

From: **Roger Gough, Cabinet Member for Education and Health Reform**
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To: **Education and Young People's Services Cabinet Committee – 23 November 2016**

Subject: **Education and Young People's Services Directorate Scorecard**

Classification: **Unrestricted**

Previous Pathway of paper: **None**

Future pathway of paper: **None**

Electoral Division: **All**

Summary: The Education and Young People's Services performance management framework is the monitoring tool for the targets and the milestones for each year up to 2018, set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans. This is a regular standing item for the Cabinet Committee to monitor performance on all key measures.

Recommendations: The Education and Young People's Services Cabinet Committee is asked to review and comment on the Education and Young People's Services performance scorecard, which includes all Education and Early Help services.

1. Introduction

1.1 Each Cabinet Committee receives a performance management scorecard which is intended to support Committee Members in reviewing performance against the targets set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans.

2. Education and Young People's Services Performance Management Framework

2.1 The performance scorecard indicators are grouped by frequency; the first section shows monthly and quarterly indicators, the second details annual measures.

2.2 Management Information, working with Heads of Service, also produces service scorecards, which are more detailed than the summary level Directorate scorecard. In addition to the Directorate scorecard there is an Early Help and Preventative Services monthly scorecard and a quarterly scorecard for School Improvement, Skills and Employability services and Early Years and Childcare. There are also monthly performance reports for young people Not in Employment, Education or Training (NEET), exclusions and those with Special Educational Needs (SEN).

- 2.3 The indicators in the Directorate scorecard provide a broad overview of performance, and are supported by the greater detail within the service scorecards.
- 2.4 District performance data pages underpin the headline Kent figures. Consideration is also being given to showing links between indicators that impact upon each other, to aid interpretation.
- 2.5 The Directorate scorecard is published quarterly.
- 2.6 The formation of a new integrated Information and Intelligence Service has led to more joined up reporting, monitoring and evaluation across the Directorate.

3. Current Performance

- 3.1 The performance scorecard highlights some notable progress and some areas for improvement as indicated by their RAG status.
- 3.2 The data sources page (page 28 of the scorecard report) details the date each indicator relates to, as the reporting period differs between measures.
- 3.3 There is variation in performance between the districts. This commentary is based on the overall aggregate for Kent.
- 3.4 The percentage of Early Years settings which were Good or Outstanding at 96.5% is above the target of 94%. Key priorities for the Early Years and Childcare Service are to further increase the percentage of settings judged as good or outstanding, to be preparing for the delivery of 30 hours of free childcare with effect from September 2017 and, working in partnership with Children's Centres, to continue to increase the take up of free early education places by eligible two year olds.
- 3.5 The percentage of schools that are good or outstanding has increased from 87.6% to 90% which is above both the 2016/17 target of 88% and the national average of 88%. In September 2016, 483 of the 583 schools in Kent were Good or Outstanding with 87.7% of pupils attending a Good or Outstanding school compared to 83% at the same time last year, an increase of 9,767 children receiving a better education. There are four schools in an Ofsted category (special measures or serious weakness) which is one fewer than reported in June. The target for 2016/17 is for no schools to be in a category of concern. School Improvement continues to work closely with these schools with reviews of progress against improvement plans completed every six weeks.
- 3.6 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks has increased this quarter to 84.3% from 82.0% against a service target of 90%. DfE published data showed that Kent is performing well compared to other LAs nationally, issuing 86.2% of new EHCPs issued within 20 weeks, compared to 59.2% nationally and transferring 30.3% of all existing statements to EHCPs, compared to 18.2% nationally. However maintaining this pace and responding to new duties following the first cycle of annual reviews of plans from 2015 has created volume pressure. This is a national issue. A review of quality assurance has been completed and new arrangements are being introduced from September 2016 to refine the processes further.

- 3.7 The number of permanent exclusions of Primary aged pupils continues to fall and is now 14 which is better than the target of 24. This is due in part to the behaviour project work with groups of Primary schools that use exclusion to embed improved approaches to behaviour management with the aim of reducing both fixed term and permanent exclusions. The number of permanent exclusions from Secondary schools has also fallen to 46. It remains higher than the target of 24, but the rate is lower than the national figure. Overall permanent exclusions have reduced significantly, as a result of improved arrangements in Pupil Referral Units, better alternative provision and Primary school projects to better support pupils with challenging behaviour. 86% of PRUs are now rated good or outstanding.
- 3.8 The number of young people who are Not in Education, Employment or Training in September was 8.9%. This is an untypical time of year to measure this as many young people are still being paced in post 16 destinations. The January 2016 figure was 5.0%. There are annual fluctuations in the NEET cohort with the number of NEETs rising over the summer months due to school and college leavers and increases significantly in September as new data is processed and young people find new learning and training placements. The June 2016 numbers were nearly half a percent lower than the same time last year. This coupled with the 2.2% improvement in Not Known figures demonstrates improvements on the ground, as in June a reduction in Not Knowns would normally lead to an increase in NEETs. There is a good foundation for further reduction with the introduction of a new DfE joint NEET/Not Known measure in the Autumn 2016, and the change to only counting 17 and 18 year olds in future. We should see the impact of this in the January 2017 figures.
- 3.9 The rate of Early Help notifications received per 10,000 of the 0 – 18 population has increased from 307.9 in June 2016 to 321.8 in September. The percentage of Early Help cases closed by Early Help Units with outcomes achieved has fallen to 79.0% from 82.9% and is now below the target of 83%. All work within the service is underpinned by a new Quality Assurance Framework, with a clear cycle for audit, evaluation and feedback. Family work is underpinned by the Signs of Safety model which has been rolled out to all staff working with families. The Early Help Strategy and Three Year Plan sets out the priorities for Kent's Early Help and Preventative Services for 2015-18.
- 3.10 The rate of re-offending by children and young people at 35.3% (based on a 12 month cohort) has remained static and is below the target of 28%. This equates to 425 individuals. The latest National data (January 2014 – December 2014) shows a reoffending rate of 37.9% across England and Wales. The number of first time entrants to the youth justice system continues its downward trend. The use of Community Resolutions and other Out of Court disposals by Kent Police, plus the support offered by staff in the Early Help and Preventative Service, combined with a restorative approach around working with the victims of crime, are the main reasons behind the continued improvement in performance.
- 3.11 Results at the end of the Early Years Foundation Stage (EYFS) shows Kent improved in 2015/16 with 74.8% of children achieving a good level of development compared to 73% in 2014/15. Kent is 5.5 percentage points above the England average figure of 69.3%.
- 3.12 The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. Results are no longer reported as levels. Because of these changes figures for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of key

stage 2 have been raised. The percentage of pupils achieving age-related expectation in reading, writing and maths is 58.1% which is above the national figure of 53%. The FSM gap is 25 percentage points which means that the target of 15 percentage points was not achieved.

- 3.13 New Secondary school headline performance measures for 2016 include Attainment 8 which is based upon pupils' performance across eight subjects (doubled weighted) English and mathematics elements, three from sciences, computer science, geography, history and languages and three from further qualifications from the range of English Baccalaureate subjects, or any other high value arts, academic, or vocational qualification approved for inclusion in the performance tables. The provisional data for the average score at KS4 in Attainment 8 is 50.3 which compares favourably to the National State funded figure of 49.9 and the national all schools figure of 48.2. Data on the FSM gap will be released in November and available in the January release of the scorecard.
- 3.14 The DfE has reduced the threshold used to define persistent absenteeism from 15% to 10%. The percentage of Primary pupils who are persistently absent using the lower threshold is 9.3% which is above the target of 6.5% and higher than the England figure of 8.8%. The percentage of Secondary pupils who are persistently absent using the lower threshold is 13.2% which is both above the target of 13.0 and the England figure of 12.3%

4. Recommendations

- 4.1 The Education and Young People's Services Cabinet Committee is asked to review and comment on the Education and Young People's Services performance scorecard, which includes all Education and Early Help services.

Background Documents

EYPS Directorate Scorecard – October 2016 release (September 2016 data)

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