

By:	Mike Whiting – Cabinet Member - Education, Learning and Skills Patrick Leeson- Corporate Director- Education, Learning and Skills
To:	Education Committee – 10 July 2012
Subject	Education, Learning and Skills Performance Scorecard
Classification:	Unrestricted

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Summary:	The Education, Learning and Skills performance management framework is provided by the targets for 2015, and the milestones for each year up to 2015, set out in Bold Steps. The scorecard is still in development and is intended to provide the Directorate and Members with progress against all the targets set out in the Bold Steps business plans for key performance and activity indicators.
Recommendations:	Members are 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 Appendix 2 Part 4 of the Kent County Council Constitution states that:

“Cabinet Committees shall review the performance of the functions of the Council that fall within the remit of the Cabinet Committee in relation to its policy objectives, performance targets and the customer experience.”

1.2 To this end, 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.

1.3 Members of the Committee are invited to make recommendations for changes to the performance framework, to ensure the Committee is well informed about all aspects of progress and performance.

2. Education, Learning and Skills (ELS) Performance Management Framework

2.1 The performance management framework is provided by the targets and milestones set out in Bold Steps. While much of this baseline data is available, against which to measure future progress, some indicators in the scorecard for ELS still require further developmen. Attached to this report is a June 2012 “first

release” version. This includes the latest available data up to April/May 2012. There are a number of aspects of the scorecard that will require further work and it is anticipated that the scorecard will be fully populated by September 2012.

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 Kent outturn for 2010-11, amber indicates it is between the Kent outturn for 2010-11 and the target for 2013, and green indicates it has reached or exceeded the target.

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 Some of the indicators are still awaiting data. For example, for some of the Bold Steps targets that have been expressed as a required percentage improvement, baseline data has to be produced and used to model and agree targets for each year up to 2015.

2.8 There are a small number of indicators that have not previously been used for performance management, although they may have been utilised at a local level by particular teams or services; or where the data relies on information being provided by a range of external agencies (this is particularly applicable to the indicators in the Employability section). Work is taking place to collate and calculate the relevant figures to produce baselines, targets and establish the most up to date performance position; for example, the indicator relating to the percentage of pupils in Pupil Referral Units reintegrated into mainstream schooling.

3. District Scorecards

3.1 In parallel to the development of the ELS scorecard, work has been undertaken to produce 12 District scorecards which are being consulted on through the current round of District Headteacher meetings. 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. Over time other indicators may be added to the scorecard if it is felt that there are areas requiring focused improvement and regular monitoring that are not currently included.

3.2 District scorecards currently reflect the county level targets. As Districts perform at different levels, it would be helpful if targets were set for each District

to reflect their individual performance improvement requirements. Where appropriate, these District focused targets will be set in conjunction with Heads of Service and Headteachers during the next few months.

4. Current Performance

4.1 Overall performance masks considerable variation in performance between Districts across a range of indicators and variation in performance across schools within Districts. For this reason the work is taking place to produce and develop District level scorecards. The intention is to reflect the variation in performance so that greater attention can be targeted to improvement in these areas. It is also intended to work with the evolving school improvement partnerships to provide them with performance frameworks that can be used to inform and manage performance and drive progress within their respective group of schools.

4.2 Areas of strength overall are the percentage of pupils persistently absent from schools in both Primary and Secondary sectors, the growth in the percentage of admissions applications made on-line and the number of starts on the Kent Success apprenticeship scheme where targets are being exceeded.

4.3 Reasonable progress is being made across a range of priority areas. If we are to meet the very challenging targets we have set ourselves in Bold Steps and ensure that we are also working with schools to exceed minimum acceptable standards, we will have to accelerate the pace of change considerably. To this end we have been analysing our school performance data to identify those schools at risk of under-performance, especially those that are below floor standards or likely to be, where progress is too limited. Also there is better risk assessment of those schools at risk of failing an Ofsted inspection, and those schools with two or more “satisfactory” Ofsted judgements. This data is used to inform the packages of support and collaborative arrangements that need to be put in place to drive more rapid improvement.

4.4 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). For example, where we are making progress at KS2 (Level 4+) in English and Mathematics, the gap has widened between the performance of all pupils and those who are Looked After or have SEN.

4.5 We are seeing a steadily improving picture for the quality of schools, on the journey towards good and outstanding. The percentage of both Primary and Secondary schools with Good or Outstanding Ofsted judgments is improving, both for “overall effectiveness” and for “quality of teaching”. We expect the 2012 results to show improvement in the percentage of Primary schools above the floor standard at KS2 (60%), KS1 (L2B+) Reading and Writing, KS2 (L4+) English and Mathematics – including progress being made in closing the gap between all pupils and FSM pupils. Similar improvement is expected for all KS4 indicators, including the “gap” indicators for FSM and LAC.

4.6 In the Employability section of the scorecard, progress is expected in Level 2 and Level 3 attainment, (although the gap is not reducing for FSM students at Level 3). Current plans in the draft 14-24 strategy are expected to

reverse the downward trend in employment among 18 – 24 year olds. Currently unemployment is high at 7.4% with the Bold Steps target being 4.4% by 2014/15.

4.7 When looking at areas of challenge, the following issues are highlighted: the number of permanent exclusions, both for all pupils, pupils with special educational needs and for LAC. Currently we have 215 children who have been permanently excluded, nearly three quarters have special educational needs and 15 are LAC. The Bold Steps target for 2014/15 is “no more than 50” children being permanently excluded and that there will be zero exclusion of LAC by that same date.

4.8 Work is currently underway to review our 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 this target.

4.9 Other areas of challenge are: the percentage of parents getting their first or second preference school, the number of schools in Ofsted category, KS1 Mathematics and the achievement gap at KS2 for FSM pupils, LAC and children with SEN.

5. Recommendations

Members are 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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