

Priority Based Performance Overview Report

Priority: Children and Young People

Reporting Period: Quarter 4, Period 1 January 2014 – 31 March 2014

1.0 Introduction

This report provides an overview of issues and progress within the Directorate that have occurred within Quarter 4. The way in which traffic light symbols have been used to reflect progress to date is explained within the Appendix (section 8).

Please note initials have been provided to indicate which Operational Director is responsible for the commentary to aid Members, as requested by the Children and Young People Policy and Performance Board. A key is provided at the end of the report in Appendix (section 8).

2.0 Key Developments

2.1 Participation and Involvement (AMc)

Halton Family Voice: Currently working together with the kite markers from Halton Speak out and the young inspectors from The Canal Boat Project to establish a parenting element and coordinate the inspection of leisure, services and provision.

A joint parents newsletter has been released combining Parent partnership, Impart and Halton Family voice updates, coming together shows how the group fit and work together and will hopefully mean the newsletter will get to a wider audience. The newsletter can be found at:

<http://www.haltonchildrenstrust.co.uk/wp-content/uploads/2013/12/10416-WORKING-TOGETHER-NEWSLETTERweb.pdf>

Less parents engaging in Widnes than in Runcorn, recruitment campaign to engage more parents will happen from now and over the summer, for example; there will be a Halton Family Voice market stall in Widnes market on 16th May.

CYP VSF (Children and Young People's Voluntary sector forum): Since August 2013 the numbers of voluntary sector organisations engaged in the forum have doubled, around 20 organisations are actively engaged in the forum and Halton Children's Trust meetings and sub groups.

More training and events have been made available and some organised specifically for the CYP VSF including; Safer online training, safer network standards training, representative training, bid writing and social care networking event.

The first steering group for Halton's voluntary sector consortium will commence in April and will meet each month. The aim for the local voluntary sector organisations to formally work together creating good quality offer of services for Halton's Children and Young people. There may be issues around initial funding to get the consortium up and running.

INVOLVE Participation group: Currently the group are writing the Children and Young People's participation Strategy, which is hoped, will be completed by end of May 2014 and will come to boards for approval. Involve have also been supporting the development of the Children and Young People's Plan. The involve group have identified that more time needs to be given when involving children, young people and families in decision making in order to do it properly. The group will be advising on this over the coming months

2.2 School Admissions (AMc)

Initial allocations for the September 2014 school intake have been undertaken. For admission to Primary Schools the Local Authority allocated 92% of first preferences with 99% receiving an offer for one of their three preferences, whilst for admission to Secondary Schools the Local Authority allocated 92% of first preferences with 98% receiving an offer for one of their three preferences.

2.3 Safeguarding Unit - Cheshire West & Chester Merged Management (TC)

Halton's Safeguarding Unit (SGU) has merged management oversight with Cheshire West and Chester this has resulted in the SGU now having additional management and a fulltime Child Protection Conference chair which is of benefit to Halton SGU. SGU has agreement to recruit an additional Conference chair in order to manage the increasing numbers of Children Subject to a Child Protection Plan.

2.4 Increase in Children subject of a Child Protection Plan and Children in Care

There is a continued increase in the number of children subject to Child Protection (CP) plans and Children in Care. The numbers of those with a CP plan brings Halton in line with its statistical neighbours, whilst the number of Children in Care is still below our statistical neighbours. The families involved are also increasing in size.

2.5 Virtual School Head teacher for Vulnerable Pupils (SN)

By the summer the majority of councils will have virtual schools heads in post - helping improve educational outcomes for children in care. Halton already has a virtual head teacher (Sharon Williams) and from April 2014 she will be undertaking the role across both Halton and Cheshire West and Chester.

2.6 Efficiency Review of Learning and Achievement (SN)

The Learning and Achievement department is part way through an efficiency programme review. Until the review is completed and recommendations shared we are unable to recruit to a number of vacant key posts. Whilst statutory duties are being fulfilled within the required timescales, vacancy management continues to be an issue.

2.7 Former Fairfield High School (WR & AMc)

The Section 77 application was submitted 25th March 2014 and further information has been requested by the Department for Education (DfE). This is a complex process and there is no guarantee that the DfE will approve the proposed scheme. Nevertheless, the project team is working hard to bring forward the site within the required timeframe. Arcus are completing the road design, site investigations and aqueduct survey. Site investigations are anticipated to start w/c 7th April 2014.

3.0 Emerging Issues

3.1 Teenage Conceptions (AMc)

The Council's Public Health Department is currently in the process of commissioning a fully integrated sexual health service which will offer a comprehensive service wherever possible. There is a clear need to ensure young people's clinics remain a standalone provision as requested by young people, if we are to maintain the recent progress made in reducing teenage conceptions.

3.2 Sustainable School Travel Policy (AMc)

The Council has a duty to provide home to school assisted travel arrangements for children of statutory school age, and the Policy, Provision and Performance Division is currently preparing Halton's Sustainable School Travel Policy. The Policy will progress through to the Council's Executive Board for approval and will come into force from September 2014.

3.3 Revised social work service structure (TC)

A consultation will begin with staff on a revised social work service structure, with proposed implementation in June 2014.

4.0 Risk Control Measures

Risk control forms an integral part of the Council's Business Planning and performance monitoring arrangements. During the development of the 2013/14 Business Plan, the service was required to undertake a risk assessment of all key service objectives with high risks included in the Directorate Risk Register.

As a result, monitoring of all relevant 'high' risks was undertaken during Q4 reporting with no issues to report.

5.0 Progress against high priority equality actions

The Council must have evidence that it reviews its services and policies to show that they comply with the Public Sector Equality Duty (PSED) which came into force in April 2011. The PSED also requires us to publish this information as it is available.

As a result of undertaking a Departmental Equality Impact Assessments no high priority actions were identified for the Directorate for Quarter 4 2013/14.

6.0 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 each Directorate.

Integrated Commissioning

Key Milestones

Ref	Milestones	Q4 Progress
COPS1	Complete the Childcare Sufficiency Assessment (CSA) and implement the action plan to ensure sufficient provision in all areas and age groups	
COPS1	Ensure that priorities in capital spend are in line with the Government guidance and agreed by all representative bodies	N/A
COPS2	Evaluate and monitor the sustainability of current school provision following the transfer of maintained schools to academies and the introduction of Free Schools, working in partnership with all schools to ensure diversity for parents by March 2014	

Supporting Commentary

COPS1: The 2014 CSA review will be carried out between April –June 2014 to identify the position in relation to the Early Years and Childcare market at the end of quarter 4 2013 -14. The review will include an updated Action Plan. Key actions are to continue to identify 2 year old free entitlement places for 2013/14 and 2014/15 and to work with 3 and 4 year old free entitlement providers in the Upton Children's Centre reach area to increase provision. Officers continue to work with key stakeholders and partners on those actions to ensure sufficient provision in all areas and across all age groups (AMc)

COPS2: There is an increasing post-16 provider base within Halton. Two Schools, The Heath School in Runcorn and Ashley Special School in Widnes, will deliver post-16 provision from September 2014. In addition, Sandymoor Free School will soon have post-16 provision and Hope Corner Academy has had an application to temporarily increase the schools registered age range approved. From September 2014, the Local Authority will receive both the volume of learners on roll at these institutions and also details of the curriculum offer. The High Needs funding process for 2014/15 has begun. Halton has submitted evidence to the DfE requesting to support an increase in learner numbers. (AMc)

COPS1: Government guidance in relation to capital spend was not published. Capital spend is in line with local requirements. (AMc)

Key Performance Indicators

Ref	Measure	12/13 Actual	13/14 Target	Q4	Current Progress	Direction of Travel
SCS CYP15 (NI112 adjusted)	Under 18 conception rate, percentage change from 2009 baseline (58.9 rolling quarterly rate)	41.5 Rolling quarterly average rate	56.3 Rolling quarterly average rate	40.2 Rolling quarterly average rate		
SCS CYP07	Rate of CYP admitted to hospital for substance misuse from 2010/11 (22.7 rate per 10,000 baseline)	6.7	N/A	N/A	N/A	N/A
SCS SH04	Reduce the number of Young People who repeatedly run away in Halton	623	N/A	Total 163 missing incidents for 141 children, of which, 58 are children in care	N/A	N/A
SCS CYP09	Percentage of maintained educational settings with overall effectiveness of Good or Outstanding	74%	84.5%	76%		

SCS CYP15: The latest ONS Data we have is for a full year 2012. 2011 - 2012 reduction in Number of Conceptions = 5.15% (5 less) reduction in Rate = 3.13%. This is an overall figure 92 conceptions, compared to 97 in 2011. (AMc)

SCS CYP07: Admissions for alcohol and illegal substances continue to reduce. The substance responsible for the majority of admissions is the prescription pain killer codeine. These figures are so small it would make the children identifiable so cannot be reported here. (AMc)

SCS SH04: Cheshire Constabulary has seen a small increase this quarter in the number of recorded episodes; however the annual number of episodes recorded has reduced from 623 to 550. (AMc)

SCS CYP09: Ambitious targets, higher than national outcomes, were set for this indicator reflecting the Council's ambition. 76% (50/66) of all Halton schools graded as good or better (compared to 79% in Q4 2013). This is the equivalent of 2 schools adrift of the national percentage of good or better schools. It should be noted that the change in the landscape of schools in Halton in terms of Academies etc. has impacted on this measure as targets were set against a larger cohort of educational settings. Targets for the next year will take into consideration this changing landscape whilst remaining ambitious for the schools in the Borough. (SN)

Child's Journey through the Continuum of Need

Key Milestones

Ref	Milestones	Q4 Progress
CFS2a	Further develop opportunities to integrate and co-locate teams by partner agencies by March 2014	
CFS2b	Embed integrated services further within Department, Directorate and Halton Children's Trust by March 2014	
CFS2c	Statement on new Level of Needs framework and family assessment programme to be implemented after the launch April 2012	
CFS3a	Implement the new social work assessment and planning model in line with deadline required	
CFS3b	Effectively implement the new Framework for the Assessment of Children in Need and the changes to Working Together to Safeguard Children	
CFS1	Evaluate the impact of the management trainee programme for aspiring managers, with the aim of increasing candidates by September 2012	N/A

Supporting Commentary

CFS2a: This work is now underway via a task and finish group. Four potential sites have been identified. The timescale is now Sept 2014 because of the size and complexity of the project (TC)

CFS2b: As part of the above, work is underway on the management and governance arrangements of the new service. As part of this approach, the Inspiring Families programme will be embedded in the new service (TC)

CFS2c: Guidance on Halton's new levels of need has been published and sent to partners across the Trust. Individual presentations have been made to key stakeholders, for example, GPs. (TC)

CFS3a: The Single Assessment This has been implemented on time on 2 September 2012. (TC)

CFS3b: As above the single assessment is now embedded in practice, the performance in relation to single assessments is monitored by principle managers on a weekly basis. (TC)

CFS1: This will form part of the new service model. (TC)

Key Performance Indicators

Ref	Measure	12/13 Actual	13/14 Target	Q4	Current Progress	Direction of Travel
CFS LI02	Percentage of Single Assessments authorised within 45 working days	N/A	N/A	82% (prov)	N/A	N/A
CFS LI03	Number of multi-agency interventions (e.g. CAF) which are in place and operating	318	250	249 (prov)		N/A
SCS CYP8	Percentage of referral to social care where there is evidence of multi-agency planning in the previous 12 months	11%	N/A	14% (prov)		

Please note that given the end of year statutory return period, all performance here is provisional and awaiting quality assurance.

CFS LI02: 674 Assessments were authorised within timescale of 818 assessments since September 2013 when SAP was implemented. (TC)

CFS LI03: This is an area of focused activity by the Children's Trust as while on target the analysis of outcomes through the year demonstrates that there needs to be a higher level of CAFS completed to reduce referrals to children's social care particularly for older children. (TC)

SCS CYP08: This indicator shows only slight growth and links to the activity above around The Children's Trust. (TC)

Improving opportunities for our most vulnerable young people

Key Milestones

Ref	Milestones	Q4 Progress
CFS4	Continue to implement the appropriate action plan from the multi-agency Children in Care strategy (2011-14) by March 2014	
LAS1	Review the performance of all schools and Early Years settings with a specific focus on those currently graded as satisfactory/requiring improvement by October 2013	
LAS1	Evaluate the outcomes of school inspection through the School Development Panel, and summarised within the Ofsted summary reports, to ensure that learning resulting from the inspection process is effectively shared with schools on an on-going basis.	
LAS2	Conduct analysis of school performance data and ensure appropriate deployment of School Improvement support for identified schools and settings, including school to school support as appropriate	
LAS3	Through data analysis RAG rate schools with end of Key Stage attainment gaps between Free School Meals pupils and their peers and identify areas of need and support required by December 2013	
LAS3	Analyse, evaluate and report on attainment and achievement outcomes for pupils identified as part of the Virtual School for Vulnerable Groups, including Children in Care, by December 2013	
LAS3	Analyse the levels of absence, including persistent absence, across all phases on a termly basis	
COPS1	Review and improve the quality of childcare provision, in particular child minders through targeted training and support by August 2014	

Supporting Commentary

CFS4: Actions continue to be implemented and reviewed at the Children in Care Partnership Board. (TC)

LAS1a: The performance of all schools is monitored as new data becomes available. Following the publication of 2013 test and assessment outcomes a detailed analysis of school performance has been undertaken. Ofsted outcomes are included as part of the data set, as well as feedback from the Early Years Consultant Teachers and school improvement officers. In providing levels of support the categorisation of private and voluntary settings is undertaken by the Early Years Consultant Teachers (EYCTs). This is an on-going process with categories subject to change depending upon the context of the setting at the time that the Red, Amber, Green (RAG) rating is undertaken. This categorisation of settings informs the level of support provided. Currently 71.88% of Early Years settings that have been inspected are good or better.

Over the last twelve months, the EYCT's have focussed upon child development and have linked the stages of child development to observations. Further training around observation, planning and assessment cycle has up skilled practitioners in planning next steps to meet individual children's needs. Extensive work has introduced the concept of tracking the attainment and progress of cohorts and individual groups. Managers and senior leaders are using this information to plan early interventions as needed. Ofsted have recently been focusing on this tracking and cohort analysis and settings who haven't been as proactive to introduce this tracking have unfortunately found themselves receiving an inadequate judgement from Ofsted. This knowledge is being shared and further support work is being carried out with settings to emphasise the importance of early help at the earliest opportunity to improve outcomes for very young children (SN)

LAS1b: The Operational Director for Learning and Achievement attends the regular meetings of the School Development Panel, providing an opportunity to carefully monitor schools' experience of the inspection process, areas for celebration and areas for development. The invitation is issued to Head teachers and Chairs of recently inspected schools, including academies and free schools. (SN)

LAS2a: Following the publication of the validated 2013 test and assessment outcomes a detailed analysis of school performance has been undertaken. This includes analyses of validated RAISE online data. This has enabled officers to benchmark performance of schools' end of key stage attainment and progress against national outcomes. (SN)

LAS3a: School improvement colleagues, through discussion with their link schools, include a focus upon vulnerable groups. All schools are advised to pay close attention to any gaps in performance of different groups, including FSM / non FSM. A number of schools are currently engaged in an action research project group focused upon closing the attainment gap. (SN)

LAS3b: Analysis for the cohort of young people that fall within the remit of the Virtual School for Vulnerable Groups has been undertaken. (SN)

LAS3c: Absence analysis is completed for all school on a monthly basis. National comparison is completed on a termly basis when data is available. Absence is also benchmarked against Halton statistical neighbours. (SN)

COPS1: Level 2 Safeguarding Training has been delivered to all Childminders. Satisfactory Childminders have been targeted with support visits and additional training. A programme of Safeguarding and Welfare Audits has been targeted at after school clubs who had a satisfactory grade and is now being rolled out to all settings. (AMc)

Key Performance Indicators

Ref	Measure	12/13 Actual	13/14 Target	Q4	Current Progress	Direction of Travel
SCS CYP16	Percentage of Children in Care achieving expected outcomes at KS2 and KS4	100% KS2 60% KS4	N/A		See below	
SCS CYP03	Proportion achieving 5+GCSE A*-C including English and Maths	59%	56%	62% (12/13)		
SCS CYP10	Achievement gap at Key Stage 2 English and Maths FSM and peers	13%	12%	13% (12/13)		
SCS CYP11	Achievement gap at Key Stage 4 FSM and peers	31.9%	24%	26.8% (12/13)		
SCS CYP01	Early Years Foundation Stage	54.1%	N/A			
SCS CYP14	The percentage of children with Statements of Special Educational Needs or receiving enhanced provision achieving levels or sub-levels of progress	86.2% English 79.6% Maths	N/A		See below	
SCS CYP02	Proportion achieving level 4 Key Stage 2 Reading, Writing and Maths	N/A	N/A	N/A	N/A	N/A

SCS CYP 16: Due to changes in the way the subject indicators have been calculated it is not possible to compare to previous years. Looking at the performance between Halton children and the overall population the gap has closed for those children achieving level 4 in Reading, Writing and Maths at Key Stage 2. There was however a widening of the gap for those at KS4, however there were only 3 young people in the cohort. (SN)

SCS CYP 03: The percentage of students gaining five or more A* to C grades including English and maths has reached a record high, increasing to 62% compared to 60% nationally. The target has been exceeded. (SN)

SCS CYP10: Following a significant improvement on last year, the ambitious target was very nearly achieved. Halton's attainment gap is narrower than the national (17%). 70% of Halton's FSM pupils attained a level 4+ across reading, writing and maths compared to 64% nationally. (SN)

SCS CYP11: The gap has narrowed and there has been good progress towards the target. Attainment of Halton's FSM pupils was 6% higher than national FSM attainment. (SN)

SCS CYP01: A revised Early Years Foundation Stage Curriculum (EYFS) and assessment process became statutory September 2012. This is now based on three prime areas of learning which are Communication and Language (C&L), Physical Development (PD), Personal, Social and Emotional (PSE) Development and four specific areas of Learning which are Literacy, Mathematics (L&M), Understanding of the World and Expressive, Arts and Design. Attainment of EYFS at the end of reception is now based on whether children reach expected levels of attainment in each of the 17 Early Learning Goals; whether they are emerging in these areas or whether they are exceeding expectations. Two new national indicators have been introduced;

- Good level of development which requires children to reach the expected level in PSE, C&L, PD and L&M. Halton has performed at 37%. The national data suggests the average is 52%
- Average total points for cohort based on Emerging 1 point, Expected 2 points and Exceeding 3 points for each of the 17 Early Learning Goals. Halton's average point score is 30. The national average is suggested to be 32 points. (SN)

SCS CYP14: Validated figures will be available July/August 2014 (SN)

SCS CYP02: Indicator has changed in 2013 to the proportion of pupils achieving level 4+ in reading, writing and maths. Halton's attainment against this measure was 78% compared to national 75%. (SN)

7.0 Financial Summaries

These are expected end of June 2014.

8.0 Appendix – Explanation for use of symbols

Symbols are used in the following manner:

<u>Progress</u>		<u>Objective</u>	<u>Performance Indicator</u>
Green		Indicates that the <u>objective is on course to be achieved</u> within the appropriate timeframe.	<i>Indicates that the annual target <u>is on course to be achieved</u>.</i>
Amber		Indicates that it is <u>uncertain or too early to say at this stage</u> , whether the milestone/objective will be achieved within the appropriate timeframe.	<i>Indicates that it is <u>uncertain or too early to say at this stage</u> whether the annual target is on course to be achieved.</i>
Red		Indicates that it is <u>highly likely or certain</u> that the objective will not be achieved within the appropriate timeframe.	<i>Indicates that the target <u>will not be achieved</u> unless there is an <u>intervention or remedial action</u> taken.</i>

Direction of Travel Indicator

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

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

Key for Operational Director lead:

WR – Wesley Rourke, Operational Director, Economy Enterprise and Property Service (EEP)

AMc – Ann McIntyre, Operational Director, Children’s Organisation and Provision Service (COPS)

SN – Steve Nyakatawa, Operational Director, Learning and Achievement Service (LAS)

TC – Tracey Coffey Operational Director, Children and Families Service (CFS)