



MeetingDate commencing at MeetingTime

MeetingLocation

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WIRRAL CHILDREN'S TRUST BOARD

AGENDA

Date: 21st September 2015
Time: 9:00 to 12:00
Location: Wallasey Town Hall

(D) = Decision (I) =Information

- | | | | |
|-----|--|-------------------|-----|
| 1. | 09:00 Apologies and Introductions | Chair | (I) |
| 2. | 09:05 Declarations of interest | Chair | (I) |
| 3. | 09:10 Minutes of the last meeting and actions arising | Chair | (I) |
| 4. | 09:15 Future in Mind – CAMHS Transformation
(verbal update) | Norma Currie | |
| 5. | 09:30 Early Help Review Update | Elizabeth Hartley | |
| 6. | 09.45 Youth Voice Conference/Youth Parliament | Lindsay Davidson | |
| | 10.00 Break | | |
| 7. | 10:15 Annual Report WCSB | Bernard Walker | |
| 8. | 10.30 Performance Report | Julia Hassall | |
| 9. | 10.45 Update from
Children's Joint Commissioning Group | Julia Hassall | |
| 10. | 11.00 School Results | Sue Talbot | |
| 11. | 11.15 Any Other Business | | |

Dates of future meetings:

18 January 2016
16 May 2016

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Minutes of the meeting held on Tuesday, 21 July 2015

PRESENT:

Councillor T Smith (Chair), J. Hassall, P Sheridan, S Dainty, J. Webster, V. Harrison, R. Longster, B. Walker, S. Taylor, Supt J. Martin, F. Pender, D. Gornik

IN ATTENDANCE:

L. Arthey, T. Woodhouse. Seline Wakerley and Peer Educators, C. Drucker

1.0 INTRODUCTIONS and APOLOGIES

Cllr Smith welcomed the members and noted apologies had been received from Cllr W. Clements, Cllr C. Meaden, J. Monty, K. Podmore, G. Batchelor, J. Owens, N. Currie, G. Price

2.0 DECLARATIONS OF INTEREST

There were no declarations of interest to note.

3.0 MINUTES OF THE LAST MEETING (31 March 2015) and ACTIONS ARISING

The minutes were checked for accuracy and were confirmed as a true reflection of the meeting. There were no matters arising.

4.0 SPECIALIST SERVICES REVIEW : UPDATE

L. Arthey updated the Board on the redesign of children's social care (Specialist Services). This redesign was intended to improve the outcomes for children and families without any reduction in social work capacity. The Board was also provided with the details of the new structure which was mostly based on the constituency footprint.

Cllr Smith enquired if all schools had been advised of this new model and he was advised that the information had been cascaded widely which included schools. However it was suggested that a briefing be undertaken for all schools and head teachers which contained relevant contact details. L. Arthey would prepare and distribute the required information.

J. Hassall took the opportunity to remind all partner agencies that it was incumbent on them to ensure that no child steps into any gaps due to any redesign and that proper handover takes place to improve the child's journey.

It was resolved that:

a) The Board noted the update.

b) L. Arthey to distribute briefing and contact details to schools/headteachers.

5.0 BIRKENHEAD FOUNDATION YEARS PROJECT : UPDATE

The Board received the update report on the 6 programmes for the period ending June 2015. Z. Munby advised that the project was growing and referred to the increase in numbers for the Bump-Start programme.

The Board was also advised that the basic Early Skills and Support Index (BESSI) has reached the stage of its development whereby Cambridge University Centre for Family Research are confirming that it is valid for use from the age of 2.5 to 5.5 years. The foundation will be adopting this as a measure for all children reaching that threshold. It is understood that the BESSI manual is undergoing testing and it will be trialled using data from Birkenhead schools. Discussions are underway with Council officers in relation to bring the Cambridge team to the Wirral to provide a briefing in September.

Discussions continued around the Cambridge work which tested 2.5 – 5.5 yrs as opposed to the traditionally used 0-5 tests and also the ages and stages national tool which again focused on 0-5yr testing. It was suggested that all learning and information on Early Years currently ongoing at a local level be shared. Any joint work or initiatives could be done via the Early Years Multi Agency Steering Group. The opportunity was taken to advise the Board that a paper on the current status of Early Years work would be submitted to Cabinet shortly.

It was resolved that: The Board noted the report.

6.0 THE VOICE OF YOUNG PEOPLE

A group of Peer Educators from the Creative Youth Development team outlined their role and the range of projects and roles they undertake with the young people of the borough. The issues that they cover can be portrayed via a number of outlets including dance, art and drama and can help with confidence building and social skills for example. As well as group activities they offer 1:1 support to individuals. The peer educators themselves have also benefited from participating in the programme, stating that their public speaking skills have been enhanced as well as their communication skills. Young people are referred into the programme but the Board was also advised that outreach sessions have also been undertaken in schools and other community settings.

On behalf of the Board Cllr Smith thanked them for their time and for sharing the information and for providing this very interesting insight into the work of the group. He hoped they would continue with their work and acknowledged this valuable resource for the young people of Wirral.

It was resolved that:

The Board acknowledged the work of the Creative Youth Development Team.

7.0 CHILD POVERTY : UPDATE

The Board received the update on actions being taken by the Wirral Child and Family Poverty Working Group and the development of the school community hubs. J. Hassall advised that the Liverpool City Region (LCR) strategy has been refreshed and accepted. Work was also underway to capture the working group's key components and a document would be taken to Cabinet together with the regional strategy in September 2015. The working group also advised that they had received a presentation from the Church Credit Champion Co-ordinator for Wirral.

The two Hubs (Leasowe and Fender) are continuing to work well with the community and this principle has been extended to include a school within the Birkenhead Constituency with funding from Public Health. St Pauls RC Primary School in Beechwood was successful in its tender to develop a community hub and will focus on school readiness as a means to address the impact of child poverty. Discussions continued as to how these models could be sustained and rolled out to other schools as their success has been clearly evident.

In response to a question J. Hassall advised that there are just over 68,000 children living in Wirral with approximately a quarter of them classed as living in child poverty.

It also noted the update on the work of the Birkenhead Foundation Years Trust pilot services in the Beechwood Ballantine Estate, Rock Ferry and Birkenhead.

It was resolved that: The Board noted the report and accepted the recommendations contained therein.

8.0 SAFEGUARDING UPDATE

The Board received the report of the WSCB on safeguarding key developments locally and nationally on regulatory reform local social case reviews and key challenges for the partner agencies.

The report advised of the agreed priority areas for the WSCB for 2015-16 being

1. Children and Young People feel safe and are safe
2. Children and Young People are engaged in positive relationships which are not exploitative
3. The needs of Children, Young People and their families are identified and responded to early
4. Fewer Children and Young People witness or experience domestic violence and consequently more children and young people are living in family homes where they feel safe.

B. Walker stated that CSE was not given an individual priority as this was covered in priorities 1 and 2 above. He was hopeful that partners would support and take back to their respective areas. The links with the Council 2020 Plan was also noted.

The report also highlighted the feedback from the WSCB meeting of 9 June which discussed a number of issues including the multi-agency performance information. This covers the development of a multi-agency dataset of 155 safeguarding performance indicators and will also incorporate the development of a 'windscreen' to be able to present key information and to drill down into the data. This information will help direct the WSCB to areas of safeguarding which may be causing concern.

J. Hassall suggested that performance data session covering for example Children Missing from Care, could be presented at a future Board. This would present an opportunity to look at how the data could be used.

It was resolved that: The Board

a) Noted the report.

b) That a performance data report covering Children Missing from Care to be presented at a future meeting of the Board.

9.0 CHILDREN'S TRUST BOARD – THE WAY FORWARD : UPDATE

The Board received the update on the way forward for the Children's Trust Board. The report set out the proposed terms of reference and membership of the newly formed Children's Joint commissioning Group, together with the Governance and Principles of the group. The purpose of the group is to identify integrated commissioning approaches to support the

transformation of services to achieve the key outcomes contained within the Council's Plan 2020 Vision.

The commissioning group would meet on a monthly basis and their aim is to produce a Commissioning Plan in April 2016. This would be the vehicle to ensure that the children's outcomes are delivered.

It was resolved that: The Board noted the updated report.

10.0 Performance Management – Qtr 4 Year End 2014

The performance management report was reviewed by the Board.

Outcome 2 : Timeliness of Adoptions : Red Rag rated

Currently standing at 68% against a target of 80%: Some children have complex health issues or are siblings who need to be placed together.

Looked After Children: Concern regarding the number of looked after children in care : this was Amber Rag rated

Outcome 4 : A number of indicators were shown Red Rag status but there was an expectation that the gap in attainment was closing and going in the right direction for this academic year.

It was resolved that: The Board noted the report

11. Any Other Business

11.1 Cllr Smith highlighted the recent police review into the Rotherham Report and of the 28 cases reviewed 8 were considered inadequate. In response Supt Martin said he was aware of the report but could not comment as he had not read the full report. However he would be happy to do a review from the Wirral perspective at a future meeting.

Action: Supt Martin to present a review on the Rotherham Report at a future Board.

11.2 D. Gornik brought the Board's attention to the recent report submitted to the WSCB which gave the updated position on the Early Help and Prevention Strategy. The report described how the strategy would be developed and the anticipated timescales. It was further advised that the main body of the strategy would consist of 3 sections: Help in the Earliest Stages of Life, Help in the Earliest Stages of a Problem and Late Prevention. Each section would be underpinned with theoretical learning as to its importance and contain 4 key aspirations aligned with the Wirral Council Plan: A 2020 Vision. A series of workshops would be held in August to focus on each section of the strategy. Partners would be invited to each workshop in order to contribute to and shape the local approach. A workshop at the end of August would finalise the pledges and confirm the action plan. The final draft would be presented to the LSCB and Children's Trust prior to the official launch in October.

11.3 Cllr Smith advised that this would be the last meeting for R. Longster. On behalf of the Board he wished him well in his retirement and thanked him for his support and contribution during his time as a member of the Board.

CLOSE:

As there was no further business to discuss the meeting closed at 11.30 hrs

DATE AND TIME OF FUTURE MEETINGS

9.00 am 21 September 2015

9.00 am 18 January 2016

9.00 am 16 May 2016

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Early Help and Prevention Strategy Update

1.0 Background and Introduction

This report is presented to Wirral LSCB to give an update on the position of progressing our Early Help and Prevention Strategy.

The Early Help Strategic Board has met frequently since September 2014 and has completed an Early Help Maturity Matrix (previously presented to the Board) which identified 6 work streams including a strand to develop an Early Help Strategy. A multi-agency group has met on 3 occasions to develop our Early Help vision and outline the framework for the strategy. This report briefly describes how the strategy will be developed and anticipated timescales.

2.0 The Vision and Proposed Content of the Strategy

The agreed vision for our Early Help and Prevention Strategy is:

Early Help is everybody's responsibility: together we will make sure that children, young people and their families are safe, happy and ready for school, work and life's challenges.

The main body of the strategy will consist of 3 sections: Help in the Earliest Stages of Life; Help in the Earliest Stages of a Problem; and Late Prevention. Each section will be underpinned with theoretical learning as to its importance and contain 4 key aspirations aligned with *Wirral Council Plan: A 2020 Vision* as follows:

Section A – Help in the Earliest Stages of Life

- (i) Children are ready for school
- (ii) Vulnerable children reach their full potential
- (iii) Reduce child and family poverty
- (iv) Zero tolerance to domestic violence

Section B – Help in the Earliest Stages of a Problem

- (i) Young people are ready for work and adulthood
- (ii) Zero tolerance to domestic violence
- (iii) Reduce child and family poverty
- (iv) Services are joined up and accessible

Section C – Late Prevention

- (i) Vulnerable children reach their full potential
- (ii) Young people are ready for work and adulthood
- (iii) Zero tolerance to domestic violence
- (iv) Wirral's neighbourhoods are safe

Under each of the 4 pledges made in every section we are agreeing ambitions and plans as a partnership to fulfil them. This will then form the basis of an Early Help and Prevention

Development Plan which will be monitored by the Early Help Strategic Board. It is noted that some pledges appear in more than one section which reflects the relevance of that issue across the different stages.

3.0 Working Together to Develop the Strategy

On 4th August 2015 a series of workshops were held to focus on each section of the strategy. 45 partners attended contributing to our local approach. These workshops were facilitated by members of the Early Help Strategic Board.

A follow up multi-agency workshop will be held at the start of October. Partners will be forwarded an electronic draft strategy in advance. The purpose of this workshop is to finalise the pledges and confirm the content of the development plan. The final draft will be presented to the LSCB and Children's Trust in August/September 2015, with publication and an official launch planned for 19th October 2015.

Elected Members will be sent an open invitation to attend the multi-agency workshop.

Report Author:
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Wirral Council

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Appendices: N/A

Did you know?

Learning from Serious Case Reviews

Teenagers can be just as vulnerable and in need of our help as younger children



- Mental Health
- Sexual Exploitation and abuse
- Neglect
- Homelessness
- Learning Difficulties
- Transition from school and leaving care
- Substance misuse
- Relationships and domestic abuse

Be aware of the needs of vulnerable teenagers

Safeguarding Teenagers is Everyone's Responsibility

For more information



Did you know Forced Marriage is a crime?

Be aware of when and how to report concerns



KEY CONTACTS

Family Safety Unit 0151 6065442
 Merseyside Police 0151 7772289
 Forced Marriage Unit 0207 0080151
 Karma Nirvana Helpline 0800 5999247
 Central Advice & Duty Team 0151 6062008

You may only have One Chance to speak to a victim and One Chance to save a life

Merseyside Forced Marriage and HBV Protocol:

<http://www.wirral.gov.uk/downloads/6920>



Keeping Babies Safe in Baby Slings

For safe use of bag style slings make sure:

- it is tight
- you can always see baby's face by glancing down
- you can kiss baby's head by just tipping your head down
- baby is **not** curled up
- baby's chin is **not** against their chest

Remember TICKS:

- **T**ight
- **I**n view at all times
- **C**lose enough to kiss
- **K**eeP chin off the chest
- **S**upported back

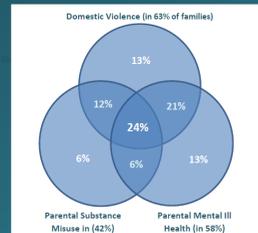


For more advice speak to your health visitor or midwife

Safeguarding Babies is Everyone's Responsibility



Be aware of the TOXIC TRIO of risks to the safety of children



Based on % of 139 children subject of serious case reviews (2009-11) who were affected by toxic trio risk factors

- Reviews have noted the prevalence of the toxic trio in the lives of the families at the centre of serious case reviews (SCRs)
- Information from 139 SCR reports, shows us the extent to which these factors feature and overlap
- Nearly two-thirds of cases featured domestic violence, and mental ill health of one or both parents was identified in nearly 60%
- Children in one quarter of families experienced **all three** of the toxic trio.



Safeguarding is Everyone's Responsibility

For further information about WSCB training:

<http://www.wirral.gov.uk/downloads/7824>



Learning from Professional Practice

Neglect is the most common reason for Wirral children to be placed on Child Protection Plans



Be aware of the signs of neglect.

Safeguarding is Everyone's Responsibility....

For more information please read the WSCB guidance:

http://wirralscb.proceduresonline.com/chapters/g_neglect.html



CHILD SEXUAL EXPLOITATION
THE MORE YOU KNOW THE MORE YOU SEE

Thought Gigi's taking me to another party.

If i do what he says he will buy me more nice things

He is the friend I've always wanted, he buys me things

I didn't but he did

Wirral Safeguarding

Children Board

Annual Report and Business

Plan Executive Summary

&

Section 11/175



WIRRAL SAFEGUARDING CHILDREN BOARD

Foreword by the Independent Chair

There is no more important role within any community than ensuring children and young people are safe from abuse or harm. The purpose of our Annual Report and Business Plan is to provide a rigorous and transparent assessment of the performance of local services, identify areas of weakness, the causes of those weaknesses and the actions taken to address them, together with other proposals for future work.

The Wirral Partnership Summit in July agreed that the Council's Five Year Plan: Taking Wirral Forward - A 2020 Vision should be a shared enterprise. Wirral Safeguarding Children Board makes an important contribution to several of these priorities

- *Children are ready for school*
- *Young people are ready for work and adulthood*
- *Vulnerable children reach their full potential*
- *Zero tolerance of domestic violence.*

The aspiration to reduce child and family poverty is also fundamental to the work of the Board as almost a quarter of children in Wirral live in families near or below the poverty line so will be affected by the Government's welfare reforms.

Safeguarding continues to have an extremely high national profile rarely being out of the headlines. Wirral's Safeguarding Children Board brings together senior executives from all agencies in the Borough with a responsibility for ensuring children and young people are safe from abuse or harm. Our Annual Report and Business Plan provides a rigorous and transparent assessment of the performance of local services, identifies areas for development and the priorities for the forthcoming year.

The range of our activities is illustrated by our posters which make up the first page of this report. They cover keeping both babies and teenagers safe, forced marriage, neglect, child sexual exploitation and the lessons from serious case reviews. These need to be widely available not only for professionals but throughout the community.

The Board has five priorities for 2015 -6

- *Making safeguarding everyone's responsibility*
- *Child sexual exploitation*
- *Early help*
- *Domestic abuse*
- *Radicalisation*

Board members have personal responsibility not only to hold each other to account through constructive challenge and scrutiny but to provide visible leadership across the Borough on all aspects of safeguarding. We have two mechanisms through which we are trying to achieve this, board members meeting with front line practitioners from our organisations other than their own and making every effort to ensure we hear the voice of children, young people and their families. This will be a continuing element of our work.

We work closely with other bodies in the Borough including the Safeguarding Adults Partnership Board, the Community Safety Partnership and the Health and Wellbeing Board. It is also important that each member of the Board ensures that safeguarding is a priority in their own organisation and reflected in their governance arrangements. We cooperate with the other Safeguarding Boards across Merseyside and the North West recognising that this not only results in efficiencies and consistency but is also a way to develop good practice.

The consequences of the current period of austerity continue to have an impact on the work of the Board. All of the partner organisations are undergoing some form of reorganisation and this instability is a risk to effecting safeguarding, The Board continues to operate a deficit budget and the reserves are exhausted, again a matter for concern.

We would welcome feedback on this Report and more generally on the efforts we are all making to ensure that, as far as is possible all children and young people in Wirral feel safe and are safe.

Bernard Walker Independent Chair



Executive Summary

Introduction

Working Together to Safeguard Children defines that the Independent Chair of the Wirral Safeguarding Children Board (WSCB) is required to publish an annual report on the effectiveness of child safeguarding and promoting the welfare of children in the local area. The annual report for 2014-15 is presented in two sections; the report looking back over the past year and the business plan looking forward over the next 12 months.

In Section 1 the WSCB annual report sets out the priority areas for 2014-15, the individual targets within those priorities and the progress that has been made. This includes an assessment of what remains to be done.

Section 1 also includes the main findings from the Section 11/Section 175 safeguarding audits undertaken by individual organisations and schools, a summary of and the lessons learnt from SCB's and other reviews, headline performance information and reports which reflect and assess how the WSCB has fulfilled its responsibilities.

Section 2 of the report sets out the business plan for 2015-16 and details the priority areas and work to be undertaken through the WSCB over the next 12 months.

All of the WSCB's safeguarding activity across the partnership contributes to ensuring that:

“Children and young people in Wirral feel safe and are safe”

Section 1 – Annual Report

Priorities for 2014-15

The WSCB set seven priorities for 2015. A summary of the progress against each priority is presented below.

Priority One—Domestic Abuse

The WSCB and Safeguarding Adult's Partnership Board (SAPB) established a joint domestic abuse sub-committee to lead on this priority following identification across the partnership of the need for a multi-agency strategic group. The domestic abuse group has strategic oversight of the partnership response to domestic violence, forced marriages, honour based violence and female genital mutilation. Completed work over the last year included review and publication of new multi-agency training, publication of the multi-agency neglect strategy and publication of the revised domestic abuse procedure and guidance and referral pathway.

Priority Two—Child Sexual Exploitation

CSE continues to be a priority for the WSCB and the work completed in 2014-15 built on the activity begun in 2013-14. The multi-agency response to CSE is led through the CSE sub-committee and completed work in 2014-15 included the launch of the www.listentomystory.co.uk media campaign and activities to support the first national CSE awareness day in March. The WSCB commissioned 20 performances of the Chelsea's Choice theatre production which was seen by over 2,000 young people from 15 schools and other settings and over 400 profes-

sionals. The CSE committee have completed a series of CSE audits including one focused on reviewing the effectiveness of the response for vulnerable children and young people who are placed out of the borough. The CSE committee published its first local CSE profile report for Wirral on the Joint Strategic Needs Assessment (JSNA) website and also published the CSE Practice Guidance for professionals. The committee continues to develop the multi-agency CSE work plan and oversee how the views of children and young people can inform practice.

Priority Three—Neglect

The WSCB published a multi-agency neglect strategy and set reducing the incidence of neglect as a priority area in response to neglect being the most frequent reason for children to be subject to a child protection plans. The work around this priority was led by a task and finish group and completion of the delivery action plan was overseen by the Staying Safe Strategic Group. Notable activity completed within this priority area includes design and publication of the multi-agency neglect strategy, review and publication of revised training, review and re presentation of the Graded Care Profile tool and publication of guidance for professionals and families.

Priority Four—Learning and Improvement

The WSCB published the Learning and Improvement Framework (LIF) to provide a single framework for the undertaking, publication, learning from and dissemination of learning from Serious Case Reviews (SCR's), Critical Incident Reviews (CIR's) and other practice and learning reviews below the SCR threshold. The case review committee also published a

revision to the LIF detailing the process for undertaking reviews below the SCR framework. The methodology is based on the SCIE approach and to support this two members of the case review committee have completed SCIE certificated training.

Priority Five—Effectiveness of Early Help

The WSCB is responsible for ensuring the effectiveness of early help across the partnership. This priority largely referred to the development and publication of a quality assurance framework to assure the Board of the effectiveness of early help services. The WSCB has developed an Early Help dataset which is published quarterly as part of the full safeguarding performance information dataset. The CAF Quality Assurance group have published a revised quality assurance framework and have overseen the auditing of the quality of CAF assessments and also of the quality of TAF episodes. The group also published a QA report which includes how well the voice of the child is included through the use of tools such as the distance travelled tool and the young person's CAF.

Priority Six—Signs of Safety

The WSCB resolved to introduce the Signs of Safety approach to child protection during 2014-15. The work towards achieving the priority included commissioning of a provider to work with partners to introduce and roll out the approach. The contract for the programme was designed and put out for tender. The WSCB subsequently Professor Jan Horwath from Sheffield University to develop and introduce a Wirral Model

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which is based on elements from Signs of Safety and strengthening families approaches but is also focused on the lived experience of the child. The introduction of the model was delayed until September 2015 following the redesign of services within the local authority.

Priority Seven—Supporting Safeguarding in Wirral

As part of its wider role to promote good safeguarding practice the WSCB set a priority to develop the 'public face' of the Board to ensure members of the wider community as well as children's sector professionals understand not only that safeguarding is everyone's responsibility, but how this responsibility can be understood and promoted. Work completed in 2014-15 included publication and dissemination of weekly safeguarding updates from the WSCB complemented by Twitter messages to professionals and the wider community; CSE awareness raising work with elected members, community groups and taxi drivers; design and dissemination of posters, leaflets and other media supporting safeguarding and good practice and commissioning of the Virtual College to provide a Section 11/175 safeguarding audit solution for organisations and schools.

Findings from the Section 11/175 Safeguarding Audits

The WSCB undertook its annual audit of safeguarding arrangements (Section 11/175) with organisations between March and July 2015. This year organisations registered for an online audit which gave them the functionality to create action plans, upload evidence and supporting documents and assign questions to appropriate staff in the organisation.

192 organisations registered for the Section 11/175 (Section 11 is for organisations; Section 175 is for schools) audit and 155 organisations completed it by the 31st July 2015 deadline. The audit is a self assessment and for each question asked organisations grade their responses on a scale from 1-4 (1 is no progress and 4 is exceeds requirements). Organisations aim to score at least a 3—meets requirements for each question.

For both the Section 175 and Section 11 audits the average scores for each section and overall exceeded 3 which is an extremely positive assessment of safeguarding arrangements.

Learning from Case Reviews

The WSCB has not undertaken any Serious Case Review since 2012 and learning from that SCR was summarised in last year's annual report. Case reviews are considered by the Case Review committee and their decisions are referred to the national panel for SCR's. In 2014-15 one Critical Incident Review was completed and one Learning Review was begun. Four cases were considered by the committee but none met the SCR threshold although all will be subject to a multi-agency or single agency review.

The WSCB does not publicly publish the findings from case reviews below the SCR threshold but a summary of the learning is included in the report. The WSCB has completed the Child 2 Critical Incident Review and learning is centred on ensuring placements for young people who have kinship carers are robustly scrutinised and appropriate support is

(Continued on page 6)

provided for vulnerable teenagers, particularly those with moderate learning difficulties and who are involved in offending behaviour.

Section 2 – Business Plan

Priorities for 2014-15

The WSCB has set five priorities for 2015-16. These are outlined as follows:

Priority One—Safeguarding is Everyone’s Responsibility

This priority supports the WSCB aspiration for **children and young people to feel safe and be safe**. The majority of the partnership work planned to support this priority will be overseen by the Staying Safe Strategic group, and central to the priority will be ensuring the voice of children and young people is heard. The WSCB plans to develop a young person’s safeguarding reference group and to support the 2015 Youth Voice Conference which has feeling safe as its main theme.

To help the WSCB engage directly with young people and to become accessible to the wider community it will develop a website with sections dedicated to and supported by each group. The WSCB will build upon its successful Twitter feed to publicise good safeguarding practice and events during the year and to test how the partnership effectively promotes safeguarding.

Priority Two—Child Sexual Exploitation

CSE remains a priority area for the WSCB. Work planned for 2015-16 will continue to raise awareness of CSE amongst children and young people, parents and carers, professionals and the wider community.

Work will also continue to be co-ordinated by the CSE committee through the multi-agency work plan. Specific aims for 2015-16 include testing and evaluating partnership readiness and ability to combat CSE, testing the effectiveness of services and undertaking a needs assessment, building capacity amongst the partnership to deliver training, promoting the next stage of the **listentomystory** campaign and supporting young people to deliver a CSE drama performance in schools and to youth groups.

Priority Three—Effectiveness of Early Help

The WSCB continues to work with partners to assess the effectiveness of Early Help. The WSCB is working with the multi-agency Early Help Strategic Board to devise a comprehensive Performance Information dataset to expand the indicators currently reported on. The WSCB CAF Quality Assurance group who will continue to audit the effectiveness of multi-agency early help and to develop strategies such as CAF champions and analysis of distance travelled information.

Work will also be undertaken to review the ‘front door’ arrangements particularly the interface between the early help Gateway, the Central Advice and Duty Team (CADT) and the Multi-agency Safeguarding Hub (MASH). The WSCB will also

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publicise good practice and achievements from the Intensive Families Intervention Programme (IFIP).

Priority Four—Domestic Abuse

Domestic Abuse remains a priority area for the WSCB and in 2015-16 the domestic abuse committee will aim to build on the achievements of last year. Specific work streams for the year ahead include publication of a domestic abuse needs assessment, testing of the effectiveness of local services, development of harmful practices training, review of MAPPA and MARAC arrangements and testing of the quality of relationships education provision in schools.

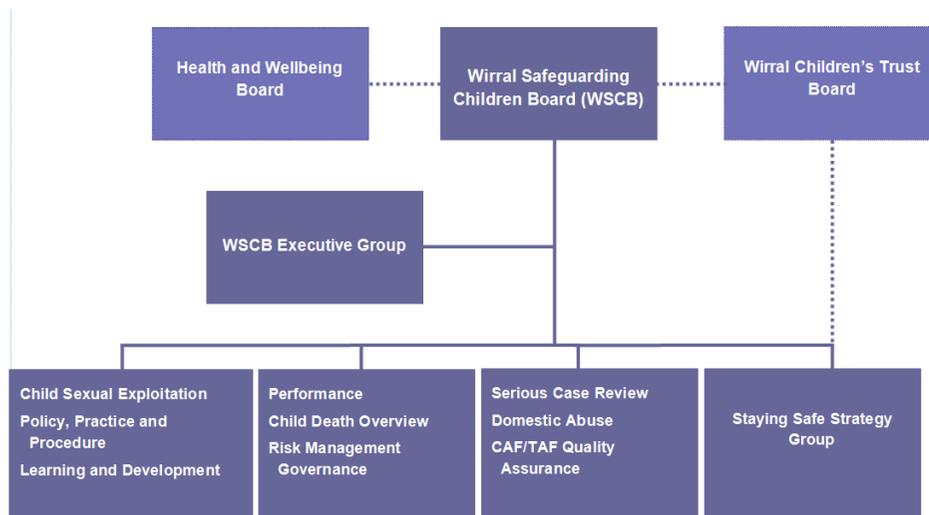
The Domestic Abuse committee will also begin to audit the effectiveness of initiatives completed in 2014-15 namely the revised training and the new procedure and guidance.

Priority Five—Radicalisation

Radicalisation and the need to raise awareness of the Prevent agenda has emerged as a priority area for the WSCB especially following the release of statutory guidance for organisations and schools which details their responsibilities and the responsibilities of the local authority and LSCB's to ensure training and guidance is available.

Corporate safeguarding within the local authority and Merseyside Police have established a Channel Panel. The WSCB will work with the panel to ensure children and young people are aware of the dangers of radicalisation and how they may be exploited and to ensure local guidance is published for professionals detailing the appropriate referral pathway for support.

WSCB Structure



Wirral Section 11/175 Safeguarding Audit

The WSCB is the key statutory body for co-ordinating and ensuring the effectiveness of arrangements to safeguard and promote the welfare of all children in Wirral. It is the duty of the WSCB to hold agencies to account in terms of their safeguarding arrangements and practices. The principle means by which this is achieved is via the Section 11 Safeguarding Audit.

Section 11 was issued under the Children Act (2004) and has been reinforced in Working Together to Safeguard Children 2015. Section 11 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

Section 11 places a duty on:

- local authorities and district councils that provide children's and other types of services, including children's and adult social care services, public health, housing, sport, culture and leisure services, licensing authorities and youth services;
- Schools and colleges (under Sections 175 and 157 of the Education Act 2002).
- NHS organisations, including the NHS Commissioning Board and clinical commissioning groups, NHS Trusts and NHS Foundation Trusts;
- the police, including police and crime commissioners and the chief officer of each police force in England and the Mayor's Office for Policing and Crime in London;

- the British Transport Police;
- The UK Border Agency (and under Section 55 of the Borders, Citizenship and Immigration Act 2009)
- Housing Authorities (and under Part 1 of the Housing Act 2004)
- the Probation Service;
- Governors/Directors of Prisons and Young Offender Institutions;
- Directors of Secure Training Centres; and
- Youth Offending Teams/Services (and under Section 38 of the Crime and Disorder Act 1998).

This year, the Section 11 audit was completed online for the first time. Similarly to last year, there were two audit forms available; one for early years, schools and colleges (Section 175) and one for all other organisations (Section 11).

In 2014 the Merseyside LSCB's agreed to align their Section 11/175 audit forms to ensure consistency across the region.

The resulting online audit system was introduced this year for the 14-15 audit and a series of workshops were held to brief multi-agency organisations on the purpose of the audit, the registration process and how to complete the form.

Once organisations have submitted their safeguarding standards information and supporting documentation in the 2014-15 cycle it is anticipated that for future years they will only be required to refresh and update the information.

Participation

247 users from **192** organisations registered for the 2014-15 Section 11/175 audit. By the closing date of 31st July 2015 **155** organisations had completed the audit.

The participating organisations are:

- 122 Education settings
 - early years/infant schools
 - primary schools
 - secondary schools
 - independent schools
 - further education colleges
 - post 16 vocational colleges
- Organisations from the voluntary, community and faith sector
- Housing providers
- Merseyside Police, British Transport Police, Family Safety Unit, Merseyside Fire and Rescue Service, Merseyside Community Rehabilitation Company
- Health organisations
 - NHS England
 - Wirral University Teaching Hospital
 - NHS Community Trust
 - Cheshire and Wirral Partnership NHS Trust

- One to one Midwives
- Brook

- Wirral Local Authority
- CAFCASS
- Training providers
- Wirral Ways to Recovery CRI
- Catch22
- Rape and Sexual Abuse Centre (RASA)
- Wired
- Wirral Autistic Society
- Youth and Play Services
- Childrens Centres

Section 175—for Educational Organisations and Settings

The Section 175 audit was fully completed by **122** organisations. **84%** of the education providers who registered for the audit (**146**) had completed it by the closing date.

The Section 175 audit was completed by:

- **70** Primary Schools
- **24** Secondary Schools
- **4** Colleges/Further education
- **24** Nurseries/Early Years

The responses to each question were graded on a scale from 1 to 4.

- Grade 1: Not working towards Safeguarding standards
- Grade 3: Safeguarding standards met

The highlight results for each standard are shown overleaf.

The Section 175 audit contained 5 sections:

- Child Protection/Safeguarding Procedures
- Governance
- Recruitment
- Allegations Management
- Procedures

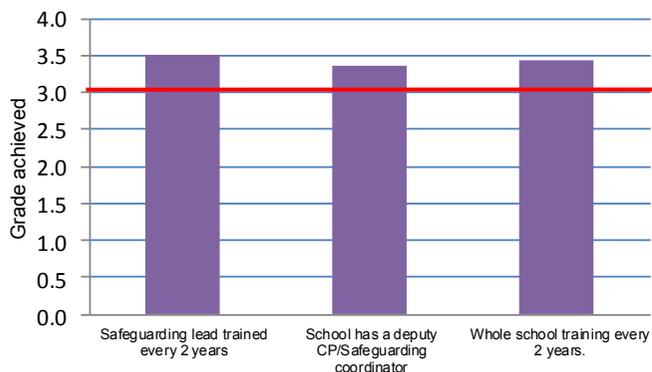
- Grade 2: Working towards Safeguarding standards

- Grade 4: Safeguarding standards exceeded

Organisations should aim to achieve at least Grade 3

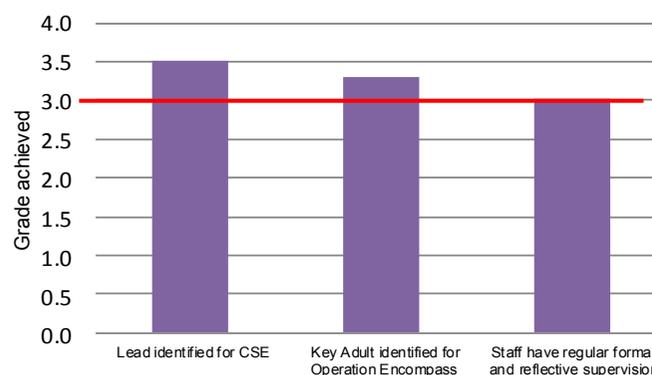
Section 175

Standard 1: Child Protection/Safeguarding Procedures



The graph above shows that all questions under Child Protection/Safeguarding procedures are meeting or exceeding safeguarding standards. Education providers are clearly prioritising safeguarding by ensuring that their staff receive appropriate training

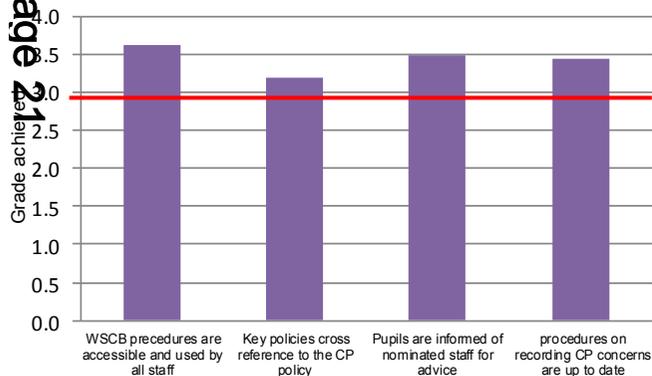
Standard 1: Child Protection/Safeguarding Procedures



The remaining questions in standard 1 are shown above. Education providers continue to meet or exceed standards around leads for CSE and operation encompass. Some improvement is necessary around regular formal and reflective supervision however this is an improvement from last years findings.

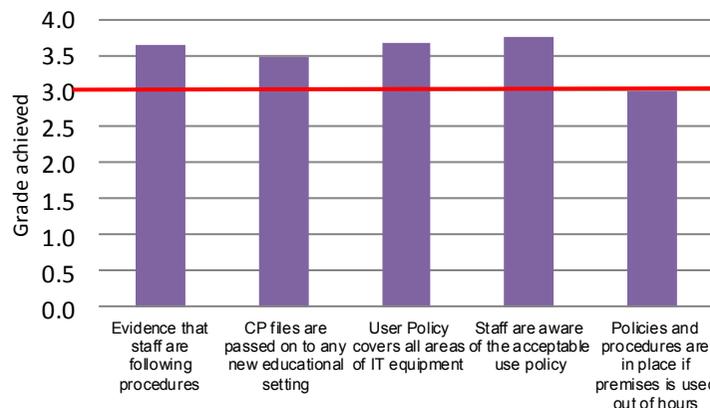
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Standard 2: Governance



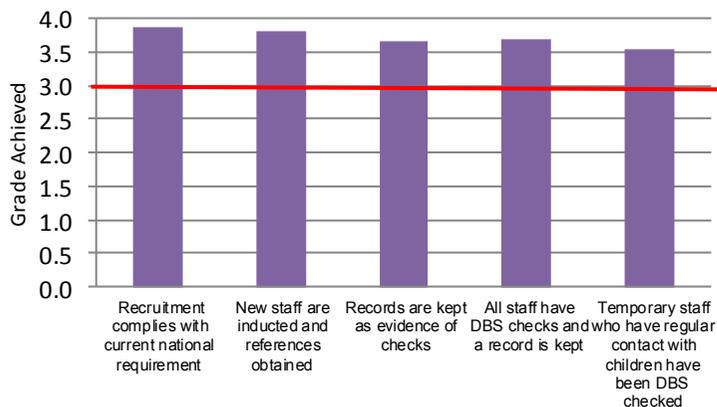
The graphs above shows that all governance standards have achieved grade 3 or above. The highest achieved question in this standard was that the WSCB procedures are used and can be accessed by all staff within the organisation.

Standard 2: Governance



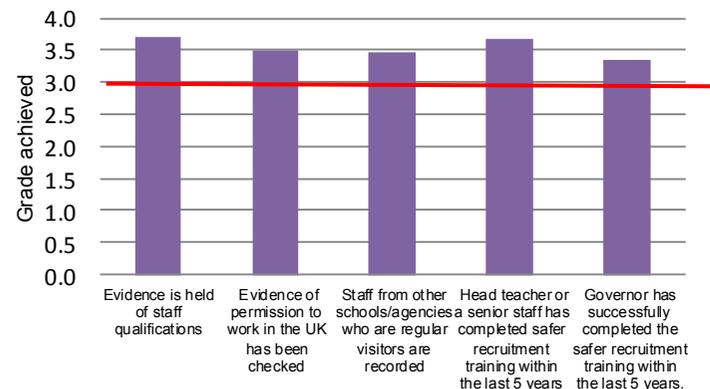
The graph above provides a further picture of organisations governance arrangements. Again, all questions showed that safeguarding standards are met and a particular strength is staff awareness of the acceptable use policy. An area which may require more support is around organisations ensuring that their policies and procedures are in place if their premises are used out of hours.

Standard 3: Recruitment



The graph above shows good overall understanding of recruitment standards. The WSCB are confident that organisations are complying with current requirements and ensuring that new staff are appropriately inducted into their role and that all staff have been DBS checked.

Standard 3: Recruitment



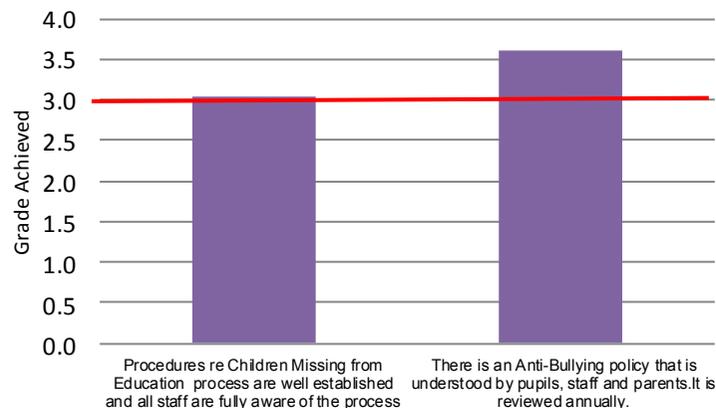
In addition, the audit showed that organisations are dedicated to ensuring that senior staff attend safer recruitment training and that necessary checks are carried out for potential or successful employees as well as good record keeping standards.

Standard 4: Allegations Management



This year saw a significant improvement in the awareness of the LADO; as the graph shows, all education providers said that they were aware of the procedures for allegations against staff. Similarly, staff know how to access the procedures and what to do if an allegation is made. We would hope to see some improvement in the last question to support the finding that all staff are aware of the LADO procedures.

Standard 5: Procedures



Standard 5 shows that staff are aware of the procedures around children who are missing from education and that anti bullying policies are understood by pupils, staff and parents. There could be some improvement around the establishment of missing from home.

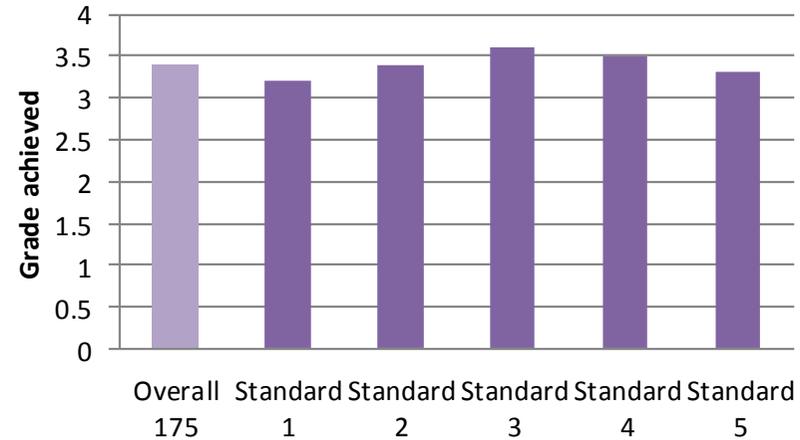
Findings– Section 175

The main findings from the 2015 Section 175 audit for education organisations are:

- This year, the audit found that all safeguarding standards are being met. All standards achieved grade 3 or above.
- The WSCB are assured that children are safe in our schools
- There is a universal commitment to Safeguarding
- There is a good level of commitment to training within schools
- Schools have a safeguarding lead and a specific CSE lead
- There has been an increase in staff receiving safeguarding and reflective supervision this year.
- Recruitment arrangements across all schools is of a good standard and shows compliance with national standards and record keeping
- There has been a significant increase in the understanding and awareness of the LADO role this year. Last years audit highlighted this as an area of improvement. All schools evidenced their awareness of the LADO and the procedures to report an allegation and overall this standard was exceeded.
- The missing from education process is well established and anti bullying policies are in place and embedded

The chart below shows the average overall grade achieved by all completed section 175 audits and the average grades achieved overall for each standard.

Average grade achieved for Section 175



The average overall grade achieved for the section 175 audit was 3.4. This is an encouraging figure to evidence that all safeguarding standards are being met.

Similarly, the overall grades achieved for all of the standards is positive and shows a great level of practice and safeguarding commitment across the board.

Section 11

The Section 11 audit was fully completed by **29** organisations, with an additional **4** organisations submitting audits outside of the online audit system. This equates to **63%** of the organisations who registered for the audit (**46**).

The Section 11 audit was completed by the following:

- The Local Authority
- 5 Childrens Centres
- 3 Training providers
- Youth Offending Service
- 7 Health organisations (One to one midwives, WCT Nursing, CCG, NHS England, WUTH, Brook, RASA)
- 8 Voluntary Community and Faith organisations
- Merseyside Community Rehabilitation Company
- CRI
- Merseyside Fire and Rescue Service
- Youth Support
- Merseyside Police
- Your Housing Group
- British Transport Police
- CAFCASS

The Section 11 audit contained 11 sections:

- Senior management commitment to the importance of safeguarding children.
- A clear statement of the agency's responsibilities towards children is available to staff.
- A clear line of accountability within the organisation for work on Safeguarding and promoting the welfare of children
- Service development takes account of the need to safeguard and promote welfare
- Service development is informed by the views of families and children
- Individual case decisions are informed by the views of children and families
- Effective inter-agency working enabling information sharing to service users
- Staff training on Safeguarding and promoting the welfare of children for all staff working with or in contact with children and families
- Safer Recruitment
- Effective inter-agency working to safeguard and promote the welfare of children (S11) & Working Together (2015)
- Effective inter-agency working and information in order to ensure safeguarding and promoting children's welfare

Section 11

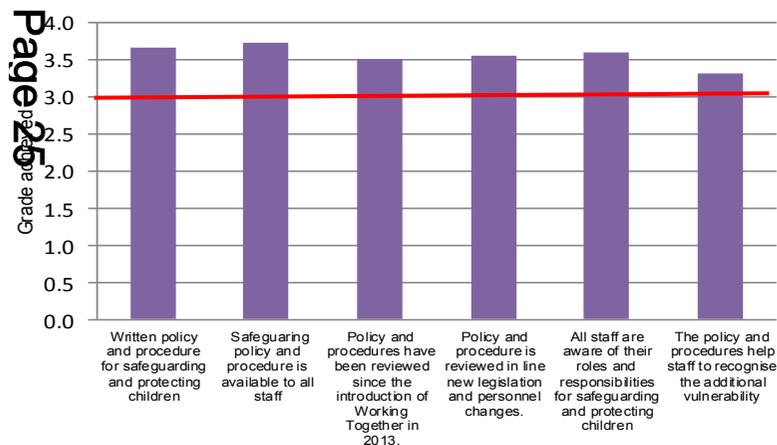
The data was scored by each organisation from grade 1 to 4.

- Grade 0: Not applicable/No evidence
- Grade 1: Not working towards Safeguarding standards
- Grade 2: Working towards Safeguarding standards
- Grade 3: Safeguarding standards met
- Grade 4: Safeguarding standards exceeded

Organisations should aim to achieve at least Grade 3

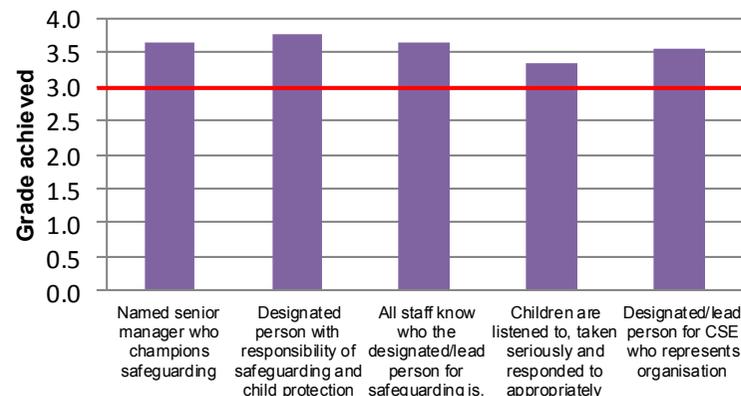
The highlight results for each standard are shown in the graphs below:

Standard 2: A clear statement of the agency's responsibilities towards children is available to staff



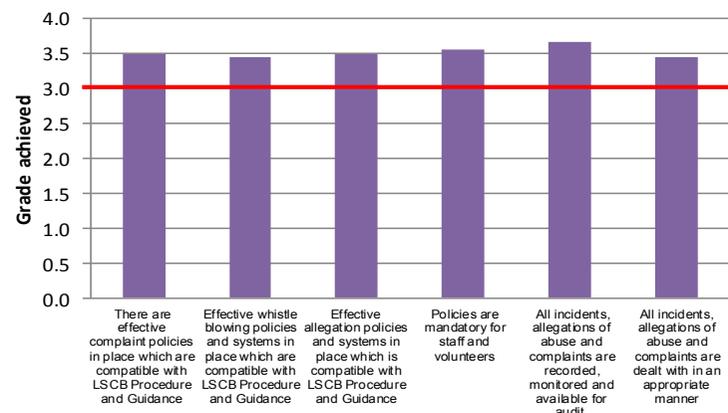
Standard 2 has been split into two graphs, the graph above shows organisation's responsibility towards children. All standards have been met or exceeded, a particular strength is around the availabil-

Standard 1: Senior management commitment to the importance of safeguarding children



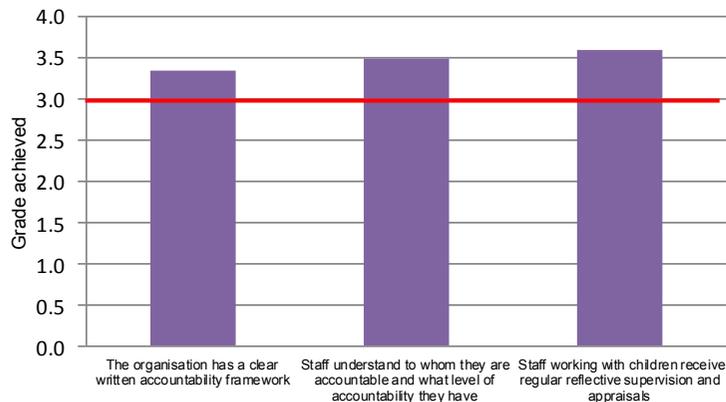
Standard 1 shows organisation's commitment to safeguarding children. As shown above, there are designated members of staff who champion safeguarding, child protection and CSE.

Standard 2: A clear statement of the agency's responsibilities towards children is available to staff



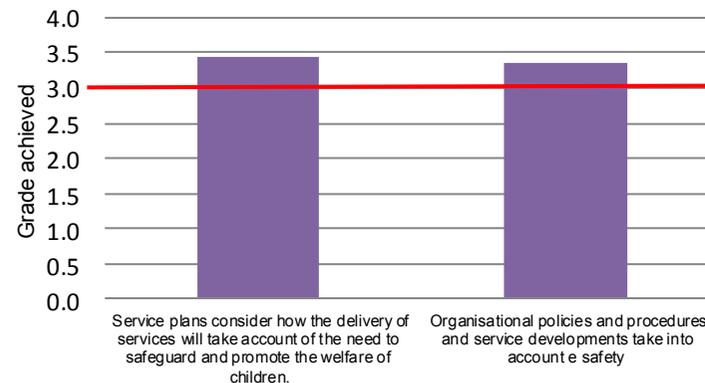
The graph above shows that agencies have effective complaint and whistle blowing policies, and that all incidents and allegations of abuse above are recorded and dealt with appropriately. The allegation policies are in situ and are compatible with WSCB

Standard 3: A clear line of accountability within the organisation for work on Safeguarding and promoting the welfare of children



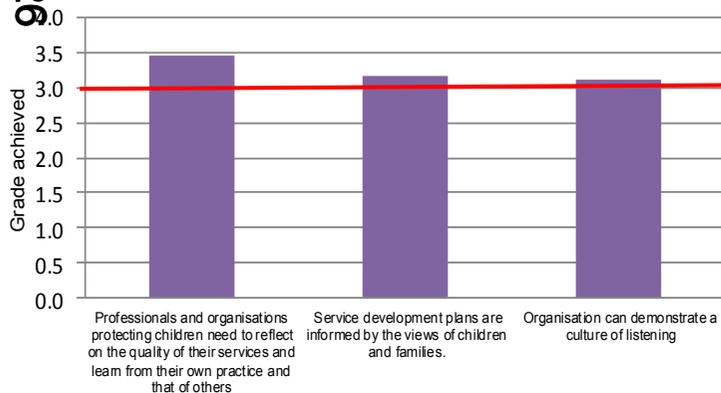
Standard 3 shows organisations accountability for Safeguarding and promoting the welfare of children. The graphs show that staff understand their own level of accountability and that organisations have a clear written accountability framework. Standard 3 also shows that regular reflective super-

Standard 4: Service development takes account of the need to safeguard and promote welfare



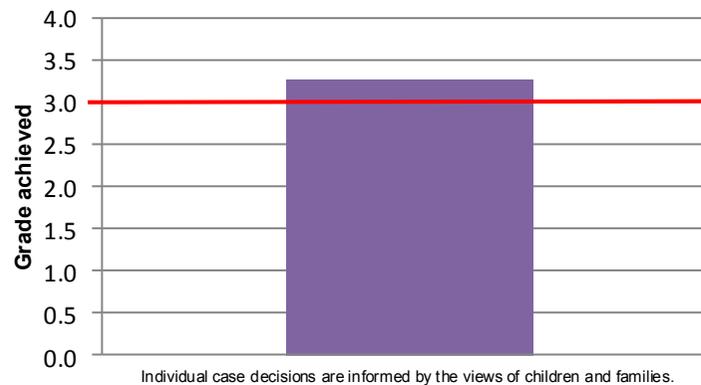
The graph above shows the consideration of safeguarding plans in the delivery of services which promote the welfare of children. Organisations also ensure that safety is taken into account when

Standard 5: Service development is informed by the views of families and children



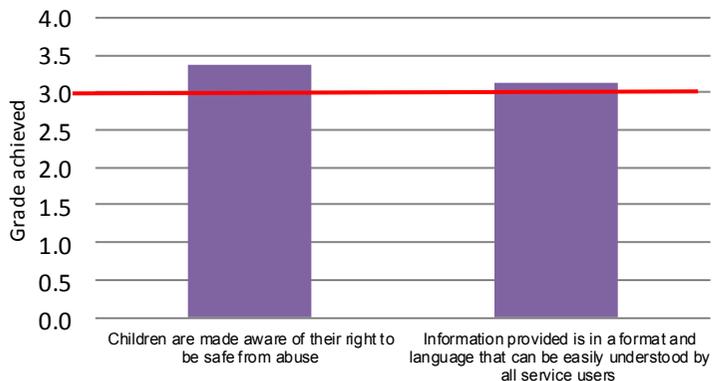
Standard 5 shows that organisations are meeting safeguarding requirements by listening to the views of children and their families to inform service developments. Organisations are reflecting on the quality of their

Standard 6: Individual case decisions are informed by the views of children and families



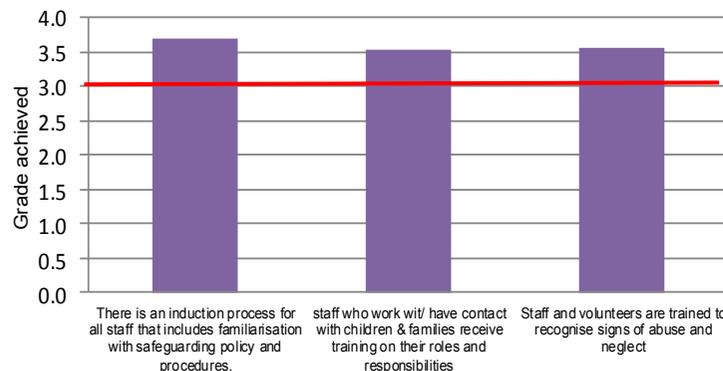
Standard 6 shows a good level of commitment from organisations to the consideration of children and families views when making individual case decisions.

Standard 7: Effective inter-agency working enabling information sharing to service users



Standard 7 shows the overall effectiveness of inter agency working to enable information sharing to service users. Organisations assure that children are made aware of their right to be safe from abuse and any information

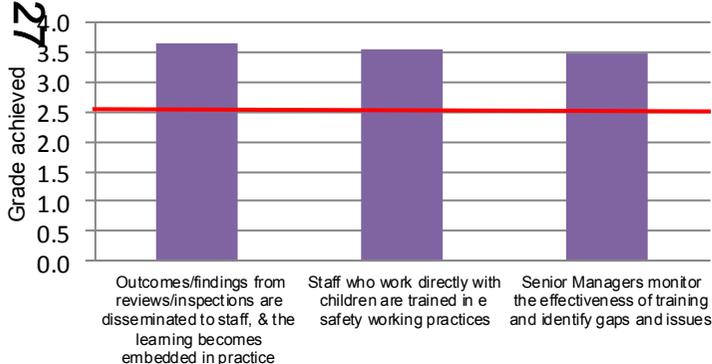
Standard 8: Staff training on Safeguarding and promoting the welfare of children for all staff working with or in contact with children and families



Standard 8 shows organisation's commitment to staff training and in particular, the importance of undertaking an induction. Staff are able to recognise signs of abuse and neglect.

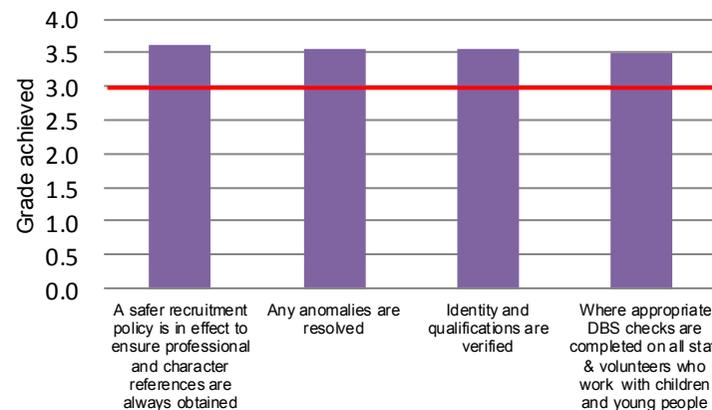
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Standard 8: Staff training on Safeguarding and promoting the welfare of children for all staff working with or in contact with children and families



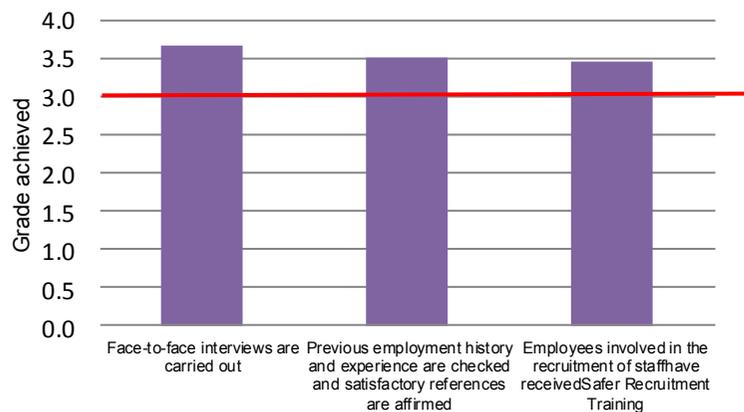
Standard 8 shows that organisations are prioritising staff training to promote the welfare of children. Senior manager's are monitoring the

Standard 9: Safer Recruitment



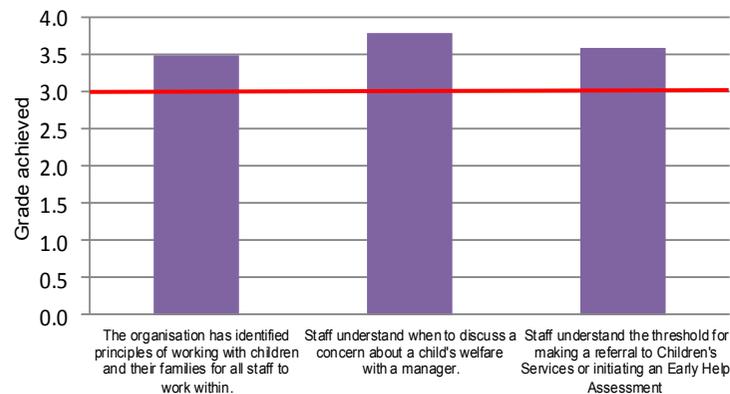
Standard 9 shows organisations' commitment to safer recruitment. The graph shows a good level of commitment to ensuring that references and qualifications are obtained. DBS checks are undertak-

Standard 9: Safer Recruitment



Standard 9 shows that safer recruitment standards are met; face to face interviews are carried out and safer recruitment training is undertaken by any staff involved in the recruitment process.

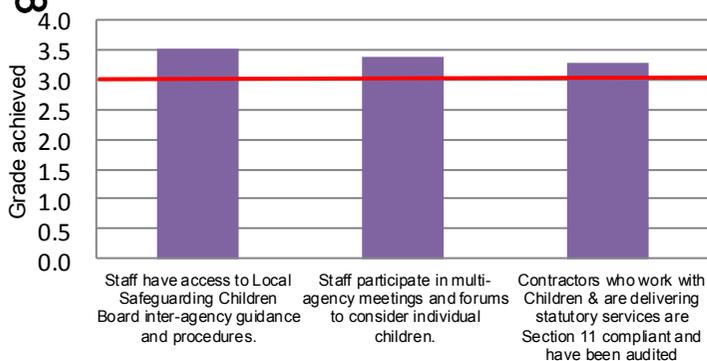
Standard 10: Effective inter-agency working to safeguard and promote the welfare of children (S11) & Working Together (2013)



Standard 10 shows effective inter agency working to safeguarding and promoting the welfare of children. The graph shows that organisations are confident that their staff know when to discuss a concern with their manager and the threshold for

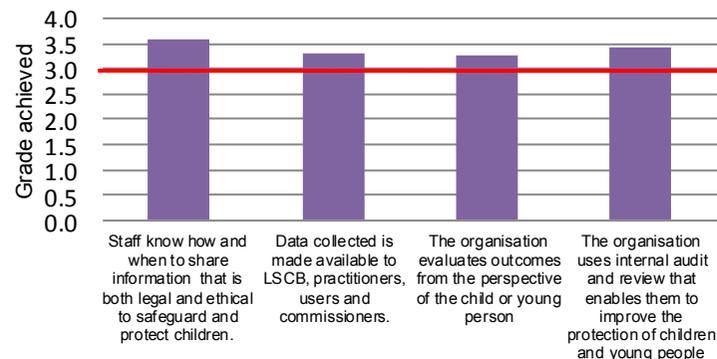
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Standard 10: Effective inter-agency working to safeguard and promote the welfare of children (S11) & Working Together (2013)



The graph above shows that organisations are ensuring that their staff have access to WSCB guidance and procedures and that staff participate in multi agency meetings and forums. Contractors who deliver statutory services are section 11 compliant.

Standard 11: Effective inter-agency working and information in order to ensure safeguarding and promoting children's welfare



Standard 11 shows that staff know how and when to share information to safeguard children and that organisations improve the protection of children by using internal audit and review. Any data recorded is made available to WSCB, practitioners and commissioners.

Findings – Section 11

The main findings from the 2015 section 11 audit are:

- All standards were met or exceeded. This affirms that children are being appropriately safeguarded in Wirral.
- All staff receive an induction which includes safeguarding policies and procedures. Employees who work directly with children are suitably training on their roles and responsibilities and to identify abuse and neglect.
- Recruitment protocols are of a good standard and all employees involved in recruitment receive safer recruitment training
- Employees understand the threshold for making a referral to children's services and how to report a concern.
- The audit showed great senior management commitment to safeguarding and the protection of children.
- Providers are reflecting on the quality of their services and are learning from their own practice and others.
- The WSCB are assured that policies and procedures are regularly reviewed and shared
- Last year an area highlighted as requiring greater work was safeguarding supervision amongst staff. This year has seen a significant increase in organisations assuring that this is undertaken.
- The audit showed that organisations have a designated lead for safeguarding and CSE

- Staff have effective allegation policies and know how to report an allegation. Organisations have assured WSCB that they record all incidents of abuse and complaints and these records are available for audit.
- Safeguarding policies and procedures are widely published and staff know how to access them.

The chart below shows the average overall grade achieved by all completed section 11 audits and the average grades achieved overall for each standard.

Average grade achieved for Section 11



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2015-16 C&YP DP Performance Indicators		Year End Target 2015/16	June (Q1)			YE Forecast	DoT	Corrective Action (Red or Amber)
PI Ref	PI Title		Target	Actual	RAG			
CSC001	Rate of Referrals to Children's Social Care	575.0	575.0	784.7	Red	739.2	↓	There has been significant review of the front door Central Advice and Duty Team (CADT) service since April and an identified Multi agency Gateway is ready for roll out in the Autumn. This is a robust process to assist with contacts being moved away from Specialist services where they do not meet threshold. Referrals as at the end of June - 1356.
CSC003	Rate of Children in Need (CIN) per 10,000	350.2	407.3	414.1	Green	350.2	↑	<i>Rate of Children in need is dropping as we review all current CIN cases and step down and close those cases that do not meet threshold. We anticipate with revised threshold and the Gateway in place the number of assessments will reduce. The number of CIN as at the end of June - 2799</i>
CSC004	Rate of Child Protection (CP) Plans per 10,000 (0-17) cumulative	44.4	37.7	41.7	Green	44.4	↑	<i>The increased Child Protection (CP) Plans is through the current children in need reviews in the service which commenced in June 2015. This predicted that as we review our Children in Need population as per our service plan there will be a slight increase in CP Plans proportionate to the risk identified to the child, but it is forecast that the year end target will be met. The number of CP referrals as at the end of June - 282</i>

2015-16 C&YP DP Performance Indicators		Year End Target 2015/16	June (Q1)			YE Forecast	DoT	Corrective Action (Red or Amber)
PI Ref	PI Title		Target	Actual	RAG			
CSC008	Rate of Looked After Children per 10,000	96.2	99.1	99.3	Green	96.2	↔	<i>Continued work since April 2015 has resulted in a clear strategy to reduce our Children looked after (CLA) population where safe to do so. There are a number of reviews of children placed at home on orders and other care arrangements that are being looked at. The number of CLA as at the end of June - 671</i>
CSC010	Percentage of Children in Care having 3 or more placements	<10.0%	<10.0%	4.6%	Green	5.0%	↓	<i>This is stable due to a high number in Kinship placements.</i>
CSC011	Percentage of Children in Care in placement for 2 years or more	73.0%	73.0%	75.2%	Green	73.0%	↔	<i>The population shows stability due to the high number of children in kinship care arrangements and the percentage of our Children in care in house.</i>
CSC029	Average time (days) between child entering care and moving in with adoptive family, for children who have been adopted	425.0	425.0	455.3	Amber	425.0	↓	<i>This average has increased significantly due to 3 of the children who were adopted were older, or had protracted proceedings, making matching more difficult. It is expected that these 'historical' placements will be less significant in determining averages over a full year.</i>
CSC014	Family Intervention Service engagement with families	600	60	76	Green	600	N/A (New PI for 2015/16)	<i>The start of the formal consultation and review of Family Intervention was delayed for several months. This means that Family Intervention Teams will not be established until September 2015.</i>
CSC015	Percentage of Children leaving care through Special Guardianship Order (SGO) and Adoption	35.0%	35.0%	43.5%	Green	35.0%	↔	

2015-16 C&YP DP Performance Indicators		Year End Target 2015/16	June (Q1)			YE Forecast	DoT	Corrective Action (Red or Amber)
PI Ref	PI Title		Target	Actual	RAG			
CSC016	Family Intervention Service positive outcomes with families	400	0	3	Green	400	N/A (New PI for 2015/16)	<i>Due to the nature of the Payment by Results terms the majority of outcomes cannot be claimed until 12 months post identification.</i>
CSC017	Number of specialist targeted services early help assessment and intervention	1000	250	276	Green	1000	N/A (New PI for 2015/16)	<i>Early help and preventative work reduces the need for high cost interventions. This measure is designed to improve demand management.</i>
EDU014	16-18 year olds Not in Education, Employment or Training	4.5%	4.2%	3.8% (May 15)	Green	4.0%	↑	
EDU015	Care Leavers in Education, Employment and Training	49.0%	56.0%	58.0%	Green	52.0%	N/A	<i>Cohort widened to include care leavers aged 19-21.</i>
CSC018	% of families with an under 5 living in the most 0- 20% most deprived SOA's that are registered with a Children's Centre	90%	81%	80%	Green	90%	↔	
CSC019	% of families with an under 5 living in the 0 -20% most deprived SOA's who have sustained contact with a Children's Centre	50%	20%	27%	Green	50%	↔	The level of sustained contact has dropped slightly across the quarter (28% in April) due to data cleansing exercise.
CSC020	Take up of 2 year old offer by eligible families as identified by the DWP	85%	75%	70%	Amber	85%	↔	The process for contacting eligible families has been revised which will enable increased takeup of the offer with more targeted outreach to those families that have not accessed funding.
CSC021	Increase take-up of Children's Centre services for Children Looked After, Children in Need and Children subject to a Child Protection Plan	95%	75%	81%	Green	95%	↔	

2015-16 C&YP DP Performance Indicators		Year End Target 2015/16	June (Q1)			YE Forecast	DoT	Corrective Action (Red or Amber)
PI Ref	PI Title		Target	Actual	RAG			
CSC022	% children's social work staff receiving monthly supervision	85%	85%	85%	Green	85%+	↑	Target reduced from 95% to 85% to ensure it takes into consideration the changes in the redesign of the teams. However it is anticipated this indicator will be exceeded through regular audits / management meetings.
EDU017	% uptake of Universal infant free school meals	85%	85%	87%	Green	85%	↑	
EDU018	Schools % take up of services	88%	88%	81%	Amber	81%	↓	The buyback rate for the school improvement traded service EQ Standard Package has decreased. Measures are being put in place to mitigate this in the future: schools will be contacted; the revised 15/16 budget to take account of reduced income and increase other income opportunities and a new more flexible offer being developed for 16/17.
CSC028	Reduction in the number of hospital admissions as a result of self-harm (10-24 yrs)						N/A (New PI for 2015/16)	This is a new measure, the design of which is being developed with key partners in line with Vision 2018 objectives.

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Direction of Travel (DoT)



Performance Improving



Performance Deteriorating



Performance sustained

Update from the Children's Joint Commissioning Group held on 9th September 2015

Executive Summary

This paper is to update the members of the Children's Trust Partnership Board of the key issues from the third meeting of Children's Joint Commissioning Group.

Background

This new group, which first met in June 2015, is to develop the joint commissioning agenda for children and young people, including the production of a joint commissioning plan. This plan will be developed in the context of the Wirral Plan which was endorsed by all key partners in July 2015. Included within this plan are four key pledges for children and families:

- Children are ready for school;
- Young people are ready for work and adult life
- Vulnerable children achieve their full potential
- Child and Family poverty is reduced.

The Children's Joint Commissioning Group will specifically oversee the production and delivery of the strategy to achieve the first three outcomes, as a single strategy which will become the children and young people's plan for 2016 and beyond. This will form the basis of planning and joint commissioning services for children and young people over the next five years.

Core membership of the group includes the Police, Merseyside Fire and Rescue Services, Public Health, Clinical Commissioning Group and Council Children's Services. The group has recently been expanded to include the local representative of the Police and Crime Commissioners Office and the Senior Manager for Supporting People / Housing.

Memorandum of Understanding

This document is still in development and will be completed to capture the new partnership framework being developed by Wirral partners in response to overseeing the delivery of the 20 pledges contained within the Wirral Plan: A 2020 Vision. The new memorandum of understanding will also align with the newly reconfigured Joint Commissioning Group established to oversee the implementation of the Healthy Wirral programme (Vanguard), which sits within the overall health and wellbeing framework. It is proposed that the Joint Commissioning Group (Healthy Wirral) will refer children's commissioning issues to the Children's Joint Commissioning Group

for development. The emphasis moving forward, is to do whatever is required to progress rapidly to deliver improved outcomes, consequently there will be much greater use of task and finish groups rather than a large number of Boards.

Commissioning Items

There were two main areas for commissioning which were discussed at the meeting:

1. Domestic Abuse

Zero tolerance of Domestic Abuse is one of the 20 pledges outlined within the Wirral Plan. There is now a Domestic Abuse strategy in Wirral which is overseen by a joint sub group of the Wirral Safeguarding Children's Board and the Safeguarding Adults Partnership Board. A mapping exercise of existing resources is currently being undertaken by a colleague in public health on behalf of the above group. A broad stakeholder group is being convened to progress the delivery of this pledge, this will include key partners involved in developing and progressing the current strategy. Discussion within the group, to feed into the survey currently being undertaken and the stakeholder event, included recommendations that:

- The definition of domestic abuse and terminology needs to be consistent;
- There needs to be an understanding of what services and interventions currently exist, and evidence of their impact and value for money;
- The courts and crown prosecution service need to be involved in the stakeholder / task and finish event
- Clarification about which organisation is contributing to delivering which services – the size and value of the current joint commissioning “pot”;
- Analysis of needs and gaps in provision.

2. Speech and Language Therapy

The CCG Commissioner produced a paper which has been presented at the Children's QUIPP, which is a review of Speech and Language. The paper distinguished between services which would usually be paid for by the health commissioners, which are directly connected with health needs, and also highlighted how services which are required to enable children to engage more effectively in education as part of the Education, Health and Care planning processes, would usually be commissioned jointly or in some instances, solely by the Council. This is restated and made clear in the Children and Families Act 2014. The group considered the paper, identified that there may be other needs, for example the over representation of young people involved in the criminal justice system with speech and language difficulties, and recommended that further work is undertaken between the CCG lead and the Council SEN lead, and that proposals about how the service

should be jointly developed and commissioned in future should be returned to this meeting for a decision in November 2015.

Future in Mind – Transformation of CAMHS

The first expression of interest for this national programme of work is due for submission to NHS England on 16th September 2015. This submission is high level at this stage and will receive feedback from NHS England to inform and shape a more detailed submission due in October 2015. It is proposed that the local bid will focus on:

- Parenting and early help
- Crisis response.

It is proposed that this Group will provide oversight of the development of the bid, which needs to be agreed by the Health and Wellbeing Board before submission.

Youth Zone – The HIVE

The new youth zone project, locally named by young people as the Hive, is now progressing at pace. It is planned that the Hive will be opened in late autumn 2016. The Board overseeing the development of the proposals now has charitable status.

Janice Monty
14th September 2015

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**Attainment and
Progress Report
Early Years, Key Stage
1 and Key Stage 2
2015**

September 1st 2015

The data contained within this report is provisional at this stage and subject to change. Where 2015 national data is available through the DfE Statistical First Release (August 27th 2015), it has been included in the report. Data for Children Looked After will be available in a statistical data release in December 2015.

The report provides information on attainment at key benchmarks through the primary phase.

Executive Summary

- 1. Early Years** - The percentage of children attaining a Good Level of Development (GLD) has increased by 7% to 69.7%, which is above the national average. In relation to the twenty-three North West authorities Wirral ranks second. The gender (2%) and free school meal gap (2.3%) has narrowed. Attainment for Children Looked after has increased.
- 2. Key Stage 1** – The percentage of all pupils attaining Level 2+ has increased in all areas, but most significantly in speaking & listening. Attainment at Level 2b+ indicates that pupils are secure within this level so having the best possible chance of making expected progress at the end of Key Stage 2. Attainment at Level 2b+ in reading, writing and mathematics has improved by 3 percentage points.

Free School Meals - The free school meal gap has closed in reading and mathematics at Level 2+. All free school meal pupils' attainment has improved. At Level 3+ non free school meal attainment has increased at a greater rate resulting in the gap widening in reading and writing.

Gender – The gender gap has narrowed in all areas at Level 2+, but has widened at Level 3+. This widening of the gap is due to girls improving at a better rate than boys in reading. Boys continue to outperform girls in mathematics.

Children Looked After (CLA) – Attainment has improved at Level 2+ improved in speaking & listening, reading and mathematics. The gap between all pupils and CLA has narrowed in speaking & listening and mathematics.

English as an Additional Language (EAL) – The attainment of lower attaining pupils at Level 2+ decreased while the percentage of EAL pupils attaining L2b+ and Level 3+ in reading has improved as well as being above the Wirral average.

Black Minority Ethnic (BME) – Attainment is above the Wirral average at Level 2+ and Level 3+.

Special Educational Needs – Attainment has improved in all areas at Level 2+, 2b+ and 3+.
- 3. Key Stage 2** - Pupil attainment at Level 4+ in all areas - reading, writing and mathematics (RWM); grammar, punctuation and spelling (GPS); reading; writing and mathematics has increased. The percentage of pupils making two levels progress in reading; writing and mathematics has increased.

Free School Meals - The free school meal gap at level 4+ has narrowed in GPS but has widened in RWM, reading, writing and mathematics. However the free school meal gap at Level 4b+ (secure level 4) has narrowed in RWM, GPS and mathematics. The free school gap at level 5+ has narrowed for RWM and mathematics but has widened for GPS, reading and writing.

Gender - At Level 4+ boys' and girls' attainment has increased in all areas. The gap has narrowed in all areas apart from mathematics where the gap has remained the same. At level 5+ the gender attainment gap is narrower than the national gap in RWM, reading and writing.

Children Looked After (CLA) - Attainment has increased year on year for the last 3 years in all areas except mathematics which shows an increase over last year. The percentage

of pupils making two levels progress increased in all areas. The gap between the attainment of all Wirral pupils and CLA has narrowed in all areas and is smaller than the national gap.

English as an Additional Language (EAL) - Attainment at Level 4+ in all areas shows a slight decline. Attainment at Level 4+ for GPS was higher than the Wirral average.

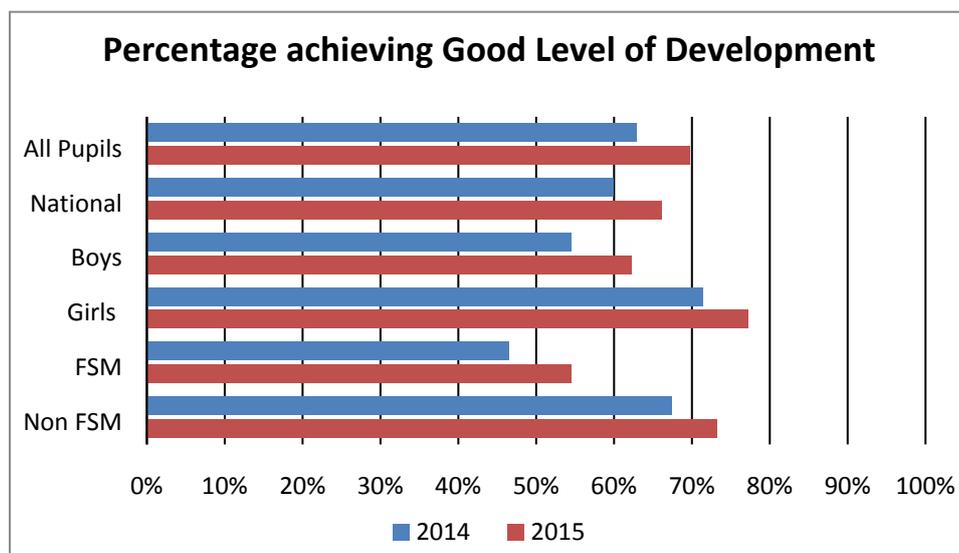
Black Minority Ethnic (BME) - Attainment at Level 4+ in RWM, GPS and mathematics is higher than the Wirral average for all pupils. Attainment at Level 5+ has increased in GPS, reading, writing and mathematics.

Special Educational Needs Pupils

Attainment for all SEN pupils has increased for GPS but declined in all other areas. The percentage of all SEN pupils making expected progress has decreased in reading and writing but has increased in mathematics. Attainment for SEN pupils with a statement has decreased in all areas apart from Mathematics. The percentage of statemented pupils making expected progress has increased in all areas.

Detailed Analysis

1. Early Years Results



	All Pupils	National	GAP	Boys	Girls	Gap	FSM	Non FSM	Gap
2014	62.9%	60%	+2.9%	54.5%	71.5%	17%	46.5%	67.5%	21%
2015	69.7%	66.2%	+3.5%	62.3%	77.3%	15%	54.5%	73.2%	18.7%

The percentage of children attaining a good level of development (GLD) has increased by 7% and remains above the national average. The rate of improvement is greater than the national.

Attainment of boys and girls has increased. Boys' attainment has increased at a greater rate so narrowing the gap.

Both free school meal and non free school meal pupils' attainment has increased. Attainment for free school meals has increased at a greater rate so closing the free school meal gap.

1.1 Vulnerable Groups

	All Wirral Pupils	SEN	Gap	BME	Gap	EAL	Gap
2014	62.9%	16.2%	46.7%	61.6%	-1.3%	50.4%	-12.5%
2015	69.7%	17.7%	52%	68.2%	-1.5%	55.1%	-15.6%

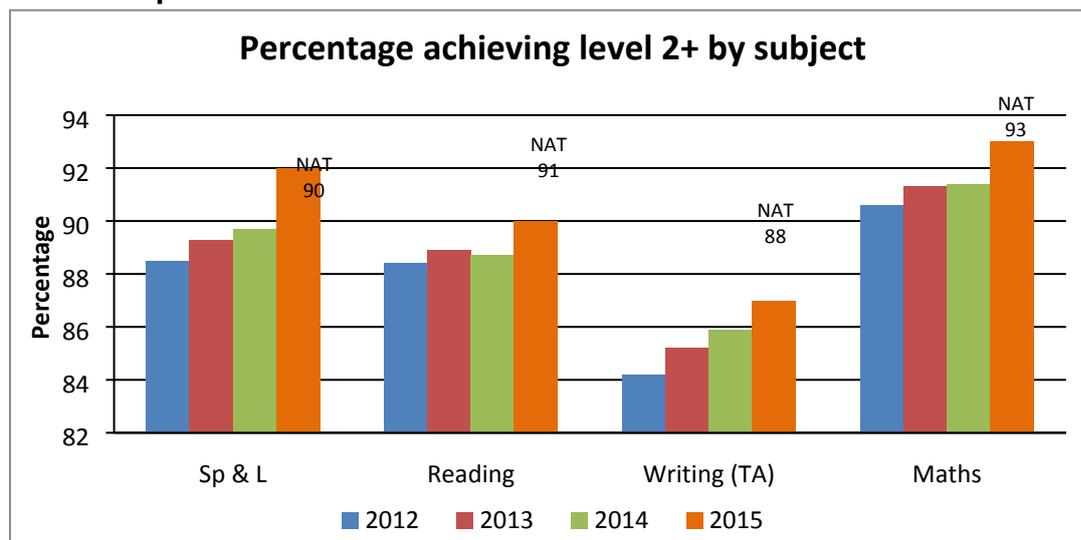
Attainment of SEN, BME and EAL pupils has increased. However the gap between all pupils and SEN, BME and EAL has increased.

1.2 Children Looked After (903 inc out of borough)

	All Wirral Pupils	CLA	No. of Pupils	Wirral Gap
2013	47%	27%	6/22	20%
2014	62.9%	20%	6/32	42.9%
2015	69.7%	25%	4/16	45%

There should be a note of caution when using percentages for 903 CLA as the cohorts are so small. The percentage of CLA pupils reaching the expected level has increased although the gap between all Wirral pupils and CLA has widened slightly.

2.1 Key Stage 1 All Pupils



Level 2 +	2012	2013	2014	2015	*National 2015
Sp & L	88.5	89.3	89.7	92	90
Reading	88.4	88.9	88.7	90	91
Writing (TA)	84.2	85.2	85.9	87	88
Maths	90.6	91.3	91.4	93	93

*Provisional national picture taken from NEXUS data base 2015

Attainment for all pupils has increased in all areas but most in speaking and listening and mathematics. Attainment in speaking and listening is above the provisional national average, with reading and writing just below and mathematics attainment being in line.

Level 2b +	2013	2014	2015	*National 2015
Reading	77	78	81	82
Writing (TA)	65	68	71	72
Maths	76	77	80	82

Pupils attaining a Level 2b+ indicates that attainment is secure and they should be capable of attaining a Level 4+ at the end of Key Stage 2. Attainment has improved in all areas by 3% points. However attainment is below the provisional national average in all areas.

Level 3 +	2012	2013	2014	2015	*National 2015
Reading	24	26	26	29	32
Writing (TA)	11	14	14	15	18
Maths	17	20	19	22	26

Attainment for all pupils at Level 3+ has increased in all areas, however attainment remains below the national average.

2.2 Free School Meals

Level 2+	FSM 2014	Non FSM 2014	FSM 2015	Non FSM 2015	FSM Gap 2014	FSM Gap 2015
Reading	80.8	92.3	84.4	92.7	-11.5	-8.3
Writing	77.2	89.8	78.4	91.1	-12.6	-12.7
Maths	84.7	94.4	87.3	93	-9.7	-7.8

The attainment of free school meal pupils has increased in all areas with the biggest improvement in reading. Non free school pupils' attainment increased in writing and slightly in reading. The free school meal gap has closed in reading and mathematics.

Level 2 +	FSM Pupils who did not achieve ARE 2013	FSM Pupils who did not achieve ARE 2014	FSM Pupils who did not achieve ARE 2015
Total number	852	805	719
RWM	269	311	190
Reading	202	171	129
Writing	244	205	173
Maths	163	137	108

Level 2b+	FSM 2014	Non FSM 2014	FSM 2015	Non FSM 2015	FSM Gap 2014	FSM Gap 2015
Reading	65.3	84	68.3	86	-18.7	-17.7
Writing	54	73.8	56.8	76.4	-19.7	-19.6
Maths	65.3	82.6	67.4	84.5	-17.3	17.1

Attainment of both free school meals and non free school meals has increased in all areas. The free school meal gap has closed in all areas. The gap has narrowed the most in reading.

Level 3+	FSM 2014	Non FSM 2014	FSM 2015	Non FSM 2015	FSM Gap 2014	FSM Gap 2015
Reading	14.8	31.1	16.8	33.8	-16.5	16.9
Writing	6.4	17.7	6.9	18.5	-11.3	-11.6
Maths	10.5	23	13	25.5	-12.5	-12.5

Attainment has increased in all areas for both free school meal and non free school meal pupils. However the gap has widened in reading and writing because non free school pupils' attainment improved at a slower rate.

2.3 Gender

Level 2+	Boys 2014	Girls 2014	Boys 2015	Girls 2015	Gap 2014	Gap 2015	Nat Gap 2014
Reading	85.5	92	87	93.4	-6.5	-6.4	-6
Writing	80.7	91.2	82.8	91.9	-10.5	-9.1	-9
Maths	89.6	93.2	91.6	93.9	-3.5	-2.3	-2

Attainment has increased for both boys and girls in all areas. The gap has closed in all areas with the most improvement in reading. Boys' attainment has improved most in writing. Girls' attainment improved most in reading.

Level 2b+	Boys 2014	Girls 2014	Boys 2015	Girls 2015	Gap 2014	Gap 2015	Nat Gap 2014
Reading	73.6	82.9	78	85.7	-9.3	-9.7	-8
Writing	58.8	77	63.1	78.1	-18.2	-15	-15
Maths	74.6	79.9	76.9	82.2	-5.3	-5.3	-4

Attainment for both boys and girls has increased in all areas. The gender gap has closed in writing because boys' attainment has increased at a greater rate than the girls. In mathematics the gap has remained the same, but has widened in reading.

Level 3+	Boys 2014	Girls 2014	Boys 2015	Girls 2015	Gap 2014	Gap 2015	Nat Gap 2014
Reading	22.2	30.1	23.7	34.1	-8.1	-10.4	-9
Writing	10	18.6	10.7	19.6	-8.6	-8.9	-10
Maths	21.1	16.8	23.8	20.2	4.3	3.6	4

Attainment for boys and girls has improved in all areas. The gender gap has widened in reading because girls' attainment has improved at a greater rate. Boys continue to attain higher than girls in mathematics. Girls continue to attain higher than the boys in reading and writing.

2.4 Children Looked After

Level 2+	2013	2014	2015	Out of borough	Nat CLA 2014	Wirral Gap 2014	Wirral Gap 2015
Speaking & Listening	50% (10/20)	72.2% (13/18)	76% (22/29)	100% (5/5)		17.5%	15%
Reading	60% (12/20)	66.7% (12/18)	79% (23/29)	100% (5/5)	71%	20%	11%
Writing	45% (9/20)	66.7% (12/18)	72% (21/29)	100% (5/5)	61%	19.2%	23%
Maths	65% (13/20)	66.7% 12/18	90% (26/29)	100% (5/5)	72%	25.7%	3%

Attainment in all areas has improved in 2015. The gap between CLA and all Wirral pupils is closing in speaking & listening, reading and notably in mathematics, but has widened in writing.

2.5 English as an Additional Language

EAL	Level 2+				Level 2b+				Level 3+			
	2014 (113)	2015 (104)	All Pupils 2015	GAP	2014	2015	All Pupils 2015	GAP	2014	2015	All Pupils	GAP
Reading	87.7	87	90.3	-3.3	75.4	81.7	80.9	+0.8	27.5	30.2	28.9	+1.3
Writing	86.2	85	87.4	-2.4	68.1	69.8	70.7	-0.9	18.1	12.7	15.2	-2.5
Maths	93.5	90	92.7	-2.7	77.5	75.4	79.5	-4.1	26.8	22.2	22	+0.2

For pupils with English as an additional language (EAL) attainment has decreased in all areas at Level 2+. At Level 2b+ attainment has increased in reading and writing and is higher than the Wirral average in reading. Attainment at L3+ shows an increase in reading and is also above the Wirral average. Although attainment mathematics at L3+ shows a decrease it is above the Wirral average.

2.6 BME

BME	Level 2+				Level 2b+				Level 3+			
	2014 (113)	2015 (104)	All Pupils 2015	GAP	2014	2015	All Pupils 2015	GAP	2014	2015	All Pupils	GAP
Reading	90.8	91.7	90.3	+1.4	79.7	85.1	80.9	+4.2	30.2	35.1	28.9	+6.2
Writing	88.1	87.7	87.4	+0.3	69.5	73.9	70.7	+3.2	18.6	16.3	15.2	+1.1
Maths	93.2	93.1	92.7	+0.4	79.3	82.2	79.5	+2.7	24.1	26.4	22	+4.4

BME pupils continue to attain well. Although attainment at L2+ looks static in writing and mathematics it is above the Wirral average. Attainment at L2b+ shows improvement in all areas and is above the Wirral average. Attainment at L3+ shows improvement in reading and mathematics but a decrease in writing. Attainment at L3+ in reading and mathematics is well above the Wirral average.

2.7 Special Educational Needs

Level 2+	SEN 2014	Non SEN 2014	SEN 2015	Non SEN 2015	Gap 2014	Gap 2015
Reading	53.1	88.9	55.6	88.7	-35.8	-33.1
Writing	44.4	85.2	47	85.9	-40.8	-38.9
Maths	61.5	91.3	63.9	91.4	-29.8	-27.5

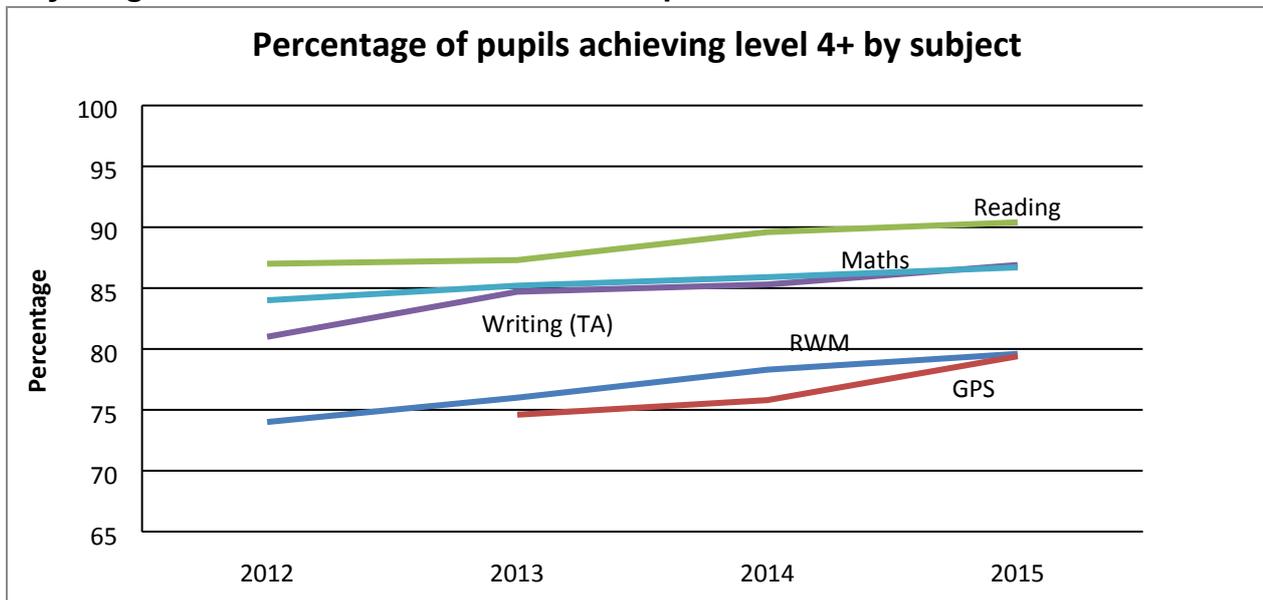
Level 2b+	SEN 2014	Non SEN 2014	SEN 2015	Non SEN 2015	Gap 2014	Gap 2015
Reading	30.5	78	35.5	81	-47.5	-45.5
Writing	16.8	68	20.3	71	-51.2	-50.7
Maths	33	77	36	80	-44	-44

At Level 2+ and L2b+ attainment for SEN pupils has increased in all areas with the gap closing in all areas apart from L2b+ mathematics where it remains the same.

Level 3+	SEN 2014	NonSEN 2014	SEN 2015	NonSEN 2015	Gap 2014	Gap 2015
Reading	2.6	26	4.2	26	-23.4	21.8
Writing	0.7	14	0.8	14	-13.3	-13.2
Maths	2.1	20	3	19	-17.9	-17

Attainment at L3+ in all areas has increased with the gap closing in all areas.

3 Key Stage 2 Results - Attainment for All Pupils



Level 4 +	2012	2013	2014	2015	National 2014	National 2015
RWM	74	76	78.3	79.6	78	80
GPS		74.6	75.8	79.4	76	80
Reading	87	87.3	89.6	90.4	89	89
Writing (TA)	81	84.7	85.3	86.9	85	87
Maths	84	85.2	85.9	86.7	86	87
2 LP Reading	91.3	90.8	91.9	93	91	91

2LP Writing	91.2	93.8	93.9	95.4	93	94
2LP Maths	88.2	90.1	90.4	90.9	89	89

Attainment has improved in all measures. Attainment in reading remains above the national average. Attainment in writing is in line with the national average, while attainment in RWM, GPS and mathematics is broadly in line. *Improvement in RWM (1.3 v 2) and reading (0.8 v 0) is greater than the national.*

3.2 Free School Meal Pupils

Level 4+	FSM 2014	Non FSM 2014	FSM 2015	Non FSM 2015	FSM Gap 2014	FSM Gap 2015
RWM	63.5	82.2	62.8	83.5	-18.7	-20.7
GPS	62.5	79.4	66.7	82.4	-16.9	-15.7
Reading	82.6	91.5	81.5	92.4	-8.9	-10.9
Writing	72.4	88.7	72.9	90.1	-16.3	-17.2
Maths	76.4	88.4	75.3	89.4	-12	-14.1

Attainment for pupils in receipt of free school meals at L4+ increased in GPS and writing but decreased in RWM, reading and mathematics. Attainment for non FSM pupils increased in all areas so widening the gap.

Level 4 +	FSM Pupils who did not achieve ARE 2013	FSM Pupils who did not achieve ARE 2014	FSM Pupils who did not achieve ARE 2015
Total number	704	724	664
RWM	285	264	246
Reading	170	126	120
Writing	209	200	179
Mathematics	183	171	166

Level 4b+

Level 4b+	FSM 2014	Non FSM 2014	FSM 2015	Non FSM 2015	FSM Gap 2014	FSM Gap 2015
RWM	47.8	71.6	50.2	72.1	-23.8	-21.9
GPS	49.7	71.1	54.5	75.2	-21.4	-20.7
Reading	66.2	82.2	67.3	84.4	-16	-17.1
Maths	59	78.6	61.6	78.5	-19.6	-16.9

Attainment at L4+ has increased for free school meal pupils in all areas. Non free school meal pupils' attainment increased in all areas apart from mathematics where it was broadly the same. The gap narrowed in RWM, GPS and mathematics but widened in reading. This was due to the non free school meal attainment increasing at a greater rate than the FSM pupils.

Level 5+

Level 5+	FSM 2014	Non FSM 2014	FSM 2015	Non FSM 2015	FSM Gap 2014	FSM Gap 2015
RWM	9.8	27.9	8.4	26.1	-18.1	-17.7
GPS	34.2	53.8	33	56.5	-19.6	-23.5
Reading	31.9	53.7	30.1	52.1	-21.8	-22
Writing	17.1	38	15.4	39.9	-20.9	-24.5
Maths	23.1	45.4	22	43.6	-22.3	-21.6

The attainment gap has closed in RWM and mathematics but widened for GPS, reading and writing. Attainment for free school meal pupils decreased in all areas. Attainment for non free school meals decreased in RWM, reading, and mathematics.

3.3 Gender

Level 4+	Boys 2014	Girls 2014	Boys 2015	Girls 2015	Gender Gap 2014	Gender Gap 2015	National Gap 2015
RWM	76.2	80.4	78	81.3	-4.2	-3.3	6
GPS	71.1	80.9	75.7	83.3	-9.8	-7.6	8
Reading	88.1	91.2	89	91.8	-3.1	-2.8	4
Writing	80.7	90.1	83	90.9	-9.4	-7.9	8
Maths	86.5	85.2	87.4	86.1	-1.3	1.3	0

Boys and girls attainment has increased in all areas. The gap has narrowed in all areas apart from mathematics where the gap has remained the same. The gap is narrower than the national apart from mathematics.

Level 5+	Boys 2014	Girls 2014	Boys 2015	Girls 2015	Gender Gap 2014	Gender Gap 2015	National Gap 2015
RWM	22	26.4	20.9	24.7	-4.4	-3.8	5
GPS	44	55.6	47.6	56.8	-11.6	9.2	11
Reading	46.9	51.5	45.5	50.5	-4.6	-5	9
Writing	27.8	39.7	27.8	43	-11.9	-15.2	15
Maths	43.4	37.9	44	35	5.5	9	8

Both boys' and girls' attainment decreased in RWM and reading. Boys' and girls' attainment increased for GPS. Boys' attainment remained static in writing whereas girls' attainment improved so widening the gap. The gender gap is narrower than the national for RWM, GPS and reading.

3.4 Children Looked After

Level 4+	2013	2014	2015	Out of Borough	Nat CLA 2014	Wirral Gap 2014	Wirral Gap 2015	National CLA Gap 2014
RWM	42.9% (12/28)	47.2% (17/36)	56.7% (17/30)	19% (3/16)	48%	31.1%	-22.9%	30%
Reading	64.3% (18/28)	69.4% (25/36)	76.7% (23/30)	31% (5/16)	68%	20.2%	-13.7%	21%
Writing	50% (14/28)	58.3% (21/36)	63.3% (19/30)	25% (4/16)	59%	27%	-23.6%	26%
Maths	71.4% (20/28)	61.1% (22/36)	66.7% (20/30)	25% (4/16)	61%	24.8%	-20%	25%
2LP Reading	84.6% (22/28)	82.9% (29/36)	93% (27/29)	50% (8/16)	>75%	9%	+0.1%	16%
2LP Writing	73.1% (19/28)	94.3% (33/36)	96.6% (28/29)	44% (7/16)	>75%	+0.4%	+1.2%	18%
2LP Mathematics	84.6% (22/28)	74.3% (26/36)	93.1% (27/29)	37% (6/16)	>75%	16.1%	+2.2%	15%

Attainment has increased year on year for the last 3 years in all areas. The percentage of pupils making two levels progress increased in all areas. The gap between the attainment of all Wirral pupils and CLA has narrowed in all areas and is smaller than the national gap.

Over the last 3 years progress of CLA has fluctuated in reading and mathematics. Progress in writing has increased year on year for the last 3 years.

3.5 English as an Additional Language (EAL)

EAL	Level 4+				Level 5+			
	2014 (113)	2015 (104)	All Pupils 2015	GAP	2014	2015	All Pupils 2015	GAP
RWM	82.3	75	79.6	-4.6	32.7	26	22.8	-3.2
GPS	84.1	79.8	79.4	+0.4	54.9	55.8	52.1	+3.7
Reading	88.5	84.6	90.4	-5.8	48.7	40.4	48	-7.6
Writing	86.7	79.8	86.9	-7.1	38.9	36.5	35.3	+1.2
Maths	88.5	81.7	86.7	-5	52.2	50	39.6	-10.4

Attainment at Level 4+ in all areas shows a slight decline. Attainment at Level 4+ for GPS was higher than the Wirral average. Attainment at level 5+ for GPS and writing was higher than the Wirral average. Attainment at Level 5+ increased for GPS but decreased in all other areas.

3.6 BME

BME	Level 4+				Level 5+			
	2014 (231)	2015 (259)	All Pupils 2015	GAP	2014	2015	All Pupils 2015	GAP
RWM	84	83.4	79.6	+3.8	35.1	34	22.8	+11.2
GPS	84	84.9	79.4	+5.5	56.7	62.2	52.1	+10.1
Reading	92.2	90	90.4	-0.4	54.1	54.8	48	+6.8
Writing	89.6	87.6	86.9	-0.7	44.2	45.2	35.3	+9.9
Maths	89.6	89.6	86.7	+2.9	50.2	53.3	39.6	+13.7

Attainment at Level 4+ has declined in RWM, reading, writing and remained static in mathematics. Attainment at Level 4+ in RWM, GPS and mathematics is higher than the Wirral average for all pupils. Attainment at Level 5+ has increased in GPS, reading, writing and mathematics. Attainment for BME pupils is higher than the Wirral average.

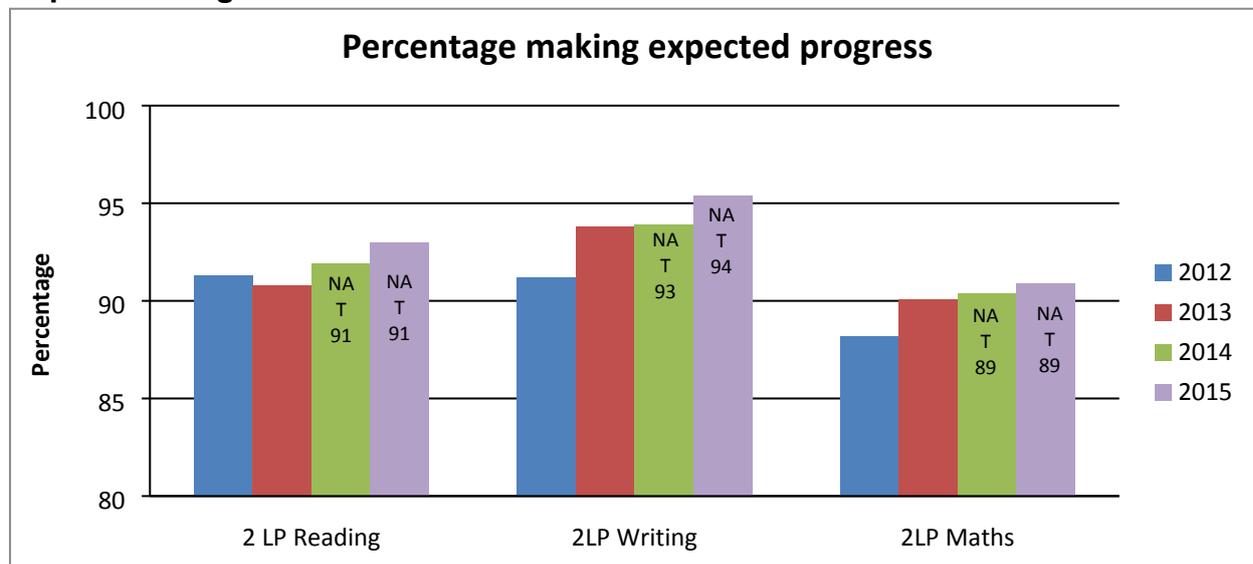
3.7 Special Educational Needs

SEN	Level 4+ All SEN				Level 4+ Pupils with a Statement			
	2014	2015	All Pupils 2015	GAP 2015	2014	2015	All Pupils 2015	GAP 2015
RWM	51.4	33	79.6	-46.6	12.9	8	22.8	-14.8
GPS	45.9	79.4	79.4	0	15.1	13.4	52.1	-38.7
Reading	77.6	63.8	90.4	-26.6	38.8	36.6	48	-11.4
Writing	67.2	45.6	86.9	-41.3	17.3	10.7	35.3	-24.6
Maths	74	54.2	86.7	-32.5	26.6	27.7	39.6	-11.9

	Level 4+ All SEN				Level 4+ Pupils with a Statement			
	2014	2015	All Pupils	GAP	2014	2015	All Pupils	GAP
Reading 2 LP	88.7	81.3	91.9	-10.6	57.7	66.1	91.9	-25.8
Writing 2LP	89.2	84.3	93.9	-9.6	56.2	65.1	93.9	-28.8
Maths 2LP	84.3	90.9	90.4	+0.5	58.4	67.3	90.4	-23.1

Attainment for all SEN pupils has increased for GPS but declined in all other areas. The percentage of all SEN pupils making expected progress has decreased in reading and writing but has increased in mathematics. Attainment for SEN pupils with a statement has decreased in all areas apart from Mathematics. The percentage of statemented pupils making expected progress has increased in all areas.

Expected Progress



The percentage of pupils making expected progress in reading, writing and mathematics has increased. The increase is better than the national where progress remained static in reading and mathematics.