

Directorate Performance Overview Report

Directorate: People Directorate (Children and Young people)

Reporting Period: Quarter 4 – Period 1st January – 31st March 2017

1.0 Introduction

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

2.0 Key Developments

- 2.1 **Governors handbook and competency framework (AMc)**
On 12 January 2017, the Department for Education (DfE) released the latest edition of the governance handbook. This handbook is an essential resource governors and trustees as it outlines the roles and responsibilities for those governing, including legal duties.
- The *Competency framework for governance* sets out the skills, knowledge and behaviours that school and academy governing bodies need to be effective.
- The *Clerking competency framework* has also been published in April 2017 to identify the knowledge, skills and behaviours required to provide professional clerking to governing boards of schools, academies and multi-academy trusts.
- The *Statutory policies for schools* page outlines the policies and other documents school governing bodies are legally required to have:
www.gov.uk/government/publications/governance-handbook
- 2.2 **Halton Youth Provision Care Quality Commission (CQC) Inspection (AMc)**
On 6 March 2017, the CQC published the inspection of Halton's Youth Provision, Young Addaction. As part of their comprehensive inspection programme to make sure the health and care services in England meet the Health and Social Care Act 2008 (regulated activities) regulations 2014. The report identifies various outstanding and good practice, with no recommendations for improvement. Please use the link below to access the inspection report:
www.cqc.org.uk/location/1-2039030655
- 2.3 **Reduction in the proportion of 16 & 17 year olds not in Education, Employment or Training (NEET) (AMc)**
Annual reported NEET figures published by the Department for Education (DfE) identify 5.1% of the Halton 16-17 year old cohort are not in education, employment or training or their activity is not known. This compares to 5.8% at the same reporting period last year.

The annual figure is taken as the 3 month average of performance from November 2016 to January 2017.

The proportion of the 16-17 cohort with activity recorded as 'not known' is particularly low at 0.9% compared to 2.2% in the previous year. The term 'not known' is used to describe young people whose activity is not known to the local authority. This can be because it has not been possible to contact the young person at their home address or because they have moved out of borough and their new location is unknown. The very low not known figure is a very positive position, as when known what a young person is doing, appropriate support and guidance can be offered.

Schools have a vital part to play in supporting young people in their transition at 16 and 17 years of age, and in working with the 14-19 Team to identify any young people at risk of not progressing from Year 11 to education or training post 16.

2.4 Children and Social Work Act 2017 (TC)

The Child and Social Work Bill received Royal Assent. The controversial innovation clauses, exempting local authorities from various statutory duties, were re-inserted in the Bill following defeat in the House of Lords, but have now been withdrawn by the government. The clauses increasing duties to care leavers from the current age of 21 to 25, the abolition of local safeguarding children boards and a range of duties in relation to children in care remain. Some of these duties will have a cost impact for the local authority.

2.5 Regional Adoption Agency (TC)

A Head of Service for the new regional adoption agency, Adopt Together, has now been appointed and formal staff consultation on the structure and model of service delivery has been completed.

2.6 Joint Targeted Area Inspection (TC)

The next Joint Targeted Area Inspection (JTAI) (Ofsted, Care Quality Commission, HMI's Police and Probation) will focus on neglect and particularly children aged between 7 and 15 years old. The inspection will examine the effectiveness of iCART and the whole system in identifying and responding to neglect in this age group. Schools will also be contacted as part of the inspection. Six local authorities will be selected between May and December 2017. Please use the link below to access the guidance:

www.gov.uk/government/publications/joint-inspections-of-the-response-to-children-experiencing-neglect-may-to-december-2017

3.0 Emerging Issues

3.1 Horizon scanning/National drivers

Primary Assessment consultation (AMc)

On 30 March 2017, the Government published its consultation to set out a long-term, stable and sustainable approach to primary assessment. Justine Greening, the Secretary of State for Education, stated her desire to have a system that measures the progress that children make throughout their time at primary school fairly and accurately, a system that recognises teachers' professionalism in assessing their pupils, and a systems which does not impose a disproportionate burden on teachers.

The consultation document refers to the proposal to end KS1 assessments – both teach assessment frameworks and national curriculum tests – in reading, writing, mathematics and science for all-through primary schools, once a new baseline in reception has become fully established. The DfE wants views as to how to ensure that the most appropriate baseline for a primary progress measure is in place and at which point that baseline assessment should be taken, i.e. should the baseline be moved from the end of KS1 to some time in reception so that progress would be measured from Reception to end of KS2 (Year 6).

There are actually two consultation documents – one relates to various primary statutory assessment issues, including the ones stated above, and the other relates to the recommendations in the Rochford Review of primary statutory assessment arrangements for pupils working below the standard of national curriculum tests.

The consultation period lasts for 12 weeks, ending on 22 June 2017, and the minister has stated a desire to hear from as many headteachers and teachers as possible to gather their views. All those with an interest in early years, primary education and the way that pupils are assessed in school are encouraged to engage with the consultation exercises and to share their opinions and insights; governors are named as one of those interested groups.

Links are below:

https://consult.education.gov.uk/assessment-policy-and-development/primary-assessment/supporting_documents/Primary%20assessment%20in%20England.pdf

https://consult.education.gov.uk/assessment-policy-and-development/rochford-review/supporting_documents/Primary%20school%20pupil%20assessment%20%20Rochford%20Review%20recommendations.pdf

New GCSE Grading System (AMc)

In a recent letter to the education select committee, the Secretary of State for Education has clarified her thinking on what constitutes a good pass in the new GCSE's. The new terminology now describes a grade 4 as a *standard pass* and a grade 5 as a *good pass*. The Secretary of State makes it clear that for Further Education, Good Education and employers, a *standard pass* of a 4 should be considered sufficient for further study and work, in the way that a grade C is now (this also applies to the need for post 16 maths and English resits). In school performance tables, the Secretary of State says in her letter that the Government will report on both a *standard pass* and a *strong pass* rather than the previous plans of just reporting on a *good pass* (5). However the picture is further complicated by the fact that the DfE has confirmed that for the percentage of children achieving the EBacc students will have to achieve a *strong pass* and this will also be the case with basics.

Therefore Secondary performance tables 2017 will include:

- Progress 8
- Attainment 8
- EBacc entry
- EBacc achievement (strong pass in maths and English and C+ in the other subjects)
- Maths and English (at a strong pass)
- Destination measures

The government also intends to publish information in the performance tables this year showing how many pupils achieve at least a *standard pass* (4 and above). Whereas for the

school, achieving the EBacc is based on 5 or above, for the individual student it is based on 4 or above.

Information can be found at the following link:

www.gov.uk/government/news/setting-standards-for-new-gcses

Penalty Notice (AMc)

On 6 April 2017, the Supreme Court gave judgement on the case concerning the prosecution of Mr Platt following non-payment of a penalty notice. The appeal had been brought on behalf of the Isle of Wight Council supported by the Government.

The decision makes clear that parents in England can be issued with penalty notices in respect of unauthorised absences, including absences due to holidays, and further they can be prosecuted if they fail to pay the notice.

The Court have, for the first time, given a very clear definition of what is deemed to be regular for the purposes of the offence contained within s444 Education Act 1996. The Court concluded that regular amounts to the level of attendance in accordance with the rules as set by the school/Local Authority. Therefore, if a child misses school without permission of the headteacher, the parent would be guilty of the offence, unless one of the statutory defences was available, e.g. sickness.

Accordingly, where a parent does not seek permission (or seeks permission but is refused) and they take the child out of school, then they are not abiding by the rules of the school and they could be subject to prosecution if they failed to pay any penalty notice issued. The Court concluded that the penalty notice process is an opportunity to recognise where a parent should not have removed their child, but to spare them criminal conviction.

Halton Borough Council's current Penalty Notice Protocol will remain, and requires no alteration.

3.2 Halton Specific

Children's Social Care (TC)

Demand for children's social care is now showing a steady and consistent pattern of reduction. This is following the work on early intervention and the development of iCART. Number of children with a child protection plan have consistently reduced and have now stabilised. However, numbers of children in care have continued to increase. This is a complex picture as we have older children who entered care three years ago now beginning to leave care, and the age profile of children entering care reducing as entrants are coming into care at a younger age. The average length of time children remain in care is 2.6 years with younger children often having a shorter period of care.

The number of children with a plan for adoption has increased, as has the number who leave care to live with family members via Special Guardianship orders. However, we have an increase in the children placed at home under care orders (as have other local authorities). The introduction of a 26 week timescale for completion of care proceedings has meant that courts and children guardians have become more risk averse, and require the assurance of a care order if the child remains in the care of a parent. A renewed focus is now on those cases, and returning to court to discharge the care order in a more timely manner.

Model for Enhanced Provision for pupils in mainstream schools and academies (AMc)
 Enhanced provision was introduced in Halton a number of years ago with the intention of providing funding to pupils on a short term basis as early as possible once a specific need had been identified and without the requirement for schools to go through the statementing process.

4.0 Risk Control Measures

4.1 Risk control forms an integral part of the Council's business planning and performance monitoring arrangements. As such, directorate risk registers were updated in tandem with the development of the 2016-17 business plan.

5.0 Progress against high priority equality actions









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





The council's latest annual progress report in relation to achievement of its equality objectives is published on the Council's website <http://www4.halton.gov.uk/Pages/councildemocracy/Equality-and-Diversity.aspx>

6.0 Performance Overview

6.1 The following information provides a synopsis of progress for both milestones and performance measures across the key business areas that have been identified by the local authority contributing the priority of Children and Young People.

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

| Ref | Measure | 15/16 Actual | 16/17 Target | Current | Direction of Travel | Quarterly Progress |
|----------|---|--------------|--------------|------------------------|---|---|
| PED01 01 | Monitor the average length of time between a child returning home and their return interview (Commissioned Service) | 72 hrs | 72 hrs | 48 hours |  |  |
| PED01 02 | Reduce the number of young people who repeatedly run away in Halton (Commissioned Service) | 127 | 115 | 38 (Q4) 156 YTD |  |  |
| PED01 03 | Monitor the number of young people who go missing in the year (Commissioned Service) | 223 | N/A | 98 (Q4) 395 (YTD) | | |
| PED01 04 | Monitor the number of young people flagged as at risk of child sexual exploitation (snapshot at the end of the quarter) | 17 | N/A | 24 | | |
| PED01 05 | Reduce the Secondary School persistent absence rate | 5.1% | 5% | Available end May 2017 | | |
| PED01 06 | Reduce the number of children subject to fixed term exclusions | 303 | 270 | 244 |  |  |
| PED01 07 | Reduce the rate of permanent exclusions | 0.04% | 0.035% | 0.046% |  |  |







| | | | | | | |
|----------|---|-----|-----|-----|---|---|
| PED01 08 | Increase the number of children involved in early intervention (e.g. CAF) (All those who have had a CAF involvement recorded during the year) | 593 | 650 | 560 |  |  |
| PED01 09 | Monitor the rate of referrals to childrens social care per 10,000 0-18 yr olds | 336 | N/A | 368 | | |
| PED01 10 | Reduce the number of children and young people who enter the care system | 81 | 75 | 97 |  |  |

Supporting commentary:

PED01 01: During this quarter return interviews are being completed within 48 hours.

PED01 02 & 03: Within this quarter, in Halton, Catch22 has seen another increase in the number of notifications received from Police and social care by 30%. The number of children with missing incidents are similar to the previous quarter. Demographics of children missing in Halton are consistent each quarter with children averaging around 15 years old and an even split between boys and girls. This area of focus is prioritised by Halton Safeguarding Children Board within the Child Sexual Abuse and Missing from Home sub-group. Additional reporting from Catch22 is being arranged for the Operational Director of Children and Families Service.

PED01 08: All CAFs are now recorded on the new eCAF system. A housekeeping exercise during the transition means that we are now confident that all recorded eCAFs are open and active.

| Ref: | Milestones | Quarterly Progress |
|--------|--|---|
| PED01a | Establish a multi-agency front door for complex dependency programme (April 2016). |  |
| PED01b | Establish and implement a multi-agency locality provision (March 2017) . |  |
| PED01c | Multi-agency information Sharing Agreement to be in place (March 2017). |  |
| PED01d | Implement the Cheshire IT Portal (revised implementation timescale to March 2018). |  |
| PED01e | Implement the regional adoption agency (amended timescale from March 2017 to June 2017). |  |
| PED01f | Use performance information effectively to ensure that early intervention is responsive to trends of those being referred to childrens social care (March 2017). |  |

Supporting commentary:

PED01a: The multi-agency iCART service has continued to develop over Q4 and this has been enhanced with the addition of a housing solutions officer on a part-time basis and two adult coordinators. Agreements have been made with all relevant multi-agency partners that their input into iCART will continue without any additional funds being offered which, is positive and ensures that the improved multi-agency service is able to continue. Revised iCART processes and guidance are almost complete.

PED01b: Work is ongoing to establish multi-agency teams across locality bases. Refurbishment work has been completed at a number of children's centres to create additional space for multi-agency teams. Partners are well engaged through weekly Working Together meetings to ensure a multi-agency response to assessed needs at level 2.

PED01c: Completed

PED01d: Halton has agreed to be one of the ICT Portal pilot areas and work is in progress around the development of a data feed register and information governance is presently being agreed. This is a complex project and the timescale for implementation needs to be revised until March 2018.

PED01e: Following a change to the timetable as a result of funding changes from the Department for Education this has now been resolved and will be implemented 1 June 2017.

PED01f: Performance reports are now in place supported by a fortnightly performance meeting.

Objective: Close the gap in attainment at Key Stage 2 including between vulnerable groups and their peers (PED02)

| Ref | Measure | 15/16 Actual | 16/17 Target | Current | Direction of Travel | Quarterly Progress |
|----------|---|---|--------------|---------|---|--------------------|
| PED02 01 | Reduce the gap in attainment for pupils attaining the expected standard at Key Stage 2 in Reading, Writing and Maths between disadvantaged pupils and their peers | As this is a new system of assessment it is not possible compare with previous data | | 24% | As this is a new system of assessment it is not possible compare with previous data | |
| PED02 02 | Increase the percentage of pupils achieving the expected standard at KS2 in Reading, Writing and | | | 47% | | |

| | | | |
|----------|--|----------------------|--|
| | Maths | | |
| PED02 03 | Increase the percentage making sufficient progress in Reading KS1 to KS2 | -0.2 | |
| PED02 04 | Increase the percentage making sufficient progress in Writing KS1 to KS2 | -1.4 | |
| PED02 05 | Increase the percentage making sufficient progress in Maths KS1 to KS2 | -0.4 | |
| PED02 06 | Increase the percentage of Children in Care achieving expected outcomes at KS2 | Refer comments below | |

Supporting commentary:

PED02 06: KS2 Outcomes 2015-16

There were nine children in the 12 mths+ care cohort. Eight children were placed in borough. No child had a school move and only 1 had a placement move during Year 6. 3 children have EHCP, with 1 child attending a Special School. All children's attendance was above 90%, with 7 being above 95%. 8 children were in Good or better schools.

Outcomes

Attainment measure = % achieving expected standard and gap to Halton non-care peers:

- Reading – CIC 33% with a gap of 30%
- Writing – CIC 33% with a gap of 32%
- Maths – CIC 33% with a gap of 32%
- RWM – CIC 11% with a gap of 37%

Analysis:

Prior attainment at Key Stage 1 was not good for this cohort – Level 2 and Level 2b+ were the previous expected standards: 5 children did not achieve Level 2 in Reading 5 and 6 did not achieve Level 2b+; for Writing 6 did not achieve Level 2 and 7 did not achieve Level 2b+; for Maths 5 did not achieve Level 2 and 6 did not achieve Level 2b+.

There were 2 children who were either in Special School or judged to not be able to achieve the expected standards in the tests. If these 2 children are taken out of the data the attainment difference does close slightly (Reading 20%, for Writing and Maths 22%).







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

- Reading – CIC 44% with a gap of 4%
- Writing – CIC 33% with a gap of 14%
- Maths – CIC with a gap of 4%

Analysis:

The progress data for children in care is a positive picture with the gap being very small in Reading and Maths. This means that given their starting point Halton children in care are making accelerated progress compared to other children with the same prior attainment.

There is evidence of accelerated progress for individual children (3 in Reading, 3 in Writing and 4 in Maths). 1 child achieved the higher assessed outcome of Greater Depth at the Expected Standard in Writing.

| Ref: | Milestones | Quarterly Progress |
|--------|--|---|
| PED02a | Based on data analysis and feedback from the Cross Service Monitoring Group, undertake categorisation process for all schools by October 2016 and identify actions, including levels of support and intervention, required to improve inspection outcomes. |  |
| PED02b | Conduct the annual analysis of school performance data for all primary schools during September to December 2016 (with further reviews undertaken at key points in the data release cycle). |  |
| PED02c | Analyse, evaluate and report end of Key Stage 2 achievement outcomes, including success in closing the gap (December 2016). |  |
| PED02d | Identify areas of need and support for Children in Care and Free School Meals pupils (December 2016). |  |
| PED02e | With schools, monitor the impact of Pupil Premium in closing the gap between Free School Meals and non-Free School Meals pupils (March 2017). |  |
| PED02f | Ensure appropriate deployment of school improvement support for identified schools and settings, including school to school support as appropriate (March 2017). |  |

Supporting commentary:

PED02a: A revised categorisation process system has been shared with schools. All head teachers and Chairs of Governors have received the schools categorisation letter. Link officers are meeting with schools to identify actions. School categories have been reviewed in the spring term and any changes will be shared with individual schools affected at the beginning of the summer term.

PEDO2b: Performance data is being analysed as it is released and shared with schools, settings, officers and Council members. Further validated data has been shared with headteachers and members.

PEDO2c: Reports have been shared at PPB with validated data. A members briefing was held to share the changes to the assessment processes with members, identifying both successes and key challenges.

PEDO2d: The Children in Care and Care Leaver strategy has been reviewed and identifies areas for support. These include the development of more apprentice opportunities, support for schools in managing attachment issues, and supporting children in care to achieve their potential. Progress of implanting the Strategy is monitored through the Children in Care Partnership Board.

PEDO2f: Schools and settings have been categorised and levels of support identified linked to the schools category or degree of vulnerability. School to school bids have been written in collaboration with Teaching schools and outcomes are awaited. Any school causing concern is identified support through Halton's school improvement service and the wider school improvement system. Any schools considered at risk of a decline in standards will receive additional support and challenge.

Objective: Raise achievement in Early Years (PEDO3)

| Ref | Measure | 15/16 Actual | 16/17 Target | Current | Direction of Travel | Quarterly Progress |
|----------|---|--------------|-------------------------------|-------------------------|---------------------|--------------------|
| PEDO3 01 | Increase the percentage of children achieving a good level of development in Early Years Foundation Stage | 55% | 65% | 62% | | |
| PEDO3 02 | Reduce the good level of development attainment gap between those previously in receipt of 2 year old early years entitlement and their peers at EYFS | 21% | 12% | 20% | | |
| PEDO3 03 | Increase the take up of Early Years Entitlement for vulnerable 2 year olds | 536 | 580 (revised target from DfE) | 547 | | |
| PEDO3 04 | Increase the take up of Early Years Entitlement for 3 to 4 year olds | 92% | 95% | 93% | | |
| PEDO3 05 | Monitor the percentage of Early Years settings (pre-schools, day care, out of school clubs, childminders) with overall effectiveness of Good or Outstanding | 84% | 84% | 97% | | |
| PEDO3 06 | Reduce the good level of development attainment gap for disadvantaged children and their peers at EYFS | 19% | 16% | Data available after Q4 | | |

Supporting commentary:

PEDO3 01: There has been an increase in good level of development of 7% and the gap to the national average has reduced by 4%.

PEDO3 02: Attainment has increased for both groups with the gap narrowing by 1%.

PEDO3 04: Officers have worked to increase take up resulting in a small increase on the previous year.







PEDO3 05: Figures show significant improvement across the sectors. Exceeded target.

| Ref: | Milestones | Quarterly Progress |
|--------|--|--------------------|
| PEDO3a | Analyse the outcomes of children who have accessed funded two year old placements to ensure this provision is closing the gap between the most vulnerable children and their peers (January 2017). | |
| PEDO3b | Complete RAG categorisation process for all EYFS setting by October 2016 and identify actions, including levels of support and intervention required to improve inspection outcomes. | |
| PEDO3c | Through the annual conversation, ensure that the performance of all children's centres is in line with expectations. This will need to take into account any changes required as a result of revised Ofsted frameworks (March 2017). | |
| PEDO3d | Analyse, evaluate and report on the outcome of the Early Years Pupil Premium (March 2017). | |
| PEDO3e | Act on research findings from the Early Years Review undertaken by Ofsted and commissioned research (March 2017). | |

Supporting commentary:

| Ref | Measure | 15/16 Actual | 16/17 Target | Current | Direction of Travel | Quarterly Progress |
|---------|--|--------------|--------------|---------|---------------------|--------------------|
| PED03b: | EYFS settings have been RAG rated and support and identification identified. Halton currently only have two settings not rated as good or better by Ofsted. | | | | | |
| PED03c: | Children's centres continue to perform well with high levels of engagement and access. The proposed national review of children's centres has still not been announced and inspections remain suspended. | | | | | |
| PED03d: | The information requires is collected by settings and shared with Early Years Consultant Teachers. By the end of the summer term 2017, a local authority template will be populated to share the impact of Early Years Pupil Premium at a local authority level. There is a revised timescale for completion now agreed for September 2017. | | | | | |
| PED03e: | Following the Early Years review and Ofsted Early Years thematic inspection, a One Halton Strategic Group has been established to create an Early Years vision and strategic action plan. Recommendations are being acted upon and have been shared at an Early Years event in November 2016. The One Halton strategic group meet frequently and a range of task and finish groups have been established to address key priorities identified. | | | | | |

Objective: Improve the offer for children and young people with SEND through effectively implementing the SEND Reforms (PED04)




| Ref | Measure | 15/16 Actual | 16/17 Target | Current | Direction of Travel | Quarterly Progress |
|----------|---|--------------|--------------|---|---|---|
| PED04 01 | Increase participation in the POET survey from parents/guardians/carers | 33 | 35 | Results of survey awaited | | |
| PED04 02 | Increase the percentage of Education Health and Care Plans completed within 20 weeks | 26.8% | 50% | 66% |  |  |
| PED04 03 | Increase the number of schools identified as Nurture champions | 0 | 8 | 12 |  |  |
| PED04 04 | Increase the percentage of Statements converted to Education Health Care Plans to meet published timescales | 22.9% | 80% | Data not available August 2017 | | |
| PED04 05 | Increase the number of people accessing the Local Offer (proxy measures of sessions measured annually in October) | 3868 | 3950 | 7295 (Public) 10573 (Including HBC & Site Admin) |  |  |

Supporting commentary:

PED04 01: Halton is aiming to significantly increase the participation in the evaluation and are working closely with the parent/carers association, settings and agencies to increase involvement.

PED04 03: Nurturing schools award is currently 12 Schools attending the Halton network with an identified nurture group 8. 2 schools are in the process of setting up nurture groups 8 schools have expressed interest or have a variant nurture group.

PED04 05: Target exceeded, both by public only usage and including HBC staff, and site admin usage. Improved publicity of the Local Offer by parents/carers, young people and professionals has had a significant impact in reaching this target. The improvements to content and layout has also contributed to this increased usage.

| Ref: | Milestones | Quarterly Progress |
|--------|---|---|
| PED04a | Conduct the annual analysis of progress data for children and young people with additional SEND funding through Enhanced provision or Education health care plans (March 2017). |  |
| PED04b | Improve provision in Halton for young people with social, emotional and mental health challenged (March 2017). |  |
| PED04c | Evaluate qualitative data through Personal Outcomes Evaluation Tool (POET) of family and individual views within the SEND reform process in Halton to increase satisfaction with their experience (March 2017). |  |











Supporting commentary:

PED04a: The data currently being collected from schools using a simplified matrix model that can illustrate progress in smaller steps than current assessment measures.

PED04b: Halton has increased and improved the types of provision available to young people experiencing social and emotional health issues. There is a range of universal, targeted and specialist provision for young people. In Q4 over 300 young people achieved a Duke of Edinburgh or Mayors Award. The provision was also inspected by the CQC and was acknowledged for outstanding features with no areas in need of improvement.

PED04c: The POET survey will finish at the end of the academic year. The responses will then be evaluated, analysed and reported.




Objective: Improve participation and skills for young people to drive Halton's future (PED05)

| Ref | Measure | 15/16 Actual | 16/17 Target | Current | Direction of Travel | Quarterly Progress |
|----------|---|--------------|--------------|---------|---|---|
| PED05 01 | Reduce the percentage of 16-17 year olds not in education, employment or training | 5.1% | 5% | 4.2% |  |  |
| PED05 02 | Reduce the percentage of 16-17 year olds whose activity is not known | 3.7% | 3.5% | 0.9% |  |  |
| PED05 03 | Increase the percentage of 19 year olds achieving a Level 2 qualification | 86.9% | 87.5% | 84.3% |  |  |
| PED05 04 | Increase the percentage of 19 year olds achieving a Level 3 qualification | 56.5% | 57.5% | 54.4% |  |  |
| PED05 05 | Monitor the percentage of young people progressing to Higher Education | 25% | 25% | 28% |  |  |

Supporting commentary:

PED05 03 & 04: The decline seen in achievement for Halton has also been seen regionally and nationally.

PED05 05: The cohort of 2015/16 information has been released by DfE and shows an increase in those progressing to HE.

| Ref: | Milestones | Quarterly Progress |
|--------|---|---|
| PED05a | Develop the 14-19 Commissioning statement to reflect Local Enterprise Partnership priorities (March 2017). |  |
| PED05b | Implement the European Social Fund coaching programme, integrated to Raising the Participation Age strategy (March 2017). |  |
| PED05c | Develop a Post-16 monitoring framework to demonstrate how providers are supported and challenged in the borough (March 2017). |  |

Supporting commentary:

PED05a: Updated data has been included in the document which is currently in draft format. A final update to the text is required to reflect the data before completion.

PED05b: A contract is in place with a company to deliver this programme from 1 July 2016 to 31 July 2018.




PED05c: Monitoring framework has been written, and is currently in draft format to be linked to the School Improvement Strategy when this is revised.

7.0 Financial Summary

Awaited from Finance.




8.0 Appendix I

8.1 Symbols are used in the following manner:

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

8.2 Direction of Travel indicator

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

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

8.3 Key for responsible officers:

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

TC Tracey Coffey, Operational Director, Children and Families Service