

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

**Matt Dunkley, Corporate Director for Children, Young People and Education**

**To: Children's, Young People and Education Cabinet Committee –  
18 January 2018**

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

**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 now includes Education, Early Help, and Specialist Children's Services.

## **1. Introduction**

- 1.1 The 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 produce 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). For Specialist Children's Services (SCS) the Monthly Scorecard covers the key performance measures for the service, and service specific Performance Scorecards are also produced for the following service areas: Children in Care; Adoption; Fostering; Care Leavers; Missing Children; and Quality Assurance Reporting.

2.3 The indicators on 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.

3.2 The data sources page (page 4 of the scorecard report) details the date each indicator relates to, as the reporting period differs between measures. Indicator definitions are given on pages 6 - 8.

3.4 The percentage of Early Years settings which were Good or Outstanding at 97.7% is broadly in line with the target of 97.5%. This is excellent progress, and sustaining this standard whilst also increasing the amount of outstanding provision remains a key priority for the Early Years and Childcare Service. The take-up for two years olds in November 2017 was 67.4%. Other priorities include the ongoing delivery of 30 Hours of Free Childcare, 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 marginally from 91.4% to 92.0% which is one percentage point below the 2017/18 target of 93%. In November 2017, 505 of the 549 schools in Kent with a current inspection were good or outstanding. This means in Kent 92.9% of pupils were attending good or outstanding schools compared to 87.8% at the same time last year, an increase of 15,227 children receiving a better education. Kent has 22% of schools judged to be outstanding compared to the national figure of 21%. We remain determined, working in partnership with schools, to continue the positive trajectory seen in Kent. Improving outcomes and reducing the performance gaps are at the forefront of our work. 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 remain on track for our long term target that 95% of schools will be good or outstanding by 2018.

3.6 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks was 73.9% (658 out of 890) in the quarter against a target of 90%. The latest SEN2 data shows the national figure for 2016 to be 58.6% so Kent's performance is well above. In the past year, KCC's Special Educational Needs teams are receiving new referrals for statutory assessment at an unprecedented rate. The numbers across Kent are the highest the County Council has ever seen, having carried out 1004 statutory assessments in 2016 compared with 880 in 2014. The Service saw a 16% rise over the last year. This is in addition to assessing over 8,000 existing pupils with Statements who must be transitioned to new Education Health and Care Plans. Managing transitional arrangements alongside new assessments is adversely impacting on the proportion that can be completed within 20 weeks.

3.7 The number of permanent exclusions of Primary aged pupils is 19, seven above the target. The number of permanent exclusions from Secondary schools has

decreased from 48 to 39, four higher than the target of 35. Both rates however are lower than the national figures (reported as a rate of the school population). The way in which schools access support from the PRU, Inclusion & Attendance service has been streamlined. This process ensures one single route into the service, through a new Digital Front Door, and appropriate and timely allocation of work. Since this was rolled out feedback from schools has been very positive.

- 3.8 The rate of Early Help notifications received per 10,000 of the 0-17 population is 363.0. The percentage of Early Help cases closed by Early Help Units with outcomes achieved has decreased slightly from 79.4% to 77.5% and is below the target of 87%. We are now receiving higher volumes of Domestic Abuse Notifications from the Police prior to consent being gained, and a significant proportion of these families do not wish to engage with any services so the cases are closed due to disengagement. However, for unit cases initiated via an Early Help Notification 85% of cases are closed with outcomes achieved, which is above the 80% service standard. Recruitment to the management structure for the new Front Door has taken place and the planning for the implementation of the new arrangements is underway. Planning activity is also underway for the wider Children and Young People's Service Integration Programme (CYPSIP), to explore opportunities for closer working between Specialist Children's Services and Early Help, and with partners, to improve outcomes for families.
- 3.9 For Specialist Children's Services the key area of concern is the average caseload of Social Workers in the Children's Social Work Teams (CSWT) which for November 2017 was 23.7, against a target level of 18 cases. Current performance is a consequence of the increase in the total caseload for SCS, which has risen from 9,840 in March 2017 to 10,632 in November 2017. The caseloads of Social Workers within the Children in Care teams is 15.6 and above the Target of 15. Several measures have been put in place to reduce the caseloads of Social Workers, including increases in the establishment levels of those Districts who are experiencing the greatest pressures. There has been an increase in the percentage of Social Worker posts which are filled by permanent qualified Social Workers and the November rate of 82.9% is the highest rate achieved in the year to date.
- 3.10 The remaining SCS indicator within the CYPE Scorecard not to achieve the Target is the percentage of Children in Care in KCC Foster Care/Relative and friends placements which at 84.9% this is just below the target of 85%.
- 3.11 The Ministry of Justice has changed the way it reports the rate of re-offending by children and young people. The change is from 12 month offender cohorts to 3 month offender cohorts' which results in a greater proportion of prolific offenders and hence higher reoffending rates of around 4-5 percentage points for both adults and juveniles. The same prolific offender could now be counted multiple times as opposed to once. Using the new measure the rate of proven re-offending by CYP is 34.2. The number of first time entrants to the Youth Justice system at 310 is just ahead of the target of 330.
- 3.12 The 2016-17 results for pupils at the end of the Early Years Foundation Stage (EYFS) shows that in Kent 74.3% of children achieved a good level of development compared to 74.8% in 2015-16. National data shows Kent is 3.6 percentage points above the England average figure of 70.7%. 310 schools (out of 442) are above the national figure. Where there has been a reduction in GLD assessments, schools have been invited to explain the judgements. They have often cited children's low starting points especially in verbal language skills,

physical disabilities and mobility. There has been a number of children who have arrived from overseas with no pre-school or school experiences, and therefore no assessments have accompanied them.

- 3.13 Key Stage 2 data for the percentage achieving the expected standard in reading, writing and mathematics for Kent is 64% which compares favourably to the national figure of 61%. The FSM gap at 25.4 percentage points is wider than the target of 18 percentage points.
- 3.14 Attainment 8 is a point score based on attainment across eight subjects which must include English; mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification. The average score at Key Stage 4 in Attainment 8 at 46.0 is below the target of 52.0 but is broadly in line with the state-funded sector total of 46.1 and above the England total of 44.2.

#### **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 – November 2017

#### **Contact details**

##### **Lead Officers**

Name: Wendy Murray


Title: Performance and Information Manager

 03000 419417

 [wendy.murray@kent.gov.uk](mailto:wendy.murray@kent.gov.uk)

Name: Maureen Robinson

Title: MI Service Manager

 03000 417164

 [maureen.robinson@kent.gov.uk](mailto:maureen.robinson@kent.gov.uk)

##### **Lead Directors**

Name: Stuart Collins


Title: Interim Director of Early Help & Preventative Services

 03000 410519

 [stuart.collins@kent.gov.uk](mailto:stuart.collins@kent.gov.uk)

Name: Sarah Hammond

Title: Interim Director of Specialist Children's Services

 03000 411488

 [sarah.hammond@kent.gov.uk](mailto:sarah.hammond@kent.gov.uk)