

From: **Roger Gough, Cabinet Member for Education and Health Reform**

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To: **Education & Young People's Services Cabinet Committee – 30 March 2017**

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

Classification: **Unrestricted**

**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 2020, set out in the Strategic Priority Statement, Vision and Priorities for Improvement, and service business plans. This is a regular standing item for the Cabinet Committee to monitor performance on all key measures.

**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 in the Directorate scorecard provide a broad overview of performance, and are supported by the greater detail within the service scorecards.

## **3. Current Performance**

- 3.1 The performance scorecard highlights some notable progress and some areas for improvement as indicated by their RAG status. Some indicators and targets have

been updated to align with the latest version of Vision and Priorities. Please note unlike the Quarterly Performance Report the targets are not phased.

- 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. Indicator definitions are given on pages 29 -31.
- 3.3 There is variation in performance between the districts. This commentary is based on the overall aggregate for Kent.
- 3.4 The percentage of Early Years settings that were good or outstanding at 96.8% is only 0.2 percentage points below the ambitious target of 97%. Delivering further improvement remains a key priority for the Early Years and Childcare Service. Other priorities include preparing for the delivery of 30 hours of free childcare with effect from September 2017, working in partnership with Children's Centres to continue to increase the take up of Free Early Education places by eligible two year olds and increasing the number of Early Years settings working within a collaboration.
- 3.5 The percentage of schools that are good or outstanding has broadly stayed the same at 89.9% which is below the 2016/17 target of 92%. In December 2016, 489 of the 583 schools in Kent were good or outstanding with 87.7% of pupils attending good or outstanding schools compared to 83% at the same time last year, an increase of 9,961 children receiving a better education. There remain four schools in an Ofsted category (special measures or serious weakness) which is one fewer than reported in June. The target for 2016/17 is for no schools to be in a category of concern. School Improvement is determined to secure further improvement and continue the positive trajectory in the quality of schools in Kent. There is a focus on helping more schools become outstanding and those that require improvement to become good within the next two years.
- 3.6 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks has broadly stayed the same this quarter at 84.0% against a service target of 90%. DfE published data for 2015 showed that Kent is performing well compared to other LAs nationally, issuing 86.2% of new EHCPs within 20 weeks, compared to 59.2% nationally and transferring 30.3% of all existing statements to EHCPs, compared to 18.2% nationally. However the demands of the new statutory framework during 2016 from the first cycle of annual reviews created additional pressure which is impacting on overall performance.
- 3.7 The number of permanent exclusions of Primary aged pupils is 15, equalling the target. This is due in part to the behaviour project work with groups of Primary schools to embed 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 fallen by three to 43. It remains higher than the target of 40, but the rate is lower than the national figure. Overall permanent exclusions have reduced significantly, as a result of improved arrangements in Pupil Referral Units, better alternative provision and Primary school projects to better support pupils with challenging behaviour. 85.7% of PRUs are now rated good or outstanding.

- 3.8 The DfE no longer require Local Authorities to submit data on the number of young people in Year 14 (academic age 18) who are Not in Education, Employment or Training (NEET). Therefore the indicator has been changed to reflect this and now only includes young people in Years 12 and 13 (academic age 16 and 17). The data for December shows 2.9% of this cohort is NEET which is 0.4% short of the target. Integrated working to support the reduction of young people who are NEET is ongoing and showing positive impact. This provides a good foundation for further reduction in NEETs. We have achieved over 3,000 16-18 year old apprenticeship starts for 2015/16 for the first time. The Kent Employment Programme (KEP) has been a huge success, moving unemployed young people into apprenticeships, working with local employers in Kent. There has also been continued success with the Assisted Apprenticeship scheme.
- 3.9 The rate of Early Help notifications received per 10,000 of the 0 – 18 population has increased very slightly from 321.8 in September to 328.7 in December. The percentage of Early Help cases closed by Early Help Units with outcomes achieved has also increased very slightly to 76.9% from 76.0% and is below the target of 86%. Analysis of this data shows that because Early Help is receiving higher volumes of Domestic Abuse Notifications (e.g. 166 in December 2016 compared to 82 in December 2015) which come from the Police prior to consent being gained, a significant proportion of these families do not wish to engage with any services so the cases are closed due to disengagement. This is also true for some of the Out of Court disposals work in the Units. However, for unit cases initiated via an EHN, 83% of cases are closed with outcomes achieved, which is above the 80% service standard. The percentage of cases closed to SCS that were safely stepped-down to Early Help and Preventative Services was 22% for the quarter, below the 25% target. Early Help has the capacity to accept a higher level of step-downs from SCS and joint step-down guidance for workers in both Early Help and SCS has been finalised and issued to staff.
- 3.10 The rate of re-offending by children and young people was 32.8% (based on a 12 month cohort) ahead of the 28% target. This equates to 358 individuals. The latest National data (January 2014 – December 2014) shows a reoffending rate of 37.9% 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 at the end of the Early Years Foundation Stage (EYFS) shows Kent improved in 2015/16 with 74.8% of children achieving a good level of development compared to 73% in 2014/15. Kent is 5.5 percentage points above the England average figure of 69.3%. The FSM gap is 19 percentage points which means the target of 10 percentage points has not been met. Increasing the number of children achieving a Good Level of Development at the end of the Early Years Foundation Stage and narrowing achievement gaps remains one of the Early Years priorities
- 3.12 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 percentage of pupils achieving age-related expectation in reading, writing and maths is 59% which is above the national figure of 53%. The FSM gap is 25 percentage points which means that the target of 15 percentage points was not achieved. Improving outcomes and narrowing the gap remain key priorities for the School Improvement team.

- 3.13 New Secondary school headline performance measures for 2016 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. The average score at KS4 in Attainment 8 is 50.4 which compares favourably to the National State funded figure of 49.9 and the national all schools figure of 48.2. The FSM gap is 16.2 percentage points. Targets have been set from 2016/17 onwards.
- 3.14 The DfE has reduced the threshold used to define persistent absenteeism from 15% to 10%. The percentage of Primary pupils who are persistently absent using the lower threshold is 8.7%, meaning the target of 6.5% was not met. The percentage of Secondary pupils who are persistently absent using the lower threshold is 14.2%, again not meeting the target of 12.5%. National data will be released in March 2017.

#### **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 includes all Education and Early Help services

#### **Background Documents**


EYPS Directorate Scorecard – January 2017 release (December 2016 data)

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