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To: Education Cabinet Committee – 14 March 2014

Subject: Education, Learning and Skills Performance Scorecard

Classification: Unrestricted

Electoral Divisions: All

**Summary:** The Education, Learning and Skills performance management framework is the monitoring tool for the targets and the milestones for each year up to 2017, 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.

**Recommendation:** The Education Cabinet Committee is asked to review and comment on 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 January 2014.
- 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 baseline standards set out in business plans (typically these are the Kent outturn for 2010-11), amber indicates it is between the baseline

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 is currently going through a re-development process to align it to the revised Bold Steps to 2017 document. Indicators and targets are being revised, and the outturn data is in the process of being updated to 2012-13. This current version updates performance without the rest of the changes having yet been made.**

### 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 final 2013 pupil attainment results for 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. The achievement gap for children achieving a good level of development between the lowest attaining 20% of children and the mean is 25%, which is very similar to last year's figure of 24%, compared to the England figure of 37%. This is very positive.

**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 the published result and compares to an equivalent result for 2012 of 72%. Kent is 1% below the national average of 75% and ranked 7<sup>th</sup> within our statistical neighbour group of eleven 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 2% to 87% in reading, by 4% to 91% in writing, and by 1% to 86% in maths.

**Published 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 average, which actually dropped this year. Kent is ranked second within its statistical neighbours, and the statistical neighbour average is 61%.

Expected rates of progress at Key Stage 4 (three levels of progress between key stages 2 and 4) have also improved this year, by over 4% in English to 73%, and by 1% in maths to 71.7%. Both these figures are above the national averages of 70.4% in English and 70.7% in maths.

**Performance at post-16** improved on some indicators in 2013 but on other measures performance was below the national average. The percentage of students achieving two or more A Level passes (or equivalent) increased to 96% compared to 92% in 2012 and the national average of 97%. A new indicator for two or more substantial Level 3 qualifications was introduced this year, with Kent at 91.1% compared to a national figure of 92.3%.

Kent's Average Points Score per A' level entry improved to 214, in line with the national result. In Kent, 41 schools performed above the national average on this measure. 30 schools performed below expectations when compared with their students' Key Stage 4 points on entry. The Average Points Score per student also improved to 745, compared to a national result of 706 for state funded schools and 724 for all schools. The greatest improvement was in the number of students gaining three or more A and B grades which improved from 5% in 2012 to 8.7% in 2013, compared to 7.5% nationally for state funded schools. However, the percentage of students achieving three or more A\* and A grades is 11.7% compared to 12.5% 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 and are not narrowing.

At Key Stage 2, the gap for FSM pupils increased and is now 25%. The national gap is 19%. For pupils with SEN the gap widened slightly from 48.5 in 2012 to 50% this year, compared to 53% nationally.

At Key Stage 4, the gap for FSM pupils increased to 34.5% from 33% previously, compared to 26.7% nationally. 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 3% to 44.2%. 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 71% boys and 77% girls nationally).

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 55.6% boys and 65.7% girls nationally).

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 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. However, following the change in the inspection framework in January 2012 Kent has seen an increase in the number of schools going into an Ofsted category of concern, following an inadequate inspection judgement.
- 4.4 Turning to special educational needs (SEN), the percentage of statements of SEN issued within timescale has improved significantly in recent months and is now green at 95%. 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 4.6% this month, and the number of young people starting the Kent Success apprenticeship scheme has risen to 332.

The percentage of 16-18 year olds not in education, employment or training (NEET) is currently at 5.39%. 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 economy is showing some signs of growth and employers' demands in the labour market are for more 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, as a result of our Inclusion strategy and the review of the Pupil Referral Units, as well as the work of the Kent Integrated Adolescent Support Service (KIASS), and this month has seen a further reduction down to 122.

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 reorganisation of the District 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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