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To:	Education Cabinet Committee – 18 January 2013
Subject	Education, Learning and Skills Performance Scorecard
Classification:	Unrestricted

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Summary:	The Education, Learning and Skills performance management framework is provided by the targets for 2015 and the milestones for each year up to 2015, set out in Bold Steps for Education. The scorecard provides the Directorate and Members with data on progress against all the targets set out in the Bold Steps business plans for key performance and activity indicators.
Recommendations:	Members are asked to note and comment on current performance.

1. Introduction

1.1 Each Cabinet Committee is receiving a performance management scorecard which is intended to support Committee Members in reviewing performance against the targets set out in the Bold Steps for Education document and related business plans.

2. Education, Learning and Skills (ELS) Performance Management Framework

2.1 The performance management framework is provided by the targets and milestones set out in Bold Steps. Much development of the scorecard has taken place since June 2012, and there are now very few indicators awaiting baseline data. Attached to this report is the November version of the ELS scorecard, reporting on data as at the end of October 2012.

2.2 The scorecard contains a range of monthly, termly and annual indicators (as indicated in the Frequency column as M, T or A).

2.3 For some indicators it is good for performance to be high, (for example school attainment data) whilst for others it is good to be low (for example exclusions and persistent absence data). Detailed descriptions are available to show clearly what criteria have been applied to produce the data against each indicator.

2.4 For nationally published indicators, comparative data at national and statistical neighbour average level is provided.

2.5 Performance is highlighted as red, amber or green. Red indicates current performance is below the Kent outturn for 2010-11, amber indicates it is between the Kent outturn for 2010-11 and the target for 2013 (or 2015 if no target for 2013 has been set), and green indicates it has reached or exceeded the target.

2.6 Direction of travel is also shown. This indicates whether figures have gone up, down or remained the same since the previous reported figure and whether this movement is rated as red, amber or green.

2.7 A data definitions section has been included to ensure that all users of the ELS scorecard are clear about what the indicators actually report on. Given the complex nature of education reporting timescales, a data sources section provides detail as to the latest data source for each indicator i.e. whether it is provisional or final, latest month or last term etc.

2.8 A small number of indicators are still awaiting data or targets. For example, for some of the Bold Steps targets that have been expressed as a required percentage improvement, baseline data has to be produced and used to model and agree targets for each year up to 2015.

3. District Scorecards

3.1 In parallel to the development of the ELS scorecard, work has been undertaken to produce 12 District scorecards which were consulted on through the last two rounds of District Headteacher meetings with the Corporate Director and other senior Officers. Feedback led to the inclusion of district level context data such as proportions of Free School Meals and Children in Care to support the interpretation of district performance. These are intended to support performance management at a locality level, but will also be vital at County level for informing the targeting of appropriate support in different districts. The District scorecards are also being used to focus the improvement activity of groups of schools working in partnership.

4. Recommendations

Members are asked to note and comment on current performance.


Background Documents

ELS Performance Scorecard: Appendix 1

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