

**From: Roger Gough, Cabinet Member for Children, Young People and Education**

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**To: Children's, Young People and Education Cabinet Committee – 22 June 2017**

**Subject: Children, Young People and Education Directorate Scorecard**

**Classification: Unrestricted**

**Summary:** The Children, Young People and Education performance management framework is the monitoring tool for the targets and the milestones for each year up to 2020, 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 Children's, Young People and Education Cabinet Committee is asked to review and comment on the Children, Young People and Education 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. Children, Young People and Education 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.

### **3. Current Performance**

- 3.1 The performance scorecard highlights some notable progress and some areas for improvement as indicated by their RAG status. Some indicators and targets have been updated to align with the latest version of Vision and Priorities. Please note that, unlike the Quarterly Performance Report, the targets are not phased.
- 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. Indicator definitions are given on pages 29 -31.
- 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 that were good or outstanding at 96.4% is in line with the ambitious target of 97%. Delivering further improvements such as increasing the amount of outstanding provision remains a key priority for the Early Years and Childcare Service. The take-up for two year olds in March 2017 was 69.8%. Other priorities include preparing for the delivery of 30 Hours of Free Childcare with effect from September 2017, working in partnership with Children's Centres to continue to increase the take up of Free Early Education places by eligible two year olds, increasing the number of children achieving a Good Level of Development at the end of the Early Years Foundation Stage, narrowing achievement gaps, and increasing the number of Early Years settings working within a collaboration.
- 3.5 The percentage of schools that are good or outstanding has increased to 91.2% which is just below the 2016/17 target of 92%. In March 2017, 496 of the 546 schools in Kent were good or outstanding, which was 91.2% of the 544 schools with a current inspection. This means in Kent 89.2% of pupils were attending good or outstanding schools compared to 84.2% at the same time last year, an increase of 13,500 children receiving a better education. Kent has 22% of schools judged to be outstanding compared to the national figure of 21%. We will continue the positive trajectory seen in Kent. Improving outcomes and reducing the gap in performance differences remain key priorities. One of the priorities moving forward is to increase the number of schools graded as outstanding and moving those who require improvement to become good as quickly as possible. We are on track for our long term target that 95% of schools will be good or outstanding. One school remains in an Ofsted category (special measures or serious weakness) which is three fewer than reported in December. The target for 2016/17 is for no schools to be in a category of concern.
- 3.6 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks is down this quarter to 80.2% against a service target of 90%. In addition to 1004 new assessments completed during 2016, an increase from the previous year's total of 900, KCC must transfer all existing Statements to EHCPs by March 2018. DfE data showed Kent had completed 30% of transfers compared with a national average of 18%. During the last quarter, January to March 2017, Kent maintained its early pace, focussing on children in Year 6 moving to secondary school in September 2017 with 93% of these completed within time and completing 78% of all transfers. Only 1588 are yet to be completed from a total of over 8000. Last quarter performance included transfers for young people moving on to post 16 which is the largest area of growth in work for the service. In March 2017, the DfE announced that all LAs must submit monthly data on the number of outstanding transfers. It will publish 2016 data by June 2017

- 3.7 The number of permanent exclusions of Primary aged pupils is 16, one above the target. The number of permanent exclusions from Secondary schools remains at 43, higher than the target of 40, but the rate is lower than last year and the 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. 85.7% of PRUs are now rated good or outstanding.
- 3.8 As of September 2016 the DfE no longer requires Local Authorities to submit data on the number of young people in Year 14 (academic age 18) who are Not in Education, Employment or Training (NEET). Therefore the indicator has been changed to reflect this and now includes young people in Years 12 and 13 (academic age 16 and 17). The data for March shows 3.2% of this cohort is NEET which is 0.7% short of the target. However the three month rolling average for November, December and January, which the DfE uses as its performance measure, shows Kent to be 2.8% which is in line with national figure of 2.7%. This is an improvement on the 2015/16 level of 3.0% for Kent, compared to 2.7% nationally. Significant progress continues to be made to reduce both NEET and Not Knowns. The Not Known figures are the lowest they have been for 4 years. An increasing number of districts have met the monthly targets for NEET and in the other districts the number of NEETs has remained relatively stable due to effective partnerships with schools and employers being established.
- 3.9 The rate of Early Help notifications received per 10,000 of the 0 – 18 population has increased from 328.7 in December 2016 to 341.2 in March 2017. The percentage of Early Help cases closed by Early Help Units with outcomes achieved has also increased from 76.9% from 79.6% and is below the target of 86%. Further analysis of the data shows that Early Help is receiving higher volumes of Domestic Abuse Notifications which come from the Police prior to consent being gained with a significant proportion of these families not wishing to engage with any services so the cases are closed due to disengagement. The percentage of cases closed to SCS that were safely stepped-down to Early Help and Preventative Services was 23% for the quarter, below the 25% target. Early Help has the capacity to accept a higher level of step-downs from SCS and joint step-down guidance for workers in both Early Help and SCS supports best practice and integrated working and ensure safe and appropriate handover for those cases stepped-down.
- 3.10 The rate of re-offending by children and young people was 32.0% (based on a 12 month cohort) worse than the 28% target. The number of first time entrants to the Youth Justice system at 300 has also shown further reduction well ahead of the target of 520.
- 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%. The FSM gap is 19 percentage points which means the target of 10 percentage points has not been met. Increasing the number of children achieving a Good Level of Development at the end of the Early Years Foundation Stage and narrowing achievement gaps remains one of the Early Years priorities
- 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 59% 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. Improving outcomes and narrowing the gap remain key priorities for the School Improvement team.

- 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 average score at KS4 in Attainment 8 is 50.4 which compares favourably to the National average figure of 49.9 and the national all schools figure of 48.2. The FSM gap is 16.2 percentage points. Targets have been set from 2016/17 onwards.
- 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 for 2015/16 is 8.7%, meaning the target of 6.5% was not met. The national figure is 8.2%. The percentage of Secondary pupils who are persistently absent using the lower threshold is 14.2%, again not meeting the target of 12.5% and is also above the national figure of 13.1%

#### **4. Recommendations**

- 4.1 The Children's, Young People and Education Cabinet Committee is asked to review and comment on the Children, Young People and Education performance scorecard.

#### **Background Documents**

CYPE Directorate Scorecard – April 2017 release (March 2017 data)

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