

# Public Document Pack



## Children Young People and Families Policy and Performance Board

Monday, 19 October 2015 at 6.30 p.m.  
Civic Suite, Town Hall, Runcorn

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

**Chief Executive**

### **BOARD MEMBERSHIP**

Councillor Mark Dennett (Chairman)	Labour
Councillor Geoffrey Logan (Vice-Chairman)	Labour
Councillor Lauren Cassidy	Labour
Councillor Pauline Hignett	Labour
Councillor Margaret Horabin	Labour
Councillor Kath Loftus	Labour
Councillor Angela McInerney	Labour
Councillor June Roberts	Labour
Councillor John Stockton	Labour
Councillor Andrea Wall	Labour
Councillor Bill Woolfall	Labour
Miss Elizabeth Lawler	Co-optee

*Please contact Ann Jones on 0151 511 8276 or e-mail  
[ann.jones@halton.gov.uk](mailto:ann.jones@halton.gov.uk) for further information.  
The next meeting of the Board is on Monday, 4 January 2016*

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

**Part I**

<b>Item No.</b>	<b>Page No.</b>
<b>1. MINUTES</b>	
<b>2. DECLARATION OF INTEREST (INCLUDING PARTY WHIP DECLARATIONS)</b>	
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:** 19 October 2015

**REPORTING OFFICER:** Strategic Director, Community 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:** 19 October 2015

**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 since the last meeting of the 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.

**Extract of Executive Board Minutes relevant to the Children, Young Peoples and Families Policy and Performance Board**

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**EXECUTIVE BOARD MEETING HELD ON 1 OCTOBER 2015**

<b>EXB46</b>	<b>PROPOSAL TO RE PROFILE THE DEDICATED SCHOOLS GRANT – KEY DECISION</b>
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The Board considered a report of the Strategic Director, People and Economy, on proposals to re-profile the Dedicated School Grant (DSG).

The Board was advised that the DSG was allocated annually based on the number of primary and secondary pupils, those in early years provision and those in receipt of high needs provision. This was then allocated to mainstream schools and academies in Halton using the funding formula calculated by the Local Authority Finance Team. It was noted that the estimated amount of grant for 2016/17 would be £101,572,789.

The report set out a summary of the funding challenges in balancing the DSG and the proposals to address the funding gap so as to ensure a sustainable and balanced DSG. The Budget Options for Special Schools Funding, Options A and B were detailed for Members' consideration. It was further noted that permission was sought to consult the Schools Forum on the proposals to re-profile the DSG funding for 2016/17 and 2017/18.

Reason(s) for decision

To ensure that there was a fair distribution of resources across the DSG and that the DSG was profiled so that its budget commitments were sustainable.

Alternative Options Considered and Rejected

Consideration was given to reducing schools budget by £1.8m to balance the budget in 2016/17 however, the minimum funding guarantee would cap any reductions to 1.5%, i.e. approximately £863,000.

Implementation Date

1 April 2016.

RESOLVED: That

- 1) the proposal to consult with the Schools Forum on the proposal to re-profile the DSG funding for 2016/17 and 2017/18 be approved;
- 2) Option B be supported;



- 3) the proposal to review and revise the top up funding for special schools within the Borough, to bring the funding in line with the available budget be supported; and
- 4) a further report on the outcome of the consultations be brought to a future meeting of Executive Board.

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

**DATE:** 19 October 2015

**REPORTING OFFICER:** Chief Executive

**SUBJECT:** Special Strategic Partnership Board minutes

**WARD(s):** Boroughwide

### **1.0 PURPOSE OF REPORT**

1.1 The Minutes relating to the Children and Young People's Portfolio which have been considered by the Special Strategic Partnership Board (Halton Children's Trust Executive Group) are attached at Appendix 1 for information.

**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.

## Minutes - Halton Children's Trust Executive Group Meeting 4 August '15

**Present:**

Gill Frame	Halton CCG
Anita Parkinson	Divisional Manager, 0-25 Inclusion, HBC
Debbie Houghton	Principal Policy Officer, Children & Economy, HBC
Catherine Johnson	Principal Performance Officer, Children & Enterprise, HBC
Tracy Ryan	Assistant Policy Officer, Children & Economy, HBC (Minutes)
Ann McIntyre	Operational Director, Education, Inclusion and Provision, HBC
Michelle Forder	Parent & Voluntary Lead Engagement Officer, HBC
Nigel Wenham	Cheshire Police
Tracey Coffey	Operational Director, Children and Families Services, HBC
Hazel Hendrikson	5BP, CAMHS
Simon Clough	Divisional Manager, 14-19 (Post 16 Entitlement), HBC
Leigh Thompson	One Halton Programme Director, Halton CCG

**Apologies:**

Julia Rosser	Consultant, Public Health
Michelle Bradshaw	Family Services Manager (Universal Services), Bridgewater
Lorraine Crane	Divisional Manager, IYSS, Commissioning & Troubled Families, HBC
Gareth Jones	Youth Offending Service
Gerald Meehan	Strategic Director Children & Economy, HBC (Chair)

Item		Action	Deadline
1.	<b>Minutes and Matters Arising from 23.6.15</b> Accepted as a true record. Matters arising covered in the agenda.		
1.1	<u>2.1 Trouble Families, Complex Dependency, Early Intervention</u> <b>Action:</b> <ul style="list-style-type: none"> <li>Report to be presented covering all three programmes to the Health &amp; Wellbeing Board – date to be agreed.</li> </ul>	AMc	To be confirmed
2.	<b>INFORMATION/DISCUSSION ITEMS</b>		
2.1	<b>Transformation Challenge Programme Halton</b>  AMc outlined the funding bids submitted for £550,000 to implement the Halton element of the programme which will build on Halton's Troubled Families programme, the work being progressed via the Halton Early Intervention Partnership and One Halton. The elements of the bids include:  <u>Integrated Front Door</u> <ul style="list-style-type: none"> <li>This will be to develop an integrated front door by co-locating with Adults and expanding the existing single agency front door for children and families to become multi-agency.</li> </ul>		

Locality Case Management

- Support to re-locate and co-locate the integrated front door in Municipal Buildings.
- Costs of adaptations to Grangeway and Kingsway to provide a multi-agency locality hubs including IT
- Contribution to the running costs of the two hubs for commissioned services in year 1

Benefits Realisation and Performance Management

- Business analyst role would be to explore and advise on the most appropriate systems and process to use across the agencies.
- The performance role would be used to evidence the cost benefits of the approach including quantifying the cost avoidance

Workforce Development, Communications and Engagement

- Training in core competencies (e.g. assessment, integrated planning and working) for the whole children’s and adults workforce in Halton planning
- Integrated front door, 360 degree assessments and locality case management (E-CAF system)
- Locality case management and improved early identification and interventions (Wider workforce training in common approaches to Early Intervention, outcomes based planning and evidence based interventions)

Initial feedback has been received in response to the bids. TC and AMc have responded to this feedback and have been advised that the bids are progressing to the next stage. Adrian Jones based in Cheshire West and Chester, is the link person for Halton with the Complex Dependency Programme Board and will be progressing the Benefits Realisation plans.

Governance Structure Chart attached.



complex dependencies governa

2.2

**Personal Budgets Policy**

AMc provided an overview of the draft policy which has been produced following the implementation of the SEND Reforms September 2014. The Policy explains Halton’s approach to Personal Budgets and Direct Payments going forward. GF suggested some changes around the wording in Appendix 1 related to Health exclusions.

<p>2.3</p>	<p>A Halton Personal Budgets Summary has been produced using information produced by the national SENDIAS service. The Summary and the Policy will be published on the Halton SEND Local Offer shortly.</p> <p>The next steps will be to roll out training for the SEN Assessment Co-ordinators who will be working with families to implement the policy and continue to raise awareness with schools.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>The suggested amendments to be made prior to discussion at the next Personal Budgets task group.</b></li> </ul> <p><b>Ofsted Action Plan</b></p> <p>TC presented some of the key elements within the Action Plan, highlighting that the first three are the priority actions currently being progressed.</p> <ul style="list-style-type: none"> <li>• Improve the quality of planning for children and child protection – around management and capacity</li> <li>• Children and young people who go missing from home and care – this is around being clear about outcomes</li> <li>• Strengthen Contact and Referral Team (CART) around quality of practice</li> </ul> <p>The governance and reporting arrangements for the improvements being implemented as a result of the Ofsted Action Plan is the Investing in Children &amp; Young People Board. This is chaired by Halton Borough Council’s Chief Executive – David Parr, the next meeting is Tuesday 8 September.</p>	<p>DH</p>	<p>6.815</p>
<p>2.4</p>	<p><b>One Halton Update</b></p> <p>LT attended to present an update on the project which now has a logo. The first meeting of the One Halton Programme Board took place on Tuesday 28 July, five areas of focus have been agreed:</p> <ul style="list-style-type: none"> <li>• Older People</li> <li>• People with Long Term Conditions</li> <li>• People with mental health conditions</li> <li>• Mothers and children</li> <li>• The generally healthy</li> </ul> <p>The Board agreed that as Cancer can impact any age group that this be used as the pilot area, which will be presented back to the Board in October to establish a methodology for moving forward with a direction of travel. A One Halton launch event will be held late November</p>		
<p>3.</p>	<p><b>PRIORITY UPDATES</b></p>		
<p>3.1</p>	<p><b>Commissioning Partnership Action Plan</b> The Commissioning Partnership Action Plan was circulated for information, GF highlighted the work in progress around:</p>		

	<ul style="list-style-type: none"> <li>• Emotional Health &amp; Wellbeing – a bid has been submitted to introduce school link workers and includes a development programme around health and wellbeing and vulnerable groups</li> <li>• Pre-conception Pregnancy, Birth and 0-5 Development – approval has been confirmed to commission research around early years provision.</li> </ul>		
<p>4.</p>	<p><b>AOB</b></p> <p><b>Nigel Wenham (Cheshire Police)</b> outlined some of the restructures that have recently taken place – see presentation attached.</p> <div data-bbox="288 562 352 629" data-label="Image"> </div> <p>Cheshire Police Public Protection Unit Present</p> <p><b>Hazel Hendriksen (5BP)</b> attended as the interim replacement for Chris Masikane, following a recent restructure within 5BP. Angela Ryan has now been appointed and will be the new member of the group.</p> <p><b><u>Date of future meetings (3-5pm):</u></b></p> <ul style="list-style-type: none"> <li>• <b>8 September – Mersey Rm, Ground Floor, Municipal Building</b></li> <li>• <b>27 October - Committee Rm 1, RTH</b></li> <li>• <b>1 December - Willow Rm, Ground Floor, Municipal Building</b></li> </ul>		

<b>REPORT TO:</b>	Children & Young People Policy & Performance Board
<b>DATE:</b>	19 <sup>th</sup> October 2015
<b>REPORTING OFFICER:</b>	Strategic Director, People & Economy
<b>PORTFOLIO:</b>	Children, Young People and Families
<b>SUBJECT:</b>	Care Leavers Charter
<b>WARD(S)</b>	Borough-wide

### 1.0 **PURPOSE OF THE REPORT**

- 1.1 To share the revised Halton Care Leavers Charter and seek endorsement of it.

### 2.0 **RECOMMENDATION:**

- i) The Halton Care Leavers Charter is endorsed and supported by all Corporate Parents in Halton.

### 3.0 **SUPPORTING INFORMATION**

- 3.1 In November 2012, the Department for Education published the first Charter for Care Leavers. This was produced by care leavers themselves and reflected their aspirations and expectations in their own words. Each local authority was requested to sign up to the Charter and to discuss with their Children in Care Councils what needed to be done to embed its principles in day to day practice.
- 3.2 After consultation with Halton care leavers, the DfE Charter was adopted with some slight amendments to reflect issues that they felt were important to them.
- 3.3 The Charter was adopted by the Council and Corporate Parents in May 2013. The Charter is included in the children in care welcome pack and is shared with foster carers and placement providers. All young people are made aware of it again as they approach their Pathway planning stage (16yrs of age). Copies are also made available to them when they leave care at 18 yrs.
- 3.4 A plan to review the Charter with the Children in Care Council and the Care Leaver Consultation group was in place for 2015. The original Charter was a 'wordy' document that was not necessarily easily understood or meaningful to young people. This was further supported by the Ofsted inspection in December 2014 which identified that whilst 'the



local authority has adopted the DfE charter for care leavers, the majority of care leavers spoken to were not aware of it'.

3.5 The review has now been undertaken and a revised charter has been developed. (Appendix 1) It represents a more meaningful and focussed statement of the key issues for care leavers. The young people have worked on the design of the Charter and produced a format that they feel happy with.

3.6 As with the previous version, the revised Charter will be widely shared with Corporate Parents, placement providers and with children in care and care leavers. The Children in Care Council and the Care Leaver Consultation group will be involved in discussions about how this can be best achieved

#### 4.0 **POLICY IMPLICATIONS**

4.1 The Charter reflects the Council's support for children in care having high aspirations and achieving positive outcomes when they transition into adulthood.

#### 5.0 **FINANCIAL IMPLICATIONS**

5.1 None identified.

#### 6.0 **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

##### 6.1 **Children & Young People in Halton**

The proposals would support high aspirations for all care leavers.

##### 6.2 **Employment, Learning & Skills in Halton**

Access to opportunities will be enhanced if care leavers feel well supported and are able to establish themselves with appropriate support.

##### 6.3 **A Healthy Halton**

Healthy outcomes will be supported by the proposals.

##### 6.4 **A Safer Halton**

Stability within their own community can positively 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 outcomes for care leavers will enhance their ability to contribute productively to the Borough.

7.0 **RISK ANALYSIS**

7.1 Failure to revise the Charter would be contrary to Ofsted findings and to achieving best outcomes for care leavers.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 High aspirations and appropriate support are key to ensuring that the needs of care leavers are met and that they are given the best opportunities to achieve in line with their peers.

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

None.

## To find you a home, we will

- Work alongside you to prepare you for your move into independent living only when you are ready
- 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
- 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
- Treat you with courtesy and humanity whatever your age when you return to us for advice or support
- Point you in a positive direction and journey alongside you at your pace
- Trust and respect you
- Not forget about you
- Remain supporters in whatever way we can, even when our formal relationship with you has ended

# Charter for Care Leavers

**This Charter sets out promises to care leavers that central and local government make. The key principles in this charter will remain constant through any changes in legislation, regulation and guidance. 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

- Help you to develop your own personal beliefs and values
- Honour your unique identity and celebrate your identity as an individual
- Value and support important relationships

## To believe in you, we will

- Value your strengths, gifts and talents and encourage your aspirations
- Help you push aside limiting barriers and encourage and support you
- Believe in you, celebrate you and pursue your goals in whatever way we can
- Seek opportunities to celebrate your achievements

## To listen to you, we will

- Take the time to listen to you, respect and strive to understand your point of view
- Provide easy access to complaint and appeals
- Encourage access to independent advocacy

And if we don't agree with you we will fully explain why

## To inform you, we will

- Give you information that you need at every point in your journey from care to adulthood, including information on legal entitlements and the service you can expect to receive from us at different stages in the journey
- Provide this information as early as is appropriate and keep it up to date and accurate
- Ensure you know where to get current information once you are no longer with the leaving care service
- Ensure all personal information is safely managed and stored and accessible when you want it

## To support you, we will

- 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
- Assist you, where necessary, to access specialist health and other support services
- Make it our responsibility to understand your needs

**REPORT TO:** Children and Young Peoples Policy & Performance Board

**DATE:** 19 October 2015

**REPORTING OFFICER:** Sheila McHale, NHS Halton Clinical Commissioning Group (CCG)

**SUBJECT:** Transformation Plan for Mental Health Services

**PORTFOLIO:** Health & Wellbeing

**WARD(S)** Borough-wide

**1.0 PURPOSE OF REPORT**

1.1 The purpose of the report will be to provide the Policy and Performance Board with an update in relation to the transformation of the Emotional Health and Wellbeing Services for the Young People of Halton.

**2.0 RECOMMENDATION**

2.1 **That the presentation be noted.**

**3.0 SUPPORTING INFORMATION**

3.1 A Presentation will be delivered to the Children's Policy and Performance Board.

The presentation will cover the following areas:

- National Policy – 'Future in Mind' (DoH March 2015);
- What is currently in place in Halton;
- What we have achieved to date;
- What we aim to achieve by March 2016;
- Transformational Plan and links to the All Age Mental Health Strategy; this will include areas for additional investment;
- Eating Disorders Services;
- Future opportunities

**4.0 POLICY IMPLICATIONS**

**None**

**5.0 SAFEGUARDING IMPLICATIONS**

**None**

6.0 **FINANCIAL/RESOURCE IMPLICATIONS**

None

7.0 **OTHER IMPLICATIONS**

8.0 **RISK ANALYSIS**

None

9.0 **EQUALITY AND DIVERSITY ISSUES**

None

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

None under the meaning of the Act.

<b>REPORT:</b>	Children Young People and Families Policy and Performance Board
<b>DATE:</b>	19th October 2015
<b>REPORTING OFFICER:</b>	Strategic Director – People & Economy
<b>SUBJECT:</b>	Summary of Educational Attainment and Progress 2015
<b>WARDS:</b>	Borough-wide

**The 2015 data remains un-validated until publication of performance tables later this term and also further data releases in the Spring term.** There is not yet a full suite of national data published to enable the comparison of Halton and national performance.

Headline data relates to the LA's performance with a more detailed report, including gender analysis, FSM, CiC and national comparisons, to be presented at a future meeting as further data becomes available.

### **1.0 PURPOSE OF REPORT**

To provide a headline report for Members on Halton's 2015 school performance data for Early Years Foundation Stage Profile and Key Stages 1 to 5.

### **2.0 RECOMMENDED THAT:**

Members note the attainment of the children and young people in Halton schools for the 2014 / 15 academic year.

### **3.0 SUPPORTING INFORMATION**

#### **3.1 Early Years Foundation Stage**

The Early Years Foundation Stage Curriculum (EYFS) is delivered in nursery and reception, spanning a number of areas of learning. Three areas of learning are classed as Prime areas, characterised by core skills and development that young children need to acquire and these lead into four further specific areas of learning.

#### **Prime areas of learning:**

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

## Specific Areas of Learning:

- Literacy
- Maths
- Understanding of the World
- Expressive Arts and Design

### 3.2 Assessment

At the end of the reception year children are assessed and a judgement made as to their level of development across a number of areas. The EYFS assessment arrangements identify if children have reached expectation.

There are 17 Early Learning Goals (ELG's) and at the end of reception, a judgement is made through continuous observations, against whether:

- The child has achieved the ELG – identified as **expected**
- The child has not reached the ELG - identified as **emerging**
- The child has exceeded the ELG - identified as **exceeding**.

Prior to this final assessment, children's progress is continually monitored and assessed against ages and stages. This enables next steps to be planned for and early intervention targeted. However, these details are not part of the statutory assessment process that is reported back to the Department of Education.

There are two national indicators in respect of the profile:

1. A "**Good Level of Development**" (GLD). This is based on the percentage of children reaching expected level or above, in the 3 Prime areas of learning (Communication & Language; Personal, Social & Emotional Development and Physical Development) as well as reaching expected or above in Literacy and Mathematics.
2. **Average total point score**. If a child is emerging in an ELG, they receive 1 point; if they are reaching expected level they receive 2 points and if they are exceeding the ELG, they receive 3 points. There are 17 ELG's in total.

### 3.3 EYFS attainment in 2015

In 2015, 55% of Halton children achieved a Good level of Development (GLD). This is a 9% increase on 2014 outcomes and an 18% increase on 2013 outcomes. However, although the gap to national has narrowed by 3% (from a gap of 14%) this is 11% below the provisional national average of 66%.

There has been an increase in the percentage of children reaching the expected level and above in all areas of learning. This includes:



- Communication and language has been an area of focus and there has been a further increase in the percentage of children meeting or exceeding the standard from 70% in 2014 to 72.5% in 2014
- Literacy has increased by 7% from 51% to 58%
- Mathematics has increased by 5% from 60% in 2014 to 65% in 2015
- Personal, Social and Emotional Development has increased by 2% from 73% to 75%.

The percentage of children meeting the expected standard in all of the Early Learning Goals has increased by 11% from 39% in 2014 to 50% in 2015.

### **3.4 Closing the gaps at EYFS**

### **3.5 Free School Meals**

Free School Meal funded children have seen their GLD increase by 9% from 33% achieving GLD in 2014, to 42% achieving GLD in 2015. 60% of non-FSM children met the standard.

The Halton GLD gap between FSM and non-FSM has remained at 18%. (No national gap data available for 2015. The 2014 national gap was 19%).

- FSM GLD: 42%
- Non FSM GLD: 60%
- 2015 GLD gap 18%

The gap between FSM and Non FSM narrowed in 2015 compared to 2014 in the areas of Physical development (0.2%); Literacy (0.9%); Maths (2.1%); Understanding of the world (4.8%) and Expressive Arts & Design (6.4%)

### **3.6 Gender**

There has been an increase in the attainment of boys in all areas, with GLD increasing by 9% from 39% to 48%. Attainment for girls' GLD has also increased by 10% from 52% to 62%. As a result the gender gap for GLD has widened by 1% from 13% in 2014 to 14% in 2015, with girls, as national, continuing to outperform boys. National gender gap data is not yet published but was 17% in 2014. On this basis it is likely that Halton's gender gap will be narrower than national.

### **3.7 2 year old funded children**

The attainment of children who had been in receipt of 2 year old funding has further improved with an increase of 5% of children attaining GLD. However the attainment of non-funded children increased by 10% resulting in a widening of the gap from 16% to 21%.

The priority continues to be to close the gap between boys and girls and free school meals and non-free school meals.

### 3.8 Actions taken 2014 – 2015

There has been a focus upon raising standards in early years and this will continue as part of Halton's Early Help strategy. Following the analysis of the 2014 EYFS data, Maths and Literacy were identified as key areas for development. A number of actions were taken to support raising standards. These included:

- A Good Level of Development (GLD) working group was established working with 17 schools, targeting and identifying percentage of children "on track" to achieve GLD and implementing interventions to boost attainment. This cohort's 2015 GLD score as a collective improved by 17% on the 2014 GLD score.
- Writing training for maintained reception teachers and PVI sector was commissioned and delivered in the Spring term.
- Two days of phonics training were commissioned at the Early Excellence Centre, one for Reception teachers and one for the PVI sector. Time was also spent at the centre to identify ideas for enhancing the environment to support learning opportunities.
- Halton are part of an Early Years Teaching School Project entitled "MABLE", working with practitioners across Warrington, Halton and St. Helen's. The project is a 16 month project (ending July 2016), supporting practitioners of 3-4 year olds with the teaching of Maths and boys' literacy.
- A phonics review group has been established to identify areas for development with Phonics teaching and sharing of good practice. This working group is working with the PVI sector and EY and KS1 maintained sector.
- An integrated Two year old review is currently being piloted within settings with Early Years practitioners. EY support colleagues and health visitors are working together to complete an integrated development and progress check at the age of two. Any identified needs are shared with parents and multi-agency partners.
- The Early Years Consultant Teacher team is linked to each private and voluntary (PVI) setting. Each setting is RAG rated and levels of support and challenge are based upon levels of need.
- PVI training is offered for all settings. This year's training focused upon effective supervisions; Hanen Communication training; Phonics; SENCO training.
- PVI settings are using a system to track individual children's progress and analyse the cohort and vulnerable groups. This information is used to implement early interventions, with the impact being monitored.
- Cross LA moderation took place with Halton moderators partnering with the Liverpool EY Assessment & Moderation lead and moderators.

## 3.9 Early Years Plan 2015-16

Despite the gains made Halton is the lowest ranking LA in the North West for its GLD outcomes. There will be a continued focus upon raising attainment and closing the gap in EYFS with a comprehensive programme of activity planned for the year including:

- GLD briefing will be held to roll out a universal programme for schools and cluster/drop in support will be held throughout the year.
- New to reception briefings will be established to train and provide support for new to reception teachers in EYFS curriculum, assessment, moderation and good level of development judgements and curriculum planning.
- Reception mentors are being established, as 25% of schools will have a new to reception teacher from September 2015.
- EYFS assessment and moderation training events and school visits will continue in line with the Standards and Testing Agency policy and practice.
- Halton LA will continue to conduct joint moderation with Liverpool LA and link with other quality improvement networks such as North West Quality Improvement Network and EY teaching School Alliance.
- PVI settings will continue to be supported by EYCT's and cluster networks will be established around Children Centre footprints. Early help Officers will also target children in settings that require support with home learning. Early interventions provided both in the setting and at home, should support children in reaching expected levels of attainment throughout their Early Years, so that they are able to start school equipped with the necessary skills to learn.
- An LA wide tracking system will be developed so that key data will be available as soon as children start at a setting and to support analysis of children's progress
- There will be further training sessions supporting early writing development. One based on supporting two year old room practitioners and the other targeting those working with 3-5 year olds.
- Training planned in Autumn to support fine motor skills and physical development for mark making.
- Leadership training will be delivered to PVI EY leaders in the spring/summer term.
- The Speech and Language Service has a new model of working and is now being delivered by Bridgewater Health for specialist level support and Communicate for Early Years targeted and universal level support. This service will provide one link visit/term/setting/school. A SALT training programme will also support Communication strategies and early identification.
- EYCT and SALT are launching a "Communication Counts in Halton" project to support early language development.
- Wider links are being established with Sefton; Liverpool and other NW LA's. Early plans are in place to join a "Five to Thrive" and "Born4 Life" network, rolling out the principles and project within Halton.

- The Halton Early Years Strategy for Support and Intervention is to be reviewed, ensuring support, challenge and accountability lead to securing high quality provision.
- An Early Years Review is to be undertaken to help to identify further areas for improvement across EY and Health work within Halton, which will positively impact upon child development.
- Plans to ensure Halton would be able to meet the demands of the proposal to provide 30 hours of child care for eligible working parents (from September 2016) will be considered within the EY Strategy group.

The Early Years Pupil Premium (EYPP) was introduced in April 2015 for eligible 3 and 4 year olds. Settings are expected to use this funding to support the individual needs of funded children.

#### 4.0 Year 1 Phonics Testing

2012 saw the introduction of a phonics screening check which requires each year 1 pupil to read a list of 40 real and pseudo-words one-to-one with a teacher they know. The pass mark which indicates that a child has met the required national standard is 32.

In 2015 73% of children were assessed as ‘Working at’ (National 77%). This is a 7% increase on 2014. The gap between Halton and the provisional national outcome has narrowed from 8% to 4%.

Percentage of pupils achieving the expected standard		
Year	Halton	England
2013	63	69
2014	66	74
2015	73	77

Raising attainment in phonics has been a school improvement priority. A review of phonics began in the last academic year and further work is being undertaken. So far the review has had a positive impact upon raising the profile of the teaching of phonics and will continue this year. The review aims to identify and share elements of best practice across schools, facilitated by members of the Local Authority’s School Improvement Team.

#### 4.1 Closing the gap in Phonics

#### 4.2 Free school meals

There has been a 7% increase in the percentage of FSM children attaining the standard, from 53% in 2015, to 60% in 2015. This compares to a 6% increase for non-FSM from 73% to 79%.The gap between FSM and non

FSM has narrowed by 1% from 20% in 2014 to 19% in 2015. (National gap data is not yet published but was 15% in 2015).

### 4.3 Gender

The attainment of boys has increased by 7% from 62% in 2014 to 69% and for girls by 6% from 70% to 76%. The gender gap has narrowed significantly over the past 3 years from 16% in 2013 to 7% in 2015. (The national gap was 8% in 2014).

### 5.0 Key Stage 1

At Key Stage 1 a child's attainment in Reading, Writing, and Maths (and speaking and listening and science) is assessed during Year 2. The expectation is that all children attain at level 2 or above by the end of year 2 (age 7).

#### 5.1 Attainment at level 2+

Despite an increase in writing, maths and speaking and listening, the gap between Halton and national remains at level 2+.

Year	Percentage of pupils achieving Level 2+						Speaking & Listening	
	Reading		Writing		Maths		Halton	England
	Halton	England	Halton	England	Halton	England		
2013	86	89	80	85	89	91	87	89
2014	88	90	83	86	90	92	88	89
2015	88	91	85	88	91	93	90	90

#### 5.2 Attainment at level 2B+

Children who attain a 'secure' level 2 (level 2b+) at the end of year 2 are considered to be well prepared for entry to key stage 2. Attainment at level 2b+ has improved in all areas and the gap has narrowed but remains below national.

Year	Percentage of pupils achieving Level 2B+					
	Reading		Writing		Maths	
	Halton	England	Halton	England	Halton	England
2013	73	79	60	67	75	78
2014	76	81	64	70	75	80
2015	78	82	67	72	78	82

### 5.3 Attainment at Level 3

There has also been an increase in the higher level 3 results but raising attainment for more able children continues to be a priority and the gap between Halton and national remains.

Year	Percentage of pupils achieving Level 3+						Speaking & Listening	
	Reading		Writing		Maths		Halton	England
	Halton	England	Halton	England	Halton	England	Halton	England
2013	23	29	10	15	18	23	17	23
2014	24	31	12	16	19	24	20	23
2015	27	32	13	18	22	26	21	25

### 5.4 Closing the Gap in Key Stage 1

### 5.5 Free School Meals

The results in Reading, Writing and Maths at L2B+ for those pupils who are FSM eligible have increased over the last three years, most significantly in writing.

FSM eligible L2B+	Reading	Writing	Maths
2013	59%	44%	64%
2014	65%	52%	65%
2015	68%	56%	70%

The gap between FSM eligible and non-FSM eligible at Level 2b+ has narrowed over the past three years, most significantly in reading and writing.

FSM eligible/non-FSM eligible Gap L2B+	Reading	Writing	Maths
2013	-22%	-24%	-17%
2014	-17%	-19%	-17%
2015	-14%	-17%	-12%

The national gap data is not yet published but in 2014 the national gaps between FSM and non-FSM were as follows:

- Reading – 16%
- Writing – 20%
- Maths – 17%

The 2015 Halton gaps are narrower than the 2014 national gaps at level 2B+ in all subjects.

## 5.6 Gender

There has been success in closing the gap between the attainment of boys and girls in both reading and writing as a result of the rate of improvement of boys' attainment.

At level 2b+ the attainment of boys in **reading** has increased by 4% from 69% in 2014 to 73% and for girls has declined by 1% from 83% to 82%. As a result the gap has narrowed by 5% from 14% to 9%. (National gap was 8% in 2014).

At level 2b+ the attainment of boys in **writing** has increased by 7% from 54% in 2014 to 61% and for girls has remained at 74%. As a result the gap has narrowed by 7% from 20% to 13%. (National gap was 15% in 2014).

At level 2b+ the attainment of boys in **maths** has increased by 3% from 72% in 2014 to 75% and for girls by 4% from 77% to 81%. As a result the gap has widened by 1% from 5% to 6%. (National gap was 4% in 2014).

Schools continue to carefully consider their choice of reading and writing tasks to ensure that they are of interest and accessible for all children, including boys.

## 5.7 Children in Care

A summary of outcomes for children in care will be provided in the Virtual School Head's report that will follow in November / December.

## 6.0 Key Stage 2 provisional data

The national figures are based upon NCER data not DfE released data as this has not been published at the time of writing. The national expectation is that children attain at level 4 or above by the end of year 6 (key stage 2) in reading, writing and mathematics.

### 6.1 Level 4+

Attainment in reading, maths and grammar, punctuation and spelling (GPS) has increased. However, there has been a 1% dip in writing and the combined indicator for reading, writing and mathematics. 78% of Halton children attained L4+ combined in reading, writing and mathematics, 2% below national.

	Halton 2013	Halton 2014	Halton 2015	National 2015	Halton v National
Reading	86	89	90	89	+1
Writing	86	86	85	87	-2%
Maths	86	87	88	87	+1

<b>GPS</b>	74	76	79	80	-1
<b>R,W and M</b>	78	79	78	80	-2

There continues to be variation in attainment between individual schools. Looking at the reading, writing and maths combined indicator 4 schools have not met the 65% attainment threshold. (At 64%, 1 school was less than one child adrift of the standard.) This is an improving picture with 6 schools not meeting the 65% floor standard in 2014.

## 6.2 Good level 4

There is an emphasis upon those children who have attained a good level 4 as an indicator of secondary school readiness at the end of year 6 i.e. attaining **level 4b+**. Following further increases in attainment in reading and GPS, Halton's attainment in this indicator continues to compares well to national.

	<b>Halton 2013</b>	<b>Halton 2014</b>	<b>Halton 2015</b>	<b>National 2015</b>	<b>Halton v National</b>
<b>Reading</b>	77	80	81	80	+1
<b>Maths</b>	75	78	77	77	0
<b>GPS</b>	63	67	71	73	-2
<b>R,W and M</b>	67	68	68	69	-1

## 6.3 Level 5+

Attainment at level 5 has declined in reading and maths but has improved in writing and GPS (reading fell by 2% nationally). As a result Halton attained 5% below national in the L5+ combined reading, writing & mathematics, Halton 19%, national 24%. The gap compared to national has increased in all areas.

	<b>Halton 2013</b>	<b>Halton 2014</b>	<b>Halton 2015</b>	<b>National 2015</b>	<b>Halton v National</b>
<b>Reading</b>	42	49	44	48	-4
<b>Writing</b>	28	30	32	36	-4
<b>Maths</b>	39	41	39	42	-3
<b>GPS</b>	43	51	54	56	-2
<b>R,W and M</b>	19	21	19	24	-5

The attainment of more able children remains an area of focus in order for Halton to achieve in line with national outcomes.

## 6.4 2 levels of progress (Key Stage 1 to Key Stage 2)

All children are expected to make at least 2 levels of progress from year 2 (age 7) to year 6 (age 11).



KS1-KS2 2015	Expected progress		More than expected progress	
	National	Halton	National	Halton
Reading	91	91	33	34
Writing	94	93	36	35
Maths	90	90	34	33

The levels of progress of children in Halton compares well to national at both expected and more than expected.

- 91% of children in Halton made 2 levels progress in reading KS1 to KS2 in 2015, the same as 2014 and the same as national.
- 93% of children in Halton made 2 levels progress in writing from KS1 to KS2 in 2015, same as 2014 and 1% below than national.
- 90% of children in Halton made 2 levels progress in mathematics from KS1 to KS2 in 2015. This is a 1% increase on 2014 and is the same as national progress.

## 6.5 Closing the Gap at Key Stage 2

## 6.6 Free School Meals

The results at L4+ for those pupils who are FSM eligible have been variable over the last three years but attainment has improved and the gap has narrowed between FSM and non-FSM.

FSM eligible L4+	Reading	Writing	Maths
2013	80%	78%	80%
2014	80%	76%	79%
2015	86%	78%	82%

Following a widening of the gap between FSM eligible and non-FSM eligible pupils in 2014, the gap has closed in 2015 in all areas.

FSM eligible/non-FSM eligible Gap L4+	Reading	Writing	Maths
2013	-9%	-11%	- 9%
2014	-13%	- 14%	- 11%
2015	-7%	- 13%	- 10%

At level 4+ attainment in reading for FSM pupils has risen by 2%, in writing it has fallen by 2% and in maths it has remained the same.

## 6.7 Gender

The gap between the attainment of boys and girls in both reading and writing has closed as a result of the improvement of boys' attainment, although attainment of girls has declined by 1% in these areas.

At level 4+ the attainment of boys in **reading** has increased by 2% from 87% in 2014 to 89% in 2015 and for girls has declined by 1% from 92% to 91%. As a result the gap has narrowed by 3% from 5% to 2%. (National gap was 3% in 2014).

At level 4+ the attainment of boys in **writing** has increased by 1% from 80% in 2014 to 11% and for girls it has declined by 1% from 91% to 90%. As a result the gap has narrowed by 2% from 11% to 9%. (National gap was 9% in 2014).

At level 4+ the attainment of boys in **maths** has remained at 88% and girls at 87%. As a result boys continue to outperform girls by 1%. (National gap was 0% in 2014).

## 6.8 Children in Care

A summary of outcomes for children in care will be provided in the Virtual School Head's report that will follow in November / December.

## 7.0 Key Stage 4 GCSE attainment

### 7.1 5+ A\* - C including English & Maths

In 2015 the percentage of students gaining five or more A\* – C grades including English and mathematics was maintained resulting in 57% of students meeting this indicator. (No national data published but Halton is expected to be in line with national outcomes).

There is currently 1 Halton school below the 40% attainment floor standard based upon provisional outcomes. This school, along with others, is currently awaiting validation of grades where multiple papers close to grade boundaries have been submitted for remarking. At 39% it is possible that as a result of remarks the school's validated result will meet the 40% floor standard.

### 5+ A\* - C including English & Maths

	2013	2014	2015
Halton Average <sup>1</sup>	62.5%	57.2%	56.8%
England – State funded Schools <sup>2</sup>	60.6%	56.6%	---
England – All Schools <sup>3</sup>	59.2%	53.4%	---

At the time of writing there was not a full dataset for comparison. National data has not been published. Provisional data is indicating that Halton's attainment is 1% higher than the North West average. Halton is ranked 11 / 23 in the North West for this indicator.

## 7.2 5+ A\* - C

The percentage of students attaining five or more A\* - C has increased by 3%.

	2013	2014	2015
<b>Halton Average<sup>1</sup></b>	86.5%	64.9%	68.4%
<b>England – State funded Schools<sup>2</sup></b>	83.0%	65.5%	---
<b>England – All Schools<sup>3</sup></b>	81.8%	63.8%	---

## 7.3 3 levels of progress (Key Stage 2 to Key Stage 4)

All pupils are expected to make at least 3 levels of progress from year 6 (age 11) to year 11 (age 16).

No dataset was available at the time of writing.

## 7.4 The English Baccalaureate (EB)

The English Baccalaureate is not a qualification. To qualify for the EB students need to attain at least a GCSE Grade C in English, Maths, Science, a Humanities subject (History or Geography) and a Modern Foreign Language (MFL).

Although there was a decline in 2015, the percentage of GCSE students achieving the English Baccalaureate has shown significant gains in Halton since its introduction as a performance indicator:

	2011	2012	2013	2014	2015
<b>Halton Average</b>	4.9%	12.8%	23.6%	30.3%	26.7%
<b>England – State funded Schools</b>	15.4%	16.2%	22.8%	24.2%	---
<b>England – All Schools</b>	17.6%	18.4%	23.0%	22.9%	---

## 7.5 Closing the gap at Key Stage 4

No 2015 dataset available at the time of writing.

**7.6 Children in Care**

A summary of outcomes for children in care will be provided in the Virtual School Head’s report that will follow in November / December.

**8.0 KEY STAGE 5**

**8.1 A Level**

Overall Key Stage 5 results for schools, academies and the College in Halton show students achieving success in a range of academic subjects with 99% of A-Level entries awarded A\*-E grades, one per cent above the reported national pass rate.

**8.2 BTEC and Vocational Qualifications**

Students completing BTEC and vocational equivalent subjects have secured a 100% pass rate with over 60% of entries awarded Distinction grades, equivalent to 3 ‘A’ grades at A-Level.

	Academic / A-Levels Quals	Vocational Quals	
	Pass Rate	Pass Rate	Distinctions
Halton LA Average	99.0%	100.0%	61.0%
National Average	98.1%	-	-

**9.0 POLICY IMPLICATIONS**

None.

**10.0 OTHER IMPLICATIONS**

No other implications have been identified.

**11.0 IMPLICATIONS FOR THE COUNCIL’S PRIORITIES**

Educational attainment is key to the future life chances of children and young people in Halton. It also provides a proxy to the work being done with vulnerable children in the borough and the critical priority area of closing the gap. Educational attainment of children and young people will have significant impact on future employment, learning and skills of Halton’s population.

**12.0 RISK ANALYSIS**

N / A

**13.0 IMPLEMENTATION DATE**

N / A

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

None under the meaning of the Act.