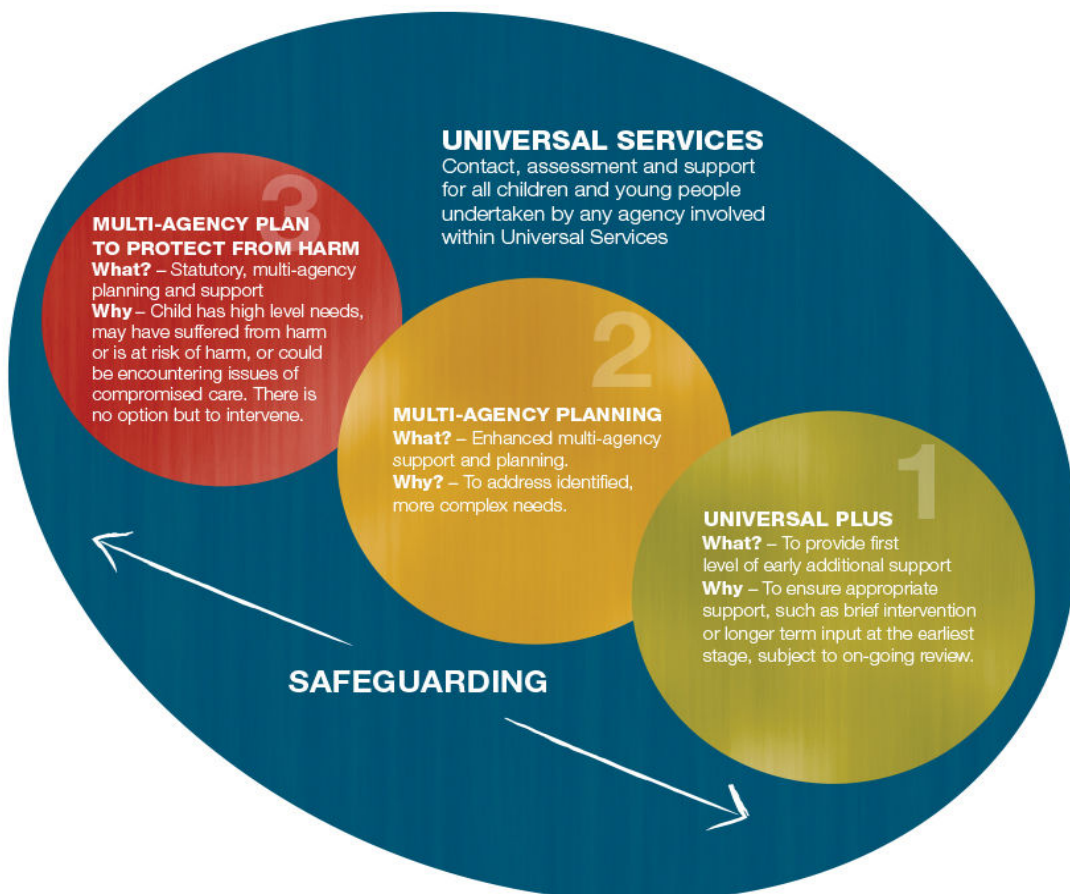
- (i) That strong early help services can help prevent needs escalating within families
- (ii) That success within early help depends significantly on needs being identified and help deployed within the first five years of a child's life
- (iii) That early help services need to be integrated and coordinated at both strategic and operational level
- (iv) That families benefit more from preventative, rather than reactive services, which is cost effective both for families and partners.

The TAF model in Halton has been fully embraced and endorsed by all partners within Halton Safeguarding Children Board and Halton Children’s Trust and Early Help & Support is a key strategic priority for both. There is a clear recognition from all partners that early identification of need and effective, well-coordinated services will help those families with additional needs in the Borough.

Halton’s Early Help & Support offer is inclusive – it is for all children, all parents and carers and all families, covering the full 0 – 19 and 0 – 25 age range as appropriate. The framework developed in Halton facilitates the integration of services and strategies for all partner agencies to form a combined early help offer for Halton.

This Learning & Achievement Strategy will play a crucial role in the continued development of TAF in Halton.

We recognise that in order to be able to intervene early, services need to be available to identify needs and support families across Halton. This is in line with the locally agreed Halton Levels of Need Framework on behalf of all agencies in Halton. The Framework aims to assist practitioners and managers in assessing and identifying a child’s level of additional needs and how best to respond in order to meet those needs as early as possible to prevent needs escalating further. The diagram below illustrates this Framework:



The broad nature of the work undertaken by colleagues in the Learning and Achievement Department to meet this Strategy means that all levels of the Framework will need to be considered within different areas of work.

LEARNING AND ACHIEVEMENT DEPARTMENT SERVICES

Halton Borough Council's Learning and Achievement Department sits within the Council's Children & Enterprise Directorate. The Department works in partnership with schools and early years settings to raise standards of attainment and achievement. Our overall aim is that no school or setting should fall into a category of concern. This work is undertaken by a team of specialists who focus on for example the curriculum, attendance, inclusion and behaviour within the different phases of education. We work together with the other departments of Children and Enterprise to achieve the best possible outcomes for all young people and to close the gap in outcomes for Halton's most vulnerable children and young people. The Department's main areas of responsibility are summarised in the boxes below:

0-19 Learning

- Early Years Foundation Stage (EYFS) and Key Stages 1 – 4 and School Sixth Form standards of achievement and attainment
- Monitoring and evaluation of the effectiveness of all schools and settings - categorisation
- Targeted support and intervention for satisfactory / requiring improvement and inadequate schools and settings
- Statutory assessment and moderation – EYFS, KS1 & K2
- Newly Qualified Teacher (NQT) registration, monitoring, quality assurance and induction programme
- Standing Advisory Council for Religious Education – statutory role around locally agreed syllabus
- Support for Head Teacher recruitment
- Head Teacher induction, leadership and succession planning
- Virtual head teacher for CiC and Vulnerable Pupils
- Education Safeguarding in schools
- Portage service
- Support for development of Music, school games and disability sports in schools

0-25 Inclusion

- Statutory assessments for pupils with Special Educational Needs (SEN)
- Statutory duties covering all areas of SEN for young people to the age of 0-19
- Provision of Additional resources and support for higher needs band of pupils including Action Plus Enhanced Provision
- Presentation of the LA case at SENDIST Appeals
- Statutory provision of Parent Partnership support to parents of children & young people with Special Education Needs
- Behaviour and attendance and Exclusions with the statutory duty to provide SEN Expert support for pupils at Exclusion Appeals
- Transition 0-19
- SEN service delivery for schools covering areas such as cognition and learning, visually impaired and hearing impaired Autism Speech Language and Communication
- Monitoring of provision and outcomes of provision for children and young people in the higher needs band of provision. This is including Special School provision, resource bases in borough, including those with academy status.
- Monitoring of provision and outcomes for pupils placed out of borough in all provision.

LEARNING & ACHIEVEMENT STRATEGIC OBJECTIVES

This Strategy is framed around the following three objectives:

- Increase the percentage of schools and Early Years settings where Ofsted judge overall effectiveness to be good or better.
- Increase the GCSE attainment for 5 or more A*-C including English and Maths
- Close the gap in attainment between vulnerable groups and their peers through early identification of need

Work in order to meet these objectives will be monitored and reported on a quarterly basis within Halton Children's Trust. The detail of how we are working to meet these objectives is contained within the appendices to this document.

Appendix A - Halton's Approach to School and Setting Support and Intervention

Introduction

It is our belief that every child has the right to succeed. At the heart of our vision is the ambition that all schools will be good or better, so that life chances for all children are improved. We value collaborative working with schools to deliver these aims. Schools have a responsibility for their own improvement and for making the best use of resources available to them. We believe that the strong partnership that exists between schools and the Local Authority, and between Local Authorities, is a valuable factor in Halton's history of successful outcomes for children and young people. This is reflected in our end of key stage outcomes, and Ofsted's judgement of school effectiveness. Standards are high and are continuing to improve. Our ambition is that all schools will be judged as good or better, and, by working collaboratively to eliminate inconsistencies in performance, we will ensure that no schools are vulnerable to falling below floor standards in the future. Our successful schools are key players in realising this ambition.

Our school improvement priorities are:

- That every school will be encouraged and supported to drive its own improvement resulting in strengthened accountability
- To ensure that no school remains below floor standards and that vulnerable schools in danger of falling below are identified in a timely manner and supported to ensure that they remain on an upward trajectory and above floor standards
- To ensure that there is sufficient leadership capacity to develop the overall effectiveness of schools to become good or outstanding

We are committed to working effectively with all schools to build capacity for school improvement through the effective deployment of the resources that are available to us, including the support of successful schools.

Collaboration

School to school collaboration is a strength in Halton and a variety of formal and informal networks exist. The Dioceses also have strong networks. Historically informal collaboration has been brokered by the LA including the identification of mentor heads, identifying and signposting good practice through the SIP role and, as appropriate, formal collaboration as part of an intervention strategy for schools causing concern. Schools will continue to be encouraged to develop their individual strengths, with system leadership development and sustainability being a key driver for capacity building and school improvement. The LA will continue to broker school to school links and will support successful schools to become a key player in school improvement. Choice and diversity will be increased through formal collaboration.

Teaching Schools

Teaching schools have a key role in school improvement. As well as offering training and support for their alliance themselves, teaching schools will identify and co-ordinate expertise from their alliance, using the best leaders and teachers to:

1. play a greater role in training new entrants to the profession
2. lead peer-to-peer professional and leadership development
3. identify and develop leadership potential
4. provide support for other schools
5. designate and broker specialist leaders of education (SLEs)
6. Research and development

The LA will work in partnership with Teaching Schools at a strategic level to increase and secure school improvement capacity across the local area. The LA will work with Teaching Schools in the following areas:

- developing school leadership and succession planning
- school to school support
- professional development for teachers and leaders

Working with the Teaching Schools we are recruiting a number of very experienced professionals to undertake the role of School Evaluation Partners (SEPs). The SEPs role will be to provide professional challenge and support to schools in Halton commissioned / brokered by Halton Teaching Schools and the LA. The SEP will act as a critical professional friend to schools to help build their capacity to improve pupils' achievement and provide challenge and support for the senior leadership team and provide an accurate and robust health check on the school's overall performance and development to governing bodies.

Improving Underperforming Schools

Despite successes, there continues to be variation in performance and quality across Halton schools. At some time or other, schools may need additional support. This support will be tailored to the school's specific circumstances and may involve a range of Local Authority Officers, and external support. The Local Authority may also act as a broker for school to school support. The level of support is determined by the School Categorisation process. The LA will offer advice to schools, based upon school categorisation, regarding the required level of support.

Halton has retained a core team of School Improvement Professionals to fulfil the strategic responsibilities for school improvement, ensuring accurate and timely identification of need and early intervention as appropriate. Whilst there will be some support provided by the central school improvement team, support will predominantly be provided through the commissioning of a range of expertise including through Teaching Schools, school to school support including National and Local Leaders of Education (NLEs /LLEs) and also through schools' access to traded school improvement services. This will enable schools to continue to access a wide range of quality assured support as required.

We will continue to learn from and extend existing models within Halton where a more creative collaborative school to school approach has been taken and has been successful.

Schools continue to have responsibility for their own improvement and for making the best use of resources available to them, including purchase of school improvement support from the market place. However, when schools fail to bring about the required improvement the LA will exercise its powers of intervention.

Categorisation of schools

Halton has always made effective use of data to categorise its schools. This approach will continue to inform levels of support, challenge and intervention (inverse proportion model). We continue to target support and challenge to address school to school variation. A range of data, including 'soft intelligence', is used to identify and monitor schools that we consider to be underperforming. This is recorded and shared with schools through our school categorisation systems.

This data includes:

- Ofsted outcomes
- analyses of Alerts and Triggers indicators
- Cross service sharing of information – Cross Service Monitoring Group (CSMG)
- DfE determined floor standards

Whilst we focus primarily upon those schools that are in an LA or Ofsted category of concern, we consider all of our satisfactory / requires improvement schools to be vulnerable. The vulnerability of satisfactory schools has been reinforced through changes to the Ofsted inspection framework, outlined by HMCI in his consultation – A Good Education for All (February 2012):

'Just over two million pupils are educated in schools judged to be 'satisfactory'. For around half of these children, that may cover the whole of their primary or secondary schooling. Children need and deserve better. Our expectation is that the quality of education for all children should be at least good. This proposal will mean that any school not providing a 'good' or better education will be deemed to be a school causing concern.' Sir Michael Wilshaw HMCI.

As a result we will continue to monitor, challenge and target support for our schools causing concern and satisfactory / requires improvement schools. Where considered necessary the LA will continue to exercise its intervention powers including the issuing of Warning Notices, provision of additional capacity on Governing Bodies, withdrawal of delegated powers and the establishment of Interim Executive Boards (IEB).

Our expectation is that schools will:

- continue to raise standards, particularly those schools that fall below floor standards
- ensure that the attainment gap is closed for vulnerable pupils
- have rigorous tracking and monitoring systems in place where assessment practice is contributing to identification, intervention and accelerated progress
- build effective system leadership through collaboration

And that our most successful schools will provide support for vulnerable schools and schools causing concern as an integral part of the LA's collective capacity for school improvement.

What school improvement services do we offer?

The 0 – 19 Division, through its school standards and effectiveness team, continues to provide a **universal** school improvement service for **all schools**. This includes:

- Link officer for all schools, time allocation based upon category
- Monitoring of all schools and settings – categorisation (gathering local intelligence to get a holistic picture of the overall effectiveness of schools)
- Statutory assessment and moderation – EYFS, KS1 and K2
- NQT registration, monitoring, quality assurance and induction programme
- Headteacher induction, leadership and succession planning
- Support for Head Teacher recruitment
- Virtual Head Teacher for Children in Care and vulnerable groups
- Education Safeguarding in schools
- Portage service
- EYFS Consultant Teacher team (including area SENCO role for private and voluntary settings)
- Music service offered through a Hub arrangement with Warrington (Accent)
- School Games Organisation, competition opportunities
- Promotion of Disability Sports
- Standing Advisory Council for Religious Education

Schools can also purchase support for data tracking through a service level agreement.

Preventative – as universal offer +

- Support and intervention for satisfactory / requiring improvement schools and settings, including brokering of school to school support
- Half-termly single school update meetings
- Additional capacity for Governing Bodies as appropriate
- Partnership reviews

Targeted – as universal and preventative offer +

- Support and intervention for schools and settings in LA or Ofsted categories of concern, serious weaknesses and special measures, including deployment of LLE / NLE as appropriate
- Additional capacity for Governing Bodies and / or establishment of an Interim Executive Board (IEB)

Approach to Support and Intervention for Schools in Halton

Introduction

The Local Authority (LA) approach is in line with the Department for Education (DfE) Revised Statutory Guidance for Schools Causing Concern. It takes account of the guidance in relation to those schools that are failing to provide an acceptable level of education to pupils and are a cause of concern.

This strategy will:

- Explain what a school can expect from the Local Authority in terms of procedures in relation to schools causing concern.
- Explain what the Local Authority can expect from a school in terms of procedures relating to schools causing concern.

The aims are:

- to show a relentless commitment to raising standards through high quality learning, teaching and leadership based on self-evaluation and self-improvement;
- to identify and disseminate best practice and challenge all schools to build upon this exemplification through collaboration
- to intervene early and establish constructive dialogue seeking self-remediation with advice but to use powers to warn schools where improvement is not sufficient;
- to use clear criteria where identifying schools causing concern, with particular emphasis on schools that are under-performing in relation to their pupil intake and general context;
- to provide a co-ordinated support from appropriate sections of the Children and Enterprise Directorate, targeted at those issues which bring about speedy improvement;
- to build the capacity of school leadership and management so that it is secure enough to generate self-improvement;
- to work in constructive partnership with Diocesan Authorities and other appropriate partners;
- to ensure that, where a school is causing concern, account is taken of the Children's Organisation and Provision data to arrive at a judgement regarding continued viability;
- to be decisive in using the full range of intervention powers if schools are not making adequate progress;
- to enable failing schools to be quickly removed from Special Measures / Serious Weaknesses and those schools requiring improvement to address issues promptly;

Academy Solutions

In May 2013 Lord Nash, Parliamentary Under Secretary of State for Schools, wrote to all Directors of Children Services stating the Department's position on schools in an Ofsted inadequate category:

As you will be aware this government has been very clear that underperformance in any school is unacceptable. We strongly believe underperformance needs to be tackled quickly and that matching a failing school with a strong Academy sponsor is the best way to bring about rapid and sustainable improvements.

As outlined in the Schools Causing Concern Guidance for Local Authorities there is a clear expectation that in cases where a school has been judged by Ofsted to have 'serious weaknesses' or require 'special measures' conversion to an Academy with a strong sponsor will be the normal route to secure improvement.

In the context of the DfE's position the LA will work with the DfE (and Diocese as appropriate) to support the identification of a suitable sponsor.

LA defined Categories of support

Halton uses an A - E categorisation system to indicate the level of support that a school may need. The categorisation of schools results from the analyses of a range of information, including standards data and Ofsted inspection findings.

There are 5 categories of support to schools:

A - High performing / outstanding schools - Universal offer and may also be providing the capacity to support other schools.

B - Good and Improving Schools Universal offer

C - Satisfactory / requiring improvement support – preventative offer, without which a school might become a cause for concern. It is essential that schools are drawn into support at an early stage and that their own evidence of performance, and the context within which they operate, is taken account of. **Schools in this category will be expected to show at least satisfactory improvement within 6 – 12 months.** As a result of reviews, or following support work in a vulnerable school, the LA reserves the right to issue a warning notice to the school, which acts as a Notice to Improve; the issue of a Notice to Improve is most likely where the response to support is showing that issues for improvement are inadequately addressed. **A Notice to Improve will directly put a school into the next category and it will be designated as a School Causing Concern (SCC).**

D - Schools Causing Concern (SCC) – designated by LA as having serious weaknesses (warning notice issued) – targeted support.

E - Formal Intervention – Ofsted designated special measures / serious weaknesses – targeted intervention in place

Where a school is in category D or E it is judged that it does not currently have the capacity to improve without support. The LA can designate a school as failing its pupils and a cause for concern equivalent to Special Measures / Serious Weaknesses without waiting for an Ofsted inspection where LA monitoring shows this to be warranted. It is the responsibility of the Operational Director for Learning and Achievement , acting on information and advice provided by school improvement officer, to place a school in a school causing concern category or to remove it from that category. Evidence that removal is justified is likely to be based on clear improvement against the criteria listed in the improvement plan and judgements will take into account the school's capacity to improve.

For schools that are either vulnerable or a cause for concern, the quality of information available is an important element in determining categorisation and the type of support required. In addition, a clear process is needed to enable support to have impact. The aim will be to share the evidence with Headteacher, governors and, as appropriate, others in the school community. Problems can arise in schools gradually or very rapidly when a number of complex problems occur simultaneously.

Information that will define vulnerability or trigger a cause for concern

Achievement

Pupil data showing attainment, progress and performance over time, including in relation to DfE determined floor standards. Critically, it will be used to check if the school is in the bottom percentile on one or more key performance indicators. It will be scrutinised to see if the school is in a declining trend for the second or subsequent years on a number of indicators. Significant underachievement by a large proportion of pupils or particular groups of pupils will be taken into account, especially in the core subjects and in relation to value added. There will also be consideration given to the school's effectiveness in closing the gap for vulnerable groups and the effectiveness of the school's use of pupil premium.

Inclusion and pupil behaviour and safety

- Poor attendance and behaviour not dealt with adequately by the school
- Significant shortcomings in provision for pupils with Learning Difficulties and Disabilities (LDD)
- Concerns regarding the safeguarding of pupils
- Matters of health and safety which place individuals at serious risk of harm
- Significant concerns regarding inclusive practice.

Leadership and Management

- The effectiveness of leadership and management as judged against Ofsted criteria and taking account of the capacity to improve
- The quality of school self-evaluation and improvement planning
- The quality of performance management and continuous professional development
- The quality of internal relationships which might be poor where there is a breakdown in communications, morale or a sense of coherent direction
- Financial information including evidence of financial misconduct or neglect
- Levels of sickness absence and staff turnover

- Consistent failure to discharge statutory duties.

Quality of Teaching

- The quality of teaching particularly where there are significant amounts of inadequate teaching – normally 10% or more
- How well learners acquire new knowledge and skills and make progress in lessons and over time
- The quality of assessment including the effective use of information to track pupil progress, set targets and improve learning
- The quality of the curriculum including its relevance, breadth and balance, taking account of the aptitude and abilities of the pupils
- The equality of opportunity provided for all pupils to learn and make progress in relation to their capabilities.

Other Evidence

- Significant levels of harassment or racial tension
- Gross misconduct resulting in quantifiable incapacity to effectively deliver the curriculum which prejudices the future viability of the school
- A less than satisfactory response to previous support and insufficient progress in addressing areas for which this support was given
- A high level of concern / complaints raised by parents / carers in the local community

Schools will be classed as a cause for concern when there are significant weaknesses in a combination of the above key factors. Information is drawn from a number of sources including:

- Standards data
- Ofsted information
- Cross Service Monitoring Group
- Partnership reviews including direct observation

Partnership Review

The nature of a partnership review will vary according to the issues at the school. Not all reviews will include observation of teaching and learning as the evidence on this might be clear and this might not be the area that requires improvement. Overall the process is:

Audit and review to gather evidence and establish priorities for support

This will comprise of a joint LA / School review where a team of school improvement and other officers where appropriate, establish with the school an evidence base of the key issues faced and, consequently the support required. This will comprise:

- Pre-review commentary shared with school setting out evidence and key questions
- A review in the school to gather first hand evidence
- A post-review report to the Headteacher and governors

This review will draw on: the schools use of self-review tools, SEF, Ofsted and other appropriate documentation. Evaluations will be shared with the school and school self-review information will form an important part of this process as it indicates the school's capacity to

improve, Review will be co-ordinated by a LA adviser and in consultation with the SIP and school leadership.

Planned improvement support

A Raising Achievement Plan (RAP) will be agreed between the school and the LA. This should complement the School Development Plan (SDP). It will set out the key objectives to be achieved, actions to be undertaken, success measures, professional development needs, timescales and resources to be allocated. The Senior School Effectiveness Officers and Strategy Managers will ensure that any support provided following the review is coherent and co-ordinated.

Monitoring and evaluation of agreed success against the RAP with progress reported to governors at least once each term. The School Adviser will monitor and assess the impact of any support, taking into account the RAP and the success criteria within it. The likely areas to be **reviewed** and **supported** are set out below but reviews will vary according to school needs and circumstances and will depend on progress against action plan objectives:

a. Achievement

Account will be taken of performance over time, in relation to targets and contextual value added indicators. Particular consideration will be given to pupils at risk of underachieving, vulnerable pupils (including Children in Care) and those with LDD. Attendance will be taken as a key indicator.

b. Leadership and Management

The evidence to evaluate leadership and management will come from SIP notes of visit, the school self-review, Ofsted reports or from Joint LA / School review. Where a Joint LA / School review evaluates leadership, it will be based on Ofsted criteria. The criteria for leadership apply to all of those with leadership responsibilities: Headteacher, Governing Body, Senior Management and others as appropriate. A key task will be to support the capacity-building for improvement. This will be especially important where there has been significant change in leadership or where there is a long-term absence of key staff or workforce pressures such as recruitment and retention.

c. Learning and Teaching

The aim of this support will be to improve the quality of learning and teaching, throughout a school, at a Key Stage or in particular subjects or year groups. Evidence to evaluate the quality of learning and teaching will come from school self-review, SIP reports (where commissioned), Learning and Achievement department notes of visits (NOVIS) Ofsted reports and Joint LA / School review. In judging the quality of learning and teaching, Joint LA / School review will take account of Ofsted criteria. Teaching will be evaluated in terms of the impact it has on learning.

d. Behaviour and Safety

Evidence that might generate support would come from analysis of attendance and exclusion data. The support will be provided by the Attendance and Behaviour service.

Cross Service Monitoring Group (CSMG)

The remit of the group is to ensure that timely intervention and support results in a reduction in the number of schools in (or approaching) a category of concern. The role of the CSMG is:

- To provide a cross-service forum for the sharing of intelligence in relation to schools, including good practice and areas of concern, in order to ensure an holistic view of the school's overall effectiveness.
- To encourage and facilitate productive networking across and beyond teams
- To develop, implement and monitor a system of alerts and triggers to support the categorisation of schools in line with the Halton Strategy for Support and Intervention
- To provide support for schools that have been identified as vulnerable or causing concern - to work collaboratively as a 'team around the school'
- To provide an update on developments in schools and where relevant to monitor progress towards removal from a category of concern

The LA Cross-Service Monitoring Group (CSMG) checks the progress of all vulnerable schools and SCC to enable decisions to be made which schools move in and out of these categories, taking account of the triggers and information listed above.

- The CSMG meets each term; it consists of senior officers and service leads
- The CSMG will give particular consideration to Vulnerable Schools and SCC but will also review provision of other schools at the recommendation of the Operational Director (Learning and Achievement Service)
- Prior to CSMG meetings, the LA will gather evidence of the type set out above and this will form the basis of information taken to the CSMG
- Following meetings of the CSMG, schools will be informed of categorisation changes by the Operational Director (Learning and Achievement)
- The progress of SCC will be discussed on a regular basis at Children and Enterprise SMT meetings
- Progress of SCC will be reported to the Members Policy and Performance Board
- It is anticipated that open exchanges of information and on-going dialogue should ensure that situations rarely occur where the school does not agree with the category of concern in which it is placed. However, where the Headteacher and / or the Governing Body do not agree that there are concerns at the level indicated, the Operational Director (Learning and Achievement) will visit the school and clarify the nature and degree of concern.
- The aim will always be to seek early and constructive dialogue with the Headteacher, Chair of Governors and, as appropriate, the full Governing Body or Sub-Committee.

Where a school is a cause for concern, it will receive a commensurate amount of support, challenge and monitoring, including Joint LA / School review as appropriate, which will be reported to the Governing Body.

Formal Warning Notice

The move to formal warning / intervention will apply in rare circumstances. It is relevant only to those schools with significant concerns that fail to address their responsibilities, despite extensive support having been provided by the LA. The decision to move to this level will be taken after full consultation with the school and other appropriate authorities. In making the decision, the LA will seek to establish whether the situation at the school is at least comparable in seriousness to a finding by Ofsted of Special Measures.

The LA is committed to working with schools to secure improvement, but will comply with its duty to undertake formal intervention, including, where appropriate, the appointment of additional governors, suspension of the delegated budget, federation and closure.

A school becomes '*eligible for intervention*' – the term used in the Education and Inspection Act 2006 to denote schools subject to the spectrum of intervention powers – if the governing body has received a formal warning and has failed to comply with it to the Local Authority's satisfaction.

The Local Authority must have provided reasonable written notice to the governing body that intervention is being contemplated. When a notice is issued, it must inform them of their right to appeal to Ofsted within the initial period of 15 working days. The school can avoid intervention if Her Majesty's Chief Inspector (HMCI) decides not to confirm the warning notice following representations from the governing body.

The governing body has a further period of 15 working days to respond appropriately to the warning notice starting immediately after the initial period or when HMCI confirms the notice if an appeal has been made.

Warning notices will only be used where there is evidence to justify both the LA's concerns and the school's reluctance to address these concerns through a professional dialogue with the Local Authority within a reasonable timeframe.

Issuing a warning notice

Once the grounds for issuing a warning notice have been established, the Local Authority will set out their concerns in writing to the governing body. This written notice must include:

- a. The reasons for issuing the warning notice, including references to the quantitative and qualitative evidence the authority has used in deciding to issue the notice
- b. The action the Governing Body needs to take in order to address the concerns raised
- c. The action the Local Authority is considering if the Governing Body do not comply satisfactorily with the warning
- d. The date when the 15 working-day compliance period will come to an end
- e. A reminder to the Governing Body that they may appeal to Ofsted within 15 working days if they feel that the grounds for issuing the warning notice are not valid or that the action proposed if the school fails to comply is disproportionate

The Local Authority must send the warning notice to the Governing Body of the school and copy the notice to the Headteacher, HMCI at Ofsted, and the appropriate appointing authority for church, foundation or voluntary schools.

Appealing against the warning notice

The Governing Body of a school that has received a warning notice can appeal to Ofsted under section 60(7) of the Act, if it believes that the Local Authority has:

- issued the warning notice without sufficient objective evidence, or;
- proposed action that is disproportionate to the scale of the issues facing the school.

The appeal must be made in writing within 15 working days of receipt of the warning notice. It should be sent to the Regional Divisional Manager at Ofsted, and copied to the LA.

The written appeal may contain, as appropriate:

- why the governors disagree with the grounds for the warning notice; or
- why the governors consider the action proposed by the authority is disproportionate to the scale of the issues facing the school; or
- a combination of both the above

Role of Ofsted

- Ofsted will send an e-mail to the school, copied to the Local Authority, acknowledging receipt of the appeal.
- Ofsted may request additional documentary evidence; if such evidence is requested, it should be supplied within 5 working days.
- Ofsted will scrutinise the evidence provided, and may also examine other relevant documents (e.g. the school's Ofsted report, RAISE online data, and the Local Authority's Joint Area Review report).
- Ofsted may make its judgment based on written evidence alone, if the documentation is sufficiently comprehensive. In some circumstances, for example if there is insufficient written evidence to reach a decision, Ofsted may inspect the school.
- Ofsted will decide either to uphold or reject the appeal, and will communicate this decision in writing to the school and the LA.

Supporting Information

Context and legislation

Schools Causing Concern Guidance for Local Authorities

Part 4 of, and Schedule 6 to, the 2006 Act set out that a school causing concern is one which is “eligible for intervention”. This is where:

- performance standards and safety warning notice has been given (section 60) and the school has failed to comply;
- teachers' pay and conditions warning notice has been given (section 60A)¹ and the school has failed to comply;
- a school requires significant improvement (section 61);
- a school requires special measures (section 62).

Where a school is eligible for intervention there are a number of powers the local authority or the Secretary of State may use to drive school improvement. These interventions are set out in sections 63-66 of the 2006 Act in respect of local authorities and sections 67 to 69 in respect of the Secretary of State. Local authorities must give reasonable notice in writing to the governing body that they propose to exercise their powers under any one or more of sections 63 to 66.

<http://www.education.gov.uk/aboutdfe/statutory/g00192418/scc>

This is statutory guidance given by the Department for Education, on behalf of the Secretary of State, relating to schools causing concern.

Section 72 of the Education and Inspections Act 2006 places a statutory duty on all local authorities in England, in exercising their functions in respect to schools causing concern as set out in Part 4 of the 2006 Act, to have regard to any guidance given from time to time by the Secretary of State. Local authorities must have regard to this guidance.

What legislation does this guidance relate to?

- School Standards and Framework Act 1998
- Education and Inspections Act 2006 (“the 2006 Act”)
- Apprenticeships, Skills, Children and Learning Act, 2009 (ASCL Act)
- The School Governance (Transition from an Interim Executive Board)(England) Regulations 2010 (Transition Regulations)
- Academies Act 2010
- Education Act 2011

Key points

- This guidance provides information, on the legislative requirements for intervening in schools causing concern. All those using this guidance, particularly local authorities, who must have regard to it, should also be familiar with the actual wording of the legislation to which this guidance relates, in particular Part 4 of, and Schedule 6 to, the 2006 Act. This legislation has been amended by several, subsequent Acts, including recently changes made by the Education Act 2011.

- For the purposes of this guidance “schools causing concern” are not just those schools “eligible for intervention” within the meaning of Part 4 of the 2006 Act but are also those about which the local authority has other serious concerns, such as those consistently below the floor standards where the local authority may want to consider using their intervention powers and give those schools a warning notice.

A local authority may be directed “to consider” giving a performance standards and safety **warning notice** in the terms specified in the direction, if the Secretary of State thinks there are reasonable grounds for the local authority to do so and:

- the local authority have not given a warning notice to the governing body; or
- the local authority have done so, but in inadequate terms; or
- the local authority have given a warning notice to the governing body but Ofsted have failed or declined to confirm it; or
- the school has become eligible for intervention, but the period of two months following the end of the compliance period has ended.

A school will be “eligible for intervention” if they have not complied with a warning notice or where they require significant improvement or require special measures.

Where schools are eligible for intervention local authorities may exercise their powers to:

- i. require the governing body to enter into arrangements;
- ii. to appoint additional governors;
- iii. to suspend the delegated authority for the school's budget;
- iv. to appoint an Interim Executive Board

A. Local Authority Powers of Intervention

i. To require the governing body to enter into arrangements

Section 63 enables a local authority to require a school which is eligible for intervention to enter into arrangements with a view to improving the performance of the school. The local authority may give the governing body a notice requiring them:

1. to enter into a contract or other arrangement for specified services of an advisory nature with a specified person (who may be the governing body of another school)
2. to make arrangements to collaborate with the governing body of another school
3. to make arrangements to collaborate with a further education body or
4. to take specified steps for the purpose of creating or joining a federation.

ii. The appointment of additional governors

Section 64 enables a local authority to appoint additional governors where a school is eligible for intervention. The local authority is likely to appoint additional governors when they would like a school to be provided with additional expertise and may appoint as many additional governors as they think fit. In the case of a voluntary aided school where the local authority have exercised the power to appoint additional governors, the appropriate appointing authority in relation to that school may appoint an equal number of governors to those appointed by the local authority.

iii. The appointment of an Interim Executive Board (IEB)

Section 65 of the 2006 Act enables the local authority to apply to the Secretary of State for consent to constitute the governing body as an IEB in accordance with Schedule 6 to the 2006 Act. An IEB can be used to accelerate improvement in standards and attainment and provide challenge to the leadership of the school to secure rapid improvement or where there has been a serious breakdown of working relationships within the governing body of the school.

iv. The suspension of delegated authority for the governing body to manage a school's budget.

Section 66 of the 2006 Act enables a local authority, by giving the governing body of the school notice in writing, to suspend the governing body's right to a delegated budget. This applies where a maintained school is eligible for intervention and the school has a delegated budget within the meaning of Part 2 of School Standards and Framework Act 1998. A copy of the notice to suspend the right to a delegated budget must be given to the headteacher of the school and the governing body. If the local authority has appointed an Interim Executive Board (IEB), it cannot suspend the school's right to a delegated budget.

B. Secretary of State Powers of Intervention

Where schools are eligible for intervention the Secretary of State has the power to:

1. appoint additional governors;
2. appoint an Interim Executive Board,
3. make an academy order
4. direct the local authority to close a school.

1. Power to appoint additional governors

Section 67 of the 2006 Act allows the Secretary of State to appoint additional governors at any time a maintained school is eligible for intervention; the Secretary of State may appoint any such number of additional governors as he sees fit. Before making any appointment, the Secretary of State must consult:

1. the local authority
2. the governing body of the school
3. in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority and
4. in the case of any other foundation or voluntary school, the person or persons by whom the foundation governors are appointed.

The Secretary of State may pay any governor appointed such remuneration and allowances as is considered appropriate. Where the Secretary of State has exercised this power, the local authority may not exercise their power to suspend the governing body's right to a delegated budget. In contrast to the local authority's power, the legislation provides that a voluntary aided school is not authorised to appoint foundation governors for the purpose of outnumbering the other governors appointed by the Secretary of State.

2. Power to provide for the governing body to consist of interim executive members

Under Section 69 of the 2006 Act the Secretary of State may require the governing body of a school to be constituted as an IEB in accordance with Schedule 6 to the 2006 Act where the school is eligible for intervention. Before this power can be exercised the Secretary of State must consult:

1. the local authority
2. the governing body of the school
3. in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority; and
4. in the case of any other foundation or voluntary school the person or persons by whom the foundation governors are appointed.

This requirement to consult does not apply if the local authority has already done so or if an academy order has effect in respect of the school.

3. Power to make an Academy Order

Section 4 of the Academies Act 2010 permits the Secretary of State to make an academy order in two circumstances: firstly, on the application of a school's governing body under section 3; or secondly, if the school is eligible for intervention within the meaning of Part 4 of the 2006 Act .

If an academy order is made in respect of a school, the Secretary of State must give a copy of the order to:

- a) the governing body of the school;
- b) the head teacher; and
- c) the local authority.

Following the making of an academy order, the governing body must consult on whether the school should be converted into an academy before the school becomes an academy.

4. Power to direct the closure of a school

Section 68 enables the Secretary of State to direct a local authority to cease to maintain a school where that school is eligible for intervention by virtue of it requiring special measures only. This will usually be done where there is no prospect of the school making sufficient improvements. Before this power can be exercised the Secretary of State must consult:

1. the local authority and the governing body of the school
2. in the case of a Church of England school or a Roman Catholic Church school the appropriate diocesan authority
3. in the case of any other foundation or voluntary school the person or persons by whom the foundation governors are appointed and
4. such other persons as the Secretary of State considers appropriate.

If the direction to close a school has been given, the local authority will be expected to meet any costs of terminating staff contracts and make appropriate arrangements for the pupils continuing education, whether in a replacement school, or through transition to an alternative school.

Associated resources

- **Academies Act 2010**
- **Apprenticeships, Skills, Children and Learning Act 2009 (amended the 2006 Act)**
- An Act to make provision for apprenticeships, education, training and children's services.
- **Education and Inspections Act 2006**
- **Education Act 2011 (amended the 2006 Act)**
- **School Governance (Transition from an Interim Executive Board) (England) Regulations 2010**
- Download the School Governance Regulations 2010 from the Opsi website.
- **School Standards and Framework Act 1998**
- The 1998 School Standards and Framework Act contains provisions for schools and nursery education. This covers further education for young people at school, and in FE institutions across the UK.

Appendix B – Halton’s Approach to the Inclusion of Children and Young People with Special Educational Needs 0-25

INTRODUCTION

The purpose of this document is to describe progress in establishing an ethos of inclusive learning for children and young people with additional learning needs in Halton. It will describe what work has been undertaken in shaping service provision within the borough. It will also highlight the areas which require further development in ensuring Halton establishes Early Help, Support and intervention through a graduated approach and where Special Educational Need (SEN) provision is no longer seen as an ‘add on’ but as part of an overall strategy to facilitate and promote the learning opportunities and improved outcomes of all children and young people in Halton.

Halton Children and Young People Plan (2011-2014) highlights the Trust’s overall vision to build stronger safer communities which are able to support the development and learning of children and young people so they grow up feeling safe, secure happy and healthy and ready to be the future of Halton. The approach will continue to maintain a focus and strong emphasis upon “narrowing the gap” in attainment and achievement for those most at risk to achieving poor learning outcomes. Provision to meet needs will be delivered across a continuum that supports Inclusion as an acknowledged right for all children and young people in Halton within the spirit of Presence Participation Achievement and Attainment (PPAA.) The support to PPAA lies within the structure of the Inclusion Division 0-25. The delivery of support is outlined within a series of Service Planning encompassing the following:

- Attendance and exclusion Behaviour support and alternative provision
- Educational Child Psychology
- Statutory Assessment
- Enhanced Provision
- Cognition and Learning
- Progression and outcomes
- Social Communication and Autism
- Hearing Impairment
- Visual Impairment
- Medical & Physical needs

PRESENCE:

Is concerned with where learners are educated and whether they attend regularly and arrive punctually. In line with Government policy, we believe wherever possible, all learners should be enabled to receive their education in a mainstream setting

PARTICIPATION

Is concerned with the equality of educational experiences of all learners. It includes their feelings of involvement and value. It also concerns listening to their views of the quality of the services they receive

ACHIEVEMENT and ATTAINMENT

Is concerned with the learning outcomes across the whole curriculum, including activities inside and outside of the classroom and therefore judgements should be made on holistic attainment and progress of pupils but not solely on the basis of test and examination results.

The Children and Enterprise Directorate, with partner agencies, has endeavoured to establish structures and relationships with a range of professionals, agencies, organisations including schools and settings through regular consultation. The existence of a Strategic Trust Board has provided solid foundations upon which to further develop inclusive learning and improved outcomes for children and young people with additional needs in Halton. Halton's approach to the Inclusion of Pupils with Special Educational Needs and disabilities is embedded within the aims and priorities of The Children and Young People Plan. This graduated approach aligns closely to **The Early Help Strategy and Halton's Levels of Need Approach to early intervention** (see page 3 of this Strategy).

The Early Help Strategy

This strategy embodies the principle that all agencies work together with children and families to deliver early help and support through a think family approach to ensure a positive impact upon all individuals within the family.

NATIONAL CONTEXT

- The SEND Green Paper 2011
- The Children & Families Bill 2013
- The new Code of Practice

The SEN Review 2010 and subsequent Reforms encased within the Children and Families Bill 2013, recommends wholesale change in the delivery of support to children and young people with SEN and additional needs 0-25. Implementation is required by September 2014. It is acknowledged that this is a complex task, and will require continued commitment from all partners over the coming months and years in developing: Education Health and Care Plans (EHC Plans) Personalised Budgets and a local offer that demonstrates a range of provision, responsive to the continuum of need experienced by children and young people within the borough and which can strengthen conditions for further "narrowing the gap" in attainment and achievement.

Therefore this document must be viewed as an enabling approach, where agencies work together with children and families to ensure positive outcomes upon individual children and young people within the family

The goals of the GREEN PAPER

- replacing SEN statements and Learning Difficulty Assessments (for 16- to 25-year-olds) with a single, simpler 0-25 assessment process and Education, Health and Care Plan from 2014
- providing statutory protections comparable to those currently associated with a statement of SEN to up to 25 in further education – instead of it being cut off at 16
- requiring local authorities to publish a local offer showing the support available to disabled children and young people and those with SEN, and their families
- giving parents or young people with Education, Health and Care Plans the right to a personal budget for their support
- introducing mediation for disputes and trialing giving children the right to appeal if they are unhappy with their support.

The legislation would draw on evidence from 20 local pathfinders set up in September 2011. The

HALTON CONTEXT

It is essential that factors combine to ensure that retained services and outreach support should be supportive of the family, and settings, staffing and systems as well as providing direct support to children and young people. Only then can Halton deliver a programme of personalised learning that embodies the flexible curriculum so outcomes for children and young people with LDD are improved.

Halton has embraced the key objectives in

- *Early intervention through improved early years provision and through reduced reliance on statements in mainstream schools, through the Introduction of Enhanced Provision Support*
- *The develop of specialist provision and services*
- *Ensuring a continuum of provision embracing both special and mainstream schools*
- *Improved monitoring accountability and self-evaluation by schools.*

In attempting to deliver this programme Halton has:

- **Built increased confidence in schools** to use the totality of resources open to them when managing the diversity of learning needs within their school community. In doing this we have **seen a reduction in the number of requests of statutory assessments in the borough and a reduction in the overall percentage of pupils with statements.** As a result of this reduction in statutory assessments we have been able **to re-invest the savings in earlier intervention such as School Action Plus Enhanced and the further development of Specialist Provision, responding to identified need within the Borough and supporting the local offer.** This has supported children in all settings, including pre-school
- **Monitored the learning outcomes of the most vulnerable learners and succeeded in narrowing the gap. The gap is continues to narrow and therefore it is clear that reduced statements in the borough has not had a detrimental effect on pupil achievement**
- **In Halton, we have developed a focus on services to ensure that all children in Halton are able to access inclusive, high quality provision across all key stages.**
- **All settings are supported and developed to ensure good excellent opportunities that lead to improved outcomes for children and young people. Children and families are supported through a graduated approach by universal as well as targeted services**

- **Advice and support can be offered on a preventative basis**, this includes outreach support from special school settings, and specialist resourced bases thereby making the best use of specialist provision including special schools and delivering outreach support on a locality footprint.
- **Within Halton, systems are embedded to support young children with additional and exceptional need in private and voluntary settings**, using Early Intervention Grant funding. This ensures equality of support across all learning provision and settings within Halton.
- We maintain the capacity building and training that has resulted in the reinvestment of funding. This has seen a **significant reduction in the number of pupils with ASC educated in special schools outside the borough**.
- We ensure that all **savings are reinvested and recycled to meet the needs of pupils with additional needs earlier**
- **We maintain a structure that requires the views of the child** to be obtained through increased practice of Person Centred planning and reviewing with significant emphasis upon the voice of the child. This is accessed through a range of strategies, including advocacy and photo voice.
- **We strive to embed the practice of early help and intervention and align Inclusion Learning Practices with The Early Help Strategy in Halton.**
- **We remain committed to the Every Disabled Child Matters Pledge**
- **Acknowledged that we need to continue to focus under provision** to ensure the implementation Section 3 of the Children and Families Bill 2013 to ensure that we deliver a good local offer that facilitates the inclusion of children and young people with a wide range of Special Educational Needs 0-25 wherever possible within borough provision.
- **Recognised we must, wherever possible, take the resource to the child to meet identified learning needs.**
- **Closing the gap is seen as a priority** within Halton and therefore is embedded within Halton's Children and Enterprise Directorate Plan and The Early Help Strategy.
- Recognise that the labels of SEN and LDD can become barriers to achievement as they look at concerns and problems, which prevent or alter learning. **Good practice in SEN and LDD should be good practice for all children.**

EDCM pledge for Local Authorities is:

Families with disabled children to have ordinary lives

Disabled children to matter as much as all other children

Disabled children and their families to be fully included in society

All disabled children and their families to get the right

Primary and Secondary Resource Bases are

centres of expertise that will be sufficiently resourced and staffed to support children young people and schools both in the base. These bases can

Halton still needs to

- **progress the development of an integrated approach** to services for children with LDD specialist activities across agencies.
- **Implement the recommendations outlined in section 3 Children and Families Bill 2013 and ensure readiness to undertake the duties of the intended Act**
- **Keep the practice and delivery of support from resource bases under annual review to ensure that they are flexible in their approach to outreach as well as** to provide a small number of children and young people with full time education and **develop awareness of purpose and the expertise of resource bases** and the cohort of children and young people these bases are able to support, specifically low incidence needs.
- **Continue to build partnerships** with schools which are based on trust and respect for the expertise and knowledge of all partners engaged in delivering the Green paper agenda
- Continue to support and **develop cross agency training.**
- **Develop the strategic coordination of all existing outreach support services** to avoid duplication
- **Promote the use of Halton's Integrated Commissioning Framework within all educational settings** to aid transparency and the continued provision of good quality services that provide value for money.
- **Continue the development of systems and process that encourage evidence based needs assessment.** Thus enabling a transparent process for the application of additional support and resources to facilitate earlier intervention. This will be based on an inclusive model of managing the needs of all children.

WHAT WE WANT TO ACHIEVE

We recognise that the relationship between all agencies and organisations working with children and young people with additional needs is key to implementing the recommendations of the Children and Families Bill 2014 enforcing outcomes focussed planning and “closing the gap”. No single agency can manage in isolation as each aspect has something unique and valuable to offer.

Collective objectives are:













- **To ensure the Implementation of the recommendations of Section 3 of Children Families Bill 2013**
- **Education, Health and Care Plans** to replace statements and extended from 0-25
- LAs to produce a **Local Offer** giving information on what services are available locally
- Parents to be offered **Personal Budgets**
- Parents to be offered **Mediation** before going to Tribunal
- **School Action and School Action Plus** to be reduced to a single category
- Improve the levels of educational achievement and attainment for pupils with additional need who may be at risk of underachievement.
- Maximise opportunities for all pupils to be educated in mainstream schools alongside their peers and to recognise this as their entitlement
- Provide Specialist provision to facilitate and promote inclusive practice, in particular develop processes that ensure the voice of the child is represented in the design, delivery and planning for inclusive learning in Halton.
- Ensure pupil needs are met early and effectively in line with a graduated approach and that there is an integrated approach to services for children with additional needs and their families
- Monitor SEN resources including those held by the Local Authority and those delegated to schools to ensure that they are allocated consistently and efficiently
- Work in Partnership with parents and carers and other agencies to deliver the Early Help and Support Model and the undertake the duties identified in the Children & Families Bill 2013 and Act 2014
- Promote and maintain partnership with all agencies to ensure pupils with the most complex needs have access to Education Health and Care plans that are personalised, outcomes focussed and have the voice of the child/young person at the centre.

HALTON LOCAL AUTHORITY SCHOOL IMPROVEMENT SATISFACTION SURVEY

[Back](#)
[Save & Exit](#)
[Submit](#)

Please answer the following questions in relation to your school. The final 2 questions are just for those rated Outstanding or Good at the last Ofsted Inspection. You can add a grade and a comment against any of the questions as well as an overarching comment at the bottom if you wish. If you have any questions or comments, please contact Steve Nyakatawa at steve.nyakatawa@halton.gov.uk

Issued By: Halton
Date Issued: 18/10/2013
Deadline: 18/11/2013

	KPIs		Comments	Unavailable
Please rate the Local Authorities knowledge of your school, your performance and the standards your pupils achieve:	1		<input type="text"/>	<input type="checkbox"/>
- How effective is the performance data provided by the LA for use to inform your school self-evaluation?:	1-4		<input type="text"/>	<input type="checkbox"/>
- How confident are you that LA officers understand the context of your school and its performance?:	1-4		<input type="text"/>	<input type="checkbox"/>
Please rate how well the LA measures to support and challenge your school are meeting those needs:	1		<input type="text"/>	<input type="checkbox"/>
- How would you rate the LA's categorisation process?:	1-4		<input type="text"/>	<input type="checkbox"/>
- How would you rate the rationale for differentiated support?:	1-4		<input type="text"/>	<input type="checkbox"/>
Please rate the impact of the Local Authority Support and Challenge over time to help your school improve?:	1		<input type="text"/>	<input type="checkbox"/>
- How would you rate the LA's ambition for school improvement in Halton?:	1-4		<input type="text"/>	<input type="checkbox"/>
- How effective is the LA in clearly articulating this ambition?:	1-4		<input type="text"/>	<input type="checkbox"/>
- How effectively is this built upon the trust and credibility of senior officers?:	1-4		<input type="text"/>	<input type="checkbox"/>
For Outstanding & Good schools, please rate how well the Local Authority is making use of your school's strengths to help others improve?:	1		<input type="text"/>	<input type="checkbox"/>
- How would you rate the LA's effectiveness in promoting and engaging with sector led improvement, including school to school support?:	1-4		<input type="text"/>	<input type="checkbox"/>

Please add any **further comments** to your census return here:

* Is a required KPI

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	24 February 2014
REPORTING OFFICER:	Strategic Director Policy & Resources
SUBJECT:	Performance Management Reports for Quarter 3 of 2013/14
PORTFOLIO:	Resources
WARDS:	Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 To consider, and raise any questions or points of clarification, in respect of performance management for the third quarter period to 31st December 2013.
- 1.2 Key priorities for development or improvement in 2013-16 were agreed by Members and included in Directorate Plans, for the various functional areas reporting to the Board as detailed below:
 - Children and Families Services
 - Learning and Achievement
 - Children's Organisation and Provision

The report details progress against service objectives and milestones and performance targets and provides information relating to key developments and emerging issues that have arisen during the period.

2.0 RECOMMENDED: That the Policy and Performance Board

- 1) Receive the third quarter performance management reports;**
- 2) Consider the progress and performance information and raise any questions or points for clarification; and**
- 3) Highlight any areas of interest and/or concern where further information is to be reported at a future meeting of the Board.**

3.0 SUPPORTING INFORMATION

- 3.1 Departmental objectives provide a clear statement on what services are planning to achieve and to show how they contribute to the Council's strategic priorities. Such information is central to the Council's performance management arrangements and the Policy and Performance Board has a key role in monitoring performance and strengthening accountability.

4.0 POLICY IMPLICATIONS

4.1 There are no policy implications associated with this report.

5.0 OTHER IMPLICATIONS

5.1 There are no other implications associated with this report.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Departmental service objectives and performance measures, both local and national are linked to the delivery of the Council's priorities. The introduction of a Thematic Priority Based Report and the identification of business critical objectives/ milestones and performance indicators will further support organisational improvement.

6.2 Although some objectives link specifically to one priority area, the nature of the cross - cutting activities being reported, means that to a greater or lesser extent a contribution is made to one or more of the Council priorities.

7.0 RISK ANALYSIS

7.1 Not applicable.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Not applicable.

9.0 LIST OF BACKGROUND PAPERS UNDER SECTIONS 100D OF THE LOCAL GOVERNMENT ACT 1972

Not applicable

Directorate Performance Overview Report

Directorate: Children and Enterprise Directorate

Reporting Period: Quarter 3, Period 1 October 2013 – 31 December 2013

1.0 Introduction

This report provides an overview of issues and progress within the Directorate that have occurred within Quarter 3. The way in which traffic light symbols have been used to reflect progress to date is explained within the Appendix (section 8).

Please note initials have been provided to indicate which Operational Director is responsible for the commentary to aid Members, as requested by the Children and Young People Policy and Performance Board. A key is provided at the end of the report in Appendix (section 8).

2.0 Key Developments

2.1 Property Services (Operations) (WR)

The proposed improvement works to Lowerhouse Lane Depot following an Health & Safety Executive visit have now commenced on site with the demolition of the former welfare block and archive store and the refurbishment of the workshop welfare facilities. The main resurfacing works will commence on site in January 2014.

Planning approval has now been obtained for the proposed Travellers site on Warrington Road in Runcorn. Works are continuing with the procurement process with works anticipated to start on site in the new year, completion being due in the Autumn of 2014.

2.2 Employment Learning and Skills (WR)

The Final Efficiency Review report was produced and the Board agreed that all core council monies be removed from the Division, with the recommendation that the division becomes self-financing.

The first of 3 Good Practice case studies relating to the ELS Division was published on the Ofsted website in November 2013, recognising the outstanding employability provision.

2.3 Business Improvement & Growth - Investment Enquiries (WR)

The number of investment enquiries for the 2013 calendar year (306) is greatest since 2004 and represents an improvement since the onset of the global recession in 2008.

2.4 Contact, Advice & Referral Team (CART) (TC)

The CART Team set up three dates to present the CART procedures to multi-agency audience. The first date was attended by over 100 professionals, and the same numbers are expected at future dates. The team has now added capacity. Firstly from 20th January the contact centre began loading children's contacts. It is anticipated this will give the CART social workers more time to screen contacts as their time will not be spent loading the information. Secondly the team has increased to 4.5 social workers. This should increase the social workers capacity to complete screening.

2.5 OFSTED inspections (TC)

Edinburgh Road Residential Children's Home were subject to inspection in November 2013 and were rated as Good.

Inglefield Residential Short Break Unit for Children with disabilities has been rated for the fourth successive year as Outstanding by Ofsted during their inspection in December 2013.

2.6 Stakeholder Involvement (AMc)

There have been significant developments around involvement and engagement of parents, carers and young people through some of the activities listed below; e.g.

- Active Halton Family Voice Group and linkages in Children's Centre and community centre settings
- Newly established Involve Group for young people as well as parents and carers that is already making a difference across a range of work including the Children and Young People's Plan, Participation Strategy and within commissioning
- Parent participation in the Halton Levels of Need development
- Special Educational Needs (SEN) reform – parents attending task and finish groups
- Our Healthy Halton project and event that was initiated by young people, parents and carers work will be included in the new Joint Strategic Needs Assessment
- Front door model through the Early Help and Support (EHAS) group had parent involvement
- Child and Adolescent Mental Health (CAMHS) service development
- Clinical Commissioning Group (CCG) 'have your say' events

Over the past two years there has been a significant shift in the view of stakeholder involvement. It has moved from being an afterthought to participation being thought of at planning stages. For example, times and days of meetings are arranged so that stakeholders can attend. There is more use of focus groups, representatives and stakeholder led activities to engage and gather views. Stakeholders that have been involved have fed back that their opinion felt valued and that language and approach was generally accessible.

2.7 Missing from Home (AMc)

There have been several changes to the collection of data from Cheshire Constabulary and the Catch 22 commissioned service, with further developments planned for 2014. It has been agreed to continue with Catch 22 as the current provider to deliver the missing from home services across Cheshire until March 2015. The Pan-Cheshire Missing from Home Protocol will be refreshed in Spring 2014, in line with the proposed new Department for Education guidance that will include a process for children and young people that are absent.

Catch 22 as the missing from home and care service has links to Child Sexual Exploitation (CSE) support and have introduced a part time post for six months from September 2013 to support the CSE agenda. This will be based mainly around awareness raising and to assist with the development of the co-ordination of intelligence for the operational group feeding in the Local Authority and Police to build up the picture of CSE locally.

2.8 Alternative Provision Consultation (AMc)

To coincide with the recent amalgamation of the Key Stage 3 and Key Stage 4 Pupil Referral Units (now The Bridge School), the alternative provision offer within the borough is being reshaped. A number of task and finish groups looking at areas of work, such as consistency of recording and reporting, have met and recommendations from the groups are being reported to the Alternative Provision Strategy Group at the end of January 2014.

2.9 Halton Children and Young People's Plan 2014-17 and Children's Trust Priorities (AMc)

The Halton Children and Young People's Plan (CYPP) is the agreed joint strategy of the partners within the Halton Children's Trust. It details how they will co-operate to improve children's well-being. It represents Halton's local vision and aspirations for children and young people in the borough, and provides strategic direction and determines how the Children's Trust Board will work together to commission services to address locally identified needs and better integrate provision.

The existing CYPP is in place until March 2014 and work is underway to develop a new plan from April 2014 onwards. This work is being led by a multi-agency task and finish group of Halton Children's Trust. Updates are provided to all stakeholders throughout the process, together with opportunity to be involved in its development. The CYPP will be developed around the following three priorities that have been agreed by Halton Children's Trust Board members;

- **Working together to** deliver in a joined up way to make sure children and their families get the right help at the right time (Early Help and Support)
- **Working together to** plan and fund outcome focused services for children and families, that deliver high quality services that are value for money (Integrated Commissioning)
- **Working together to** focus services towards the needs of our most vulnerable children, young people and families to 'close the gap' by improving health and education outcomes.

The development of the new plan is being undertaken with the involvement of young people as outlined in 2.6 above.

2.10 The Children and Families Bill (SN)

The Bill is expected to become law in Spring Term 2014 and key aspects will come into force from September 2014. The key changes include;

- Makes statutory processes fully 'family centred'
- Enhance ways for parents and children to participate in decision making
- Provide SEN support from 0-25 years
- Publish a fully integrated Local Offer, a comprehensive guide to services for children and young people with SEND
- Promote the new Education, Health and Care Plans, which will replace Statements
- Facilitate joint commissioning across Education, Health and Social Care
- Enable parents, children and young people the right to ask for their own budget
- Provide greater levels of support for transition, via the Preparing for Adulthood agenda
- Promote and develop robust integrated working across all agencies, and,
- Ensure that our children and young people with a wide range of additional needs continue to have their needs met within their educational settings.

The Learning and Achievement Service department is working with a number of agencies to ensure that Halton is prepared for the implementation of the Bill. The changes will be far-reaching and the process of getting ready to implement the changes is taking shape. There are currently five active task and finish groups up and running, each focusing on key areas of the reforms. Alongside the work of the groups, there are also Operational and Strategic groups completing the full governance structure.

2.11 School Improvement Link Officer Support (SN)

The reintroduction of the link officer role to all schools has been well received. This is as planned supporting us in our monitoring role, and the support brokerage of school to school support.

2.12 Ofsted inspections of Local Authority School Improvement Services (SN)

Colleagues in Learning and Achievement service are continuing to use the Ofsted inspection framework and criteria for judging effectiveness to support their self-review. The school improvement strategy has been refreshed and following the required approval will be launched with schools in April 2014. A survey of schools will also be undertaken to gauge their views around the effectiveness of Halton's school improvement offer.

3.0 Emerging Issues

3.1 Property Services (Operations) (WR)

We have now started to look at income generation from our corporate building stock linked to the move to agile working which is having the effect of freeing up space. This is an area that we will be increasingly focussing on in the future as there is an opportunity to generate a significant amount of income. The Department of Health have now moved into Rutland house. This reflects a proactive approach to sharing our accommodation, an example of which is working with the Clinical Commissioning Group (CCG) who have previously moved into Runcorn Town Hall. We are also currently in discussions with other public sector partners with a view to them taking some space in Rutland House.

2.2 Employment Learning and Skills (WR)

If successful with the Department of Work and Pensions (DWP) Community Work Placement programme application, additional staffing would be required as the contract would involve working with many hundreds of new customers.

A Jobs Fair for Work Programme returners will take place on 23 January at Riverside College (led by Job Centre Plus) and the division will have a presence at this event.

Now that the efficiency review has reported the 'to be' findings, a Divisional restructure will be undertaken in Quarter 4, which will involve some staff being placed at risk and possible redundancies. It will also mean that some services currently delivered by the division will cease.

The proposals for how the new European monies will be spent will need to be finalised in Quarter 4.

A number of city region wide events relating to apprenticeships will take place in March and June of 2014. Planning for these events will be required and support from partners, schools and employers will be needed.

3.3 OFSTED Inspections (TC)

Children's Centres

On 14 and 15 January 2014, Halton Lodge and Halton Brook Children's Centres were inspected as a group. The feedback from inspectors was that they would be graded as Good in all judgement areas. Publication of the report is awaited at the time of writing this report.

3.4 Children subject to a Child Protection Plan (TC)

The number of children subject to child protection plans continues to rise, and significantly the data shows the number of children subject to plans in the Runcorn area is significantly higher than in the Widnes area. The reason for the increase requires further analysis, but the level brings us into closer alignment with our statistical neighbours.

3.5 Children in Care (TC)

The number of children in care continues to rise with increases in children aged 5-11 and 12-15 in particular. This brings challenges in terms of resourcing appropriate placements for children and young people with challenging and complex behaviour. The rate per 10,000 is still lower than our statistical neighbours but is increasing. This pattern of increase in children in care is also being reported regionally.

3.6 Raising the Participation Age (RPA) (AMc)

The current Liverpool City Region (LCR) contract for the delivery of Information, Advice and Guidance services and the Tracking of 16-18 year old (19+ for those with lifelong learning difficulties and disabilities) young people ends 31 March 2014. Effective transitional arrangements are required across the LCR to ensure the successful changeover of services and that the impact on frontline support for young people is minimal. In conjunction with LCR authorities, Halton has procured a new web-based tracking system to track young people into education, employment and training as part of the statutory duties. The LCR are currently in the procurement process for engagement and careers provision to fulfil its statutory duty to encourage, enable and assist young people to participate in education or training.

3.7 Increase in Sixth Form provision (AMc)

The Heath School in Runcorn and Ashley School in Widnes will deliver post-16 provision from September 2014. In addition, Sandymoor Free School will soon have post-16 provision and Hope Corner Academy has had an application to temporarily increase the schools registered age range approved. The increase in provider base raises the issue of the breadth of the offer in relation to the 16-19 Study Programmes and the sustainability of small sixth forms.

3.8 Universal Free School Meal Capital (AMc)

The Department for Education have allocated £240,170 Universal Infant Free School Meals Capital Funding for LA maintained schools. The Policy, Provision and Performance Division are currently working with schools to identify capital expenditure in readiness for the Universal Free School Meal entitlement from September 2014 whereby all schools will be in a position to provide a hot lunch to all infant children (years Reception, Year 1 and Year 2). A priority of need matrix has been identified where kitchen and dining facility works are required to cope with the additional demand, and will be subject to Executive Board approval.

3.9 Efficiency Review of Learning and Achievement (SN)

The Learning and Achievement service is part way through an efficiency programme review. Until the review is completed and recommendations shared there are a number of vacant key posts including a School Standards and Effectiveness Officer, and the Divisional Manager for Inclusion which cannot be recruited. Whilst statutory duties are being fulfilled within the required timescales, vacancy management is an issue for the department.

3.10 Pupil Premium for Children in Care (SN)

The Department for Education allocate pupil premium funding for children in care using the Children Looked After Data (SSDA903) return completed at the end of March annually. This however, does not take into account any newly accommodated children during the year until the next financial allocation. In Halton, there has been an increase in the numbers of children in care (as reported above in 3.5) which has now put a strain on the local authorities ability to provide the full amount for each child in our care. This has left a shortfall of £21,300 for the year. As there is no method for drawing down additional funding from the Department for Education, this will inevitably impact on how both the local authority as Corporate Parents and schools can improve the educational outcomes of our children in care.

As part of the new developments linked to the Children and Families Bill (see 2.10 above), the pupil premium for children in care is changing. From 2014, the name will be Pupil Premium Plus, and the money allocated will rise to £1,900 with the eligibility extended to include those who have been in care for one day or more, those adopted and those who leave care under a Special Guardianship order or a Residence order.

Whilst this is positive in terms of the increased amount per child and recognition of the fact that the needs of children who leave care do not change overnight, the method of allocation of the money to the local authority will remain the same. The impact of rising numbers of children in the eligibility cohort will continue to put pressure on the funding available for schools and local authorities to improve the educational outcomes of all children.

New guidance will be issued on the role of the Virtual Headteacher and the Pupil Premium Plus once the Bill has received Royal Assent. Following publication of this guidance, and based on the current years budgetary pressures, it will be necessary to review how this funding is allocated to each child and school.

4.0 Risk Control Measures

Risk control forms an integral part of the Council's Business Planning and performance monitoring arrangements. During the development of the 2013/14 Business Plan, the service was required to undertake a risk assessment of all key service objectives with high risks included in the Directorate Risk Register.

As a result, monitoring of all relevant 'high' risks was undertaken during Q2 reporting with no issues to report.

5.0 Progress against high priority equality actions

The Council must have evidence that it reviews its services and policies to show that they comply with the Public Sector Equality Duty (PSED) which came into force in April 2011. The PSED also requires us to publish this information as it is available.



As a result of undertaking a Departmental Equality Impact Assessments no high priority actions were identified for the Directorate for Quarter 3 2013/14.

6.0 Performance Overview

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

Driving economic prosperity

Key Milestones



















Ref	Milestones	Q3 Progress
EEP 02	Deliver the BID Year 1 action plan by March 2014	
EEP 03	Deliver Work Programme via sub contract arrangements to Prime Contractors A4E and Ingeus Deloitte in line with the contract	

Supporting Commentary

EEP02: All outputs associated with BID Year I Action Plan are on programme and on budget. (WR)

EEP03: Job Start and Job Outcome targets for Ingeus were achieved against most customer group except customer group 6 – ESA customers. Job Start and Job Outcome targets were not achieved for A4e. A formal notice to improve was received from A4E in November 2013. A performance improvement plan was submitted and approved by A4e to increase performance by 31 March 14. (WR)

Key Performance Indicators

Ref	Measure	12/13 Actual	13/14 Target	Q3	Current Progress	Direction of Travel
DIS LI 05	Number of inward investment enquiries per annum	246	180	233 (cumulative)		
DIS LI 06	Inward investment enquiry conversion rate percentage	15%	10%	26%		
SCS ELS 01	Number of active enterprises within the Borough	2715	2715	2775		
SCS ELS 02	The proportion of business diversity in the following sectors: Knowledge Economy, Superport, Low carbon/green, Visitor economy	26.3%	26%	27.03%		
SCS ELS 03	The number of people classed as self-employed	6.2%	6.5%	6%		
SCS ELS 04	Reduce the proportion of people with no qualifications	11.5% Jan to Dec 2011	11.5%	12.1% (Jan to Dec 2012)		
SCS ELS 05	The proportion of people achieving NVQ Level 4 and above	24.5%	24.0%	24.5% (Jan to Dec 2012)		
SCS ELS 07 NI 152	The percentage of people registered unemployed and seeking employment (JSA Claimants)	5.2%	4.8% (March 2014)	4.0%		
SCS ELS 08	The percentage of the working age population claiming out of work benefits	16.87%	17%	15.1%		

Supporting Commentary

DISLI05: The number of investment enquiries for the 2013 calendar year (306) is greatest since 2004 and represents a significant rebound since the onset of the global recession in 2008. During quarter 3 there were 66 enquiries. (WR)

DISLI06: The upward trend in investment enquiries is reflected in the number of conversions which, at 46 in 2013, is the highest level since 2001. (WR)

SCS ELS01: This is the latest data released on 3rd October 2013 which is a snapshot of the Inter Departmental Business Register (IDBR) taken on 12 March 2013. To download and view the current data in excel format, click on the link below, the Information is taken from: (table B1.1)
<http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-313744> (WR)

SCS ELS02: The latest data released on 3rd October 2013 is a snapshot of the Inter Departmental Business Register (IDBR) taken on 12 March 2013. To download and view the current data in excel format, click on the link below, the Information is taken from: (table B1.1)
<http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-313744> (WR)

The following standard categories have been chosen as a proxy for these priorities:

- Professional, Scientific and Technical
- Information and Communication
- Transport and Storage

SCS ELS03: HBC does not own this NI data. The latest data available from ONS relates to 2011/2012. However, 15 learners accessing HPIJ's Enterprising Halton service have become self-employed during Quarter 3. Quarter 2 is the latest data available for July 2013 at 6% based on the Local Economic Assessment HBC, which is marginally down compared to the same period for 11/12 at 6.4%. (WR)

SCS ELS04: HBC does not own this NI data. However, 51 learners have achieved full Functional Skills qualifications from Quarter 1 to Quarter 3. The latest data available (Jan to Dec 2012) is 12.1% which is an increase from 11.5% compared to the same period in 2011. Source: ONS annual population survey from www.nomisweb.co.uk (WR)




SCS ELS05: HBC does not own this NI data which is only available from the Skills Funding Agency 18 months after learners achieve the qualification. The latest data available (Jan to Dec 2012) is 24.5% which has marginally increased from 24% compared to the same period in 2011. Source: ONS annual population survey from www.nomisweb.co.uk (WR)

SCS ELS07: The number of people on JSA in Q4 was 3233, which is 4%. This is nearly 1000 less people compared to the same time last year and is 187 fewer residents than were claiming last quarter. (WR)

SCS ELS08: The number of the working age population claiming out of work benefits (JSA, ESA and lone parent benefit) in Q3 was 12,243, which is 15.1% and demonstrates the direction of travel is positive. This is good performance in comparison to the same quarter last year of 17.11%. (WR)

Integrated Commissioning

Key Milestones

Ref	Milestones	Q3 Progress
COPS1	Complete the Childcare Sufficiency Assessment (CSA) and implement the action plan to ensure sufficient provision in all areas and age groups	
COPS1	Ensure that priorities in capital spend are in line with the Government guidance and agreed by all representative bodies	
COPS2	Evaluate and monitor the sustainability of current school provision following the transfer of maintained schools to academies and the introduction of Free Schools, working in partnership with all schools to ensure diversity for parents by March 2014	





Supporting Commentary

COPS1 The 2014 Childcare Sufficiency Assessment review will take place in quarter 4 and a report will be produced by April 2014. This will include an updated action plan. Key actions are to continue to identify two year old free entitlement places for 2013/14 and 2014/15 and to work with the three and four year old free entitlement providers in the Upton Children's Centre reach area to increase provision. Officers continue to work with key stakeholders and partners on those actions to ensure sufficient provision in all areas and across all age groups. (AMc)

£355,916 of capital has been provided by the Department for Education to ensure that Halton has sufficient capacity to deliver the increase for eligible two year olds to receive their free early years entitlement. Early Years providers had bids for expenditure totalling £313,467 approved by Executive Board and Full Council, subject to Senior Management Team approval these supported projects will increase place capacity for the two year old free entitlement by 186 places in areas of highest demand. (AMc)

COPS2 The Local Authority has received an academy order for St Augustines Roman Catholic Primary School. At the time of writing this means the local area has one special school, three secondary schools and three primary schools with academy status. Building work continues on the development of the new Sandymoor Free School. (AMc)

Key Performance Indicators

Ref	Measure	12/13 Actual	13/14 Target	Q3	Current Progress	Direction of Travel
SCS CYP15 (NI112 adjusted)	Under 18 conception rate, percentage change from 2009 baseline (58.9 rolling quarterly rate)	41.5 Rolling quarterly average rate	56.3 Rolling quarterly average rate	37.9 Rolling quarterly average rate		
SCS CYP07	Rate of CYP admitted to hospital for substance misuse from 2010/11 (22.7 rate per 10,000 baseline)	6.7	N/A	N/A	N/A	N/A
SCS SH04	Reduce the number of Young People who repeatedly run away in Halton	623	N/A	See below	N/A	N/A
SCS CYP09	Percentage of maintained educational settings with overall effectiveness of Good or Outstanding	74%	84.5%	75%		

SCS CYP15: A reduction in the rate has been seen comparing quarter on quarter, and the same time last year. Halton's rate is 8.4% below the statistical neighbour average and fifth lowest within the statistical neighbour group. (AMc)

SCS CYP07: Latest published data is 2012/13. Local data is showing that the numbers have dropped for admissions specifically due to alcohol and substance misuse in under 18s. There has been a reduction of 32.15% from 2011/12 to 2012/13. (AMc)

SCS SH04: Data quality issues have been identified; therefore numbers presented here should be used as an indication only at this stage. Cheshire Constabulary has seen a 27% reduction in the number of episodes of young people reported during this quarter in comparison to the previous quarter, although children missing from care has increased by four incidents. The commissioned service has also seen a reduction in young people and a reduction in the number of repeat young people across home and those in care. (AMc)

SCS CYP09: This is a reduction of two schools on the same period last year. Some schools inspected several frameworks ago have found the increased rigour of the new framework particularly challenging. (SN)

Child's Journey through the Continuum of Need

Key Milestones

Ref	Milestones	Q3 Progress
CFS2	Further develop opportunities to integrate and co-locate teams by partner agencies by March 2014	
CFS2	Embed integrated services further within Department, Directorate and Halton Children's Trust by March 2014	
CFS2	Statement on new Level of Needs framework and family assessment programme to be implemented after the launch April 2012	
CFS3	Implement the new social work assessment and planning model in line with deadline required	
CFS3	Effectively implement the new Framework for the Assessment of Children in Need and the changes to Working Together to Safeguard Children	
CFS1	Evaluate the impact of the management trainee programme for aspiring managers, with the aim of increasing candidates by September 2012	N/A

Supporting Commentary

CFS2: The new framework for a service model for delivery has now been agreed by the Children's Trust in December 2013 and a project group is underway to deliver implementation. There are potential HR issues across agencies which may impact on the deadline for implementation. (TC)

Guidance on Halton's new levels of need has been published and sent to partners across the Trust. Individual presentations have been made to key stakeholders, for example, GPs. (TC)

CFS3: The single assessment is now embedded in practice, the performance in relation to single assessments is monitored by principle managers on a weekly basis. (TC)

CFS1: This will form part of the new service model. (TC)

Key Performance Indicators

Ref	Measure	12/13 Actual	13/14 Target	Q3	Current Progress	Direction of Travel
CFS LI02	Percentage of Single Assessments authorised within 45 working days	N/A	N/A	92% (Q3 only)	N/A	N/A
CFS LI03	Number of multi-agency interventions (e.g. CAF) which are in place and operating	318	250	242		
SCS CYP12	Improve the identification of Special Educational Needs at School Action and School Action Plus	19.7%	20.2%	17.9%		
SCS CYP8	Percentage of referral to social care where there is evidence of multi-agency planning in the previous 12 months	11%	N/A	11.3%	N/A	

CFS LI02: The performance in relation to the single assessment is monitored on a weekly basis by principle managers; each manager receives a weekly report that shows how many days an assessment has been open. Quarter 3 performance indicates that 92% of Single Assessments were authorised within 45 working days. (TC)









CFS LI03: The number of CAFs have continued to reduce, however this indicator needs to be revised to take into account other methods of providing a multi-agency intervention for a family at Level 2 on the Level of Needs framework. This will need to improve however as research indicates the impact of early intervention on the numbers of children entering care. (TC)

SCS CYP12: Halton is exceeding expectations as schools are being more discerning about the identification of special educational needs in line with the guidance. (SN)

SCS CYP08: 34 children and young people referred during the quarter have had evidence of CAF in previous 12 months. (TC)

Improving opportunities for our most vulnerable young people

Key Milestones

Ref	Milestones	Q3 Progress
CFS4	Continue to implement the appropriate action plan from the multi-agency Children in Care strategy (2011-14) by March 2014	
LAS1	Review the performance of all schools and Early Years settings with a specific focus on those currently graded as satisfactory/requiring improvement by October 2013	
LAS1	Evaluate the outcomes of school inspection through the School Development Panel, and summarised within the Ofsted summary reports, to ensure that learning resulting from the inspection process is effectively shared with schools on an on-going basis.	
LAS2	Conduct analysis of school performance data and ensure appropriate deployment of School Improvement support for identified schools and settings, including school to school support as appropriate	
LAS3	Through data analysis RAG rate schools with end of Key Stage attainment gaps between Free School Meals pupils and their peers and identify areas of need and support required by December 2013	
LAS3	Analyse, evaluate and report on attainment and achievement outcomes for pupils identified as part of the Virtual School for Vulnerable Groups, including Children in Care, by December 2013	
LAS3	Analyse the levels of absence, including persistent absence, across all phases on a termly basis	
COPS1	Review and improve the quality of childcare provision, in particular child minders through targeted training and support by August 2014	

Supporting Commentary

CFS4 Actions continue to be implemented and reviewed at the Children in Care partnership Board. (TC)

LAS1, LAS2, LAS3: The performance of all schools is monitored as new data becomes available. Following the publication of 2013 test and assessment outcomes a detailed analysis of school performance has been undertaken. Ofsted outcomes are included as part of the dataset, as well as feedback from Early Years Consultant Teachers (EYCT) and school improvement officers. In providing levels of support the categorisation of private and voluntary settings is undertaken by EYCT. This is an ongoing process with categories subject to change depending on the context of the setting.

Over the last 12 months the EYCT's have focussed on child development and have linked the stages of development to observations. Further training around observation, planning and assessment cycle has up-skilled practitioners in planning next steps to meet individual children's needs. Extensive work has introduced the concept of tracking the attainment and progress of cohorts and individual groups. Managers and senior leaders are using this information to plan early interventions as needed. Ofsted have recently been focussing on this tracking and cohort analysis. Settings who have not been as proactive to introduce the tracking have found themselves receiving an inadequate judgement from Ofsted. This knowledge is being shared and further support work is being carried out with settings to emphasise the importance of early help to improve outcomes for young children.

Following the publication of un-validated 2013 test and assessment outcomes a detailed analysis of school performance has been undertaken. This has enabled officers to benchmark performance of schools end of key stage performance and progress against national outcomes. This feeds into the categorisation process for schools.

Following the initial completion of the school categorisation process for 2013 in October and further refresh of categories was carried out in December 2013 based on the most recent RAISE online and Ofsted inspection judgements. Proposals for category changes will be shared at the January cross-service monitoring group meeting and schools will be informed of any changes to categories and invited to discuss. A schools category is used to determine the amount of local authority support that will be deployed to a school. This includes the brokerage of support from high performing





schools including Local and National leaders of Education and Governance and the support of specialist leaders in education.

The Operational Director for Learning and Achievement attends the regular meetings of the School Development Panel, providing an opportunity to carefully monitor schools' experiences of the inspection process, areas for celebration and areas for development. Head teachers recently inspected share their learning and experiences with other heads at the Primary Head teachers meeting. This feedback has been highly valued by both Head teacher and local authority colleagues.

Activity to analyse, evaluate and report on the attainment and achievement of outcomes for vulnerable groups including Children in Care is undertaken as part of the full analysis of data. Children in care have had some priority areas chosen as a result of the analysis; Early Years Literacy and Maths, Writing and Maths at Key Stage 1, Reading, Writing and Maths combined at Key Stage 2 and English and Maths for Key Stage 4. (SN)

COPS1 Level 2 Safeguarding Training has been delivered to all Childminders. Satisfactory childminders have been targeted with support visits and additional training. A programme of Safeguarding and Welfare Audits has been targeted at After School Clubs who had a satisfactory grading which is now being rolled out to all settings. (AMc)

Key Performance Indicators

Ref	Measure	12/13 Actual	13/14 Target	Q3	Current Progress	Direction of Travel
SCS CYP16	Percentage of Children in Care achieving expected outcomes at KS2 and KS4	100% KS2 60% KS4	N/A		See below	
SCS CYP03	Proportion achieving 5+GCSE A*-C including English and Maths	59%	56%	62%		
SCS CYP10	Achievement gap at Key Stage 2 English and Maths FSM and peers	13%	12%	14%	N/A	N/A
SCS CYP11	Achievement gap at Key Stage 4 FSM and peers	31.9%	24%	25.2%		
SCS CYP01	Early Years Foundation Stage	54.1%	N/A		See below	
SCS CYP14	The percentage of children with Statements of Special Educational Needs or receiving enhanced provision achieving levels or sub-levels of progress	86.2% English 79.6% Maths	N/A		See below	
SCS CYP02	Proportion achieving level 4 Key Stage 2 Reading, Writing and Maths	N/A	N/A	78%	N/A	N/A

SCS CYP 16: Due to changes in the way the subject indicators have been calculated it is not possible to compare to previous years. Looking at the performance between Halton children and the overall population the gap has closed for those children achieving level 4 in Reading, Writing and Maths at Key Stage 2. There was however a widening of the gap for those at KS4, however there were only 3 young people in the cohort. (SN)

SCS CYP 03: The percentage of students gaining five or more A*-C grades including English and Maths has reached a record high, increasing to 62% against a national average of 60%. (SN)

SCS CYP10: Results remain un-validated at this stage and the indicator has been changed in relation to overall English gap changed to reading and writing. Therefore comparison with previous years is not suitable. The combined gap for Reading, Writing and Maths is expected to be 14% with the national average at 17%. (SN)

SCS CYP11: Results remain un-validated at this stage. There has been an increase in attainment in the key indicator of 5 A*-C GCSEs including English and Maths. The gap in attainment has narrowed significantly. (SN)

SCS CYP01: A revised Early Years Foundation Stage Curriculum (EYFS) and assessment process became statutory September 2012. This is now based on three prime areas of learning which are Communication and Language (C&L), Physical Development (PD), Personal, Social and Emotional (PSE) Development and four specific areas of Learning which are Literacy, Mathematics (L&M), Understanding of the World and Expressive, Arts and Design. Attainment of EYFS at the end of reception is now based on whether children reach expected levels of attainment in each of the 17 Early Learning Goals; whether they are emerging in these areas or whether they are exceeding expectations. Two new national indicators have been introduced;

- Good level of development which requires children to reach the expected level in PSE, C&L, PD and L&M. Halton has performed at 37%. The national data suggests the average is 52%
- Average total points for cohort based on Emerging 1 point, Expected 2 points and Exceeding 3 points for each of the 17 Early Learning Goals. Halton's average point score is 30. The national average is suggested to be 32 points. (SN)

SCS CYP14: Figure should be available next quarter. (SN)

SCS CYP02: The indicator has changed to the proportion of pupils achieving level 4+ in reading, writing and maths. Halton's attainment against this measure was 78% compared to the national average of 75% (SN)

7.0 Financial Summaries

ECONOMY ENTERPRISE & PROPERTY DEPARTMENT

SUMMARY FINANCIAL POSITION AS AT 31 DECEMBER
2013

	Annual Budget £'000	Budget to Date £'000	Expenditure to Date £'000	Variance to Date (overspend) £'000
<u>Expenditure</u>				
Employees	4,419	3,521	3,572	(51)
Repairs & Maintenance	2,703	2,048	2,040	8
Energy & Water Costs	606	421	413	8
NNDR	637	621	622	(1)
Rents	376	355	355	0
Marketing Programme	128	23	17	6
Promotions	84	34	27	7
Supplies & Services	1,251	839	823	16
Agency Related Payments	168	145	145	0
Total Expenditure	10,372	8,007	8,014	(7)
<u>Income</u>				
Fees & Charges	-587	-471	-471	0
Rent - Markets	-758	-577	-580	3
Rent - Industrial	-965	-615	-610	(5)
Rent – Commercial	-533	-452	-450	(2)
Government Grant Income	-914	-559	-559	0
Transfer from Reserves	-361	-361	-361	0
Recharges to Capital	-420	-207	-207	0
Reimbursements & Other Grant Income	-659	-577	-585	8
Schools SLA Income	-494	-494	-494	0
Total Income	-5,691	-4,313	-4,317	4
Net Operational Budget	4,681	3,955	3,958	(3)
<u>Recharges</u>				
Premises Support Costs	1,498	1,133	1,133	0
Transport Support Costs	38	22	22	0
Central Support Service Costs	1,706	1,289	1,289	0
Asset Rental Support Costs	2,390	0	0	0
Repairs & Maintenance Recharge Income	-2,185	-1,639	-1,639	0
Accommodation Recharge Income	-2,759	-2,070	-2,070	0
Central Supp. Service Rech. Income	-1,891	-1,419	-1,419	0
Total Recharges	-1,202	-2,684	-2,684	0
Net Expenditure	3,478	1,010	1,013	(3)

Comments

The overspend to date on the Employee budget has reduced this quarter due to vacancies within the Operations and Investment & Development Division. Spend to date is still over budget, as staff savings targets are not being achieved within the Building and School Cleaning Service as these services need to be fully staffed at all times.

In order to ease budget pressures spending has been restricted in year on Supplies & Services. Promotions and Marketing has also been kept to a minimum in an effort to achieve in year savings for the Department.

Income levels for industrial and commercial rent has improved as a result of renegotiation of contracts and compensation payments from Mersey Gateway for loss of rental income.

Work has continued with managers during the last quarter to look at budget pressures. This has resulted in realignment of budgets and this is reflected in the variances above.

In overall terms it is anticipated that net expenditure will be slightly above the overall Departmental budget by year-end, primarily as a result of the Staff Savings target.

CHILDREN & FAMILIES DEPARTMENT

SUMMARY FINANCIAL POSITION AS AT 31st DECEMBER
2013

	Annual Budget £'000	Budget to Date £'000	Expenditure to Date £'000	Variance to Date (overspend) £'000
<u>Expenditure</u>				
Employees	7,986	6,282	6,379	(97)
Premises	419	286	270	16
Supplies & Services	1,303	821	692	129
Transport	33	12	10	2
Agency Related Expenditure	285	229	236	(7)
Commissioned Services	404	254	237	17
Out of Borough Placements	1,621	1,174	1,917	(743)
Out of Borough Adoption	216	60	44	16
Out of Borough Fostering	414	335	358	(23)
In House Adoption	524	404	618	(214)
In House Foster Carer Placements	1,695	1,371	1,452	(81)
Care Leavers	316	217	205	12
Family Support	113	85	81	4
Capital Financing	6	0	0	0
Total Expenditure	15,335	11,530	12,499	(969)
<u>Income</u>				
Fees & Charges	-113	-91	-95	4
Adoption Placements	-41	0	0	0
Transfer to/from Reserves	-1,504	-1,504	-1,504	0
Adoption Reform Grant	-273	-273	-273	0
Youth Remand Funding	-21	-21	-21	0
Reimbursements & Other Grant Income	-174	-77	-79	2
Total Income	-2,126	-1,966	-1,972	6
Net Operational Budget	13,209	9,564	10,527	(963)
<u>Recharges</u>				
Premises Support Costs	347	261	261	0
Transport Support Costs	91	59	59	0
Central Support Service Costs	3,091	2,300	2,300	0
Asset Rental Support Costs	46	0	0	0
Total Recharges	3,575	2,620	2,620	0
Net Expenditure	16,784	12,184	13,147	(963)

Comments

Employee expenditure is above budget to date, which is due to some agency staff being utilised, particularly within Child Protection & Children in Need and some areas not achieving their staff savings targets. We are expecting the use of agency staff to reduce towards the end of the financial year, due to vacant posts being filled and new staffing structures taking effect. There have also been a number of vacancies (some of which have now been appointed to) across the Department, which have offset some of the over spend.

Supplies and Services expenditure is below budget to date, which is due to staff across the Department making every effort to keep these controllable budgets within tight spending levels. This is expected to stay within budget for the year.

Expenditure relating to Out of Borough placements is over budget to date, which is expected to be the trend for the rest of the financial year. This is an unpredictable budget, due to emergency placements and some long term placements continuing longer than originally anticipated. Although every effort is made to utilise in house services, this is not always possible. At present, there is a high demand for long term, out of borough placements, which are at a higher cost than in house placements.

We have also seen an increase in demand for Out of Borough Fostering, particularly in the latter half of the financial year. Again, even though every effort is made to utilise Foster Carers within the borough it isn't always possible due to the needs of the child.

In house Adoption is currently over budget to date, which is due to an increased demand, particularly around Special Guardianship. A number of Special Guardianship allowances have recently been re-assessed and subsequently the actual cost has increased. There has also been an increased demand for the in house Fostering service, which has consequently meant expenditure has gone above budget.

In overall terms it is anticipated that net expenditure will be significantly above the overall Departmental budget by year-end, as a result of the increasing demand on Out of Borough Placements and In House Adoption.

CHILDREN'S ORGANISATION & PROVISION DEPARTMENT

SUMMARY FINANCIAL POSITION AS AT 31st DECEMBER
2013

	Annual Budget £'000	Budget to Date £'000	Expenditure to Date £'000	Variance to Date (overspend) £'000
<u>Expenditure</u>				
Employees	3,757	2,368	2,296	72
Premises	437	50	47	3
Supplies & Services	1,081	682	598	84
Transport	5	1	1	0
Agency Related Expenditure	1,954	473	469	4
Commissioned Services - Youth Serv.	900	675	675	0
Commissioned Services	1,745	1,117	942	175
Connexions	923	570	552	18
Nursery Education Payments	2,149	1,868	1,868	0
Schools Contingency Costs	107	0	0	0
NQT Contingency	184	0	0	0
Schools Non Delegated Support	228	3	3	0
Schools Transport	946	558	558	0
Special Education Needs Contingency	882	155	155	0
Total Expenditure	15,298	8,520	8,164	356
<u>Income</u>				
Fees & Charges	-271	-26	-27	1
Transfer to / from Reserves	-571	-571	-571	0
Dedicated Schools Grant	-10,923	-8,192	-8,192	0
Reimbursements & Other Income	-581	-475	-487	12
Schools SLA Income	-198	-198	-219	21
Total Income	-12,544	-9,462	-9,496	34
Net Operational Budget	2,754	-942	-1,332	390
<u>Recharges</u>				
Premises Support Costs	152	115	115	0
Transport Support Costs	272	156	156	0
Central Support Service Costs	1,070	649	649	0
Asset Rental Support Costs	6,854	0	0	0
Total Recharges	8,348	920	920	0
Net Expenditure	11,102	-22	-412	390

Comments

Employees Expenditure is below budget to date due to vacancies within Integrated Youth Services Division, and Post 16. The majority of underspend to budget relates to the Divisional Manager vacancy within Transforming Children & Environment. Further reductions have been made due to maternity leave across all Divisions and staff returning on reduced hours. All savings have contributed towards the staff turnover savings target.

Supplies and Services expenditure is below budget to date as budget managers have restricted spend within controllable budgets in a conscious effort to achieve savings where possible.

There is currently an underspend to date against the budget profile for Commissioned Services – other, as a result of services within Integrated Youth Support Services Division being reviewed in year (these include Domestic Violence, Young Peoples Advocate and Teenage Pregnancy Services).

Connexions underspend to date has been achieved due to the renegotiation of contract, and reduction in spend.

There is an overachievement of income on Reimbursement and Other Grant Income due to extra monies received within Place Planning & Provision Division's Technical Services. Income relates to payment for services such as training, and reimbursement of other services provided.

Also, an overachievement of School SLA Income has been had as a result of extra provision being offered and schools buying back these additional services.

LEARNING & ACHIEVEMENT DEPARTMENT

SUMMARY FINANCIAL POSITION AS AT 31st December
2013

	Annual Budget £'000	Budget to Date £'000	Expenditure to Date £'000	Variance to Date (overspend) £'000
<u>Expenditure</u>				
Employees	3,870	2,347	2,167	180
Premises	10	10	10	0
Supplies & Services	1,075	563	284	279
Agency Related Expenditure	91	61	63	(2)
Commissioned Services	33	1	1	0
Independent School Fees	1,584	1,099	1,099	0
Asset Recharges	3	0	0	0
Inter Authority Recoupment	811	206	206	0
Speech Therapy	120	0	0	0
Total Expenditure	7,597	4,287	3,830	457
<u>Income</u>				
Fees & Charges	-153	-114	-119	5
Government Grant Income	-77	-77	-77	0
Inter Authority Income	-578	-136	-136	0
Reimbursements & Other Income	-40	-30	-30	0
Schools SLA Income	-39	-29	-29	0
Total Income	-887	-386	-391	5
Net Operational Budget	6,710	3,901	3,439	462
<u>Recharges</u>				
Premises Support Costs	112	0	0	0
Transport Support Costs	19	0	0	0
Central Support Service Costs	667	0	0	0
Asset Rental Support Costs	1	0	0	0
Total Recharges	799	0	0	0
Net Expenditure	7,509	3,901	3,439	462

Comments




Employee expenditure is below budget to date due to vacancies within both the 0-19 Learning Service Division and Inclusion Division (Education Psychologists). These vacancies are contributing to the Department's staff turnover savings target (with some being offered up for future savings).

Supplies & Services are currently under budget to date due in the main to a reduction in overall demand for supplies & services in localised areas following reduced staffing levels and streamlined workflows.

Budgets will be monitored closely throughout the year and it is expected that net spend will remain will remain below budget at year end. .




8.0 Appendix – Explanation for use of symbols

Symbols are used in the following manner:

<u>Progress</u>	<u>Objective</u>	<u>Performance Indicator</u>
Green 	Indicates that the <u>objective is on course to be achieved</u> within the appropriate timeframe.	<i>Indicates that the annual target <u>is on course to be achieved.</u></i>
Amber 	Indicates that it is <u>uncertain or too early to say at this stage</u> , whether the milestone/objective will be achieved within the appropriate timeframe.	<i>Indicates that it is <u>uncertain or too early to say at this stage</u> whether the annual target is on course to be achieved.</i>
Red 	Indicates that it is <u>highly likely or certain</u> that the objective will not be achieved within the appropriate timeframe.	<i>Indicates that the target <u>will not be achieved</u> unless there is an intervention or remedial action taken.</i>

Direction of Travel Indicator

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

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

Key for Operational Director lead:

WR – Wesley Rourke, Operational Director, Economy Enterprise and Property Service (EEP)

AMc – Ann McIntyre, Operational Director, Children’s Organisation and Provision Service (COPS)

SN – Steve Nyakatawa, Operational Director, Learning and Achievement Service (LAS)

TC – Tracey Coffey Operational Director, Children and Families Service (CFS)