

By:	Roger Gough – Cabinet Member – Education and Health Reform  Patrick Leeson – Corporate Director – Education, Learning and Skills
To:	Education Cabinet Committee – 21 June 2013
Subject	Education, Learning and Skills Performance Scorecard
Classification:	Unrestricted

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Summary:	The Education, Learning and Skills performance management framework is the monitoring tool for the targets and the milestones for each year up to 2016, set out in Bold Steps for Education. The scorecard is in constant development and is intended to provide the Directorate and Members with progress against all the targets set out in the business plans for key performance indicators.
Recommendations:	The Cabinet Committee is asked to review and comment on the development of the Education, Learning and Skills performance management framework and 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 the monitoring tool for the targets and milestones set out in Bold Steps for Education. 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 May version of the ELS scorecard, reporting on data as at the end of April 2013, which includes March outturn data where appropriate.

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). To aid interpretation this is shown in the polarity column as H, L or T (T denoting where it is best to be near the target rather than too high or too low). 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 floor standards set in business plans (typically these are the Kent outturn for 2010-11), amber indicates it is between the floor standard and the target for 2013 and green indicates it has been reached or the target has been exceeded.

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 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, the latest month or last term etc.

2.8 The scorecard has now been amended to reflect the updated Bold Steps for ELS. This has involved adding new indicators, sourcing data for those indicators, collecting targets from 2013 to 2016, and ensuring data is available at both LA and district level. The Kent, national and statistical neighbour outturn figures are also being updated to 2011-12 now that most figures are available following publication by the DfE.

### **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. 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 Local Authority level for informing the targeting of appropriate support.

### **4. Current Performance**

4.1 The scorecard highlights some notable progress and some areas for improvement.

4.2 Following the change in the inspection framework in January 2012 Kent has seen a small increase in the number of schools going into an Ofsted category. However, there has been a steady improvement in the percentage of primary schools with Good or Outstanding Ofsted Judgements for Overall Effectiveness, with the percentages for secondary and special school similar to last month. Encouragingly, results have improved across all key stages this year, with a significant rise at Key Stage Two (KS2).

4.3 Turning to special educational needs (SEN), the number of pupils with a statement of SEN has risen from 6909 in March to 6980 in April. The number of

pupils being placed in independent or out-of-county special schools has also increased since last year.

Positively, the percentage of statements of SEN issued within timescale has improved significantly in recent months and is now amber rather than red. The Council continues to engage with the NHS and other agencies to encourage them to provide advice in a timely manner so this performance can further improve.

4.4 The percentage of unemployment among 18-24 year olds in Kent has dropped since the last scorecard was produced, and the number of young people starting the Kent Success apprenticeship scheme has risen. The percentage of 16-18 year olds not in education, employment or training (NEET) has risen slightly but has still achieved the target level. Kent has very low levels of 16-18 year olds whose destination is 'not known' compared to other local authorities, so Members can have confidence in the figures produced.

Nationally, the economy is showing very few signs of growth, with the UK having endured a double dip recession. Employers' demands in the labour market are for more highly skilled and experienced employees. Those young people with fewer skills and experiences are at a far greater disadvantage in the employment market, and this picture is reflected in Kent.

4.5 The number of permanent exclusions continues to reduce and is now down to 168, thanks to a key focus on this area by the development of an Inclusion Strategy in Kent. Reasonable progress is being made across a range of priority areas, and many amber indicators are green for their direction of travel, meaning they have improved since the previously reported result e.g. reduction in attainment gaps at Key Stage 4 (KS4).

4.6 As we accelerate the rate of progress overall, we need to work even harder to close the gaps in performance that exist for Free School Meals (FSM) pupils, Looked After Children (LAC) and pupils with Special Educational Needs (SEN) or with Statements of Special Educational Need (SSEN). This year has seen a significant reduction in the FSM gap at KS2, but only a slight reduction in the FSM gap at KS4.

4.7 Updated figures for Level 2 and Level 3 attainment by age 19 are now available and show improvement for young people.

4.8 Work is currently underway to finalise our review of Alternative Curriculum and Pupil Referral Unit provision and to devolve the Specialist Teaching Service to a Lead Special School in each District to be deployed as part of the early intervention offer alongside outreach services from the Special schools. The FSC reorganisation of their District teams to provide dedicated early intervention and prevention teams and access to commissioned services is intended to support delivery of the targets to narrow achievement gaps.

## **5. Recommendations**

5.1 The Education Cabinet Committee is asked to review and comment on the development of the Education, Learning and Skills performance scorecard and note aspects of current performance.

## **Background Documents**

## ELS Performance Scorecard: Appendix 1

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