

**From:** Patrick Leeson, Corporate Director for Education, Learning and Skills

**To:** Education Cabinet Committee – 27 September 2013

**Subject:** Education, Learning and Skills Performance Scorecard

**Classification:** Unrestricted

**Electoral Division:** All

**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 Kent 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 August version of the ELS scorecard, reporting on data as at the end of July 2013.

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 have also been 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 This scorecard contains provisional 2013 results for the Early Years Foundation Stage Profile (EYFSP) Key Stage One (KS1) and Key Stage Two (KS2). EYFSP is reporting against a new framework so is not comparable to previous years, but early data indicates Kent is performing above the national average. KS1 results have improved in reading, writing and maths this year.

At Key Stage 2, an overall English level is no longer calculated, and from 2013 onwards the combined performance measure is level 4 and above achievement in Reading, Writing and Maths. The new measure is a higher

standard. The 2013 result of 74% is provisional and compares to an equivalent result for 2012 of 72%. National and statistical neighbour figures will not be available until later in September at which time Kent's targets will be revised to reflect the new indicator definition. Until new targets have been set performance cannot be RAG-rated, but the direction of travel is green.

Provisional results are not complete at the secondary phase and will be available in the next scorecard release.

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.

- 4.3 Turning to special educational needs (SEN), the number of pupils with a statement of SEN has risen from 7048 in June to 7104 in July. 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 green. 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 stayed at 5.4% this month, 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.
- 4.5 The number of permanent exclusions continues to reduce and is now down to 144, thanks to a key focus on this area by the development of an Inclusion Strategy and the Review of the PRUs in Kent. Reasonable progress is being made across a range of priority areas, and many amber indicators are green for their direction of travel.
- 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). 2012 saw 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 has taken place to review 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:
- (i) review and comment on the development of the Education, Learning and Skills performance scorecard and;
  - (ii) note aspects of current performance.


## **Background Documents**

ELS Performance Scorecard: Appendix 1

## **Contact details**

Name: Katherine Atkinson

Title: Performance and Information Manager (ELS)

 01622 696202

 [katherine.atkinson@kent.gov.uk](mailto:katherine.atkinson@kent.gov.uk)