

By:	Mike Whiting – Cabinet Member - Education, Learning and Skills  Patrick Leeson- Corporate Director- Education, Learning and Skills
To:	Education Committee – 21 November 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 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.

## **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. 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 October version of the ELS scorecard, reporting on data as at the end of 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 (or 2015 if no target for 2013 has been set), 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 A data definitions section has been included to ensure that all users of the ELS scorecard are clear about what the indicators actually 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, latest month or last term etc.

2.8 A small number of indicators are still awaiting data or targets. 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.

### **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 Looked After Children 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 Areas of challenge are outlined in detail in the Exceptions reporting, included within the scorecard document for the first time this month, to provide commentary and actions against all indicators flagged as red within the LA level scorecard.

4.2 Results have improved across all key stages this year, with a significant rise at Key Stage Two (KS2). The number of permanent exclusions has dropped below 200 for the first time, thanks to a key focus on this area by the development of an Inclusion Strategy in Kent.

4.3 Reasonable progress is being made across a range of priority areas, and many amber indicators are green for their direction of travel, meaning they have improved since the previously reported result e.g. reduction in attainment gaps at Key Stage 4 (KS4).

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). This year has seen a significant reduction in the FSM gap at KS2, but only a very slight reduction in the FSM gap at KS4.

4.5 We are currently seeing a static picture for the quality of schools, on the journey towards good and outstanding.

4.6 In the Employability section we are seeing a drop in youth unemployment, and an increase in the percentage of 19 year olds engaged in continuing education and training.

4.7 Work is currently underway to finalise 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.

## **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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