

From: **Roger Gough, Cabinet Member for Education and Health Reform**
Patrick Leeson, Corporate Director for Education and Young People's Services

To: **Education and Young People's Services Cabinet Committee – 17 March 2016**

Subject: **Education and Young People's Services Directorate Scorecard**

Summary: The Education and Young People's Services performance management framework is the monitoring tool for the targets and the milestones for each year up to 2018, set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans.

Recommendations: The Education and Young People's Services Cabinet Committee is asked to review and comment on the Education and Young People's Services performance scorecard, which includes all Education and Early Help services.

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 the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans.

2. Education and Young People's Services Performance Management Framework

- 2.1 The performance scorecard has been updated to reflect the new targets for 2015/16. The indicators are now 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 produces 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. A SEND scorecard is currently under development. There is also a monthly performance report for NEET figures.
- 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.
- 2.4 District performance data pages underpin the headline Kent figures. Consideration is also being given to showing links between indicators that impact upon each other, to aid interpretation.
- 2.5 The Directorate scorecard is published quarterly.

- 2.6 The formation of a new integrated Information and Intelligence Service has led to more joined up reporting, monitoring and evaluation across the Directorate.

3. Current Performance

- 3.1 The performance scorecard highlights some notable progress and some areas for improvement as indicated by their RAG status.
- 3.2 The data sources page (page 28 of the scorecard report) details the date each indicator relates to, as the reporting period differs between measures.
- 3.3 There is variation in performance between the districts. This commentary is based on the overall aggregate for Kent.
- 3.4 The number of schools in an Ofsted category (special measures or serious weakness) is 9 which is higher than the target of 6 but is much improved on the figure of 29 in September 2014. We are working closely with these schools with reviews of progress against improvement plans completed every six weeks. The percentage of schools judged to be good or outstanding continues to remain high at 84.0%, above the target, with 461 schools judged to be good or outstanding.
- 3.5 The percentage of Education, Health and Care Plans (EHCPs) completed within 20 weeks from receipt of formal request for an EHC needs assessment increased to 87.3%. This is just below the target of 90% with 508 plans out of 582 issued within 20 weeks. National data on timescales for Education, Health and Care (EHC) plans shows 61.5% were issued within 20 weeks, rising to 64.3% with allowable exceptions. In November 2015, a DfE survey identified 90% completion in 20 weeks as good. The survey found only 19% of authorities achieving this level and 70% identified capacity as a barrier.
- 3.6 The number of permanent exclusions from primary aged pupils is higher than anticipated at 43 compared to the target of 32, however it has improved on the September 2015 position when the over the 12 month rolling period figure was 47. A project is currently underway to work with groups of Primary schools that use exclusion to explore improved approaches to behaviour management with the aim of reducing both fixed term and permanent exclusions. The number of permanent exclusions from Secondary schools at 66 is also higher than the target of 32, but is lower than the national figure.
- 3.7 The percentage of Children Missing Education offered suitable education within 30 days of becoming known has fallen to 58.6% (based on a rolling 12 month average). This is 16.4 percentage points below the target of 75%. This is receiving urgent attention.
- 3.8 The percentage of 16 – 18 year old not in education, employment or training (NEET) fell in December 2015 to 5.0% compared to 7.8% in September 2015. The January 2016 figure is 4.8% There are natural fluctuations in the NEET cohort throughout the year with the number of NEETS rising over the summer months due to school and college leavers not yet in confirmed post 16 destinations. Working in partnership with schools, colleges, training providers, local agencies and employers, a new NEETs Strategy and detailed action plan has been developed which will ensure a more integrated and targeted approach to reducing NEETs. Focused interventions are in place to support vulnerable groups such as Children in Care and SEND learners.

- 3.9 The Early Help indicators relate to the position as of the end of October 2015 rather than December 2015 due to the implementation of the new Early Help Module and phased data migration to the new system. The rate of Early Help notifications received per 10,000 of the 0 – 18 population has increased from 18.8 to 23.6. The percentage of Early Help cases closed with positive outcomes has risen to 81.6% from 78.0% and is above the target of 80%. Staff and managers monitor their caseloads, case progress, closures and throughput on a daily and weekly basis to ensure work is appropriately focused and progressing well to avoid case drift, to ensure the best possible outcomes are achieved for children and families.
- 3.10 The rate of re-offending by children and young people has increased slightly (based on a 12 month cohort) to a rate of 37.5% which is broadly in line with the national rate of 38.0%. This equates to 531 individuals. The number of first time entrants to the youth justice system continues its downward trend. The Police have maintained their commitment to the diversion of children and young people from the youth justice system via an increasing use of Community Resolutions and restorative justice processes.
- 3.11 Results for pupils at the end of the Early Years Foundation Stage (EYFS) improved in 2015 by 4 percentage points with 73% of children achieving a good level of development compared to 69% in 2013/14. Kent is three percentage points above the national figure of 66%. The achievement gap between FSM eligible children and their peers for 2014/15 was 18 percentage points which meant the target of 11% was not achieved. The FSM gap targets have been reviewed to reflect changes in the Department for Education (DfE) reporting.
- 3.12 At Key Stage 2 the combined achievement at Level 4 and above in Reading, Writing and Maths increased to 80%, a one percentage point improvement on the previous year. This is in line with the national average. The achievement gap between FSM eligible children and their peers is 21% which meant the target of 14% was not achieved.
- 3.13 As part of new Primary school accountability measures to be introduced in 2016 there will be new headline attainment and progress performance measures. This will include a new 'expected' standard (a higher standard than in 2015) along with new National Curriculum tests in reading and mathematics, with outcomes reported as scaled scores rather than levels. The new measure in the scorecard will report on the percentage of pupils at KS2 achieving age-related expectations in reading, writing and mathematics.
- 3.14 In 2014 two major reforms were implemented which affected the calculation of the Key Stage 4 GCSE measures. In 2015 the outturn for Kent was 57.3% which was 0.7 percentage points lower than the previous year and below the target of 59%. The national average is 53.8%. The Free School Meal achievement gap for 2014/15 at 33.8 points meant the target of 29 points was not achieved.
- 3.15 New Secondary school headline performance measures for 2016 will include Attainment 8 which is based upon pupils' performance across eight subjects (doubled weighted) English and mathematics elements, three from sciences, computer science, geography, history and languages and three from further qualifications from the range of English Baccalaureate subjects, or any other high value arts, academic, or vocational qualification approved for inclusion in the performance tables. Examination outcomes will no longer be reported as grades

(A* - G) but as numbers (1 – 9). The new measure in the scorecard will report on the average score at KS4 in Attainment 8.

4. Recommendations

- 4.1 The Education and Young People's Services Cabinet Committee is asked to review and comment on the Education and Young People's Services performance scorecard which has been designed to reflect the expanded scope of the work of the Directorate, including Early Help services.

Background Documents


EYPS Directorate Scorecard – January 2016 release (December 2015 data)

Contact details

Lead Officer

Name: Wendy Murray

Title: Performance and Information Manager

 03000 419417

 wendy.murray@kent.gov.uk

Lead Director

Name: Florence Kroll

Title: Director of Early Help & Preventative Services

 03000 416362

 florence.kroll@kent.gov.uk