

Public Document Pack



Children Young People and Families Policy and Performance Board

Monday, 13 November 2017 at 6.30 p.m.
Civic Suite, Town Hall, Runcorn

A handwritten signature in black ink, appearing to read 'David W R'.

Chief Executive

BOARD MEMBERSHIP

Councillor Mark Dennett (Chair)	Labour
Councillor Geoffrey Logan (Vice-Chair)	Labour
Councillor Lauren Cassidy	Labour
Councillor Susan Edge	Labour
Councillor Charlotte Gerrard	Labour
Councillor Pauline Hignett	Labour
Councillor Margaret Horabin	Labour
Councillor Peter Lloyd Jones	Labour
Councillor Stan Parker	Labour
Councillor Christopher Rowe	Liberal Democrat
Councillor John Stockton	Labour

*Please contact Ann Jones on 0151 511 8276 or e-mail
ann.jones@halton.gov.uk for further information.
The next meeting of the Board is on Monday, 29 January 2018*

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

Part I

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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.

CHILDREN YOUNG PEOPLE AND FAMILIES POLICY AND PERFORMANCE BOARD

At a meeting of the Children Young People and Families Policy and Performance Board on Monday, 11 September 2017 in the Civic Suite, Town Hall, Runcorn

Present: Councillors Dennett (Chair), Logan (Vice-Chair), Cassidy, Edge, P. Hignett, Horabin, P. Lloyd Jones, Parker and J. Stockton

Apologies for Absence: Councillor Rowe

Absence declared on Council business: None

Officers present: A. McIntyre, A. Jones, J. Farrell and T. Coffey

Also in attendance: Councillor T. McInerney (In accordance with Standing Order 33), M. Parkinson (Strategic Professional Partner) CWAC and Mrs C. Alonso

**ITEMS DEALT WITH
UNDER DUTIES
EXERCISABLE BY THE BOARD**

Action

CYP10 MINUTES

The Minutes of the meeting held on 12 June 2017 were taken as read and signed as a correct record.

CYP11 PUBLIC QUESTION TIME

It was confirmed that no public questions had been received.

CYP12 EXECUTIVE BOARD MINUTES

The minutes relating to the Children, Young People and Families Portfolio which have been considered by the Executive Board since the last meeting of this Board, were attached at Appendix 1 for information.

RESOLVED: That the minutes are noted.

CYP13 SSP MINUTES

The minutes of the Halton Children's Trust meeting held on 15 June 2017 were submitted to the Board for information.

RESOLVED: That the minutes be noted.

CYP14 SUMMARY OF 2017 PROVISIONAL UN-VALIDATED ATTAINMENT OUTCOMES

The Board received a presentation and summary on the provisional outcomes for Halton's Children and Young People and their performance in comparison to unvalidated national data and North West regional data.

It was noted that the outcomes for children and young people were only comparable to 2016 results for Key Stage One and Key Stage Two, and that these were to be treated with some caution as the new assessment processes experienced some unreliability in the first couple of years.

In summary the provisional outcomes showed:

- The Early Years Foundation Stage results – the Halton Gap to National had increased;
- Phonics results Year One – the Halton Gap to National had reduced;
- Key Stage One Reading, Writing and Maths – the Halton Gap to National at expected level;
- Key Stage Two Reading, Writing and Maths – the Halton Gap to National reduced across the board;
- GCSE Results – could not be compared to previous year due to new system;
- Post 16 Results A Level & BTEC – in line with national A*- E pass rate of 98% and increase of 6% on distinction grades from 2016 respectively.

Members were advised that progress data would be released in December and any schools that were below the floor standard and those meeting the coasting school criteria would be identified. These schools would be eligible for formal action by the Regional Schools Commissioner (RSC) and may be identified for an intervention plan that could lead to a sponsored Academy solution for the school.

The following queries/comments were made following the presentation:

The Good Learning Development (GLD) range was huge at 27% - 80%, what are we doing to improve this?

The School Improvement Team (SIT) would be challenging schools with poor results and making frequent visits to these schools to look at a range of data to understand what the reasons for this could be. Consistency across PVI and

Local Authority (LA) schools would continue to be encouraged through information sharing and working together. A restructure of the LA teams was planned and a data tracking system would be implemented for the LA schools.

Key Stage 1 (KS1) is always a problem for Halton – what are we doing to address this?

Some schools indicated that part of the reason pupils did not perform well at KS1 was due to their low starting point but the SIT were looking into this and challenging schools. It was anticipated that through better data information sharing and sharing of good practice that results would improve.

Key Stage 4 Maths was disappointing do we know why?

We are asking schools to share data and information so that more detailed analysis can be undertaken. The results of the analysis would be brought to the November PPB.

Austerity cuts have affected staff levels – do we have the resources to deal with these issues?

An explanation was provided over the loss of the ESG and other funding reductions. It was explained that the LA now had to bid together with other local authorities for Strategic School Improvement funding. This was a complex and time consuming process and the LA and its sub regional neighbours had not been successful in securing funds to date.

What was the Early Years intake?

Three year old admissions to nursery schools had increased to above target to 96%. This was in line with the North West region.

Comments around barriers against learning were made

A discussion on child development took place. The ECAT (Every Child a Talker) project was explained and the importance of parents involvement with this.

Phonics and Early Years results – was there any information about the settings involved?

No analysis was available at this point but we hope to provide this at the November meeting.

Do you approach Elected Members who are also school governors of failing schools?

Yes and the school categorisation letter would be shared with the Chair of Governors of each school. It was suggested that may be helpful if there was a prescribed set of questions that Governors could ask their schools in relation to performance. Members agreed this would be helpful in their Governor roles.

RESOLVED: That the presentation and comments made be received.

CYP15 REDUCING CHILD POVERTY AND IMPROVING LIFE CHANCES

The Policy and Performance Board received an update on the work of Halton's Child and Family Poverty Strategic Group and how this fed into the Liverpool City Region co-ordinated approach to addressing child and family poverty.

It was reported that growing up in poverty could affect every area of a child's development and future life chances. The most disadvantaged children were less likely to achieve their academic potential, secure employment and gain a sense of future financial security. They were also more likely to suffer from poor health, live in poor quality housing and unsafe environments. It was noted that in 2010 Halton, alongside the other Liverpool City Region (LCR) leaders, agreed to adopt a City Region wide approach to tackling issues related to child and family poverty that would build on strong local and City Region partnerships. The Child Poverty and Life Chances Strategy for the LCR was launched in 2011 and subsequently in 2015, which represented a long term approach up to 2020; the national deadline to eradicate child poverty.

The report discussed Halton's Child and Family Poverty Strategic Group and the agreed priorities for the LCR which were used to compile Halton's Child Poverty Action Plan. The key issues around each priority area were discussed and presented in paragraph 4.4 of the report.

Following the presentation of the item, Members queried/discussed:

Strategic routes for school leavers getting into jobs – the Chair reminded Members that this was the subject of this year's topic group *'Further Developing Links between*

Halton's Businesses and Schools' as presented on the PPB agenda in January. A progress report would be brought to the next meeting of the Board. In the meantime those Members who had not yet attended one of the topic groups were invited to do so.

Entitlement to Free School Meals (FSM) – a discussion took place around the numbers of parents who did not claim these, despite being entitled to them, and the impact of this on schools.

Chair – a comparison with child poverty now and 7 years ago when the strategy was first introduced was suggested.

The Chair requested that if a presenting officer was unable to attend a meeting, then this should be delegated to one of their colleagues.

Further to Halton's Child and Family Poverty Strategic Group, the Board noted that the Action Plan would be regularly monitored and evaluated for outcomes. The outcomes would also be fed back to this Board on an annual basis, as well as the LCR Child Poverty and Life Chances Commission.

RESOLVED: That Members note the report.

CYP16 JOINT LOCAL AREA INSPECTION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY FOR HALTON

The Board received the outcome of the Joint Local Area Inspection of Special Educational Needs and Disability (SEND) for Halton.

Further to the Ofsted and Care Quality Commission's joint inspections on the effectiveness of local areas in implementing the SEND reforms, Halton was inspected between 27 and 31 March 2017. The report outlined the areas of focus of the inspection and its main findings.

It was noted that in order to respond to the areas identified for development, a local area joint action plan had been set. Members were advised that this would be monitored and reviewed by the SEN Strategic Partnership Board and a progress report would be provided to this Board in 6 months' time.

Members queried the following in relation to the inspection:

Appendix A referred to an increase in the number of children and young people with social, emotional and mental health issues, was there an improvement on the waiting list time to see a therapist?

It was advised that there was a review of services for children with social, emotional and mental health issues. In addition a pilot had been undertaken with a number of schools to identify children at risk of absence from school due to social, emotional and mental health issues.

Although there had been staff shortages in the Bridgewater Centre, the vacancies for Occupational Therapists were being filled so it was hoped that these would bring down the waiting list time.

Exclusions seemed to be mostly SEND pupils – was there a tendency for non-LA schools to exclude SEND pupils more often?

The new exclusion framework states the tariffs in place for excluding pupils and provides schools with incentives to keep the children. The LA is asking for schools to evidence the steps taken up to the point of exclusion and asking them to advise the LA of the of the problems being experienced, so that officers can visit the school and child in question and perhaps intervene before the exclusion occurs.

Do we have the capacity to deliver the Action Plan discussed, given the amount of cuts to the budgets?

The cost of specialist education in Halton was 2.4m which would reduce considerably following the Government's cap on the funding that could be transferred from the schools budget to the high needs budget. Additional funding would have to be requested from the Halton Schools Forum and Secretary of State for Education. A response from the LCR as a whole to the Secretary of State for Education was suggested.

RESOLVED: That the Board

- 1) Note the outcome of the Joint Local Area SEND inspection;
- 2) Approve the development of a Joint Action Plan to address the areas of development identified by the inspection; and
- 3) Request that a report on progress in 6 months' time

be presented to the Board,

CYP17 PERFORMANCE MANAGEMENT REPORTS FOR
QUARTER 1 - 2017-18

The Board received the Performance Management reports for quarter 1 of 2017-18 and were requested to consider and raise any questions or points of clarification in respect of these.

It was noted that the key priorities for development or improvement in 2017-18 were agreed by Members and included in the Directorate Plans, for the various functional areas reported to the Board as detailed below:

- Education, Inclusion and Provision Services; and
- Children and Families Services

The reports detailed progress made against objectives and milestones and performance targets and provided information relating to key developments and emerging issues that had arisen during the period.

Members raised concerns with the overspend at the end of quarter one in the Children's and Families Department; particularly with the out of Borough foster placements and out of Borough residential placements. It was reported that a budget working group was actively looking at ways to balance this year's budget.

RESOLVED: That the first quarter performance management reports be received.

Meeting ended at 8.55 p.m.

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

DATE: 13 November 2017

REPORTING OFFICER: Strategic Director – Enterprise, Community & 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: 13 November 2017

REPORTING OFFICER: Chief Executive

SUBJECT: Halton Children's Trust Minutes

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

1.1 The draft minutes relating to the Children and Young People's Portfolio to be considered by the Children's Trust Executive Board at its meeting being held on 23 November 2017 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.



Halton Children's Trust: Minutes 21.9.17 – Council Chamber, Runcorn Town Hall

Present:

Cllr Tom McInerney	Lead Member for Children's Services HBC (Chair)
Mil Vasic	Strategic Director People, HBC
Ann McIntyre	Operational Director, Children's Organisation and Provision, HBC
Tracey Coffey	Operational Manager, Children & Families, HBC
Tracy Ryan	Assistant Policy Officer, People, HBC (Minutes)
Kelly Collier	Policy Officer, Children & Young People, HBC
Jane Tetlow	Cheshire Police
Simon Parsonage	Cheshire Police
Denise Roberts	NHS Halton CCG
Matthew Walker	Halton Youth Cabinet
Mary Murphy	Principal, Riverside College
Eileen O'Meara	Director of Public Health for Halton
Anne Doyle	Bridgewater Healthcare NHS Trust
Libby Evans	Bridgewater Healthcare NHS Trust
Tracey Holyhead	Halton Safeguarding Children Board
Angela Woolfall	Foster Carer
Sharon Canavan-Daly	Foster Carer
David Baugh	Pewithall Primary School
Cllr Dave Cargill	Community Safety Police and Crime Panel
Dorothy Roberts	Principal Policy Officer, People, HBC
Pat Hansen	Halton Housing Trust
Helen Whittick	Halton CAMHS
Julia Rosser	Public Health, HBC
Sheila McHale	NHS Halton CCG
Ewan Jago	UK Youth Parliament
Jonathan Madden	Halton Youth Cabinet
Holly Caldwell	Halton Youth Cabinet
Jack Cosgrove	Halton Youth Cabinet
Cleo Alonso	Vol Sector rep

Apologies:

David Parr	Chief Executive HBC
Shélah Semoff	Partnership Officer, Policy, People, Performance & Efficiency, HBC
Alan Fairclough	Cheshire Police
Dave Sweeney	NHS Halton CCG
Gareth Jones	Head of Service, Youth Justice Services
Jessica Burton	Cheshire Fire and Rescue Service
Richard Strachan	Chair, Halton Safeguarding Children Board
Vicky Jolly	North West Borough Hospitals (formally 5BP)
Children in Care Council reps	

<p>2.3</p> <p>2.4</p>	<p>the Ofsted 'Getting To Good' Workshop on Preparing for Adulthood (PfA) around our progress on PfA.</p> <p>Children's Trust website</p> <p>Kelly advised members that the Policy Team were in the process of updating the Trust website. Some outdated documents and information has now been removed and further work is to take place to add new content and amend 'header' tabs etc. Key Strategic multi-agency documents that members think should be added to the website are now sought from members.</p> <p>Action:</p> <ul style="list-style-type: none"> • Members to send any key Strategic documents to the Policy Team via cyppolicy@halton.gov.uk • Policy Team to update the Trust website and present at the next meeting <p>Participation Update</p> <p>Matthew Walker presented a brief overview of the INVOLVE Groups' remit/role and provided some options for members to consider around the future of the INVOLVE Group. These included:</p> <ul style="list-style-type: none"> • Remain – with work being done to develop it • Tag the INVOLVE Group meeting either before or after the Trust Board to try and encourage more engagement • Disband the group. <p>Matthew explained that these options had been drawn up for consideration due to several factors:</p> <ul style="list-style-type: none"> • Reduced partner engagement with the group; • Member numbers had dwindled; • Matthew has a new role elsewhere and is unable to support the group going forward. <p>Disbanding the group was not the preferred option - members thanked Matthew for his work in supporting the INVOLVE Group. It was acknowledged that the feasibility to tap into other existing groups which allowed ongoing engagement with young people be considered and that the future of INVOLVE would perhaps require further consideration outside of the meeting.</p> <p>Action:</p> <ul style="list-style-type: none"> • Mil/Ann to consider options outside the meeting <p>Members also agreed that in 2018, the Trust would host twice-yearly Childrens Trust Question Time for young people to attend and have partners as 'panel' members.</p> <p>It was also noted that Halton Youth Cabinet (HYC) was hosting</p>	<p>ALL</p> <p>KC</p> <p>MV/AMc</p>	<p>ASAP</p> <p>23.11.17</p> <p>23.11.17</p>
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	a School Council Councils' Workshop on 21 November. This could help increase HYC membership which may allow new young people to attend the Trust as members.		
	PART C - INFORMATION ITEMS		
3.0	Key Partner Updates		
3.1	<p><u>Tracey Coffey</u> Together for Adoption became the Regional Adoption Agency from 1 September '17 as the central local adoption service.</p> <p>Children and Social Work Act 2017 requires local authorities to publish their Children in Care/Care Leavers Local Offer. Tracey noted that this will be developed in partnership with young people shortly.</p>		
3.2	<p><u>Anne Doyle</u> Child Development Centre is to provide training on outcomes for staff shortly.</p>		
3.3	<p><u>Pat Hansen</u> HHT delivering workshops around commissioning.</p> <p>PLEASE NOTE CHANGE OF VENUE FOR NEXT MEETING</p> <p>Thursday 23 November, 4.30-6.30pm Sts Peter & Paul Catholic College, Widnes</p> <p><u>Pre-meeting with Young People, Parents/Carers</u></p> <ul style="list-style-type: none"> Thursday 21 November, Boardroom, Municipal Building 		
	<p>2018 Meeting Dates and Venue</p> <p>Sts Peter & Paul Catholic College, Widnes 4.30-6.30pm</p> <ul style="list-style-type: none"> Thursday 22 February '18 <u>Monday 21 May '18</u> Thursday 13 September '18 Thursday 22 November '18 		

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

DATE: 13 November 2017

REPORTING OFFICER: Strategic Director, People

PORTFOLIO: Economic Development
Children and Young People

SUBJECT: 14-19 Strategic Analysis and Work Priorities
(SAWP)

WARD(S) Borough-wide

1. **PURPOSE OF THE REPORT**

1.1 To present to PPB key data and information from the 14-19 Strategic Analysis and Work Priorities (SAWP) document.

2. **RECOMMENDATION: That the Board notes the work identified within the 14-19 SAWP presentation that takes place to meet the Local Authority's statutory duties outlined below.**

3. **SUPPORTING INFORMATION**

3.1 In April 2010 Halton Borough Council took over responsibility for the planning and commissioning of training and education for 16-19 year olds and for those with a learning difficulty up to the age of 25 from the Learning and Skills Council. The funding element of commissioning however moved to the Young People's Learning Agency (YPLA), which has now been joined with another agency and is called the Education and Skills Funding Agency (ESFA).

3.2 Since that time Halton Borough Council have published a Strategic Commissioning Statement, which later became the 14-19 Strategic Commissioning Statement. Without the funding or responsibility for contracting that would allow the commissioning of provision Post 16 the content of the document was developed to focus on what the local authority and partnerships in the borough were doing and needed to do to meet certain statutory duties related to young people. These statutory duties are listed below:

3.2.1

- Local authorities must secure sufficient suitable education and training provision for all young people aged 16 to 19 and for those up to age 25 with a learning difficulty assessment (LDA) or Education, Health and Care (ECH) plan. (Sections 15ZA and 18A of the Education Act 1996, as inserted by the Apprenticeships, Skills and Children and Learning Act 2009 and Part 3 of the Children and Families Act 2014)

- 3.2.2 • Local authorities must make available to all young people aged 13-19 and to those up to age 25 with an LDA or EHC plan, support that will encourage, enable or assist them to participate in education or training. (Section 68 Education and Skills Act 2008 as updated by Section 20 in Part 3 of the Children and Families Act 2014)
- 3.2.3 • Local authorities must promote the effective participation in education and training of 16 and 17 year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training. (Section 10 Education and Skills Act 2008)
- 3.2.4 • Local authorities must make arrangements - i.e. maintain a tracking system - to identify 16 and 17 year olds who are not participating in education or training. (Section 12 Education and Skills Act 2008)

3.3 The 14-19 Strategic Commissioning Statement identified key priorities for the borough which came from an analysis of data and information, and identified focus areas to guide the work of the 14-19 team, schools, colleges and providers and other services in the local authority. The last 14-19 Strategic Commissioning Statement was published in 2015 for the academic year 2015/16.

3.4 The 14-19 Strategic Analysis and Work Priorities (SAWP) has been developed to take the place of the 14-19 Strategic Commissioning Statement, reflecting the change in emphasis because as a local authority we do not have a commissioning function within Post 16 education and training provision.

3.5 Key work areas related to the four statutory duties above have been identified within the 14-19 SAWP document through the analysis of data and information. During the PPB meeting there will be a presentation of key data and the work taking place as a result of the 14-19 SAWP document.

4. **POLICY IMPLICATIONS**

4.1 None identified.

5. **FINANCIAL IMPLICATIONS**

5.1 None identified.

6. **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

6.1 **Children & Young People in Halton**

The 14-19 SAWP provides examples of how Halton meets key statutory duties, and could be used in an Ofsted Inspection to demonstrate this.

6.2 Employment, Learning & Skills in Halton

Apprenticeships and providing employment opportunities for local people are an important part of the Employment Learning and Skills Division and the 14-19 Programme Team works with the division to maximise progression for young people and support each other's work.

6.3 A Healthy Halton

None identified.

6.4 A Safer Halton

None identified.

6.5 Halton's Urban Renewal

None identified.

7. RISK ANALYSIS

7.1 Failure to share 14-19 SAWP document risks members not being fully informed about how the council meets key statutory duties, and the importance of specific work priorities in doing this.

8. EQUALITY AND DIVERSITY ISSUES

8.1 Halton Borough Council has a statutory duty to secure that enough suitable education and training is provided to meet the reasonable needs of:

(a) persons in their area who are over compulsory school age but under 19, and

(b) persons in their area who are aged 19 or over but under 25 and are subject to learning difficulty assessment or education, health and care plan

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

None.

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	13 November 2017
REPORTING OFFICER:	Strategic Director People
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Early Years Strategy
WARDS:	Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 This report will be delivered by presentation and aims to provide members with an overview of the Early Years Strategy and Action Plan and the Guide to parents.

2.0 RECOMMENDATIONS: The presentation be noted and a further update report in implementing the Action Plan be submitted to the next meeting on 29th January 2018.

3.0 BACKGROUND

- 3.1 As the number and percentage of pupils achieving a Good Level of Development in Halton remains significantly lower than statistical neighbours, other North West Authorities and national, Child Development remains a key priority for the borough.
- 3.2 To identify and address the challenges Halton faces an independent Early Years Review was commissioned and undertaken by Early Education and a multi-agency working group was established.
- 3.3 A revised Early Years Strategy and Action Plan has now been produced along with a guide to parents. These documents will be formally launched in November 2017.

4.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

4.1 Children & Young People in Halton

It is important that children get the best possible start as this impacts on their health and wellbeing, educational outcomes and employment prospects in later life.

4.2 Employment, Learning and Skills

See above.

4.3 A Healthy Halton

See above.

4.4 A Safer Halton

None identified.

4.5 Halton’s Urban Renewal

None identified.

5.0 RISK ANALYSIS

5.1 Poor outcomes impact on both the health and achievement of children in the Borough, by improving early years we can improve not just children’s physical wellbeing but their socio-economic outcomes in later life.

6.0 EQUALITY AND DIVERSITY ISSUES

6.1 It is essential that we improve outcomes in early years and secure the best start in early life for all pupils.

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

Document	Place of Inspection	Contact Officer
Early Education (The British Association for Early Childhood Education – Review of Early Years Halton Borough Council – April 2016)	Rutland House	Ann McIntyre – Operational Director – Education, Inclusion and Provision
Unknown Children destined for disadvantage – OFSTED – July 2016	DFE Website	Ann McIntyre – Operational Director – Education, Inclusion and Provision

REPORT TO:	Children and Young People Policy and Performance Board
DATE:	13 November 2017
REPORTING OFFICER:	Strategic Director, People
PORTFOLIO:	Children, Young People & Families
SUBJECT:	Presentation on the new Ofsted Inspection Framework for local authority children social care services
WARD:	Borough-wide

1.0 **PURPOSE OF REPORT**

- 1.1 To inform members about the requirements of the new inspection framework for children social care services which is due to be implemented in January 2018.

2.0 **RECOMMENDATION: That**

- 2.1 That members note the presentation.

3.0 **POLICY IMPLICATIONS**

- 3.1 The inspection will examine the role of members and the corporate role and contribution in ensuring that social care services deliver outstanding outcomes for children.

4.0 **FINANCIAL/RESOURCE IMPLICATIONS**

- 4.1 Preparing for and supporting inspection is resource intensive in officer time and also the time and involvement of multi-agency partners.

5.0 **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

5.1 **Children & Young People in Halton**

The inspection will look at all aspects of children's lives when they come into contact with the children's social care service including children at risk of harm, children in care and care leavers. It will examine how effective the council is at undertaking its statutory duties and how it performs as a corporate parent.

5.2 **Employment, Learning & Skills in Halton**

The inspection will examine how children in care and care leavers are supported in their education, training and employment.

5.3 A Healthy Halton

The inspection will examine how the council meets the health needs of children in care and care leavers, both their physical health but also their emotional health and wellbeing.

5.4 A Safer Halton

None identified.

5.5 Halton's Urban Renewal

None identified.

6.0 RISK ANALYSIS

6.1 A successful outcome is essential to evidence that children in Halton are well protected and supported and children in care and care leavers achieve well. A poor inspection outcome could potentially lead to the Department for Education directing that services be placed in a children's trust arrangement outside of local government control.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 The inspection will examine how these needs are identified and met.

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

8.1 None under the meaning of the Act.

REPORT TO:	Children & Young People Policy & Performance Board
DATE:	13 th November 2017
REPORTING OFFICER:	Headteacher of the Halton Virtual School for children in care
PORTFOLIO:	Children, Young People and Families
SUBJECT:	The annual head teacher report on the educational outcomes of children in care 2016-17
WARD(S)	All

1.0 PURPOSE OF THE REPORT









1.1 To provide PPB with the annual update of the educational outcomes for Halton children in care for 2016-17


2.0 RECOMMENDATION: That:

i) PPB note the information provided.

3.0 EXECUTIVE SUMMARY


3.1

Key Stage/ Outcome	Performance	Comment
Early Years Foundation		Halton children in care outperformed their non-care peers both locally and nationally.
Y1 Phonics		If data is disaggregated then Halton children in care outperformed their non-care peers both locally and nationally
Key Stage 1		Prior attainment of this cohort was not good at EYFS. However, although they did not perform as well as their non-care peers, 3 children did make accelerated progress for 3 children across Reading, Writing and maths and another 2 children made accelerated progress in Reading.
Key Stage 2	 Attainment  Progress	Prior attainment of this cohort was not good at KS1. Attainment of Halton children in care was not in line with their non-care peers. However, Halton children in care did make above the average expected progress for their prior attainment group.
Key Stage 4	 Attainment  Progress	Attainment of Halton children in care was not in line with their non-care peers. 5 young people have Progress 8 that were either broadly in line or positive.
Attendance		There has been a slight decrease in attendance across both Primary and Secondary phases. Key areas of concern are children placed with family on care orders, young people placed in residential care, and unauthorised absences.

Exclusions		There has been a positive reduction in both the number of Halton children in care receiving exclusions and in the number of days excluded. However, there is overall percentage receiving exclusions is still a concern.
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 indicates good performance

 indicates that there is some improvements but there is still concern

 indicates this is an area of underperformance

4.0 SUPPORTING INFORMATION



4.1 Halton has a small number of children in care within each key stage cohort. This always makes comparison with the general population and year on year performance very difficult as each child in care has a high statistical significance. This makes both the gap and trend analysis volatile.

2016-17 saw changes to the way English and maths GCSE results are awarded from a letter grade to a point scale of 9 – 1. All other GCSEs remained as letters for this year but will also move to the same point scale from next year.

Halton Virtual School provide educational support and activities over and above those delivered through schools and use of Pupil Premium Plus. This support is available and offered to all Halton children in care regardless of whether they live or are educated in Halton or out of borough. A copy of this year’s activity programmes is attached at Appendix 1.

4.2 The data provided within this report compares the performance of Halton children who have been in care for 12 months or more, to that of their non-care peers within each key stage.

Key to the tables:

Gap	Direction
Is comparing children in care performance this year with that of their non-care peers locally + = children in care out performed in comparison - = children in care underperformed in comparison	 = Closed the gap from previous year  - Gap increased from previous year Num = by how much from previous year

Within the tables:

CIC 12 mths+ = Halton children who have been in care for 12 months or more

H = all Halton children eligible to take the tests/GCSEs

What is a good outcome?

That a child has been in care for at least 12 months, living in a stable placement, with at least 90% attendance at a Good or better school, with no fixed term exclusions, and making at least sufficient progress in comparison to their non-care peers.

There is a glossary of terms used within this report in Appendix 2.

4.3 Early Years Foundation Stage Outcomes for Children in Care 2016 - 17

What is a good outcome?

A good outcome is that a child achieves the measure of a Good Level of Development (GLD)

Contextual information:

There were 5 children in the 12 mths+ care cohort. There were 3 boys and 2 girls. 3 children were educated in Halton schools. 2 are placed out of borough and had a placement move during this academic year as they have been placed for adoption with 1 having a school move as a result of the new placement. No other child had a school move or placement move during this academic year. 2 children are classified as requiring school SEND support. All children had attendance above 90% and none received fixed term exclusions. All 5 children attend schools rated by Ofsted as Good or better.

EYFS Outcomes	GLD	
Cohort	CIC	H
% Expected or Exceeded	80	61
Gap	+19	
Direction from previous year	↑	

Analysis shows that:

- Halton children in care have outperformed their non-care peers both locally and nationally (71%).
- All children achieved in line with the predictions on their Personal Education Plans.

Positive impact:

- 4 children had their personal Education Plans completed each term, with 1 child having a completed PEP for 2 terms. This has enabled appropriate support and targets to be put in place to improve their outcomes.
- 3 children accessed their Pupil Premium Plus funding each term which provides targeted educational support for children in care. The remaining 2 children accessed their Pupil Premium Plus funding twice in the academic year and both achieved their good level of development.
- Halton Virtual School has also provided Curiosity Book Shop parcels for 4 children and 1 child took part in a learning activity day.

For those who did not achieve expected outcomes:

- Only 1 child did not achieve a good level of development. Further analysis showed that the key areas for development are Personal, Social and Emotional Development and Number. These areas will be monitored through the next academic year's Personal Education Plan targets to ensure that all appropriate support is put in place.

4.4 Year 1 Phonics Outcomes for Children in Care 2016-17

What is a good outcome?

A good outcome is that a child will achieve 32 or more on the Phonics test.

Contextual information:

There were 10 children in the 12 mths+ care cohort. There were 6 boys and 4 girls. 6 children were educated in Halton. 3 children had a school move all of which were agreed due to a long term match with 2 moving to an out of borough school. However, none of the school moves resulted in time out of school. 3 children are living with family or parents, including 1 child who is living in Spain. 2 children had placement moves, with 1 child having 2 in the academic year. 3 children are on SEND support and 2 children have an EHCP and both attend Special Schools. With the exception of the child living in Spain and 1 child attending a Special School all children's attendance was above 90%. 8 children attend schools that are rated by Ofsted as Good or better. Of the remaining children, 1 is living in Spain and 1 attends a Halton school that is Requires Improvement.

Phonics Outcome	Threshold 32	
Cohort	CIC	H
% Achieved	60	71
Gap	-11	
Direction from previous year	↓	

Analysis shows that:

- 6 children achieved the Phonics threshold. Of the 4 children who didn't achieve it 1 is living in Spain and 2 attend Special Schools.
- If these 3 children are taken out of the cohort then the overall outcomes for Halton CIC is 86% which means that Halton CIC have outperformed their non-care peers both locally and nationally (81%)

Phonics Outcome	Threshold 32	
Disaggregated Cohort	CIC	H
% Achieved	86	71
Gap	+15	
Direction from previous year	↑	

- 1 child achieved 100% on the Phonics test with a further 3 achieving 39 marks.

Positive impact:

- 1 child has made accelerated progress in literacy from the Early Years Foundation Stage to achieve the Phonics threshold.
- 4 children had all 3 of their termly PEPs completed and 5 had PEPs across 2 terms. This has enabled appropriate support and targets to be put in place to improve their outcomes.
- 4 children accessed their Pupil Premium Plus each term, and a further 4 accessed it over 2 terms. This funding allows for targeted interventions to be put in place. 5 of these children achieved the Phonics Threshold. (2 who did not achieve this were in Special Schools but still accessed their funding)
- 4 children attended a learning activity day run by Halton Virtual School and 8 children received a Curiosity Book Parcel during Reception/Y1.

For the children who did not achieve expected outcomes:

- For those children who did not achieve the Phonics threshold, their literacy progress will be monitored through the targets on their termly PEPs.

- Halton Virtual School will provide additional literacy parcels to further support progress.

4.5 KS1 Outcomes for Children in Care 2016-17

What is a good outcome?

A good outcome is that a child will achieve the Expected Standard in each subject areas of Reading (R), Writing (W) and Maths (M) and in the 3 areas combined (RWM). This combined measure is new for this academic year.

Contextual information:

There were 14 children in the 12 mths+ care cohort. There were 2 boys and 12 girls. 9 children were in Halton schools. 3 children had a school move during this academic year, 2 because of a long term placement match and 1 to be placed for adoption out of borough. 3 children had placement moves during this academic year, 1 was placed for adoption and 2 were as a result of breakdowns (1 child experienced this twice). 3 children are placed with family, 1 of whom is living in Spain, and 1 child is in a residential provision due to medical needs. 4 children are receiving SEND support and 1 child is receiving Enhanced Provision for SEND. Apart from the child living in Spain, 11 children's attendance was above 90%. 9 children are attending schools that are rated by Ofsted as Good or better.

KS1 Subject Attainment	R		W		M		RWM	
	CIC	H	CIC	H	CIC	H	CIC	H
Cohort								
% Achieving Expected Standard	50	66	36	58	36	65	36	53
Gap	-16		-22		-30		-17	
Direction from previous year	↑		→		↑		↑	

Analysis shows that:

- Prior attainment of this cohort was not good; only 2 of the children achieved their Good Level of Development at the end of Reception, 11 were emerging in both Literacy and Maths
- Apart from the child living in Spain, all children achieved in line with the predictions on their Personal Education Plan for the combined measure (RWM).
- If the child who is living in Spain is disaggregated from the cohort the performance of Halton children in care improves as follows:

KS1 Subject Attainment	R		W		M		RWM	
	CIC	H	CIC	H	CIC	H	CIC	H
Disaggregated Cohort								
% Achieving Expected Standard	54	66	39	58	39	65	39	53
Gap	-12		-19		-26		-14	
Direction from previous year	↑		↑		↑		↑	

Positive impact:

- 3 children who did not achieve a Good Level of Development, had accelerated progress across all 3 areas – with 1 achieving Greater Depth in Maths and 1 achieving Greater Depth in Writing; 2 other children had accelerated progress across Reading based on their Early years outcomes.
- All other children were assessed as working towards the expected standard in all

subject areas.

- 8 children had completed Personal Education Plans across 3 terms, 5 children had completed Personal Education Plans over 2 terms.
- 6 children accessed their Pupil Premium Plus over 3 terms, 4 children accessed the funding over 2 terms and 2 children accessed it once in the academic year.
- 6 children have attended a learning activity day run by Halton Virtual School and 4 children have received Curiosity Book Shop parcels this year, with 5 children also receiving the parcels in previous academic years.

For those children who did not achieve expected outcomes:

- Further analysis will be undertaken to ensure that the appropriate support is put in place to enable the children to accelerate their learning. This will be monitored through the termly targets on their Personal Education Plans.
- Halton Virtual School will provide additional Literacy and Numeracy support to those children who were assessed as Working towards the Expected Standard.

4.6 KS2 Outcomes for Children in Care 2016-17:

What is a good outcome?

A good outcome is that a child will achieve the Expected Standard in each subject areas of Reading (R), Writing (W) and Maths (M) and in the 3 areas combined (RWM). The child must be Making Sufficient Progress in Reading, Writing and Maths from their prior attainment at Key Stage 1.

Contextual information:

There were 15 children in the 12 mths+ care cohort. There were 8 boys and 7 girls. 14 were educated in Halton schools. 1 child had a school move due to requiring specialist provision following an EHCP. 3 children had a placement move during Year 6. 2 children have EHCP and both attend a Special School; 3 have SEND School Support and 1 has Enhanced Provision. All children's attendance was above 95%. 12 children attended schools rated by Ofsted as being Good or better.

KS2 Subject Attainment	R		W		GPS		M		RWM	
	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H
Cohort										
% Achieving Expected Standard	53	69	60	72	73	75	53	70	47	56
Gap	-16		-12		-2		-17		-8	
Direction from previous year	↑		↑				↑		↑	

Analysis shows that:

- Prior attainment at Key Stage 1 was not good for this cohort –Level 2b+ was the previous expected standards across the subjects: 9 children did not achieve Level 2b+ in Reading; 11 did not achieve Level 2b+ for Writing; 8 did not achieve Level b+ in Maths; only 4 achieved the combined RWM at Level 2b+
- There was 1 child who achieved the expected standard in Reading and Writing but not in Maths; there was 1 child who achieved the expected standard in Writing

alone and 1 child who achieved the expected standard in Maths alone.

Progress is based on how the child performs in comparison to the children nationally who have the same prior attainment banding as them at Key Stage 1.

KS1-2 Progress	R		W		M	
	CIC	H	CIC	H	CIC	H
Cohort						
Progress score	+1.67	0.00	+2.32	-0.5	-0.28	-0.3
Gap	+1.67		+2.82		+0.02	
Direction from previous year	↑		↑		↑	

- In Reading, 7 children made up to 5 points progress above the average expected for their prior attainment group, 1 child made 13 points above and 1 child made 16 points above that of their peers.
- In Writing, 7 children made up to 5 points progress above the average expected for their prior attainment group and 3 children made up to 10 points or more above that of their peers.
- In Maths, 4 children made up to 5 points progress above the average expected for their prior attainment group and 2 children made up to 10 points or more above that of their peers.

There were 2 children who attended Special Schools and if these 2 children are taken out of the data the attainment is as follows:

KS2 Subject Attainment	R		W		GPS		M		RWM	
	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H
Disaggregated Cohort										
% Achieving Expected Standard	61.5	69	69	72	85	75	61.5	70	54	56
Gap	-7.5		-3		+10		-8.5		-2	
Direction from previous year	↑		↑				↑		↑	

KS1-2 Progress	R		W		M	
	CIC	H	CIC	H	CIC	H
Disaggregated Cohort						
Progress score	2.33	0.00	3.05	-0.5	0.12	-0.3
Gap	+2.33		+3.55		+0.42	
Direction from previous year	↑		↑		↑	

Positive impact:

- 11 children had a Personal Education Plan completed each term and the remaining 4 had Personal Education Plans over 2 terms.
- 7 accessed their Pupil Premium Plus funding over 3 terms, 6 had the funding over 2 terms, 1 child accessed the funding only once and 1 child did not access it at all.
- 2 children have had additional tuition this year funded by Halton Virtual School.
- 2 have received Curiosity Book Shop parcels during this Key Stage. 2 have received additional tailored literacy and numeracy activity packs provided by Halton Virtual School.
- 12 children have accessed a learning activity day run by Halton Virtual School during this Key Stage, with 4 children accessing 3 or more.

For those children who did not achieve their expected outcomes:

- Targeted use of Pupil Premium Plus will be put in place through the Personal Education Plan to ensure that their progress is accelerated.
- They will also be targeted for additional personalised interventions from Halton Virtual School, including additional tuition, activity days, literacy packs.

4.7 **KS4 Outcomes for Children in Care 2016-17:**

Explanatory supporting information:

As stated in previous annual reports, it is important to note when reviewing the performance of our Key Stage 4 cohort that national research indicates that there are numerous factors that have a statistically significant negative impact on the educational outcomes for children in care as compared to the school population as a whole. These include:

- Poorer prior attainment at Key Stage 2,
- Overrepresentation within those pupils who have additional and SEND needs,
- The length of time they have spent living away from their family
- Greater instability both at home and in school,
- Higher levels of unauthorised absence and exclusions resulting in lost learning time.
- Higher levels of emotional, behavioural and mental health needs,
- Continuing birth family issues and anxieties which impact on their ability to concentrate and focus on their learning.

The national statistical analysis shows that the impact of these characteristics means that outcomes for children in care will always result in a difference in attainment. Therefore, there is an increasing focus on reviewing the progress of children in care from their point of entry into the care system.

GCSEs in England have had a new grading scale this year for English and Maths. Grade 9 is the highest grade with grade 1 being the lowest awarded. Grade 5 and above is considered to be a strong pass and grade 4 and above a standard pass.

For this year the other GCSEs have remained on the letter grading system as in previous years. However, from next year, GCSEs will begin to move to the new 9 to 1 grading scale. This means that it is difficult to compare this year's results with previous years.

Attainment 8 and Progress 8 have continued to be other key indicators of performance. Attainment 8 is calculated across 8 subjects, which in reality is 10; English (double weighted), Maths (double weighted), 3 best EBACC grades plus 3 best other GCSE or equivalent grades. The grades are converted to points and the sum is calculated to give the average attainment 8 score. Progress 8 is the progress made by the pupils on their attainment 8 subjects. Pupils' progress is measured against all other pupils nationally whose prior attainment at Key Stage 2, was the same. Progress 8 is a value added measure, therefore, the national average for mainstream pupils is zero. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

What is a good outcome?

A good outcome is that a young person will have achieved English (E) and Maths (M) at grade 5 and above; and that they will have achieved highly on Attainment 8 and have a positive Progress 8 score.

Contextual information:

There were 13 young people in the 12 mths+ care cohort. However, 6 had been in care for less than 3 years. There were 7 boys and 6 girls. 2 young people had a school move during Key Stage 4 and both were as a result of Court granted secure orders. 3 young people had a placement change during Year 11, with 2 young people having 3 moves and 1 young person having 2. 2 young people were placed in semi-independent living just prior to the examination period, and a further 5 have been in residential provision throughout Year 11. 3 young people had missing from care episodes during Key Stage 4. 1 young person has had CSE issues; 4 were involved with YOS;

3 young people have and EHCP, all for SEMH issues and an additional 6 were receiving SEND support. 6 young people had attendance below 90%; 2 had periods of fixed term exclusions. 6 young people were in Special Schools or independent schools, 4 of which were out of borough. 3 young people were educated in out of borough provisions. 4 young people attended provision where they were not able to access the full range of Key Stage 4 qualifications, but the provision did meet their overall needs. 11 young people were provision rated by Ofsted as being Good or better.

KS4 GCSE outcomes	E 5+		E 4+		M 5+		M 4+		EM 5+		EM 4+		EBacc	
	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H
Cohort	23.1	49.7	46.2	69.2	7.7	37.3	30.8	62.4	7.7	30.4	30.8	55.3	7.7	26.5
% Achieved														
Gap	-26.6		-23		-29.6		-31.6		-22.7		-24.5		-18.8	

There were 2 young people who were placed in Scotland and therefore did not take the English examinations. If they are disaggregated from the cohort the results are as follows:

KS4 GCSE outcomes	E 5+		E 4+		M 5+		M 4+		EM 5+		EM 4+		EBacc	
	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H	CIC	H
Disag Cohort														
% Achieved	36.5	49.7	54.5	69.2	9.1	37.3	36.4	62.4	9.1	30.4	54.5	55.3	9.1	26.5
Gap	-13.2		-14.7		-28.2		-26		-21.3		-0.8		-17.4	

Analysis shows that:

- 4 young people achieved a positive Progress 8 score, with a further young person being broadly in line with the expected progress made for the same young people in his prior attainment group.
- Of those who did not achieve a positive Progress 8 score, 2 were in secure accommodation in Scotland, 3 did not take 8 GCSEs.

- Further analysis has shown that 54.5% achieved at least 5 good GCSE passes, with 2 young people achieving 8 and 1 young person achieving 11.
- With regards to Attainment 8 the Halton average was 45.5 points and the average for Halton CIC was 44 points.
- At the time of writing this report there is no overall Halton Progress 8 data.
- 45.5% of the overall cohort achieved in line with the overall predictions on their Personal Education Plan, with Maths being the main reason others did not achieve their predictions. 5 young people did achieve better than predicted in English or Maths.

Positive impact:

- 8 young people had a completed Personal Education Plan for 3 terms, and 4 had completed Personal Education Plans over 2 terms. This has enabled appropriate support and targets to be put in place to improve their outcomes.
- 4 young people access their Pupil Premium Plus funding each term, and 4 accessed the funding over 2 terms. This has enabled targeted interventions to be put in place to improve their outcomes.
- Halton Virtual School has provided 1:1 tuition for 6 young people in line with their requests; this was over and above anything provided through Pupil Premium Plus or school. 4 young people have accessed learning activities provided by Halton Virtual School during Year 11 and a further 4 accessing support from the Virtual School during their time in care.

Post 16 progression:

- Of the 13 young people in the 12mth+ cohort, 11 have an identified positive destination for September, including 1 who has already started an apprenticeship. 1 is currently still in secure accommodation.
- Halton Virtual School is working with MPloy to ensure continued engagement of all and to secure provision for the 1 young person who has not identified their Post 16 pathway.
- Halton Virtual School has developed a new programme called 'Passport to Success' which focuses on supporting young people to continue their engagement in Education, Employment and Training and to work towards future career aspirations.

4.8 Attendance and Exclusions Outcomes for Children in Care 2016-17:

What are good outcomes?

Attendance should be above 90% as any figure below this is classed as Persistent Absence. No child in care should be Permanently Excluded and any Fixed Term Exclusion should be used as a last resort. .

Attendance contextual information:

Primary	Overall	
	12mth +	All CIC
Cohort Size	64	96
Average %	96.06 ↓ - 1.66	95.96
No <90% (PA)	5 (7.8%)	4

No <95%	5	10
No 100%	9	9

Secondary	Overall	
	12mth	All CIC
Cohort Size	65	80
Average %	87.8 ↓ -2.42	86.9
No <90% (PA)	18 (27.7%)	26
No <95%	7	11
No 100%	12	13

Analysis shows that:

For Primary

- There has been a slight decrease in the average attendance with 5 children classed as persistently absent from school. This includes 2 children from the same family who are placed at home on care orders, one of whom has been at high risk of permanent exclusion due to very challenging behaviour. The main reason for the other children's absence is illness.

For Secondary

- There has been a decrease in the average attendance and an increase in persistent absence.
- Of the 18 young people who are classed as persistently absent, 16 are in Years 9 – 11 and 12 are placed in residential provision, with a further 3 being placed with family.
- 11 are educated in out of borough schools (10 special schools).
- 2 young people have also had periods in secure provision over the academic year and 3 have had periods of being missing from care.

For the combined phases

- Overall average attendance for children who have been in care for 12mths+ = **91.9%**, a decrease of **↓1.47%** from the previous year.
- The percentage of children with attendance below 90% = **17.8%** which is a dip in performance of **↓7%** from the previous year.

Exclusions contextual information:

Analysis shows that for Primary:

Primary	Overall	
	12mth	All CIC
Overall Cohort Size	64	96
No days FT Ex	No of yp	No of yp
0	63	93
1-2	0	0
3-5	0	1
6-10	0	0
11-15	0	1
16-20	0	0
20+	1	1
Total No having 1+ FT Ex	1	3
% having 1+ FT Ex	1.6%	3.1%

- It is very unusual for Primary Halton children in care to receive fixed term

exclusions. Those children who have received fixed term exclusion have all attended Halton schools, have been living with family, and received the exclusions following extremely challenging behaviour. Bespoke support packages were put in place to stabilise their provision.

- 2 of the children were new into care and from the same family.
- 2 children are now undergoing statutory assessment for Social, Emotional and Mental Health needs.
- There has been a reduction of 0.7% in the percentage of the overall Primary cohort.

Secondary:

Secondary	Overall	
	12mth	All CIC
Overall Cohort Size	65	80
No days FT Ex	No of yp	No of yp
0	51	65
1-2	7	3
3-5	1	2
6-10	3	3
11-15	2	2
16-20	1	1
20+	1	1
Total No having 1+ FT Ex	14	15
% having 1+ FT Ex	21.5%	18.75%

Analysis shows that:

- There has been a positive reduction in both the number of young people receiving exclusions (2 in the 12 month cohort and 4 in the all CIC cohort) and the number of actual days excluded (reduction of 73.5 days).
- There were 10 young people in Key Stage 4, 7 of who are in Year 10.
- 6 young people have been attending Halton Schools, and they tended to receive the lower number of days excluded.
- Of those in out of borough provision, 5 were in Special or Independent school with an EHCP for SEMH.
- 11 of the overall total receiving exclusions were male.

Strategies to improve attendance and exclusion rates:

- Halton Virtual School commissioned a bespoke intervention programme (PHEW) from Young Addaction, targeted at Y9 boys who were at risk of being excluded and disengaging from school. The impact has been positive with none of the boys taking part receiving any more exclusions. Feedback from schools shows that the boys also engaged more positively in their learning.
- Halton Virtual School has commissioned a bespoke intervention programme to promote positive self-esteem and self-regulation for Year 8 and 9 girls (GLAM). This focused on developing positive relationships and aspirations to improve engagement and reduce possible exclusions. The feedback from the girls and schools has been positive, with evidence that the girls involved are more able to utilise strategies to regulate their behaviour and have increased confidence in

different situations.

- Halton Virtual School has also commissioned bespoke targeted mentoring support for those children at high risk of permanent exclusion and this has led to a reduction in the young people's challenging behaviour and greater engagement in their learning.
- Attendance and exclusions continue to be monitored on a daily basis by Halton Virtual School and support is provided to address any issues, including referrals to Psychologists and commissioning specialist assessments.
- Halton Virtual School has delivered a range of training sessions for Designated Teachers to increase awareness and improve practice in meeting the needs of children with attachment difficulties. A specialist consultant has also been commissioned to support individual schools where children were experiencing high levels of emotional and behavioural difficulties due to their attachment issues.
- Pupil Premium Plus has been targeted to support young people who are not attending or at risk of exclusion.

Further developments for 2017-18:

- Halton Virtual School will continue to commission both the PHEW and GLAM projects as outlined above.
- Halton Virtual School and Health Improvement Team are providing activity days for young people in KS2 – 4 to address their concerns around mental health issues and to develop positive strategies to self-regulate.

4.9 Whole School Developments 2017-18

- There will be a comprehensive training programme delivered by Halton Virtual School for all Designated Teachers to help increase school's capacity to meet the needs of children in care in their schools. This will include the development of 1 page Attachment Profiles that will be aimed at reducing barriers to children making progress.
- Halton Virtual School have established an At Risk Register, identifying children who are at risk of not making progress due to multiple factors. This register will be used to work with schools, social workers and foster carers, to reduce barriers to learning and improve outcomes.
- Halton Virtual School will be increasing the range of activity days that it provides to all children in care to support their learning and skill development.
- In addition to the existing learning interventions provided by Halton Virtual School, we are exploring commissioning Sound Training, a company that works with children from Reception age through to adults, to improve reading skills. We are also looking to fund Accelerated Reader and Maths programmes within schools that have children in care who are not making progress through their current Pupil Premium Plus interventions.

5.0 POLICY IMPLICATIONS

- 5.1 Please see other implications below regarding national policy changes both current and future.

6.0 OTHER/FINANCIAL IMPLICATIONS

- 6.1 Due to changes in the National Schools Funding formula Pupil Premium Plus for children in care will rise from £1900 to £2300 from April 2018. Although this is an increase in the total amount of funding allocated through Pupil Premium Plus it is in actual fact a reduction of £1117 in the overall funding that children in care have received over previous years. This is because Halton Schools were given an additional £1517 per child in care in their schools to support them in meeting their needs.
- 6.2 Halton Virtual School also continues to use the Personal Education Allowance funding that the Council provides as Corporate Parents. This funding is vital in supporting the learning activity programme and the personalised interventions that the children receive over and above those funded by Pupil Premium Plus.
- 6.3 Halton Virtual School are looking to provide additional employment and training opportunities for Care Leavers through access to apprenticeship opportunities and also work programmes. There are funding implications for both of these options that the Virtual School will need to monitor to see if they are viable and can be sustained in the longer term.
- 6.4 Given the changes in assessment and curriculum in both phases this will continue to impact upon how attainment and progress are to be monitored and measured. Halton Virtual School continues to work with both Primary and Secondary school colleagues to ensure that the Personal Education Plan is completed on a termly basis. However, further work needs to be done in order to provide overall comparisons against expected outcomes.

7.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

7.1 Children & Young People in Halton

The educational attainment of children in care remains a key priority for the Council.

7.2 Employment, Learning & Skills in Halton

If children in care do not achieve their expected educational outcomes there is a high risk that they will become NEET and therefore not achieve employment which fulfils their aspirations or enables them to be active participants in the community.

7.3 A Healthy Halton

Research has demonstrated that issues related to the emotional health and well-being has a significant impact upon the educational outcomes for children in care. Timely and effective services are vital in providing emotional support for our young people to enable them to have positive engagement in their learning and achieve their potential.

7.4 A Safer Halton

Due to their lived experiences children in care can be at higher risk of child sexual exploitation, and episodes of missing from care or school. Research does indicate that

these factors all have a negative impact upon educational outcomes for our children and young people in care. Therefore, all agencies need to provide proactive support in order to keep children in care safe.

7.5 Halton's Urban Renewal

None identified.

8.0 RISK ANALYSIS

8.1 If the outcomes for our Halton children in care do not improve then there is a continued risk that they are more likely to become NEET and not become active and positive partners in their community.

9.0 EQUALITY AND DIVERSITY ISSUES

9.1 Children in care continue to be a vulnerable group whose life experiences of trauma, neglect and abuse mean that they have not had the same start in life as other young people.

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

None.

VIRTUAL  SCHOOL



ACTIVITY AND SUPPORT
PROGRAMME
2016-17



Please see the complete education activity support programme for 2016-17 being delivered by Halton Virtual School and key partners.

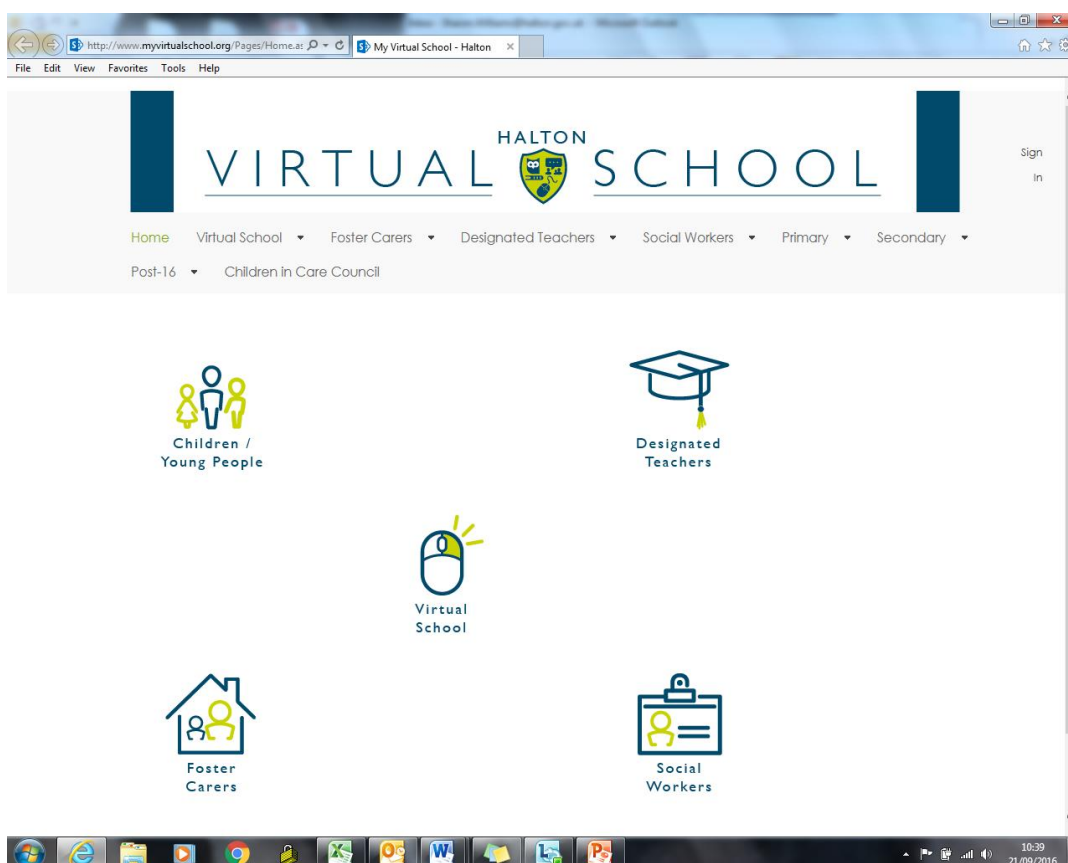
There are 2 parts to the programme.

- Education Activity and Support Programme which covers the holiday activity days plus other types of educational support that the Virtual School can offer.
- Passport to Success Programme has a specific focus on preparing young people for life beyond school.

Each of the programmes provide a very brief description of the activity and which cohort of children in care are eligible to access them.

Invitations will be sent out to children and young people, and carers in advance of the activity/event with a request for confirmation of attendance. Social Workers will also be informed of the activity. Senior managers, carers and social workers are invited to a celebration event for each activity to see what the children and young people have been doing.

The full programme can also be found on the Halton Virtual School Website - www.myvirtualschool.org. Below is the front page you will see when you log in. To find the activity programme you can click on any of the following icons.



Education Activity and Support Programme 2016-17



Date & Venue	Target group	Activity Title	Details
Tues 25 th Oct 2016 10am – 3:30pm Grangeway HUB (HRMZ)	Year 4 & 5	Wacky Races	Aims: <ul style="list-style-type: none"> To build cars which are propelled by balloon power To experiment with designs and explore factors that would affect how fast or how far a car goes To learn how a balloon car works just like a rocket To be creative in balloon car designs
Thurs 16 th Feb 2017 10am – 3:30pm TBC	Year 6 & 7	Treasure Hunters	Aims: <ul style="list-style-type: none"> To use observation, listening and problem solving skills throughout the day To become treasure hunters and solve a series of clues to find the hidden treasure To examine museum artefacts up close
Tues 4 th Apr 2017 10am – 3:30pm TBC	Reception & KS1	Commando Joe's	Aims: <ul style="list-style-type: none"> To participate in team building tasks to develop communication and leadership skills To complete problem solving activities To take part in fitness based obstacle courses
Tues 11 th Apr 2017 10am – 3:30pm TBC	KS3	Commando Joe's	Aims: <ul style="list-style-type: none"> To develop leadership and communication skills throughout a range of team building tasks To build resilience and confidence throughout the day To take part in a range of practical and physical activities
Tues 30 th May 2017	Year 2 & 3	Museum Trip	Aims: <ul style="list-style-type: none"> To explore and learn about a range of

Date & Venue	Target group	Activity Title	Details
10am – 3:30pm TBC			exhibits <ul style="list-style-type: none"> • To take part in hands on workshops available at the museum • To complete activity booklets whilst exploring the museum
Starting week beginning 3 rd October	Y8 & 9 Girls	Young Addaction	6 week programme focusing on developing understanding, skills and strategies: <ul style="list-style-type: none"> • Self-image and esteem • Self-regulation • Peer relationships • Personal relationships and boundaries
Spring Term	Year 8 & 9 Boys	PHEW – Young Addaction	6 week programme focusing on skills, strategies and confidence: <ul style="list-style-type: none"> • Physical Health • Emotional Well Being • Self-regulation • Aspiration • Engagement in learning
As required	Targeted children identified through PEPs and attainment targets	Literacy and Numeracy Activity Parcels	Bespoke parcels to support literacy and numeracy skills through learning at home.
Monthly	Years 4, 5 & 6	Storytime Magazine	A year's subscription to a story magazine sent out monthly to each child at their placement address. Aims: <ul style="list-style-type: none"> • To develop interest in reading through brightly illustrated magazines rather than books • To develop reading skills through easy to read short stories
Half termly	Reception & targeted children identified through PEPs & attainment results	Curiosity Book Club	Partnership with local bookstore "Curiosity Bookshop" to provide individualised book parcels sent out to a child's placement address once a term for the academic year. Aims: <ul style="list-style-type: none"> • To encourage reading at home by providing reading materials that a child can read individually or with carers • To tailor reading materials to suit

Date & Venue	Target group	Activity Title	Details
			individual needs or levels of reading – including targeted parcels to support writing as well as reading
Launch in Autumn Term and then on-going	Years 10 - 12	GCSE Pod	On line learning tool that supports GCSE learning – it is matched to individual learners subjects and exam boards. Access and impact can be tracked by VS, DT and FC
As requested	Any child in care	1:1 Tuition after school	Working alongside a tuition agency to arrange after school tuition for a range of subjects. Aims: <ul style="list-style-type: none"> • To provide good quality extra 1:1 support on a child or young person’s identified subject after school • To provide tuition in more than one subject for a child or young person should it be needed

Passport to Success 2016-17



Date and Venue	Target Group	Activity Title	Details
11 th Oct 4 – 6 pm Halton Lodge Children's Centre	Year 7	Let's have a quick catch up - How is it going in Secondary School?	Follow up from Y6 Transition activity day – Moving Up <ul style="list-style-type: none"> • To review getting used to homework timetables and deadlines • To develop a greater understanding of how IT can safely help with learning • To review how things are going at secondary school
27 th Oct 10 – 3 pm CRMZ	Years 8 & 9	Soled	Enterprise activity <ul style="list-style-type: none"> • To learn what is involved in running a company and the world of work • To develop marketing and design skills • To practice team work and communication skills
23 rd February 16 th March 4:30 – 6 pm CRMZ	Years 8 & 9	What do I want to do when I leave education? Part 1 & 2 20 – 25 also inc FC	Options and Careers Choices <ul style="list-style-type: none"> • To raise awareness of the importance of their Option choices and how they relate to future Career aspirations. • To develop a greater understanding of the consequences of their Options choices • To reaffirm the importance of focusing and working hard now in order to achieve their long term aspirations

Date and Venue	Target Group	Activity Title	Details
March 2017 1 hour Individual arrangements	Years 8 & 9	1 2 1 Discussion about my career	A bespoke follow up discussion with a Careers Adviser to focus on individual needs and aspirations
5 th April 10 – 3 pm Halton Lodge Children's Centre	Year 8	You Personally – Self Care Skills course	Developing good hygiene <ul style="list-style-type: none"> • To understand the importance of keeping clean • To understand why it is important to change clothes, to wash them and look after them • Dental Hygiene • Use of personal hygiene products • How things change during puberty
19 th April 4 – 6 pm Box 9 Stadium	Year 9	Is it for Me? Part 1 What exactly is an apprenticeship	Introduction to Apprenticeships <ul style="list-style-type: none"> • To develop a greater understanding of what an apprenticeship is and what areas offer them. • To look in depth at the types, levels and range of Apprenticeships. • To hear from an Apprentice what it is really like. • With a Careers Adviser, to discuss if an apprenticeship is appropriate and what qualifications might be needed.
14 th Feb 10 – 3 pm Halton Lodge Children's Centre	Year 9	Budgeting for Life – Budgeting course	How to manage money <ul style="list-style-type: none"> • Importance of saving money – 'spend a bit and save a bit'. • Importance of budgeting • Budgeting challenge activity • What debt is • Bank accounts • Setting up home

Date and Venue	Target Group	Activity Title	Details
17 th Nov 9 – 5 pm NEC Arena	Years 9 & 10	Is it for Me? Part 2 - What job opportunities are there and what skills will I need?	Visit the Skills show to look at all the possible career choices available and what qualifications/skills they require
17 th Feb 10 – 3 pm Warrington Rd Children's Centre	Year 10	Cheap Eats – Budget cooking courses	Budget cooking course. <ul style="list-style-type: none"> • To understand the costs around making a meal • To be able to compare prices between 2 supermarkets. • To purchase items to make a meal within a given budget • To look at batch cooking to save money
28 th Feb 4 – 6 pm 8 th March Open Evening Riverside College	Year 10	Is it for Me? Part 3 - What can I study at college and what will it be like?	Bespoke session at Riverside College: <ul style="list-style-type: none"> • To understand the breadth of courses and different levels of qualifications available at Riverside • To explore what support will be available post 16 • Visit to Riverside College on Open Evening to look at what courses can be taken
7 th June 2017 4:30 – 6 pm CRMZ	Year 10	Is it for Me? Part 4 - Apprenticeship Choices	Part of apprenticeships workshops <ul style="list-style-type: none"> • Explore in more detail what apprenticeships are available • To look at entry requirements for different types of apprenticeships
Sept/Oct 2016 1 hour Individual arrangements	Year 11	1 2 1 Discussion about my career	A bespoke discussion with a Careers Adviser to focus on individual needs and aspirations

Date and Venue	Target Group	Activity Title	Details
2 nd November 4 – 6pm Boardroom, Municipal Buildings	Year 11 & 12	Is it for Me? Part 5 - Applying for Apprenticeship	Final part of apprenticeships workshops <ul style="list-style-type: none"> • To go through the registration process on apprenticeship websites • To develop a good quality CV and application form • To look at deadlines for submission and put a plan in place to complete this.
25 th Jan 2017 1 st Feb 2017 8 th Feb 2017 13 th Feb 2017 10 – 3pm 22 nd Feb 2017 1 March 2017 4 – 6 pm (except 13th Feb 10 – 3 pm) Halton Lodge Children’s Centre	Year 11 & 12	Preparation pays off	6 week programme: <ul style="list-style-type: none"> • How to revise • How to write a good CV and Application Form • Interview hints and tips • Mindfulness – how to keep calm and take care of yourself during stressful times • Options for living • What am I entitled to?
16 th and 23 rd November 4 – 6 pm Riverside College	Y7 – 12 20 places only	First Aid	Receive a certificate to show you have learned and practiced basic first aid skills
15 th and 22 nd March 4 – 6 pm Riverside College	Y7 – 12 20 places only	Food Hygiene	Receive a certificate to show you have acquired the right skills to keep yourself and others safe when preparing and eating food.
8 th November and 11 th January 4 – 6 pm CRMZ	Y7 – 11 20 places only	E-Safety	Receive a certificate to show you have acquired the knowledge to keep yourself safe using social media and other technology and developed the skills to use it appropriately.

Date and Venue	Target Group	Activity Title	Details
17 th January 2017 4 – 6 pm CRMZ	Year 11 & 12	Your Own Safe Hands – Part 1, How to keep yourself safe	Community Safety Team to deliver session around <ul style="list-style-type: none"> • Personal safety • How to keep yourself safe when out and about • Stranger Danger
4 th July 2 – 4 pm CRMZ	Year 11 & 12	Your Own Safe Hands – Part 2, How to keep yourself safe in work	Tony Dean to deliver a session around <ul style="list-style-type: none"> • safety in the work place • preparation for work • manual handling being responsible for own Health and Safety

APPENDIX 2 – GLOSSARY OF TERMS USED IN THIS REPORT

PEPs	Personal Education Plans
PP+	Pupil Premium Plus
EYFS	Early Years Foundation Stage
GLD	Good Level of development
R	Reading
W	Writing
M	Maths
E	English
SEND	Special Educational Needs and Disabilities
EHCP	Education Health Care Plan
YOS	Youth Offending Service
CSE	Child Sexual Exploitation
FT Ex	Fixed Term Exclusion
PA	Persistent Absence
SEMH	Social, Emotional and Mental Health

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

DATE: 13 November 2017

REPORTING OFFICER: Strategic Director, People

SUBJECT: Annual Report - Comments, Complaints and Compliments relating to Children's Social Care Services 1st April 2016 - 31st March 2017

PORTFOLIO: Children, Young People & Families

WARDS(S): Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 To meet the statutory requirement to publish an Annual Report.
- 1.2 To report and provide an analysis on complaints processed under the Children Act 1989, Representation's Procedure.

2.0 RECOMMENDATION: That

- 1. the report is accepted as the mechanism by which Senior Management and Elected Members can monitor and scrutinise children's social care complaints (and compliments); and**
- 2. the Annual Report will evidence how feedback from service users has been used to improve service delivery.**

3.0 SUPPORTING INFORMATION

- 3.1 The aim of The Children Act 1989 Representations Procedure is for Children and Young People to have their concerns resolved swiftly and wherever possible by the people who provide the service locally.
- 3.2 A complaint may generally be defined as an expression of dissatisfaction or disquiet in relation to an individual child or young person, which requires a response.
- 3.3 There are 4 categories to the representation process.
 - i. Statutory Complaints - the complainant is eligible as stated in the Representations Procedure to make a formal complaint.
 - ii. Representations - where a complainant is not eligible under the Statutory Complaints Procedure to make a formal complaint, but their comments are noted and responded to. If it is not a complaint under the Statutory Procedure then the Corporate Complaints procedure may

apply. These will often be as complex and take as much time as a statutory complaint and are recorded as Customer Care issues.

- iii. Customer Care issues – can also include advice and guidance, signposting, problem solving and early resolution to prevent complaint escalation.
- iv. Compliments – positive feedback

3.4 The formal complaints procedure has a process of 4 stages.

Stage 1: Aims to resolve the problem as quickly as possible (within 10 working days, or 20 if complex)

Stage 2: If unhappy with response at stage 1, a request can be made for the complaint to be investigated by an Independent Investigator/Person (within 25 working days, 65 if complex).

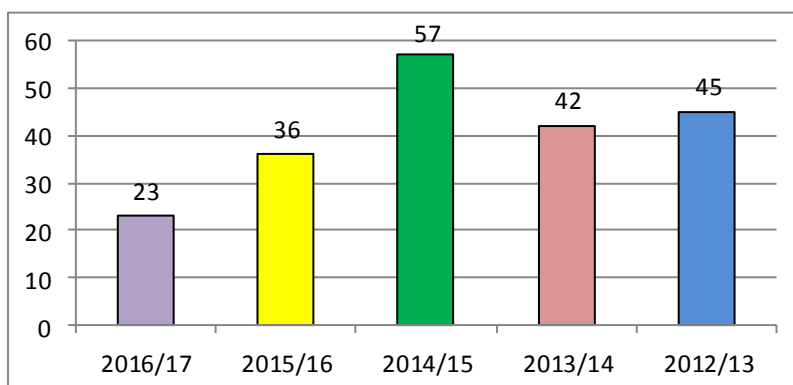
Stage 3: If still dissatisfied, a request can be made for a Review Panel to consider whether the complaint has been dealt with adequately. The Review Panel is made up of 3 independent people and should be held within 30 working days of request.

Stage 4: If still dissatisfied, the complainant has the right to refer self to the Local Government Ombudsman (LGO); they can do this at any stage of the complaint.

3.5 The Customer Care Manager has responsibility for the overall administration of Children Social Care complaints liaising with relevant services across the People Directorate, and parents and families in working to resolve children’s social care complaints.

3.6 **Annual Report 1st April 2017 – 31st March 2018 – Numbers of Complaints**

- a. The analysis and comments in this report are based on 23 Statutory Complaints which were made to the Council in 2016/17, a 36% decrease from the previous year and the lowest since 2010/11, the peak in 2014/15 following an Ofsted inspection. We have also responded to 10 complaints dealt with under the Corporate Complaint Procedure making the total number of Complaints about Children Social Care 33.



- b. The continued reduction across the service in the employment of agency staff creates stability for parents and carers and could be a reason that the number of statutory complaints has gone down.
- c. There has been investment in improving outcomes for children and young people through effective multi-agency early intervention, working on delivering new approaches to reduce the number of children and young people requiring specialist provision later on in their lives. Locality teams and a new integrated front door for children's social (iCART) facilitate information sharing to enable effective early intervention and assessments. Families are getting help sooner and when needed and so this could be another reason for the decrease in the number of statutory complaints.

3.7 **Complaints were made by:**

- 1) 1 complaint (parent) used an advocacy service (Citizens Advice Bureau) The remainder were made by parents/guardians or relatives;
- 2) 1 complaint was from a care leaver, no complaints had been received in the last 3 years from care leaver/s.
- 3) 1 Young Person made a complaint, 3 did so last year which was the same number as the previous year and consistent to the last 4 years.

3.8 **Children in Care**

At 31st March 2012, 124 children were in care, that number has increased each year and at 31st March 2017 there were 266, why have the number of complaints from children in care not gone up? How can we evidence that Children in Care know how to and are supported to complain but chose not to?

- 1) When a child becomes a child in care they are given an information pack and visited by the Children in Care Participation Officer, it is 1-1 introduction and she ensures that they have received a complaints leaflet and know how to complain. Complaints are to be regularly featured in the Children in Care Council Newsletter, it is also on their website.
- 2) With each invite to the CIC Review, the Independent Review Manager's (IRM) include information about how children in care can access an advocate and advise of the new NYAS smart phone app during reviews, the take up remains low. IRM's reported that they felt children in care do have a better understanding of their right to complain and how to do so because of the Participation Officers introduction.
- 3) The report of findings from the Children in Care Survey was finalised in October 2016, a question on the survey asks "if you were unhappy with anything, do you know how to make a complaint? 83 % stated they did and those six that stated they did not will be advised of the process.
- 4) The report of findings from the Care Leavers Survey was finalised in October 2016, the survey asked do you know how to make a compliment or a complaint? 80% stated they did.

- 5) The number of responses was low however their value was immeasurable, it was noted that the responses came from children in care and care leavers who historically have not engaged, it was felt that this made the results a truer reflection.
- 6) Children in Care Council are currently reviewing the complaints leaflet so this may be relaunched to raise awareness amongst our children in care.
- 7) Customer Care Manager will attend the Foster Carer Forum, this will raise awareness from a dual perspective ensuring they are aware from their own perspective to raise awareness and support the children they care for.
- 8) NYAS who provide mediation and advocacy could perhaps evidence complaints being resolved informally by a mediatory approach.

3.8 How complaints were made

	2016-17		2015-16		2014-15		2013-14	
Complaint Form	1	4%	7	19%	12	21%	11	26%
E-mail	10	44%	15	42%	14	25%	6	14%
Letter	9	39%	2	6%	10	17%	7	17%
Telephone	2	9%	11	30%	21	37%	18	43%
Meeting	1	4%	1	3%	0	0%	0	0%

Making a complaint and communicating in writing (88%) continues to be the preferred method of making a complaint, in the telephone calls received whilst their complaint may be discussed their preference is to have a written record and as this is instantly accessible via mobile devices it is then recorded as a written complaint.

3.9 Types of Statutory complaints made

Main categories	2016/17	2015/16	2014/15	2013/14
Staff	0	5 (14%)	7 (12%)	3 (7%)
Service (i.e. quality, lack of, over provision and client expectations)	12 (52%)	18 (50%)	27 (48%)	22 (52%)
Assessment / Review Process	11 (48%)	13 (36%)	23 (40%)	17 (41%)
Total	23	36	57	42

Whilst complainants state they wish to complain about the 'Social Worker', it is often the case that staff were undertaking their statutory duties or acting within the required policies and so complaints are categorised at closure.

3.10 Complaint themes:

- a. Complaints can be received that staff lack sensitivity or empathy however a person's actions and behaviours can be interpreted differently and are subjective. Due to the nature of the work an intervention is not always welcomed meaning the relationships

between the social workers and their families can be strained. Where there are children who have been assessed as either a Child in Need or have been placed on a Child Protection Plan, families will disagree and challenge the reasons for the Council's intervention and so a response may explain that no offence was intended.

- b. A number of complaints related to dissatisfaction about the standards of social care practice. Closer examination of these complaints in the main were not upheld and illustrated that the issues were largely unavoidable but a cause of upset and inconvenience. It also highlighted the conflict between parental expectations against the requirements of the Children Act when working to protect children.
- c. There were a few complaints in relation to appointments, being late, and rearranging at very short notice. Whilst urgent safeguarding may on occasion take priority over a routine meeting it is still necessary to inform families at the earliest opportunity.
- d. Every complainant received a full explanation about the alleged action or inaction in both a policy and procedural context. Where complaints were fully or partially upheld, the complainant received a full written apology.
- e. Caution does need to be exercised in using complaints data to draw conclusions about overriding themes, the complaints upheld were single incidents.

3.11 The outcome of closed Stage 1 complaints

Stage 1	Upheld	Partially upheld		Not upheld	Totals
2016-17	6 (26.5%)	7 (30.5%)	57%	10 (43%)	23
2015-16	4 (11%)	16 (44.5%)	56%	16 (44.55%)	36
2014-15	9 (16%)	19 (35%)	52%	26 (48%)	54
2013-14	16	7	62%	14	37

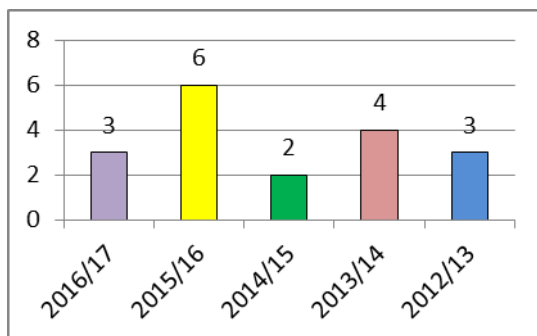
A partly upheld complaint usually results from a multi-strand complaint and where we have upheld some but not all of the complaints, whilst this has gone down this year the percentage (54%) of complaints upheld is consistent to previous years, where there are multiple strands and this is usually the case the figures indicate all elements were upheld.

Numbers of complaints received remains small in comparison to the number of contacts staff have with families across the directorate. At March 2017 there were 1093 open cases in Children Social Care with only 2% making a complaint.

3.12 Stage 2 Complaints

- a. The aim is to resolve complaints as early as possible; where this is not achievable a formal complaint investigation under stage 2 of the complaints procedure is undertaken by an external independent person who will determine if all that could be done has been done and whether it is in line with policy, procedures or statutory requirements.

b.



3 (13%) complaints received in this financial year have progressed to Stage 2 complaint investigations being commissioned; this has decreased from 17% last year.

- c. Where elements are upheld the Local Authority look to remedy the fault, for example: put the service in place, reimburse any loss. It is also usual for a recommendation to be; an offer of an apology and inform the complainant of changes to how we work as a result of their complaint, this is done in writing by the adjudicating officer.

d. Complaint A

There were 3 complaints investigated under the statutory procedure, 2 of these related to the assessment, decision making process and lack of support provided, these were not upheld, the other was partially upheld. Social Workers sometimes have to relay information which clients do not agree and this can cause conflict, whilst no offence may be intended the interpretation of a person's actions and behaviours can be a subjective matter that can be interpreted differently.

e. Complaint B

There were 4 complaints investigated, 3 were upheld and related to a delay in financial support being provided to extended family with the recommendation to review the guidance for financial payments and follow this through with training for all staff. The service is in the process of reviewing its policies and procedures due to Tri-x being commissioned to update/maintain the Children Social Care Services procedures however this did not delay staff being informed, they were briefed in team meetings. The 4th complaint that was partially upheld on the basis that the Social Worker was aware of an arrangement in place, as it was not later challenged it was viewed that the service was complicit in allowing it to continue and so a recommendation to reimburse was made and carried out.

f. Complaint C

There was one complaint made which was partially upheld. The investigator found that whilst the decision based on serious concerns was accurate, the processes and how this was conveyed was deficient

and so made 10 recommendations 5 of which were directly related to the complainant's individual case. The Child In Need meeting pro-forma was reviewed to enable Social Workers to summarise the detail discussed within the meeting more clearly, it also due to the condensed form facilitates a quicker completion and ensures they are distributed in a more timely manner.

- g. There is a cost to undertaking a Stage 2 and these vary depending on the complexity of the complaint. The average cost taken from the three above was £2146.11. Whilst there is this cost only 3 of the 23 complaints progressed to stage 2 and so it could be said that the by investing in and ensuring a thorough response at stage 1, it has saved Halton Council £42922.20.

3.13 Stage 3 Review Panel

No stage 3 Review Panels have been requested this year. Since 2009/10 there has only been one Stage 3 Review Panel which was held in June 2013, this continued to Stage 4 and was investigated by the Local Government Ombudsman.

3.14 Local Government Ombudsman (LGO)

Only one enquiry was received by the LGO in this year. The Complaints Guidance stipulates "*Local authorities do not need to consider complaints made more than one year after the grounds to make the representation arose*" the matters related to events that occurred in 2001 and brought to the attention of the Council in 2015 and whilst the guidance states that "*The time limit can be extended at the local authority's discretion if it is still possible to consider the representations effectively and efficiently*" the council formed the view that this was not possible and so did not engage the complaints procedure and instead referred her to the LGO. Within the report the LGO concluded that the Council did not consider properly whether to exercise its discretion to consider the complaints and found in favour of the complainant with payments commencing from October 2016 with a backdated payment of £3000 which was the point they approached the Council and a compensation payment of £2000.

3.15 Timescales

We aim to provide responses to complaints within 10 working days. It can be extended to 20 working days where, for example, a case may be particularly complex or there are other mitigating circumstances (eg key staff member is absent). Delays in the complaint responses can reinforce the complainant's perceptions and undermine the work to resolve their complaint.

	% within 10 days	% within 20 days	% over 20 days
2016-17	33%	83%	17%
2015-16	33%	70%	30%
2014-15	35%	75%	25%
2013-14	43%	79%	21%

Complaint timescales are a statutory requirement and there has been an improvement in meeting those deadlines. In half of those over the 20 days, it was due to key staff being absent and resulted in a response based on a paper investigation.

All Stage 2 investigations were completed within timescales.

3.16 Other Customer Care Contacts

These do not fall within the statutory complaints procedure, but time is spent communicating with clients to resolve issues which can include sign-posting to other services, mediating between parties or liaising with Corporate Complaints Team. These contacts provide an early resolution and prevent complaints escalating, whilst complaint numbers have decreased these contacts have increased.

2016-17	119
2015-16	92
2014-15	71
2013-14	48

None of the 10 Representations made to the Local Authority progressed to Stage 2 of the Corporate Complaint Procedure for an independent review.

MP enquiries are directed to a single corporate contact. MP's write to the Director of Children's Services or the Chief Executive on behalf of their constituents, the Customer Care Manager has supported 11 of the responses, often these will link to ongoing complaints. Less than last year when there was 17.

No customer satisfaction surveys were returned, these are sent to complainants at case closure.

3.17 Complaints Handling Training

If staff are advised of the Complaints process this information can be shared with the children and families they work with.

Training was aimed at front line staff from Children in Need and Children in Care. Given the stability of staff in the Social Care Teams not all needed to attend due to having undertaken the training previously. 43 (50%) of staff attended four training sessions. Feedback was very positive with staff indicating that they will feel more confident in discussing the process with families. Comments included:

- *valuable and useful information that will help with future practice*
- *clarification of different stages and different complaints processes*
- *how to immediately deal with a complaint when made direct to me*
- *The importance of up to date and accurate case recording*
- *Recording reasons and rationale for decisions considered but not made, get it right at stage 1*

Further training sessions are planned for Autumn 2017.

3.18 Compliments & Positive feedback, Children and Families Service

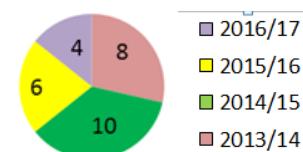
Only 7 less than last year in respect of children social care.

Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
2016/17	15	16	25	14	70
2015/16	13	21	25	18	77
2014/15	23	25	22	15	85
2013/14	16	14	19	15	64
2012/13	11	17	18	26	72

Compliments by Division

	16/17	15/16	14/15	13/14	12/13
CIN	18%	22%	20%	25%	24%
CIC	26%	20%	29%	27%	22%
TAF	54%	58%	51%	48%	53%

Children and young people making a compliment



A separate compliments report has been compiled for Children's Services across the People Directorate, comments about Children Social Care include:

- 1) Telephone - she does want to withdraw her complaint. She stated "if anything I would like to compliment her, she has gone over and above to help sort things out, she has been brilliant; she is a brilliant Social Worker and would not want to lose her". (Service user)
- 2) Card - She has helped me with my problems, and helped me learn that people are there to help me (Child). Thank you so much for everything you have done and for being so caring and thoughtful, you are a wonderful caring person and very professional. (Family)
- 3) Text - Thanks for everything. I wouldn't be where I am today without your support or the person I am without your help and guidance x (Young person, care leaver)
- 4) Email - I want to express my gratitude and thankfulness as a father for the help and support of Halton social services, this support has been invaluable to the children during a difficult period. The manner and the sensitivity in which the situation was handled "I can only say" was to the highest standard from the beginning right through till the end of the support period. The Social Worker has in my opinion handled the situation with the highest level of professionalism and sensitivity. Her understanding and response to the difficulties the children were sharing were at times remarkable. From the beginning her approach to the children and how she worked with them allowed them to be open and honest regarding the circumstances, their feelings and their fears for the future. During her time with the family the children quickly knew that they could trust and confide in her, which helped us to resolve issues quickly as a whole and minimise the impact on the children's lives. They have both improved greatly in their school and college attendance

and attitudes to learning which has thankfully brought their grades back up to a standard that they were both very capable off. Their social and recreational lives have developed into positive and productive lifestyles too. As a dad it has been a very difficult journey and a hard one both physically and emotionally but through the help and support of all agencies including social services we are now able to be a family once again and work towards a much brighter and better future. This was only made possible through working together with all the agencies involved but with children social services taking the lead.(Service user)

- 5) Telephone - The judge asked counsel to pass on to the LA his compliments about SW's role in these proceedings and the quality of her work. Counsel phoned me from court to do that this afternoon. The judge wanted to stress that this plan was of a kind rarely contemplated by the court, because only one child was being adopted and the siblings were being split. The judge said he was assisted tremendously by SW's sibling attachment assessment. He felt it was a finely balanced decision and the evidence he heard both from SW and the Court Guardian helped him come to that decision. He was greatly appreciative of SW's long involvement and the continuity that brought both through pre-proceedings and throughout the proceedings, which he felt was unusual amongst cases before him. He praised her thoroughness. Counsel wanted to echo that praise and acknowledge that it's been a difficult case full of twists and turns and SW had impressed her with her high level of commitment to the children's needs and compassion for mother."
- 6) Letter - we can't believe this day has arrived, 15 years is such a long time. We just want to say thank you so much for the help and support you have given us all these years. There were times we would have been lost without it. I really can't express in words how much staff have done for our son. He has great memories that he will remember always. We are so lucky to have had such a great people caring for our boy. Thank you all. (Service user)
- 7) Card - children - thank you for our bedding, they are great (Service user)

3.19 Learning and Service Improvement

- a. Some complaints highlight issues that may impact on others in a similar situation. Learning from such issues help to inform the improvement or development of services. Managers responding to complaints identify any learning and monitor progress and actions required.
- b. The majority of complaints were around low-level issues that did not require any significant changes to service. These individual issues are followed up by managers in staff supervision to inform individual learning and also where appropriate within team meetings. More widely, learning from complaints is used to inform generic training and service development through the Operational Leadership Team.

- c. Stage 2 investigations are a valuable resource to identify learnings, the investigator is not an employee of Halton Council so they provide an independent view, it also allows for their knowledge of other LA's good practices to be shared. As identified in point 3.12, these investigations can lead to systems being reviewed, processes being amended and new guidance/protocols being developed for staff.
- d. Complaints training reinforce the learnings from these complaints around issues such as communication, case recording and timeliness.
- e. Local Government Ombudsman publish findings from cases they have investigated elsewhere in the country; they provide an opportunity to reflect on the consequences of processes not being applied, learn from them and develop our own practice. These reports are shared with the Senior Management Team to cascade to appropriate staff.
- f. Compliments are also a measure of awareness from our Service Users; it is their acknowledgment of the good developments and the positive effects on them. Staff benefit from receiving compliments, knowing that they are noticed and that they are valued is powerful in motivating continued efforts. People strive to do more of what brings praise from others, on a service level compliments can also influence the development or continuation of service provision.
- g. Children's Social Care commissioned tri.x to develop our procedures and then keep them up to date, the procedure manual is easily accessible and web-enabled. The development of effective Policies and Procedures provide workers with knowledge about what is expected of them, they provide a clear framework, rules and guidelines for decision-making and provide a consistent and clear response across the service.

3.20 Action Plan 2015-16

- a. The following actions were identified as areas of work for 2015-16
 - Staff training (see 3.17)
 - Continue to raise awareness and maintain links (see 3.7.b)
- b. **Action Plan 2017-18**
 - Staff training
 - Continue to raise awareness and maintain links
 - Review/redesign and relaunch the complaints leaflet

4.0 POLICY IMPLICATIONS

- 4.1 "Complaints, Comments and Compliments" was the guidance intended to detail the policy and procedure for each type of complaint and provide guidance on how to respond when they receive a complaint. This is now held within tri.x, this is the computerised storage facility for all children's social care policies, procedures and guidance, reviews and amendments are undertaken when changes in legislation or procedure occur.

- 4.2 Where identified through the complaints process, policies can be amended to improve service delivery.
- 4.3 Halton Council is a member of the North West Regional Complaints Managers Group. The aim of the regional groups, which meet bi-monthly, is to provide a forum in which peer professionals can discuss and learn about regional and national issues. Here there are opportunities to develop local practice standards, discuss performance and problem solve. The group also discuss proposed changes to legislation and procedures and prepare consultation responses where necessary.

5.0 RISK ANALYSIS

- 5.1 Investing in a timely and thorough complaint investigation and a written response at Stage 1 identifies potential savings for the Local Authority as this can prevent the complaints progressing to Stage 2. Costs are incurred in commissioning Stage 2 complaint investigations which is referenced in point 3.12.g and in releasing staff to participate in these.
- 5.2 Failure to implement an efficient service could result in the Local Authority being challenged for not dealing with complaints in a timely and efficient manner and could result in the customer not receiving a service which could then detrimental to their safety and wellbeing.
- 5.3 Children Social Care Complaints are included within the Ofsted Inspections. Failure to meet the standards as prescribed in the Children Act 1989 Representations Procedure and the Guidance "Getting the Best from Complaints" can potentially impact on the overall findings of the Inspection.
- 5.4 Whilst complaints can result in changes for individuals, collectively they are a key source of information to help us develop the services we provide or commission.

6.0 EQUALITY AND DIVERSITY ISSUES

- 6.1 No matter who complains they receive the same equality of access and provision.
- 6.2 Children and young people under the age of 18 made 1 complaint, her ethnicity being White British (source Carefirst).
- 6.3 Similar to last year shifted up 1% to 57% for females making a complaint with 43% being from males. None declared a disability.
- 6.4 Complaints from an ethnic minority remain low which reflects the demographics of the borough. (Information sourced from Carefirst or complaint form, all classed as White British).

7.0 IMPLICATIONS FOR COUNCIL PRIORITIES

7.1 Children and Young People

The learning taken from comments, complaints and compliments ensures the ongoing development of services to provide better outcomes for children, young people and their families. The transparency of the process enables children, young people and their families to challenge our provision of services if they feel unhappy about any aspect of it and provides independent oversight if required.

7.2 Employment, Learning & Skills in Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

7.3 A Healthy Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

7.4 A Safer Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

7.5 Halton's Urban Renewal

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

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

Document	Place of Inspection	Contact Officer
Representation Procedure 1989	Rutland House	Dorothy Roberts Customer Care Manager

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

DATE: 13 November 2017

REPORTING OFFICER: Strategic Director, People

SUBJECT: Compliments (Service User Feedback) relating to People Directorate, Children's Services 1st April 2016 to 31st March 2017

PORTFOLIO: Children, Young People & Families

WARDS(S): Borough Wide

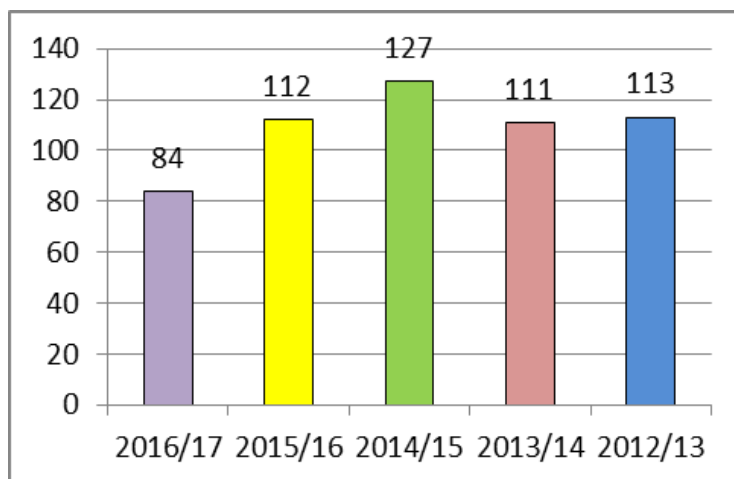
1.0 PURPOSE OF THE REPORT

1.1 To provide the Board with an update and feedback on Compliments made by clients and Positive feedback from workers/professionals relating to Children Services in the People Directorate. This report will demonstrate the positive impact and outcomes on the lives of people accessing services in this Directorate.

2.0 RECOMMENDATION: That Board note the contents of the report.

3.0 SUPPORTING INFORMATION

3.1 **Number of compliments by year.**



There has been a 25% reduction (28 less) compliments and positive feedback recorded this year. Staff continue to be reminded to forward compliments and positive feedback

3.2 Breakdown of compliments and positive feedback

Whilst there have been 28 less, 20 of those relate to other professionals providing positive feedback, there was only 8 less compliments from service users hence the higher percentage in service users providing a compliment.

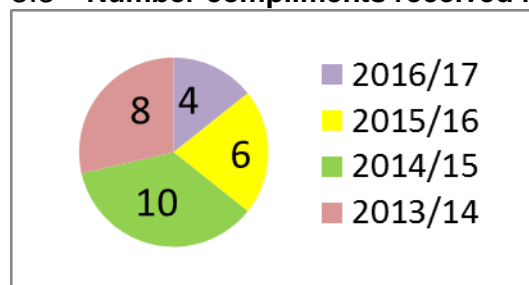
Number of Service Users providing a Compliment for Children Services

	16/17	15/16	14/15	13/14	12/13
%	68%	58%	69%	59%	53%
Number	57	65	88	65	60

Number of Professionals who provided positive feedback to services

	16/17	15/16	14/15	13/14	12/13
%	32%	42%	31%	41%	47%
Number	27	47	39	46	53

3.3 Number compliments received from young people (under 18 years)



In this year, 1 compliment was received from a care leaver, in the previous 3 years there were 2 in each year.

3.4 Compliments by Operational Directorate

3.5 The Children's Services compliments report relates to the Education, Inclusion & Provision Department (EIP), and the Children and Families Service (C&F). There was a decrease from 33 to 14 in EIP a 58% drop. It should be noted that, generally, staff within the EIP Department do not have direct links with children and families accessing Children's Social Care, thereby explaining the reduction in number of compliments.

	16/17	15/16	14/15	13/14	12/13
C&F	83%	69%	67%	58%	64%
EIP	17%	29%	31%	41%	30%
SG	0%	1%	0%	1%	2%
E.E&P	0%	1%	2%	0%	4%

3.6 Children and Families

The C&F Division only had 7 less compliments than last year (9% drop), with the CIC Team showing a 20 % increase from last year.

Year	Total
2016/17	70
2015/16	77
2014/15	85
2013/14	64
2012/13	72

	16/17	15/16	14/15	13/14	12/13
CIN	18%	22%	20%	25%	24%
CIC	26%	20%	29%	27%	22%
TAF	54%	58%	51%	48%	53%

Year on year, the higher number is in the Team around the Family service, this reflects the type of work they do in the community. Providing support and being a visible party to improvements within the family instigates a higher number of compliments. It should be noted that these services can work in conjunction with other teams such as Children in Need.

3.7 Compliments received, Child Protection and Children in Need

1. Telephone - she does want to withdraw her complaint. She stated "if anything I would like to compliment her, she has gone over and above to help sort things out, she has been brilliant, she is a brilliant Social Worker and would not want to lose her". (Service user)
2. Card - A big thank you for caring and doing so much. (Service user)
3. Email - I want to express my gratitude and thankfulness as a father for the help and support of Halton social services, this support has been invaluable to the children during a difficult period. The manner and the sensitivity in which the situation was handled "I can only say" was to the highest standard from the beginning right through till the end of the support period. The Social Worker has in my opinion handled the situation with the highest level of professionalism and sensitivity. Her understanding and response to the difficulties the children were sharing were at times remarkable. From the beginning her approach to the children and how she worked with them allowed them to be open and honest regarding the circumstances, their feelings and their fears for the future. During her time with the family the children quickly knew that they could trust and confide in her, which helped us to resolve issues quickly as a whole and minimise the impact on the children's lives. They have both improved greatly in their school and college attendance and attitudes to learning which has thankfully brought their grades back up to a standard that they were both very capable off. Their social and recreational lives have developed into positive and productive lifestyles too. As a dad it has been a very difficult journey and a hard one both physically and emotionally but through the help and support of all agencies including social services we are now able to be a family once again and work towards a much brighter and better future. This was only made possible through working together with all the agencies involved but with children social services taking the lead.(Service user)
4. Letter - A simple thank you isn't enough, 2 ladies entered our lives along with our great grandson, they worked extremely hard to gain trust and acceptance within our family unit, I stress this wasn't easy nor where they greeted with open arms, voices were raised and barriers were erected. They kept it professional, were always sympathetic and understanding and overtime the obstacles were removed and trust took its place. He was put in our care, we looked forward to their visits, telephone calls and support, the network around him is amazing. They are an asset to the department and have changed our opinion of

Children Social Care, your role is indispensable. We would like to thank the whole of Halton Children Services. (Service user)

5. Card - She has helped me with my problems, and helped me learn that people are there to help me (Child). Thank you so much for everything you have done and for being so caring and thoughtful, you are a wonderful caring person and very professional. (Family)
6. Email - I have been made aware of some of the discussions in Court today with this difficult case, I am also aware that the Guardian was opposing our plan of keeping the child with her Nan in the short term whilst assessments are completed. Due to the fact that you had completed a thorough and balanced viability assessment in preparation we were able to clearly evidence our working out in terms of the child's voice and what was in her best interests at this moment. I just wanted to say well done for being organised, for your preparation and thorough assessments.
7. Email - I have now filed my application to adopt and am just waiting to hear from the court with a date - hopefully the end is in sight! I also wanted to take the opportunity to say thank you for all of your support and professionalism. I have absolutely no doubt that my experience of concurrency, as challenging as it was, was made much easier by having you as her allocated Social Worker - I felt really confident that you had been extremely thorough in all aspects of the case, both before my involvement and during and this made it easier to way up the risks of becoming a concurrent carer. I also really appreciated that you kept me informed along the way and didn't leave me waiting for information or wondering what was happening, I can't tell you how much this helps, particularly during the really anxious moments such as court hearings.
8. Email - The feedback from the Police was that your presentation and information was pitched really well and at the right level, and was above and beyond the previous training which was facilitated by another LA. The other LA's in attendance have asked if you would be happy to share your presentation with them as going forward they would like to base future modules on this.
9. Telephone - The judge asked counsel to pass on to the LA his compliments about SW's role in these proceedings and the quality of her work. Counsel phoned me from court to do that this afternoon. The judge wanted to stress that this plan was of a kind rarely contemplated by the court, because only one child was being adopted and the siblings were being split. The judge said he was assisted tremendously by SW's sibling attachment assessment. He felt it was a finely balanced decision and the evidence he heard both from SW and the Court Guardian helped him come to that decision. He was greatly appreciative of SW's long involvement and the continuity that brought both through pre-proceedings and throughout the proceedings, which he felt was unusual amongst cases before him. He praised her thoroughness. Counsel wanted to echo that praise and acknowledge

that it's been a difficult case full of twists and turns and SW had impressed her with her high level of commitment to the children's needs and compassion for mother."

10. Email - YOS Youth Restorative Justice Worker has complimented us in relation to good communication links between ourselves and his service. He appreciates the benefit of the contact between our services and the exchange of information. This will no doubt help to improve outcomes for children and young people when we are undertaking our assessments both in RJ and iCART.
11. Email - I was sure I emailed you to thank you. I'm so sorry for not getting back to you, yes we did :) We had a full Christmas dinner for the first time in about 3years in fact, added to the hamper we were very stuffed. I tell H there are angels everywhere just when you are at your lowest they help and we really are so pleased that you had us on your radar. You took so much of the worry out of it this year. Really thank you so much from both of us. Xx (Service user)
12. Telephone - M has been very influential in driving things forward for E and I can now see light at the end of the tunnel (Service user)
13. Email - Today is World Social Worker's Day and to celebrate this we are individually emailing social workers we have worked with who have made a difference so I have chosen you! I would just like to say that working with you has always been enjoyable, from working on cases in the early days to managing our teams now. You are and always have been fair, polite courteous and certainly make the difference, determined to achieve the best outcome for the child. Humour goes a long way in this field and your personality of sunshine makes all the difference. It's been a pleasure doing business with you, thank you. Happy world social worker day.

3.8 Compliments received, Children in Care

14. Feedback form - from start to finish the service has been excellent, she has been amazing, helped me through difficult times and explained everything. She went out of her way to get information and although the outcome was sad without her help I wouldn't have closure, years of searching has now ended and I have you to thank. She is a credit to you and without her I wouldn't be in peace.(Service user)
15. Verbal - very complimentary regarding the Social Workers practice and his communication with them, stating that he will always return his calls promptly and provides them with all of the information necessary.
16. Letter - Thank you for the support offered for his transition, no words could ever describe how much it means to us as a family.
17. Verbal - I am doing the foster carer review for the carers tomorrow and they have specifically mentioned you in their feedback and want to thank you for the help and support you have given them over the past

year. That's great feedback and thanks for your contribution.(Service user)

18. Card - There are no words good enough to express how much we appreciate all you have done for us. You joined us at a time when we were most vulnerable and you managed us perfectly. You have helped us through some very tough times and we couldn't of asked for anyone better. (Service user)
19. Feedback Celebration of achievement awards - we thoroughly enjoyed the evening, the children were buzzing as soon as we arrived, and the attention to detail, the venue was perfect, the entertainment was great and pitched at all different age groups. The trophies made for a super and memorable evening which will stay in the children's memories, the kids said it was awesome and asked can we go there again. Such an event doesn't come together without tremendous effort, so thank you. (Service user)
20. Card - Thank you for all your support this year, it has meant so much to us all. (Service user)
21. Email - Her respite at Inglefield has made an enormous difference to our lives. Knowing she is so happy and well-cared for when she is with you gives us such peace of mind. So, just a big 'Thank You' from us. (Service user)
22. Email - The designated teacher talked to K about her PEP and that I would be attending K said:' L is as nice as you can imagine' (Young Person)
23. Text - I can't thank you enough for the pictures, they had an absolutely amazing time. When you look at the pics you can see how happy they all are. C has made a video of the pics on her phone to music and it's brilliant. Thank you so, so much they are memories the kids will have forever and pics as well they are all made up coz they have their own set each and took them in to school to show the teachers and friends. xxx :) (Service user)
24. Verbal - The adopters are thrilled with the book and felt that she really listened to what they wanted. They now have a book that they will share with L throughout her life.(Service user)
25. Text - Thanks for everything. I wouldn't be where I am today without your support or the person I am without your help and guidance x (Young person, care leaver)
26. Letter - we can't believe this day has arrived, 15 years is such a long time. We just want to say thank you so much for the help and support you have given us all these years. There were times we would have been lost without it. I really can't express in words how much staff have done for our son. He has great memories that he will remember always. We are so lucky to have had such a great people caring for our boy. Thank you all. (Service user)

27. Card - I can't express in words how we feel about your team. You are an absolute star. As a family we will miss you very much. Thank you so much. (Service user)
28. Verbal - She was full of praise for S, saying that she was a very good Social Worker, who is very reliable, always returns calls about the children in the placement. She said that S is one of the best Social Workers she has dealt with and is brilliant with the young person and also with a previous child who lived there who was more challenging. (Service user)
29. Verbal - I met a number of young people who were all very nice and looked after me. In a conversation about social workers (as they wanted to know which ones I managed) two of the boys realised that they both had you as their social worker. They were both very positive about you and told me that they see lots of you and that you are really nice and listen to what they say to you. They were very complimentary of you so thought I would share that with you. (Young people)
30. I just wanted to be able to formally record for the carers file how fortunate I feel we are as a LA to work with such dedicated, child focussed and patient carers. They truly are an asset to your service and I'm very pleased they were available to be able to care for L. I am very confident that if any carers can encourage L with consistent routines it is your carers. You clearly work very hard with them as a supervising social worker and it is so positive that they are committed to working with Halton and promoting positive outcomes for our children in care. Thank you, I also feel our children are in safe hands with them.
31. I've had a couple of conversations with Cheshire West this morning regarding the placement T had for them over the weekend. They wanted to pass on their thanks and compliments for her hard work with the Police and their duty team around her missing periods and said their EDT were very impressed by her resolve to keep her in placement over the weekend.
32. Card - When we met you over 13 years ago we were so blessed. It's hard to find the right words for my admiration for you and if he could speak, I know it would be 'Thank you for holding my hand'. (Service user)

3.9 Compliments received, Team around the Family

33. Card - After the first 'First Time Families' group, Card - Thank you so much for this amazing group, we have learned lots each week and we have all thoroughly enjoyed it. (Service user)
34. Text - just wanted to tell you she went to the group on Saturday she stayed the two hours and loved it and they loved her. I was so proud as one of the ladies said in all her years working with kids she has never

met such a polite independent child, I was even more proud of her than usual so a big thanks for getting her in at the group.(Service user)

35. Email - It was the last week of the nurturing course today, I really enjoyed it and I think being able to relate to the other parents is invaluable, so nice to know I'm not alone. They are a really incredible team so I would like you to thank them again from me. (Service user)
36. Email - That bedding was fantastic and it was so much appreciated by the family. I took the boys to the football course this morning and one of them, who is 11 years old said that 'it was so nice waking up in the night to the lovely smell of his new pillow case!' I nearly cried. They are a very disadvantaged family and home conditions are poor. Can you thank the family who donated the bedding from me too please? And tell them that it has made such a difference. (Service user)
37. Text - Implementing a behaviour programme at home - Thanks you so much!! ♡♡ can't express how grateful we are for your help xx you're a treasure x and of course the lovely 'A'. So optimistic. I know it's a long but it is a chance we will take with both hands and go for it! lol xxx (Service user)
38. Verbal - message from a new mum who came along to the Downs Syndrome group yesterday, it was lovely to meet you and thanks for going through stuff with me it's really helped x (Service user)
39. Email - I run the 'more than words' group for parents which she helps me with. I just wanted to send you an email to let you know how valuable and useful she is to me running "more than words" she is fantastic with the children and having her there helps the families to leave their children in the crèche because they feel safe leaving them with an experienced member of staff. She also makes observations for me which contribute towards the pathway the children are on. She is also able to make relationships with the families meaning they are more likely to attend the groups and things she runs in the holidays. I have also had good feedback from families about these groups – saying they were glad they went.
40. Email - I would like to pass on my thanks to the manager of your Centre for the help that I received. I was trying to get to Glendale children's Centre for a meeting and I was unable to find my way round the road works in Runcorn when I saw directions to your Centre. I came in to ask for directions and am eternally grateful for her help as she drove to Glendale allowing me to follow her. Had she not done so, I have no doubt I would have had to abandon the meeting (which was about adoption for 2 young children) and it would have had to have been re-scheduled. I really can't thank her enough and hope that you will pass on my very sincere thanks
41. Email she has been so professional, totally supportive, she cares, is honest and I trust her over my children. She shows empathy, she never forgets to ask how I am when I call her. I think it's time she was

recognized for her professionalism, the support she gives to families, the fact she cares a great amount, it's a comfort to know we have her. I can't speak highly enough about her and if we had another 100 like her then the world would be a lot better for our families and children. (Service user)

42. Card - A child with special needs will inspire you to be a special kind of person and you are a testament to that. Thank you on behalf of us as a family and for all you have put in place for us over the years. (Service user)
43. Email - lovely to see so many positives highlighted and so glad that D has engaged thanks to your persistence.
44. Email - I just wanted to say what an amazing credit to your service she is. She had been an absolute God send she is so kind and considerate and has helped us so much. I can't explain how safe she makes us feel being there to help. Also thank you so much for allowing all the support we are getting for we are so very grateful and so excited to have the opportunity for the PBS and Bright futures to help my son and us. It is like winning the lottery just knowing that these people are here to help make his life better. We're unbelievably lucky and are going to do our very best to implement all the advice and guidance we get x (Service user)
45. Verbal - This is the first report that is spot on, you've listened to everything we've said and everything is correct. (Service user)
46. Letter - We have found the teams involvement extremely beneficial, the worker has been fantastic and nothing ever seemed to much. We as a family are now back to level one and we couldn't have done that without her help. (Service user)
47. Letter - I would like to thank you all for the support, she's been so helpful and signposted me to some agencies which have really made a difference. She has always been there when she said she would. We are a much stronger unit now and are looking forward to the future. Thank you for everything. (Service user)
48. Email - I have received some really lovely feedback from Mum re. baby massage & mini monkeys, in particular the special touches like poems and keepsakes and how hard you are working to make the groups enjoyable for families. I am particularly impressed that even though we have been so short staffed you have continued to improve and maintain quality, well done and keep up the great work.
49. Verbal - Comments made by one of the young people engaging with Family Nurse Partnership. She is a very anxious young mum who is nervous about attending groups and of being in new situations and environments. She attended Mini Monkeys at Kingsway Children Centre and was accompanied by her partner who had told her that he was only staying for 10 minutes. The young person felt she would only stay whilst he was there. The activity was facilitated Children Centre

Play Worker and the young person reported that this worker was 'lovely' to her. She went on to say that she went out of her way to make her feel welcome in the group and to include her and her child in the activity and conversations going on. She further stated that she informed her of other groups that she and her child would enjoy. The young person reported that she felt very comfortable in the group and her relaxed and welcoming manner encouraged her to stay for the duration of the activity. The young person stated that both she and her child enjoyed the group and would definitely attend again. (Service user)

50. Feedback - this camping scheme is fantastic opportunity for families to get away and explore, thank you so much. (Service user)

51. Card - children - thank you for our bedding, they are great (Service user)

52. Card - thank you so much for your help, I feel like a bit of a weight has been lifted, again thank you so much for heling us. (Service user)

53. Embroidery



54. Card – Thank you so much for the Moses basket and blankets, they are lovely and in great condition. We are getting ready for our new arrival, thanks again. (Service user)

55. Letter - I wanted to thank you, we are so grateful to you and all those who helped, please pass on our thanks. The toys and clothes etc will be appreciated so much. (Service user)

56. Facebook - Thank you so much, my little girl had an absolute ball, fantastic value and lovely friendly staff. (Service user)

57. Facebook - Had a fab time at today's event and met some lovely families. Thank you for inviting us to such a well organised event (Service user)

58. Facebook - The staff and facilities at this centre are outstanding and would highly recommend. (Service user)

59. Feedback - I must say thank you actually, last year I had concerns over my son's speech and C was fantastic – she answered all of my concerns over email as I was unable to attend your drop in sessions" (Service user)

60. Feedback - Once again, I would like to give positive feedback with regards to N's visit on Monday. As always, she offers sound advice and support.

61. Email - Thank you so much for all your hard work in such a short time to complete his direct payment. It's all going so well and I feel so comfortable and relaxed while he is apart from me with L and so is he judging by the fact he waves goodbye to me without been prompted too!!! That speaks a million words in my eyes!! You're a credit to yourself and your employee's and we are so grateful xx (Service user)
62. Email - I just wanted to pass on my thanks for the support of your team colleagues with regards to the Phoenix Park adapted play area consultation. I attended a group coffee morning today which was invaluable in terms of feedback from local parents/carers to help with designing plans for the park, ahead of an external funding bid submission. All were really helpful with the engagement and have really helped boost the consultation numbers by sending out the survey to keep local families informed and promote the consultation opportunity. It's been really beneficial to have the support of other teams and hopefully our joint efforts will be rewarded with a positive outcome on the funding side in the New Year.
63. Email - The team would like to say a huge thank you to all your staff and yourself for your amazing help and support with the FNP annual review on Friday. The girls where amazing and they made the event such an enjoyable experience for our clients. Everyone had a great time and loved the stockings and plates, cards and seeing Father Christmas. One of J's clients came upset to the party she was having suicidal thoughts J was able to put things in place to support her, she stayed at the party and doing the craft activities helped her clear her mind relax and focus on something else and she left feeling a lot more able to cope. Thank you really doesn't say it
64. Email - I wanted to make you aware of an issue I had yesterday and how helpful your staff were. There was an issue with the safety of young children and I approached the Children's centre to enquire about safety gates. The staff were helpful and agreed that I could collect 4 gates, however, when I arrived at the centre, there was an issue regarding charges. The receptionist was very helpful and contacted a number of officers to resolve the issue, which was successful. I have to say that another female member of staff approached us and was extremely helpful. She made us aware of other safety equipment that we had not considered and helped put together a pack for each family. I was totally impressed by how the situation was handled and applaud the staff for their kind and supportive approach in resolving the issue and offering further advice to help the vulnerable families. A big thankyou to the centre staff, as I fully appreciated all their help and speedy response.
65. Email - I was at training yesterday, reps from some schools were there. Many gave positive comments about the Locality service and the support they get from the team. It was good to hear them referring to WTM too and that they knew they could take CAF case issues and stuck CAFs there to discuss when they felt it did not meet step up criteria. They also commented that they felt supported and had invited

Locality rep to offer additional oversight and advice at CAF meetings if required. It was really nice.

66. Email - I just wanted to drop you a line to say a huge Thank You to all at the Children's Centres who supported the Jobcentre with the S children. I have received endless amounts of praise about how your staff helped immensely and made the process so much easier for the parents and the Work Coaches in what is obviously a very distressing time and the difficulties that came with the claim due to the barriers.

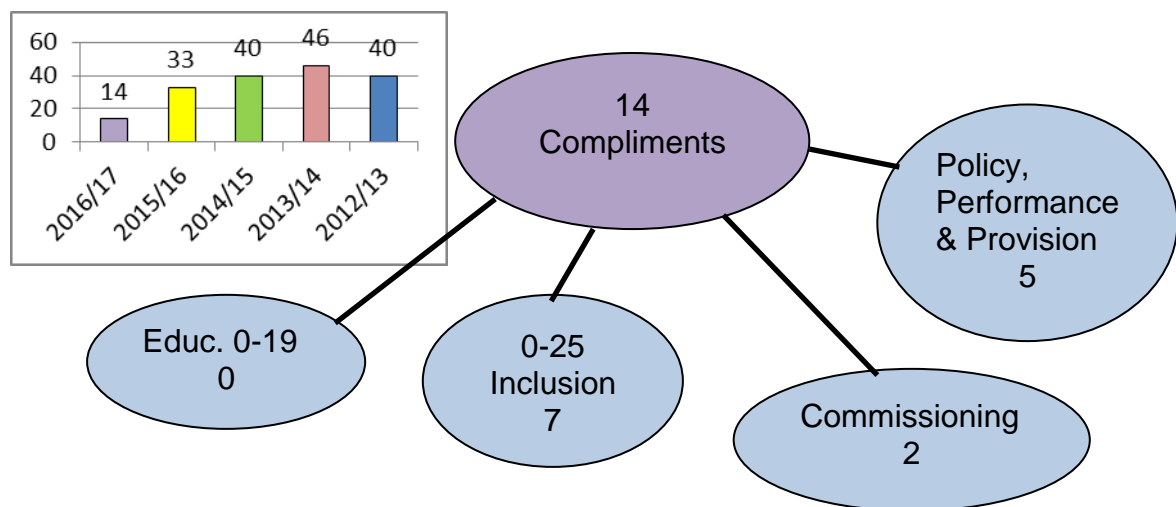
67. Email - I just wanted to thank you for letting some of our Dads use the family centre last Saturday for their new Dads and Kids breakfast club, we were really impressed with the facilities, it's a lovely venue and P and L were very welcoming and kind. It was nice to see the Dads get chance to chat together and relax over a cuppa and bacon sandwich whilst the kids were playing. Many thanks

68. I received a really lovely email earlier this week from the Project, letting me know about the excellent work that you do with young people and how the young people that use the project consistently talk in glowing terms about you. So just wanted to let you know that the work that you do is clearly having an impact with young people and is also appreciated by partners, as well as ourselves! So a big thank you for all that you are doing.

69. Feedback - the impact has been very positive on us. I have been able to see things differently. I have been able to do things for myself, it's like a fresh start, a new chapter. (Service user)

70. Feedback - home life is less disjointed, she now joins family activities and has her say in what we do. M now has a social life and he is a different person and has more communication. Meal times are like they used to be, full of chatter and news of each ones day and all together as a family. (Service user)

3.11 Education, Inclusion & Provision Department



3.12 0-25 Inclusion

71. Email - We received the final EHCP today and would like to thank you for all the help you have given us in achieving this to ensure we get J the best support we can, thanks to your help the process was fairly smooth. We also get the results of J's tests tomorrow, it is something else we have achieved for J and we can then move on and concentrate on the next steps like starting school. (Service user)
72. Email - I just wanted to say thank you for yesterday's meeting. I felt the whole process left you with a good impression of B and his needs.
73. Various - Parental comments included - I could not have done it without you; your help means more than you could imagine. I truly appreciate it. I got completely lost in that meeting today, so thanks for your help. I want to say thank you again for your help and kindness and caring. I didn't have a clue where to startIt was such a relief having you there to give so much advice and point us in the right direction, and for taking the time to listen to me I cannot express how much we appreciate your help, the service that SEND Partnership provides is fantastic but most importantly you cared and I will never forget that. (Service user)
74. Email - I just wanted to say thank you so much for arranging for J to see H. She afforded me so much of her time over the phone, giving me some great advice and we now have a plan of action. She reassured me and allowed me to share my thoughts and feelings which I was so grateful for. This is what H had to say about J:- "I worked with the new girl today mum, she's taking over from M, she's lovely mum she knows all about Pokemon, she really knows about it she's not just saying it to sound cool, and she's miles younger than M and you mum, and she said my reading was dead good, and she was really kind, I can't wait for her to start on Monday" I gave his exact words because it just showed how much of an impression J made on him. Please pass on my sincere thanks to J, words can't express how grateful we are. (Service user)
75. Email - Thank you so much for your work on this difficult case. It has been invaluable in, not only getting him back into education asap, but also making his dad understand that our school isn't that bad a place after all and we do care.
76. Email - I just wanted to mention how fantastic this tutor was with K. I just wanted to say she has made an absolutely huge difference in terms of keeping K afloat with work. It's made the transition for her back into class so much easier because she really has been kept up to speed with the work.
77. Card - thank you very much for all the support you have given to C and the family. It has been really appreciated. (Service user)

3.13 Commissioning

78. Email - Can I personally express my thanks for your work. I know from my initial engagement the broader region this was a particularly difficult discussion. The result you have obtained, is clearly in the best interests of your LA, but also, in my view, of the broader region. I think the work you have done of leveraging the joint working and regional demand to get the best result locally and scaling this out was a model for future work, and is the only sustaining way to manage the increasing number of requests we are getting.
79. Email - Can I personally express my thanks for your work. I know from my initial engagement the broader region this was a particularly difficult discussion. The result you have obtained, is clearly in the best interests of your LA, but also, in my view, of the broader region. I think the work you have done of leveraging the joint working and regional demand to get the best result locally and scaling this out was a model for future work, and is the only sustaining way to manage the increasing number of requests we are getting.

3.14 Policy, Provision & Performance Division

80. Email - Can I personally express my thanks for your work. I know from my initial engagement the broader region this was a particularly difficult discussion. The result you have obtained, is clearly in the best interests of your LA, but also, in my view, of the broader region. I think the work you have done of leveraging the joint working and regional demand to get the best result locally and scaling this out was a model for future work, and is the only sustaining way to manage the increasing number of requests we are getting.
81. Email - Thank you so much for our chat. We are really encouraged by what you had to say and feel that support is available to help J. It's a huge relief! S has already contacted me and is coming to visit next Week. Your support, which has been extremely quick, is really appreciated. Thanks again. (Service user)
82. Email - I just wanted to thank you for our chat this afternoon. I look forward to hearing from the people you mentioned. It's a great comfort that you/HBC maybe able to help my son. Thank you so much again, your support is really appreciated. (Service user)
83. Email - Mr Parr, in brief my son, has just successfully finished his A levels and is really struggling with what direction to take (he had secured a University place). He is a bright young man who is naturally quiet however his confidence has really dipped in recent months. As a concerned parent I was struggling to get support for J. Fortunately I was advised to contact C who in turn arranged for O to contact me. I can't properly describe my appreciation and relief since they have both become involved. They have been extremely supported, knowledgeable and their enthusiasm is infectious (at a time when it's really needed). Also I am totally impressed with the speed that they

have contacted me and started to put interventions in place. They are a credit to the Organisation and I feel lucky, as a resident of the Borough, to have access to them and the help they can offer. (Service user)

84. Email - Dear both, thank you so much for the work you've done for us, your support has been invaluable. Thanks also for your positive approach, always helpful and speedy too. Thanks again

3.17 Service User Compliments received by:

Percentage	2016/17	2015/16	2014/15	2013/14	2012/13
Card	21	15	17	27	28
E-Mail	25	48	48	32	30
Evaluation	11	11	17	12	12
Letter	11	5	4	3	12
Telephone	3	6	3	5	12
Verbal	12	9	4	15	6
Text	8	6	6	6	0
Newspaper		0	1		
Embroidery	2				
Facebook	5				
Various	2				
	100	100	100	100	100

Electronic communication continues to be the most accessible means to provide compliments however the percentage has decreased with more service users preferring to purchase cards and write letters.

3.18 Learning and Service Improvement

- a. Compliments are a measure of awareness from our Service Users; it is their acknowledgment of the good developments and the positive effects on them. Staff benefit from receiving compliments, knowing that they are noticed and that they are valued is powerful in motivating continued efforts. People strive to do more of what brings praise from others, on a service level compliments can also influence the development or continuation of service provision.

4.0 POLICY IMPLICATIONS

- 4.1 The learning taken from comments, complaints and compliments ensures the ongoing development of services to provide better outcomes for children, young people and their families.

5.0 RISK ANALYSIS

- 5.1 Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

6.0 EQUALITY AND DIVERSITY ISSUES

6.1 No matter who makes a compliment they receive the same equality of access and provision.

7.0 IMPLICATIONS FOR COUNCIL PRIORITIES

7.1 Children and Young People

The learning taken from comments, complaints and compliments ensures the ongoing development of services to provide better outcomes for children, young people and their families.

7.2 Employment, Learning & Skills in Halton

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

7.3 A Healthy Halton

Any findings from a compliment relating to this priority will be used to inform the relevant service.

7.4 A Safer Halton

Any findings from a compliment relating to this priority will be used to inform the relevant service.

7.5 Halton's Urban Renewal

Any findings from a comment, complaint or compliment relating to this priority will be used to inform the relevant service.

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

Document	Place of Inspection	Contact Officer
Representation Procedure 1989	Rutland House	Dorothy Roberts Customer Care Manager