

Tuesday, 22 November 2011 commencing at 9.00 am
Professional Excellence Centre, Acre Lane, Bromborough

1. **09:00 APOLOGIES AND INTRODUCTIONS**
2. **09:00 DECLARATIONS OF INTEREST**
3. **09:05 MINUTES OF THE LAST MEETING**
4. **09:10 CHILDREN'S SERVICES ASSESSMENT 2011 (Pages 1 - 6)**
5. **09:15 ENJOY AND ACHIEVE ANNUAL UPDATE (Pages 7 - 18)**
6. **09:55 CHILDREN'S FIRST STRATEGIC BOARD BI ANNUAL REPORT (Pages 19 - 26)**
7. **10:15 CHILD POVERTY**
8. **10:25 BREAK**
9. **10:45 COMMISSIONING UPDATE (Pages 27 - 42)**
10. **11:10 COMMUNITY BUDGETS (Pages 43 - 46)**
11. **11:25 MULTI-AGENCY WORKING THROUGH AREA TEAMS**
12. **11:45 QUARTER 2 CYPP PERFORMANCE REPORT (Pages 47 - 54)**
13. **11:55 ANY OTHER BUSINESS**

Date and time of next meeting: 24th January 2012 09:00 - 12:00

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Agenda Item 4

WIRRAL CHILDREN'S TRUST BOARD - 22nd NOVEMBER 2011

ANNUAL CHILDREN'S SERVICES ASSESSMENT 2011

1.0 EXECUTIVE SUMMARY

- 1.1 The Education and Inspections Act 2006 charges OFSTED with the responsibility for conducting an annual assessment of the quality of children's services for each local authority. In the 2011 Annual Children's Services Assessment published on the 8th of November 2011 Wirral Children's Services has been assessed as 'performs excellently' a maximum score of four on a four point scale. This report informs members of the 2011 assessment findings and the actions put in place to address the two areas identified by OFSTED for further improvement.

2.0 BACKGROUND AND KEY ISSUES

- 2.1 Wirral Children's Services Annual Assessment by OFSTED was published on the 8th of November 2011. Wirral Children's Services was found to 'perform excellently', rated at 4 out of a possible 4 point scale. This is an improvement on the 2010 assessment which was rated as 'performs well' rated at 3 on the scale. In 2011 28 out of 152 Councils were rated as 'performs excellently'. The OFSTED Annual Children's Services Assessment (CSA) letter is provided in Appendix 1.
- 2.2 The OFSTED Children's Services Assessment is derived from a performance profile of the quality of services and outcomes for children and young people in the local area. The profile includes findings from across OFSTED's inspection and regulation of services and settings for which the local authority has strategic or operational responsibilities either alone or in partnership with others, together with data from relevant educational performance outcomes and additional performance indicators compared with national and statistical neighbour data. The comprehensive assessment is based on three blocks of information.

Block A

The analysis of the results of the inspections of 22 groups of inspected services and settings, these are:

- Childminders
- Childcare: domestic
- Childcare: non-domestic
- Children's centres
- Nursery and primary early years foundation stage
- Primary schools
- Local authority maintained secondary schools
- Academy and city technology colleges
- Secondary sixth forms
- General further education and tertiary colleges
- Sixth form colleges
- Independent specialist colleges
- Local authority maintained special schools
- Non-local authority and independent special schools
- Secondary special sixth forms
- Pupil referral units

- Residential special schools
- Local authority fostering agency
- Local authority adoption agency
- Private and voluntary fostering and adoption agencies
- Local authority children's homes
- Private and voluntary children's homes

Block B

Findings from safeguarding and looked after children inspections, including unannounced inspections and serious case reviews:

- Annual unannounced contact, referral and assessment inspection
- Three yearly inspection of services for looked after children
- Three yearly inspection of safeguarding
- Serious case reviews conducted adequately or better
- Private Fostering Arrangements.

Block C

Educational performance outcomes at Early Years Foundation Stage, Key Stage 2, Key Stage 4 and Post 16 qualifications, and additional published performance indicators. The profile compares Wirral performance against national and statistical neighbour data.

- 2.3 The assessment identified strengths Wirral Children's Services in a number of key areas encompassing educational standards in all phases and services for safeguarding, looked after children and fostering and adoption services. The OFSTED report identifies the strong commitment demonstrated by the council and partners to protect the most vulnerable children and young people and improve services for looked after children.
- 2.4 The 2011 assessment has identified two key areas for further improvement. This report will inform the Board of these areas and the actions in place to address them.

3.0 AREAS FOR FURTHER IMPROVEMENT

- 3.1 The areas identified for further improvement are:

- A large percentage of child minders and some registered day-care settings are only satisfactory. This is below performance in similar areas and has not improved since last year. A very small percentage of provision in childminding services is inadequate.
 - Even though considerably more young people in Wirral achieve higher level qualifications by the age of 19 years than elsewhere, the gap in achievement between young people who are not from low-income families and those who are has increased and is wider than both the national attainment gap and that of similar areas for this age group.
- 3.2 Wirral Children's Trust partnership and the Council's Children and Young People's Department (CYPD) is addressing these issues through actions in the Children and Young People's Plan (CYPP) and will ensure that they are embedded in the refresh of the CYPP for 2011-12. They will also be addressed through the delivery of the Council's Strategic Objectives through the Corporate and CYPD Department Plan.

3.3 Current activities and projects underway related to each area are outlined below.

3.4 Childminders and day care

Providers in the private, voluntary and independent sector who are registered with OFSTED as childcare providers are inspected by OFSTED to ensure their compliance with statutory regulation. Providers in these sectors include day nurseries, pre-school playgroups, childminders, before and after school care and holiday clubs. OFSTED retains the responsibility for regulation and enforcement of statutory duties in registered provision.

The responsibility of the Local Authority lies with what is termed “retained functions”, that is, to maintain an advice, support and guidance service to potential new and current childcare providers. A key element of the work of the SureStart team is to provide support in respect of quality in provision with a focus working with settings to achieve a ‘good’ inspection judgement. Additional work includes business advice to ensure sustainability, and access to training and workforce development opportunities. The SureStart team range of provision includes:

- Targeted support to providers receiving an inadequate judgement from OFSTED which includes a visit from a Foundation Stage Consultant for early years settings, or from a Childcare development Worker for childminders or out of school schemes. This will also include development of an action plan to support the provider in moving out of the inadequate judgement.
- Implementation of the Quality Improvement Support Programme with early years providers, leading to an action plan linked to focussed support from a Foundation Stage Consultant. This is part of the Local Authority’s role in terms of support and challenge to providers.
- Access to a termly training programme that offers courses in statutory requirements such as Safeguarding and First Aid, as well as comprehensive Continuing Professional Development.
- Advice and guidance to potential new providers that covers business planning, adherence to regulatory frameworks, policy development and the development of quality sustainable provision.
- Access to advice, including 1:1 support and site visits.
- Analysis of trends identified through scrutiny of OFSTED reports which is shared regularly with providers.

Early years OFSTED inspection grades are: outstanding; good; satisfactory and inadequate – with two types of ‘inadequate’; inadequate 1 – weak provision where the standard of care is not good enough and inadequate 2 – poor provision that needs urgent attention. Private, voluntary and independent sector providers are required to work with the Local Authority when the judgement is made at inadequate 2 “Notice to Improve”. A judgement of inadequate 1 or above means the provider is not obliged to work with the Local Authority and responsibility to improve rests entirely with the provider.

Currently, there are no early years settings or out of school schemes holding an overall inadequate 2 judgement. Wirral has one childminder and 1 pre-school playgroup with Inadequate 1 judgements. Both settings are working with either their Foundation Consultant, in the case of the pre-school, or with their Childcare

Development Worker, in the case of the childminder, in order to move out of the inadequate judgement.

In terms of the percentage of providers judged as satisfactory, this is a more complex issue. A satisfactory judgement from OFSTED means that a setting is meeting the minimum standard for childcare. For a number of providers this is sufficiently ambitious to enable them to continue to practice. The challenge is to change the mind-set of such providers and show clearly the advantages of improving the quality of their provision.

Historically, support for childminders and out of school clubs has focussed on sustainability as a priority in order to ensure Wirral meets its childcare sufficiency targets. Departmental re-organisation has led to the assimilation of the previously separately managed Childcare Development Worker team and the Foundation Consultant team into a single Quality Improvement Team under the management of the SureStart Quality Assurance Manager. This has enabled the development of a single shared language about what quality means and has improved the professional understanding of staff in terms of their role in quality improvement.

The focus for this team is to make it clear to providers that ‘satisfactory’ is not an aspirational ambition. The team has developed a Quality Improvement process for childminders and out of schools clubs similar to that used with the early education providers, a pilot trial is planned to commence by the end of this year. The team is also taking a different approach to the support for childminders by planning a more focussed approach to the content and organisation of regular “drop-in” sessions that will challenge practice and support self-reflection in a climate of continuous quality improvement. The team is also working on new support structures for out of school clubs, mirroring the arrangements in place for early years providers.

3.5 Narrowing the gap at age 19

Closing the attainment gap where poverty and disadvantage affect achievement is a priority for children of all ages in Wirral. The 14-19 Team in partnership with all providers delivers the 16-19 Wirral Strategic Overview which informs high level post-16 strategic priorities for the borough and outlines commissioned activity to meet identified priorities. Within the overview is a targeted set of activities to improve higher level qualifications by the age of 19 years for all students with a particular focus on low-income families. A number of activities are in place including:

- The post-16 quality framework is a framework for evaluating the work of school sixth forms and was developed on behalf of Wirral by OFSTED associate inspectors. The framework provides a clear set of standards that reflect both good practice within the delivery of learning in school sixth forms and also requirements expressed through OFSTED’s inspection framework. The framework was trailed with Wirral school sixth forms during 2009/10 and is now available for all to use.
- Quality and standards in school sixth forms is a standing item at the Local Authority (LA) Summer Heads of Sixth Form Inset Day. In 2011 three Deeside schools shared resources developed to help raise the quality of teaching and learning.

- In April 2011 the 14-19 Team commissioned two OFSTED associate inspectors to work with three Deeside schools with a focus on improving Key Stage 5 (KS5) outcomes for young people. The three schools have a joint KS5 offer and identified needing support in developing a common approach to quality assurance and improving standards of teaching and learning. Materials developed have been shared with other Wirral schools with sixth forms.
- The 14-19 Team have invested in a new experimental set of management information progression reports to support analysis of the attainment gaps at level 2 and level 3 at 19. The new reports will enable the Local Authority to identify and challenge the performance of both schools and colleges in the borough. The reports allow identification, at an institution level, of the level 2 and level 3 attainment gap between those FSM eligible young people and those not FSM eligible. The institutions with an attainment gap greater than the national benchmark will receive a copy of the report with accompanying formal dialogue and challenge from the LA. The LA will then advise and work with schools and colleges to develop and implement interventions in year to support narrowing the gap.
- The 14-19 Team are working with colleagues in the secondary team to identify the best practice from successful interventions delivered by schools participating in the KS4 'Wirral 100 Club' and ensure dissemination to schools and colleges.
- One to one support for schools in developing rigorous careers education, information, advice and guidance (CEIAG) programmes has been in place for over two years. The 14-19 Team have invested heavily in ensuring schools are best placed to deliver against the current national standards for CEIAG and undertake their new statutory duties from September 2012. In 2011 six schools in the borough achieved the local Greater Merseyside Connexions Partnership CEIAG Award. The 14-19 Team have assisted Wirral secondary schools in the production of an action plan identifying the gaps and development areas in respect of their CEIAG programmes.

4.0 RELEVANT RISKS

- 4.1 OFSTED is currently reviewing inspection frameworks for Local Authority Children's Services which may result in inspection changes commencing from May 2012. OFSTED has also introduced new inspection arrangements for schools the results of which are included in the CSA.
- 4.2 Maintaining standards is challenging as overall funding for Children's Services across the Local Authority and partner agencies reduces in the current economic climate.

5.0 RECOMMENDATION

- 5.1 The report is noted.

REPORT AUTHOR:

Nancy Clarkson

Strategic Service Manager Infrastructure
Children's Services Department

Telephone: (0151 6664329)

Email: nancyclarkson@wirral.gov.uk

APPENDIX: Appendix 1: OFSTED Annual Children's Services Assessment 2011.

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ENJOY AND ACHIEVE STRATEGY GROUP REPORT TO THE BOARD

1.0 Background

- 1.1 The Enjoy and Achieve outcome area within the ECM Framework has the following aims and goals:

Aims

- Ready for school
- Attend and enjoy school
- Achieve stretching national educational standards at primary school
- Achieve personal and social development and enjoy recreation
- Achieve stretching national educational standards at secondary school

2.0 Progress in 2011

Note that in any of the performance figures below, the performance of secondary academies has been included.

Key recent achievements	<ul style="list-style-type: none">• Continued progress with both Primary and Secondary Review of school places. University Academy of Birkenhead opened in January 2011. Phase 6 of the Primary Review is in progress with a report due to return to cabinet.• Improvements continue performance in Early Years. The percentage of children attaining 78+ scale points and Foundation Stage level 6+ in CLL & PSE improved (slightly). The percentage of children achieving Foundation Stage level 6+ in CLL, PHY and CRE improved. Children achieving above expected level 8+ increased in the 3 prime areas of CLL, PSE and Numeracy.• Performance at Key Stage 1 for L2+ is broadly in line with performance in 2010 for most indicators other than Speech and Language where that has been a decrease of nearly 2%. Performance at L3+ shows improvements in Speech and Language of around 1% and in Writing of around 1%.• Performance at Key Stage 2 for L4+ showed an increase on last year of 2% in both English and English/Maths combined. Performance in Mathematics remained static.• Attainment at L5+ in Maths increased but in English it dropped slightly with performance in both English/Maths combined remaining static.• At Key Stage 4, the provisional results for 5+ A*-C GCSE or equivalent grades including English and Maths showed further improvement of 3-4% with performance at a LA level almost very nearly at the FFT 'D' estimate. The provisional results for 5+ A*-C GCSE or equivalent grades also showed an improvement of 3-4% and performance at a LA level exceeds the FFT 'D' estimate.• Provisional analysis of the 100 Club project shows that we have narrowed the KS4 gap by 2% with the 100 Club project contributing to 1% of that improvement• Outcomes of OFSTED reports show 84% of primary schools getting Good or Outstanding; 88% of secondary schools getting Good or Outstanding; and 85% of Special Schools getting Good or Outstanding• Only 1 school remains in an OFSTED category.
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	<ul style="list-style-type: none"> • Refinement and implementation of our School Improvement Strategy with the focusing of support and intervention at schools that are satisfactory and below. • Development and implementation of Education Quality with a 94% buy-back. • The success of the 2 year old funding initiative has been built upon to increase number accessing the free offer by 20%. The allocated number of funded places for Wirral is 142 places but currently, 205 children are being funded under this initiative, far in excess of the target. • The e-start database is being used to capture engagement rates of local families that have children aged 0-5 years. The number of children now registered with Children's Centres currently stands at 58% and is rising. • 8 out of the 16 Children's Centres have been inspected by the OFSTED with 2 achieving "satisfactory with good features" and 6 achieving "good" or "good with many outstanding features." • OFSTED judgments of childcare show that 59% of Childminders are judged Good or better and 68% of Early Years and Childcare Settings are judged Good or better. • In September 2011, the newly configured Early Communication Programme was launched, based on the success of the Communication Language and Literacy Development programme in schools and the Every Child A Talker initiative in early year's settings. • Speech and Language Therapists are working with schools as an advice and consultancy service that effectively acts as a triage for concerns about speech and language issues. • 46% of private, voluntary and independent sector providers currently enable parents to take their child's 15 hour early education and care entitlement flexibly. • The Family Information Service webpage has been established enabling easy access to information and a marketing campaign in local publications is underway. • An interim Childcare Sufficiency Assessment has been completed and is available for public access. • The Enjoy and Achieve section of the OFSTED Fostering Inspection was graded Outstanding; the section in the OFSTED Adoption Inspection was graded Good. • Continued improvement of attendance figures and especially in Persistent Absence schools. • Development and implementation of reconfigured MEAS service with a greater focus on capacity building of teachers and schools. • Development and implementation of revised Music Service in order to bring the service into budget, meet the requirements of the Henley Review and the Music Grant. • Continued work on the PMILD review. • Performance at Level 2 at age 19 has continued to improve and the gap between FSM/non-FSM has improved. • Performance at Level 3 at age 19 has continued to improve • Good performance of LAC at Key Stage 2 and at Key Stage 4 (relative to expected progress based on prior attainment). • Foundation Learning programmes at Key Stage 4 continue to show demonstrable impact. • Various national awards won for Work-Related learning, Apprenticeships and Equality & Diversity.
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Key issues and areas for further development	<ul style="list-style-type: none"> Completion of the Primary Review Phase 6. Closing the gap in Early Years. Measuring impact of Children's Centres and ensuring vulnerable children and families are being targeted. Implementation of Payment by Results. At Key Stage 1 implement strategies to raise attainment for Free School Meal pupils in reading, writing and mathematics. Narrow the gender attainment gap for more able pupils in reading and writing. At Key Stage 2, reduce the gender attainment gap in reading (L4+) and reduce the attainment gap for Free School meals pupils in English. At Key Stage 4 continue to reduce the attainment gap for Free School meals pupils by building on the 100 Club project. At primary, target monitoring and support on satisfactory schools, those at risk of dropping below floor standard, those that have been below the floor standard for a given number of years out of the last five and any schools causing concern. At secondary and Key Stage 4, target monitoring and support on satisfactory schools and those at risk of dropping below floor standard. Implement EQ year 2 and EQ Plus for Academies. Further develop the Music Service into a local strategic hub. Oaklands to become fully self-sufficient. Narrowing the gap between SEN/non-SEN pupils. Continue to improve the performance of LAC especially at KS4. Improve performance post-16 especially narrowing the gap at Level 3 at 19. Moving further towards implementation of Raising the Participation Age. Review and rationalisation of CLCs. Continue to watch the implications of the SEN Green paper; work on the development and communication of the local offer. Develop and implement an improved behaviour support strategy with stronger partnerships between LA (SESS), Gilbrook, secondary BESD schools, WASP and mainstream schools.
Key challenges ahead	<ul style="list-style-type: none"> Implications of the Education Bill. Managing expectations with reduced capacity. Need to ensure that Education Quality continues to meet the needs of schools at a cost-effective rate. Schools to take greater lead and ownership of school improvement in their area. Developing an effective School Improvement Strategy in that context. Impact of budget challenges. Continued need to Narrow the Gap. Implement the outcome of the consultation and revisions to school funding and the implications of schools converting to Academy status Consider revision to our early offer of help as a consequence of the Munro review.
Risks to outcome delivery and proposed actions	<ul style="list-style-type: none"> Implications of the reduction in staff and ongoing budget challenges. Implications of schools becoming Academies HR issues – managing staff changes. ICT infrastructure and support.
Areas	<ul style="list-style-type: none"> Efficiencies within the department and with partners in response to

requiring further partnership involvement	<p>budget challenges.</p> <ul style="list-style-type: none"> Continued implementation of multi-agency working; more effective working between Children's Centres and Children's Social Care; clarity with schools and their role. Delivery of Narrowing the Gap. Retaining Partnership momentum in a 14-19 policy vacuum.
Equalities impact assessment areas for development and progress made	<ul style="list-style-type: none"> Further improve outcomes for some specific groups. Need to continue to raise awareness of the needs of some specific groups.
Areas for promotion /publicity / communication / engagement	<ul style="list-style-type: none"> Quality of outcomes for children and young people. The grading by OFSTED of Children's Services as excellent. Early Years and Sure Start activity. Family Information Service. Education Quality.

3.0 Case Studies of Good Practice

3.1 Case Study 1: Step Into Leisure

The Programme

The Step into Leisure programme is run throughout the school holidays providing varied and stimulating activities for young people, aged 8 to 16 years, who are in the care of the Local Authority, Children and Young people known to Social Care and also, for siblings.

The Aims of the Programme

- To have fun in a safe environment
- To reduce anti-social behaviour
- To reduce placement breakdowns
- To enable young people who need support to stay at home
- To give young people the opportunity to taste new experiences and give them 'continuing' strategies,
- To promote their self-esteem, their health and emotional well-being
- Contribute to the Every Child Matters Framework and delivering the outcomes
- Contribute to achieving The National Physical Strategy
- Learning through alternative methods of delivery
- Helping to change lives through structured provision

A lot of thought and planning goes into the activities by staff and young people to deliver a wide variety of activities, that are in trend with the young people who attend the programme on a regular basis. We feel this is the secret of our success; we plan with young people for young people. They are learning whilst having fun. We also work in partnership with local agencies where possible, so that each activity has an exit strategy so that young people are able to access the activities when the holiday periods are over.

Activities

- Brook: 5week course for young people over 14yrs in Self Esteem/Confidence
- Dance/Drama workshop with Wirral Youth Theatre
- Bike maintenance course with the Local Police Community Safety officers and Wirral University Academy's safety officer giving the young people the opportunity to bring along their bikes and get them checked and if they don't have a bike, build one to use till they out grow it, they can then return it and build another one they also receive road safety tips throughout the course.,.
- Football, Multi-sports, camping, Day trips, Beach activities, cooking, BBQ,

The programme achieved the aim of engaging 'at risk' young people and helped steer them away from anti-social behaviour. Group dynamics ensured that all the young people were involved at each session. All activities were designed to promote a feeling of well-being, whether emotional and/or physical and all activities were promoting new skills; enjoying and achieving, keeping safe and making a positive contribution. But, most importantly, ensured these outcomes were progressed whilst the young people were having FUN!

Access to Leisure

This offers the following to all Children In Care, Care Leavers, Foster Carers and their siblings under 18 yrs who live at home:

- Free Public Swimming
- Free Fitness Suite Sessions (over 16yrs)
- Free Wet and Dry Exercise Classes including I zone
- Free Outdoor Tennis
- Free Equipment Hire
- 25% off Court Hire (Team Courts must have 50% of players holding subscription)

This scheme will help towards removing the barriers to access our young people often experience and will help to promote family activities within Fostering.

Questionnaires have been designed to ask the young people's views on what Leisure opportunities they would like to take up or have been doing and can be used as part of their Care plan.

A Case Study

Young person had been arrested after a serious allegation Aug 2011. Following a risk management meeting, 24hr supervision was required putting the carer under serious pressure as they had other children in the household during holiday period. YOS and ACT teams where approached to put in support during this time but couldn't help due to capacity and legal issues. The young person was given respite for a couple of days from other carers and was given a place on Step into Leisure 5 days per week for the 5 week

period .Feedback from the carer was very positive: "it had relieved the load placed on them "at a very difficult time. The young person had really enjoyed the activities: "I was dreading being kept in all day with nothing to do; I knew that I had to behave but I had a good time" The young person is now in the middle of a Level One award for Climbing.

3.2 Discovery CLC

See next page.

Discovery CLC

Noctorum Avenue
Prenton, Birkenhead
Wirral
CH43 9EE
Mail:info@discoveryclc.co.uk



Tel:0151 641 8480
Fax:0151 641

E-

URL:www.discoveryclc.co.uk

A Children's Trust partnership case study of enjoyment and achievement

The aim of this case study is to demonstrate the value of learning provision beyond the boundaries of the school gate.

The value of primary pupil class visits to the CLC

Each year the CLC provides hundreds of one day, technology curriculum workshops to classes of visiting primary pupils. Teacher and pupil written feedback strongly supports the huge value of these visits. The environment is especially safe; activities cover key aspects of the curriculum difficult to deliver in school; learning is interactive and fun; pupils use new and interesting technology; a large body of material is covered in a day; lessons support school topic areas and pupils remember their visits long afterwards.

An excellent example is our popular control workshop. This started in September 2010 and is currently booked well into spring 2012 as schools clamour to rebook with new year groups. Pupils work in collaborative learning partnerships. They use Lego computer software to build and control moving models linked by cable to their computer. The use of the equipment is carefully embedded in sound pedagogical practice to ensure an effective computer-aided learning experience. The workshop is much appreciated by pupils and teachers alike. The written feedback is unbelievably complimentary!

The value of the CLC to secondary school off site education

In partnership with the external agency Onteca, the CLC delivers an NOCN ITQ Course. This is an intervention course for students who, for different reasons, find the school environment not conducive to learning. This computer based course has strong graphic and design components. Interesting use is made of Adobe Premier Pro and online software. There is a minimum reliance on Microsoft Office!

In the last academic year, students from four secondary schools joined at the beginning of the year and at different times throughout the year. They attended one to two days a week over different periods of time. Seven students obtained the Diploma at Level 2 (5 GCSEs equivalent), one obtained a Level 2 Certificate, and two students obtained a Level 2 Award. The diploma students showed tremendous commitment to obtain the qualification. These students were quite rightly delighted with their achievement.

For this new academic year, Level 3 (A Level equivalent) has been added to the course. KS4 and KS5 students can now study at levels 1, 2 or 3 to meet individual learning needs.

3.3 Education Quality

Summary

Education Quality (EQ) is a traded school improvement service developed by Wirral's Children and Young People's Department in joint partnership with schools over the last year. 94% of Wirral schools, including all academies, have bought back into the service. EQ is radically different and more comprehensive than anything Wirral, or indeed many of its local authority neighbours, have done this year or previously. EQ encompasses support for professionals and volunteers in schools through a range of services including, Safeguarding Support and Training; Governor Support Services; Leadership and Management Programmes; Whole School Improvement and Standards; Subject Leader Networks; Data Support and Analysis; Teaching, Learning, Curriculum and Assessment; Coordination of Wider Workforce Professional Development; Risk Management and Advice on Hazardous Activities and Swimming Coordination.

It has generated £850,000 of new income from its schools. This funding is used to second experts from schools, facilitate and co-ordinate school-to-school support, broker services on behalf of schools and bring in high quality speakers/trainers that schools would otherwise not be able to afford. The income has enabled to continuation of a number of services and roles that would otherwise have ceased as a consequence of grants ending and/or funding transferring to schools. The wider reconfiguration of school improvement services, of which EQ is a part, has contributed to the expected council savings needed this year and beyond.

Core Aims

Wirral's Children and Young People's Department (CYPD) and its school improvement services faced specific funding, resource and service delivery challenges in October 2010. The department had been given a clear steer by the Council, reflecting a major consultation it had done with stakeholders during the summer and autumn of 2010 on budget reduction priority areas, to ensure that amongst other aims:

- We should continue to provide support and sell services to schools cost effectively and efficiently in order to make best use of schools delegated budgets and reduce central expenditure.

Therefore within the framework of the Wirral Children and Young People's Plan 2011/12 and the priority of "Schools and settings are supported to improve educational provision and attainment", the Department resolved to:

- Develop and implement high quality traded school improvement services to support schools and settings to provide high quality education.

Challenges

Wirral has a rich tapestry of school provision including faith schools, all-ability (comprehensive) schools and secondary grammar schools. School

improvement services faced a number of challenges in respect of the continuation of a school improvement service including:

- the ending of National Strategies and other programmes
- changes to funding arrangements (with several grants transferring into schools' budgets)
- the implications of the Schools White Paper ("The Importance of Teaching") and the subsequent Education Bill 2011
- the implications of schools converting to academy status
- the general challenges we all face over budgets.

One option (which some LAs have taken) would have been to scale back the service to just meet the statutory duties of the Local Authority in relation to its schools and leave them to source their training, CPD and other school improvement services from other providers. Wirral Council gave a clear steer that the C&YP Department should attempt to implement services to schools that would make best use of schools budgets and reduce central expenditure.

Over December 2010 and January 2011 we engaged in a significant consultation with Head Teachers and Chairs of Governors with the intention to establish "from the bottom-up", what school improvement services schools wanted us to provide. Over 70 head teachers and over 70 governors engaged in this consultation process. Following this consultation we designed a range of programmes and packages taking into account the feedback we had received.

We worked on what school improvement services the Local Authority **must** continue to provide due to their statutory nature, **should** provide as part of our aim to continue to improve outcomes for children and young people and what services **could** be offered to schools on a traded basis – schools indicated they wanted them.

Partnership between the Local Authority and schools remained at the heart of the new school improvement service. In March 2011, after a rapid turnaround following the consultation we launched Education Quality (EQ), the new and expanded school improvement service.

Key Achievements

The overarching annual assessment of Wirral children's services has been judged by OFSTED as excellent. Our safeguarding and looked after children services have been inspected and are graded as 'good'. The large majority of services, settings and institutions inspected are good or better and most outcomes for children and young people are good or better. Educational standards continue to be high.

Wirral has had a successful curriculum support service level agreement with its schools for a number of years. EQ has developed this further. It is our view that, notwithstanding the excellent work undertaken in our schools and settings, the high quality of school improvement support in Wirral has contributed significantly to this achievement.

The most important outcome was that we managed to secure a 94% buy back from our schools into a relatively new and untried product. This includes almost all 12 secondary schools that have academy status or are seeking it. We are unaware of another local authority in our local region that have developed as comprehensive a traded school improvement service, almost from scratch in October 2010 and to have it up and running for September 2011 with the level of buyback we have.

We have many commendations and testimony on the work achieved in the design and implementation of EQ from our schools.

Some of the initial feedback from schools on the services offered through EQ has been very positive, including from one headteacher that the involvement of data support prior to and during a recent full OFSTED inspection had been crucial to the school receiving an outstanding overall judgement.

Because of the perceived quality of the service, we are now receiving enquiries from schools and other local authorities beyond the Wirral peninsula boundaries for some of key services generating income for Wirral.

Fundamental to the success of EQ was the clarity of the business model adopted of a joint partnership between the local authority and its school members. Wirral CYPD has good relationships with its schools and also school-to-school work is strong. From the start, Wirral schools were involved and consulted on what school improvement services they wanted to buy, and just as importantly what services they didn't want to carry on with. Within this business model of joint partnership is the governance arrangements of an EQ Management Board made up of headteacher and school governor representatives, as well as local authority officers. This is the group that takes the fundamental strategic decisions, as well as resolving some key operational issues.

Another fundamental aspect for the success of the EQ service has been that the service has been designed from scratch. No assumptions budgetary wise as to what services the local authority wanted to keep were made before the consultation with schools happened. From the results of the consultation, zero-based budget principles were applied and rigorous budgeting design principles were used. This meant that the service, and the services within, was fully costed to take account of all the relevant costs the service would incur to ensure that EQ would break even. Key elements and budgetary decisions were approved by the EQ Management Board and they receive budgetary updates on a termly basis.

As the Wirral Council is a key partner in the EQ enterprise, EQ is able to utilise Wirral Council financial controls and systems to ensure the highest financial standards are met and that the appropriate financial accountability measures are in place for this service that public money is being spent on. Also because there are nearly 120 EQ member schools, the service has been able to achieve cost savings through bulk purchasing of other services, such as a VLE, and also individual member savings with external organisation costs, for example reduced membership rates for National Governor Association membership.

3.4 Case Study on Special Education Needs

See separate report (to follow).

3.5 Case Study on Special Education Needs

See separate report (to follow).

4.0 Brief SWOT Analysis of the Outcome Area

Strengths	Weaknesses:
<ul style="list-style-type: none"> • Improvements in EY and Foundation Stage • Improvements at KS2, KS4 and post-16 • Performance of LAC v. National • Implementation of revised School Improvement Strategy • Profile of OFSTED inspections of schools and settings • Implementation of Education Quality 	<ul style="list-style-type: none"> • Need to increase registrations at Children's Centres, ensure that the most vulnerable are accessing support and demonstrating impact of support/services • Performance of LAC v. their peers • Difference in performance of children on FSM and those not on FSM • Some behavioural issues emerging
Opportunities:	Threats:
<ul style="list-style-type: none"> • Closer working with National College for School Leadership • Continued service redesign • Payment by Results • SEN Green Paper • Education Act 2011 • Munro review 	<ul style="list-style-type: none"> • Budget constraints • Capacity and expectations • Impact of economic climate • People's morale and well-being • Implications of increased numbers of schools becoming Academies

5.0 Summary

Across the Enjoy and Achieve Outcome area we are making good progress in most areas. Standards and outcomes are high for most children. We need to continue to focus at all phases on improving outcomes of vulnerable groups and narrowing the gap. We need to harness the benefits of multi-agency working to impact on these children and families.

6.0 Recommendations:

That Wirral Children's Trust Board endorse the report.

Report Author:

Name: Mark Parkinson
Title: Acting Deputy Director
 Learning & Achievement

Contact:

Phone: 0151 666 4297
Email: markparkinson@wirral.gov.uk

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Agenda Item 6

WIRRAL CHILDREN'S TRUST BOARD –22nd NOVEMBER 2011

BI-ANNUAL UPDATE ON EARLY YEARS, SURE START AND CHILDREN'S CENTRES

1.0 Background

- 1.1 This report details the progress on activity monitored through the Children First Strategic Board and is the second bi-annual report of the Board to the Children's Trust.
- 1.2 The Children's First Strategic Board is a multi-agency board on which a range of partners have representation. It meets six times over the year with a focus on activity relating to children under five and their families. This addresses not only the multi-agency work undertaken in Children's Centres, but also the range of activity to support quality early years experience in schools and the private, voluntary and independent sectors, childminding, the childcare workforce and also health programmes. All such activity is within the remit of the SureStart Support team and within the context of the Healthy Child Programme.

2.0 Introduction

- 2.1 Early Intervention Grant allocations fund all activity in the Children's Centres and the wider SureStart Team. This grant funding enables the Local Authority to meet the duties set out in the Childcare Act 2006 and as amended by the Apprenticeships, Skills, Children and Learning Act 2009.
- 2.2 The duties referred to include a responsibility that Local Authorities and their partners in Health Services and Jobcentre Plus to:
 - Improve outcomes and close gaps at age five through the provision of integrated early years' services
 - Provide and maintain sufficient children's centres and ensure they each have access to and support from an advisory board
 - Ensure there is sufficient childcare available for parents with children 0-14 (or 18 for children with a disability) who want to work and train, including an expanded and where possible, more flexible free entitlement for three and four year olds
 - Provide a comprehensive information service for families, making available any information parents and carers might need to support their children up to the age of 20

- 2.3 Key priorities for the Board are determined by Priority 2 of the Enjoy and Achieve Plan within the Children and Young People's Plan. These are:
- a. Review of Early Years and Children's Centre Strategy to ensure Best Value and alignment to corporate objectives for Child Poverty;
 - b. Further develop use of data so that priorities, resources, support and performance management are even more targeted and cost effective;
 - c. Further develop Parenting and Family Support and in particular:
 - i. Promote improved outcomes for young children;
 - ii. Promote future good behaviour in older children;
 - iii. Through the outreach model, continue to develop family support in the home;
 - iv. Support the improvement of the home learning environment;
 - d. Continue to develop support for the most vulnerable children especially those who are Looked After and those with Special Educational Needs;
 - e. Improve Early Years & Childcare settings resulting in more good or better OFSTED outcomes and no inadequate judgments;
 - f. Further improve early communication and language development through more effective speech and language services and through continued CLLD and ECAT programmes;
 - g. Improve access to information through community based provision specifically Children's Centres and community settings;
 - h. Ensure Local Authority retained function duties are met;
 - i. Improve the number of Early Years settings and Schools delivering flexibility in relation to the 15 hour free entitlement;
 - j. Review the current approach to the development of and support for childcare new places and their sustainability.

3.0 Current Progress and Achievements

Priority area	Progress to date
Review of Early Years and Children's Centre Strategy to ensure Best Value and alignment to corporate objectives for Child Poverty	<p>Current service delivery has been aligned to ensure that emerging Government priorities are addressed through Centre Delivery Plans.</p> <p>Long term staffing has been confirmed to ensure continuity of service.</p> <p>The success of the 2 year old funding initiative is being built upon to increase number accessing the free offer by 20%. The allocated number of funded places for Wirral is 142 places but currently, 205 children are being funded under this initiative, far in excess of the target.</p>
Further develop use of data so that priorities, resources, support and performance management are even more targeted and cost effective	<p>100% of Centre Managers have attended training and development on the use of Together for Children Unit costing Analysis Toolkit to ensure more cost effective service delivery.</p> <p>Every Children's Centre has an Annual Area Profile which includes demographic data and a Needs Assessment based on the Wirra JSNA. This is supported by detailed local analysis based on the Estart database which captures engagement rates of local families. The number of children now registered with Children's Centres currently stands at 58%</p>
<p>Further develop Parenting and Family Support and in particular:</p> <ul style="list-style-type: none"> • Promote improved outcomes for young children • Promote future good behaviour in older children • Through the outreach model, continue to develop family support in the home • Support the improvement of the home learning environment 	<p>Evidence-based parenting programmes have been implemented to ensure a consistent approach to parenting support, in line with the corporate Parenting and Family Support Strategy. These include Nurturing, Solihull approach and Mellow Parenting.</p> <p>The impact of parenting programmes is being measured through existing data systems, parental feedback and impact assessment.</p> <p>Successful launch of the Safe and Sound scheme to further develop parents' understanding of the importance of home safety through information sessions in Children's Centres.</p> <p>Training for Children's centre staff to support good home learning environments in the light of the current EPPE research. This also links to the implementation of the Payment By Results pilot programme.</p>

<p>Continue to develop support for the most vulnerable children especially those who are Looked After and those with Special Educational Needs</p>	<p>An plan has been developed to build on the good practice from Aiming High for Disabled Children to ensure continuity and consistency across local Centres to meet local need e.g. development of sensory rooms</p> <p>The Children's Centre Communication Strategy has been enhanced to include all areas of Early Years and childcare activity, specifically to capture the views of service users.</p> <p>Budget streams have been re-aligned to ensure equality of access to effective support and reduced duplication of services for children with Special Educational Needs.</p>
<p>Improve Early Years & Childcare settings resulting in more good or better OFSTED outcomes and no inadequate judgments</p>	<p>A Quality Improvement Support Programme for Out of Schools' Clubs and Childminders is under development and will reflect the successful model already in place for private, voluntary and independent sector early year's settings.</p> <p>Wirral's first Childminding Network was approved by the National Childminding Association in January 2011. Work continues to recruit successful childminders into the network. A number of network members have undertaken or are undertaking an additional accreditation that will allow them to claim Nursery Education Grant funding for eligible children in their care.</p> <p>At the point at which OFSTED conducted Wirral's Children's Services Assessment in July, the following figures were available on OFSTED judgments of childcare:</p> <ul style="list-style-type: none"> • Childminders: of the 249 inspections noted, 59% (147) judged as Good or better, 38% (99) as Satisfactory and 1.2% (3) as Inadequate. • Early years and childcare settings: of the 149 inspections noted, 68% (104) judged as Good or better, 29% (44) as Satisfactory and 0.7% (1) as Inadequate. <p>Since this point, of the inspections published, 1 childminder has achieved a Good OFSTED judgment and 10 early year's settings have achieved Good or better judgments.</p> <p>Currently, one childminder and one pre-school playgroup hold an OFSTED judgment of Inadequate. These providers are working with</p>

	<p>designated staff from the Quality Improvement Team to move this judgment forward. The main challenge for the team is to improve the number of early years and childcare settings judged as Satisfactory by OFSTED.</p>
Further improve early communication and language development through more effective speech and language services and through continued CLLD and ECAT programmes	<p>In September 2011, the newly configured Early Communication Programme was launched, based on the success of the Communication Language and Literacy Development programme in schools and the Every Child A Talker initiative in early year's settings.</p> <p>Schools and Children's Centres have been offered a new speech and language screening toolkit to support early identification of receptive and expressive language delay. Early years settings can access this support through their allocated Foundation Consultant.</p> <p>Speech and Language Therapists are working with schools as an advice and consultancy service that effectively acts as a triage for concerns about speech and language issues. The aim of this programme is to reduce the number of inappropriate referrals to SLT and to increase the level of support to children.</p> <p>The monitoring of this programme is through the newly re-configured Better Communication Group to ensure effective inter-agency co-operation.</p>
Improve access to information through community based provision specifically Children's Centres and community settings	<p>Current service has been assessed against the statutory duty of the Local Authority to provide information to parents/ carers.</p> <p>The Family Information Service webpage has been established enabling easy access to information and a marketing campaign in local publications is underway</p>
Ensure Local Authority retained function duties are met	<p>The Childcare Development Workers and Foundation Consultants have been assimilated into a single Quality Improvement Team, specifically to improve the quality of childcare settings.</p> <p>The team continues to provide advice and guidance to newly registering childcare provision to ensure sustainable businesses are established to meet the needs of parents in work or training.</p>
Improve the number of Early Years settings and Schools delivering flexibility in relation to the 15 hour free entitlement	<p>46% of private, voluntary and independent sector providers currently enable parents to take their child's 15 hour early education and care entitlement flexibly.</p> <p>15% of schools with Foundation 1 provision are offering flexibility, with a number of others consulting on the development of a flexible offer to</p>

	parents. Case study examples on good practice have been collected for future publication.
Review the current approach to the development of and support for childcare new places and their sustainability.	An interim Childcare Sufficiency Assessment has been completed and is available for public access. Plans are in place to undertake a comprehensive Sufficiency Assessment in 2012.

- 3.1 In 2011 there were improved outcomes at the end of Foundation 2 (children aged 5) across Wirral 6% since 2009. The overall outcomes are exceeding national figures and demonstrate that Wirral has sustained a year-on-year improvement since the implementation of the Early Years Foundation Stage Framework. This has been achieved through bespoke training and support in both the maintained and non-maintained sectors and robust nationally accredited moderation practises.
- 3.2 The gap between the lowest performing children and the rest is continuing to close. The gap has reduced by 2% from 2009. This is a more rapid improvement than the national picture and is a consequence of the successful strategies detailed above.
- 3.3 The attainment of children in our most disadvantaged Districts continue to significantly improve:

Main Wirral National Indicators

N172 District and Area	Percentage				Numbers		
	2011	2010	2009	Change	2011	2010	2009
Wirral	58	57	52.0	6.0	3573	3523	3510
Birkenhead	53.2	52.4	40.4	12.8	1101	1071	1024
Wallasey	55	55.5	46.5	8.5	1032	1036	1011
South Wirral	62.9	57.8	59.9	3.0	623	649	628
West Wirral	62.6	65.3	66.4	-3.8	789	754	823

Birkenhead and Wallasey areas continue to improve over the period 2009-2011. Pensby/Heswall/West Kirby decreased by 14% over the same period. A focussed training programme for the 17 schools in this particular area is being implemented and closely monitored by the Early Intervention Manager.

- 3.4 Children's Centres gained statutory designation in 2010 and a new Ofsted inspection framework was implemented in April 2010. This was revised in September 2011 and we have successfully implemented a response to the OFSTED framework through improved self-evaluation, better data analysis and better development planning. So far, 8 out of the 16 centres have been inspected by the OFSTED with 2 achieving "satisfactory with good features" and 6 achieving "good" or "good with many outstanding features."
- 3.5 We have developed an evidence-based performance management framework for Children's' Centres building on learning from the successful OFSTED inspections. This has been endorsed by the national organisation, Together for Children;
- 3.6 Wirral is amongst 27 Local Authorities who have been chosen to trial Payment by Results (PbR) between September 2011 and March 2013. The research and learning from this trial will shape future government policy for PbR across other areas of the Early Intervention Grant and will support us in the development of more sophisticated methods of measuring outcomes and outputs.
- 3.7 We are implementing the e-Start database to support monitoring and evaluation of Children's Centres. This is significantly improving the level of measurable data available to support service evaluation and consequently, service development and delivery.
- 3.8 The 2-year old funding initiative has been successful and there is case study evidence of impact. Wirral has exceeded the Government target of 142 children by reducing administration costs and diverting this saving into increasing the number of places available. Currently, 205 children are being funded under this initiative. We have increased the number of settings able to offer parents this facility and we are currently developing a strategy to include Accredited Network Childminders in this. A workforce conference is planned for autumn 2011 which will support the settings in their work with this most vulnerable group of children and ensure that they are able to offer a high quality experience. Individual families are also offered family support in the home and access to universal and targeted parents groups where appropriate.
- 3.9 Children's Centres are active partners in the Multi-Agency Risk Assessment Conference and are represented on this body by a Children's Centre Manager. To date, 980 requests have been made to Children's Centres from the Family Safety Unit and the number of evidence-based programmes for families living with domestic violence is increasing.
- 3.10 The Family and Baby project offering social and psychological support to parents with children in the neo-natal unit at Arrowe Park Hospital has been

operating successfully for two years. The project is operated collaboratively between the hospital and Wirral Children's Centres and has achieved national recognition as an example of how such a level of support can be implemented in any neo-natal unit.

- 3.11 Significant support is available to improve the skills levels of the early years and childcare workforce. A termly programme averaging 75 courses for professional development is published and accessible to early years settings, Children's centres, childminders and out of school clubs. In addition, funding is available to support staff in achieving accredited qualifications up to Foundation Degree level (for early years). To date, 45 students have achieved Foundation Degree status, a number of which have gone on to achieve full degree status, funded through other sources. 58 Wirral candidates have achieved Early Years Professional Status and the impact of their leadership in terms of improved OFSTED outcomes is being monitored through the Quality Improvement Team.

4. Recommendation

That Wirral Children's Trust Board note the report.

Report Author

Mark Parkinson
Head of Branch (Learning and Achievement)

Contact:

Phone: 0151 666 4297
Email: markparkinson@wirral.gov.uk

Early Intervention Grant – Quarterly Monitoring Report

1.0 Background

This report presents the first quarterly monitoring returns for services commissioned through the Early Intervention Grant (EIG) in 2011-12. The priority areas for which services were commissioned to address were:

- PA1 – Parenting/Compromised Parenting
- PA1 – Short Breaks for Disabled Children
- PA3 – Risk taking Behaviour in Children and Young People

After contracts totalling £2.8m were awarded, performance measures to underpin service delivery were agreed with each of the service providers. The current delivery against the performance measures have been Rag rated that is Red, Amber or Green. A Red rating denotes underperformance; Amber is broadly in line with expectations and Green is meeting or exceeding expectations.

Information from the quarterly monitoring and evaluation will help to inform future decisions. There is not likely to be a new commissioning process for 2012-13. The Council has the option to extend some or all of its existing contracts.

1.1 Priority Area 1 (PA1)

In some Parenting Programmes performance has been rated as Red, this is due to the contracts being awarded to new service providers who have needed time to become fully operational. Other Red ratings are for the Domestic Violence Programme 16-18; due to delays in recruitment of staff and Barnardos where actions have now been agreed which will increase the number referrals. Contracts in both of these areas are tightly monitored to ensure referrals are appropriate and effectively targeted. Other contracts with the Catholic Children's Society, Catch 22 and Home Start are all working well. Work is in hand to develop a parenting programme for parents/ carers of children with ADHD. Appendix A lists the services and RAG ratings for this priority.

1.2 Priority Area 2 (PA2)

This Priority covers Short Breaks for Disabled Children. Appendix B lists services and their RAG rating for this quarter. Two services have been rated as Red. Planned Week-end sessions by Sports Development, these have not taken place due to the lead in time required to implement this scheme. The other Red rating was for the Contract Carer Scheme provided by Action for Children. There has been difficulty in recruiting contract carers and corrective action has now been agreed. Five services have been rated as Amber and in each case remedial actions have been identified and implemented as detailed in the Appendix. Six services were rated as Green and where this was the case, services either met or exceeded performance expectations; this has been the case with Crossroads, Wirral Play Council and Wirral Autistic Society.

1.3 (i) Priority Area 3 (PA3) Targeted

Targeted provision in this priority has included from work with young people at risk of exclusion from school and at risk of engaging in anti social behaviour. Performance measures include improved attendance at school or training and young people gaining accredited outcomes. In targeted support two service areas were rated as Red. In the case of the Youth & Play Risk Taking Behaviour in 8-13 years and the Enhanced Outreach Sports, this was due to recruitment problems. The funding that would have paid for these activities totalling £19,000 will be reclaimed. Appendix C details the performance of the Targeted services.

1.3 (ii) Priority Area Three (PA3) Universal

Services in this area are universal and have open access; however young people can be referred from targeted services. There was one service area rated as Red and this was due to external providers not having the capacity to deliver. In the remaining ten service areas only Youth Arts, delivered by the Youth & Play Service, was rated as Amber, with 25% of the anticipated activities being delivered. The remaining ten service areas were rated as Green.

1.4 Other work with Providers

In addition to a review of monitoring returns, commissioners hold additional one to one meetings with all service providers to review progress identify any concerns about service delivery and agree the corrective action necessary. All service providers' are expected to attend bi-monthly Development and Delivery meetings.

1.5 Future Monitoring

The next monitoring returns will be received in mid-January. This information together with the evaluation of 2010-11 commissioned services are expected to provide evidence of service impact and inform decisions regarding contracts for 2012-13

2.0 Recommendations:

Wirral Children's Trust Board notes the report and requests a further report is presented to the Children's Trust Board meeting on 20th March 2012.

Report Author: **Maureen McDaid**
EIG Commissioning Lead
telephone: (0151) 666 4508
email: maureenmcdaid@wirral.gov.uk

Appendix A PA1 EIG Parenting/Compromised Parenting Q1 (1st July -30 September 2011)

Service/Provider	Predicted Outputs	Actual Outputs	R/A/G	Comments
PA1.1 Early Intervention Home Visiting Home Start	250 families	139	Green	Although this organisation is on target there is current work taking place to ensure a better understanding between them and Children Centres in relation to referrals and levels of need
PA1.2.1a Action for Children Triple P Parenting Programme	14 Parenting Groups	1	Red	The volume of these programmes was ambitious and the Provider predicated delivery of this also winning the contract for the FIP. AFC have sub-contracted one Triple P Teen programme and Nurture Programme to Catholic Children's Society. A private provider has been sub contracted to deliver 1 triple P (Parenting Solutions) Implementation plan and revised budget requested 2 nd Sept. 2 subsequent phone calls. Letter sent 25/10 informing them we will invoke cancellation of contract if not received. received implementation plan and budget 3/11/2011. Have requested a timetable of programme delivery, including where and to whom they will target by 30/11. They have recruited 2 parenting workers (awaiting CRB) and had recruited a coordinator who declined the role but have now identified an alternative.
PA1.2.1.b Action for Children Nurturing Parenting Programme	8 Parenting Groups	1	Red	AFC have sub-contracted one Nurturing programme to Catholic Children's Society
PA1.2.1.c Action for Children Strengthening Families 10 -14	6 Parenting Groups	0	Red	
PA1.2.1.d Action of Children Strengthening Families/Strengthening Communities	5 Parenting Groups	0	Red	
PA1.2.2 Action for Children Intensive Family Support	75 families	65	Green	
PA1.2.3 Catholic Children's Society Home Visiting 5-19	120 Families	45	Green	
PA1.2.4a Zero Centre Domestic Violence 5-13	80 children	11	Amber	This project had a short delay due to staff sickness. Now running two programmes simultaneously to catch up
PA1.2.4b Barnardos Domestic Violence 16-18	65 young people	3	Red	This is a new programme and they have had delays in recruitment which they have overcome now. Meeting with SSM and actions to ensure referrals increase and appropriate targeting.
PA1.2.5 Wirral Multicultural Organisation Family Support for BME	100 families	32	Green	
PA1.2.6 Barnardos Young Carers	140 young people	89	Green	
YOS Parenting	100 parents	36	Green	

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Appendix B
Short Break Services for Disabled Children- RAG rating 1st July-30th September 2011

2.1 Weekend/Weekday

SERVICE/PROVIDER	PREDICTED OUTPUTS	ACTUAL OUTPUTS	% OF DELIVERY	R/A/G	COMMENTS
Activate Arts	4 sessions	2 sessions	50%		
Creative Workshops	15 children attending each	4 children weekday 11 attending weekend	27%weekday 73%weekend	Amber	<p>Lead in time impacted on the number of sessions. Also feedback from families was 3 hours for mid week session was too long which is why uptake was low.</p> <p>ACTION TAKEN/PLANNED: agreed to have more sessions in subsequent quarters during holiday time (originally only planned for term time). Weekday sessions reduced to 2 hours, again agreed to have more sessions.</p>
Crossroads	2 weekend breaks	3 weekends	150%	Green	The numbers vary each weekend depending on the needs of the children to ensure the grouping is appropriate.
Barnstondale Weekends	20 children per break	9,15,9 = 33	83%		
Crossroads	4 sessions	0	0%		Lead in time impacted on the number of sessions.
Barnstondale After School	20 children per session	0	0%	Amber	<p>ACTION TAKEN/PLANNED: agreed to have more sessions in</p>

					subsequent quarters.
Crossroads Complex Health After School	12 sessions 7 children per session	8 3-5	67% 50%	Amber	Number of children attending low due to transport not being available and families resistant to collect children. ACTION TAKEN/PLANNED: DT arranged meeting with NHS Wirral, school Headteacher and crossroads to discuss actions to aim to improve attendance.
Crossroads Complex Needs Activity	48 sessions 48 children	48 43	100% 90%	Green	Children attend based on social Work referral. ACTION TAKEN/PLANNED: DT to speak to team leader to ensure referrals are at a maximum.
Wirral Autistic Society Activity Clubs	52 sessions	65	125%	Green	WAS have adjusted staffing ratios to deliver more sessions than contracted to. They originally tendered for 312 sessions.
Wirral Play Council Specialist Playschemes	60 sessions 96 children aged 5-14 29 children aged 14-18	62 98 33	103% 102% 114%	Green	
WC (Sports Development) Sports Sessions	4 weekday sessions 11 weekend sessions 20 children per session	3 weekday 0 Average of 20 children	75% 0% 100%	Red	Weekend sessions not started due to lead in time.

Wirral Resource Centre Play sessions for 0-7	52 sessions	23	44%	Amber	Lead in time impacted on the number of sessions. . ACTION TAKEN/PLANNED: agreed to have more sessions in subsequent quarters
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2.2 Sitting Service

SERVICE/PROVIDER	PREDICTED OUTPUTS	ACTUAL OUTPUTS	% OF DELIVERY	R/A/G	COMMENTS
Wirral Autistic Society	598 sessions	331	55%	Amber	This service had been operating through the Aiming High project but due to recommissioning process referrals reduced significantly. The first quarter of this contract has been used to re market the service to families.

2.3 Direct Payment Support Scheme

SERVICE/PROVIDER	PREDICTED OUTPUTS	ACTUAL OUTPUTS	% OF DELIVERY	R/A/G	COMMENTS
Wired	21 hours of support	21 hours 17 families support 10 case closed	100%	Green	

2.4 Family Support

SERVICE/PROVIDER	PREDICTED OUTPUTS	ACTUAL OUTPUTS	% OF DELIVERY	R/A/G	COMMENTS
Wirral Council Family Support	483 x 2hour sessions	614	127%	Green	Often children are offered more than 2 hours which is why the sessions delivered are higher than predicted. The manipulation of this data will be revised for next quarter,

Contract Carers

SERVICE/PROVIDER	PREDICTED OUTPUTS	ACTUAL OUTPUTS	% OF DELIVERY	R/A/G	COMMENTS
Action for Children Contract Carer Scheme	To recruit 4 carers	2 recruited	50%	Red	<p>Difficulty recruiting contract carers.</p> <p>ACTION TAKEN/PLANNED: 4 short break carers will now be recruited instead of contract carers. This will ensure service is developed quicker.</p>

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Appendix C

Early Intervention Grant Priority Area Three Targeted Provision (1July-30 September 2011) Qtr 1

Service	Predicted Outputs	Actual Outputs	% activity	R/A/G/	Comments
Merseyside Fire & Rescue Life Project	2 Programmes	2 Programmes Numbers of young people 6 lower than expected. Will review with provider.	100%	G	Required programmes delivered.
Merseyside Fire & Rescue : Beacon Project	2 Programmes	2 Programmes Young people report on: Improved communication skills. Increase life skills Self motivated evidenced by voluntary attendance on programme. 2 young people attended additional sessions to complete ASDAN Award.	100%	G	This programme plan is in line with agreed service specification.
Youth & Play Service: Risk taking Behaviour 8-13 years (Enhanced Outreach – Play Peripatetic Team).	Nil	Nil	0	R	Additional staff required to deliver this programme. Recruitment process on hold centrally.

Youth & Play Service: Risk taking Behaviour 13-19 years (WYT ARTSMART PLUS)	1 Programme	1 Programme in progress. Programme was for 15 young people 20 will be engaged. Young people will receive Arts Award – Bronze level and OCN Level 1 in Introduction to performing arts skills. Young people will be trained as peer mentors.	25%	A	Target group is young people in care.
Risk Taking Behaviour 13-19 (Enhanced Outreach-Sports)	112 Targeted work with young people on Friday and Saturday Nights	0			No return regarding activities
Risk Taking Behaviour 13-19 years (Grange Baptist)	15 Saturday night sessions to provide safe place for vulnerable young people to meet.	15 Saturday night sessions. 80-100 vulnerable young people regularly attend this session.	100%	G	Will review the monitoring of impact of this work to identify impact on young people.
PA3.2 Advice / Guidance / Support Services (Alcohol Interventions).	7 Training and delivery products	4 Training and Delivery products.	100%	G	

Appendix D

Early Intervention Grant Priority Area Three Universal (1st July -30 September Quarter 1)

Page 39

Service	Predicted Outputs	Actual Outputs		R/A/G/	Comments
PA3.3 (A) Youth & Play Service (Youth Arts)	<p>Development of core programme of arts activities.</p> <p>Develop a summer programme for provision in youth clubs and Hubs</p> <p>Development of activities to target young men at risk of exclusion or risk taking behaviour.</p>	<p>Established a core programme of 10 units per week as progression route.</p> <p>Provided 16 units of dance for young men, mixed groups and young people with disabilities.</p> <p>Week of dance workshops with 78 young men from 9 schools.</p> <p>Weekly Dance Workshops in 2 Hubs and in 1 Youth Club. 10 young people have progressed into core programme.</p>	<p>100%</p> <p>100%</p> <p>100%</p> <p>50%</p>	G	Core programme is now in place and will be delivered October-December.
PA3.3(A) Youth & Play Service (Youth Arts)	Provision of sessions in four Youth Hubs	10 Taster sessions of Beat-boxing and Rap in 1 Hub	25%	A	
PA3.3(A) Youth & Play Service (Youth Arts)	Taster sessions in	10 sessions Samba	100%	G	

PA3.3(A) Youth & Play Service (Youth Arts)	Youth Hubs, Youth Projects and schools.	Drumming in 1 hub. 2 Vocal workshops in Multicultural Centre. 5 Vocal workshops in Hospital School. 5 Drama and vocal sessions in mainstream schools. 30 young people enrolled on Bronze Arts Awards.	100% 100% 100%	G	
	Accreditation opportunities for young people.	16 young people enrolled on OCN Level One in Understanding Prejudice and Developing own interpersonal skills.			
	Sessions for young people with additional needs and disabilities.	Weekly dance workshops for 10 young people with disabilities. 5 attending core programme.	100%		

PA3.3 (A) Youth Activities	One Outdoor Education Programme	Nil	0	R	Partner organisation providing expertise did
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					not have capacity. This will be delivered in next quarter.
PA3.3 A Sports Development	Holiday Activity programmes for young people with disabilities/BME and Looked after children	80 weekend sessions And additional school holiday sessions	100%	G	
PA3.4 Drama Workshop (RTB Substance Misuse)	Preparation & Planning sessions with young people. Consultation with young people and professionals on priority RTB issues to be addressed.	10 Peer Educators recruited and on training programme towards delivering peer led RTB performance / workshops in schools and youth projects. Consultation on RTB taken place with professionals and young people Brook, Zero Centre, Response and in 2 schools. Key issues identified for RTB workshops including sexualisation of young people and abusive relations.		G	This element of the programme is focussed on research and consultation with young people. The research returns will determine the issues to be covered in the performances and workshops.
PA3. Involve NorthWest Big Nights	Identify venues Identify partners to be involved. Develop a programme Identify young people to	Venues agreed Young person's advisory group in place Programme agreed to start in December.		G	Work completed as part of necessary preparation to ensure programme will be completed.

	act as advisers to the project	Advertising agreed			
PA3. Involve NorthWest Wirral's Got Talent	AS PA3.3b	As Above		G	
PA3. Involve NorthWest Battle of the Bands	As PA 3.3 b	As Above		G	
PA3. Involve NorthWest DJing	As PA 3.3.b	As Above		G	
Youth & Play Service (Vol & Com Sector Contracts)	As PA3.3b	As Above		G	

COMMUNITY BUDGETS

1.0 Introduction

1.1 This paper presents a briefing on the purpose of Community Budgets and provides areas to consider when deciding next steps in relation to implementing a Community Budget approach. The Children's Trust is asked to consider and agree the actions as outlined in 4.1.

2.0 Background to Community Budgets

2.1 In the 2010 Spending Review there was a reference to local authorities implementing a community budget approach by April 2013. The purpose of Community Budgets is to provide multi agency support to families with complex or multiple needs and to address those needs and make a positive difference to the families involved. This is regarded as requiring a multi agency and cross council approach and the agreed solutions may involve:

- Local service redesign.
- Freedom and Flexibilities.
- Simplified funding streams.
- Whitehall and expert support.

2.2 There are three types Community Budgets:

1. Community Budgets for families with complex and multiple needs.
2. Neighbourhood level Community Budgets – locality based for an area of between 5000 and 25,000 people.
3. Whole Place Community Budgets – Unitary or two tiered Council.

Wirral has expressed an interest in being involved in the Community Budgets programme for families with complex and multiple needs.

3.0 Implementation of Community Budgets

3.1 The first phase of Community Budgets started in April 2011 with 28 local authorities taking part. The second phase will commence in April 2012 with an expected 74 local authorities and the final phase will start in April 2013.

Wirral was represented at a briefing in London on 23 September and following that has indicated that it wishes to be involved in the second phase roll out from 2012.

3.2 What has been consistently stressed is that Community Budgets are regarded as a key strategy in the area of family support. The Prime Minister has stated that he wants to lift 117,000 families from complex and multiple needs by the end of this Parliament in 2015.

There is no additional funding available other than £20,000 for support during to develop the plan and the possibility of up to £50,000 available for technical support in preparing a Community Budget implementation plan for April 2012. There is a

focus on service re-design and securing additional support from other partners who may have a stake in improving the circumstances of the families involved.

3.3 Wirral's expression of interest reflected much of the progress made over recent years to address the needs of vulnerable families. Developments in the area of family support have included:

- Multi-agency co-located teams.
- Partnership working with Social landlords.
- Intelligence gathering from the Common Assessment Framework analysis.
- Multi-systemic Therapy programme.
- Social Work Remodelling pilot.
- Risk governance Group.
- Youth Offending service.
- Family nurse partnership programme.
- Children's Centres.
- Early Intervention Grant commissioned targeted and universal support for children, young people and families.
- Joint Strategic Needs Assessment.
- Family Intervention Projects.

3.4 These developments have provided enabled families to access support in a number of areas including:

- Behaviour in children, young people and families.
- Substance and alcohol misuse.
- Child development.
- Anti social behaviour.
- School attendance.
- Parenting support.
- Diet.
- Lifestyle.
- Health and Wellbeing.

3.5 It is clear that much progress has been made and further change will be the measure of success from a Community Budget approach. While there is no additional funding other than what was mentioned in paragraph 3.2, nationally £129 billion was spent by local authorities on family support. This does not include funding from health, police, Department of Work and pensions. There is a significant resource in terms of staff, knowledge, skills working with families with complex and multiple needs but all are working to improve outcomes in respect of their organisation's policy requirements. The message from the phase one authorities was that organisations had to work together and if not pool budgets, then align budgets and staff.

3.6 There are other issues to be addressed if we are to make a difference to families with complex and multiple needs. Child poverty and worklessness are challenges facing the families who are to be supported through the application of Community Budgets. Both of these issues are high on national and local policy agendas. The pan Merseyside Child Poverty Strategy is being implemented on Wirral through the Roots and Wings strategy. This coupled with this the ESF/ DWP programme to help families with multiple problems to be work ready, can provide the drivers to promote multi-agency support at local level.

- 3.7 If a Community Budget approach is to be successful it will have to be driven by a vision relevant to all stakeholders especially the families. A number of agencies will have a role in delivering the programme but it will not work if families are not on board and contributing to the solution.
- 3.8 In addition to recent experience in improving outcomes for families, Wirral can also draw on the experience of Phase One authorities. As part of an evaluation, Phase One authorities identified the following factors as key to a successful Community Budgets approach:
- Families: Build a local business and evidence case.
 - Political and strategic Governance: High levels strategic buy in is imperative.
 - Partnership: Build on the engagement of front line staff.
 - Resources: secure data sharing mechanisms, pool money/ resources in kind.
 - Service Offer: Outcomes and Success measures.
 - Timetable and Project Management: Plan appropriately, secure partners in programme management.

4.0 Next Steps

- 4.1 Wirral has agreed to have a Plan for Community Budgets on its website by 1st April 2012. This is a process in two parts, agreeing on the vision and then developing the plan. On the 3rd November a meeting was held with the regional support consultant and at this meeting this government policy requirements were made clear. On the 9th November, the Department of Communities and Local Government (DCLG) advised local authorities that the offer of Technical Support and funding for the development of Dissemination Hubs would be suspended until the new Troubled Families Unit was established. It is still the Governments intention to implement Community Budgets and £20,000 will be included in the next payment of the Early Intervention Grant to fund some of the additional development costs. Further funding might also be made available when the Troubled Families Unit is fully established. There are some tasks that can be carried out as part of the preparation for Community Budgets. Included in this is work with families to develop a shared vision for Community Budgets which will also shape the strategy to deliver the necessary changes. A key message from this paper is that future commissioning and service delivery plans will be expected to demonstrate the centrality of families with complex and multiple needs in service needs analysis.

In terms of practical steps these are proposed as follows:

- i. Arrange for briefings on implications of Community Budgets for politicians and chief officers from Wirral and partner organisations.
- ii Identify a Community Budgets steering group to oversee delivery of the programme.
- iii Identify members for a multi agency focus group to advise on the process, and the deployment of resources and staff to address identified needs.
- iv Using developed links engage with families to identify the challenges which compounds their situation.

- v Agree an initial project plan with key milestones to cover work between November 2011 and March 2012.
- vi Start a process of early analysis to identify the numbers of families on Wirral regarded as having complex and multiple needs.
- vii. Use the early analysis returns to identify the most appropriate area for the Community Budget programme.

5.0 Recommendations:

Wirral Children's Trust Board notes the report and agrees with the actions outlined in Section 4.1.

Report Author: **Maureen Mc Daid**
EIG Commissioning Lead
telephone: (0151) 666 4508
email: maureenmcdaid@wirral.gov.uk

Agenda Item 11

WIRRAL CHILDREN'S TRUST BOARD – 22nd November

Children and Young People's Plan Performance Report Q2 2011/12

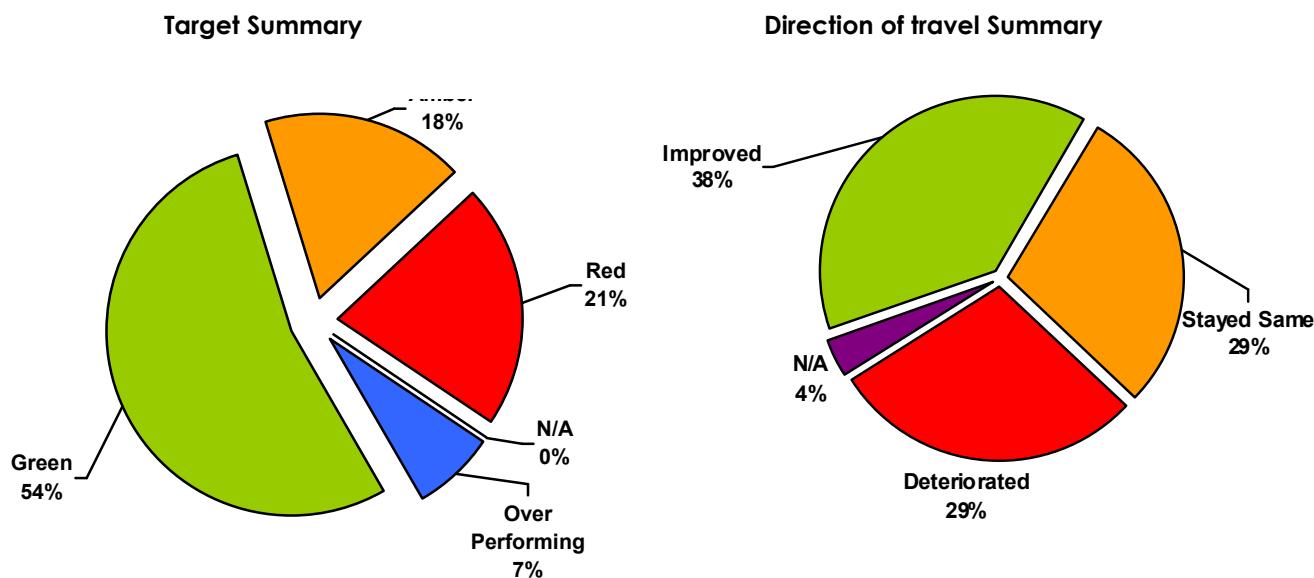
1.0 EXECUTIVE SUMMARY

- 1.1 The Children and Young People's Plan 2011/12 has been produced by partners to address identified needs of children in key priority areas. These needs have been identified by partners and in consultation with the children and young people of the Borough. The plan is delivered by partners working through the five Outcome Strategy Groups. Performance monitoring of the delivery of the plan is conducted via the Children's Trust Executive Board, chaired by the Director of Children's Services and the Wirral Children's Trust Board chaired by the Lead Member for Children's Services and Lifelong Learning.

The delivery of key projects is monitored by reporting on key performance measures identified at the planning process. This report provides an overview of progress made against Children's and Young People's Plan indicators for the first quarter.

2.0 PERFORMANCE SUMMARY

- 2.1 The following charts provide a summary of performance at quarter two in relation to targets set and the direction of travel compared to prior year quarter two position.
- 2.2 There are 29 indicators that can be reported at the second quarter period.



- 2.3 Appendix 1 provides the status of all indicators that can be reported to the Board for quarter two.

3.0 PERFORMANCE ANALYSIS

- 3.1 Performance headlines for children's services include:
- OFSTED Children's Services Assessment – PERFORMS EXCELLENTLY!

- Wirral primary schools continue to perform well, 77% of all pupils gained a Level 4 or above in both English and Maths, compared to 74% nationally and 76% for the North West.
- This year's provisional GCSE results show that Wirral students have once again achieved the best ever results. 58% of Wirral students in maintained schools achieved the national benchmark of 5+ A*-C including English and mathematics, which is up from last year's result of 54%. 80% achieved 5 or more A*-C GCSE results, which again was up on last year's figure of 73%.
- The percentage of looked after children reaching level 4 at Key Stage 2 were 65.7% in English and 62.9% in Maths, exceeding the targets set and improving on last year's performance of 52% and 56%.

3.2 Performance Indicator Exceptions

Portfolio	PI no	Title	2011/2012 Q2 Target	2011/2012 Q2 Actual	On target	Direction of travel
Children's Services & Lifelong Learning	NI 53	Prevalence of breast-feeding at 6-8 wks from birth	35.1%	32% (E)	Amb er	Improved

Corrective action: A number of planned project to increase breastfeeding rates including: - Workforce development planned for midwives to receive training in the 'Solihull' approach (planned for October, November and January) to improve motivational interviewing skills to encourage women to initiate breastfeeding thereby increasing breastfeeding at 6 – 8 weeks. - Homestart DVD to be produced December 2011 to be used to promote breastfeeding peer support. - Additional investment agreed to extend the 'Breastmilk it's amazing' publicity campaign to include further radio coverage and advertising on buses for up to 12 months. - Generic maternity dashboard being produced to ensure consistent approach to breastfeeding promotion and data requirements across all maternity providers. - Additional post appointed in community trust to support UNICEF BFI implementation (achieved Stage 2 BFI in August 2011 – ahead of target)

Portfolio	PI no	Title	2011/2012 Q2 Target	2011/2012 Q2 Actual	On target	Direction of travel
Childrens Services & Lifelong Learning	NI 60	Percentage of core assessments for children's social care that were carried out within 35 working days of their commencement	75%	48.4% (P)	Red	Deteriorat ed

Corrective action: As expected this indicator remains below target. Children have been seen and assessed. Delays in updating the electronic records are being monitored regularly. Progress against this indicator is monitored on a team by team basis and areas of under performance are being identified and addressed. Despite these efforts it is expected that the year end target will be missed.

Portfolio	PI no	Title	2011/2012 Q2 Target	2011/2012 Q2 Actual	On target	Direction of travel

Childrens Services & Lifelong Learning	NI 61	Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption	80%	64% (P)	Red	Improved
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Corrective action: A total of eleven adoptions have taken place up to the end of the second quarter. Of the four cases that were out of timescale, delay was due to specific matching requirements to meet the needs of the children involved. It is expected that as more children are adopted throughout the year that the year end outturn will be in the region of 74%.

Portfolio	PI no	Title	2011/2012 Q2 Target	2011/2012 Q2 Actual	On target	Direction of travel
Childrens Services & Lifelong Learning	NI 63	Stability of placements of looked after children: length of placement	66.0%	62.3% (E)	Amb	Deteriorated

Context: A number of children who have been in placement have turned 16, therefore are no longer included within this indicator. This has contributed to the reduction in performance of this indicator.

Corrective action: A number of children who have been in placement have turned 16, therefore are no longer included within this indicator. This has contributed to the reduction in performance of this indicator. A review of the foster care recruitment process has been conducted by the Fostering Network and an implementation plan is in place. Foster care recruitment numbers are on target for the end of the year. Increasing the numbers of foster carers will improve placements choice and the matching process.

Portfolio	PI no	Title	2011/2012 Q2 Target	2011/2012 Q2 Actual	On target	Direction of travel
Childrens Services & Lifelong Learning	NI 65	Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time.	15.0% Lower=Better	20.0% (E)	Red	Deteriorated

Corrective action: A comprehensive study is underway to examine the case circumstance surrounding the children who are subject to a CP plan for a second or subsequent time. The results of this study will be used to identify the children most at risk of become subject to a further plan and to ensure that preventative measures are employed. In addition, a child may become subject to a CP plan for a subsequent time whilst legal proceedings for a Care Order are in takings place. For the 34 children at Q2 who have a plan for a second or subsequent time XX of these children are awaiting Care Orders.

Portfolio	PI no	Title	2011/2012 Q2 Target	2011/2012 Q2 Actual	On target	Direction of travel
Childrens	NI	Looked after children cases which	100.0%	94.1%	Amb	Improved

Services & Lifelong Learning	66	were reviewed within required timescales.		(E)	er	
Corrective action: a team audit is to be completed to ensure all children have timetabled statutory reviews within regulatory timescales. This exercise will be repeated on a bi-monthly basis.						

Portfolio	PI no	Title	2011/2012 Q2 Target	2011/2012 Q2 Actual	On target	Direction of travel
Childrens Services & Lifelong Learning	NI 70 a	Reduce emergency hospital admissions caused by unintentional and deliberate injuries in 0-4 years	113 Lower=Better	120 (E)	Amb er	N/A
Corrective action: The safety equipment scheme is still in existence but there has been a reduction in the number of safety equipment vouchers being issued to parents in receipt of healthy start vouchers who are eligible to redeem free safety equipment. However there has been an increase in the uptake of parents accessing free, fitted safety equipment through the children centres. The Child Safety Implementation Group is monitoring uptake of both schemes. In addition, a needs assessment is to be undertaken during the next quarter, within Children's A&E dept to determine the main reasons and causes for unintentional injuries in the 0-4 group. The results of this along with other data sources will help to inform the future direction of child safety interventions in Wirral.						

Portfolio	PI no	Title	2011/2012 Q2 Target	2011/2012 Q2 Actual	On target	Direction of travel
Childrens Services & Lifelong Learning	NI 102 a	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2	17.9% Lower=Better	20.8% (P)	Red	Improved
Corrective action: The gap between the Free School Meals and the Non Free School Meals groups is lower than the previous year. Though improvements have been made the gap has fallen short of the target. This issue has been raised with primary headteachers and as a result the School Improvement Team has identified target schools to support to deliver improved academic outcomes for those children eligible for Free School Meals.						

Portfolio	PI no	Title	2011/2012 Q2 Target	2011/2012 Q2 Actual	On target	Direction of travel
Childrens Services & Lifelong Learning	NI 102 b	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 4	30.2% Lower=Better	34.5% (P)	Red	Unchanged

Corrective action: A review is currently underway to examine the results of the 100 identified FSM

pupils who were targeted with additional resources. The review has will focus in identifying the impact and actual improvement in achievement were made by this group of young people. From this analysis it will be determined whether to run a similar intervention programme to impact on the 2012 gap and how this may be delivered to ensure that the correct cohort of young people are selected.

Portfolio	PI no	Title	2011/2012 Q2 Target	2011/2012 Q2 Actual	On target	Direction of travel
Childrens Services & Lifelong Learning	NI 104	The Special Educational Needs SEN/non-SEN gap – achieving Key Stage 2 English and Maths threshold	46% Lower=Better	52.1% (P)	Red	Deteriorated
Corrective action: School Improvement Associates are working with schools to identify the reasons why SEN pupils have not made the expected progress. The SEN Green Paper will focus senior leaders in ensuring that the correct provision is in place to move pupils' learning forward.						

Portfolio	PI no	Title	2011/2012 Q2 Target	2011/2012 Q2 Actual	On target	Direction of travel
Childrens Services & Lifelong Learning	NI 105	The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths	47% Lower=Better	50.3% (P)	Amb er	Improved
Corrective action: School Improvement Associates are working with schools to identify the reasons why SEN pupils have not made the expected progress. The SEN Green Paper will focus senior leaders in ensuring that the correct provision is in place to move pupils' learning forward.						

4.0 RECOMMENDATIONS

That Wirral Children's Trust Board note the report.

REPORT AUTHOR:

Tracy Little

Principal Officer – Information and Performance,
Children and Young People's Department
Telephone: (0151 666 4412)
Email: tracylittle@wirral.gov.uk

Appendix 1: Performance Indicator Summary

Direction of Travel Summary

% PIs	No. of PIs	
38%	11	Improved by more than 2.5% on previous year's performance
29%	8	Deteriorated by more than 2.5% on previous year's performance
29%	8	Stayed within +/-2.5% of previous year's performance
4%	1	Not applicable
100%	28	(Note: percentages rounded to 2 decimal places)

Target Summary

% PIs	No. of PIs	
54%	15	Green (within +10/-5% of the target)
18%	5	Amber (missed target by between 5% and 10%)
21%	6	Red (missed target by more than 10%)
7%	2	Over-performing (more than 10% of the target)
0%	0	Target not set
0%	0	Not Applicable
100%	28	(Note: percentages rounded to 2 decimal places)

PI No.	Title	Quarter 2 Target	Quarter 2 Actual	On Target	Direction of Travel
NI 51	Effectiveness of child and adolescent mental health (CAMHS) services	16	16 (A)	Green	↔
NI 53	Prevalence of breast-feeding at 6-8 wks from birth	35.1%	32% (E)	Amber	↑
NI 60	Percentage of core assessments for children's social care that were carried out within 35 working days of their commencement	75%	48.4% (P)	Red	↓
NI 61	Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption	80%	64% (P)	Red	↑
NI 62	Stability of placements of looked after children: number of placements	9.0% (Lower is Better)	9.4% (E)	Green	↓
NI 63	Stability of placements of looked after children: length of placement	66.0%	62.3% (E)	Amber	↓
NI 64	Child Protection Plans lasting 2 years or more	4.0% (Lower is Better)	4.2% (P)	Green	↓
NI 65	Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time.	15.0% (Lower is	20.0% (E)	Red	↓

		(Better)			
NI 66	Looked after children cases which were reviewed within required timescales.	100.0%	94.1% (E)	Amber	
NI 67	Percentage of child protection cases which were reviewed within required timescales	100.0%	99.5% (P)	Green	
NI 68	Percentage of referrals to children's social care going on to initial assessment	90%	90.0% (E)	Green	
NI 70	Reduce emergency hospital admissions caused by unintentional and deliberate injuries to children and young people	113			
NI 70 a	Reduce emergency hospital admissions caused by unintentional and deliberate injuries in 0-4 years	113 (Lower is Better)	120 (E)	Amber	n/a
NI 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	57%	58% (P)	Green	
NI 73	Achievement at level 4 or above in both English and Maths at Key Stage 2	79%	77% (P)	Green	
NI 75	Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths	60.7%	63.3% (P)	Green	
NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	27.6% (Lower is Better)	28.3% (P)	Green	
NI 93	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	87%	86% (P)	Green	
NI 94	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	85%	85% (P)	Green	
NI 99	Looked after children reaching level 4 in English at Key Stage 2	18.0%	65.7% (P)	Over Performing	
NI 100	Looked after children reaching level 4 in maths at Key Stage 2	15.0%	62.9% (P)	Over Performing	
NI 102a	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2	17.9% (Lower is Better)	20.8% (P)	Red	
NI 102b	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 4	30.2% (Lower is Better)	34.5% (P)	Red	
NI 103a	Percentage of final SEN statements issued within 26 weeks (Excluding exceptions).	100.0%	100.0% (A)	Green	
NI 103b	Percentage of final SEN statements issued within 26 weeks (Including exceptions)	100.0%	99.0% (A)	Green	
NI 104	The Special Educational Needs SEN/non-SEN gap – achieving Key Stage 2 English and Maths threshold	46% (Lower is	52.1% (P)	Red	

		(Better)			
NI 105	The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths	47% (Lower is Better)	50.3% (P)	Amber	
NI 113	Prevalence of Chlamydia in under 25 year olds	11.00%	10.5% (E)	Green	
LOC AL 117	16 to 18 year olds who are not in education, employment or training (NEET)	8.6% (Lower is Better)	8.8% (E)	Green	