

Above or on target	Cause for concern	Unlikely to be achieved
G	A	R

1. Enhance pupil attainment at KS3	
1a: The percentage of pupils achieving level 5 or above in English	A
1b: The percentage of pupils achieving level 5 or above in Maths	A
1c: The percentage of pupils achieving level 5 or above in Science	R
1d: The percentage of pupils achieving level 5 or above in ICT	R
2. Improve attendance at schools	
2a: Percentage of half days missed due to unauthorised absence in primary schools maintained by the LEA	R
2b: Percentage of half days missed due to unauthorised absence in secondary schools maintained by the LEA	R
3. Enhance the attainment of young people aged 17 in Hastings and St Leonards	
3a: The percentage of 16 year olds in secondary schools within the Hastings and St Leonards Action Zone achieving at least one A-G at GCSE	G
6. Adoption and permanence for children up to 11 years	
6a: Number of looked after children aged 0-11 years in permanent family placements	G

PSA 1 Raising Key Stage 3 Standards

The final validated results for 2004 national tests are summarised below and show a slight improvement on the unvalidated data reported previously.

	English	Mathematics	Science	ICT
Results 2003	70	72	70	57*
Results 2004 (validated)	73	76	68	54*
PSA Targets 2005	77	79	74	75
Differential	- 4	- 3	- 6	- 17

This data is now largely historic. Pupils in the current Year 9 cohort will be sitting their 2005 national tests early in May. The national Key Stage 3 strategy is now in the third year of implementation and many of the key developments relating to teaching, assessment and learning are becoming well embedded in most East Sussex schools. Overall the response of schools to the strategy has been very positive and the team of consultants have worked closely with schools. The current Year 9 cohort will be the first to have experienced input from the national strategy in all three years of Key Stage 3. In addition there is recent evidence that many schools have improved their intervention strategies to ensure that as many pupils as possible achieve their target outcomes and to support the achievement of their 2005 whole school targets set for this key stage.

Science

In science, performance has consistently been two percentage points above the national average (which was also the case in 2004). The drop in 2004 reflected a national drop in performance. The science target is extremely challenging but if the anomalies of the 2004 national tests, which led to a two percentage point drop nationally, have been resolved improvement will be evident in 2005.

Four intervention strategies have been introduced (which received a positive response from schools) to maximise preparation of Year 9 pupils for their 2005 national tests and to close the gap between performance in 2004 and the 2005 PSA target. These intervention strategies include:

- ▲ conducting trial tests to develop pupils skills of answering questions in tight timescales;
- ▲ analysing trial test outcomes to identify areas needing additional teaching;
- ▲ developing literacy skills in science to ensure that pupils can understand the questions;
- ▲ ensuring that schools fully understand the arrangements for supporting pupils who are eligible for additional support during the tests.

In addition the secondary strategy team science consultants have delivered a full programme of support for intervention. Most of the ten PSA schools also have (Local Education Authority) LEA support plans which co-ordinate and support the achievement of targets.

English & Mathematics

This data indicates that if levels of improvement, similar to those achieved in 2004, can be sustained in 2005 it will be possible to meet the PSA target for both English and Mathematics. East Sussex has a four-year rising trend for both these subjects.

Information Communication and Technology (ICT)

The ICT target will not be met. This is a consequence of the ICT team's decision to encourage all East Sussex schools to 'recalibrate' teacher assessed work. This was intended to ensure that the marking and moderation of teacher assessed coursework was an accurate reflection of the expectations of the National Curriculum. Whilst the decision to ensure realistic and accurate interpretation of the National Curriculum levels of attainment for ICT is acknowledged as apposite,

the decision to 'recalibrate' teacher assessment in East Sussex schools was not made until well after the submission of the PSA targets. Had this intention been communicated prior to submission of the targets the impact of this decision would have informed the setting of this target.

Conversion rates:

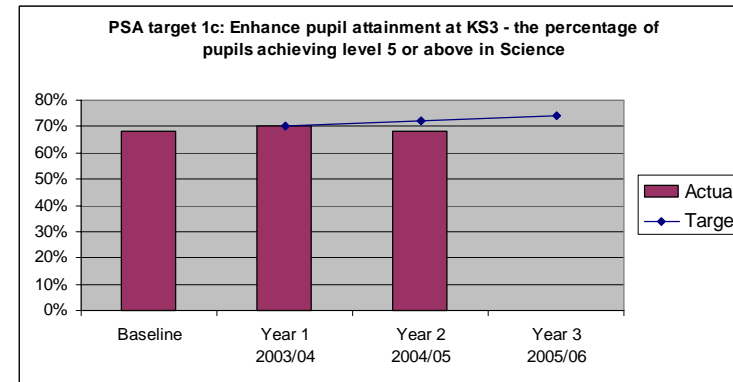
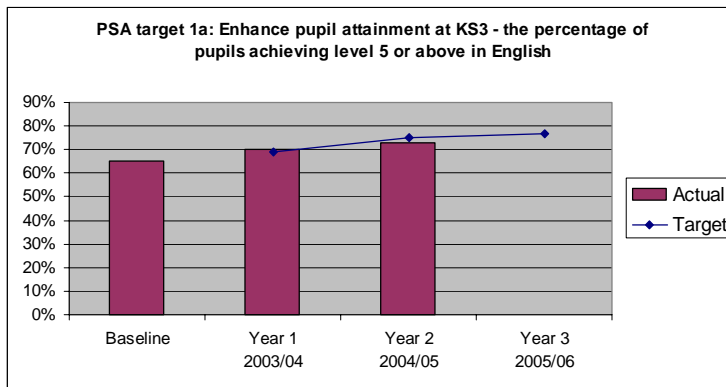
In order to secure a sharper focus on the progress made by pupils in the three year period from the end of Key Stage 2 (Year 6 in primary school) to the end of Key Stage 3 (Year 9 in secondary schools) the national Key Stage 3 strategy provided data about 2004 conversion rates in each of the core subjects. This data shows the proportion of pupils, at both individual school and at LEA level, who translate the different levels achieved in their Key Stage 2 national tests to the nationally expected level of 5 in their Key Stage 3 national tests three years later. The data identified two key conversion rates - the expected level [4] in Key Stage 2 tests to the expected level [5] in Key Stage 3 tests. Nationally all pupils are expected to achieve this conversion. The data also provided feedback about the PSA target pupil group through information about the conversion of Level 3 performance in Key Stage 2 to Level 5 in Key Stage 3. This data is summarised below.

Key Stage 3 2004 Conversion to Level 5 Indicators East Sussex compared with national												
Figures expressed as percentages of the number of pupils at each level												
	Conversion Level 3 to Level 5						Conversion Level 4 to Level 5					
	English		Mathematics		Science		English		Mathematics		Science	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
East Sussex	29	35	33	46	13	9	81	85	87	93	74	70
National	26	30	27	35	10	7	79	82	87	89	69	63
Differential		+5		+11		+2		+3		+4		+7

In all cases the East Sussex conversion rates exceeded that national rate and in English and Mathematics showed improvement in performance over 2003. This data confirms that intervention strategies, including PSA support, is proving to be beneficial in East Sussex schools.

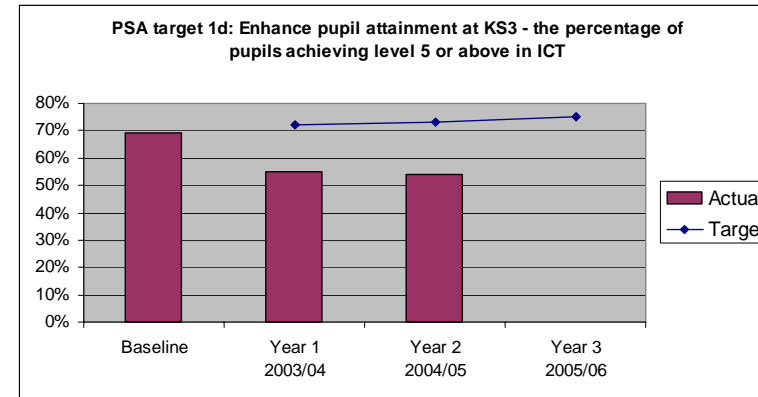
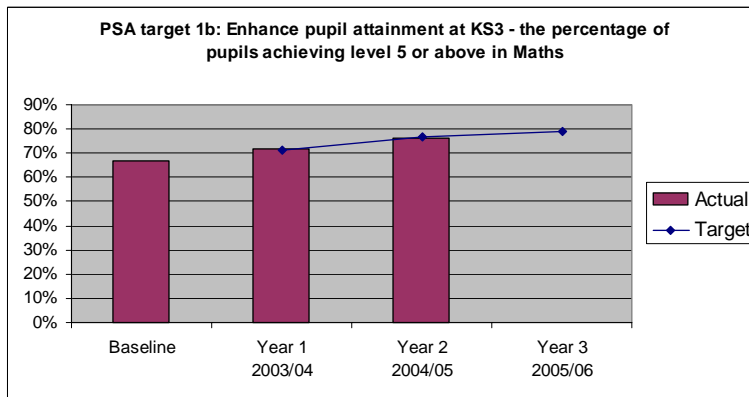
Rose Godfrey, Senior School Improvement Adviser

1. Enhance pupil attainment at KS3	
1a: The percentage of pupils achieving level 5 or above in English	A
1b: The percentage of pupils achieving level 5 or above in Maths	A
1c: The percentage of pupils achieving level 5 or above in Science	R
1d: The percentage of pupils achieving level 5 or above in ICT	R



1a	Baseline	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		69.0%	75.0%	77.0%
Actual	65.4%	70.0%	73.0%	0.0%

1b	Baseline	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		70.0%	72.0%	74.0%
Actual	68.2%	70.0%	68.2%	0.0%



1c	Baseline	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		71.0%	77.0%	79.0%
Actual	66.7%	72.0%	76.0%	0.0%

1d	Baseline	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		72.0%	73.0%	75.0%
Actual	69.0%	55.0%	54.0%	0.0%

PSA 2 Improving Attendance at Schools

Although the focus of work on unauthorised absence is to meet the challenging targets agreed for the PSA, it is important to note that part of the County Attendance Strategy is to: (a) improve the accuracy and consistency of recording attendance and, (b) to raise the profile of school attendance within communities. The strategy for 2004-2005 can be summarised as follows:

- ▲ Ensuring the reliability and consistency of attendance data
- ▲ Raising the profile of school attendance
- ▲ Implementing the recommendations of the Best Value review of school attendance

As part of that strategy a high profile school attendance campaign was conducted, which included postcards and leaflets to parents, posters on buses and prime time radio advertisements. One of the key messages to parents has been to ensure that their children are not taken out of school during school term time. Guidance has also been issued to schools with a clear lead from East Sussex County Council on authorising term time holidays. This guidance is in line with that issued by the Department for Education and Skills (DfES) and schools have reported a reduction in the number of requests for term time holidays. Statistical data now shows a marked reduction in the number of schools authorising term time holidays. This, however, has had a negative impact on the levels of unauthorised absence recorded in the county.

The pump priming grant was used to fund a team of three experienced Education Welfare Officers, known now as the Attendance Support Team (AST). The AST worked in schools with the highest levels of unauthorised absence. An additional Education Welfare Officer was seconded from the Education Welfare Service (EWS), from within existing service resources, to support the work of the Team. The Team worked with senior managers in schools to analyse attendance data and, in discussion with the schools, identified specific actions to be implemented for the duration of one term to target unauthorised absences.

One of the most successful strategies used by AST was to convene Attendance Panels in each school, to which the parents of pupils with unsatisfactory levels of attendance were invited. The Attendance Panel process has now been established and continues to operate in targeted schools; it has been extended to other schools in the county.

AST operated for one year, however, for one further term a small team of Attendance Support Workers continued to work with targeted schools to improve the accuracy of data and follow up unexplained absence. The success of this work will be disseminated to schools and they will be encouraged to continue to improve the accuracy of data supported by the EWS Training team.

Attendance data is collected from schools each half term, although not all schools return attendance data promptly or within the required timescales. Attendance levels in all schools are subject to seasonal fluctuation and comparisons of attendance by term are therefore misleading.

The latest available data on unauthorised absence levels in secondary and primary schools is set out in the table below (It should be noted, however, that the March data is based on incomplete returns).

School	2003/04 academic year	March 2005	PSA Target
Secondary unauthorised absence	1.45%	1.42%	1.1%
Primary unauthorised absence	0.47%	0.8%	0.32%

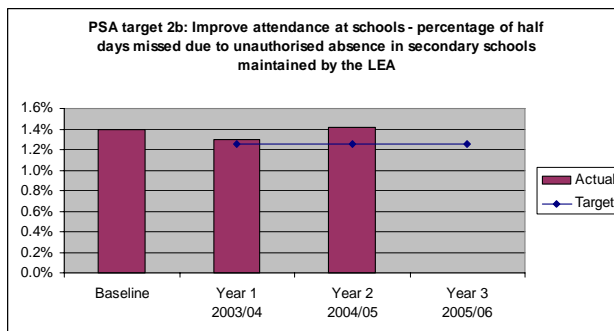
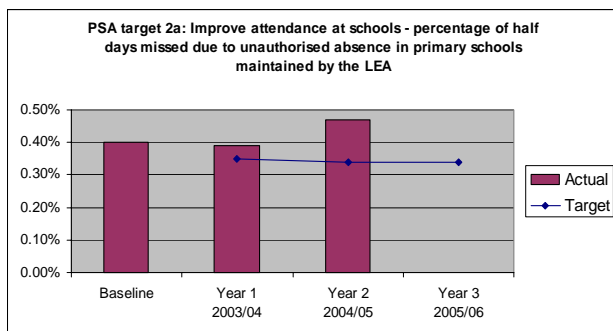
The strategies employed by AST are showing signs of success, although this is not obvious from the average number of unauthorised absences at March 2005. It is anticipated that the strategies implemented in identified schools will impact on the longer term levels of attendance and will become more evident during the 2004/05 and 2006/07 academic years.

The ability of schools to sustain new systems and devote sufficient resources to this area continues to be the subject of monitoring and review by the allocated Education Welfare Officer. The monitoring and review process of those schools with most significant improvement to be made will be used to target Education Welfare Service resources towards further reduction of unauthorised absence.

Although the current figures show disappointing increases in unauthorised absence and little progress towards the PSA target it should be noted that East Sussex is one of the most improved authorities in the country in terms of overall attendance rates.

Penny Lavan, Principal Education Welfare Officer

2. Improve attendance at schools	
2a: Percentage of half days missed due to unauthorised absence in primary schools maintained by the LEA	R
2b: Percentage of half days missed due to unauthorised absence in secondary schools maintained by the LEA	R



Baseline - 0.40%				
2a		Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		0.35%	0.34%	0.34%
Actual		0.39%	0.47%	0.00%

Baseline - 1.40%				
2b		Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		1.25%	1.25%	1.25%
Actual		1.30%	1.42%	0.00%

PSA 3 Improving Educational Achievement of Young People Aged 17 in Hastings

The improving Educational Achievement of Young People in Hastings programme is expected to reach its target.

The Tressell Alternative Programme (available for year 11 pupils in Hastings Secondary schools) is now providing slightly less additional activities and support for young people as they prepare for formal examinations. Of the identified group of forty young people, twenty five are currently actively being supported and are on line to complete examinations.

The groups have completed:

- ▲ a twelve week DJ workshop;
- ▲ a Basic First Aid course;
- ▲ a 15 week CSLA Hastings Borough Council Sports Development team with presentation of certificate by the Mayor at the Town Hall in May;
- ▲ a five week NSP Horticulture course;

- ▲ a four week Sexual Health Information Workshop;
- ▲ the Conservation of a workshop with Hastings Borough Councils' Urban and Countryside Ranger;
- ▲ a six week Dance Workshop culminating in the delivery of an hour long workshop to a class of Silverdale Primary school pupils;
- ▲ a four week Personal Safety course with PC Dave Law, with input from the Community/Street Wardens;
- ▲ a fishing course with a Hastings Borough Council worker.

They are completing a Film Project with the Electric Palace and are looking forward to a Level 1 Football Coaching course.

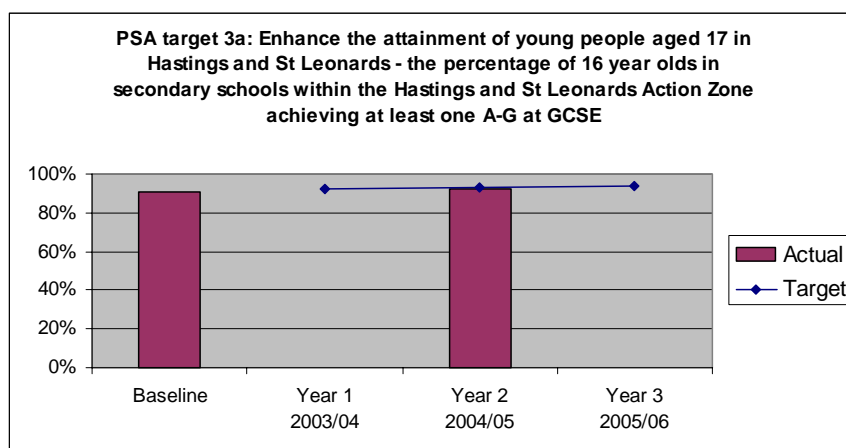
All learners are being tracked and supported through the GCSE examination period and tutors have tracked performance of the group in collaboration with schools, although this area of liaison has caused most difficulty over the two year programme. All learners will be tracked and supported into Next Steps in September and workshops with Connexions Sussex Carers arranged for this early May. Jobcentreplus is also hosting an Open Day at the White Rock.

A Celebratory Event will be held at the White Rock Theatre in July for all learners participating in this and other support programmes. Along with parents, civic and education leaders will be invited and all students will receive certificates of achievement.

Achievement at GCSE will be measured against predicted grades in August the results of which will inform the final report.

Philip Halstead, Director of Hasting and St Leonards Excellence Cluster

3. Enhance the attainment of young people aged 17 in Hastings and St Leonards	
3a: The percentage of 16 year olds in secondary schools within the Hastings and St Leonards Action Zone achieving at least one A-G at GCSE	G



3a	Baseline	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		92.0%	93.0%	94.0%
Actual	91.0%		92.1%	0.0%

PSA 6 Adoption and Permanence for Children up to Aged 11

Progress against the target has been monitored and audited by the PSA Co-ordinator and reported to the Children & Families Management Team on a quarterly basis. The detailed 'Half-Way' audit to 31 December 2004, of **all** categories of permanence relevant to the PSA target, showed 173 children in permanent placements which leaves just nine to be achieved in the final period.

In Year One there were 17 permanence placements. At the end of Year Two, 18 matches with permanence carers alone were approved at Panel (three more than the original target). Seven permanence placements are needed in the final year to meet the PSA target. The Service will be aiming for the same level of performance as for the first two years and remains, therefore, confident that the target will be achieved.

There are a number of ongoing risks to the Project, some of which have increased or are due to increase;

Risk (High) - The PSA Co-ordinator resigned in February 2005 and a replacement, despite national advertisement, has not been found. The role of the PSA Co-ordinator is critical to the achievement of the PSA Target, maintaining the Performance Tracking System and raising the profile of permanence.

Contingency - Further national advertisement and secondment of an Administration Assistant to manage the Permanence Tracking System. Priority will be given to incorporating the Permanence Tracking System into the new Electronic Social Care Record for Children's Services, particularly in relation to mandatory activities.

Risk (High) - The success of the Project in raising the profile of permanence has created a 'bottle neck' in the capacity of the Service to meet the growing demand for permanence placements. There are currently 44 children awaiting permanent placements but the capacity to carry out carer recruitment, assess and support permanence carers has become extremely limited. This situation is exacerbated by ongoing difficulties in recruiting suitably experienced and qualified staff in this area and by the additional burden of implementing new legislation, regulations and standards in this area of work. The Adoption & Permanence Service has been carrying between 20-25% vacancy levels throughout the life of the PSA Target. As stated by the Audit Commission and in earlier monitoring reports, this problem presents a significant risk to the sustainability of the project - in terms of the capacity of the Adoption and Permanence Service to take on the full range of family finding, preparation and assessment, and then the support and supervision to prospective adopters and permanence carers arising from the increased activity and demand for permanence placements generated by the PSA Project.

Contingencies - The Service has been purchasing Consortium and Inter-Agency placements to meet the growing demand and to meet statutory duties to prevent drift and delay, commissioning independent social workers to carry out assessments of potential carers and reconfiguring the staffing structure to ensure a more appropriate skills mix. Discussions are underway to share responsibility for this area of work between the Adoption & Permanence Service and the Fostering Service. A bid has been made for invest-to-save funds to increase staffing capacity in 2005/06.

Risk (High) - The pump-priming monies have been insufficient to cover the full costs of implementing this Project and the Service does not have the resources, without mainstreaming the costs of raised activity and performance in this area, to maintain the targets (see Audit Commission Report). This area of performance is under close scrutiny. Any drop in performance in this area will be very apparent and could damage the reputation of the Council.

Contingency - Bid for new resources to sustain activity and performance in this area.

Risk (Medium) - The Head of Looked After Children (LAC) Services and PSA Project Lead is leaving to take up another post.

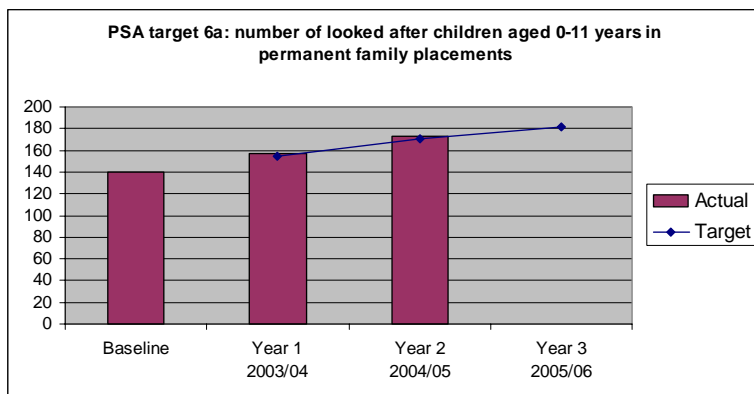
Contingency - The appointment of the new Head of LAC Services will take account of the priority given to maintaining the raised activity and performance of the Service in this area. The handover will ensure that the new Project Lead is fully aware of the demands of the Project. The outgoing Project Lead will be available for advice and support in bringing the Project to a successful conclusion.

The PSA Target for Adoption and Permanence remains on track, despite ongoing and new risks. The high risk arising from the resignation of the Co-ordinator is being managed through a second recruitment process, the delegation of the Tracking System to a designated administration worker and by bolstering the co-ordination of quality assurance through first line managers and the Independent Reviewing Officers. The critical new risk is the growing gap between needs and services, the pressures on purchasing budgets and the capacity to sustain this level of activity and performance beyond the life of the project without additional, mainstream resources.

The detailed half-way audit has demonstrated that the Project has had a deeper and longer term impact on the care management of looked after children, specifically in relation to securing emotional permanence for those children who cannot live safely with their natural parents within their birth families.

Jack Cordery, Head of Looked After Children Services

6. Adoption and permanence for children up to 11 years	
6a: Number of looked after children aged 0-11 years in permanent family placements	G



6a	Baseline	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06
Target		155	170	182
Actual	140	157	173	0