

From: Roger Gough, Cabinet Member for Children, Young People and Education
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To: Children's, Young People and Education Cabinet Committee – 7 September 2017

Subject: Children, Young People and Education Directorate Performance Scorecard

Classification: Unrestricted

Past Pathway of Paper: None

Future Pathway of Paper: None

Electoral Division: All Divisions

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

1. Introduction

1.1 The 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. Children, Young People and Education 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 is 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.

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.
- 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 which were Good or Outstanding at 98% is above the 96% target. This is excellent progress, and sustaining this standard whilst also increasing the amount of outstanding provision remains a key priority for the Early Years and Childcare Service. The take-up for two years olds in June 2017 was 65.3%. Other priorities include final preparations 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, increasing the number of children achieving a Good Level of Development at the end of the Early Years Foundation Stage, narrowing achievement gaps, and increasing the number of Early Years settings working within a collaboration.
- 3.5 The percentage of schools that are good or outstanding has increased from 90.8% to 91.6% which is just below the 2016/17 target of 92%. In June 2017, 501 of the 547 schools in Kent were good or outstanding. This means in Kent 90.2% of pupils were attending good or outstanding schools compared to 86.4% at the same time last year, an increase of 10,799 children receiving a better education. Kent has 22% of schools judged to be outstanding compared to the national figure of 21%. We remain determined and working in partnership with schools to continue the positive trajectory seen in Kent. Improving outcomes and reducing the performance gaps are at the forefront of our work. One of the priorities moving forward is to increase the number of schools graded as outstanding and moving those who require improvement to become good as quickly as possible. We are on track for our long term target that 95% of schools will be good or outstanding by 2018-19.
- 3.6 Provisional data for the percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks was 74% (597 out of 807) in the quarter against a target of 86%. Please note the Quarter 1 data covers the period 01/06/2017-11/06/2017 as opposed to 01/06/2017- 30/06/2017 due to the changeover from the Impulse data system to the new system Synergy. The Quarter 1 data, to include the full month of June data, will be revised in the Quarter

2 report. KCC's Special Educational Needs teams are receiving new referrals for statutory assessment at an unprecedented rate. The numbers across Kent are the highest the County Council has ever seen, having carried out 1004 in 2016 compared with 880 in 2014. The Service saw a 16% rise over the last year. This is in addition to the work to assess over 8,000 existing pupils with Statements who must be transitioned to Education Health and Care Plans. Managing transitional arrangements alongside new assessments is adversely impacting on the proportion that can be completed within 20 weeks. We are not limiting the number of assessments. We are closely monitoring the situation in terms of newly agreed referrals and assessments underway to look at how we can streamline systems.

- 3.7 The number of permanent exclusions of Primary aged pupils is 20, five above the target. The number of permanent exclusions from Secondary schools has also increased from 43 to 51, higher than the target of 40, but the rate is lower than the national figure. There are 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 percentage of 16-17 year olds not in education, employment or training (NEET) data for June is 3.2% which is 0.7% short of the target. However the three month rolled average for November, December and January, which the DfE uses as its performance measure, shows Kent to be 2.8% which is in line with national figure of 2.7%. This is an improvement on the 2015-16 of 3.0% for Kent compared to 2.7% nationally. Significant progress continues to be made to reduce both NEET and Not Known figures. The Not Known figures are the lowest they have been for 4 years. An increasing number of districts have met the monthly targets for NEET and in the other districts the number of NEETs has remained relatively stable due to effective partnerships being established.
- 3.9 The rate of Early Help notifications received per 10,000 of the 0 – 17 population has decreased from 391.0 in March 2017 to 371.8 in June 2017. The percentage of Early Help cases closed by Early Help Units with outcomes achieved has decreased from 79.6% to 76.4% and is below the target of 86%. We are now receiving higher volumes of Domestic Abuse Notifications from the Police prior to consent being gained from parents, and a significant proportion of these families do not wish to engage with any services so the cases are closed due to disengagement. This has had an impact on the cases closed with a positive outcome. However, for unit cases initiated via an Early Help Notification, 83% of cases are closed with outcomes achieved, which is above the 80% service standard. The percentage of cases closed to Specialist Children's Services that were safely stepped-down to Early Help and Preventative Services was 16% for the quarter, below the 25% target, which is disappointing. Early Help has the capacity to accept a higher level of step-downs from SCS, and further work to improve this is a priority. Joint step-down guidance for workers in both Early Help and social workers in SCS supports best practice and integrated working to ensure safe and appropriate handover for those cases stepped-down. A significant proportion of cases closed by SCS are supported in Open Access and we are looking to develop this as an indicator to reflect the full range of step-down support available.
- 3.10 The rate of re-offending by children and young people is 33.7% (based on a 12 month cohort) ahead of the 28% target. The number of first time entrants to the Youth Justice system at 325 is well ahead of the target of 520.

- 3.11 The 2016-17 results just released for pupils at the end of the Early Years Foundation Stage (EYFS) shows that in Kent 74% of children achieved a good level of development compared to 75% in 2015-16. Early indicative national data shows Kent is 3 percentage points above the England average figure of 71%. There are currently 311 schools (out of 442) that are above the emerging national figure which may still be subject to change. Where there has been a reduction in GLD assessments, schools have been invited to explain the judgements. They have often cited children's low starting points especially in verbal language skills, physical disabilities and mobility. There has been a number of children who have arrived from overseas with no pre-school or school experiences, and therefore no assessments have accompanied them.
- 3.12 Key Stage 2 provisional data for the percentage achieving the expected standard in reading, writing and mathematics for Kent is 64% which compares favourably to the national figure of 61%. The full analysis will be available in the October 2017 scorecard release (September 2017 data)
- 3.13 The percentage of Primary pupils who are persistently absent using the lower 10% threshold for 2015/16 is 8.7%, meaning the target of 6.5% was not met. The national figure is 8.2%. The percentage of Secondary pupils who are persistently absent is 14.2%, again not meeting the target of 12.5% and is also above the national figure of 13.1%

4. Recommendations

- 4.1 The Children's, Young People and Education Cabinet Committee is asked to review and comment on the Children's, Young People and Education performance scorecard.

Background Documents

CYPE Directorate Scorecard – July 2017 release (June 2017 data)

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