

From: Roger Gough, Cabinet Member for Education and Health Reform
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To: Education and Young People's Services Cabinet Committee – 22
September 2016

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

Pathways: Standard item

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 indicators are 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. There are also monthly performance reports for young people Not in Employment, Education or Training (NEET), exclusions and those with Special Educational Needs (SEN).

- 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 green with 5 schools being in category compared to the target of 6. School Improvement continues to work closely with these schools with reviews of progress against improvement plans completed every six weeks. The percentage of schools that are good or outstanding was 87.6%, above both the target and the national average of 84%. In June 2016, 480 of the 583 schools in Kent were Good or Outstanding. 86% of pupils were attending a Good or Outstanding school compared to 83% at the same time last year. This means that 8,182 more children are receiving a better education than at this point last year.
- 3.5 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks was 82.0% in the quarter against a service target of 90% with 561 plans out of 684 issued within the timescale. DfE published data for 2015 showed that Kent is performing well compared to other LAs nationally, issuing 86.2% of new EHCPs issued within 20 weeks, compared to 59.2% nationally and transferring 30.3% of all existing statements to EHCPs, compared to 18.2% nationally. However maintaining this pace and responding to new duties following the first cycle of annual review of plans from 2015 has created volume pressure and most recently adversely affected overall performance. This is a national issue. A review of quality assurance has been completed and new arrangements are being introduced from September 2016 to refine the processes further.

- 3.6 The number of permanent exclusions from primary aged pupils continues to fall and is now 18 which is better than the target of 32. This is due in part to the project 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 has also fallen to 51. It remains 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 increased slightly from 53.8% to 54.4% (based on a rolling 12 month average). This is 20.6 percentage points below the target of 75%. The Fair Access service recently undertook a complete review and restructure, introducing a more effectively defined and focused CME & EHE team. Significant work is also ongoing that will greatly improve business processes, supported by an information sharing agreement with the Department for Work and Pensions (DWP). This will enable enquiries to be made in relation to the benefits received by parents of CME children in order to identify an address for those who, despite extensive investigations, cannot be traced. It will also ensure that where the address is outside of Kent, the case can be referred quickly on to that authority which will enable the prompt closure of cases going forward.
- 3.8 The percentage of 16 – 18 year old not in education, employment or training (NEET) increased slightly in June 2016 to 5.7% compared to 5.3% in March 2016. 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. There has been a 2.2 percentage point improvement in Not Known figures which demonstrates improvements on the ground, as in June you would expect a reduction in Not Knowns to lead to an increase in NEETs. Kent is now 4th out of 11 statistical neighbours for the Not Known figures but the NEET figures remain stubbornly above expectations. The Kent Employment Programme (KEP) has been a huge success, moving unemployed young people into apprenticeships, working with local employers in Kent.
- 3.9 The rate of Early Help notifications received per 10,000 of the 0 – 18 population has increased from 278.9 in March 2016 to 307.9 this quarter. The percentage of Early Help cases closed by Early Help Units with outcomes achieved has decreased slightly to 82.9% from 83.4% but remains above the target of 80%. All work within the service is underpinned by a new Quality Assurance Framework, with a clear cycle for audit, evaluation and feedback. Family work is underpinned by the Signs of Safety model which has been rolled out to all staff working with families. The Early Help Strategy and Three Year Plan provides the vision, ways of working and priorities for Kent's Early Help and Preventative Services for 2015-18.
- 3.10 The rate of re-offending by children and young people has improved slightly (based on a 12 month cohort) to a rate of 35% which is below the target of 29%. This equates to 467 individuals. The latest National data (October 2013

– September 2014) shows a reoffending rate 37.8% across England and Wales. The number of first time entrants to the youth justice system continues its downward trend. The use of Community Resolutions and other Out of Court disposals by Kent Police, plus the support offered by staff in the Early Help and Preventative Service, combined with a restorative approach around working with the victims of crime, are the main reasons behind the continued improvement in performance.

- 3.11 Results just released for pupils at the end of the Early Years Foundation Stage (EYFS) shows Kent improved in 2015/16 by 2 percentage points with 75% of children achieving a good level of development compared to 73% in 2014/15. Early Local Authorities data, which is indicative of national data, shows Kent is 6 percentage points above the England average figure of 69%. The achievement gap for 2015/16 is currently being calculated and will be reported in next quarter.
- 3.13 The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. Results are no longer reported as levels. Because of these changes figures for 2016 are not comparable to those for earlier years. The expectations for pupils at the end of key stage 2 have been raised. The new measure in the scorecard which will be published in October (covering the September data) reports on the percentage of pupils at KS2 achieving age-related expectations in reading, writing and mathematics. Provisional data for Kent is 58% and the national figure is 53%. The full analysis will be available in the October 2016 scorecard release (September 2016 data)
- 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 (state funded schools) was 57.3% which was 0.7% percentage points lower than the previous year and below the target of 59%. The national average for all schools was 53.8% but for state funded it rises to 57.3% which means Kent is in line with national. 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 and will be available in the January 2017 scorecard release.

4. Recommendation

- 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 includes all Education and Early Help services.

Background Documents


EYPS Directorate Scorecard – July 2016 release (June 2016 data)

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