



The Sustainable Community

Strategy for Halton

2011 - 2016







Annual Progress Report
01st April 2012 – 31st March 2013

**Document Contact
(Halton Borough
Council)**























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This report provides a summary of progress in relation to the achievement of targets within Halton's Sustainable Community Strategy 2011 - 2016.

The following symbols have been used to illustrate current performance as against 2011 – 12 targets and, where possible, as compared to performance for the same period last year.

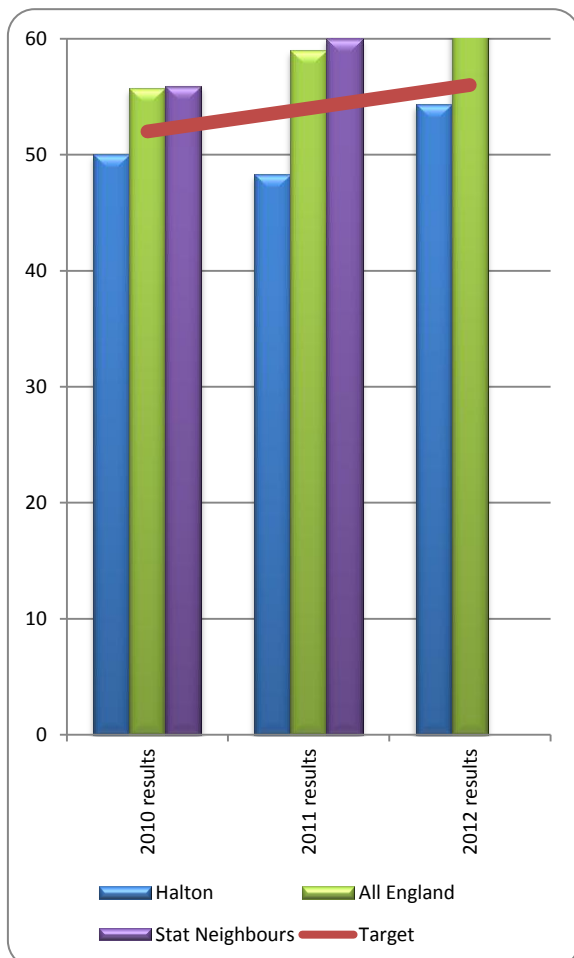
	Target is likely to be achieved or exceeded.		Current performance is better than this time last year
	The achievement of the target is uncertain at this stage		Current performance is the same as this time last year
	Target is highly unlikely to be / will not be achieved.		Current performance is worse than this time last year

Children and Young People in Halton

Page	Ref	Descriptor	2012 / 13 Target	Direction of travel
4	CYP 1	Increase the percentage achieving 78+ points across EYFS (6+ CLL and PSE)		
7	CYP 2	Increase the percentage of children attaining level 4 or above in English & Maths		
9	CYP 3	Increase the percentage achieving 5+ A*-C including English & Maths		
10	CYP 4	Increase the percentage achieving Level 3 at 19		N/A
11	CYP 5	Reduce the percentage of young people not in education, employment or training		
12	CYP 6	Reduce the percentage of children who are obese in Year 6		
13	CYP 7	Reduce the rate of CYP admitted to hospital for substance misuse	N/A	New measure
14	CYP 8	Increase the percentage of referrals with evidence of early help and support (CAF)		
15	CYP 9	Increase the percentage of educational settings with overall effectiveness Good/ Outstanding		
17	CYP 10	Reduce the attainment gap between FSM and Halton average KS2		
19	CYP 11	Reduce the attainment gap between FSM and Halton average KS4		
20	CYP 12	Improve the identification of Special Educational needs at School Action and School Action plus	N/A	N/A
21	CYP 13	Increase the percentage of young people progressing to Higher Education		N/A
22	CYP 14	Increase the percentage of children with SEN or receiving enhanced provision achieving 2 levels progress	Placeholder 2012/13	New measure
23	CYP 15	Reduce under 18 conception rate (percentage change from 2009 baseline position)		
25	CYP 16	Increase the percentage of children in care achieving their expected outcomes at KS2 & KS4	Placeholder 2012/13	New measure
26	CYP 17	Reduction in child and family poverty	Placeholder 2012/13	New measure

CS / CYP 1

Increase the percentage achieving 78+ points across EYFS with 6+ in CLL and PSE



2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
48.3	56.0	54.1 <small>unvalidated</small>	54.3		

Data Commentary:

Data relates to un-validated academic results received in 2012.

Performance Commentary:

This year has seen an improvement in attainment across the Early Years Foundation Stage Profile (EYFSP) compared to 2011.

Personal Social and Emotional Development (PSED)

In 2012, 77% of the cohort achieved 6+ points in PSED. This is a 4% increase on last year's performance. Individual aspects all increased with Disposition & Attitudes increasing by 3% (88% 2011; 91% 2012); Social Development increasing by 3% (83% 2011, 86% 2012) and Emotional Development increased by 5% (76% 2011, 81% 2012).

Communication, Language and Literacy (CLL)

In 2012, 58% of the cohort achieved 6+ points in CLL. This is 6% increase on last year's performance. This is encouraging given the focus upon developing children's literacy skills through the implementation of a range of programmes. This has been evident in all areas of Language, with Linking Sound to Letters up 5% (increasing from 72% 2011 to 77% 2012); Reading up 3% (69% 2011, 72% 2012) and Writing up 6% (58% 2011, 64% 2012).

PSED and CLL

In 2012, 54% achieved 6+ points in both CLL and PSED. This is 6% higher than last year.

78+ points across EYFS with 6+ in CLL and PSE

Following a 6% increase the target has been achieved.

2012 marks the final year that the EYFSP scale points will be used to measure attainment at the end of the reception year. Following the introduction of the Revised Early Years Foundation Stage Framework in September 2012, a new assessment measure has been implemented using 3 descriptors for each area to be assessed:

- Not yet reaching expected levels (emerging)
- Meeting expected levels (Expected)
- Exceeding expected levels (Exceeding)

Each of these areas will be scored Emerging = 1point; Expected = 2points; Exceeding = 3 points. With 17 Early Learning Goals, expected attainment at the end of the Foundation Stage may be equal to 34 points. The pilot expected score was 32 points, but national expectations for this year have not been set. The Standards and Testing Agency (STA) will not be reporting national data, due to a revised framework, profile and assessment would not produce reliable data within the first year.

The new "Good Level of Development" indicator will be reaching expected level in each of the Prime areas (Personal, Social and Emotional Development; Communication and Language and Physical Development) along with expected in Literacy and Maths. As a result, this will be the final update against this indicator.

Summary of Key activities taken or planned to improve performance:

Developing communication skills continues to be a high priority in Halton. A team of Early Years Consultant Teachers (EYCTs) provide advice and support for pre-school settings to support practitioners in improving the quality of provision. In addition, local authority staff continue to work very closely with colleagues from the Speech and Language Therapy (SALT) service delivering a wide range of support and training for the early year's workforce, targeted to enhance children's communication skills. There is a wide range of training available to settings and schools, including a number of targeted programmes.

Every Child a Talker (ECAT)

We have continued with the ECAT project to support and target Communication. ECAT Communication Cluster meetings are held half termly so that linked settings can share good practice. Settings have been encouraged to bid for ECAT funding to support their action plans around developing communication. This offer was also made available to Children's Centres so that additional resources could support communication through their crèche or family learning sessions. With support this is leading to sustainable peer coaching and modelling. Further communication training funded specifically via ECAT story telling sessions run by Cheshire Development Education Centre (CDEC) with a focus on story telling skills and story telling within the Gypsy/Roma traveller community.

Other Communication Training

The EYCT team co-deliver with SALT colleagues "ICAN" supporting and "ICAN" Enhancing training to practitioners in settings and schools. Information is shared around Speech and Language Difficulties/Disorders/Delays including how to support and when to refer.

Letters and Sounds training: The EYCT team deliver training around phonics programmes and activities such as Phase One Letters and Sounds. Feedback from schools indicates that children are starting school with an improved awareness and knowledge base.

Two Year Old Conference: With the expansion of two year olds in settings, we focused our annual conference on two year olds. Guest speaker Jennie Lindon provided an insight on toddler development and how to support their needs. Typical development was identified; when to request support and how to respond positively to behavioural traits of a two year old, supporting their emotional development.

Multi agency Links: The Early Years team and SALT work closely together to share information/data and identify and support individual schools/settings so that support can be targeted. At an individual child level the teams work together around Enhanced Provision Applications and implementing appropriate support and referrals to the most relevant partner. Such interventions identify specific needs and support the development of individualised programmes to enhance a child's skills, learning and development.

Special Educational Needs (SEN) Training Workshops: These will be held on a termly basis beginning in Autumn 2012. The purpose is to provide practical advice and materials to support Special Educational Needs Co-ordinator (SENCO'S) and other school staff including Newly Qualified Teachers (NQTs) and Teaching Assistants (TAs).

Conferences These cover a variety of areas in SEN & Inclusion as well as Anti-bullying and Restorative Practice.

SENCO Cluster meetings: These are held half termly in both Widnes and Runcorn. They are run by the EYCT team for SENCO's and are supported by multi agency speakers.

Children's Centres: SALT hold weekly drop in sessions for parents/carers and practitioners to provide advice and basic assessments around speech, language and communication needs. Educational psychologists are having a named link officer so that settings within that Children's Centres reach, have an Educational Psychology service point of contact for advice/support around PSE and development/behavioural/attachment issues. A couple of projects have been piloted by the EYCT team in conjunction with family support/development workers supporting vulnerable 2 year olds,

including a positive play programme.

Foundation Stage Profile Moderation (FSP) and network/cluster meetings: All reception class teachers take part in the FSP moderation process. Support and training is provided for all teachers around the areas of learning being moderated. This moderation process ensures valid and reliable judgements are made but also extends teachers' thinking around challenging children and planning accurately for next steps across the whole curriculum.

Quality Assurance Audits: Quality assurance audits (within PVI settings and some maintained) such as Early Childhood Environmental Rating scale (ECERs) and Infant Toddler Environmental Rating (ITERS) have been carried out at most settings now. These have allowed us to identify generic training needs across the authority and also highlighted individualised targeted support followed up by EYCT team and multi-agency staff where appropriate. These audits have led to action plans being developed so that settings can improve the quality of their environments; provision; supervision and interactions; engagement with parents ultimately leading to improved outcomes for children. Upon transition from nursery to school the children are coming in from an improved starting point leading to improvements in FSP scores.

Analysis of FSP Data: Rigorous analysis of FSP data at Local Authority; CC and individual setting level informs the team of where support needs to be targeted and highlights any borough wide training needs. It is crucial in the identification of trends and informs planning of future training; conferences; link officer support and allocated funding.

Key Activities Planned to Improve Performance

There will be a continuation of the activities outlined above with some changes / additions outlined as follows:

ECAT: Schools and settings which haven't been involved previously are being targeted and invited to "ECAT in a Nutshell" training. This will give an overview of the programme and audit tools so that a wider range of practitioners can be reached with the intention of the Child observation form being rolled out almost universally across the borough.

Play Club Bags: Funding has been allocated from ECAT to purchase a set of Play Club Bags for each PVI setting and each Children Centre. These are resources to support Phase One Phonic activities and can be used for home school learning with parents/carers. Training will be provided on how to use these resources so that practitioners can then run them through their own parental workshops.

Other communication/CLL Training: The EYCT team and SALT are meeting to identify new training needs. Whilst "ICAN" has been very successful, many settings and practitioners have accessed it and we are now planning to move towards workshops such as "Visual Supports" and training sessions that build further on their knowledge.

Further links: Closer links are now being established with the health visitor teams. There are plans in place for joint training and the EY team now have a small working party meeting to refine how the Child Progress Check at Two Years is being shared with settings and also to ensure that any practitioner concerns are shared with relevant professionals (subject to parental consent).

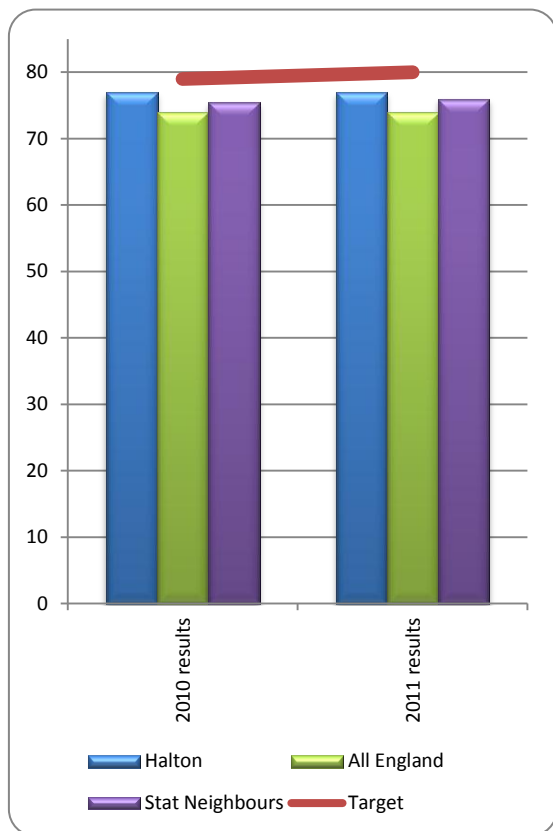
Joint child development training: Plans are in place for child development training to be a focus of priority. Training will be planned and delivered with Portage; CAHMS; Health Visitors; SALT; SEN team and Educational Psychologists. The aim is to increase practitioners' understanding of child development and see how one area of development impacts another.

New EYFS Briefings: Many briefings have been held and are continuing for all the EY workforce around the revised EYFS curriculum. Emphasis is being placed on the importance of the Prime areas including Communication and PSE. Further training throughout the year will build upon these prime areas.

Early Years Conferences: This year the conferences have been increased. The aim is to offer support to EY within schools; to the PVI sector and to managers/senior leads leading change, especially with a new curriculum and focus upon prime areas including PSE and Communication.

Children and Young People in Halton

SCS / CYP 2	Increase the percentage achieving Level 4+ at Key Stage 2 in English and Maths
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2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
77%	81%	83%	83%		

Data Commentary:

Data relates to academic results received in 2012.

Performance Commentary:

Following a further significant increase in attainment, Halton has again exceeded the national average and has exceeded the target set.

This is a result of increases in attainment in both English and maths.

- Level 4s in English and maths combined have risen by 6% to 83%
- Level 4s in English have risen by 6% to 88%
- Level 4s in maths have risen by 4% to 87%

The target for 2012 / 13 reflect the aspiration to maintain and hopefully improve upon the current high attainment levels following significant gains over the past three years.

Summary of Key activities taken or planned to improve performance:

The national minimum expectation is that all schools attain 60% at level 4+ in both English and maths combined. The majority of schools in Halton continue to exceed this threshold, with only 3 schools falling below this standard in 2012, in 1 case, 1 pupil adrift of target and in the other 2 schools, 2 pupils adrift.

Since September 2011, following the national reduction in grant funding, schools have been required to purchase school improvement support. This support is targeted at improving the quality of learning and this in turn will secure rapid progress for pupils, including vulnerable pupil groups. It is for schools to identify, through their self-evaluation process, specific aspects of teacher pedagogy that require development.

Where schools have been identified as requiring significant improvement, including those schools that have not reached the attainment threshold, they receive support and challenge from a small team of local authority school improvement officers. School to school support is also being provided through the deployment of National and Local Leaders of Education.

Halton Local Authority retains its statutory role in improving underperforming schools and the local authority powers of intervention are outlined in the Education Act. Examples of this are the issuing of Warning Notices, school reviews and implementation of Interim Executive Boards to replace underperforming Governing Bodies.

Halton has retained a small team of School Improvement Officers to fulfil this statutory role. This team monitors and

co-ordinates support to underperforming schools, particularly schools that are below the Department for Education (DfE) floor standards and those that have been judged satisfactory by Ofsted. The link officer works with the Headteacher to determine what resources and school improvement services need to be put in place to raise standards.

The key function of the team is to monitor, support, challenge and intervene in underperforming schools. School Improvement Officers also fulfil the Council's statutory requirements around provision for Newly Qualified Teachers (as the Appropriate Body), to ensure schools are appropriately providing statutory induction for NQTs. There is also a requirement to ensure that statutory assessment and moderation requirements are met.

In order to ensure that standards continue to rise, there is a continued focus upon the performance of all schools in order to inform where support and intervention is to be deployed. In summary this includes:

- Monitoring of all schools and settings to inform categorisation
- Support and intervention for satisfactory / inadequate schools & settings
- Statutory assessment and moderation – EYFS, KS1 and K2
- NQT registration, quality assurance of statutory regulations and induction programme

There is also a continued focus upon ensuring high quality leadership in schools. This is supported through a service that provides:

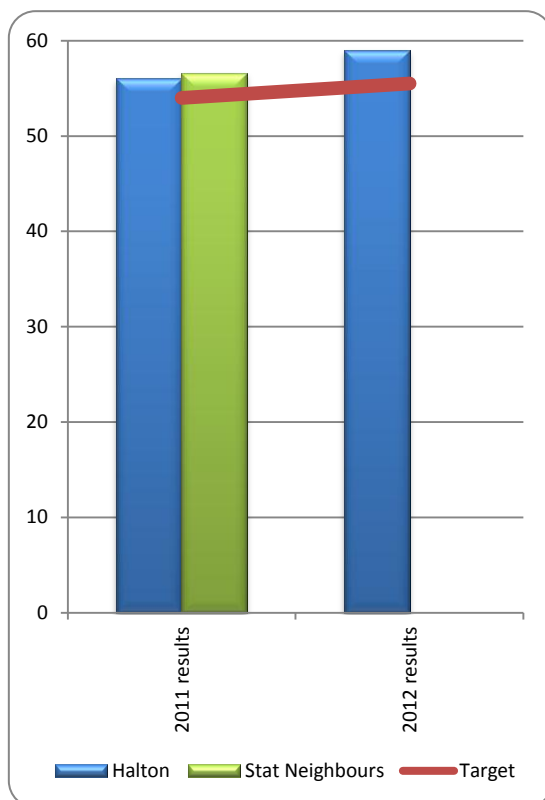
- Support to Governing Bodies for Headteacher recruitment
- Headteacher induction, leadership and succession planning

The attainment and progress of Children in Care continues to be carefully monitored by the Virtual Headteacher for Children in Care, and this role has been extended to include a range of vulnerable groups.

Children and Young People in Halton

SCS / CYP3

Increase the percentage achieving 5+ GCSE's grades A*-C including English and Maths



2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
56	55.5	59 <small>unvalidated</small>	59	<input checked="" type="checkbox"/>	

Data Commentary:

Data relates to academic results received in 2012.

Performance Commentary:

In 2012 Halton's 5+ A* - C GCSEs including English and Maths was 59%, an increase of 3% higher than 2011 and 9% higher than 2010. This places Halton slightly above the 2012 national average (58%) by this indicator and above the attainment of statistical neighbours (56%).

The target for 2012 / 13 reflects the aspiration to maintain and hopefully improve upon the current high attainment levels following significant gains over the past 3 years.

Summary of Key activities taken or planned to improve performance:

In 2012 there has been a further rise in the DfE attainment floor standard from 35% 5A* - C including English and maths in 2011 to 40% in 2012. The expectation is that all schools should have at least 50% of pupils getting five good GCSEs including English and Math's by 2015.

Despite the 5% increase in the attainment floor standard, all schools In Halton have again exceeded this threshold.

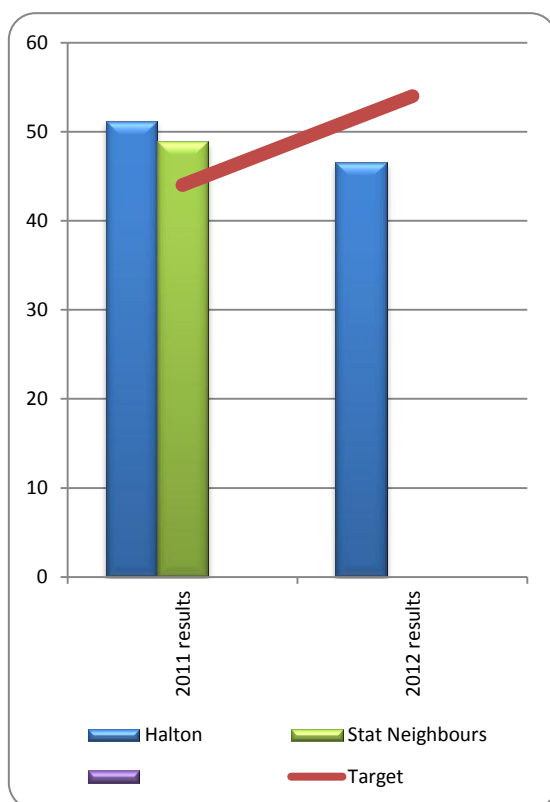
The introduction of the English Bacculaureate standard in 2010 may have impacted upon the percentage of pupils studying 5+ GCSEs and contributed to the rise in the percentage 5+ GCSEs including English and maths.

See commentary in CYP 2 for the summary of key activities taken or planned to improve performance (cross phase).

Children and Young People in Halton

SCS / CYP 4

Increase the percentage achieving Level 3 at 19



2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
51.2%	54.0%	Refer Comment	46.6%		N/A

Data Commentary:

The data for 2012/13 (academic year 2011/12) was published by The Department for Education (DfE) as part of the matched administrative dataset at the end of March 2013.

The numerator is based on those young people studying at a school in the Local Authority in year 11 who reach Level 3 by age 19 (regardless of where they eventually gain the L3). The denominator is based on the Annual School Census figure for number attending all schools in the given LA at academic age 14.

Performance Commentary:

In 2012, 46.6% of Halton learners had achieved a Level 3 qualification by age 19. Performance has declined slightly compared to last year after Halton having been the most improved LA nationally in recent years for this indicator.

Historically, performance for the Level 3 at 19 indicator is linked to the proportion of learners that achieve 5+A*-C Inc. (E&M) 3 years prior (i.e. when the cohort were aged 16). There was a dip in the recorded 5+A*-C inc. E&M figure compared to previous years for this cohort which may account for the slight decline in Level 3 by 19 performance.

Summary of Key activities taken or planned to improve performance:

The analysis highlights the importance of achieving 5+ A*-C including English & Maths at age 16 as a major factor in increasing performance of Level 3 by age 19. A breakdown of the 2012 Level 3 by 19 cohort identifies that 75% of learners who achieved 5+A*-C Inc. E&M at age 16 progressed to achieve this measure by age 19.

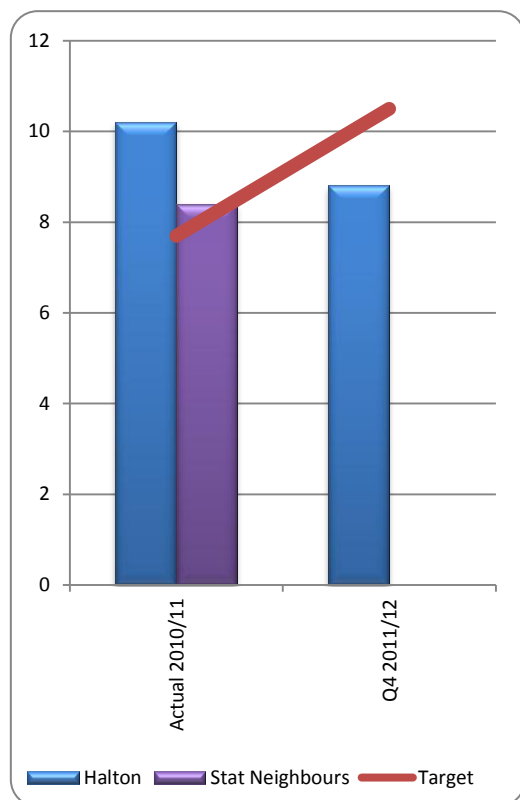
Previous data showed an even split between the routes by which young people achieved Level 3 qualifications. Latest figures now show that young people are increasingly achieving level 3 qualifications via academic routes as opposed to vocational route (25% academic compared to 21% vocational).

The 14-19 Team have continued to support Halton School Sixth-Forms in the use of the 'ALPS' Value Added tool. Subject to available funding it is intended to continue to use ALPS in 2012/13. The borough College is also continuing to work with the LA in identifying any gaps in provision through the Strategic Commissioning Statement.

Children and Young People in Halton

SCS / CYP 5

Reduce the percentage of young people not in education, employment or training (NEET)



2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
10.3%	9.5%	9.9% (July 11)	8.8%	✓	↑

Data Commentary:

This data is based upon the three-month average of the number of Halton residents academic age 16-18 in NEET from November 2012 – January 2013.

Performance Commentary:

8.8% equates to 382 Halton young people aged 16-18 Not in Employment or Training (NEET). Of this cohort 300 young people are actively available to the learning and employment market.

An age breakdown of the total NEET cohort is shown below;

- 16 Year olds – 54
- 17 Year olds – 120
- 18 Year olds – 208

Summary of Key activities taken or planned to improve performance:

The Halton NEET Strategy is in place alongside a multi-agency action plan which is owned by strategic partners and monitored by the 14-19 NEET Strategy Group. The action plan which places emphasis on;

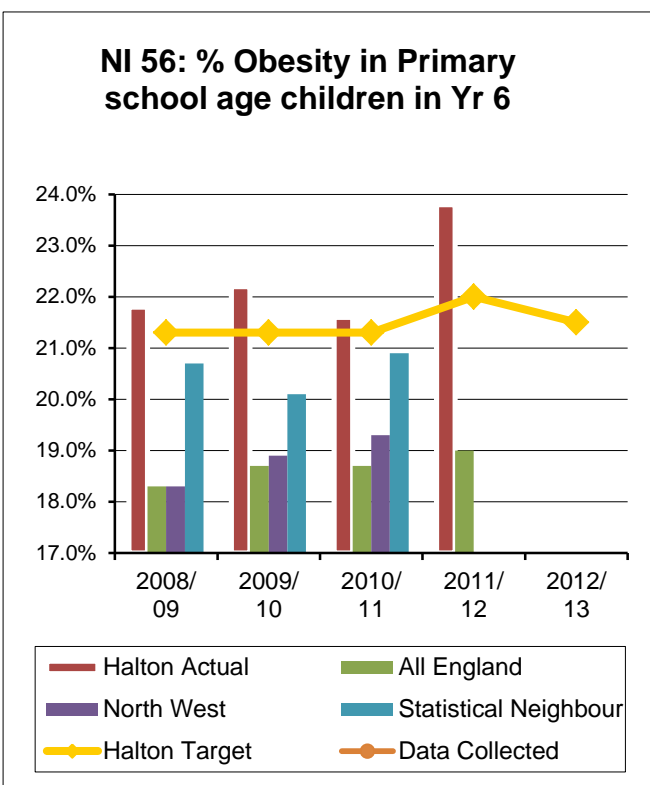
- The importance of understanding the NEET cohort, through better data management
- The need for the borough’s September Guarantee group to meet regularly to ensure that young people in year 11 secure a successful transition to post-16 education or training.
- Ensuring young people are referred to appropriate provision in a timely manner through both NEET Case Conferencing groups
- Implementing the Halton Risk of NEET Indicator (RONI) a part of the NEET prevention strand of the NEET Strategy

The Data Management Group meets regularly, sharing intelligence to enable both Case Conferencing groups to have access to timely data. Analysis has revealed trends in the proportion of NEET in specific wards and clusters and plans are developing for training providers and IAG staff to target NEET hotspots. The borough’s September Guarantee group meets to ensure young people in year 11 secure a successful transition to post-16 education or training. Meetings have been arranged with Secondary schools to discuss any young people currently in year 11 at risk of not making a successful year 12 transition.

A pilot project has started with Saints Peter and Paul Catholic College to use Halton Borough Council’s Risk of NEET Indicator (RONI) information to target a small cohort of young people in year 9 to reduce their likelihood of becoming NEET. Young people identified are in currently in the stage of pre-CAF/CAF assessments and the schools are involving IWST support.

Children and Young People in Halton

SCS / CYP 6 % Obesity in Primary school age children in Year 6 (NI 56)



2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
23.7% (Sept 2010- August 2011)	21.5% (Sept 2011- August 2012)	19.4% (Sept 2011 – August 2012)	19.4% (Sept 2011 – August 2012)		

Data Commentary:

Final Q4 information available Q1 2013-14

The percentage of children in year 6 (aged 11) who are obese, as shown by the National Child Measurement Programme (NCMP). Data is reported one year in arrears.

For the purposes of this indicator, children are defined as obese if their body-mass index (BMI) is above the 95th centile of the reference curve for their age and sex according to the UK BMI centile classification (Cole TJ, Freeman JV, Preece MA. Body mass index reference curves for the UK, 1990. 1995; 73: 25–29). A child's height (in metres), weight (in kilograms), date of birth and sex are needed to calculate their BMI.

Performance Commentary:

Official data for the year Sept 2011- August 2012, now released by the Department of Health in December.

Summary of Key activities taken or planned to improve performance:

Halton's performance has shown fluctuation with a continued variable trend over the last few years. Halton's obesity rate 19.4% (Sept 11- August 2012) is now below the North West average of 19.7% (Sept 09- Aug 10 when last nationally reported) though remaining above the national average (19.0% Sept 09 - August 10 when last reported). Halton shows a reducing obesity whereas the national and North West averages for children in year 6 are one of increase.

The school Fit4Life Programme which tackles overweight and obesity for children aged 6 to 13 years was rolled out in June 2011 and the results are not therefore reflected in this latest National Child Measurement Programme result. The Fit4Life programme targets schools with the highest obesity rates. It offers education for teachers and children and their parents in cooking, healthy eating and the importance of exercise. It runs fun exercise classes for all children in the school. Data from the pilot programme shows a reduction in obesity amongst those schools that participated as the figures below demonstrate.

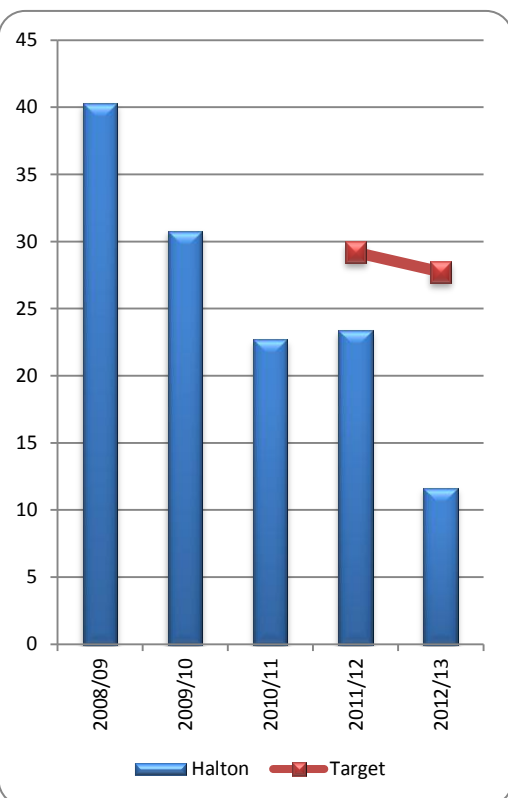
We anticipate that with further roll out school age obesity figures will fall. From April 2012 to October 2012, 621 children and young people and their carers have been asked through the Fit4Life Programme with 16

Children and Young People in Halton

programmes having been delivered in schools and community settings.

SCS / CYP 07

Reduce the rate of Children & Young People admitted to hospital for substance misuse



Please note 2012/13 data in chart is a forecast based on Quarter 3 calendar year numbers of admissions.

2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
23.4	27.3	11.66 (mid-year)	11.66 (Q3)	N/A	New measure

Data Commentary:

Please note there have been some changes to data source over the past two years. This data measures the number of hospital admissions for 0-16 year olds where substance misuse is coded as a reason for admission per 10,000 O-18 year olds. The target represents a year on year reduction of 5%.

Halton continues to reduce the number of 0-18yr olds being admitted to hospital for substance misuse and is forecasted to be below the target rate in 2012/2013. Current data available is for quarter 3 2012/13 and the full year data, will be available in June 2013.

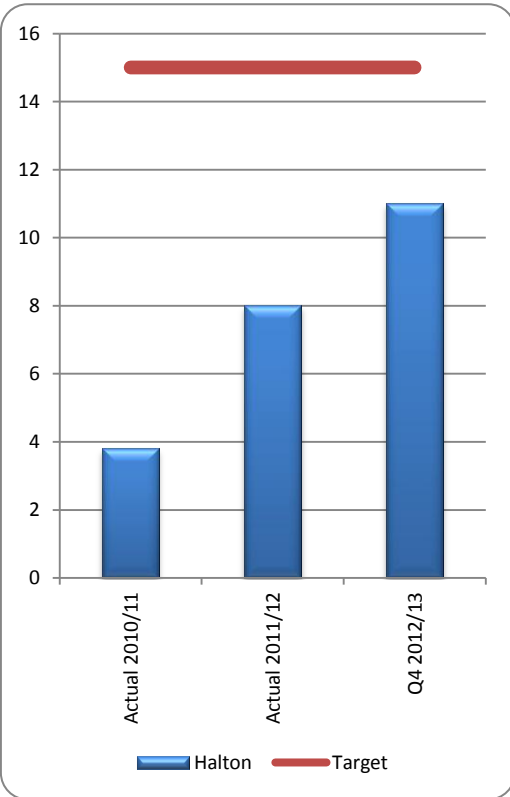
Performance Commentary:

Halton continues to reduce the number of 0-18yr olds being admitted to hospital for substance misuse and is forecasted to be below the target rate of 27.3 in 2012/2013.

Summary of Key activities taken or planned to improve performance:

- Further embed referral processes and working relationships with A & E and acute wards within surrounding hospitals.
- Ensured 100% of workers, volunteers, and young leaders directly working in drug and alcohol services are working towards Drug and Alcohol National Occupational Standards (DANOS) through service provide contract monitoring processes and the IYSS workforce development plan.
- Promoted Provision within Community Centres, Locality Teams, Children Centres, GP surgeries and further establish referrals/screening systems into universal, targeted and specialist provision.
- Used the VRMZ outreach bus in hotspot areas on Friday and Saturday nights to provide young people with information and advice reducing substance misuse.

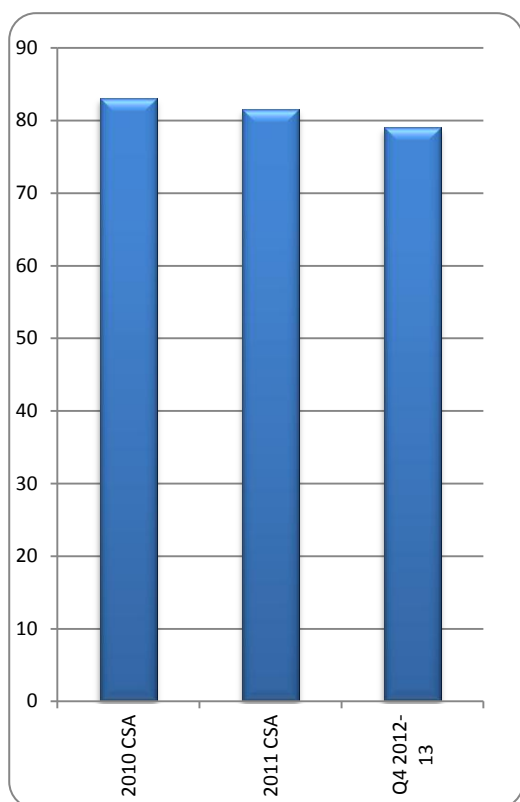
Children and Young People in Halton

SCS / CYP 8	Increase the percentage of referrals where there is evidence of early help and support.																								
 <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Bar Chart Data</caption> <thead> <tr> <th>Period</th> <th>Halton (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr> <td>Actual 2010/11</td> <td>3.8</td> <td>15.0</td> </tr> <tr> <td>Actual 2011/12</td> <td>8.0</td> <td>15.0</td> </tr> <tr> <td>Q4 2012/13</td> <td>11.0</td> <td>15.0</td> </tr> </tbody> </table>	Period	Halton (%)	Target (%)	Actual 2010/11	3.8	15.0	Actual 2011/12	8.0	15.0	Q4 2012/13	11.0	15.0	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 12.5%;">2011/12 Actual</th> <th style="width: 12.5%;">2012/13 Target</th> <th style="width: 12.5%;">2012/13 Q2</th> <th style="width: 12.5%;">2012/13 Q4</th> <th style="width: 12.5%;">Current Progress</th> <th style="width: 12.5%;">Direction of Travel</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3.8</td> <td style="text-align: center;">15</td> <td style="text-align: center;">9.1</td> <td style="text-align: center;">11</td> <td style="text-align: center;">✘</td> <td style="text-align: center;">↑</td> </tr> </tbody> </table> <p style="margin-top: 10px;">Data Commentary:</p> <p>Data is taken from the CareFirst system and matched against the Common Assessment Framework (CAF) data taken from Synergy CYP. However, as unique identifiers are not used across both systems the matching can be flawed and therefore this performance may be an under representation of the percentage.</p> <p>Please note that this data represents early help in the form of a CAF. However, other forms of early help are being carried out across the Borough through different agencies but monitoring this as part of this measure is not possible.</p> <p style="margin-top: 10px;">Performance Commentary:</p> <p>This is a cumulative figure for the year and there has been an improvement on previous year from 3.8%. Data is extracted from two separate systems therefore this can lead to under reporting. However performance is improving. This will continue to be a key priority for 2012/13.</p>	2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel	3.8	15	9.1	11	✘	↑
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3.8	15	9.1	11	✘	↑																				
Summary of Key activities taken or planned to improve performance:																									
<p>Pathways between the Integrated Working Support Team and the Children in Need teams are established and working well. In addition the work with the Police to improve and develop a joint protocol pathway (CAVA) is positively impacting on ensuring those families who require a service at Level requiring social work intervention (protect from harm) are appropriately referred. There has been a 100% increase in the number of CAF's in place and operating for level 2/3 cases from the 2010 baseline. For cases moving down the levels of need from Child in Need to level 2/3 (multi agency planning) all cases have a lead professional named and a clear plan to take forward.</p> <p>It is expected that given the number of referrals to social care in a year that it will take some time for CAF to be in place for even a quarter of the children referred.</p>																									

Children and Young People in Halton

SCS / CYP 9

Increase the percentage of educational settings with overall effectiveness of Good or Outstanding



2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
81.5%	84%	76%	79%		

Data Commentary:

Historically data was taken from the Annual Children's Services Assessment (CSA). As this assessment is no longer in place, this indicator continues to be monitored internally.

This figure has been affected by the changes in the number of schools reported against this indicator, as it no longer includes the outcomes of schools that have subsequently become academies.

Although the target has not been achieved, there has been a 3% increase against this indicator since quarter 2.

Halton compares favourably with 79% when compared to statistical neighbour's average of 57, nationally 74% and North West at 80% (as at 31/08/2012 - Ofsted data view)

Performance Commentary:

Halton continues to perform very well in this indicator compared to national (data view 31-08-12):

100% of nursery schools	(national 96%)
82% of primary's	(national 69%)
60% secondary's	(national 66%)
100% special schools	(national 81%)
0% PRUs	(national 68%)

Our aspiration is that all schools in Halton will be judged as good or outstanding, but we recognise that some schools require significant support to meet the standards required of the new Ofsted inspection framework.

The categories of 'satisfactory' and 'notice to improve' have now been replaced with a single category of 'requiring improvement'. Schools that are deemed to be inadequate will be categorised as either having 'serious weaknesses' or requiring 'special measures'.

Summary of Key activities taken or planned to improve performance:

The new Ofsted inspection framework for schools was introduced in September 2012. The changes to inspection are designed to:

- raise expectations especially for teaching and pupil achievement (particularly over time, thus reducing the previous 'snap shot' element of Ofsted inspections)
- give greater priority to early reading and literacy
- focus in more depth on the quality of teaching and pupils' behaviour and safety
- give greater priority to the impact of school leadership on improving teaching and achievement
- focus inspection more on schools that need to improve most.

A school can only be judged outstanding where teaching and learning are found to be outstanding.

All satisfactory schools are considered to be vulnerable and school improvement personnel continue to carefully monitor their progress, providing support and intervention as appropriate.

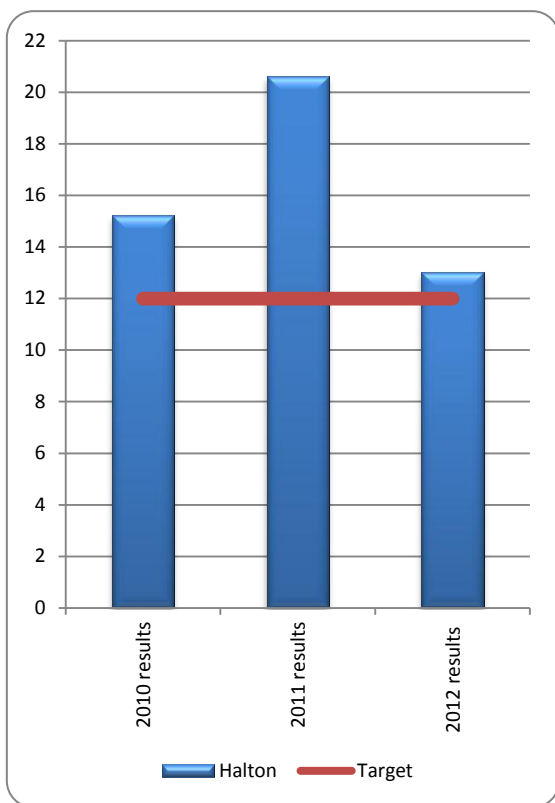
An analysis of performance data was completed for all schools by members of the School Improvement Team in the Autumn and Spring terms as validated data became available. As a result of this analysis schools are 'categorised' to identify those schools that are at risk of not achieving a good or better Ofsted outcome. Where appropriate Warning Notices have been issued to challenge underperformance. The review of categories continues throughout the year in order to reflect any changes to the school's capacity, or a recent Ofsted inspection outcome.

This information has resulted in the allocation of link improvement officers to those schools that are considered to be vulnerable or a school causing concern. In addition to the support and challenge provided by the LA, schools are expected to purchase a range of school improvement support targeted at raising quality of teaching and as appropriate, leadership and management.

Children and Young People in Halton

SCS / CYP 10

Reduce the attainment gap between free school meals pupils and the Halton average at Key Stage 2



2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
20.6	12.0	12.9 <small>unvalidated 11/12</small>	13		

Data Commentary:

Data relates to academic results received in 2012.

Performance Commentary:

In 2012 the gap between the attainment of FSM and non-FSM at level 4+ in English and maths combined was 12.9%. This is a significant reduction compared to 2011 when the gap in this indicator was 20.6%.

There is clearly much more work to be done. Our objective remains to eliminate the gap completely by raising the performance of the FSM cohort to that of their non FSM peers. However we are pleased with the progress we have made this year. This is lower than the National gap of 17%.

Summary of Key activities taken or planned to improve performance:

Narrowing the Gap for all groups of vulnerable pupils in Halton has been identified as a key priority for the Learning and Achievement service, with the ambition to build upon the successes of this year's results. Halton was involved in a sector led, peer challenge improvement programme earlier in the year, where the focus was upon the gap in attainment between FSM and non-FSM pupils at the end of key stage 2. Much was learned from our schools that have been successful in narrowing, and in some cases eliminating, the gap in attainment. We intend to work with a number of identified schools over the next 12 months as part of a Narrowing the Gap project. The Strategy for School Improvement is to be re-written with the support of head teacher colleagues and narrowing the gap will be integral to the revised Strategy.

The Review of SEN provision has been completed and will enable Children & Young people to access the curriculum within the most appropriate educational environment, to meet their Special Educational Needs, across the areas of Behaviour Social Communication and Autism, Hearing Impairment and Speech & Language.

The application of additional Support through Enhanced funding at School Action Plus is have a beneficial Impact upon outcomes for Children & Young people and demonstrated through improvements in Narrowing the Gap outcomes.

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

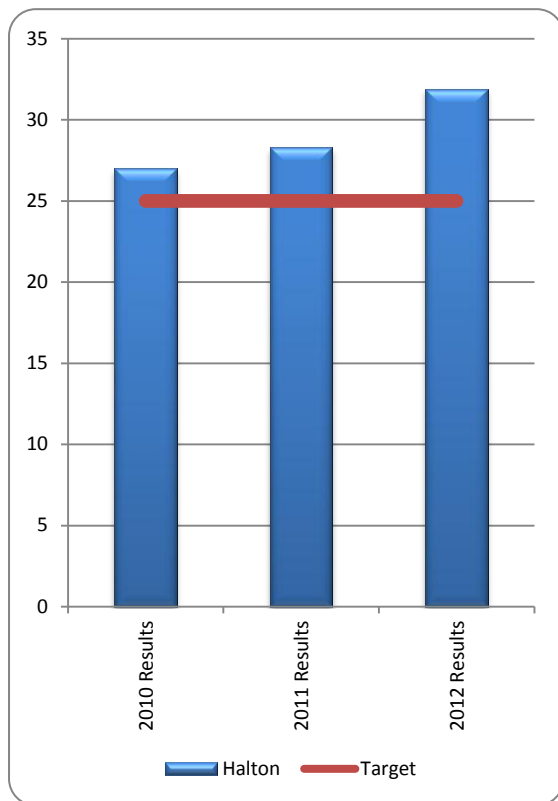
There has been an increased focus upon the way that schools are using their Pupil Premium and we will continue to work with our link schools to support the monitoring and evaluation of the impact of this funding upon outcomes for

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

Children and Young People in Halton

SCS / CYP 11

Reduce the attainment gap between free school meals pupils and the Halton average at Key Stage 4



2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
28.3	24.0	26.8 <small>unvalidated 11/12</small>	31.9		

Data Commentary:

Data relates to academic results received in 2012

Performance Commentary:

The performance of pupils eligible for FSM at 5+ A* - C including English and maths has increased by 5.1% from 34.2% in 2011 to 39.3% in 2012. As a result the gap between free school meals pupils (39.3%) and non-free school meals pupils (66.1%) has narrowed by 1.5% from a gap of 28.3% to 26.8%. This gap is now narrower than the gap nationally (27.4% in 2011)

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

Summary of Key activities taken or planned to improve performance:

See commentary in CYP 10 for the summary of key activities taken or planned to improve performance (cross phase).

In addition consultation on the proposed re-designation of Ashley Special School undertaken in October/November 2012. If approved it is expected Statutory Notice will be completed by June 2013 and provision at Ashley will extend to 19 for higher functioning children and Young People with Social Communication and Autism. This will impact upon the number currently placed in Independent Out of Borough Provision.

Two of the priorities within the Child and Family Poverty Strategy are Cultural challenge and realising aspirations and Early intervention. Raising educational outcomes for our most vulnerable children is key to this realising this ambition. For more information on the Child and Family Poverty Strategy follow the links below:

<http://www3.halton.gov.uk/healthandsocialcare/childrenandfamilycare/192380/>

[http://www3.halton.gov.uk/lgnl/pages/86821/86827/174277/HALTON CHILD FAMILY POVERTY STRATEGY 2011-13.pdf](http://www3.halton.gov.uk/lgnl/pages/86821/86827/174277/HALTON_CHILD_FAMILY_POVERTY_STRATEGY_2011-13.pdf)

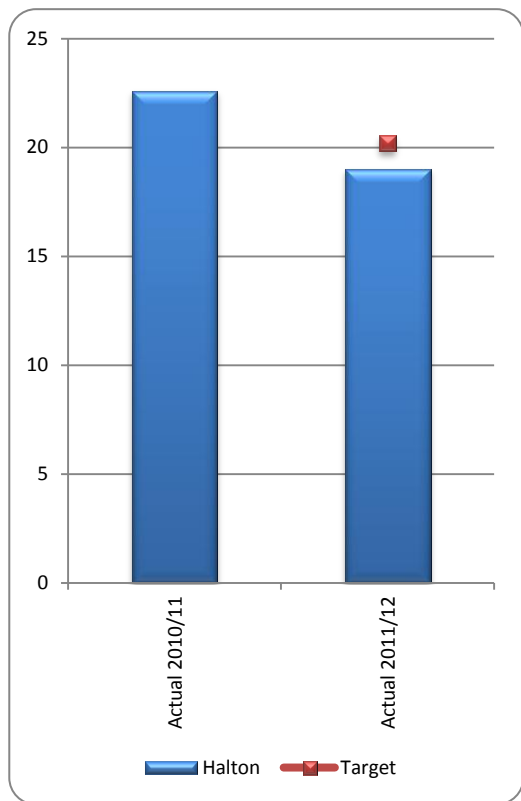
One of the priorities of the Children and Young People Plan is to Improve outcomes for our most vulnerable children and young people by targeting services effectively. For further information follow the link to the Children Trust website:

<http://www.haltonpartnership.net/childrenstrust/>

Children and Young People in Halton

SCS / CYP 12

Improve the identification of Special Educational needs at School Action and School Action Plus



2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
19.7	20.2	Refer Comment	19	N/A	N/A

Data Commentary:

Data is taken annually from the Schools Census.

Target has been set to reduce Halton’s position in line with the regional average which is anecdotally known as around 17%. Unfortunately due to a lack of published data this is known anecdotally only.

Performance Commentary:

This indicator is a proxy measure and it is measured as the rate of CYP identified as School Action and School Action Plus through the school census.

Summary of Key activities taken or planned to improve performance:

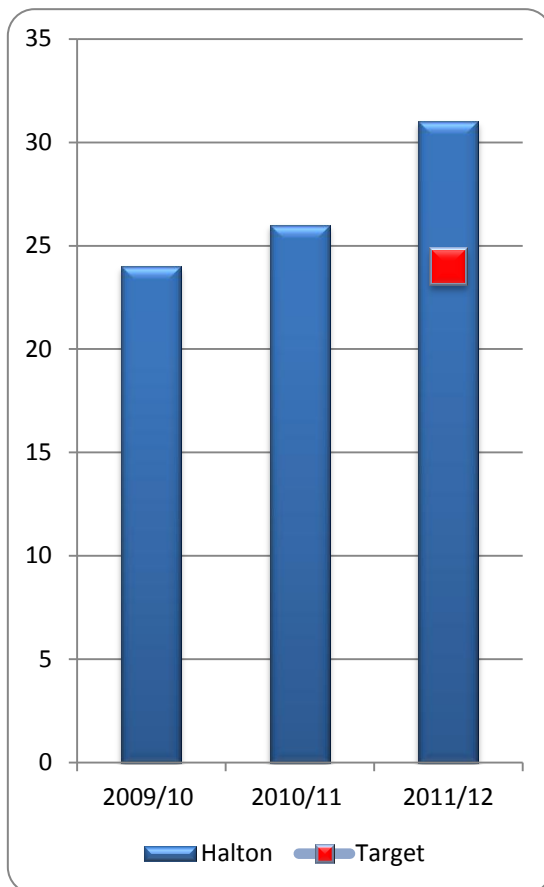
The Review of SEN provision has been completed and will enable Children & Young people to access the curriculum within the most appropriate educational environment, to meet their Special Educational Needs, across the areas of Behaviour Social Communication and Autism, Hearing Impairment and Speech & Language.

The application of additional Support through Enhanced funding at School Action Plus is have a beneficial Impact upon outcomes for Children & Young people and demonstrated through improvements in Narrowing the Gap outcomes add ks2.

Children and Young People in Halton

SCS / CYP 13

Increase the percentage of young people progressing to Higher Education



2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
N/A	24%	Refer to comment	31% (2011/12)	<input checked="" type="checkbox"/>	N/A

Data Commentary:

This data is provided by the HESA Student Returns and data provided in arrears with the latest data available for 2010/11.

Performance Commentary:

A small increase is expected for 2011/12 supported by an increase in Level 3 performance. 2011 is the last intake before university fees increase significantly which is likely to impact negatively on further increases.

Performance over the previous three years is reported as follows:

- 2007/08 23%
- 2008/09 23%
- 2009/10 24%
- 2010/11 27%

Summary of Key activities taken or planned to improve performance:

Performance for 2010/11 represents a four percentage point increase on the previous year and is equivalent to 950 Halton 18/19 year olds participating in Higher Education institutions. The proportion of young people progressing into HE has grown commensurate with the increase in Level 3 achievement in recent years.

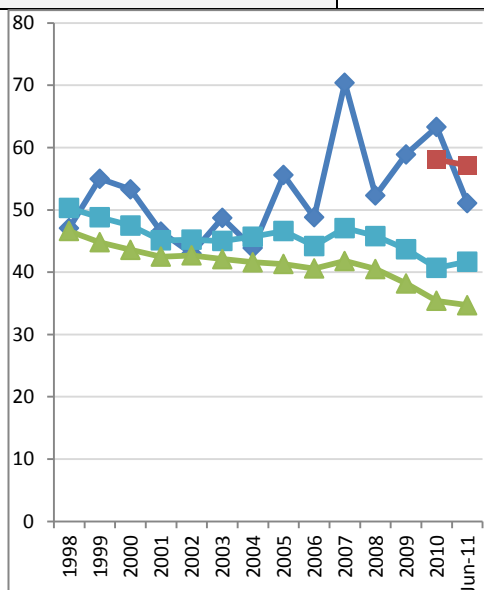
Children and Young People in Halton

SCS / CYP 14		Increase the percentage of children identified with additional needs who: <ul style="list-style-type: none"> • have a statement of Special Educational Needs (SEN) • receive enhanced provision achieving levels of progress or sub-levels of progress			
2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
New indicator	Baseline to be established 2012 academic results	N/A		Placeholder 2012/13	New measure
Data Commentary:					
<p>This measure was agreed as a placeholder indicator and targets will be set from 2012 academic results.</p> <p>Data available at this point of reporting is based on Summer term 2011 results is for School Action Plus/Enhanced provision only: 54% English, 46% Maths. No data available for SEN.</p>					
Performance Commentary:					
<p>Statements of SEN no information available.</p> <p>School Action Plus/Enhanced Provision: To examine pupil progress in more detail it is possible to track small step progress annually through review. Manual collection of evidence from the review of SEN pupils in receipt of Enhanced Provision in the spring term 2012 shows that:</p> <ul style="list-style-type: none"> • 35% of the 29 children reviewed had made 2 sub-levels of progress in English within 12 months • 35% others had made 1 sub level of progress in English within 12 months <p>Collection of evidence from the 3 termly enhanced provision reviews in both English and maths will provide information as to the progress children are making within sub levels of the National Curriculum (NC) levels. (For example, in Key Stage 2 there are 6 sub levels within the 2 main NC levels that children are expected to attain).</p> <p>The expectation is that an average child will make 1 or 2 sub-levels of progress within the year. Therefore for children with additional needs this performance is better than average progress.</p>					
Summary of Key activities taken or planned to improve performance:					
<p>A reporting tool is currently being developed which will gather information and enable electronic reporting on the small steps of progress made by children.</p>					

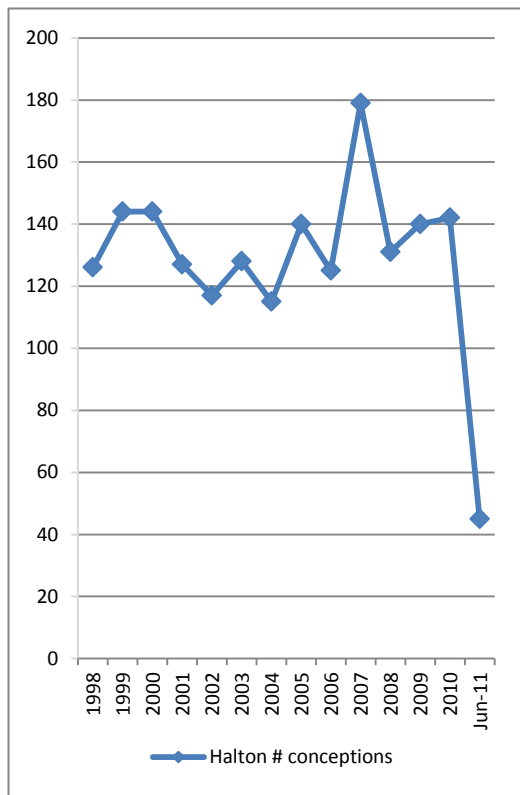
Children and Young People in Halton

SCS / CYP 15

Reduce the under 18 conception rate from the 2009 baseline



◆ Halton rate per 1000
■ Northwest average rate per 1000
▲ England average rate per 1000
■ Halton Target



◆ Halton # conceptions

2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
63.3 (rolling quarterly average) 4.4% increase	56.3 (rolling quarterly average) 3% reduction	51.1 (rolling quarterly average) 7.8% reduction	41.5 (rolling quarterly average)		

Data Commentary:

In February 2013 ONS released data which detailed performance for the whole of 2011. The number of conceptions in 2011 was 97, which is a significant reduction on the number in 2010 (142). Performance represented a reduction of 34.44%.

Performance Commentary:

Halton saw the biggest reduction in the number of conceptions (45) and the rate per 1000 43.44% in the North West and saw the 4th biggest reduction in conceptions nationally.

Halton total number of conceptions totalled 97 and this is the first time since the beginning of the National Strategy in 1998 conceptions were below 100 in Halton.

Summary of Key activities taken or planned to improve performance:

At a time when all areas are required to undertake measures to contribute to a reduction in the national deficit, it is essential that the most cost effective measures currently in place to tackling teenage pregnancy are identified and sustained. To support this, Halton will:

- Continue to work with schools to increase the number offering holistic health services delivered in schools, by youth workers.
- Prioritise initiatives that will have the widest and sustainable impact on reducing conceptions.
- Increase workforce training on Teens and Toddlers and reducing risk taking behaviour
- Through the IYSS further develop universal, targeted and specialist support and advice on positive relationships.
- Increase the number the evidence based DfE funded Teens and Toddlers programmes in identified schools throughout 2012/13.
- Improve access to contraceptive services and provision for young people, including LARCs (Long Acting Reversible Contraception), Ensure robust care pathways are in place for prevention and support in all high schools.

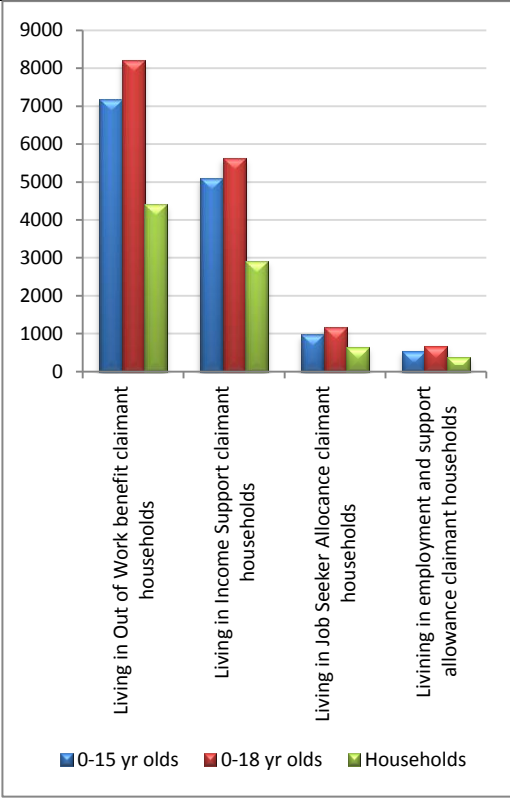
Children and Young People in Halton

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| | <ul style="list-style-type: none">• Continue to support pregnant young women to remain in education, employment and training.• Identify appropriate courses for young parents with flexible start dates.• Continue to deliver comprehensive co-ordinated packages of support for teenage parents within specialist and targeted youth provision• Further increase the numbers of young people signed up to the C-Card condom distribution scheme. |
|--|--|

Children and Young People in Halton

SCS / CYP 16	Increase the percentage of children in care achieving expected outcomes at Key Stage 2 and Key Stage 4				
2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
<p><u>KS2:</u> 2L Progress English – 100% 2L Progress Maths – 100%</p> <p><u>KS4:</u> 3L Progress English – 60% 3L Progress Maths – 80%</p>	Refer to comment	N/A	100% (KS2) 60% (KS4)	Placeholder 2012/13	New measure
Data Commentary:					
This is a placeholder indicator to be monitored for future years. Due to small cohorts and statistical variation targets are not stated. An analysis of the small cohort is conducted on an annual basis for these children to underpin the resulting performance.					
Performance Commentary:					
<p>KS2 2011/12 – 100% of children in care achieved 2 levels of progress in English and in Maths.</p> <p>KS4 2011/12 – 60% of children in care achieved 3 levels of progress in English and 68% achieved 3 levels of progress in Maths. These results are very positive as the KS4 cohort included a young person with severe learning difficulties who was unable to take GCSEs and was therefore never predicted to achieve 3 levels of progress.</p> <p><i>Due to small cohorts and statistical variation, targets are not stated. Instead, an analysis of the small cohort is conducted on an individual basis for these children to underpin resulting performance</i></p>					
Summary of Key activities taken or planned to improve performance:					
<p>The review of progress and data analysis for Children in Care (CIC) takes place on an on-going basis. Analysis of individual Personal Education Plan (PEP) targets and termly reports has shown that there are some common areas for development and personalised learning activity packs have been developed and are being implemented to provide additional support for children to enable them to achieve their targets. This analysis will also inform the holiday activity programme that the Virtual School operates.</p> <p>Access and impact of the Pupil Premium is also being monitored through PEP analysis. Guidance for use of the Pupil Premium has been provided to all social workers and Designated Teachers and multi-agency training has also been delivered by the Virtual School Head.</p>					

Children and Young People in Halton

SCS / CYP 17	Reduce child and family poverty					
 <p style="text-align: center; margin-top: 10px;">Halton, 2010 Data source: DWP</p>	2011/12 Actual	2012/13 Target	2012/13 Q2	2012/13 Q4	Current Progress	Direction of Travel
	N/A	TBC	N/A	N/A	Placeholder 2012/13	New measure
Data Commentary:						
<p>A full performance management framework underpins the Child and Family Poverty Strategy however the information shown indicates the number of children/households living in poverty.</p> <p>This information is published with 2010 being the latest available information for the Department of Work and Pensions.</p>						
Performance Commentary:						
<p>Until later performance information is published, no comparative analysis of the progress made in Halton can be undertaken. Additional performance measures are reported to the Child and Family Poverty strategy steering group and further analysis undertaken on progress.</p>						
Summary of Key activities taken or planned to improve performance:						
<p>The Child and Family Poverty Strategy Steering Group have an action plan in place and is monitored through the Child and Family Poverty Steering group. A number of key actions undertaken to date includes mapping activity across partners which positively contributes to this agenda and supporting Halton Credit Union in Widnes to secure premises at peppercorn rate. This measure also links to the Child Poverty Strategy where a range of measures are monitored.</p>						