

Public Document Pack



Children Young People and Families Policy and Performance Board

Monday, 13 September 2021 at 6.30 p.m.
Council Chamber - Town Hall, Runcorn

A handwritten signature in black ink that reads 'David Walsh'.

Chief Executive

BOARD MEMBERSHIP

Councillor Geoffrey Logan (Chair)	Labour
Councillor Carol Plumpton Walsh (Vice-Chair)	Labour
Councillor John Abbott	Labour
Councillor Irene Bramwell	Labour
Councillor Chris Carlin	Labour
Councillor Louise Goodall	Labour
Councillor Valerie Hill	Labour
Councillor Eddie Jones	Labour
Councillor Kath Loftus	Labour
Councillor Margaret Ratcliffe	Liberal Democrats
Councillor Aimee Teeling	Labour

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ann.jones@halton.gov.uk for further information.
The next meeting of the Board is on Monday, 8 November 2021*

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

Part I

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

**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, 14 June 2021 in The Bridge Suite, Halton Stadium,, Widnes

Present: Councillors Logan (Chair), Abbott, Bramwell, Goodall, V. Hill, Jones, Loftus and Teeling

Apologies for Absence: Councillors C. Plumpton Walsh, Carlin and Ratcliffe

Absence declared on Council business: None

Officers present: A. Jones, T. Coffey and A. Leach

Also in attendance: One member of the press

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

	<i>Action</i>
CYP1 MINUTES	
<p>The Minutes of the meeting held on 25 January 2021 were taken as read and signed as a correct record.</p>	
CYP2 PUBLIC QUESTION TIME	
<p>The Board was advised that no public questions had been received.</p>	
CYP3 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>RESOLVED: That the minutes be noted.</p>	
CYP4 ANNUAL REPORT 2020/2021	
<p>On behalf of his predecessor Councillor Dennett, the Chair presented the Children, Young People and Families Policy and Performance Board's Annual Report for 2020 - 21. He wished to place on record his thanks to Members</p>	

and Officers for their commitment, support and hard work carried out throughout the year.

RESOLVED: That the 2020-21 Annual Report be received.

CYP5 NEW MEMBERS BRIEFING

The Board received a presentation, which outlined the structure of the People Directorate and provided a summary of the key areas of responsibility for the Children and Families and the Education, Inclusion and Provision Departments.

Following the presentation Members raised the following queries.

Have there been any increases in referrals during the Covid-19 pandemic?

No, in fact they had dropped and were still not at pre Covid levels today. There had been a slight increase in Children in Care (CIC) referrals – this was attributed to 11 asylum seekers accommodated at the Daresbury Hotel claiming to be under 18, so had to be taken into care.

There had also been a slight increase in non-accidental injuries to children below 4 years of age. Due to the impacts of Covid restrictions, such as family and friends support being cut off, some parents had struggled to cope with being isolated with small children during lockdowns.

Despite the pandemic there had been a significant amount of prevention work carried out remotely. Also the Council's day care centres had remained open throughout all lockdowns, providing crucial support for parents.

What was the current status with the 'troubled families' programme?

This was now known as the 'supporting families' programme and was continuing throughout the pandemic to support families to help them meet the required outcomes as was integrated into our early intervention locality teams.

Are our social workers working from home?

There were small numbers in the office but they have been visiting and supporting families all through the pandemic and kept track of all children. Each child known to the service had an individual covid risk assessment to inform the type of frequency of visits. This included physically attending children's homes where necessary. Staff have been

supported as well with additional training, provision of Covid risk assessments and provision of PPE. Also staff had been working in bubbles so the level of infections had been low.

RESOLVED: That the presentation be received.

CYP6 PEOPLE DIRECTORATE BUSINESS PLAN 2021-22

The Board considered a report of the Strategic Director – People, which provided Members with an overview of the People Directorate's element of the Council's Business Plan for 2021-22.

It was reported that following a review by the Council's Management Team, the continuation of the approach to the development of a single Business Plan for the 2021-22 financial year was endorsed. Attached as Appendix 1 was the People Directorate's element of that Business Plan for the Board's information. It was noted that Members of the Board were required to review the Directorate's Plan at future meetings on a quarterly basis.

The report set out how the Plan was structured and it was explained that it would form the foundation of the quarterly monitoring reports that were provided to the Council's Management Team, Executive Board and each of the Policy and Performance Boards.

Officers highlighted some emerging issues that would be taking place over the coming months –

- Ofsted inspections returning to normal, these would be focussed visits that could happen at any time, with 10 days notice being given;
- Changes to the Domestic Abuse Act 2021 in relation to harm to children and those who witness abuse;
- Changes to the rules around the age assessment of unaccompanied asylum seekers (below 18 years old);
- a review into support for children with SEND; and
- changes to the high needs funding formula.

RESOLVED: That the report is received and the Board notes the requirement to receive quarterly updates on progress against the action plan.

Councillor Aimee Teeling declared a Disclosable Other Interest in the following item as she worked in a SEND school in Liverpool, where some pupils from Halton attended.

CYP7 HALTON LOCAL AREA SEND STRATEGY 2021-25

The Board received a report of the Strategic Director – People, advising on the outcomes of the consultation on the proposed local area SEND Strategy for 2021-2024, and how it would be implemented.

It was noted that following the SEND Partnership Board's approval of the draft SEND Strategy for 2021-25, consultation took place during March and April 2021. This was hosted on the Halton Local Offer and was widely publicised both prior to and during the consultation phase. The draft SEND Strategy, SEND Strategy Governance and consultation responses were attached to the report as appendices one, two and three.

The report provided the Board with detailed information on the involvement of stakeholder events and the consultation responses, providing some examples of feedback received.

The Board was advised that the Strategy would be ratified tomorrow at the Strategic Partnership meeting.

The following queries were raised:

What support did children get when transferring into mainstream schools?

Placement decisions were made through a panel process. Provision and Placement Panel would make their recommendations, taking into consideration any preference made by the parents. A decision to transfer a child with SEND to a mainstream schools is taken by the Local Authority (LA) in accordance with the Code of Practice. Halton Borough Council's scheme of delegation makes the Divisional Manager 0-25 Inclusion ultimately responsible for placement decisions.

Not all children would go into mainstream schools as some would always remain where they were due to their requirements and the Council would support a child to be as inclusive as they wanted to be.

Will they get one to one support in a mainstream school?

Decisions about one to one support were based on the needs of the child or young person, not the type of school they attended. There was no reason why not if this was required.

What part does a mainstream school play in accepting a child to their school?

The SEND Code of Practice sets out the requirements on local authorities to consult with schools before making placement decisions. It also sets out the importance of parental or young person preference. In Halton schools were consulted with prior to any decision being taken by Provision and Placement Panel.

There was an annual review process in place to ensure that the provision and setting remained appropriate for the child or young person. This review could be brought forward at any point where there was a significant change of circumstance or concern. Where there was a strong family preference for a particular school and this school was not named in an EHCP, the LA must clearly demonstrate why not. Parents have the right of appeal to the SENIST tribunal (an arm of the family courts) if they disagreed with a decision taken by the LA.

RESOLVED: That the report and comments made be noted.

CYP8 PERFORMANCE MANAGEMENT REPORT FOR QUARTER 4 OF 2020/21

The Board received the Performance Management reports for quarter 4 of 2020-21 (1 January 2021 to 31 March 2021).

It was noted that the key priorities for development or improvement in 2020-21 were agreed by Members and included in the Local Authority's Business Plan, for the various functional areas reported to the Board as follows:

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

The reports detailed progress made against objectives and milestones and performance targets and provided information relating to key developments and emerging issues that had arisen during the period. Members were requested to consider and raise any questions or points of clarification in respect of these.

Due to the absence of one officer due to self-isolation, it was agreed that any questions relating to the performance monitoring for both services would be emailed to the relevant officer or Clerk for a response.

Operational Director Education, Inclusion and Provision - and

RESOLVED: That the Quarter 4 Performance Management reports be received. | Director of Children's Services

Meeting ended at 8.30 p.m.

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

DATE: 13 September 2021

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 & Families Policy & Performance Board
DATE:	13 th September 2021
REPORTING OFFICER:	Strategic Director, People
PORTFOLIO:	Children & Young People
SUBJECT:	Halton's response to Sexual Violence and Sexual Harassment between children in schools and colleges
WARD(S)	All

1.0 PURPOSE OF THE REPORT

- 1.1 A presentation will be delivered to Members on Halton's response to Ofsted's review into sexual violence and sexual harassment (SVSH) in schools and the DfE's subsequent updated statutory guidance.

2.0 RECOMMENDATION: That

- 2.1 **i) Members are asked to consider the presentation and raise any questions they may have on the current arrangements for schools, children and their families.**

3.0 SUMMARY

- 3.1 The Education, Inclusion and Provision Department have provided safeguarding support, training and materials to all schools in Halton in relation to identifying and responding to allegations of sexual violence and sexual harassment both in and out of school (including incidents which occur online).
- 3.2 Members will be provided with a full update by presentation at the Board meeting on 13th September 2021.

4.0 POLICY IMPLICATIONS

- 4.1 None identified.

5.0 FINANCIAL IMPLICATIONS

- 5.1 None identified.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton

Ofsted's national review into SVSH between children in schools identified that sexualised behaviours have become normalised. They found that senior leaders under-estimated the size of the issue and children did not report the abuse for fear of repercussions, uncertainty around responses and lack of understanding that the behaviours are inappropriate and potentially harmful.

The report concluded with a set of recommendations, which are reflected within the DfE's updated statutory guidance 'Keeping Children Safe in Education 2021' and made clear that it must be assumed SVSH is happening in every school and plan accordingly.

Therefore schools must ensure that instances of SVSH between children in Halton are identified and responded to appropriately and effectively, supported by clear policies, rigorous procedures and effective multi-agency working in line with the expectations within the statutory guidance 'Working Together to Safeguard Children.

6.2 Employment, Learning & Skills in Halton

The DfE has set an expectation that all staff within schools receive high quality training on SVSH during an INSET day in 2021/22. It will be important to ensure this is delivered in all Halton schools.

A National campaign will also raise awareness of normalised behaviours, which must be challenged and acknowledged as inappropriate and potentially harmful. It will be important to share this message within Halton to reinforce the messages from schools.

6.3 A Healthy Halton

SVSH can have an inevitable impact on the mental health and wellbeing of victims, (alleged) perpetrators, their families and those staff responding to incidents of SVSH with children. With an increased awareness and improved identification of incidents of SVSH, it will be important to ensure appropriate support from health, police and social care, for example, are equipped to support where necessary.

6.4 A Safer Halton

To identify and respond more rigorously and robustly to incidents of SVSH between children in order to protect them from harm.

6.5 Halton's Urban Renewal

None identified.

7.0 RISK ANALYSIS

7.1 To identify patterns and trends in types of abuse of harm within reports of incidents of SVSH within our schools.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Children with SEND are 3 times more likely to be victims of SVSH and are also more likely to display harmful sexual behaviours themselves. This therefore much be considered in the support provided to children and a consideration taken by taken when identifying students vulnerable to SVSH. Students who are LGBTQ+ (and those who are perceived to be LGBTQ+) are also more likely to be victims of SVSH and schools need to provide additional support and opportunities to report abuse for these students.

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

Document	Place of Inspection	Contact Officer
Safeguarding Children in Education 2021	DFE Website - https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	Benjamin Holmes – Safeguarding Children in Education Officer, Education, Inclusion and Provision Division.
Sexual Violence and Sexual Harassment of children in schools and colleges	https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges	As above
Working together to safeguard children	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2	As above
Sharing nudes and semi nudes: advice for education	https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people	As above

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

DATE: 13th September 2021

REPORTING OFFICER: Strategic Director, People

PORTFOLIO: Children & Young People

SUBJECT: Children in Care, Care Leavers, Fostering and Adoption

WARD(S) All

1.0 PURPOSE OF THE REPORT

1.1 To provide an overview report on the current issues and progress for Children in Care and Care Leavers and developments in the Service to address the needs and demand.

2.0 RECOMMENDATION: That:

i) Members to note content of report.

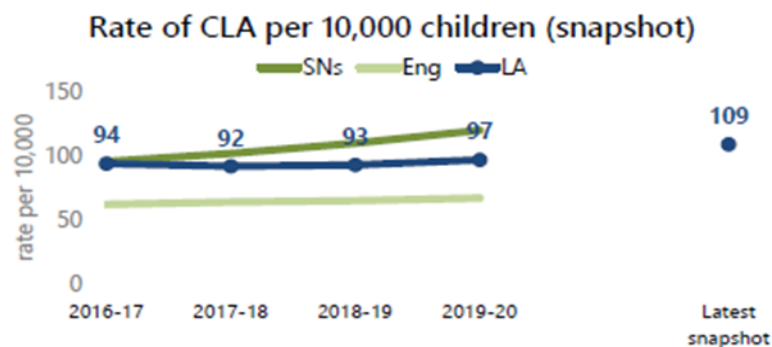
3.0 SUPPORTING INFORMATION

3.1 Children entering Care summary

3.1.1 There are currently 313 children in care in Halton with an open episode of care. That is a rate of 109 children in care per 10,000 children.

3.1.2 This is an increase in comparison to the previous year, however, there has been a consistent increase evident over the years with the exception of 2016-17 to 2017-2018. As illustrated below, this increase is also in line with our statistical neighbouring authorities.

3.1.3



3.1.4 There has been a significant increase in the number of Unaccompanied Asylum Seeking Children being accommodated. This is due to the dispersal of these young people into the Daresbury Hotel, Runcorn. Age assessments are ongoing in relation to this cohort.

3.1.5 There are currently 40 ongoing cases in proceedings, that is, 68 children. The Covid-19 pandemic added additional challenges, with many hearings held virtually over the past 15 months and other, more complex cases, delayed. A number of cases are currently backlogged within the Court process due to Court availability. During the COVID pandemic, for a period of time, only urgent initial hearings were being held. Although, Court has now recommenced, there remains a significant backlog of cases.

3.2 **Children in Care & Care Leavers (CIC&CL)**

3.2.1 The service promotes the permanency and stability for our children through ensuring we promote and track long term matches with foster carers in respect of the progress of all children and young people.

3.2.3 The progress of matching is tracked via weekly Performance meetings and on a monthly at management meetings. The Resource and Placement Panel is held monthly and tracks all referrals for a placement request, identifies placements that need support so we can ensure services are available to avoid the placement disrupting and secure placement stability for the child.

3.2.4 In the year 2020-2021, to date we have Long term matched approximately 17 Children with their careers. There are a further three children where there is a plan in place to present a long-term match to Fostering Panel in the coming months.

3.2.5 The service continues to ensure where possible and safe to do so, children are discharged from care. As of 08/07/2021, there were 23 children placed at home subject to a Care Order however, there has been significant progress in respect of progressing the discharge of Care Orders for those children who are placed at home. There has been some difficulty in arranging Legal Advice Meetings due to capacity within Legal Services however, this was resolved with an increase in solicitors within the legal department.

3.2.6 There are currently applications for five children being heard within the Court arena in respect of discharging the Care Order and we have Legal Advice meetings held have approved applications to be progressed to the Court for discharge of Care Orders in respect of 3

children with a further eight children under assessment to support the decision making to discharge the care order.

3.2.7 We also discharge children from care utilising a Special Guardianship Order (SGO). There are four children for whom an application has been made to discharge the Care Order in respect of an SGO to their foster carer and a further thirteen children where a plan of SGO is being actively progressed.

3.2.8 We have sixteen children with a Care Plan for Adoption. Monthly meetings are held with Together for Adoption to review the progress of their adoption plan, identify any drift and also solutions to ensure every opportunity for an adoptive family is explored. Of the sixteen children with a plan of Adoption, six children currently linked to a family which is being explored, Family finding is ongoing seven children are currently placed within their adoptive families, for three of these children, formal adoption applications have been made to Court.

3.3 **Fostering Summary**

3.3.1 Foster4, a combined Local Authority commissioned service runs the Marketing & Enquiry Management functions for Halton, Warrington and Cheshire West and Chester. They process all initial enquires and send on to Halton Fostering Team to progress.

3.3.2 Carer growth is strong with an increase in Mainstream Carer households of 26 or 44% over the last 2 financial years (29 in & 3 out). Our recruitment conversion is high ie., the ratio between ENQUIRY: APPROVAL conversion. In the most recent 12-month period is 11% against a 3% national average across the sector. This has resulted in a significant growth in in-house placements and a 9% reduction of CYP placed in IFA provision.

3.3.4 Carer retention is good with only 3 Mainstream households deregistered over the last 2 years; this represents an attrition rate of 5% against a sector average of 15-18%

3.3.5 Utilising Carers to complement the work of Children's Support Workers has:

- Contributed to the effort to keep children on the edge of care with their families
- Improved outcomes for children and families accessing early help
- Supported placement stability
- Further contributed to Carer retention

- Improved partnership working with colleagues in Children's Teams

3.3.6 Connected Persons assessment and approval process continues to develop as a significant aspect of service delivery and is impacting on capacity within the team. Currently with an average of 20 ongoing assessments at time of writing.

3.3.7 Parent & Child care placements was identified as an unmet need in Halton, with all placements referred out to Independent providers.

3.3.8 The advantages of having access to in-house Parent & Child Foster Carers are both qualitative and quantitative. The financial advantages of having access to internal Parent & Child resources are stark:

Provision	Cost per Placement (assuming average 12 weeks)	Variance against In-House
HBC approved P&C Foster Carer	£7,392	
IFA approved P&C Foster Carer	£16,200	£8,808 or 220%
Independent P&C Residential Unit	£42,000	£34,608 or 568%

3.3.9 Using the number of Parent & Child placements made internally over the last 2 years as a benchmark we can illustrate that HBC has made significant cost savings when compared to using external provision.

3.4 Ashley House

3.4.1 Halton Borough Council is looking to tender a contract to an appropriately skilled provider to deliver Support for Care Leavers that will enhance and improve their individual outcomes and increase their life opportunities.

3.4.2 It is intended that the contract will begin on 1st December 2021 and operate on a 2 year basis plus an option to extend for 1 final year.

3.4.3 The service will incorporate 2 elements:

Element 1 – The local authority has a refurbished group property in Runcorn (The Butts, Runcorn WA7 2LH), this incorporates 4 individual bedrooms for young people, a communal kitchen/diner, a shared living room, bathroom/toilet facilities and a staff sleep in room / office

The property will need to be staffed 24/7 including sleep ins
During each year approximately 8-10 young people require a group living placement

Element 2 - Direct support being delivered to Care Leavers into a variety of community housing settings including Registered Social Landlords, Private landlords along with other Housing provisions (ideally some of this housing requirement will be able to be delivered by the provider)

The hours of support in the community housing could range from 5 hours per week upwards and could, when required, include sleep ins

During each year approximately 10-15 Care Leavers require community based support

3.4.4 The contract is going out to tender on 4th October 2021 with a view to contract being awarded and service ready to open on 4th January 2022.

3.5 **Supported Lodgings**

3.5.1 In October 2020 the service launched its Supported Lodgings Service, offering host families/households (known as Providers) semi-independent living as a bridge to independence.

3.5.2 Designed and developed over 3 months this involved:

- To date the Service has assessed and registered three Provider households, with a further 10 currently in the assessment pipeline. We expect to increase our registered Provider cohort to circa 6 households by Autumn 2021.
- The financial benefits for the LA can evidenced by a young person we currently have placed in supported lodgings. His residential accommodation came in at a cost of £1,800 per week so by bringing him in-house we save £1,673.46 per week. Maintaining him in the placement for a year would result in a saving of £87,019.92 on this placement alone.

4.0 **POLICY IMPLICATIONS**

4.1 None Identified.

5.0 **OTHER/FINANCIAL IMPLICATIONS**

5.1 None Identified.

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

6.1 **Children & Young People in Halton**

The outcomes and support for Children in Care and Care Leavers are a priority for Halton Council. As Corporate parents members are

committed to ensuring safe and stable homes and access to good quality education and healthcare.

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

None Identified.

6.3 **A Healthy Halton**

None Identified.

6.4 **A Safer Halton**

None Identified.

6.5 **Halton's Urban Renewal**

None Identified.

7.0 **RISK ANALYSIS**

7.1 None Identified.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 None Identified.

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

None.

REPORT TO:	Children, Young People & Families Policy & Performance Board
DATE:	13 th September 2021
REPORTING OFFICER:	Strategic Director, People
PORTFOLIO:	Children, Education & Social Care
SUBJECT:	Educational Position and Updates 2021
WARD(S)	All

1.0 **PURPOSE OF THE REPORT**

- 1.1 To provide PPB with an annual report regarding the educational position in Halton and key updates. Due to cancellation of Early Years and Primary Assessments and the changes due to COVID for Secondary and Post 16 Assessments, performance data is not available for this year.

2.0 **RECOMMENDATION: That:**

- i) **Members of the Board comment on and note the information provided.**

3.0 **SUPPORTING INFORMATION**

Note of Caution:

Please be aware that this year has been an unusual and challenging year following the further impact of COVID. Due to the COVID outbreak and the subsequent Department for Education response there have been many changes to educational provision, assessment and examinations during 2020. The validated national results will not be published this year for the second consecutive year.

3.1 **Statutory Assessment and Key Issues:**

- 3.1.1 In terms of Primary assessment data, there have been no primary statutory assessments nationally for “Good Level of Development” (GLD) indicator; Year Two (Key Stage One) assessments; Year Four multiplication tests and Key Stage Two Tests. Phonics tests were carried out by school in the autumn term 2020 for children who would normally have been assessed in July 2020. However, this information is not published or validated.

- 3.1.2 With regard to A level, vocational and GCSE results this has been a further year of change. Last year, schools GCSE, A Level and Vocational results were based on Centre Assessed Grade (CAG) for each student for each subject. Within that grade boundary, schools and colleges had to rank a pupil against others in that cohort studying that subject. This was to be based upon teacher assessment; ongoing school year performance and mock results that the student had achieved. This CAG and rank were submitted to Ofqual early in June and it was reported that whilst schools had carried out moderation, the CAG received nationally would be much higher than previous year's results. Ofqual then applied an algorithm to try and prevent grade inflation. The outcome of this decision and the anomalies it created were published widely in the national media and it was decided to reverse that decision on Monday 17th August. Students received either the CAG or calculated grade, whichever was higher.
- 3.1.3 This academic year 2020-21, the government were keen to avoid a repeat of last year's situation. Grades this year have therefore been determined upon Teacher Assessed Grades (TAG). Teachers based their TAG upon a range of evidence including sample assessment materials; mini exams, tests, coursework etc. Each school/Centre would use their own sample of work based on their own circumstances. There have been huge disparities across the country and across the region as to the adverse impact of COVID on education. Some students have missed much of their teaching time due to lockdown and self-isolation and were unable to complete the full curriculum, others were minimally impacted. As a result, each TAG is based upon different evidence by each school and would not be comparable data. Therefore, for the second consecutive year, educational attainment and progress data will not be published. Due to the individual circumstances of each school/College across Halton, there will be no data releases for comparative purposes as this would be an unfair and unreliable measure and unfair to students and education institutions. Students and staff however are to be congratulated on their hard work and achievements and demonstrating such resilience in stressful and challenging circumstances.
- 3.1.4 Remote education has made a significant contribution to enabling students to continue to learn and progress, and to mitigate any widening of the attainment gap for the disadvantaged. Access to appropriate devices and connectivity was essential for technology-led approaches to remote education, securing access for all pupils was also a significant challenge in many contexts, but was achieved successfully.
- 3.1.5 Students who will undertake exams in 2022 have also been affected by missed teaching and learning due to lockdown. Halton have been adversely affected due to lockdown and high infection rates. For a

period Halton's transmission rates of COVID-19 were particularly high, peaking at 1300, this was amongst the highest rate in the country.

- 3.1.6 Ministers are currently considering how exams will go ahead next summer taking into account some adjustments for the impact on next summer's Year 11 and Year 13 cohort. The Year 13 cohort would have had their GCSE's affected by COVID and Centre Assessed Grades (CAG); may have missed schooling last academic year and experienced remote learning and will now be facing Year 13 with further uncertainty about their vocational or A Level assessments. Whilst current Year 11's may not have experienced the same challenge in relation to statutory exams, they will have been impacted on lost learning throughout their key Stage Three Curriculum.
- 3.1.7 Many young people are demonstrating resilience and adapting to the ever-changing requirements. However, the impact of COVID has taken its toll affecting many young people with their social, emotional and mental health and high levels of anxiety. No two students have experienced the same circumstances and it cannot be underestimated the effect and impact on young people in our borough and nationally. Schools are doing all they can to support, but are facing challenges of capacity; further uncertainty about curriculum, assessments, expectations, accountability and potential staffing shortages due to further illness/isolation. As a borough, support is available within schools/College and across LA commissioned services and health, although demand is high.
- 3.1.8 Ofsted is the regulator for educational provision. In response to COVID, inspection activity also changed over the last academic Year. In summer 2020, Ofsted inspections were paused. In autumn term 2020, Ofsted resumed some activity but purely carried out "visits" to school in the autumn term to listen to school leaders experiences and plans so that these could be shared with parents/carers to understand how children and young people were being supported back into education following lockdown. During spring term 2021, Ofsted commenced their phased approach to inspection focusing upon monitoring inspections of schools who were require to be in most need such as any school graded as requiring "Special Measures" or had been graded as "Requires Improvement" on the last two graded inspections. These inspections were not graded but would decide if leaders were taking effective action in response to offering remote learning during national lockdown and keeping children safe. Two of our schools received such monitoring inspections and both were deemed to be taking effective action and keeping children safe. In summer term 2021, Ofsted resumed graded inspection activity based against the Education Inspection Framework. This was a return to full, rigorous and robust inspection against a stringent quality framework. Three of

our schools received inspection notifications. One inspection was deferred due to high levels of COVID infection and self-isolation of pupils and staff; one went ahead as a full Section 8 Inspection of a good school, (report is not yet published); the other went ahead as a Section 8 Monitoring Inspection of a school graded as “Requires Improvement.” The monitoring inspection findings were that “Leaders and those responsible for governance are taking effective action in order for the school to become a good school.”

3.2 Educational Challenges for September 2021 onwards and strategies to support

3.2.1 Challenges will now lie in supporting pupils to reach their destination to continue their education, employment or training. Two of the key challenges will be how to support Year 11 and Year 13 students who will be expected to take GCSE, A level and vocational qualifications next summer. These two cohorts have experienced almost eighteen months of disruption to their education with remote learning during lockdown; a blended approach and some in school/College education affected by COVID rates and bubble isolation. All year groups have experienced the impact, but the proximity to statutory assessments poses an added pressure for these cohorts. The LA have worked throughout COVID supporting schools; sharing information, advice and toolkits to help identify gaps in learning and strategies to address any lost learning opportunities. Schools have received laptops and digital devices from the government scheme to support access to IT during lockdown and remote learning. School leaders, teachers, education and childcare staff have worked tirelessly to support pupils throughout and have organised virtual transition events when physical transition events have had to be cancelled due to infection rates. Schools and childcare have continued to provide transition information between sectors to aid transition processes and class teachers, form tutors and pastoral leads have provided a wealth of support and information to children and their families. Schools will support children and young people as they return to support transition processes, reduce anxiety and address gaps in learning.

3.2.2 Children and young people transitioning into school or between schools will also require support. Those starting in reception have had their Early Years learning and development affected to varying degrees. Those transitioning from primary to secondary or secondary to post 16 Education and training have had less opportunity than would be typical to visit their new establishments; experience the curriculum offer and meet/mix with new friends. Virtual transition events; information and support have been and will continue to be provided to children and young people. TALK Halton has developed a Communication Hub, Strategy and Communication pathway to ensure multi-agency staff and parents/carers are able to support and develop speech, language and communication

development. 64 out of 66 Early Years Private Voluntary and Independent (PVI) providers have engaged with the project; have accessed training; developed Communication Friendly Spaces and used the Wellcomm Screening Tool and toolkit to identify children who may be at risk of delay. Those who have been at risk have received a range of intervention strategies to aid their development and reduce delay. Next steps are to further develop this approach with reception classes in mainstream schools.

3.2.3 In terms of curriculum, breadth of offer has been affected for example music, singing and playing of wind/brass instruments was affected; in Science subjects access to labs for practical work was affected; visits on field studies or trips to theatres/museums/arts was impacted; in sports cross school or regional events could not take place as planned. Schools and services have been innovative and creative in ensuring a breadth of curriculum was offered but valuable enrichment and practical, relevant experiences have been affected to varying degrees. The impact of remote learning during lockdown also affected the length of children's concentration spans, so planning was adapted on return to schooling to bite size chunks incrementally increasing over time. An emphasis on using IT has meant fine motor skills have been affected and handwriting and writing at length has been affected. In the Early Years, communication and language has been limited due to reduced opportunities to interact with a range of people in a variety of circumstances. Impact of experiences is also manifesting in increased levels of anxiety; poor mental health and some incidences of behavioural challenge. Schools have carried out their own analysis of impact, have identified, and shared both positive impact as well as concerns. Some positives include increased time spent with family and in some cases one to one support from family members, whilst others have enjoyed learning more about areas of their own individual interest. Ofsted have published a range of subject specific guidance, which has been shared with schools, and National Governance Association (NGA) have published guidance for governors in relation to the Arts and Music. These have been shared with school leaders and governors. Accent Music Hub is also ensuring that a wide range of provision is available and schools have been keen to access this offer.

3.2.4 Currently the government does plan for statutory assessments to be used next academic year including GLD; phonics; multiplication tables check; Key Stage One and Two statutory assessments; GCSE; A level and vocational assessments. Schools have been informed of this from DFE and the Local Authority. The LA Statutory Assessment lead will be providing training, advice and support to schools regarding their roles and responsibilities in relation to moderation and standardisation of statutory assessments. Schools will be regularly updated of any changes to guidance and training and support is available for moderators. Currently the Standards

Testing and Testing Agency (STA) plan that statutory assessment will be resumed next spring/summer in which case the LA moderation role will also be carried out and data checked and submitted as appropriate.

3.2.5 Ofsted is planning to continue full inspection activity in the autumn term. Whilst we have a number of schools who are currently graded as good who will be over five years since their last inspection, they will be on a priority list to be inspected. Other schools will be falling into that time frame. From 1st September 2021, schools who are currently graded as “Outstanding” by Ofsted will no longer be exempt from inspection. Ofsted will be prioritising visits to schools who are graded as Outstanding prior to September 2015. Monitoring inspections will also continue for schools who require improvement or are classed as Inadequate or “Special Measures” schools. We are therefore anticipating an increase in inspection activity of our schools from September 2021 onwards as Ofsted are aiming to catch up on time lost during the COVID outbreak and response. This information has been shared with schools; Preparation for Inspection networks and training have been running and delivered throughout COVID and principles and pedagogy of effective teaching learning and assessment have been shared. Associate School Improvement Advisors (ASIA’s) and School Improvement colleagues have provided bespoke support, training and advice to schools and the impact of this work has been recognised by Inspectors from the inspections that have taken place. Regular meetings with Senior Ofsted HMI’s (Her Majesty’s Inspectors) have shared the foci of work with schools and impact on learners against intended outcomes.

3.2.6 Changes to education are also seen in Early Years this year. A new Early Years Foundation Stage (EYFS) Statutory Framework comes into effect on 1st September 2021. This will see changes to the learning and development requirements. The aim is to improve outcomes for all children, but particularly the language and literacy outcomes for disadvantaged children, extending children’s vocabulary and aiming to reduce teacher workload. There is an increased focus on extending and developing vocabulary across the 7 areas of learning (Communication and Language; Physical Development; Personal, Social and Emotional Development; Math’s; Literacy; Understanding of the World and Expressive Arts and Design). Other changes are linked to the assessment of the Early Years Foundation Stage (EYFS) and the curriculum guidance, revised Development Matters. Children used to be assessed against their development in ages and stages, this has now been reduced down to birth to 3; 3 and 4 year olds; children in reception. The intention is that there will be a greater emphasis on professional judgement rather than tracking against each statement and creating a more manageable workload for teachers. Training has been delivered throughout the spring and summer term to Early Years

practitioners, teachers and school leaders to ensure changes to curriculum planning, learning opportunities and assessment methodology has been shared and planned for.

- 3.2.7 The new reception baseline assessment measure will be introduced from 1st September 2021, as a Statutory Assessment method to identify children's starting points when they commence reception class. This will be a short, practical assessment carried out with a teacher to assess literacy, communication, language and maths skills when children start school. It must be carried out within the first six weeks and data will not be published, it is not a pass/fail assessment. The purpose is to establish the starting point of the class group and these children will then be assessed in Year Six at the end of primary school, to measure the amount of progress this year group have achieved compared to other schools nationally.
- 3.2.8 Halton has seen a shift in educational leadership over recent years. This is due largely to retirement of headteachers and promotion. This last academic year, Halton thanked and said goodbye to a further six headteachers, whilst welcoming a further four new headteachers who also started headship in January 2021. This equates to 20% of our headteachers being new to headship and has a further impact on deputy head/assistant headteacher roles and middle leadership changes. This is likely to be an ongoing pattern due to the demography of our current school leaders. In order to support schools in their succession planning and leadership development, the school improvement team have expanded the new to headship training; matched and organised mentors to new headteachers; have developed an Aspiring to Headship leadership programme; have re-instigated and developed training packages for deputy heads and assistant heads and have worked with many schools middle leaders on bespoke support in middle leadership development. The deputy head network has been very well received and is supported by monthly network meetings and a monthly leadership newsletter. In addition, there has been a programme of school leadership development training planned with key note speakers and follow up sessions to support school leaders (headteachers, senior leaders and governors) in "bouncing back" having led a school in uncertain times and driving forward with renewed focus and ambition in a post COVID climate.
- 3.2.9 From 1st September 2021, new teachers to the profession will no longer be referred to as "Newly Qualified Teachers" (NQT's) but will be known as "Early Career Teachers" supported by an Early Career Framework. This will replace the existing NQT training and will now cover a development programme over two years instead of one year. These teachers will receive 10% Non-contact time for training and development in their first year of teaching and 5% non-contact time in their second year of teaching. This is in addition to teachers planning, preparation and assessment time (PPA). Teachers who

achieved or are still working through their NQT training will continue as legacy NQT's. However, those, who are embarking upon their teaching career from 1st September will be identified and trained as Early Career Teachers. The Local Authority will still carry out the Appropriate Body role for those who wish to retain this function with the Local Authority (a previous statutory function). However, schools can opt to select this role from our assigned Teaching School Hub which for Halton is Generate Teaching School Hub. Training for ECT's whose schools select a training programme through Generate Teaching School Hub will have training delivered by Teach First. To date the majority of Halton Schools have opted to stay with the Local Authority for this role.

3.3 National Tutoring Programme

3.3.1 The [National Tutoring Programme](#) was a government-funded, sector-led initiative to support schools to address the impact of Covid-19 school closures on pupils' learning. From the 2020-21 school year, £350million nationally was being used towards the National Tutoring Programme to provide high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures. The National Tutoring Programme (NTP) consisted of two pillars:

- [Tuition Partners](#): schools were able to access heavily subsidised tuition from an approved list of tuition partners. These organisations – which were all subject to quality, safeguarding and evaluation standards – were aiming to reach as many disadvantaged pupils as possible.
- [Academic Mentors](#): schools in the most disadvantaged areas were going to be supported to employ in-house academic mentors to provide intensive catch-up support to their pupils

3.3.2 School leaders and governors will need to share if they did engage with any of these programmes and if they did the impact of these strategies and support programmes. Governors will be asked about such measures in any forthcoming inspection process. More importantly the Local Authority will be encouraging schools to share locally the impact of effective practice and which strategies worked well for their schools and students.

3.3.3 The National Tutoring Programme in its first year was led by a collaboration of five charities - the Education Endowment Foundation, Sutton Trust, Impetus, Nesta and Teach First - supported by the KPMG Foundation.

3.4 **Catch Up Premium**

3.4.1 The Government announced £1 billion of funding in total to support children and young people to catch up. This included a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. The remaining £350 million was used for the National Tutoring Programme.

3.4.2 The £650 million of universal catch-up premium funding was made available for all state-funded mainstream and special schools, and alternative provision. It covered:

- primary, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies
- independent special schools

3.4.3 School leaders and governors will need to track and identify how this funding has been used and how this has positively impacted upon pupils outcomes. School leaders and governors will need to share how they strategically planned and used the funding and share outcomes with parents/carers and Ofsted.

3.5 **Return to School/Education in September 2021**

3.5.1 In July 2021, the government published their Operational Guidance to support school leaders in their planning for a September return as the government moved to Phase Four of their Roadmap including learning to live with COVID infections. In mid-August DFE subsequently published their Contingency Framework. This has provided some conflicting messages to the earlier publication. Prior to September return, Secondary School students will need to complete two onsite Lateral Flow Tests 3-5 days apart. This can be done prior to school return or at the beginning of the academic year. Students and staff will then be asked to continue carrying out twice-weekly Lateral Flow Tests. The Government have asked that messages be shared to encourage testing to help identify any positive cases. Any positive cases will be required to self-isolate. However bubbles will no longer operate and students/staff will not

be asked to self-isolate (if double vaccinated and 18 or over, or if under 18) unless they have been a direct contact of a household bubble. Schools/Colleges and settings are now though being asked to identify when they have 5 or more positive cases or 10% of their school/college/Early Year's community with positive cases within 10 days. If and when this threshold is reached, school leaders will decide which mitigation risks in place. Whilst this will be a school leader decision, we would encourage educational providers to continue gaining support and advice from Public Health colleagues. Once clusters or local patterns emerge, Public Health will decide which actions to take either through numbers and patterns of outbreaks or due to the detection of a Variant of Concern. This does require that whilst Public Health England were initially going to fulfil all track and trace contacts, schools will now have to record positive case numbers and notify Local Public Health and Local Authority teams. This is necessary but will place demands on schools who will also be supporting the return of students and pupils; addressing lost learning and gaps in knowledge, skills and understanding; reporting into DfE attendance portal which will be re-instigated in September 2021 whilst preparing for an influx of accountability measures such as inspection activity and return of statutory assessments. Attendance is also likely to be impacted by those returning from red and amber list countries who will need to quarantine, whilst preparing for an increase in childhood illness and respiratory illnesses (other than COVID) as immunity levels will have dropped due to limited mixing in the previous two years. We know that school/college/Early Years staff will carry out sterling work in order to ensure children and young people are safely returned to school, but do need to understand the immense pressure the education sector will be facing on their return in September.

4.0 POLICY IMPLICATIONS

4.1 None identified.

5.0 FINANCIAL IMPLICATIONS

5.1 The DfE allocated each school funding to support the catch up of pupils/students. Schools will need to demonstrate the impact of how this funding was used and impact of spend on pupil outcomes.

5.2 Financial implications will be linked to staff absence due to illness; increased cleaning costs; purchasing of PPE equipment and testing sites to support safe return of pupils.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton

It is essential that all children and young people can return to school

safely in September as research shows that the gap for disadvantaged pupils has grown during the lockdown.

Local Authority teams capacity is limited due to having a very small team who will be required to support an increase in school Ofsted inspection activity; support a high proportion of new school leaders and leadership development activity; continue to work closely with Local Public Health teams and Public Health England Teams regarding strategic outbreak management planning and liaising regularly with DFE, RSC and Ofsted. Strategic Priorities will be supported, but limited capacity may impact on timeliness of response.

6.2 Employment, Learning & Skills in Halton

None identified.

6.3 A Healthy Halton

Education providers will be supported in partnership with Public Health to ensure safety of pupils, staff and school communities on their return to school and throughout the year.

6.4 A Safer Halton

A Strategic Contingency Plan and Coordinated Outbreak Management plan will continue to mitigate risks and keep communities safe.

6.5 Halton's Urban Renewal

None identified.

7.0 RISK ANALYSIS

7.1 It is crucial that the impact of any further lockdown is minimised through blended learning where some education is delivered on line and some elements in school for those pupils who are isolating or unwell.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Lockdown has increased the gap for those most disadvantaged. The funding available through the government needs to ensure this gap can be narrowed.

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

None.

REPORT TO:	Children, Young People & Families Policy & Performance Board
DATE:	13 th September 2021
REPORTING OFFICER:	Strategic Director, People
PORTFOLIO:	Children & Young People
SUBJECT:	Supporting Families Update
WARD(S)	All

1.0 PURPOSE OF THE REPORT

- 1.1 To provide an update of the Supporting Families Programme and current performance levels.

2.0 RECOMMENDATION: That:

- i) **The report be noted.**

3.0 SUPPORTING INFORMATION

3.1 MHCLG Update

- 3.1.1 The Troubled Families Programme was due to end in March 2020, however the ongoing evaluation evidence demonstrates the benefits of the programme so it has continued into 2020-22.

- 3.1.2 The Spending Review committed £165 million for local authorities through the Troubled Families programme, providing intensive support to families facing multiple problems. The programme will still utilise the Troubled Family Outcomes Plan which provides a partnership-wide framework that states the significant and sustainable outcome measures applicable to families identified for support.

- 3.1.3 The MHCLG on 26th March 2021 announced 'In 2021-22, we want to take the Troubled Families Programme into a new phase, with a refreshed vision, strengthened objectives and an even stronger momentum to tackle barriers and create lasting change. We are launching the next phase of the programme – **Supporting Families** – which will focus on building the resilience of vulnerable families, and on enabling system change locally and nationally. This means ensuring that every area has joined up, efficient local services, able to identify families in need and provide the right support at the right time.'

- 3.1.4 It has acknowledged that local authorities are still responding to the additional needs created by the COVID- 19 pandemic, so assist with stability the MHCLG are using 2021-22 as a transition year to co-design, test, and iterate future improvements to the programme.
- 3.1.5 The MHCLG are committed to improving the programme to achieve this. Supporting Families programme will:
- Raise the ambition for vulnerable families, driving local services to work better together to build their resilience and help them to thrive.
 - Drive improvements to local partnership working and data use so that vulnerable families receive the right support, at the right time. This means investing more in good practice, overcoming barriers to data-sharing and involving the voice of families in service design and commissioning.
 - Update our eligibility and outcomes framework to ensure it continues to reflect the needs of families and provides flexibility for authorities to respond.
 - Help local areas to work towards stronger multi-agency, data-driven local partnerships by co-designing a road map to achieving a mature local system of family support services and considering new incentives to help drive progress.
 - Using our national voice, alongside local and national networks to champion the case for early help, ensuring families get the support they need as early as possible before their problems escalate into crises and they need statutory support. Because we know that this is the key to making services more sustainable for the future

3.2 **Halton Update**

- 3.2.1 For Halton the commitment is still the same supporting vulnerable families via whole family support from a lead professional where families are experiencing multiple complex problems. The partnership will continue to identify families in need of extra help, target services more effectively and track family level outcomes over the long term.
- 3.2.2 The model will continue to be linked to our local Supporting Families Outcome Plan with the 6 key themes. The funding model will still be a payment by results (PBR) which will look for individual and family led outcomes.
- 3.2.3 Halton will be taking steps forward to ensure we integrate and transform local public services to embed whole family working using the Early Help System Guide to inform the development, refinement and implementation of a new Early Help strategy. Work around the strategy will start in the coming months. This will enable Halton to fully embed preventative approaches into our support systems for

families, creating more resilient communities for the long term.

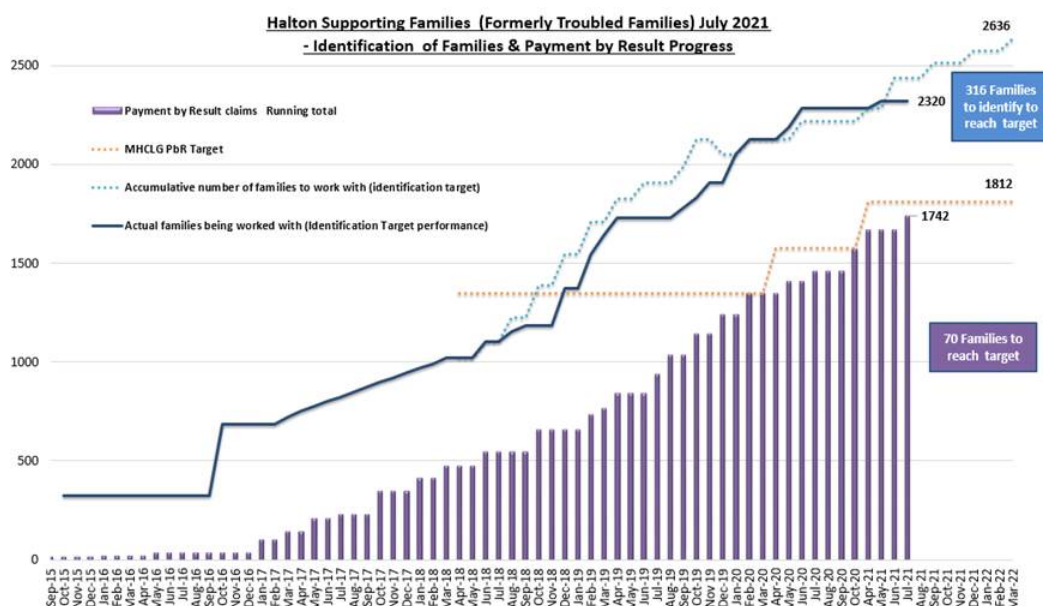
3.2.4 We have updated our documentation and circulated a redevise information sharing agreement and outcome plan to partners. For Halton during 2021/22 we can claim successful outcomes for 236 families.

3.3 **Performance Update**

3.3.1 In Spring 2021 the MHCLG updated information to show the number of successful outcomes achieved by local authorities. Of the 140 areas that recorded PBR only 19% (27 areas) achieved 100% PBR of which Halton was one.

3.3.2 Halton has achieved the target from the MHCLG for significant and sustained progress or continuous employment results during each previous phase which the below table highlights. It also show current progress for this year of 2021/22.

		Significant and Sustained Progress (SSP)	Continuous Employment (CE)	Total number of families	Total income	Target
Total phase 1	Families	338	37	375	£375,000	375 - 100%
Jan 2013- May 2015	% of claim	90.13%	9.87%			
Total phase 2	Families	1356	220	1576	£1,260,800	1576- 100%
Sept 2015 – Oct 2020	% of claim	86.04%	13.96%			
Total 1 & 2	Families	1694	257	1951	£1,635,800	1951- 100%
	% of claim	86.83%	13.17%			
Phase 3 (target 236)	Families	166			£132,800 (to date possible £188,800)	
	% of claim	70.34%				



3.4 Next Steps

3.4.1 In June 2021 the MHCLG updated local authorities on the work they have been doing to review how family outcomes are measured as part of the Supporting Families Programme. The focus was around should the programme be extended further following a spending review they want to ensure that they have time to consider any updates with all areas. The current family outcomes were set in 2014 and the MHCLG think now is the right time to ensure that the outcomes for the programme continue to align with the support needed by families.

3.4.2 The elements are still all in draft and further consultation will take place during the autumn time and if funding is approved there is a proposed soft launch of a new framework late in 2021 before it would be fully implemented across all local authorities. The proposed elements will look to continue to build on working with complex families and service transformation so that the programme will clear sit as part of a wider system but with some key possible key changes to identification of families, improving data, tracking and monitoring of families, as well as the potential change for funding distribution and performance requirements.

4.0 POLICY IMPLICATIONS

4.1 The future model for the Supporting Families could have policy implications for the future implementation and delivery of services. These implications will need to be evidenced within individual action plans.

5.0 OTHER/FINANCIAL IMPLICATIONS

5.1 None identified.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton

The Supporting Families' initiative is intended to address the crucial factors for children in disadvantaged settings not meeting their potential.

6.2 Employment, Learning & Skills in Halton

The programme will be integrated with other employment/learning based initiatives.

6.3 **A Healthy Halton**

A range of health partners are committed to contributing to the programme including case analysis and service delivery.

6.4 **A Safer Halton**

Troubled Families make a significant impact on public resources; a more targeted approach offers economic advantage.

6.5 **Halton's Urban Renewal**

None identified.

7.0 **RISK ANALYSIS**

7.1 Depending on the future remit of the programme there will be need to be adapt processes including HBC internal case management systems to identify, monitor and evidence outcomes.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 An Equality Impact Assessment has been undertaken. The aim of the programme is to try and work with disadvantaged families supporting them to overcome many of the barriers they face.

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

None under the meaning of the Act.

REPORT TO:	Children, Young People and Families Policy and Performance Board
DATE:	13 September 2021
REPORTING OFFICER:	Strategic Director, Enterprise, Community & Resources
PORTFOLIO:	Children, Young People and Families
SUBJECT:	Performance Management Report for Quarter 1 2021/22
WARD(S)	Borough wide

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 first quarter period 01 April 2021 to 30 June 2021.
- 1.2 Key priorities for development or improvement in 2021/22 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 first 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

Not applicable

Children and Young People Priority Based PPB Report

Reporting Period: Quarter 1 2021/22

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 (CYP). 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 Halton SEND Strategy

In June 2021 Halton's SEND Strategic Partnership approved the local area's SEND Strategy for 2021-2025 (presentation made to PPB 16th June 2021). The strategy is focussed on improving inclusiveness in Halton's schools and other education settings and providers; making sure that professionals are working better together to deliver outcomes for children and young people with SEND; and that agencies are communicating with families so that they feel supported to work as equal partners in planning services and provision for their children. The strategy will be overseen by the SEND Strategic Partnership and progress will be reported into PPB regularly.

2.2 Mental Health Support Teams

Through the CCG a bid was submitted and has been approved to establish two Mental Health Support Teams (MHSTs) in Halton, one in Runcorn and the other in Widnes. The task group that developed the bid had representation from Educational Psychology, Halton Borough Council Children's Leads, Public Health, CYP MH Secondary Care Service Providers, Third Sector Providers, a Head Teacher and the local College. Work is going been undertaken to try and establish these teams for September.

The teams will work with, and in, schools and colleges. They can support a whole school or college approach to mental health and wellbeing and support children and young people experiencing mild to moderate mental health issues. Through this partnership the aim is to help embed a culture of openness around mental health, forge stronger links between education settings and the NHS and ensure children and young people can access appropriate support and stay in education.

2.3 Youth Provision

From 1st August 2020 instead of commissioning a youth support and treatment service the decision was made to deliver this support through Halton's Early Help and Intervention team. The staffing of the team was increased by four workers and training provided so that the support young people received could be provided in a holistic family way.

To ensure the most appropriate model for the delivery for the integrated youth offer in the borough, and working in partnership with young people and partners, a consultation was launched in September 2020. The consultation was promoted on the Council web-site, through schools and other organisations, on Twitter and Facebook. Halton Youth Cabinet promoted the consultation via their media platforms. The consultation surveyed the views of children and young people, local organisations with an interest in youth service provision children and young people and parents and carers

In total 258 responses were received and these responses were used to shape the new model of grant funded and commissioned Youth Provision which was agreed by Executive Board on 25th February 2021. There is now an offer that provides local partners the opportunity to apply for a grant to either deliver open access or targeted youth activities. Targeted outreach and detached youth work has been commissioned and the contract awarded to Vibe. Through working directly with the regional Duke of Edinburgh Awards their support and a good local offer has been secured. Bespoke support has been commissioned to support the Youth Cabinet and GLOW. Funding has been identified to support school holiday activity, Relationship and Sex Education (RSE) and training. There are plans to work with Primary Schools to develop a Halton Certificate of Achievement Award, however, this element of the work has been delayed due to Covid 19.

2.4 **Holiday Activity with food (HAF) Fund**

The Holiday Activity with Food (HAF) Fund provides free holiday activity places for children and young people across Halton who are eligible for benefit related free school meals. This enables young people to take part in physical and wellbeing activities that they would normally be excluded from due to cost. Eligible young people will also receive a good quality healthy meal, in line with school food standards, each day they attend their chosen provision.

All provisions are required to include nutritional information as part of their delivery. This allows young people to gain a better understanding of what a healthy meal is and provides them with the knowledge of how to incorporate different healthy foods within their own diet.

Activities available across the summer include a range of multi sports, arts & crafts, hair dressing, nail art, dance, drama, den building, bush crafts, wellbeing activities, guided walks, outdoor play, cooking activities, and boxing along with many more!

Provision starts on the 19th August 2021 and ends on the 5th September 2021. Halton currently have a total of 34 providers delivering over 49 settings across both Runcorn and Widnes. A map of provisions across Halton can be found here:

https://www.google.com/maps/d/viewer?mid=1_94VPapnQ5KV9YU5drrZN7eGw8QxsiU&ll=53.34378579670419%2C-2.638482869287111&z=12



Edsential HAF
Summer - HALTON.P

2.5 **Support Lodgings in Halton**

The recently launched Supported Lodgings scheme is proving successful and with three households assessed and approved and a further four applicants in the assessment process.

2.6 **Ashley House**

The commission for Ashley House, a four bedroomed semi-independent facility can now be progressed following the ease of restrictions imposed by the Covid-19 pandemic.

2.7 **Children in Care & Care Leavers accommodation**

The Children in Care and Care Leavers Service have successfully obtained from Halton Housing Trust a two bedroomed flat which will be utilised to support care leavers to live independently there prior to gaining their own tenancy.

2.8 **Quality Assurance Framework and Audit Framework**

This framework has been developed and embedded in practice to achieve and evidence effective management oversight. Monthly Audits are undertaken, by all managers within Children's Social Care including Practice Leads; Principal Managers; Divisional Managers and Operational Director. A Quality Assurance performance workshops is held monthly to discuss themes identified, including areas for improvement and areas of good practice. Actions are agreed to support service development

2.9 **Child in Need Teams Restructure**

Halton are in the process of consultation to restructure our existing Child in Need Teams. The restructure is informed by staff feedback, that is, the current remit of the team is too broad, and this is linked to the outcome of Ofsted Inspection in March 2020 that identified drift and delay. The proposed structure will embed a permanent duty and assessment team to ensure families are receiving appropriate support and intervention at the earliest opportunity. The restructure will also include a "systemic hub", Halton is committed to embedding a Systemic Model of Practice. The hub will provide intensive therapeutic support to families, supporting children to remain at home with their families.

3.0 **Emerging Issues**

3.1 **OFSTED Inspections to Schools**

During the pandemic, Ofsted paused inspections so that from January 2021 only schools in a category of concern were visited as an additional monitoring visit. This additional visit purely looked at the remote education offer during lockdown and ascertained whether leaders were taking effective action. The two schools that fell into this category were taking effective action. Since the summer term Ofsted focused on continued monitoring visits and inspections of any good school who had not been inspected within the last five years. From September 2021, full inspections of any provision will return including a removal of the exclusion of inspection for Outstanding Schools. Ofsted have said they will prioritise inspections of any Outstanding School who have not been inspected since 2015, along with any school requiring monitoring or over five years since their last inspection.

3.2 **Academy status Schools**

Potential changes to academy status-The government have recently stated that they would like to see many more schools in Multi Academy Trusts by 2025 and the government will actively encourage this to happen. Any school that currently enters a category of concern "Inadequate or special measures" will receive a directive academy order to join a multi academy schools. There are currently no announced plans to force good, outstanding or requires improvement schools to convert and join a multi academy trust. However a series of incentives are being offered to schools through programmes where DFE will provide additional funding for NPQ programmes for academy schools over maintained local authority schools. Further incentive announcements are currently in development to encourage schools to convert or work closely with a multi academy trust. The Local Authority does provide a "strong family of schools" through Local Authority services, support and challenge to schools and also will be explicitly sharing the offer for maintained schools in Halton.

3.3 **Specialist Support Services for SEND**

Following the impact of Covid-19 and the absences from education of children and young people Halton is seeing, in common with the national trend, a large increase in the number of referrals to specialist support services for SEND. This is placing a strain on HBC teams and health services, in particular speech and language therapy and occupational therapy services.

Pressure on specialist advisory services and educational psychology services may become unsustainable in the long term if demand continues to escalate.

3.4 **Department for Education School Admission Code 2021**

The Department for Education have introduced a new “School Admissions Code 2021” which comes into effect on 1st September 2021 and applies to all admission authorities (the Council for community and voluntary controlled schools, and the Governing Board for Academy, Free, and Voluntary Aided schools). There are a number of changes from the previous Code, which include:

Changes to In Year Fair Access Protocols by:

- extending the mandatory categories of children who can be placed via the Fair Access Protocol to include children on a Child in Need/Child Protection Plan, children in refuge, children in formal kinship care arrangements, children who have been out of education for four or more weeks and previously looked after children for whom the local authority has been unable to promptly secure a school place;
- removing the ability for local authorities to introduce their own Fair Access Protocol categories and prohibiting the routine use of Fair Access Protocols in place of the usual in-year admissions process;
- requiring that placement decisions need to be made within 20 school days of a child being referred to the Fair Access Protocol;
- Ensuring any new protocol is in place by 1st November 2021.

Changes to oversubscription criteria:

i.e. children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted to be given equal first priority in admission arrangements, alongside looked after children (LAC) and children who were previously looked after by English local authorities (PLAC). This advice refers to these children as internationally adopted previously looked after children – “IAPLAC”. Halton Borough Council already has this as part of its oversubscription criteria for community and voluntary controlled schools, but the governing boards of academy, free, and voluntary aided schools will need to ensure their admissions criteria comply with this.

The LA has written out to schools informing them of the changes, and will monitor compliance.

3.5 **Children in Care & Care Leavers (CIC&CL) Team Staffing**

Three social workers from the CIC&CL team have recently left, one retired, one gained promotion in another Local Authority and one left for a Local Authority nearer to home following family circumstances. This has created some instability in the team after a long period experiencing a stable workforce. The posts are covered by agency social workers and interviews are due to recruit permanently on the 4th August 2021.

3.6 **Unaccompanied Asylum Seeking Children**

There has been a significant increase in the number of Unaccompanied Asylum Seeking Children being accommodated. This is due to the dispersal of these young people into a Hotel in Runcorn. Of the children accommodated in the previous six months 22% were unaccompanied asylum seeking children.

3.7 **Injuries to under 5's to Children's Social Care**

There has also been an unprecedented increase of injuries to children under 5 year old. During the first lockdown starting in March 2020 there were a number of young children who had experienced injuries in the care of their parent(s) that were suspected to be non-accidental

(NAI) in origin. In January/February 2021 lockdown there was again an increase with further young children referred to Children's Social Care due to concerns of non-accidental injury. Since February 2021 more referrals of under 5's sustaining injuries were received that were of concern. The number of injuries to under 5 year old, is unusually high number for Halton. Information released from the National Review Panel confirms that Halton are not alone in experiencing an increase in injuries to young children including NAI and they are analysing the findings of all submitted Rapid Reviews to identify national themes and opportunities for learning. A number of these injuries were significant resulting in serious injury and in one case death. As a result, due to the severity of NAI injuries, 50% these children were accommodated and court proceedings commenced. In addition to the children sustaining injuries, this also resulted in siblings also being accommodated. This is a significant increase of children accommodated due to significant injury in Halton.

3.8 **Recruitment and Retention of Children's Social Care Staff**

Recruitment and retention of staff remains challenging, this is a national issue.

3.9 **Referrals to Social Care**

There continues to be an increase in referrals and complexity of cases. Based on previous years, we are pre-empting a further increase over the next two months as a result of the school summer holidays during Q2 2021/22.

3.10 **Impact of The COVID-19 pandemic to Social Care**

The COVID-19 pandemic continues to present complex challenges across the Local Authority. Immediate action was required in response to the national lockdowns, to ensure the level of risk to each child open to social care was robustly assessed and reviewed. The ongoing pandemic and variations in the "Tier" system and restrictions being relaxed/removed for example, has meant we have continued to change and the service has needed to remain flexible and responsive. Throughout the pandemic Children's Social Care have continued to work in the community, staff continue to be office based, working on a Duty/Rota basis, working in bubbles to avoid cross infection and ensure service continuity.

3.11 **Eclipse Families, Children and Young People System**

Eclipse data recording system has been rolled out and training has been completed. This has presented numerous challenges for workers at all levels, due to the complexities of the system and the impact on capacity for teams.

4.0 **Progress against high priority equality actions**

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>


5.0 **Performance Overview**


The following information provides a synopsis of progress for both milestones and performance indicators across the key business areas that have been identified by 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	20/21 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED01 01	Increase the number of children with an early help assessment (measured as those subject to MAP, pre-MAP or specific target interventions in Children's Centres at any point in the year) (financial year cumulative to end of quarter)	716 EH Intervention 170 MAP (prov)	N/A	1478 EH Intervention 229 MAP (prov)	Refer comment	N/A
<p><u>Supporting Commentary:</u> Val Armor <i>These figures are provisional at this time due to a change in recording processes and will be updated. Early help assessments have seen a steady increase year on year however the data is still provisional due to the changeover of data systems.</i> <i>The assessments which have transitioned from CAF (Common Assessment Framework) to MAP (Multi Agency Plan) for internal staff only are now on the eclipse system, there is continued work at the MAP working group with regards to the roll out of the MAP for external partners. Training for schools is now complete and training for early years and health has commenced in July.</i> <i>We have now created an easy leaflet and guidance for parents and carers about the MAP process and also one for children and young people to help them understand the process. This has gone to print and will be available at the end of July.</i> <i>Early help provision in locality and children centres has continued throughout the lockdown and creative ways have successfully been explored and implemented to support families from a virtual platform. The children centres are now in a position to offer some small group work in doors and are concentrating on the 0-2 agenda for families with young babies in lockdown.</i></p>						
PED01 02	Improve overall attendance at schools: Primary –Pri PRU – PRU Secondary – Sec Special – Spec Total	LA 92.8% Pri 93.2% Sec 92.8% Spec 88.7% PRU 62.5% (2019/20)	95%	LA 92.5% Pri 95.6% Sec 89.3% Spec 71.3% PRU 51.7% (2020/21)		
<p><u>Supporting Commentary:</u> Debbie Houghton/Scott Middlehurst <i>See PER01a milestone</i></p>						




Ref:	Milestones	Quarterly Progress
PED01a	Work with schools to maintain the level of attendance at Primary and Secondary Schools. Martin West / Debbie Houghton (March 2022)	Refer comment
<p><u>Supporting commentary:</u> Martin West / Debbie Houghton <i>Although pupils and students returned to school on 8th March 2021 and at this time Covid rates were decreasing, rates began to rise rapidly in Halton at the end of May which has meant there have been large number of positive cases across education and high numbers of children and young people and staff self-isolating e.g. the week of 12th to 18th July there were 128 positive cases across early years, schools and the college with 1228 children and staff self isolating.</i></p>		
PED01b	Implement Pause project and support women to make positive choices, improving their relationships with their children and preventing further children being taken into care. (Val Armor March 2022)	
<p><u>Supporting commentary:</u> Val Armor <i>The PAUSE project went live in Halton on 1st April 2021. Since implementation staff have been recruited and trained. There are currently 13 women engaged in the programme. The project is overseen by Divisional Manager for early help and strategically there is a project board chaired by Halton Director of Children's Services. This is joint project with Knowlsey and funding is through Liverpool City Region. The project has started well and data and impact will be available next quarter.</i></p>		


PED01c	Revise Halton's parental offer that will include further developmental of reducing parental conflict training (Val Armor March 2022)	
<p><u>Supporting commentary:</u> Val Armor</p> <p>Halton offers a variety of parenting support groups from low level terrific twos and 1-1 support through to evidence based parenting such as Nurture and Triple P. The reducing parental conflict agenda is also part of the early help division and will be rolled out borough wide. Some of this training took place pre Covid-19 however the pandemic had an impact on further training. This will be resumed this year and we are currently looking to recruit an ambassador to promote this. After years of trying to coordinate parenting across the borough, we have now secured funding for a three year parenting coordinator post. The job description and person specification are currently going through job evaluation. We are hopeful to recruit to post by October 2021. This post will be responsible for the performance management and moderation of the parenting offer.</p>		

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



Ref:	Measure	20/21 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED02 01	Monitor the rate of referrals to Children's Social Care per 10000 0-18 year olds (Forecast annualised rate at end of financial year)	465	500 (full year)	641		
<p><u>Supporting commentary:</u> Angela Povey</p> <p>The rate of referrals to social care has continued to increase, whilst it is difficult to directly link the increase to the impact of Covid-19, as outlined above in emerging themes, we continue to see trends in data that would support this hypothesis, i.e. when there was a reduction in provision of universal services there was a reduction in referrals, when services reopened, we experienced an increase. We continue to use the assessment toolkit in order to improve the quality of referrals, ensuring we have all relevant information at the earliest opportunity for children to receive the appropriate level of support as soon as possible. The Multi-Agency Contact challenge meetings continue to review and monitor the responses and decision making.</p>						
PED02 02	Monitor the rate of children in need (CIN) per 10000 0-18 year olds (snapshot at end of quarter)	221	380	223		
<p><u>Supporting commentary:</u> Angela Povey</p> <p>The number of children in need has remained the same during the last quarter, figures have fluctuated. However, we have continued to experience an increase in complex of cases. The number of contacts has continued to fluctuate month on month although numbers of contacts have increased significantly for Q1 2021-22, with the conversion to referral/allocation has also increased slightly. This demonstrates CIN cases are being effectively managed, seeing the throughput of cases. Whilst we are unable to evidence the increase is a direct link between children returning to school and Covid-19 restrictions easing, the data throughout the year would support this hypothesis. The temporary Duty and Assessment Team has continued to support the progression of cases and plans and alleviate the additional pressures due to capacity within the CIN Teams. Due to the success of the temporary Duty and Assessment team, the proposed restructure includes this within the permanent structure for the Children in Need Service.</p>						
PED02 03	Monitor the rate of children subject to a child protection plan per 10000 0-18 year olds (snapshot at end of quarter)	50	45	45.7		
<p><u>Supporting commentary:</u> Angela Povey</p> <p>Child Protection cases are fluctuating month on month but lower than previous years. Q1 2021-22 shows Halton is below local comparator averages but in line with England average. We have continued to see an increase of complex cases particularly in children under 5 years old. We have seen an increase in allocations/referrals, this correlates with the increase of contacts received. The temporary Duty and Assessment Team has continued to support the progression of cases and plans. Halton have introduced an overview panel in order to review and increase senior management oversight of cases were children have been subject to lengthy Child Protection plans.</p>						
PED02 04	Monitor the rate of children in care per 10000 0-18 year olds (snapshot at end of quarter)	103	90	112		
<p><u>Supporting commentary:</u> Liz Davenport</p> <p>CIC are continuing to actively discharge Care Orders and track this carefully. There are currently five cases in court and a further 13 children are currently being assessed to progress with discharge to a Special Guardianship Order.</p>						









Ref:	Measure	20/21 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED02 05	Reduce the number of children and young people who enter the care system (financial year, cumulative to end of quarter)	75	68	31		
<p><i>Supporting commentary: Angela Povey</i> Halton have seen an increase in children and young people who enter the care systemic, this has been impacted by a number of contributing factors, including; increase in significant injuries to children under 5 years old; cases blocked within Court Proceedings (this is a national issue); 22% of children accommodated in the last six months were unaccompanied asylum seeking children (this is due to the dispersal of these young people into a local Hotel in Runcorn).</p> <p>The proposed restructure of the Child in Need Teams will strengthen support to families at the earliest opportunity, this will include the formulation of a Systemic Team, who will work therapeutically with children and families to prevent family breakdown and will support children and young people remaining at home.</p>						
PED02 06	Reduce the average caseload in Children in Need Teams (snapshot end of quarter)	22	18	CINR 19.1 CINW 18.8		
<p><i>Supporting commentary: Angela Povey</i> The average caseload per social worker has decreased and is close to target. The introduction of the temporary Duty and Assessment Team has enabled the CIN Teams to focus on CIN cases in order to progress plans and appropriately reduce the level of need and progress cases to Early Help where appropriate.</p>						
PED02 07	Increase the proportion of missing incidents where a return interview is completed (financial year, cumulative to end of quarter)	88%	85%	73%		
<p><i>Supporting commentary: Clare Hunt</i> For this time period, there have been 138 return interviews completed with 58 young people by the commissioned service. 73% of young people completed a return interview and 86% were completed within 72 hours. Declines for return interviews have increased with 32 incidents.</p>						
PED02 08	Reduce the number of children who repeatedly run away in Halton (in last 12 months, snapshot end of quarter)	38	N/A	8		N/A
<p><i>Supporting commentary: Liz Davenport; Clare Hunt</i> For this reporting period, there has been a total of 215 notifications, an increase of 23% from the previous quarter, there have been eight CYP with repeat missing incidents. Four of the eight repeat CYP are in care, two CYP are home accommodated and two are CYP from Other Local authority. The eight CYP that made five or more incidents during the quarter, accounted for 53% of all missing incidents in the quarter. 10% of all CYP for the quarter are within the repeat cohort. All of the CYP that fit in this cohort received at least one return home interview during the quarter, there was one declined interviews. The commissioned service has supported the repeat cohort to reduce missing episodes this quarter through direct work, taking a different approach both with face to face and virtual contacts – Clare Hunt</p> <p>There are a small number of repeat offenders who continue to abscond from placements. All procedural interventions are undertaken as a means to prevent this continuing behaviours. One young person is now in a secure placement which will reduce repeat episodes and a placement is actively being sought for a secure bed in respect of another repeat MFC young person - Liz Davenport</p>						
PED02 09	Reduce the number of children who go missing in the year (number of children recorded as missing in last 12 months, snapshot end of quarter)	243	N/A	80		N/A
<p><i>Supporting commentary: Angela Povey; Liz Davenport; Clare Hunt</i> There has been an increase since last quarter of 50 missing incidents. There was also an increase in the number of CYP making these incidents, 80 compared to 56 in the previous quarter. 67% of the CYP making incidents in this quarter are aged 10 – 15years, the remaining 13% were aged 16-18years. The reasons for missing incidents remain consistent with the previous quarter, boundary issues, older peers and own substance misuse. Additionally, 'other' was selected, a high proportion of these were relating to children and young people wanting to spend time with friends.</p>						





Ref:	Measure	20/21 Actual	20/21 Target	Current	Direction of Travel	Quarterly Progress
PED02 10	Record the number of young people flagged as at risk of Child Sexual Exploitation (snapshot end of quarter)	19	20	10		
<p><i>Supporting commentary: Angela Povey</i> <i>Young people continue to be appropriately recorded as at risk of Child Sexual Exploitation within our new case management system. The multi-agency monthly CSOG meeting reviews children who are high risk of child sexual exploitation.</i></p>						
PED02 11	Record the number of young people flagged as at risk of Child Criminal Exploitation (snapshot end of quarter)	35	12	34		N/A
<p><i>Supporting commentary: Angela Povey</i> As above</p>						

Ref:	Milestones	Quarterly Progress
PED02a	Embed a systemic model of social work practice across the whole service; social workers, managers and senior leaders. <i>Tracey Coffey</i> (March 2022)	Refer comment
<p><i>Supporting commentary: Tracey Coffey</i> Available Q2</p>		
PED02b	Review and update Workforce Strategy in line with the Knowledge and Skills framework and the Professional Capabilities Framework. Developing the competencies, skills and knowledge of the workforce making them motivated, stable and ambitious will improve the outcomes for families and keep them at the heart of everything we do. <i>Tracey Coffey</i> (March 2022)	Refer comment
<p><i>Supporting commentary: Tracey Coffey</i> Available Q2</p>		
PED02c	Implement redevise structure for children and need service to ensure better resilience and management accountability to provide a safe and structured environment for social workers. (March 2022 Angela Povey)	
<p><i>Supporting commentary: Angela Povey</i> Progress is being made, through consultation there has generally been positive feedback from staff.</p>		
PED02d	Implement redevise quality and assurance framework to monitor improvements in practise (Tracey Coffey 2022)	Refer comment
<p><i>Supporting commentary: Tracey Coffey</i> Available Q2</p>		



Objective: Improve outcomes for Children in Care and Care Leavers (PED03)








Ref:	Measure	20/21 Actual	21/22 Target	Current	Direction of Travel	Quarterly Progress
PED03 01	Reduce the number of children who are placed in residential care (snapshot at end of quarter)	34	20	36		
<p><i>Supporting Commentary: Liz Davenport/Sam Murtagh</i> The permanency leadership board manages the step down to foster care project. A number of children and young people are in the targeted cohort where placements and regional events are sought to safely return them to foster care. A quarterly panel has recently been undertaken whereby social workers attend with an updated assessment of their CIC and the cohort of children has been amended to support more CIC moving to foster care with one young person in transition to foster care.</p>						




PED03 02	Reduce the number of children who are placed in independent fostering agencies (snapshot at end of quarter)	49	35	51		
<p>Supporting Commentary: Liz Davenport /Sam Murtagh All placements are tracked through the resource and placements meeting where sourcing Halton's mainstream foster carers is a primary focus. The current level of sufficiency due to increase of Children in Care is resulting in the use of Independent Fostering Agencies, and in some circumstances residential, however as foster carers approvals are also tracked there are means to place with in house carers planned.</p>						
PED03 03	Maintain the percentage of Care Leavers in suitable accommodation (snapshot at end of quarter)	94%	95%	98%		
<p>Supporting Commentary: Sam Murtagh/Liz Davenport The care leaver's accommodation group runs monthly and tracks all care leavers requiring independent accommodation. This is a multi-agency meeting with housing providers. The panel has successfully moved are Leavers into their own accommodation. Ashley house is due to be commissioned which will also provide suitable accommodation. Furthermore we have successfully obtained a two bedroom flat from Halton Housing Trust, which is utilised to support and develop Care Leavers independent living, prior to moving onto their own tenancy.</p>						
PED03 04	Increase the percentage of Care Leavers in Education, Employment or Training (snapshot at end of quarter)	39%	65%	37%		
<p>Supporting Commentary: Liz Davenport This is a shared target with the Virtual school who have recently recruited two post 16 support workers to assists care leavers transition from school to further and higher education with the aim to increase opportunities and additional support to our Care leavers</p>						
PED03 05	Benchmarking year – Percentage of CIC Residential and Leaving Care placements that have received a Quality Assurance Visit from the Placements Team within the previous 12 months (cumulative from April to end of quarter)	N/A	N/A	Residential 50% Leaving Care 80%	N/A	N/A
<p>Supporting Commentary: Sam Murtagh The increase in Children In Care numbers have impacted on the increased numbers of placements that require a quality monitoring visits as well as some previously visited providers now requiring a further annual visit. The 80% target has been met for Leaving Care provision this quarter.</p>						
PED03 06	Report on the budget spent on independent and out of borough placements for Children in Care (Forecast end of year) (Liz Davenport/Sam Murtagh)	Year end Residential £9,695,579 IFA £2,201,092 Total £11,896,671 (*these figures include all Covid-19 related costs)	Projected 9,583,822	Projected year end Residential £11,377,280 IFA £2,375,675 Total £13,752,955		
<p>Supporting Commentary: Liz Davenport/Sam Murtagh In order to address these rising costs, the following initiatives have been introduced help to reduce spend in this area: Residential Step Down ,Supported Lodgings, Care Leavers Training Flat, In House Care Leaver/Edge of Care accommodation – Liz Davenport There is also ongoing work to build a children's home within the borough to be operated by a social enterprise to begin reduce reliance on the private Residential sector. The increase in budget costs is directly linked to the increase in the Children in Care overall numbers - Sam Murtagh</p>						
PED03 07	Report on number of children placed within 20 miles of Halton	N/A	N/A	Refer comment	N/A	N/A
<p>Supporting Commentary: Sam Murtagh There are 60.5% placed in Halton. As this is the first time this has been included the figure will offer a baseline starting point for placements I within Halton to build upon in future reporting periods once postcodes have been mapped by research and intelligence colleagues</p>						




Ref:	Milestones	Quarterly Progress
PED03a	Ensuring all children in care achieve permanency in a timely way. (Liz Davenport/ Angela Povey March 2022)	
<p><i>Supporting Commentary: Liz Davenport/ Angela Povey</i></p> <p>The progress of Long Term matching to achieve permanency is tracked via weekly PIMMS meeting and on a monthly basis during CIC and Fostering Management meeting in addition to Resource and Placement Panel. Where adoption is the child's plan monthly tracker meetings identify cases from care proceedings to track early and those children already subject to a Placement Order</p>		
PED03b	Ensure that Safeguarding Unit escalate any delays or concerns using escalate policy (Susanne Leece March 2022)	
<p><i>Supporting Commentary: Susanne Leece</i></p> <p>The IRO dispute resolution process was reviewed and strengthened in Q3 2020/21. As a result there was an increase in the number of formal escalations during Q3 and Q4, however, the application of the procedure by the Independent Reviewing Managers (IRM) team is not yet consistent; this is being addressed with IRM. There is also anecdotal evidence that there is a greater ability to resolve issues at an informal stage; the Operational Manager for the Safeguarding Unit is currently exploring how we can more easily capture this to evidence IRM oversight and challenge.</p>		
PED03c	Review and quality assure the commissioning of services for Children in Care and Care Leavers to ensure that they meet the needs of Halton's population and inform future commissioning decisions (March 2022 Sam Murtagh)	
<p><i>Supporting Commentary: Sam Murtagh</i></p> <p>A Liverpool City Region framework for Fostering the Residential placements has now been fully implemented. One of the positive outcomes has been a Halton young person moving from Residential to a Fostering placement via a step down process. Work will now begin on a procurement for a Halton based Leaving Care group support provider. Recently the DFE have outlined a bid process for LAs to open children's homes – this is currently being investigated as to the best option would be a single authority bid or a Liverpool City Region collaborative bid. Work also continues with the LA Assets team regarding the potential development of a children's home on a development site in Runcorn</p>		
PED03d	Through the quality assurance of Personal Education Plans, identify areas of need and support to improve outcomes for individual Children in Care (March 2022 Sharon Williams)	
<p><i>Supporting Commentary: Sharon Williams</i></p> <p>There has been a cautious response from schools when recording assessment and progress on PEPs due to the amount of lost learning pupils have experienced previously and during this quarter. Schools have reported that they needed to re-benchmark where pupils were at and then adapt their assessment cycles to allow for progress to be made. However, from the data provided there has been impact on outcomes in all the key subject areas across all phases. The PEP Coordinators are ensuring that the targets set for individual pupils are appropriate to their knowledge and skill gaps. The Virtual School is focusing its activity days to support our children in care in transferable skill development. In addition to this every child in care has received two 'Keeping in Touch' packs (Easter and Summer) which contain fun curriculum based activities to support continued learning at home. 1:1 tuition and book parcels have continued to be offered to pupils whose PEPs identify these as appropriate strategies. Also our new Education Support Workers are providing some direct work sessions aimed at encouraging engagement in learning and also modelling/coaching carers and parents on how to establish effective learning at home routines and practices.</p>		




Objective: Improve the offer for children and young people with disabilities and those with Special Educational Needs (PED04)

Ref:	Measure	20/21 Actual	21/22 Target	Current	Direction of Travel	Quarterly Progress
PED04 01	Increase the percentage of Education Health Care Plan assessments completed within 20 weeks (academic year cumulative to end of quarter)	2021 YTD= 80.9%	75%	2021 YTD = 78.7 %		
<p><i>Supporting Commentary: Adrian Leach</i></p> <p>EHCP 20 week completion rates continue to be above both national rates and at historical highs for Halton. However month on month rates are lower than they were at the start of the calendar year. This is due to a focus since Easter on the quality of the content of the plans. Over the last quarter the council has recommenced a broad multi-agency moderation process, in partnership with health colleagues developed tighter quality assurance processes for advice and EHCPs have improved the way in which family, child and young person voice is captured in plans as well as developing clearer and more precise description of needs. These improvements have taken place against a backdrop of the highest number of referrals for an EHC needs assessments that Halton has seen since 2015.</p>						



PED04 02	Reduce the number of incidents of fixed term exclusion (academic year cumulative to end of quarter)	204 (last term)	500	483		
<p>Supporting Commentary: Vanessa Nice / Scott Middlehurst</p> <p>Persistent disruptive behaviour (26.3%) remains the most prolific reason for FTEs however, this figure has dropped from 33% in 2019/2020. Verbal abuse against an adult (21.7%) and physical assault against a pupil (18.8%) are the next two most common reasons.. Wilful transgression of Covid rules has accounted for 5% of FTEs.</p> <p>54.6% of pupils experiencing an FTE have a level of SEN.</p> <p>83.3% of FTEs are in KS3 and KS4.</p>						
PED04 03	Reduce the number of children subject to fixed term exclusions (academic year cumulative to end of quarter)	169 (last term)	350	298		
<p>Supporting Commentary: Vanessa Nice / Scott Middlehurst</p> <p>81.3% of FTEs go to male pupils. Several pupils have been excluded multiple times. When this occurs, HBSS contact the school to offer additional support. A new reporting format has been drawn up to support schools to identify and address the needs of pupils whose behaviour causes concern and this will be launched to schools in September 2021.</p> <p>HBSS teachers and Head of Service are all now back out working with and in schools on a regular basis (employing all necessary Covid protocols) because behaviour is very difficult to influence and support via Teams or Skype.</p> <p>Schools have reported an increase in dis-regulated children post-lockdown and are reporting that some pupils have found the transition back to fulltime schooling a challenge in terms of self-regulation and maintaining good behaviour. This could have led to an increase in behaviour incidents, FTEs and PEx. However, during the last 15 months the LA has provided schools with robust advice and support in order to meet the needs of their cohorts. There has been a declining trend in FTEs and PEx owing to school's recognition of the importance of behaviour as a communication of need and supporting it as they would support any other area of SEN.</p> <p>The Secondary Behaviour Teacher now works with all eight secondary schools and has provided training to Initial Teacher Training (ITT), Newly Qualified Teachers (NQTs) and Recently Qualified Teachers (RQTs) in these schools. The secondary lead is also providing bespoke, in-class packages of support to a number of school staff.</p> <p>The Primary Behaviour Teacher is working in a large number of schools across the borough and has provided one-off support and longer packages of support to schools. The primary lead is also providing bespoke mental health and behaviour management training to schools.</p>						
PED04 04	Reduce the number of children subject to a permanent exclusion (academic year cumulative to end of quarter)	11 (last term)	30	17		
<p>Supporting Commentary: Vanessa Nice / Scott Middlehurst</p> <p>Although the figures reported are 17, 2 PEx were rescinded by the headteacher before they went to governors' panel.</p> <p>KS1 – 1 KS2 – 1 KS3 – 4 KS4 – 9</p> <p>KS4 figures are concerning but 8 of the 9 were in Yr10 and not yr11.</p>						
PED04 05	Report on the proportion of children subject to Education Health Care Plan (EHCP) placed in independent and out of borough provisions (snapshot end of quarter) – long term target is to reduce	N/A	94%	96%	N/A	
<p>Supporting Commentary: Adrian Leach</p> <p>The proportion of pupils with an EHCP placed in independent non-maintained special schools (INMSS) has increased slightly since the start of the financial year. This is due to two factors. The first and most significant is that it is extremely rare for children or young people to leave INMSS provision mid-year however they are likely to start in year. Therefore the more appropriate measure is to look at the September/Jan/April year on year comparisons. These data will be available for Q2 2021/22.</p> <p>The second factor driving INMSS placements is pressure on local specialist provision and lack of space for in year placements. While this is being addressed through capital developments and strategic objectives around more inclusive mainstream provision these affects take time to show.</p>						



PED04 06	Report on the budget spent on independent and out of borough (OOB) provision for SEND (Forecast end of year)	ISS/NMSS OOB Schools end of year £4,280,879 Overspend of £1,108,429	£250000 reduction	ISS/NMSS OOB Schools end of year £4,452,830	N/A	
<i>Supporting Commentary: Sam Murtagh</i> Work continues on a SEND Sufficiency Strategy that will offer a number of opportunities in relation to types of provision locally available in Halton – this will in turn result in the reduced requirement for Out of Borough SEN placements						
PED04 07	Increase the percentage of children subject to EHCP placed in mainstream provision (snapshot end of quarter)	26.3%	65%	26.3%		
<i>Supporting Commentary: Adrian Leach</i> These data are updated annually through the DfE SEND2 return. Progress will be able to be reported in Q3 following the SEN2 submission. The proportion of new EHCPs that are naming mainstream schools however has increased by 15% over the last six months and in moving towards the national rate for new plans.						
PED04 08	Monitor the percentage of Special Schools with overall effectiveness of Good or Outstanding	100%	100%	Refer comment	N/A	N/A
<i>Supporting Commentary: Jill Farrell</i> Processes are in place to monitor the effectiveness of all provisions. However due to the Covid-19 pandemic inspections were paused until summer term unless schools were in a category of concern. Full inspections will return in September 2022 when we may start to see a shift in inspection outcomes.						
PED04 09	Increase the percentage of Education Health and Care plans for Child Protection and Children in Care completed in 16 weeks (academic year cumulative to end of quarter) (Adrian Leach)	N/A	75%	Refer comment	N/A	N/A
<i>Supporting Commentary: Adrian Leach</i> This is a new measure for 2021 and is an aspiration over and above the statutory requirement of 20 weeks designed to ensure the best possible support for Halton's most vulnerable children and young people. The regular management information to allow reporting will not be available until Q2.						


Ref:	Milestones	Quarterly Progress
PED04a	Develop and Implement the Social Emotional and Mental Health Strategy (SEMH) by March 2022. Impact to be monitored through the action plan. (Adrian Leach)	
<i>Supporting Commentary: Adrian Leach</i> The social, emotional and mental health strategy has been incorporated into the local area's overall SEND strategy which was approved by the Strategic SEND Partnership in June of this year and reported to PPB in the same month. PPB have requested regular updates on overall SEND Strategy implementation and success in meeting SEMH needs will form part of that reporting through SEND Strategic Priority: Inclusive Education.		
PED04b	Review the current framework of support for children and young people with disabilities, including short breaks provision (Sam Murtagh March 2022)	
<i>Supporting Commentary: Sam Murtagh</i> All short breaks provision will be re-commissioned in the coming months with all current contracts ending on 31 st March 2022. Information has begun to be captured from families and young people in terms of future short breaks provision – this work will continue in the coming quarters prior to the re-writing of service specifications and requests being made for families and young people to be directly involved in the commissioning process		
PED04c	Review direct payments with all recommissions co-produced with parents and young people. (March 2022 Val Armour)	
<i>Supporting Commentary: Val Armour</i> The direct payments component has been delayed due to Covid-19 as the priority has been to maintaining commissioned service support to the most vulnerable young people, particularly during the national lockdown. The current commissioned providers have continued to work extremely hard to offer innovative ways of supporting young people with disabilities and their families throughout, zoom calls, online design activities, social activities, shopping delivery etc. – some services have continued to offer face to face services to our most vulnerable young people. All short breaks services have been		



Ref:	Milestones	Quarterly Progress
	<p>commissioned in a co-produced manner involving parents and young people, an example of this has been the setting up of swimming lessons for young people with disabilities – this came from a conversation with a number of parents when we were evaluating the most recent tenders for short breaks – unfortunately due to the national lockdowns and government restrictions the lessons were only able to be delivered for three weeks however the funds remain in place for when they are able to be delivered in a safe manner. With the planned National roadmap published plans are ongoing to start the lessons as soon as possible and over deliver if possible</p> <p>All commissioned short breaks now in place with regular performance reports being submitted and interrogated.</p> <p>A grant application with NHS England for additional funding (£10k) for the delivery of different types of short breaks for young people who have had services disrupt due to Covid-19 was successful with delivery taking place in the Easter holidays. The feedback about the collaborative bid (Commissioning, CCG, Disabled children services) from the evaluators was extremely positive. Work has also started linking in with the Holiday Activity Fund which is focussed on young people who access Free School Meals for support delivery during summer school holidays based on nutrition, enrichment, a healthy lunch and physical activity.</p>	
PED04d	Improve quality and timeliness of Education Health and Care Plans. (March 2022 Adrian Leach)	
	<p><u>Supporting Commentary: Adrian Leach</u> A multi-agency task and finish group has been reviewing and revising the local areas graduated response. The graduated response sets out clearly for schools families and professionals the expectations about how children and young people with SEND should be supported prior to needing and EHCP. The expectations around levels of need requiring an EHCP.</p>	
PED04e	Quality assure all provision currently being utilised to ensure that provision meets the needs of our children and young people (March 2022 Sam Murtagh)	
	<p><u>Supporting Commentary: Sam Murtagh</u> The quality monitoring visits that restarted in the autumn term in line with National lockdown requirements – as at year end with 17% of NMIS schools having received a monitoring visit which covers 40% of pupils placed within independent and non-maintained settings. It has been agreed to promote the opportunity for parents to feedback on provision through the Halton SEND Parent/Carer forum. Two visits booked in for quarter 2 one of these will be accompanied by the Designated Clinical Officer at Warrington and Halton CCG (Clinical Commissioning Group) to look at the clinical offer.</p>	
PED04f	Review in borough specialist provision and revise to meet the needs of Halton's children and young people (March 2022 Ann McIntyre)	
	<p><u>Supporting Commentary: Ann McIntyre</u> A Sufficiency Strategy is now been developed to set out the key areas of need and how this need will be addressed in Halton</p>	

Objective: Raise achievement across Early Years and all Key Stages, and diminish the difference between vulnerable groups and their peers (PED05)







Ref:	Measure	20/21 Actual	21/22 Target	Current	Direction of Travel	Quarterly Progress
PED05 01	Ensure all eligible children for the vulnerable 2 year old funding access quality EY provision (internally collected termly information – may not match to published data from Jan census)	85	100% of eligible	82		
	<p><u>Supporting Commentary: Jill Farrell / Belinda Yen/Gail Hodgkinson-Vaughan</u> The DfE provided a target of 585 children to be placed. Halton have placed 490 (includes 15 Out of Borough (OOB) settings) which equates to 82%. This number is slightly lower than usual; process of placement continues as normal, however some places were declined until parents felt more comfortable for their children to return/commence due to the effects of the pandemic. 100% of day care and pre -school settings are good or outstanding; funded two year olds are only placed in good/outstanding Childminders provision</p>					



PED05 02	Increase the take up of Early Years Entitlement for 3 to 4 year olds.	97%	96%	91%		
<p>Supporting Commentary: Jill Farrell / Belinda Yen/Gail Hodgkinson-Vaughan <i>The current 91% figure is based on national data produced from the January annual census as recorded in July's LAIT figures... This does not include any quarterly breakdown and as take up increase throughout the year with Early Years children this is not a fully reflective view of spring and summer term increases. Previous figures were based on local quarterly information which is not currently available so there is no drop from the actual figure as it was a different source and measurement. There has been some decline in uptake due to parental anxiety of sending children to provision during the Covid-19 pandemic. This encouragement and marketing of the benefits of accessing free early years entitlement is being promoted across a range of early years and multi- agency teams</i></p>						
PED05 03	Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding (snapshot end of quarter)	95%	N/A	Refer Comment	N/A	N/A
<p>Supporting Commentary: Jill Farrell /Belinda Yen/Gail Hodgkinson-Vaughan <i>Processes are in place to monitor the effectiveness of all provisions. However due to the Covid-19 pandemic inspections were paused until summer term unless settings were newly registered or in a category of concern. Full inspections will return in September 2022 when Halton may start to see a shift in inspection outcomes.</i></p>						
PED05 04	Monitor the percentage of Primary schools with overall effectiveness of Good or Outstanding N.B. 6 out of the 8 schools are academies. (snapshot end of quarter)	N/A	N/A	Refer Comment	N/A	N/A
<p>Supporting Commentary: Jill Farrell <i>One primary schools was monitored under this category and was deemed for leaders to be taking effective action. Summer term 2021, one good school was inspected which had exceeded the five year inspection timeframe although results are not yet published. Full inspections will return in September 2022.</i></p>						
PED05 05	Monitor the percentage of Secondary schools with overall effectiveness of Good or Outstanding (snapshot end of quarter)	N/A	N/A	Refer Comment	N/A	N/A
<p>Supporting Commentary: Jill Farrell <i>Processes are in place to monitor the effectiveness of all provisions. However due to the Covid-19 pandemic inspections were paused until summer term unless schools were in a category of concern. One maintained secondary school was monitored under this category and was deemed for leaders to be taking effective action. Full inspections will return in September 2022</i></p>						





Ref:	Milestones	Quarterly Progress
PED05a	Monitor and evaluate educational outcomes of all pupils, vulnerable pupils (CIC: EHCP etc.), disadvantaged pupils and the impact of funding streams (including Free EY Entitlement, Catch Up funding, Pupil Premium, Sports Premium etc.) to raise achievement for all and diminish the difference between vulnerable groups and their peers (March 2022 Jill Farrell)	Refer comment
<p>Supporting Commentary: Jill Farrell <i>Statutory assessments have been paused for this year in Early Years and Primary phases. Secondary assessments will be awarded through Teacher Assessed Grades, but results will not be published so are unable to report about outcomes. The principles of improving outcomes for children and young people do however remain and are developed across all educational provisions</i></p>		
PED05b	Monitor and evaluate the impact of COVID-19 lockdown and remote learning offer on all pupils and vulnerable pupils learning (March 2022, Jill Farrell)	
<p>Supporting Commentary: Jill Farrell <i>Remote learning offer was the prime focus for Associate School Improvement Advisor (ASIA) visits during the spring term 2021 and has continued as a key enquiry. The impact of Covid-19 has been shared in reading/maths audits but was only able to share qualitative statements, not any quantitative measures.</i></p>		
PED05c	Review the process of risk assessment for schools and settings to target support and drive improvement (March 2022 Jill Farrell)	Refer comment
<p>Supporting Commentary: Jill Farrell <i>Schools are categorised based on a range of indicators indicating school capacity to continue improvement or any vulnerabilities. Due to the cancellation of statutory assessments the process has been revised, but will take place over summer 2021 based on factors including capacity and or experience of effective leadership</i></p>		

Ref:	Milestones	Quarterly Progress
PED05d	Build engagement, capacity and governors understanding of the strategic roles and responsibilities (March 2022 Jill Farrell)	Refer comment
<p><i>Supporting Commentary: Jill Farrell</i> This will be re-launched in autumn term 2021. Training, briefings and building governor capacity as a sector will be focused upon in autumn 2021. Governors are now to be represented on Halton Learning Alliance. School improvement services have also organised for governors to be invited to join a programme of leadership alongside headteachers and senior school leads led by international speakers focusing on recovery following disruption and developing strategic and impactful leadership.</p>		
PED05e	In partnership with schools, review and design an effective educational vision for the region that meets pupils needs whilst raising ambitions (March 2022 Jill Farrell)	
<p><i>Supporting Commentary: Jill Farrell</i> Halton Learning Alliance has been successfully launched. The shadow board are working on four key priorities coming out of a shared vision for Halton. This will form a strategic action plan which will report against key indicators once formulated by all stakeholders</p>		
PED05f	Launch Halton Learning Alliance Strategic Partnership to develop an inclusive, ambitious approach developing contributing, successful citizens locally, nationally and globally. All educational stakeholders and community members acting with morale purpose for Halton children, young people and community members (March 2022, Jill Farrell)	
<p><i>Supporting Commentary: Jill Farrell</i> The Halton Learning Alliance was launched to school and college leaders in March 2021. A further information session is planned for early autumn 2021 to reach Early Years, employers and the wider community.</p>		

Objective: Improve participation and skills for young people to drive Halton's future (PED06)

Ref:	Measure	20/21 Actual	21/22 Target	Current	Direction of Travel	Quarterly Progress
PED06 01	Maintain the percentage of 16-17 year olds not in education, employment or training (snapshot end of quarter, end of year information February)	3.4%	4.0%	3.6%		
<p><i>Supporting Commentary: Háf Bell</i> NEET figures for Quarter 1 in 2020 was 5%, therefore current performance for 2021 is better than same period last year. More young people progressed into education this year, and with online learning well established have managed to continue their courses despite national restrictions. If easing of restrictions continue and as a country we do not face any further lockdowns or disruptions to provision we should be on track to meet the target. The quarterly progress is cautionary because it's still a long way to when the end of year measure is completed February 2022.</p>						
PED06 02	Maintain the percentage of 16-17 year olds whose activity is not known (snapshot end of quarter, end of year information February)	0.6%	0.3%	0.7%		
<p><i>Supporting Commentary: Háf Bell</i> Not known figures for Quarter 1 in 2020 were 0.6%, therefore current performance for 2021 is slightly worse than same period last year. Tracking young people has been an ongoing issue as we have restricted our movements around borough and to people's homes. If easing of restrictions continue and as a country we do not face any further lockdowns or disruptions to provision we anticipate being able to increase our tracking activity. The quarterly progress is cautionary because it's still a long way to when the end of year measure is completed February 2022.</p>						
PED06 03	Increase the percentage of 16-17 year olds with an offer of learning (September guarantee)	96.8%	98%	72%		
<p><i>Supporting Commentary: Háf Bell</i> Data inputting of September Guarantee offers is not complete to end of June 2021 therefore current figures look low compared to final outcome, however our data inputting is ahead compared to June 2020 when the figure was 48%. This is the reason for the positive direction of travel indicator. We anticipate continued difficulties in tracking some of the Year 12 cohort who are not in an educational institution, therefore confirming their September Guarantee is more difficult, this is why we anticipate we will not meet the target for 2021/22.</p>						

PED06 04	Increase the percentage of 16-17 year olds participating in education or training that meets the Government definition of full participation (known as Raising the Participation Age)	92.2%	92%	91.9%		
<p><i>Supporting Commentary: Háf Bell</i> More young people progressed to education instead of employment this academic year, therefore performance in Quarter 1 2021 is higher than it was in June 2020 (90.4%).</p>						




Ref:	Milestones	Quarterly Progress
PED06a	Closely monitor the cohort of young people not in education, employment or training and identify common patterns/issues to inform actions, guide the effective use of resources and to identify any future commissioning needs (Háf Bell) (March 2022)	
<p><i>Supporting Commentary: Háf Bell</i> Analysis of the cohort continues to take place. A guide to the organisations and services available to support young people with SEND into employment is in production, this follows on from a number of information sessions for practitioners about the support available.</p>		
PED06c	Work with schools, the College and training providers to review the post 16 offers of learning made to young people and increase the amount of offers made before the end of an academic year. (July 2022) (Háf Bell)	
<p><i>Supporting Commentary: Háf Bell</i> This work will begin with institutions in the 2021/22 academic year.</p>		
PED06d	Work with schools, the College and training providers to report where young people progress to Post 16 as quickly as possible so those who haven't progressed can be identified and contacted to offer support (October 2021) (Háf Bell)	
<p><i>Supporting Commentary: Háf Bell</i> This work will begin with institutions in the 2021/22 academic year.</p>		
PED06d	Work with Post 16 education and training providers in the borough to support the development of provision that does have clear progression opportunities (March 2022) (Háf Bell)	
<p><i>Supporting Commentary: Háf Bell</i> This work will begin with institutions in the 2021/22 academic year.</p>		

6.0 Financial Summary

Attached to e mail




7.0 Appendix I

7.1 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.

7.2 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.

7.3 Key for responsible officers:

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

TC Tracey Coffey, Operational Director, Children and Families Service