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To:	Education Committee – 4 December 2013
Subject	Education, Learning and Skills Performance Scorecard
Classification:	Unrestricted

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Summary:	The Education, Learning and Skills performance management framework is the monitoring tool for the targets and the milestones for each year up to 2016, set out in Bold Steps for Education. The scorecard is in constant development and is intended to provide the Directorate and Members with progress against all the targets set out in the business plans for key performance indicators.
Recommendations:	The Cabinet Committee is 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 on key indicators.

## **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 business plans, in this case the Bold Steps for Education document and related business plans for ELS.

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

- 2.1 The performance management framework is the monitoring tool for the targets and milestones set out in Bold Steps for Education. 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 latest version of the ELS scorecard, reporting on data as at the end of September 2013.
- 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 floor standards set in business plans (typically these are the Kent outturn for 2010-11), amber indicates it is between the floor standard and the target for 2013 and green indicates it has been reached or the target has been exceeded.
- 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 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, the latest month or last term etc.
- 2.8 The scorecard has now been amended to reflect the updated Bold Steps for Education. This has involved adding new indicators, sourcing data for those indicators, collecting targets from 2013 to 2016, and ensuring data is available at both LA and district level. The Kent, national and statistical neighbour outturn figures have also been updated to 2011-12 now that most figures are available following publication by the DfE.

### **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 Children in Care 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 in relation to needs.

### **4. Current Performance**

- 4.1 The scorecard highlights some notable progress and some areas for improvement.
- 4.2 This scorecard contains provisional 2013 results for all key stages. We are now able to update the 2013 initial results of schools and early years settings across all key stages. Overall results continue to improve at every key stage but we are not succeeding in narrowing the achievement gaps for vulnerable groups.

**The Early Years Foundation Stage Profile (EYFSP)** was assessed against a new framework so results are not comparable to previous years.

Kent is performing well above the national average by 12%, with a Good Level of Development for 64% of five year olds. The achievement gap between disadvantaged children and other children has reduced to 19%, compared to 24% in 2012, which is the third best result nationally.

**Key Stage 1 results** at Level 2b and above improved significantly by nearly 4% in reading, writing and mathematics this year. Writing continues to be a priority, with only 67% achieving Level 2b and above compared to 79% in reading and mathematics.

**At Key Stage 2**, the combined achievement at Level 4 in Reading, Writing and Maths is 74%. This is provisional and compares to an equivalent result for 2012 of 72%. Kent is 2% below the national figure of 76% and ranked 6<sup>th</sup> within our statistical neighbour group of nine local authority areas.

Expected rates of progress at Key Stage 2 (two levels of progress between key stages 1 and 2) have improved this year in all subjects, by 1% to 86% in reading, by 4% to 91% in writing, and by 1% to 86% in maths.

**Provisional results are now available at Key Stage 4.** Kent's performance at 5 or more A\*-C grades at GCSE including English and maths has increased to 63%. This is 4% above the national figure, which actually dropped this year. Kent is ranked second within its statistical neighbours, and the statistical neighbour average is 60%.

Expected rates of progress at Key Stage 4 (three levels of progress between key stages 2 and 4) have also improved this year, by 5.3% in English to 74%, and by 2.1% in maths to 73%. Both these figures are above the national averages of 71% in English and 72% in maths.

**Performance at post-16** has increased on one indicator this year, but has dropped in the rest, although less than the national average. The percentage of students achieving two or more A level passes decreased to 90%, compared to 92% in 2012. Kent's Average Points Score per entry is up 1.8 to 212.5, compared to the national static result of 212.7. The Average Points Score per student dropped 14.9 points to 722.4, compared to a national reduction of 23.9 to 709.1. The greatest improvement has been in the number of students gaining three or more A and B grades which improved from 5% in 2012 to 8.5% in 2013, compared to 7.4% nationally.

## **Achievement Gaps**

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, Children in Care (CIC), boys and girls and pupils with Special Educational Needs (SEN) or with Statements of Special Educational Need (SSEN). These gaps are mostly wider in Kent than nationwide and are not narrowing.

At Key Stage 2, the gap for FSM pupils narrowed by less than 1% and is now 22.4%. The national gap data for 2013 is not available yet but in 2012 the national gap was 17%. For pupils with SEN the gap widened slightly, with 36% pupils attaining level 4, compared to 47% nationally in 2012.

At Key Stage 4, the gap for FSM pupils reduced very slightly to 32.4% from 33% previously, compared to 26% nationally in 2012. In Kent 36% of FSM pupils achieved 5 or more good GCSEs with English and mathematics. This gap has changed very little over the last three years. The national FSM gap at Key Stage 4 is reducing at a faster rate compared to Kent, which is very disappointing. Once again pupils with SEN statements achieve less well in Kent, where gaps are wider compared to the GCSE achievements of other pupils. However, although very wide, in 2013 the SEN achievement gap narrowed at Key Stage 4 by nearly 4% to 43.5%. This will be a priority for further improvement in 2014.

Outcomes for children in care (CIC) continue to improve at both Key Stages 2 and 4. In 2013, 43% of CIC who were looked after for more than 12 months achieved Level 4 or above in Reading, Writing and Maths at Key Stage 2 compared to 38% who achieved level 4 in 2012. At GCSE 15% of CiC achieved 5 or more A\* to C grades including English and Maths compared to 13% in 2012. It means the CIC KS2 gap has narrowed by 5% down to 37% from 42% last year. The CIC KS4 gap has narrowed by 2% down to 47% from 49% in 2012. However this is the widest achievement gap of any pupil group, and is an important focus for improvement in 2014.

In 2013 the gender gaps widened slightly. The difference in outcomes between boys and girls opens up at the Early Years Foundation Stage, where 72% of girls and 55% of boys achieved a good level of development.

At Key Stage 2, the gender gap widened to 7% compared to 5% in 2012 (70% boys and 77% girls attained Level 4 combined in 2013 compared to 77% boys and 82% girls nationally in 2012).

At Key Stage 4, the gender gap widened to 9% compared to 8% in 2012 (58% boys and 67% girls attained 5 good GCSEs including English and Maths in 2013 compared to 54% boys and 64% girls nationally in 2012).

At Key Stage 2, only 90 Primary schools narrowed the gender attainment gap since 2012 and at Key Stage 4, 34 Secondary schools narrowed the gender attainment gap since 2012. This is from the total of 67 co-educational secondary mainstream schools.

- 4.3 Following the change in the inspection framework in January 2012 Kent has seen a small increase in the number of schools going into an Ofsted category. However, there has been a steady improvement in the percentage of primary schools with Good or Outstanding Ofsted Judgements for Overall Effectiveness, with the percentages for secondary and special school similar to last month.

- 4.4 Turning to special educational needs (SEN), the number of pupils with a statement of SEN has dropped from 6,927 in August to 6,882 in September. The number of pupils being placed in independent or out-of-county special schools has also reduced slightly for the first time.

Positively, the percentage of statements of SEN issued within timescale has improved significantly in recent months and is now green at 90.6%. The Council continues to engage with the NHS and other agencies to encourage them to provide advice in a timely manner so this performance can further improve.

- 4.5 The percentage of unemployment among 18-24 year olds in Kent has reduced to 5.0% this month, and the number of young people starting the Kent Success apprenticeship scheme has risen to 331.

The percentage of 16-18 year olds not in education, employment or training (NEET) looks very high this month. However, that is always the case in September as work takes place to establish the destinations and activity of all young people aged 16 -17 across Kent. These figures will have settled down again to the expected range (5% or less) by next Cabinet Committee. Generally, Kent has a reducing trend for NEETs, and Kent has very low levels of 16-18 year olds whose destination is 'not known' compared to other local authorities, so Members can have confidence in the figures produced.

Nationally, the economic recovery has only shown signs of taking hold recently and the youth unemployment level remains a concern. Employers' demands in the labour market are for highly skilled and experienced employees. Those young people with fewer skills and experiences are at a far greater disadvantage in the employment market, and this picture is reflected in Kent.

- 4.6 The number of permanent exclusions continues on a downward trend, thanks to a key focus on this area by the development of an Inclusion Strategy in Kent, the review of the Pupil Referral Units and the work of the Kent Integrated Adolescent Support Service (KIASS), though this month has shown a slight increase to 148 on the previous reported result of 144.

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.

- 4.7 Updated figures for Level 2 and Level 3 attainment by age 19 are now available and show improvement for young people.

- 4.8 Work has taken place to review the 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 the targets to narrow achievement gaps.

## **5. Recommendations**

- 5.1 The Education Cabinet Committee is asked to review and comment on the development of the Education, Learning and Skills performance scorecard and note aspects of current performance on key indicators.


### **Background Documents**

ELS Performance Scorecard: Appendix 1

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