

# Public Document Pack



## Children Young People and Families Policy and Performance Board

Monday, 28 January 2019 at 6.30 p.m.  
Civic Suite - Town Hall, Runcorn

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

**Chief Executive**

### **BOARD MEMBERSHIP**

Councillor Mark Dennett (Chair)	Labour
Councillor Geoffrey Logan (Vice-Chair)	Labour
Councillor Chris Carlin	Labour
Councillor Lauren Cassidy	Labour
Councillor Pauline Hignett	Labour
Councillor Margaret Horabin	Labour
Councillor Rosie Leck	Labour
Councillor Peter Lloyd Jones	Labour
Councillor Christopher Rowe	Liberal Democrat
Councillor John Stockton	Labour
Councillor Louise Whitley	Labour

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

**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, 12 November 2018 in the Civic Suite - Town Hall, Runcorn*

Present: Councillors Dennett (Chair), Logan (Vice-Chair), Carlin, Cassidy, Horabin, Leck, P. Lloyd Jones, Rowe, J. Stockton and Whitley

Apologies for Absence: Councillor P. Hignett

Absence declared on Council business: None

Officers present: A. McIntyre, T. Coffey, J. Farrell, C. Johnson and D. Roberts

Also in attendance: One member of the public

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

	<i>Action</i>
CYP22 MINUTES	
<p>The Minutes of the meeting held on 10 September 2018 were taken as read and signed as a correct record.</p>	
CYP23 PUBLIC QUESTION TIME	
<p>The Board was advised that no public questions had been received.</p>	
CYP24 EXECUTIVE BOARD MINUTES	
<p>The minutes relating to the Children, Education and Social Care Portfolio that had been considered by the Executive Board since the last meeting of this Board, were attached at Appendix 1 for information.</p> <p style="text-align: center;">RESOLVED: That the minutes are noted.</p>	
CYP25 BUSINESS PLANNING 2019 - 20	
<p>The Board received a report from the Strategic Director – People, which informed of the timescales for the development of the Council’s Business Plan for the coming financial year, 2019/20. Members were invited to contribute at this developmental stage of the planning process, by</p>	

identifying key themes and developing specific activities for the coming financial year.

It was noted that since 2016 and the annual preparation and production of a unified Council Business Plan was endorsed, which was structured as a series of extracts themed around the six strategic priorities of the Council. These extracts contained details of objectives and milestones and key measures/targets which were most relevant to that particular priority. This approach was consistent with the scrutiny arrangements of the Council and the responsibilities of each of the Policy and Performance Boards; and provided an effective monitoring means for Officers and Elected Members.

Members were referred to the timeframe adopted for plan preparation, development, and managerial and political endorsement (paragraph 3.7 of the report, and to Appendix A: *Progress against the Business Plan Objectives for 2018-19*), and Officers provided additional commentary to the service objectives listed from PED01 to PED07.

Following the presentation of Appendix A, the following responses were given to queries made by the Board:

- How many CAF's were initiated by schools?  
It was not possible to answer this at the meeting however the number of CAF's currently being led by schools would be sent to Members following the meeting.
- It was commented that as the demand on social care had increased, so had the need for early intervention services as well.
- Further to PED02, it was clarified that the numbers of new admissions to care had reduced but there had been an increase in children remaining in care for longer. This was due to lower adoption rates and the difficulty in recruiting foster carers; it was noted that there was presently a recruitment drive for foster carers which had seen an increase in enquiries recently.
- What was the strain on budgets considering the demand for children's services was increasing?  
There were considerable cost pressures resulting from the increasing costs of looked after children placements and support services for children in care and the overall increase in demand for these services.

- What was the length of time looked after children were in care for?

There was no fixed length of time as such but children were in care for longer for the reasons mentioned above. Looked after children would only come out of the care system when they were returning to their parents; they were allowed back home to live with the parents but remained the responsibility of the Council; via an adoption; via a Special Guardianship Order (SGO); and to live with foster carers under an SGO.

- It was noted that consistency of care was important for LAC and revised guidance had been issued by Government regarding assessing a person's suitability to be a guardian.

- What was the uptake from schools of a recent seminar to discuss the Social, Emotional and Mental Health (SEMH) needs of children and young people in Halton?

This was very well attended by all schools with the exception of two, who were being inspected by Ofsted at the time.

- How can investing in a Free School work with the Local Authority (LA)?

A joint bid with St Helens was being prepared to secure funding for a Free School for children with SEMH needs. Under the Government regulations, any new schools built had to be Free Schools so would not be run by the LA.

- Despite the good news regarding gains made in all Early Learning Goals, it was noted that there was still a lot of work to do in this area.
- NEET (Not in Employment, Education or Training) related to 16-17 year olds only, which was a national Government Policy. It was commented that 18+ year olds also found themselves in the NEET situation but were not included in the data.

Overall Members agreed with the Business Plan objectives for 2018-19 as presented. The Chair invited Members to contribute further to these by emailing him by the end of November, with any suggestions they may have after giving the subject further thought. In the meantime Officers would prepare the Key Performance Indicators (KPIs).

RESOLVED: That the Board accepts the report as

Operational  
Director -

the mechanism by which Elected Members could contribute to and monitor the development of the Children and Young Peoples' Services Business Plan.

Education,  
Inclusion and  
Provision

CYP26 ANNUAL REPORT - COMMENTS, COMPLAINTS AND COMPLIMENTS RELATING TO CHILDREN'S SOCIAL CARE SERVICES 1ST APRIL 2017 - 31ST MARCH 2018

The Board received an analysis on complaints processed under the Children Act 1989 Representations Procedure, and evidence on how feedback from service users had been used to improve service delivery.

It was reported that the aim of the Children Act 1989 Representations Procedure was for children and young people to have their concerns resolved swiftly and wherever possible, by the people who provide the service locally. It was noted that a complaint may generally be defined as an expression of dissatisfaction or disquiet in relation to an individual child or young person, which required a response.

The four categories to the representation process and the four stages to the formal complaints procedure were outlined. The report continued, providing detailed information and data relating to the numbers of complaints received between 1 April 2017 and 31 March 2018, which saw a 30% increase on the previous year.

RESOLVED: That the report be accepted as the mechanism by which Senior Management and Elected Members could monitor and scrutinise Children's Social Care complaints and compliments.

CYP27 COMPLIMENTS (SERVICE USER FEEDBACK) RELATING TO PEOPLE DIRECTORATE, CHILDREN'S SERVICES 1ST APRIL 2017 TO 31ST MARCH 2018

The Board received a report on the compliments made by clients and positive feedback from workers and professionals relating to Children's Services in the People Directorate for the period 1 April 2017 to 31 March 2018.

Overall there had been a 22% increase recorded this year and the report provided a breakdown of compliments and positive feedback from those departments within the Children and Families Department; and those departments within the Education, Inclusion and Provision Department.

Members welcomed the report and enjoyed reading the comments and feedback provided by service users and

other agencies. On behalf of the Board the Chair passed on his congratulations to all staff involved in Children's Services and commended the good work that they do which clearly made a difference to people's lives.

RESOLVED: That the Children Young People and Families Policy and Performance Board note the contents of the report.

*Meeting ended at 7.45 p.m.*

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

**DATE:** 28 January 2019

**REPORTING OFFICER:** Strategic Director, Enterprise, Community and Resources

**SUBJECT:** Public Question Time

**WARD(s):** Borough-wide

### **1.0 PURPOSE OF REPORT**

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

### **2.0 RECOMMENDED: That any questions received be dealt with.**

### **3.0 SUPPORTING INFORMATION**

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



- Is substantially the same as a question which has been put at a meeting of the Council in the past six months; or
  - Requires the disclosure of confidential or exempt information.
- (vi) In the interests of natural justice, public questions cannot relate to a planning or licensing application or to any matter which is not dealt with in the public part of a meeting.
- (vii) The Chair 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:** 28 January 2019

**REPORTING OFFICER:** Chief Executive

**SUBJECT:** Executive Board Minutes

**WARD(s):** Boroughwide

## **1.0 PURPOSE OF REPORT**

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

## **2.0 RECOMMENDATION: That the Minutes be noted.**

## **3.0 POLICY IMPLICATIONS**

- 3.1 None.

## **4.0 OTHER IMPLICATIONS**

- 4.1 None.

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

### **5.1 Children and Young People in Halton**

None

### **5.2 Employment, Learning and Skills in Halton**

None

### **5.3 A Healthy Halton**

None

### **5.4 A Safer Halton**

None

### **5.5 Halton's Urban Renewal**

None

**6.0 RISK ANALYSIS**

6.1 None.

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 None.

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

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

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

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**EXECUTIVE BOARD MEETING HELD ON 18 OCTOBER 2018**

<b>EXB42</b>	<b>LAND ACQUISITION FOR A SPECIAL FREE SCHOOL BID FOR PUPILS WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS – KEY DECISION</b>
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The Board considered a report of the Strategic Director, People, on the application process for a special free school for pupils with Social, Emotional and Mental Health Needs (SEMH).

It was reported that in July 2018, the Department for Education invited local authorities to make application to establish special or alternative provision for free schools in their borough. To give a regional footprint to specialist provision, guidance encouraged authorities to seek partners in neighbouring authorities as part of the bid.

The Board was advised that local authorities were responsible for securing provision for children and young people with Education, Health and Care Plans (EHC), funded from their high needs budget. Halton and St Helens Councils had identified insufficient provision for pupils with SEMH issues and as a result, had placed pupils in expensive independent provision. This meant that many pupils were educated away from their local community, travelling long distances to school, which in turn impacted on their ability to develop friendships; it also reduced the opportunity for transition back into mainstream education.

It was therefore proposed that Halton and St Helens Councils submit a bid to open a co-educational, special free school which would offer a quality educational experience for fifty pupils with SEMH, as well as catering for a range of other issues including Attention-Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD).

Reason(s) for Decision

To provide a more inclusive offer for pupils with SEMH, giving them the opportunity to be educated with support alongside their peers.

Alternative Options Considered and Rejected

Not submitting an application for a joint free school. However, lack of provision had an impact on the educational outcomes of pupils that need the support.

Implementation Date

Notification as to whether the bid had been successful would be announced by the DfE in Spring 2019.

RESOLVED: That the Board

- 1) approve an application to establish a new joint special free school in Halton shared with St Helens Borough Council; and
- 2) agree the location of the school within Halton.

**EXECUTIVE BOARD MEETING HELD ON 15 NOVEMBER 2018**

<b>EXB58</b>	<b>THE FUNDING FORMULA FOR MAINSTREAM SCHOOLS AND HIGH NEEDS FOR 2019-20</b>
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The Board considered a report of the Strategic Director, People, on the funding formula for mainstream schools and high needs for 2019/20.

The Board was advised that in July 2017, the Secretary of State confirmed the introduction of the national funding formula, used by the Department for Education to calculate the Schools Block element of the Dedicated Schools Grant allocated to Halton. However, this arrangement had been deferred for a year until April 2021. As a result, each local authority area had to consider which formula to use to fund mainstream schools in 2019/20 and 2020/21.

It was noted that, after consultation with schools and Schools Forum, Halton mainstream schools and academies would move to the National Funding Formula with transitional protection for 2018/19.

A report highlighting key changes to the funding of mainstream schools was presented to the meeting of the Schools Forum on 10 October 2018.

Reason(s) for Decision

To ensure that there was a fair distribution of resources across the schools in the Borough and that the needs of the children and young people with special educational needs could be met.

Alternative Options Considered and Rejected

Consideration was given to either the transfer of 0.5% from the Schools Budget to the High Needs Budget or no transfer. Both of these options were rejected as they would not provide sufficient funding to address the high needs funding gap.

Implementation Date

1 April 2019.

RESOLVED: That the Board

- 1) approve the continuation of the National Funding Formula for 2019/20 with transitional protection; and
- 2) note the decision to transfer 1% from the Schools Budget to High Needs Block and the requirement to submit a disapplication request to the Secretary of State for Education.

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

**DATE:** 28 January 2019

**REPORTING OFFICER:** Chief Executive

**SUBJECT:** Special Strategic Partnership Board minutes

**WARD(s):** Boroughwide

**1.0 PURPOSE OF REPORT**

1.1 The draft minutes relating to the Halton Children's Trust meeting held on 6 December 2018 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 6.12.18**  
**The Hub, Grangeway Community Centre, Runcorn**

**Present:**

Cllr Tom McInerney	Lead Member for Children's Services HBC (Chair)
Cllr Dave Cargill	Community Safety Police and Crime Panel
Mil Vasic	Strategic Director People, HBC
Denise Roberts	NHS Halton CCG
Eileen O'Meara	Director of Public Health for Halton
Jane Tetlow	Cheshire Police
Libby Evans	Bridgewater Healthcare NHS Trust
Callum Purchase	Halton Youth Cabinet
Leah Priestley Black	Halton Youth Cabinet
Helen Whittick	North West Boroughs Halton, CAMHS
Richard Strachan	Independent Chair, HSCB
Cleo Alonso	Vol Sector rep
Tracy Ryan	Assistant Policy Officer, People, HBC (Minutes)
David Baugh	HAPH (Headteacher, Pewithall Primary)
Emlyn Wright	HASH (Headteacher, OBA)
Tracey Coffey	Operational Manager, Children & Families, HBC
Angela Woolfall	Foster Carer
Phil McClure	Halton Young Addaction
Jennifer Halpin	Halton Young Addaction

**Apologies:**

Louise Cherrington	Cheshire Police
Mal Hampson	Halton Speak Out
Mary Murphy	Principal, Riverside College
Sharon Canavan-Daly	Foster Carer
Jessica Burton	Cheshire Fire & Rescue Service
Shélah Semoff	Partnership Officer, Policy, People, Performance & Efficiency, HBC
Pat Hansen	Halton Housing Trust
Kelly Collier	Policy Officer, Children & Young People, HBC
Dorothy Roberts	Principal Policy Officer, People, HBC
Ann McIntyre	Operational Director, Children's Organisation and Provision, HBC
Sarah Jones	Participation and Inclusion Officer, HBC
Donna Wells	Halton Addaction

**For Information:**

David Parr	Chief Executive HBC
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Item		Action	Deadline
1.0	<p><b>PART A - TOPIC DISCUSSION ITEM</b></p> <p><b>Activities in Halton? Mapping Exercise</b></p> <p>Activity Slides attached with these minutes - over the Summer 2018, young people from Halton Youth Cabinet undertook an activity mapping exercise to identify and locate the different services on offer in Halton.</p> <p>Callum and Leah explained that young people are aware of lots of services and activities on offer and understand the budgetary challenges faced by partners within the Borough - <b>'there is no magic money tree'</b>. Members were asked to identify activities and note them on Borough maps and discuss:</p> <ul style="list-style-type: none"> <li>• How can we better ensure that the young people of Halton know about and access the activities that already exist here?</li> <li>• What obstacles exist to prevent more activities for young people in the borough?</li> <li>• How can we better work together and use our Borough's resources more effectively to encourage more positive activities for young people?</li> </ul> <p>The use of social media emerged during the group discussion. Members thought that young people wanted partners to make better use of social media and/or develop new social media apps. However, Callum and Leah said young people already had enough ways to interact on Social Media. That instead they would prefer the use of pop-up adverts e.g. on WhatsApp, Instagram, Twitter, Facebook. These could remind young people to check out the information or activities on existing websites. Members thought it would be helpful to know if the existing provision:</p> <ul style="list-style-type: none"> <li>• Is what young people want?</li> <li>• Delivered at the right time/day?</li> <li>• Available in the right location?</li> </ul> <p>Mil suggested one approach to interact with young people and find out these things might be to develop a pro-active app that young people could access to interact with professionals. This might be simple 'yes' or 'no' buttons in response to ideas, that allowed young people to remain anonymous and control their engagement with professionals about things. Callum and Leah thought this might be something of interest to young people. Phil explained that Halton Youth Cabinet will provide an update on progress around activities 12 months' time.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>Provide a progress update at Trust meeting on 21 November 2019.</b></li> </ul>	Phil McClure & Halton Youth Cabinet	21.11.19

	<b>PART B - BUSINESS ITEMS</b>		
<b>2.0</b>	<p><b>Minutes/Actions 24.5.18</b> Minutes accepted as accurate.</p> <p><b>Action Carried Forward:</b></p> <ul style="list-style-type: none"> <li>• <b>Early Help Strategy - produce 2-page Summary</b> Tracy R noted that this is being developed and will be circulated shortly.</li> </ul>	<b>Tracy R</b>	<b>Jan '19</b>
<b>2.1</b>	<p><b>Safeguarding Board – Future Arrangements</b></p> <p>Tracey C explained that the Government has asked all Local Authorities to establish new MASA's for Multi-Agency Safeguarding Arrangements and that these be introduced from June 2019.</p> <p>Halton Safeguarding Children Board (HSCB) has undertaken some initial consultation events with professionals, which will be followed up by similar events early 2019 with young people. The HSCB will agree the proposed Reporting Pathway at the December Board meeting.</p> <p>Responsibility as the Strategic Leads will be the:</p> <ul style="list-style-type: none"> <li>• Local Authority – HBC, Chief Executive Officer;</li> <li>• Health – Halton CCG, Accountable Officer;</li> <li>• Police - Chief Constable.</li> </ul> <p>An Executive Group will be the main 'Board' with the following sub-groups:</p> <ul style="list-style-type: none"> <li>• Multi-agency Safeguarding Practice Group (MASPG)</li> <li>• Contextual Safeguarding Strategic Group (CSSG) <ul style="list-style-type: none"> <li>○ Contextual Safeguarding Operational Group (CSOG)</li> </ul> </li> </ul> <p>The new arrangements will need to ensure closer links with schools through their Safeguarding Leads, more of a focus on themes/trends to improve practice from learning, robust training and possibly the use of social media to improve communication with professionals and the local community. The new structure and multi-agency arrangements will be phased in between March-May 2019 and then formally launched from June 2019.</p>		
<b>2.2</b>	<p><b>Young People's Question Time Event - 24 January 2019</b></p> <p>Tracy R and Phil explained that a small task group are organising the event, which we are hosting at Ormiston Bolingbroke Academy. An invitation pack (attached with these minutes) is being issued to schools to submit questions and provide a list of attendees.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>Trust members to attend Question Time Event at Ormiston Bolingbroke Academy on 24.1.19</b></li> </ul>	<b>ALL</b>	<b>24.1.19</b>

2.3	<p><b>iCART (Children’s Social Care Front-door) Ofsted Inspection Feedback</b></p> <p>Feedback slides circulated for information. Tom acknowledged that the inspection feedback was very positive and that Halton’s ICART has been highlighted as a model of good practice.</p>		
2.4	<p><b>Action Plan Snapshot Update Priority 2 – Achievement and Ambition</b></p> <p>Priority 2 update circulated for information. Mil noted that the data on attainment identifies that Halton has an improving performance trend, although it is acknowledged that progress is lower than the national attainment figures.</p> <p>Mil also highlighted the importance that as partner agencies we work together effectively to help reduce the number of 16-17 year olds not in education, employment or training (NEET).</p> <p>Cleo queried ‘How closely do we work with Alternative Provision?’ Mil explained that the Councils’ 14-19 Team work well with local providers which allows young people and those that support them to make informed choices on good quality provision. Jane confirmed that Cheshire Police provide the same level of service for Alternative Provision as they do for Halton schools.</p> <p>Tom acknowledged that in the current austere climate all of Halton schools are working extremely well.</p>		
<b>PART C - INFORMATION ITEMS</b>			
3.0	<p><b>Key Partner Updates</b></p> <p>None.</p>		
<p style="text-align: center;"><b><u>Young People’s Question Time Event</u></b></p> <p style="text-align: center;"><b>24 January 2019</b>  <b>Ormiston Bolingbroke Academy, Runcorn</b>  <i>2pm for Refreshments</i>  <i>Event starts at 2.30pm and ends by 4pm</i></p> <p><b><u>2019 Meeting Dates/Time - 4.30-6.30pm</u></b></p> <ul style="list-style-type: none"> <li>• 14 March '19 – venue to be confirmed</li> <li>• 11 July '19 - A16, Riverside College, Kingsway Campus</li> <li>• 21 Nov '19 - Ormiston Bolingbroke Academy, Runcorn</li> </ul> <p><b><u>NOTE:</u></b>  Updated diary invites will be issued once venues confirmed.</p>			

<b>REPORT TO:</b>	Children, Young People and Families, Policy and Performance Board
<b>DATE:</b>	28 January 2019
<b>REPORTING OFFICER:</b>	Strategic Director, People
<b>PORTFOLIO</b>	Children, Education and Social Care
<b>SUBJECT:</b>	Business Planning 2019 - 20
<b>WARDS:</b>	All

## **1.0 PURPOSE OF THE REPORT**

- 1.1 To provide Elected Members with the Final Draft of the Children's Services contribution to the Council's Business Plan for the coming financial year.
- 1.2 To update Elected Members on the departments milestones and measures within each of our priorities for 2019-20.

## **2.0 RECOMMENDATION: That the Business Plan presented at this meeting will be accepted as the Children and Young Peoples Services Business Plan for 2019-20.**

## **3.0 SUPPORTING INFORMATION**

- 3.1 Since 2016 Management Team endorsed the annual preparation and production of a unified Council Business Plan which was structured as a series of extracts which were themed around the 6 strategic priorities of the Council.
- 3.2 Each of the extracts contains details of objectives / milestones and key measures / targets which are most relevant to that particular priority. This approach is consistent with the scrutiny arrangements of the Council and the responsibilities of each of the individual Policy and Performance Boards and provides an effective means by which Senior Management Team and Elected Members can monitor progress throughout the year.
- 3.3 The Children Services Business Plan 2019-20 focuses upon the key medium-term issues as opposed to providing an extensive narrative on the work of each Department
- 3.4 Information has been collated for the Business Plan by the Policy Team and the Performance Team within the Children and Young People Services.

- 3.5 Due to ongoing work, PBB will be provided with final draft of the Children's Services Business Plan at this meeting in advance of these being presented for political approval by Executive Board in March 2018.

#### **4.0 POLICY IMPLICATIONS**

- 4.1 None.

#### **5.0 OTHER IMPLICATIONS**

- 5.1 Arrangements for the provision of Quarterly Monitoring Reports to Chief Officers Management Team, Senior Management Teams and Elected Members would continue and would provide demonstrable assurance that information is being used routinely to support the decision making and scrutiny functions of the Council.

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

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

The priorities set out in the business plan aim to improve outcomes for Halton Children and Young People

##### **6.2 Employment and Learning Skills in Halton**

The business plan sets out our approach to improving participation and skills for young people.

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

N/A

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

The business plan sets out plans to keeping children and young people safe by improving practice.

##### **6.5 Halton's Urban Renewal**

Departmental service objectives and performance measures, both local and national, are linked to the delivery of the Council's strategic priorities.

#### **7.0 RISK ANALYSIS**

- 7.1 The development of a Business Plan will allow the authority to both align its activities and resources to the delivery of organisational priorities and to provide information to stakeholders as to the work of the Council over the coming year. Such arrangements would also support good governance through the management of risk and performance and the delivery of effective accountability.

**8.0 EQUALITY AND DIVERSITY ISSUES**

There are no specific equality and diversity issues relevant to this report.

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

Not applicable.



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

**DATE:** 28<sup>th</sup> January 2019

**REPORTING OFFICER:** Strategic Director, People

**PORTFOLIO:** Children, Education & Social Care

**SUBJECT:** Annual headteacher's report of the attainment and progress of Halton's Children in Care

**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 2017-18.

### 2.0 **RECOMMENDATION: That:**

i) PPB note the information provided.

### 3.0 **SUPPORTING INFORMATION**

3.1 Please see attached report for detailed data, analysis and impact

3.2 The data within the report compares the performance of Halton children who have been in care for 12 months or more, to that of their non-care peers in Halton and their in-care peers across the North West and Nationally.

### 3.3 **What is a good outcome?**

Contextual:

That a child has been in care for at least 12 months, living in a stable placement, with at least 95% attendance at a Good or better school, with no fixed term exclusions, and making at least the expected progress in comparison to their peers.

At Early Years Foundation stage:

A child has achieved the measure of Good Level of Development (GLD)

At Year 1 Phonics:

A child has achieved the threshold of 32 or more in the Phonics test

At Key stage 1:

A child has achieved the Expected Standard in each subject area (Reading, Writing, and Maths) and in the 3 combined areas.

At Key Stage 2:

A child has achieved the Expected Standard in each subject area (Reading, Writing, and Maths) and in the 3 combined areas. In addition the child had made at least their expected progress in Reading, Writing and Maths, from their prior attainment at Key Stage 1 (this indicated by a positive number).

At Key Stage 4:

A young person had achieved English and Maths at grade 5 or above and that they will have achieved highly on Attainment 8 and have a positive Progress 8 score.

Attendance and Exclusions:

A child or young person's attendance has been above 95% for the academic year and they have had no fixed term exclusions or be permanently excluded from school.

EET:

A young person should be actively engaged in education, employment or training from the age of leaving school until at least 19 years old.

**4.0 POLICY IMPLICATIONS**

4.1 Please see below regarding national policy changes that will have implications for the support provided through Halton Virtual School.

**5.0 OTHER/FINANCIAL IMPLICATIONS**

5.1 Halton Virtual School relies heavily on the use of Pupil Premium Plus funding from the Government to support the educational outcomes of children in care. This includes support provided through the Personal Education Plan Coordinators and the ability to commission specialist psychological assessment, as well as direct curriculum support for the children and young people. There is currently an agreement that this funding will remain in place until 2019 but that it will be reviewed to take into account other budgetary changes and pressures.

5.2 There is a major risk to the outcomes of our most vulnerable children if this funding ceases because Halton Virtual School will no longer be able to provide the high level and necessary educational support for our children in care.

5.3 Halton Virtual School continues to look to provide additional employment and training opportunities for Care Leavers through access to apprenticeships and work programmes. There needs to be a review of funding opportunities to support these, including creative look at the apprenticeship levy funding.

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

**6.1 Children & Young People in Halton**

The educational outcomes of children in care remain a key priority for the Council.

**6.2 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.

**6.3 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.

**6.4 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.

**6.5 Halton's Urban Renewal**

Not applicable.

**7.0 RISK ANALYSIS**

7.1 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.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 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 to life as other young people.

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

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

# **END OF KEY STAGE ATTAINMENT AND PROGRESS REPORT FOR HALTON CHILDREN IN CARE**

## **2017-18**

**Sharon Williams – Headteacher of Halton Virtual School**

## GLOSSARY OF TERMS

Term	Explanation
H CIC	Cohort of children in care to Halton
ALL H	All children in Halton
ALL NAT	All children nationally
GLD	Good Level of Development
SEN	Special Educational Needs and Disabilities
EHCP	Education Health and Care Plan
PEP	Personal Education Plan
PP+	Pupil Premium Plus
RI	Requires Improvement
CLLD	Communication, Listening and Language Development
EYFS	Early Years foundation Stage
NW CIC	Cohort of children in care across the Nor West region
NAT CIC	Cohort of children in care nationally
R	Reading
W	Writing
M	Maths

Term	Explanation
RWM	Combined measure of Reading, Writing and Maths
E5+	Achieved 5 and above in English GCSE
E4+	Achieved 4 and above in English GCSE
M5+	Achieved 5 and above in Maths GCSE
M4+	Achieved 4 and above in Maths GCSE
EM5+	Achieved 5 and above in English and Maths GCSE
EM4+	Achieved 4 and above in English and Maths GCSE
EET	Education, Employment and Training
NEET	Not in Education, Employment and Training
UASC	Unaccompanied Asylum Seeking Child
YOS	Youth Offending Service
PA	Personal Assistant
Ave %	The average % attendance
%<95%	The percentage of CIC having less than 95% attendance
FT Ex	Fixed Term Exclusion
NOR	Not on Roll of a school/registered education provision

## EXECUTIVE SUMMARY

✔ = Good Performance

≈ = there is some improvement but there is still concern

✘ = an area of underperformance

Key Stage/Outcome	Performance rating	Comment
Early Years Foundation	✘	Dip in performance compared to both non-care and in-care peers. Main areas of concern CLLD, Literacy and Numeracy. 75% summer births; 25% EHCP.
Year 1 Phonics	✘	Dip in performance compared to non-care peers. 44% of cohort did not achieve GLD at EYFS. 89% were boys. 56% on SEN COP with 22% undergoing statutory assessment.
Key Stage 1	≈ Attainment	Improvements in Writing, Maths and combined measure compared to non-care peers. Disaggregated data (excluding those with an EHCP in specialist provision and living in Spain) Halton CIC outperform their non-care peers in all measures. Emerging data shows Halton CIC outperform their in-care peers across all measures
Key Stage 2	≈ Attainment  ✔ Progress	Halton CIC outperform their non-care peers in Writing and Maths. There was some improvement in the overall Reading results but the combined measure did show a dip in performance. Halton CIC outperform their in-care peers both regionally and nationally across all measures. Halton CIC make more than their expected progress than both their non-care and in-care peers in all areas (emerging data).
Key Stage 4	✘ Attainment ✘ Progress	Performance and progress across all measures was poor. 50% of young people were placed in residential provision outside of Halton. 10% had periods of time in secure accommodation during KS4. 65% were on the SEN COP with 40% having an EHCP. 55% had limited access to GCSEs during KS4.
Attendance	✔	Improvements in both Primary and Secondary attendance and a reduction in the % that are persistently absent.
Exclusions	✘	Increase in both Primary and Secondary fixed term exclusions
EET	≈	EET remains good for 16-19 year olds but is a cause for concern 20 – 25. 19-20 year olds have the highest % NEET. We have 4 young people in University and 1 young person on an apprenticeship – this is an area of concern.

## RECEPTION 2017-18

### DATA

Cohort	H CIC	All H	ALL Nat
% Achieved GLD	37.5	64.5	71.6
Gap		-27	-34.1
Trend direction		↓	↓

### CONTEXTUAL BACKGROUND

There were 8 children in the cohort with an equal gender split. 6 children have summer birthdays. 3 children live with parents/family and 3 are in adoption placements outside of Halton. 3 children are on the SEN code of practice, with 2 having an EHCP. 2 had a school move and placement move due to being placed for adoption. 3 children had attendance below 95%, 1 due to a placement move, and 1 due to medical conditions.

### IMPACT

100% had a PEP completed each term.  
 Only 1 child did not achieve in line with their PEP predictions.  
 100% accessed PP+ to support their progress.  
 Virtual School support – all children received termly Curiosity Book Shop parcels to support their literacy development.

### NEXT STEPS

For those who did not achieve GLD, PEPs will be scrutinised to ensure that appropriate support is in place to help them to progress. They will continue to be provided with literacy and numeracy activity parcels.  
 All children will continue to be able to access tuition and activity days through the Virtual School

### ANALYSIS

If the data is disaggregated for SEND then the results shows a slight improvement to 40% achieving GLD.

Boys performed slightly better (50%) than girls (25%).

Of the 6 summer born children only 2 achieved GLD (33%).

Children placed out of borough performed better than those in Halton schools (67% as compared to 20%).

2 children were in RI schools, the rest were in Good or better school.

The main areas of underachievement were CLLD, Literacy and Numeracy.

## PHONICS 2017-18

### DATA

Cohort	H CIC	All H	All Nat
% Achieved	44.4	79	81
Gap		-34.6	-36.6
Trend direction		↓	↓

### CONTEXTUAL BACKGROUND

There were 9 children in the cohort with 8 being boys. 3 children have summer birthdays. 2 children live with parents/family and 1 is in an adoption placement outside of Halton. 5 children are on the SEN code of practice, with 2 undergoing statutory assessment for an EHCP. 2 had a school and placement move with an additional child having just a school move. 2 children had attendance below 95%, 1 due to medical conditions.

### ANALYSIS

If the data is disaggregated for the 2 children undergoing statutory assessment then there is an increase to 57%.

Only 4 of the children achieved GLD in EYFS – all passed the phonics threshold.

Of the 5 children who did not achieve the threshold, 3 have only just been in care for 12 months.

None of the children who have summer birthdays achieved the threshold.

Of the children who did achieve the threshold 3 were living in Halton, 2 in foster care and one with parent/family.

All children bar one were educated in Good or better schools.

2 children were 1 mark of 100% in the test.

1 child who was emerging for Reading at EYFS was 1 mark of achieving the threshold. 2 other children who were emerging for Reading at EYFS scored 25 and 26 on the Phonics test.

### IMPACT

8 children had a PEP completed each term. The remaining child had 2 PEPs over the year.

Only 1 child did not achieve in line with their PEP predictions.

Only 1 child did not access any PP+ to support their progress across the academic year, but did achieve the threshold.

Virtual School support – 6 accessed Curiosity Book Shop parcels; 4 accessed curriculum activity days

### NEXT STEPS

For those who did not achieve the threshold, PEPs will be monitored to ensure appropriate support is in place, including statutory assessment where applicable. They will continue to receive reading support packs

All children will continue to be able to access tuition and activity days through the Virtual School



## KEY STAGE 1 2017-18

### DATA

All 12mth+ CIC	R		W		M		RWM	
	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H
% achieved	56	73	62.5	66.8	56	73.7	56.3	62.8
Gap	-17		-4.3		-17		-6.5	
Trend direction	↓		↑		↑		↑	

Disaggregated data	R		W		M		RWM	
	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H
% achieved	75	73	75	66.8	83.3	73.7	75	62.8
Gap	+2		+8.2		+9.6		+12.2	
Trend direction	↑		↑		↑		↑	

### ANALYSIS

Of those who did not achieve as expected 1 is undergoing statutory assessment, 3 have an EHCP and 1 child lives in Spain.

The remaining 3 children who did not achieve the expected standard have all been in care for just 12 months.

If the data is disaggregated to exclude those with an EHCP and living in Spain, then Halton CIC outperform their non-care peers across all areas.

Emerging data shows that Halton CIC outperform their in-care peers both regionally and nationally across all areas.

### CONTEXTUAL BACKGROUND

There were 16 children in the cohort with an even gender split. 4 children have summer birthdays. 5 children live with parents/family including one who lives in Spain and a further 5 live outside of Halton. 10 children are on the SEN code of practice, with 1 undergoing statutory assessment for an EHCP, 1 having enhanced support and 3 have an EHCP and attend special schools. 1 had a school and placement move with 1 additional child having just a school move and a further 2 children having only a placement move. 3 children had attendance below 95%, 1 due to medical conditions.

### IMPACT

14 children had a PEP completed each term. Of the remaining 2 children, one had 1 PEP completed and the other lives in Spain.

All children, excluding the child living in Spain, achieved as predicted in their PEPs.

11 children accessed PP+ each term; 3 accessed PP+ twice.

4 children have accelerated progress to achieve the expected standard since coming into care; 6 children at least sustained their progress at the expected standard

2 children achieved greater depth in Maths and 1 achieved greater depth in Reading

Virtual School support - 12 children have accessed additional literacy support, 1 child has had 1:1 tuition and 5 have accessed curriculum activity days.

## KEY STAGE 1 2017-18 cntd

### NEXT STEPS

For those who did not achieve the expected standard, PEPs will be monitored to ensure appropriate support is in place, including statutory assessment where applicable. They will continue to receive reading support packs and access to 1:1 tuition.

All children will continue to be able to access tuition and activity days through the Virtual School

Halton Virtual School is looking to develop both a new reading and maths intervention that will support children to accelerate their progress.

## KEY STAGE 2 2017-18

### ATTAINMENT DATA

12mth+ CIC perf	R		W		M		RWM	
	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H
% achieved	60	75	100	75	80	74	40	63
Gap	-15		+25		+6		-23	
Trend direction	↑		↑		↑		↓	

12mth+ CIC progress	R		W		M	
	H CIC	All H	H CIC	All H	H CIC	All H
Prog achieved	+1.68	+0.39	+3.11	+0.43	+3.33	+0.46
Gap	+1.29		+2.68		+2.87	

### CONTEXTUAL BACKGROUND

There were 5 children in the cohort with 3 boys' 2 girls. 4 children have summer birthdays. 1 child lives with parents/family outside of Halton, and another lives outside of Halton with foster carers. Only 1 child is on the SEN code of practice. 1 had a placement move during the academic year but no children moved school. All children had attendance above 95%.

### ANALYSIS

With the exception of Reading and the combined measure (compared to non-care peers), Halton CIC have outperformed all their peers across all other measures.

3 children did not achieve the combined measure – 1 did not achieve in Maths and 2 did not achieve in Reading.

Halton CIC have made more than their expected progress across all areas compared to both their non-care and in-care peers (emerging data).

### NEXT STEPS

For those who did not achieve the expected standard, PEPs will be monitored to ensure appropriate support is in place.

All children will continue to be able to access tuition and activity days through the Virtual School

Halton Virtual School is looking to develop both a new reading and maths intervention that will support children to accelerate their progress.

### IMPACT

3 children had a PEP completed each term. Of the remaining 2 both had 2 PEPs across the academic year.

All children achieved as predicted in their PEPs.

2 children accessed PP+ each term; 2 children accessed PP+ twice and 1 child accessed PP+ once

2 children achieved 3 points above their expected progress in Reading.

All children achieved above their expected progress in Writing, with 1 child achieving over 6 points.

1 child achieved over 10 points above their expected progress in Maths and a further 2 children achieved above 4 points.

Virtual School support – 2 children had extra 1:1 tuition in Reading and Maths; 1 child continued to access literacy parcels; 2 children accessed curriculum activity days

## KEY STAGE 4 2017-18

### DATA

12mth+ CIC perf	E 5+		E 4+		M 5+		M 4+		EM 5+		EM 4+	
	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H
% Ach	5	52.2	30	70.1	10	39.7	30	63.8	5	32.2	20	39.9
Gap	-47.2		-40.1		-29.7		-33.8		-27.2		-19.9	
Trend	↓		↓		↓		↓		↓		↓	

Disagg perf	E 5+		E 4+		M 5+		M 4+		EM 5+		EM 4+	
	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H	H CIC	All H
% Ach	10	52.2	50	70.1	20	39.7	50	63.8	10	32.2	40	39.9
Gap	-42.2		-20.1		19.7		-13.8		-22.2		+0.01	
Trend	↓		↓		↑		↑		↓		↑	

### ANALYSIS

Due to the high number of young people educated in specialist provision who did not take GCSEs the overall performance of this cohort is poor.

Only 1 young person achieved more than expected progress.

If the data is disaggregated to include only those in mainstream provision or a PRU then the performance does improve slightly, with the performance of English and Maths at 4 or above being broadly in line.

Of the 10 young people in care for 3 years or less; 7 were placed in specialist provision/secure; 1 achieved EM5+ but did not make the expected progress; 1 achieved M4+ and made more than expected progress; 2 achieved Functional Skills L2 in E&M; 1 achieved L1 functional skills in both subjects.

Of those young people who were in care beyond 3 years; 3 achieved EM4+; 1 achieved M5+ and 1 achieved E4+; 3 were in specialist provision.

### CONTEXTUAL BACKGROUND

There were 20 young people in the cohort with an equal gender split. 10 young people had been in care for 3 years or less. 3 young people live with parents/family; 2 young people are placed outside of Halton in foster care; 10 young people are placed outside of Halton in residential provision 1 of whom had spent Y10 in secure accommodation; and another young person had periods of secure accommodation in Y10 and for the majority of Y11. 13 young people were on the SEN code of practice, 8 of whom had an EHCP 7 of whom were educated in specialist provision with limited if any access to GCSEs; 1 young person was educated in a PRU. 6 young people had at least 1 placement move during the academic year and 5 had school moves. 12 young people had attendance below 95%. 2 young people had missing from care episodes.

### IMPACT

16 young people had a PEP completed each term. 3 young people had 2 PEPs across the academic year. 1 young person had 1 PEP completed.

12 young people achieved as predicted in their PEPs. Of the remaining young people the outcomes for 2 young people were impacted upon by periods in secure provision.

4 young people accessed PP+ each term; 6 young people accessed PP+ twice; 2 young people accessed PP+ once.

15 young people are currently EET

Virtual School support – 7 young people have accessed various support during their time in care, including literacy and numeracy resources, IT equipment, 1:1 tuition, mentoring and curriculum activity days

## KEY STAGE 4 2017-18 cntd

### NEXT STEPS

Of the 5 young people who are not currently EET, 1 is pregnant, 1 has had periods missing from care, 1 has recently come out of secure and is waiting for her designated programme to commence; 2 have dropped out of college so work is being done to either reengage them or identify a new provision.

For those in EET who did not achieve EM5+, their PEPs will be monitored to ensure that they are accessing the support required to enable them to re-sit their GCSEs

The Care Leavers Causing Concern multi-agency group will monitor access to EET to ensure that any barriers to engagement are addressed promptly.

# ATTENDANCE AND EXCLUSIONS 2017-18

## DATA

Attendance	Primary	Secondary
Cohort size	93	82
Ave %	96.97 ↑ +0.91	89.81 ↑ +2.01
%<95%	13.98 ↓ -1.64	37.8 ↓ -0.66

Exclusions	Primary	Secondary
#1+ FT Ex	3	20
%1+ FT Ex	3.2% ↑ - 1.6	23.2% ↑ - 1.7

## IMPACT

Halton Virtual School has commissioned:

- 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.
- 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.
- Psychologists and specialist assessments for those at risk of exclusion.
- 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.

## ANALYSIS

13 Primary children had attendance <95%;

- 7 live with parent/kin and 2 are in residential accommodation.
- The main reasons for absence were illness and medical reasons
- 1 had 4 days NOR following a move to an adoptive placement
- 3 had reduced timetables
- 2 had holidays

31 secondary pupils had attendance <95%:

- 19 live in residential accommodation and 4 lived with parents.
- All had unauthorised absences
- 14 had exclusions
- 5 had periods of NOR
- 9 had reduced timetables during the year

3 Primary children had 1 or more fixed term exclusions

- 2 are in Halton schools and 1 is educated out of Halton.
- The total number of days was 8.5.
- Proportionally children in the educated in schools out of borough received more exclusions (4 days per pupil) as compared to those in Halton schools (2.25 days per pupil).

19 Secondary pupils had 1 or more fixed term exclusions:

- 11 were educated in Halton schools and 8 were in schools outside of Halton
- The total number of days was 130
- Proportionally pupils in Halton secondary schools received more exclusions (7.2 days per pupil) as compared to out of borough pupils (6.3 days per pupil)

## NEXT STEPS

Behaviour Support Service is working with all Halton schools to reduce exclusions.

## EET 2017-18

### DATA

	16-19	20-25
Education	46%	11%
Employment and Training	24%	25%
Combined EET	70%	36%
NEET	30%	64%

### ANALYSIS

Highest percentage of NEET are 19-20 year olds. There are 2 UASC who are currently missing; 4 who are parents; 10 who have had previous YOS involvement and have risk assessments that make placements hard to find; the remaining young people have recently completed or dropped out of courses so re-engagement plans are being put in place.

47% of young people aged 16-25 have come into care within the last 4 years – for a large number this was during their KS4 years. Of this group 46% are NEET.

There are currently 4 young people in University.

There is 1 young person on an apprenticeship.

### IMPACT

There is a multi-agency Care Leavers Causing Concern group which monitors on a monthly basis the current status of all 16 – 25 year olds. This group identifies barriers to engagement and a plan is put in place to support the young person to move into or remain in EET.

All Y11 young people who are at risk of becoming NEET and are educated in Halton are referred to the 14-19 Vulnerable Group Case Conference to ensure that they are allocated a 14-19 case worker who supports the young person into their chosen destination. They will also work with the young person to ensure continued engagement.

There have been capacity issues within the PA service which has impacted upon care leaver support.

The Passport to Success programme run by the Virtual School for preparing young people for life beyond school has had a low take up. This is now being revised

### NEXT STEPS

In response to information shared by care leavers Halton Virtual School is looking to:

- Undertake best practice visits to other LAs in the North West to explore how they support Care Leavers into and to maintain their engagement in EET.
- Following these visits present a report to COMT with recommendations to improve the support and offer for Halton Care Leavers around EET.
- In response to information provided by Care Leavers, remodel the activity programme Passport to Success, to prepare children in care and care leavers for life beyond school.
- Develop a bespoke work placement scheme that will be targeted at young people who need support to become employment ready.

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

**DATE:** 28 January 2019

**REPORTING OFFICER:** Strategic Director Enterprise, Economy & Resources

**SUBJECT:** Performance Management Reports for Quarter 2 2018/19

**WARDS:** Boroughwide

### **1.0 PURPOSE OF REPORT**

- 1.1 To consider, and to raise any questions or points of clarification, in respect of performance management for the second quarter period 01 July 2018 to 30 September 2018.
- 1.2 Key priorities for development or improvement in 2018-19 were agreed by Members and included in the Business Plan, for the various functional areas reporting to the Board as detailed below:
- Education, Inclusion, Provision Services
  - Children and Families Services

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

### **2.0 RECOMMENDED: That the Policy and Performance Board**

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

### **3.0 SUPPORTING INFORMATION**

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



**4.0 POLICY IMPLICATIONS**

4.1 There are no policy implications associated with this report.

**5.0 OTHER IMPLICATIONS**

5.1 There are no other implications associated with this report.

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

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

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

**7.0 RISK ANALYSIS**

7.1 Not applicable.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 Not applicable.

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

9.1 Not applicable.

## Children and Young People Priority Based PPB Report

**Reporting Period:** Quarter 2, 01 July – 30 September 2018

### 1.0 Introduction

- 1.1 This report provides an overview of issues and progress that have occurred during the period of the report towards the priority of Children and Young People. The way in which traffic light symbols have been used to reflect progress is explained within Appendix 1 (section 8).
- 1.2 Please note initials have been provided to indicate which officer is responsible for the commentary to aid Members, as requested by the Children and Young People Policy and Performance Board. A key is provided in Appendix 1 (section 8).

### 2.0 Key Developments

- 2.1 **Joint Practice Standards for Children in Care and Children in Need team (TC)**  
Introduction of new joint Children in Care and Children in Need standards and procedures have been signed off which cover viability, Special Guardianship and full Fostering assessments. These practice standards will be subject to monitoring to ensure standards are being followed.
- 2.2 **Children in Care Team (TC)**  
Performance clinics with each social worker in the Children in Care and Care Leavers Team are being undertaken and will be linked to appraisals and continued monitoring. These are also being introduced within the Fostering Team imminently.
- 2.3 **Missing and Exploitation Commissioned Service (TC & AMc)**  
In July 2018 Young Addaction were awarded the new Missing and Exploitation contract. This contract will work across Cheshire, working with young people who go missing from home or care, and those being or at risk of being exploited.
- 2.4 **School Improvement Team (AMc)**  
Halton is committed to working closely and in partnership with all schools across the authority in order to improve outcomes and life chances for children and young people. Over recent years funding arrangements and the role of local authorities within school improvement have undergone many changes. As a result, the local authority support and hold maintained and Diocesan schools to account, whilst it is the Regional Schools Commissioner who support and hold Academy and Free Schools to account. The school improvement team have reviewed their working practices and arrangements for the academic year 2018-19 as a result.

All schools will be categorised on the basis of school assessment data, capacity of leadership and management and a risk assessment based on the schools circumstances. The school category will be shared with academy and free schools, shared with head teachers, Chairs of Governors and Dioceses at maintained and diocesan schools. Each maintained and diocesan school will be challenged and supported by an Associate School Improvement Advisor colleague, and the core school improvement team will be working on key national and local priorities. This

includes working with colleagues to improve outcomes for disadvantaged pupils, developing middle leadership, governance, and undertaking school and curriculum deep dives. All colleagues will share notes of visits with schools to identify impact and progress of previous work and areas for development.

2.5 Social Emotional Mental Health Provision (AMc)

Halton Borough Council are embarking on projects to improve provision for children with social emotional mental health needs and those displaying challenging behaviours. The first project is for two resource bases in Foundation and Key Stage One with confirmed funding of £500,000 from the Department for Education. Following consultation the Executive Board approved the development of the two bases with a scheduled opening date of September 2019.

2.6 Relationship and Sex Education guidance consultation (AMc)

The Government has introduced a new subject, Health Education, alongside a confirmed phased start for RSE to be mandatory in all schools, with statutory status beginning in 2020. Details of the updated RSE guidance are available and will be the first changes to the guidance since 2000. A consultation on the draft guidance will run until 7 November 2018.

Link:

<https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education>

2.7 Secondary Schools Careers Strategy (AMc)

By September 2018, key elements of the Careers Strategy for England were to be actioned including;

- Teacher responsible for careers to be known as 'Careers Leader'
- Schools publish the name and contact details of their Careers Leader on their website
- Schools and colleges publish details of their careers programme online

Strategy link:

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

Statutory guidance for schools link:

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

2.8 Liverpool City Region (LCR) Apprentice Hub School Engagement (AMc)

During the Autumn Term 2017 the LCR Apprentice Hub commissioned a series of short performances that were delivered to years 10 and 11 pupils in schools across LCR, to raise awareness of Apprenticeships and provide information in a format that students find more engaging than a 'traditional' style presentation. 28 performances, titled "Have you heard about Apprenticeships?" were delivered to schools across the LCR, including three in Halton, reaching more than 3,500 pupils.

Feedback from pupils and teachers was overwhelmingly positive and an evaluation of the responses identified that 79% of the audiences had increased their knowledge of Apprenticeships.

The aim is to contact all secondary schools within the LCR at the start of Autumn term 2018 and offer them an opportunity to take advantage of the 60 further performances being commissioned.

The Apprenticeship Hub Team is able to offer a variety of additional support to schools including presentations to groups, attendance at careers fairs, support with mock interviews and one to one information, advice and guidance. The team is currently in the process of liaising with Halton Careers Education Service to determine the type of support required, and have committed to attending a number of Careers Fairs in October and November.

2.9 English as an additional language (EAL) (AMc)

Through the Syrian Resettlement Programme, the Vulnerable Children's Resettlement Scheme and the widening dispersal scheme for Asylum Seekers there have been significant changes in the local demography. The change is perhaps most keenly felt within schools and early years settings. As a result, the Council has commissioned two days of training for colleagues within these environments to include the following;

- An inclusive environment – creating a School of Sanctuary (drawing on the wider community context, and the impact of social media)
- Effective admission and induction processes
- Who are our EAL learners?
- Best Practice – the language acquisition process, the mother tongue, strategies, differentiation, attainment
- Managing interventions and additional support
- Working with Parents, Carers and the wider community – exploring barriers to engagement
- Planning for EAL learners.

The content of the training provides a secure context in which each school can operate, ensuring that mainstream practitioners develop the confidence and skills to meet the needs of the newly arrived EAL students, as well as supporting more advanced learners. Resources are provided to delegates attending, and the council has agreed to purchase an additional set of resources along with a wider bank of resources which will be available electronically. It is anticipated that each school or setting will send one person who would take learning back to their school or setting.

2.10 Ofsted Inspection: Focused Visit, Front door (TC)

In July 2018, Ofsted undertook a two day focused visit around the front door activity (primarily iCART). The findings were positive, and the areas for development identified have been addressed. Report was published 16 August 2018. Link:

<https://files.api.ofsted.gov.uk/v1/file/50012693>

### 3.0 Emerging Issues

#### 3.1 National Issues

##### Reception Baseline Assessments (AMc)

Due to the proposals to change baseline assessment arrangements, the National Federation of Educational Research (NFER) are no longer able to offer baseline assessments for this academic year. This is due to NFER being awarded the contract for the 'preferred supplier' to develop the new reception baseline assessment tool, working to DfE and Standards and Testing Agency requirements. This system will be piloted at sample schools nationally and will be rolled out to all schools in England in September 2020.

#### 3.2 Halton Specific

##### Edinburgh Road Children's Residential Provision (TC)

A formal consultation with displaced Edinburgh Road staff is currently being undertaken.

##### Care Leavers Personal Advisors capacity and risk to Care Leavers (TC)

As a result of staffing issues the Personal Advisor service has been significantly impacted. Systems for recruitment are not providing quick recruitment to this front line service, despite the agreement for agency workers to be used to fill the posts temporarily. The proposed restructure for the care leaver service, including additional Personal Advisor posts has been agreed. This will increase the staffing compliment to four Personal Advisors.

There has been an increase in the number of care leavers at risk of homelessness. The support that these young people require is impacted by the reduction in capacity within the Personal Advisor service.

##### Admission arrangements consultation (AMc)

The Local Authority is required to coordinate admission arrangements for the reception class intake, and the transfer from primary to secondary school each year, and to determine admission arrangements for community and voluntary controlled schools (oversubscription criteria). Halton will be consulting on those arrangements for the September 2020 from 1 October – 9 November (closing at 4.30pm). Anyone wishing to respond to the consultation should email [schooladmissions@halton.gov.uk](mailto:schooladmissions@halton.gov.uk) by the deadline. No response will be sent as a result of any submissions, but all responses will be considered by the Council's Executive Board.

Voluntary Aided, Academy and Free Schools (own school admission authorities) should note that if proposing changes to their admission arrangements for the September 2020 intake, they are required to undertake their own consultation in accordance with the statutory requirements of the School Admissions Code.

##### Primary Statutory Assessment (AMc)

Provisional, unvalidated Primary Assessment results for summer 2018 have been shared with key stakeholders. Improvements in attainment were evident in Early Years (Good Level of Development (GLD) indicator), key stage one and key stage two Reading, Writing and Maths. Whilst the level of phonics attainment matched that of 2017, the gap to national widened. These children were in the cohort whose GLD attainment was 61%, and progress has been made to match the 2017 phonics attainment level. These positive

results, and gains at Early Years and Key Stage One are some of the largest improvements across the North West.

Halton need to further improve to diminish the difference from national performance. Early Years remains a key priority, whilst plans are in place to launch a borough wide reading strategy.

#### 4.0 Risk Control Measures

4.1 Risk control forms an integral part of the Council's business planning and performance monitoring arrangements. As such, directorate risk registers were updated in tandem with the development of the 2018-19 business plan.

#### 5.0 Progress against high priority equality actions

5.1 Equality issues continue to form a routine element of the Council's business planning and operational decision making processes. Additionally the Council must have evidence to demonstrate compliance with the Public Sector Equality Duty (PSED) which came into force April 2011.








The council's latest annual progress report in relation to achievement of its equality objectives is published on the Council's website

<http://www4.halton.gov.uk/Pages/councildemocracy/Equality-and-Diversity.aspx>

## 6.0 Performance Overview

6.1 The following information provides a synopsis of progress for both milestones and performance indicators across the key business areas that have been identified by the Directorate. It should be noted that given the significant and unrelenting downward financial pressures faced by the Council there is a requirement for Departments to make continuous in-year adjustments to the allocation of resources in order to ensure that the Council maintains a balanced budget. Whilst every effort continues to be made to minimise any negative impact of such arrangements upon service delivery they may inevitably result in a delay in the delivery of some of the objectives and targets contained within this report.

### Objective: Improve outcomes for children and young people through effective multi-agency early intervention (PED01)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Monitor the average length of time between a child returning home and their return interview for those missing from care/home (Commissioned services information)	72 hours	72 hours	72 hours		
PED01 02	Reduce the number of young people who repeatedly run away in Halton (Halton BC data)	140		76		
PED01 03	Monitor the number of young people going missing in the year (Halton BC data)	1312		655		
PED01 04	Monitor the number of young people flagged as at risk of child sexual exploitation (snapshot at end of quarter)	34		19		
PED01 05	Reduce the number of incidents of fixed term exclusion (academic year)	508		55		
PED01 06	Reduce the number of children subject to fixed term exclusions (academic year)	204		49		
PED01 07	Reduce the number of children subject to permanent exclusions (academic year)	33		2		
PED01 08	Increase the number of children involved in early intervention (CAF) (All those who have had a CAF at any point in the year)	715	750	625		


#### Supporting commentary:






PED01 01 – 03: Missing data in relation to return interviews is provided from the Commissioned Service. Data in relation to incidents and individuals is provided from the Notifications of missing which are recorded by the local authority. Data for the year to date is indicating a similar pattern to that of the previous year. Please note that due to the change in source of this data, the targets set were inappropriate and that the 2017/18 has been amended to reflect the new data source.

PED01 04: The cohort of children flagged as at risk of child sexual exploitation continues to be monitored and scrutinised at a monthly operational group.

PED01 05 – 07: This data has been updated to cover the academic year. As a result, the previously provided targets are inappropriate and have been removed and the 2017/18 data has been updated to reflect the academic year. This brings this reporting in line with other monitoring reports. Please note that as this data represents only one month of the academic year it is difficult to assess direction of travel and data provided at the end of December will provide more appropriate information for trend analysis.

PED01 08: Halton are currently working on new reports for early intervention. One of these is looking at the number of children involved in early help who are not open with a CAF (e.g. pre-CAF or targeted interventions within early help and children's centres). This will provide a fuller picture of early intervention being provided for children and families.

Ref:	Milestones	Quarterly Progress
PED01a	Further develop the performance monitoring in iCART to include the outcomes of CAF's (March 2019)	

PED01b	Implement North West Boroughs Thrive staff front door into iCART (March 2019)	
PED01c	Review the link with Adult Services referral structures (September 2018)	
PED01d	Revise joint protocol of working between Children and Adult Services (June 2018)	
PED01e	Preparation for Ofsted Inspection (ongoing)	
PED01f	Implement the Exclusions protocol to reduce the number of exclusions (September 2018)	

Supporting commentary:

PED01a: This has been further developed and is now measured within the Early Intervention CAF development group rather than iCART.










PED01b: A member of staff from CAMHS is now located in iCART one afternoon a week. It is anticipated that this will be increased over the next 12 months.

PED01c – d: These have been completed.

PED01e: Halton received a focused visit inspection on the front door. The latest JTAI theme of Child Sexual Abuse in a Family Environment has presented some issues in terms of the data requirements, however work is underway to reduce the work required should Ofsted announce they are inspecting Halton in relation to this theme.

PED01f: The Implementation of the Exclusions Protocol in Autumn 2017 has now become custom and practice with most of our schools.

### Objective: Keeping Children and Young People safe by improving practice (PED02)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Monitor the rate of referrals to Children's Social Care per 10,000 0-18 year olds	418		573 (forecast)		
PED02 02	Reduce the number of children and young people who enter the care system	77	75	37		
PED02 03	Reduce the number of children who are placed at home with parents on a care order	32	29	33		
PED02 04	Reduce the number of children who are placed in residential care	47	34	33		
PED02 05	Reduce the number of children who are placed in independent fostering agency placements	55	35	69		

Supporting commentary:

PED02 01: The rate of referrals can fluctuate and is monitored closely within a weekly meeting (Performance Improvement Management Meeting). Forecast for the end of the year is significantly higher than the previous year.

PED02 02: Significant work is being undertaken to address this and creative ways of working to support a systemic approach is being implemented to reduce this number where appropriate.

PED02 03: Monthly Legal Advice Meetings are progressing and tracking this.

PED02 04 & 05: Placement Project reporting to the Permanency Leadership Board is now in progress to monitor and reduce these measures.

Ref:	Milestones	Quarterly Progress
PED02a	Move to a model of systemic practice across the service (March 2019)	
PED02b	Revise LSCB arrangement for April 2019 (Publication April 2019, Implementation September 2019)	
PED02c	Review the commission for domestic abuse support services (March 2019)	
PED02d	Implement the revised Children in Care Partnership Board (July 2018)	
PED02e	Commission and implement a new client recording system (March 2019).	Awaited
PED02f	Commission a provider to develop a specialist residential provision supporting a group of complex children to step down from residential provision to foster care (March 2019)	
PED02g	Develop a Market and Recruitment collaboration to increase the number of foster care homes (March 2019)	



PED02h	Develop and publish a Local Offer for Care Leavers (July 2018)	
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Supporting commentary:

PED02a: The first cohort of staff trained will complete in January 2019 and new staff will start at the end of January.

PED02b: Consultation events are planned with all stakeholders (undertaken in September and October) to inform the design of the new performance framework arrangements that will replace LSCB's.








PED02c: This is underway.

PED02d: This has been completed.

PED02e: AWAITED

PED02f: Risk posed in relation to Edinburgh Road has resulted in this project being diverted to other and extended consultations about alternative methods of providing this with a small set of providers.

### Objective: Improve the offer for children and young people with SEND (PED03)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Increase participation in the POET Survey (parents/guardians)	33	35	4		
PED03 02	Increase the percentage of EHC Plan assessments completed within 20 weeks (academic year)	85%		76%		
PED03 03	Increase the number of schools identified as Nurture champions	8	8	8		
PED03 04	Increase the percentage of Statement converted to EHC Plans to meet the timescale	23%	80%	100%		
PED03 05	Increase the number of people accessing the Local Offer	38,019	40,000	Awaited		




Supporting commentary:

PED03 01: The local authority is considering a different approach to gathering evaluations from parents given the low participation rate during 2018.

PED03 02: Data has been updated to show academic year and as a result the previous target was inappropriate. Performance has decreased in September, however note should be taken that this represents one month only. Performance reports are provided on a monthly basis to aid the service in identifying areas for development and assessments that are due to be completed.

PED03 03: The nurture network in Halton continues to grow and the feedback is positive from the schools who attend. Halton have a few schools who will shortly be completing their accreditation for Nurturing Schools status.

PED03 04: All statements of SEN have now been converted to EHC Plans in line with the deadline.

Ref:	Milestones	Quarterly Progress
PED03a	Develop and implement a Social Emotional and Mental Health (SEMH) Strategy and outcome focused action plan (March 2019)	
PED03b	Establish a Behaviour Support Team (March 2019)	
PED03c	Review specialist SEND provision for children and young people in Halton (March 2019)	
PED03d	Review the Education, Health and Care Plan process (March 2019)	

Supporting commentary:

PED03a: SEMH Task and Finish group have developed the agreed definition, vision and mission statement. The strategic action plan was agreed in September 2018. These will be launched at an SEMH conference for Head teachers and Chairs of Governors in the second half of the Autumn Term.


PED03b: Behaviour Support Team are in place.

PED03c: 'PeopleToo' completed their final report in September 2018. The review consisted of; an analysis of Halton's current data for SEND, benchmarked against other local authorities regionally and nationally; information gathered from all specialist settings, local authority officers, multi-agency partners and parent and carer groups. The report makes recommendations on how to manage the needs of our SEND cohort within current resources. This is being considered by Senior Managers.

PED03d: After insufficient evidence from children, parents and professionals in the POET survey, an evaluation process is

to be undertaken. Alongside our multiagency audit process, this will provide information on how to make our processes more efficient and family friendly.






### Objective: Improve progress and attainment across all key stages and diminish the difference between vulnerable groups and their peers (PED04)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Diminish the difference between disadvantaged pupils and their peers in achieving the expected standard at KS2 Reading, writing and Maths	24%	N/A	21.5% (unvalidated)		
PED04 02	Increase the percentage of Children in Care achieving expected outcomes at KS2	Due to small cohorts and statistical variation, targets are not provided. Analysis of the cohort is conducted on an individual basis for these children to underpin resulting performance.				

Supporting commentary:

PED04 01: 63% of all pupils achieved the expected standard in RWM combined. Of these, 51% of disadvantaged pupils achieved that standard and 72.5% of non-disadvantaged pupils achieved that standard.

PED04 02: Analysis of the end of key stage outcomes for children in care will be shared through the Virtual School Head teacher annual report.

Ref:	Milestones	Quarterly Progress
PED04a	Using rigorous data analysis, feedback from the Cross Service Monitoring group and School Improvement officer knowledge, schools will be categorised to identify levels of support and challenge.	
PED04b	Analyse, evaluate and report end of EYFS, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5 achievement outcomes, including success in diminishing the difference between vulnerable groups and their peers (March 2019)	
PED04d	Identify areas of need and support for Children in Care and Free School Meals pupils (December 2018)	
PED04e	Monitor the impact of Pupil Premium and Early Years Premium in closing the gap between Disadvantaged pupils and their peers (March 2019)	
PED04f	Ensure appropriate deployment of school improvement challenge and support for identified schools and settings, including school to school support as appropriate (March 2019)	





Supporting commentary:






PED04a - b: All primary schools categorised and informed of their school category. Secondary schools will receive their letters after the Autumn half term break.

PED04c: Attainment reports were shared with members of PPB in September 2018. Also shared with Head teachers and will be shared with Governors at the Governor conference in November 2018. Attainment has improved in all areas, with the exception of phonics. EYFS, reading and KS4 maths are priorities for development.

PED04d: Analysis of the end of key stage outcomes for children in care will be shared through the Virtual School Head teacher annual report.

### Objective: Raise achievement in Early Years (PED05)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Increase the percentage of children achieving a good level of development in Early Years Foundation Stage	61%	67%	64.5% (unvalidated)		
PED05 02	Reduce the good level of development gap between disadvantaged children and their peers at EYFS	23%	19%	21.6% (unvalidated)		

PED05 03	Increase the take up of Early Years entitlement for vulnerable 2 year olds	100%	97%	85%		
PED05 04	Increase the take up of Early Years entitlement for 3-4 year olds	92%	95%	93%		
PED05 05	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding	N/A	90%	77.4%		






Supporting commentary:

PED05 01 - 02: Attainment increased by 4% and reduced the difference to national by 3%. Attainment improved in all Early Learning goals.

PED05 03: Target has increased from 347 to 666 children per term. Halton funds the same number of children, however the target has nearly doubled.

PED05 04: The latest summary tables indicate that 93% of 3&4 year olds benefitted from the entitlement in 2017/18. In 2018 95% of 4 year olds took up the entitlement but the eligible 3 year old rate fell to 90%.

PED05 05: 4.2% are graded 'Requires improvement' and 0.8% are graded as 'Inadequate'. The of the remaining providers 10.2% are 'meeting the requirements' (judgment provided when no children present for inspection) and 7.5% are awaiting inspection.

Ref:	Milestones	Quarterly Progress
PED05a	Analyse Good Level of Development performance for all pupils and groups	
PED05b	Use data analysis to inform and share priorities with One Halton strategic group, the Educational Strategic Partnership Board and the SRIB.	
PED05c	Agree local and regional priorities and bid for funding where appropriate through SSIF and other funding streams (September 2018).	
PED05d	Completed RAG categorisation process for all EYFS settings (by September 2018) and identify actions, including levels of challenge, support and intervention required to improve pupil and inspection outcomes.	
PED05e	Using "Schools Causing Concern" guidance and "Strategy for Support and Intervention" identify and challenge schools and settings underperforming, using powers of intervention and locally agreed strategies required to improve standards and leadership (March 2019).	

Supporting commentary:

PED05a: Analysis has been carried out, reported and shared to schools and stakeholders through the One Halton Strategic Group.



PED05b: Attainment has improved in all areas; technology remains the strongest ELG performance; writing and reading are the weakest areas. Girls outperform boys, as is the case nationally and the gap to national for each gender is similar.











PED05c: Strategic School Improvement Fund has now been abolished and no longer a route for funding. Existing projects will continue. Some targeted schools are taking part in an EY bid led by Warrington Teaching school based on developing Communication, Language and Literacy skills. Local and regional priorities are agreed through LCR and Warrington group and plans are further developed through the NWADCS School Improvement sub-group and other regional groups.

PED05d: RAG rating completed for all settings and will be shared by the end of October with the settings. Childminder categorisation is in process, and will be shared at the Autumn term childminder forum. This will be the first time that childminders have received a categorisation.

PED05e: This is on track. Working groups have been established aiming to improve aspiration, provision and outcomes for disadvantaged pupils. Two schools have Single School Update meetings established and one school will be receiving a pre-warning notice letter. Appropriate challenge and support will be commissioned identifying key priorities.

### Objective: Raise attainment across all Key Stages: KS1, KS2 & KS4 (PED06)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Reading	66%	N/A	73% (unvalidated)		
PED06 02	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Writing	58%	N/A	67% (unvalidated)		

PED06 03	Increase the percentage of pupils achieving the expected standard at Key Stage 1 Maths	65%	N/A	74% (unvalidated)		
PED06 04	Increase the percentage of pupils achieving the expected standard at Key Stage 2 in Reading, Writing and Maths	56%	59%	63% (unvalidated)		
PED06 05	Increase the percentage making sufficient progress in Reading KS1 to KS2	-0.05	0	0.39 (unvalidated)		
PED06 06	Increase the percentage making sufficient progress in Writing KS1 to KS2	-0.48	0	0.43 (unvalidated)		
PED06 07	Increase the percentage making sufficient progress in Maths KS1 to KS2	-0.41	0	0.46 (unvalidated)		
PED06 08	Increase the percentage of young people achieving 9-5 in GCSE English and Maths	30.5%	N/A	32.2% (unvalidated)		
PED06 09	Increase the percentage of young people achieving 9-4 in GCSE English and Maths	55%	N/A	57.7% (unvalidated)		
PED06 10	Increase the average attainment 8 score per young person	44.9	N/A	44.0 (unvalidated)		
PED06 11	Increase the Progress 8 score	-0.22	N/A	-0.27		

## Supporting commentary:

PED06 01: An improvement of 7% and difference to national reduced to -2%

PED06 02: An improvement of 9% and difference to national reduced to -3%

PED06 03: An improvement of 9% and difference to national reduced to -2%

PED06 04: An improvement of 7% and difference to national reduced to -1%

PED06 05: An increase of 0.43 and significantly above national

PED06 06: An increase of 0.91 and significantly above national







PED06 07: An increase of 0.86 and significantly above national

PED06 08: Unvalidated national average is 39.9%

PED06 09: Unvalidated national average is 59.1%

PED06 10: This measure should not be compared to previous year due to the increase in subjects graded 9-1. The unvalidated national average is 44.3.

PED06 11: This measure should not be compared to previous year due to the increase in subjects graded 9-1. The unvalidated national average is 0.27.

Ref:	Milestones	Quarterly Progress
PED06a	Analyse and report on the performance of pupil, school and LA attainment outcomes against national data for percentage reaching the expected standard and higher standard in reading, writing and maths (KS1), RWM and progress from KS1-KS2 (KS2), 9-5 and 9-4 in English, Maths, and English and Maths, and attainment 8 and progress 8 scores (KS4) (September 2018 – provisional data, March 2019 – validated data)	
PED06b	Identify and share good practice locally, regionally and nationally (termly).	
PED06c	Identify schools requiring further challenge and support due to outcomes and quality of teaching, learning and assessment, and/or middle/senior leadership. Broker support where necessary and use powers of intervention where necessary (ongoing)	
PED06d	Increase the skills, knowledge and experience of middle leadership through training and facilitating coaching and introducing peer reviews (December 2018)	
PED06e	Provide updates and training to strategic leaders including governors, outlining their role in holding schools to account and providing challenge to improve standards (December 2018)	
PED06f	Using "Schools causing concern" guidance, identify and challenge schools underperforming, using powers of intervention and locally agreed strategies required, improve standards and leadership. Inform the RSC and hold the RSC to account where necessary regarding underperformance in Academies and Free Schools (March 2019)	

## Supporting commentary:

PED06a: As detailed in PED04

PED06b: Good practice has been shared through meetings and joint working with schools. This is a key feature of primary and secondary Head teacher meetings, and deep dives of curriculum performance will be carried out and findings shared. A group of schools are meeting to plan further work around this. The Inclusion Conference shared good practice around

effective positive behaviour strategies and governor conference will have NGA colleagues sharing good practice.






PED06c: As detailed in PED05

PED06d: A detailed LA plan has been devised to develop skills of middle leaders. Early meetings have received exceptional uptake and only a few schools have yet to have training offered through this programme. Peer review work will be the next stage of work.

PED06e: School Governor conference is planned for November 2018, with a focus on the governors role to challenge leaders. Halton governor working group is established, has agreed protocols, membership and representation. The group is now sharing and producing tools to aid governors in their reflection or skills audits.

PED06f: The Director of Children's Services has kept in touch with the Regional Schools Commissioner (RSC) regarding a Free School eligible for intervention. These communications are a two way mechanism of holding each other to account about progress and impact of work carried out in schools where the local authority or the RSC need to intervene.

### Objective: Improve participation and skills for young people to drive Halton's future (PED07)

Ref	Measure	17/18 Actual	18/19 Target	Current	Direction of Travel	Quarterly Progress
PED07 01	Reduce the percentage of 16-17 year olds not in education, employment or training	4.4%	4.4%	5.8%		
PED07 02	Reduce the percentage of 16-17 year olds whose activity is not known	0.8%	0.8%	1.0%		
PED07 03	Increase the percentage of 19 year olds achieving a Level 2 qualification			83.7%		
PED07 04	Increase the percentage of 19 year olds achieving a Level 3 qualification			55.3%		
PED07 05	Monitor the percentage of young people progressing to Higher Education		25%	28%		

Supporting commentary:




PED07 01: Data relates to August 2018. NEET is higher because of the limited provision available during the summer period.

PED07 02: Service was reduced further in April 2018. Currently resource used to support Year 11 pupils across the school summer holiday which has reduced capacity for tracking activity.

PED07 03: This data is 2016/17 and represents a reduction from 84.4% for 2015/16. National and regional figures have also reduced. Halton's decrease is lower than that of the national and regional decreases.

PED07 04: This data is 2016/17 and represents an increase from 54.4% for 2015/16. National and regional figures have also increased. Halton's increase is higher than that of the national and regional increases.

PED07 05: This data is 2016/17 and is in line with performance in 2015/16.

Ref:	Milestones	Quarterly Progress
PED07a	Closely monitor the cohort of young people not in education, employment or training and identify any common patterns/issues to inform actions or future commissioning needs (March 2019)	
PED07b	Work with schools to review the post 16 offers of learning made to young people in order to review why the percentage dropped in 2017 and to avoid further decreases (June 2018)	
PED07c	Work with Liverpool City Region colleagues to influence the development of the Careers Hub and how this works alongside the careers information, advice and guidance (IAG) support given to institutions in Halton (March 2019)	

Supporting commentary:

PED07a: Analysis of the cohort has been undertaken. Report has been provided to the Children's Trust Commissioning Partnership.

PED07b: Discussions have taken place with some, but not all schools during the summer term. Further meetings being arranged for Autumn term.

PED07c: Meeting has taken place with providers commissioned to deliver IAG activities in Halton. Documented activity of schools has been shared with secondary school Head teachers and Chairs of Governors, as well as LCR Careers Hub.

## 7.0 Financial Summary

## 7.1 Children and Families Department

**Revenue Budget as at 30 September 2018**

	Annual Budget £'000	Budget To Date £'000	Actual To Date £'000	Variance to Date (Overspend) £'000
<i>Expenditure</i>				
Employees	9,370	4,611	4,624	(13)
Premises	277	114	102	12
Supplies and Services	1,131	424	426	(2)
Transport	112	56	61	(5)
Direct Payments/Individual Budgets	598	318	349	(31)
Commissioned Services	247	90	84	6
Out of Borough Residential Placements	4,366	1,545	2,626	(1,081)
Out of Borough Adoption	82	1	1	0
Out of Borough Fostering	1,379	634	1,316	(682)
In House Adoption	215	61	126	(65)
Special Guardianship	1,119	595	810	(215)
In House Foster Carer Payments	2,027	997	760	237
Care Leavers	144	87	121	(34)
Family Support	60	24	50	(26)
Emergency Duty Team	100	0	0	0
Contracted Services	4	2	3	(1)
Early Years	60	20	146	(126)
<b>Total Expenditure</b>	<b>21,291</b>	<b>9,579</b>	<b>11,605</b>	<b>(2,026)</b>
<i>Income</i>				
Fees and Charges	-22	-14	-9	(5)
Sales Income	-52	-31	-31	0
Rents	-80	-29	-31	2
Dedicated Schools Grant	-48	-24	-24	0
Reimbursements & Other Grant Income	-451	-179	-173	(6)
Government Grants	-37	-37	-37	0
Transfer from Reserves	-62	-62	-62	0
<b>Total Income</b>	<b>-752</b>	<b>-376</b>	<b>-367</b>	<b>(9)</b>
<b>Net Operational Expenditure</b>	<b>20,539</b>	<b>9,203</b>	<b>11,238</b>	<b>(2,035)</b>
<b>Recharges</b>				
Premises Support	140	75	75	0
Transport Support	29	15	15	0
Central Support Service Costs	2,609	1,288	1,288	0
<b>Net Total Recharges</b>	<b>2,778</b>	<b>1,378</b>	<b>1,378</b>	<b>0</b>
<b>Net Department Expenditure</b>	<b>23,317</b>	<b>10,581</b>	<b>12,616</b>	<b>(2,035)</b>

**Comments on the above figures**

The net departmental expenditure is £2,035,000 above budget profile at the end of the second quarter of the financial year, most of which directly relates to Social Care Services.

Employee budgets are based on full time equivalent staffing numbers of 263.

Expenditure relating to employee costs is £13,000 above budget profile in the second quarter. At present the Divisional Manager post for Children in Care and Care Leavers is vacant and is being backfilled by Agency. There have also been a number of posts which were vacant whilst the recruitment process took place and have now been filled. Compared to quarter 1 there has been a 62% increase in Agency staff costs. At the end of this quarter there are £58,365 of staff turnover savings within the Child Protection and Children in Need division which are not being achieved and there is also an unidentified efficiency saving of £50,000, which is not being achieved. In the department overall staff turnover saving targets are almost being met, but this is due to Edinburgh Road, which will not re-open this financial year. This has resulted in staffing costs being £150,450 under budget at the end of quarter 2. This is being used to offset the divisions where the staffing costs are over budget. Staffing needs to be monitored very carefully and in particularly agency costs to make sure they stay within budget.

Supplies and Services expenditure is also slightly above budget to date. Every effort is made to keep controllable costs to a minimum, however, included are Children in Care costs, which are £24,519 over budget profile at the end of the second quarter, despite additional budget of £55,000 being given this financial year. The Supplies and Services costs relating to Edinburgh Road is £20,000 under budget at the end of quarter 2 and this is being utilised to offset areas where costs are over budget.

Transport related expenditure is also over budget at the end of the second quarter, despite being given additional budget of £100,000 this financial year. This is due to increased demand around the service. This will need to be carefully monitored to make sure that contracts are set up for essential journeys only and where possible other methods of transport are explored.

Expenditure relating to Direct Payments/Individual Budgets is over budget profile. This area was given an additional £340,000 of budget this financial year. Halton Clinical Commissioning Group (HCCG) continues to robustly implement their Continuing Healthcare Assessment, which has resulted in a reduction in the number of joint funded packages of care. The high cost packages will need to be reviewed periodically to see if any costs can be reduced, but still ensuring all needs are still being met.

Out of Borough Residential placement costs are significantly above budget to date and will continue to be a budget pressure for the remainder of the year, despite being given additional budget of £1,138,610 this financial year. Savings have also been applied to this area totalling £580,000, which are not being achieved and an income target of £100,000 relating to HCCG contribution to joint funded packages has also been applied and unless we have more children in joint funded placements this will not be fully achieved at year end. In quarter 2 there were eight new children who entered the service and their annual additional costs total £829,460. Four children left the service and the reduction in annual costs was £89,516, resulting in an additional increase in costs for the year of £739,944. Extensive work continues to be done to reduce the costs of some residential packages and to try and reduce the number of children going into residential placements, this has had a positive impact on actual costs, but more needs to be done to try and bring expenditure in line

with the budget. This is based on a snapshot of the service at this point in time and there is a risk that additional pressures from new service users will increase overspend levels during the remainder of the financial year.

Costs relating to Out of Borough Fostering placements are also significantly over budget to date and they will continue to place pressure on the budget. This area has been given additional budget of £1,000,000 this financial year and a saving of £45,000 has also been applied, which is not being achieved. In quarter 2 there were an additional 10 children who entered the service at an annual cost of £211,796. This included a sibling group of four children whose total cost for the remainder of the financial year is £103,241 and two groups of two siblings whose total cost for the remainder of the financial year is £105,206. Nine children left the service which reduced annual costs by £87,965 resulting in additional costs of £123,831 to the end of the financial year. Every effort is made to utilise in house foster carers where possible, but due to the lack of available foster carers in the Borough that is not always possible, especially if a young person has specific health needs, therefore out of borough placements need to be sought at a higher weekly cost. The average weekly cost for an in house foster placement is £287.43 and the average cost for an out of borough foster placement is £814.17. This means that the average cost of an out of borough placement is 183% higher than the average cost of an in house placement.

Expenditure relating to In House Foster carer payments is below budget to date and this expected to be the case for the remainder of the financial year. There has been a significant reduction in the number of foster carers within the Borough and to address this issue and recruit new foster carers Halton have joined a collaborative fostering service with Cheshire West and Chester, Cheshire East and Warrington Councils. Over time it is hoped that the collaboration will increase the number of foster carers recruited and also improve the quality of service offered to them across all authorities. Initiatives are also being addressed in house to increase the number of foster carers. It is envisaged that increasing the number of in house foster carers will reduce the need to place children with out of borough foster carers and within residential placements, this will go some way to addressing the financial pressures within the service.

Expenditure relating to In House Adoption is above budget to date. This relates to Residence Orders and the quarterly costs of the Regional Adoption Agency – Together for Adoption. Residence Orders are very similar to Special Guardianship Orders, but the carer does not have parental responsibility. These are made by the family court and not the council so it is difficult to estimate how many more of them will be agreed throughout the financial year. At present there are 29 children subject to a Residence Order at an average weekly cost of £74.80.

Special Guardianship Orders expenditure is also over budget profile and will continue to be a budget pressure this financial year. At present there are 147 children subject to a Special Guardianship Order, which is an increase of 7% on quarter 1 and the average weekly cost is £240.24, which is an increase of 10% on quarter 1. A Special Guardian has parental responsibility until a child reaches 18 years of age and again these are made by the family court and not the council, which makes it difficult to estimate how many more of them will be agreed throughout the financial year.

The Early Years net divisional expenditure was £127,000 over budget at the end of the second quarter. Following a staffing restructure which was implemented in March 2018, new working patterns were established at Warrington Road Integrated & Ditton Early Years Centres which have enabled both settings to cover a 10 hour day to bring them into line with private sector settings. A staffing contingency has now been built into the budget & employee related expenditure should not be a budget pressure in 2018/19. The employee related expenditure for Warrington Road Integrated Centre was £15,000 under budget profile and Ditton Early Years Centre £45,000. Income



was £202,000 under budget profile due to parental fees continuing to underachieve; Warrington Road Integrated Centre by £96,000 and Ditton Early Years Centre £106,000 and is the main area of concern. This level of underachievement is expected to continue throughout 2018/19 as income targets were set based on both settings having full occupancy levels. Fees increased by £0.50 at the beginning of the 18/19 academic year. However, if the fees were to increase to a level at which the day care centres became self-sustaining, they could find it difficult to compete with places offered in the private sector and occupancy levels could fall. Therefore this option would not be enough to provide a balanced budget. This area needs to be carefully monitored throughout the remainder of the financial year and will continue to be a pressure area in 2018/19 and beyond.

The expected outturn position for the department to 31 March 2019 is anticipated to be circa £4m, based on the current levels of children receiving the service.

## 7.2 Education Inclusion and Provision Department

**Revenue Budget as at 30 September 2018**

	Annual Budget £'000	Budget To Date £'000	Actual To Date £'000	Variance to Date (Overspend) £'000
<i><u>Expenditure</u></i>				
Employees	6,080	2,790	2,826	(36)
Premises	34	7	6	1
Supplies & Services	2,357	956	909	47
Transport	5	0	0	0
Schools Transport	949	362	586	(224)
Commissioned Services	2,520	232	232	0
Agency Related Expenditure	1,567	983	978	5
Independent School Fees	2,412	1,178	1,178	0
Inter Authority Special Needs	175	30	30	0
Pupil Premium Grant	95	26	26	0
Nursery Education Payments	5,215	3,864	3,864	0
Capital Finance	12	0	0	0
<b>Total Expenditure</b>	<b>21,421</b>	<b>10,428</b>	<b>10,635</b>	<b>(207)</b>
<i><u>Income</u></i>				
Fees & Charges	-346	-102	-140	38
Government Grants	-532	-486	-486	0
Reimbursements & Other Income	-489	-97	-121	24
Schools SLA Income	-366	-347	-321	(26)
Transfer to/from Reserves	-855	-723	-723	0
Dedicated Schools Grant	-12,557	0	0	0
Inter Authority Income	-578	-289	-168	(121)
<b>Total Income</b>	<b>-15,723</b>	<b>-2,044</b>	<b>-1,959</b>	<b>(85)</b>
<b>Net Operational Expenditure</b>	<b>5,698</b>	<b>8,384</b>	<b>8,676</b>	<b>(292)</b>
<b><u>Recharges</u></b>				
Central Support Services Costs	1,596	812	812	0
HBC Support Costs Income	-79	-39	-39	0
Premises Support Costs	156	78	78	0
Transport Support Costs	279	71	71	0
<b>Net Total Recharges</b>	<b>1,952</b>	<b>922</b>	<b>922</b>	<b>0</b>
<b>Net Department Expenditure</b>	<b>7,650</b>	<b>9,306</b>	<b>9,598</b>	<b>(292)</b>

**Comments on the above figures**

Employees are over budget due to there being very few vacancies across all the divisions in the department, which means that the staff turnover saving target is not being met.

Employee budgets are based on full time equivalent staffing numbers of 103.

Supplies and Services are currently showing as being under budget and this is projected to continue. This is a result of budget holders monitoring spend closely and this will continue for the duration of the financial year.

Schools Transport is still projected to be over budget by the end of this financial year. This is due to the increasingly large demand for the Council to provide transport for Special Educational Needs pupils. This increase in demand is following a trend over the last few years. However, efficiencies in the service provided are being looked in to. The division has just completed a new tendering exercise effective from October 2018 which means that there could potentially be a reduction in the forecast outturn position.

Agency related expenditure covering contracts and commissioned services is currently showing as being under budget. However, this area is needs led and the final amount of expenditure depends on the support requested from Schools. It is probable that the forecast outturn will reduce.

The Fees and Charges income is currently exceeding the target and is likely to continue for the rest of the year.

Schools SLA income is forecast to underachieve its income target. This is due to schools converting to Academies and an overall reduction in the number of schools buying back Council services.

Inter Authority income will not achieve its budgeted income target. The Council's special schools and units are currently full so they do not have the capacity to take on pupils from other authorities, which reduces the amount of income that can be generated.

The net departmental expenditure is currently above the budget profile. Based on current demand and available information, the forecast outturn position for the department as a whole will be over the allocated budget by approximately £588k at the end of the financial year.

**Capital Projects as at 30 September 2018**

Capital Expenditure	2018/19 Capital Allocation £'000	Allocation to Date £'000	Actual Spend £'000	Total Allocation Remaining £'000
Asset Management Data	5	2	1	4
Capital Repairs	893	613	565	328
Asbestos Management	19	5	2	17
Schools Access Initiative	77	40	42	35
Basic Need Projects	216	0	0	216
Lunts Heath	11	0	0	11
Fairfield Primary School	79	17	9	70
Weston Point Primary	4	0	0	4
Kitchen Gas Safety	85	30	53	32
Small Capital Works	119	53	60	59
The Bridge School	380	300	306	74
Simms Cross	122	70	0	122
Ashley School	70	50	8	62
SEND allocation	30	0	1	29
Healthy Pupils Capital Fund	70	20	4	66
<b>Total Capital Expenditure</b>	<b>2,180</b>	<b>1,200</b>	<b>1,051</b>	<b>1,129</b>

**Comments on the above figures.**

Asset Management (CADS) works, and small capital works will continue in response or in line with any emergency Health and Safety issues. Asbestos programme surveys are being updated and remedial work carried out where necessary.

Kitchen gas safety works were carried out over the summer holidays, awaiting the final accounts.

The majority of the Capital Repairs works were completed during the Easter and Summer holidays. Remaining works will be completed later this financial year.

Bids have been received and approved from schools in respect of the Schools Access Initiative. Currently awaiting schools to procure the work and submit copy invoices.

Unallocated Basic Need funding will be allocated throughout the year as required, any balance will be deferred to 2019/20.

Lunts Heath and Weston Point classroom extensions have been completed and currently awaiting release of retention payments.

Fairfield Primary construction work to the infants and junior schools, MUGA pitch and enhancement of the grass playing field is now complete. Currently awaiting final fees invoices and the release of retention payments.

Work at The Bridge School vocational centre is now complete. Currently awaiting final invoices. The retention will be released in September 2019.

The works at Simms Cross were completed over the summer holidays and the final account is pending.




The majority of the works have been completed at Ashley School, the movable partition wall will be installed shortly.

The SEND capital allocation will be split between Beechwood Primary School and Halton Lodge Primary School to provide a social, emotional and mental health resource provision base at each school. Works will commence in 2019 with a planned completion for Sept 2019.

Healthy Pupils Capital Funding will be distributed equally between 36 schools once each school has submitted an application form to the Council, work agreed and carried out, and a copy invoice submitted in order for the school to be reimbursed.




8.0 Appendix I

8.1 Symbols are used in the following manner:

Progress		Milestone	Measure
Green		Indicates that the milestone is on course to be achieved within the appropriate timeframe.	Indicates that the annual target is on course to be achieved.
Amber		Indicates that it is uncertain, or too early to say at this stage whether the milestone will be achieved within the appropriate timeframe.	Indicates that it is uncertain or too early to say at this stage whether the annual target is on course to be achieved.
Red		Indicates that it is unlikely or certain that the objective will not be achieved within the appropriate timeframe.	Indicates that the target will not be achieved unless there is an intervention or remedial action taken.

8.2 Direction of Travel indicator

Where possible measures will also identify a direction of travel using the following convention:

Green		Indicates that performance is better compared to the same period last year.
Amber		Indicates that performance is the same as compared to the same period last year.
Red		Indicates that performance is worse compared to the same period last year.
N/A		Indicates that the measure cannot be compared to the same period last year.

8.3 Key for responsible officers:

**AMc** Ann McIntyre, Operational Director, Education, Inclusion and Provision Service

**TC** Tracey Coffey, Operational Director, Children and Families Service