

From: Roger Gough, Cabinet Member for Children, Young People and Education
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To: Children's, Young People and Education Cabinet Committee –
8 March 2018

Subject: **Children, Young People and Education Directorate Performance Scorecard**

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 now includes Education, Early Help, and Specialist Children's 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 produce 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). For Specialist Children's Services (SCS) the Monthly Scorecard covers the key performance measures for the service, and service specific Performance Scorecards are also produced for the following service areas: Children in Care; Adoption; Fostering; Care Leavers; Missing Children; and Quality Assurance Reporting.

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 4 of the scorecard report) details the date each indicator relates to, as the reporting period differs between measures. Indicator definitions are given on pages 5 - 7.

Green indicators

3.3 The number of first time entrants to the Youth Justice system at 312, is ahead of the target of 330.

3.4 At 22.0% the percentage of re-referrals to Children's Social Care within 12 months of a previous referral is below the 25.0% Target, and is comparable to the latest published information for the England average (21.9%) and is below the average for Kent's Statistical Neighbours (24.3%).

3.5 The completion rate for Returner Interviews, undertaken when a child/young person returns after going missing, has decreased slightly from 91.7% to 90.4%, but continues to remain above the 85% target.

3.6 The percentage of children becoming subject to a child protection plan for the second or subsequent time is 18.2% and within the expected Target range. Kent's performance is in line with the England average of 18.7% and below the average of Statistical Neighbours which is 21.4%.

3.7 The percentage of children/young people remaining in the same placement for the last 2 years (for those that have been in care for more than 2.5 years) has remained stable at 70.1, achieving the target of 70.0%. Kent's performance compares favourably against the England average of 68.0%, and 65.8% average for Kent's Statistical Neighbours.

3.8 The average number of days between a child coming into care and moving in with an adoptive family is currently 351 days which is considerably below the nationally set target of 426 days. Kent's performance compares well against the England average of 458 days, and against the latest information available via the South-East Benchmarking Group which for Quarter 2 of 2017/18 reported an average of 431 days.

3.9 The percentage of Care Leavers who are in education, employment or training (for those that the authority is in touch with) has continued to show gradual improvement and for December 2017 was 65.7%, which is just above the 65.0% target.

3.10 The percentage of on-line case file audits of children's social care records has remained at 78.8%, which is above the 70.0% Target. A revised version of the on-line audit tool was put in place for 2017/18, moving the focus of the audit away from that of compliance to one in which the focus is on the quality of practice and the quality of intervention for the child/young person. The new audit process

remains under review to ensure that it provides a robust system, with consistency of grading and opportunities for challenge.

Amber indicators

- 3.11 The percentage of schools that are good or outstanding at 91.4% is below 2017/18 target of 93%. In December 2017, 502 of the 549 schools in Kent with a current inspection were good or outstanding. This means in Kent 92.0% of pupils were attending good or outstanding schools compared to 87.7% at the same time last year, an increase of 12,776 children receiving a better education. Kent has 22% of schools judged to be outstanding compared to the national figure of 21%. We remain determined, working in partnership with schools to continue the positive trajectory seen in Kent. 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 remain on track for our long-term target that 95% of schools will be good or outstanding by summer 2018.
- 3.12 The percentage of Early Years settings which were Good or Outstanding at 97.2% is broadly in line with the target of 97.5%. Sustaining this standard whilst also increasing the amount of outstanding provision remains a key priority for the Early Years and Childcare Service.
- 3.13 The number of permanent exclusions from Secondary schools has fallen to 38. This is three higher than the target of 35 but is lower than the national figures (reported as a rate of the school population).
- 3.14 The percentage of Children in Care (excluding Unaccompanied Asylum-Seeking Children) who are placed in KCC Foster Care, or in placements with relatives or friends, is 84.8% which is just below the Target of 85.0%. Information regarding available in-house foster placements is being reviewed to ensure that capacity is fully utilised.
- 3.15 The percentage of case-holding posts filled by permanent qualified social workers decreased slightly, from 82.9% in November 2017, to 82.1% in December 2017 and is below the Target of 85.0%. The recruitment and retention of qualified social workers continues to remain a priority for Specialist Children's Services.
- 3.16 The average caseload of Social Workers in the Children in Care Teams remained at 15.6, which is slightly above the Target of 15 children/young people.
- 3.17 Key Stage 2 data for the percentage achieving the expected standard in reading, writing and mathematics for Kent is 65% which is one percentage point below the target, but this compares favourably to the national figure of 61%.

Red indicators

- 3.18 The take-up for two years olds in December 2017 has increased in from 67.4% in November to 72.8% but is below the target of 80%. Priorities within the Early Year Service include working in partnership with Children's Centres to continue to increase the take up of Free Early Education places by eligible two-year-olds, the ongoing delivery of 30 Hours of Free Childcare and increasing the number of Early Years settings working within a collaboration.
- 3.19 The percentage of Education, Health and Care Plans (EHCPs) issued within the statutory 20 weeks was 59.2% (835 out of 1,410) against a target of 90%. Although this performance is in line with the national figure for 2016 (which is

58.6%), it is the lowest level of since the implementation of the Children and Families Act in September 2014. It reflects the significant volume increase in demand for SEN assessments seen in 2016 and greater demand seen in 2017; over 1,400 statutory assessments compared with 880 in 2014. This is in addition to managing 8,000 existing pupils transitioning to new Education Health and Care Plans. Results for this quarter also include the impact of whole service implementation of Synergy, a new pupil database system supporting statutory assessment processes.

- 3.20 The number of permanent exclusions of Primary aged pupils is 17 which is five higher than the target. However, this is lower than the national figure (reported as a rate of the school population). The way in which schools access support from the PRU, Inclusion & Attendance service has been streamlined. This process ensures one single route into the service, through a new Digital Front Door, and appropriate and timely allocation of work. Since this was rolled out feedback from schools has been very positive.
- 3.21 The percentage of Early Help cases closed by Early Help Units with outcomes achieved has increased from 77.5% to 82.7% but remains below the target of 87%. We are now receiving higher volumes of Domestic Abuse Notifications from the Police prior to consent being gained, and a significant proportion of these families do not wish to engage with any services, so the cases are closed due to disengagement. However, for Early Help unit cases initiated via an Early Help Notification 86% of cases are closed with outcomes achieved, which is above the 80% service standard.
- 3.22 At 23.4 the average caseload for Social Workers in the Children's Social Work Teams is considerably above the target of 18.0 children/young people. The rise in caseloads is a direct result of the increasing demands being experienced by Children's Social Care in 2017. Several measures have been put in place to reduce the caseloads of Social Workers, including increases in the establishment levels of those Districts experiencing the greatest pressures.
- 3.23 The 2016-17 results for pupils at the end of the Early Years Foundation Stage (EYFS) shows that in Kent 74.3% of children achieved a good level of development compared to 74.8% in 2015-16. However national data shows Kent is 3.6 percentage points above the England average figure of 70.7%. 310 schools (out of 442) are above the national figure. 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 have been a number of children who have arrived from overseas with no pre-school or school experiences, and therefore no assessments have accompanied them.
- 3.24 Key Stage 2 FSM gap (based on the percentage achieving the expected standard in reading, writing and mathematics) at 26 percentage points is wider than the target of 18 percentage points. Improving outcomes and reducing the performance gaps are at the forefront of School Improvement's work.
- 3.25 In 2017, pupils sat reformed GCSEs in English language, English literature and mathematics for the first time, graded on a 9-1 scale. The average Attainment 8 score per pupil (which measures the average achievement of pupils in up to 8 qualifications) has decreased in comparison to 2016 from 50.4 to 46.3. This change is as expected from when the 2017 point score scale was applied to the 2016 data and is in line with the National figure for state funded schools. The

average Progress 8 score for Kent was -0.11 compared to the National state funded schools at -0.03. A Progress 8 score (which measures the progress a pupil makes from the end of key stage 2 to the end of key stage 4) of 1.0 means pupils make on average a grade more progress than the national average; a score of -0.5 means they make on average half a grade less progress than average based on other pupils with the same prior attainment.

4. Recommendations

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

Background Documents

CYPE Directorate Scorecard – December 2017

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