

Report to: **Children's Services Scrutiny Committee**

Date: **24 November 2005**

By: **Director of Law and Performance Management**

Title: **Quarter 2 (Q2) monitoring report against the 2005-06 Council Plan**

Purpose: **To provide a summary of performance after 6 months against the 2005-06 Council Plan**

RECOMMENDATION - the Committee is asked to:

- (1) consider the report noting the achievements in paragraphs 2 and 3 and the Q2 comment in paragraph 4 and in each Key Objective shown in Appendix 1; and**
 - (2) re-establish the Best Value Performance Indicators (BVPI) Review Board to consider BVPI targets for 2006/07.**
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1. Financial Implications

1.1 There are no financial implications directly associated with this report.

2. Corporate achievements/awards update

2.1 The Council won a National Training Award issued by Ukskills and the ODPM for the IT training and Change Management programme it implemented to support the introduction of CBOSS. The awards are open to both public and private sector organisations and we were the only local authority to be short listed and to win.

2.2 East Sussex has achieved second place overall in the LGC's national Management Challenge Award. This is an astonishing achievement given the County Council won it only two years ago and were sixth overall last year - an outstanding record. The competition involves stiff opposition drawn from over 50 local authorities all across the country. We were again the highest scoring County Council.

3. Children's Services achievements

- 55% 5 A*-C at GCSE is the highest performance of the Council and eight secondary schools had their best ever results;
- The significant progress achieved in Key Stage 2 for 2004 has been maintained.
- Between April and August, 100% of statements of special educational need (SEN) were prepared by the Authority within 18 weeks, excluding those affected by 'exceptions to the rule' under the SEN code of Practice (target 99.4%).
- Between April and August, 97% statements of special educational need were prepared by the Authority within 18 weeks, including those affected by 'exceptions to the rule' under the SEN Code of Practice (target 83.2%).

4. Performance Overview

4.1 Children's Services have reported 13 confirmed red scores (all attainment targets). Seven measures have either maintained the progress made last year or made improvements and the rest show a decline in our performance. Available data show that on the whole our performance is a broad reflection of the picture nationally. The Education Development Plan priorities aim to address the improvement of attainment results within Children's Services for 2006/07.

5. Reconvening BVPI Review Boards

5.1 Member involvement in challenging performance is vital to improve services and to improve accountability for our results. A further key area where direct Member involvement is of tremendous benefit to service improvement is BVPI target setting.

5.2 Following the success of the earlier BVPI boards, it is recommended to reconvene the boards in late January 2006 to:

- review BVPIs to help ensure that targets are sufficiently ambitious;
- "stretch" the department, being mindful of the key priorities of the Council and the available resources; and
- ensure that these targets are supported by robust action plans and monitoring arrangements.

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Key Objective 3 - Meet integrated needs through integrated services

KST 3.4	3.4 Development of Early Years services				
	Q2 Comment: Groups have been established and have met as planned. Delivery arrangements are being developed. The Early Years Strategy and rollout plan for Children's Centres has been approved by Cabinet. The Childcare Bill and Code of Practice consultation responses have been prepared. 0-5 Strategy Group has been formed as part of the Children's Trust arrangements.				
Performance Measure 3.4b Increase the total number of childcare places from 11,133 to 12,417		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		A	A		
Q2 comment - warning This information will not be available until mid October, although indications are that net gains are below target - Q1 reported that an in-depth gathering of data on closures was being carried out. A mapping exercise of closures and openers would provide better understanding of genuine need and demand. Market management and early intervention with strong business and sustainability support would help shape future and further development of new childcare places.					

Key Objective 4 - Raise educational standards

KST 4.1	Improved achievement of pupils at Key Stage (KS) 1 (age 5 – 7)				
	<p>Q2 Comment: At KS1, results in recent years have been below national averages; the attainment gap has narrowed since 2002 at level 2 and has narrowed significantly at level 2B which is a good indicator of level 4 performance at Key Stage 2. At Key Stage 1, performance at level 3 remains in need of further improvement. Targeted support is being provided to schools that are underachieving. Tasks / actions for improvement are set out under Priority 1 in the Education Development Plan.</p> <p>All key service target 4.1 measures are reporting from a different baseline because the method of testing has now changed. At the time of writing the Council plan figures were based on unseen tests. Unseen tests are now not taken so figures are based on teacher assessment.</p> <p>Historical baseline data is available as teacher assessment has always taken place as well as unseen tests and the 2004 baseline data is included in each comment.</p>				
	Performance Measure 4.1a Increase the percentage of pupils achieving Level 2 or above in the KS1 test for reading from 83.1% to 85.0%	Qtr 1	Qtr 2	Qtr 3	Qtr 4
		R			
<p>Q1 comment - amendment Testing at KS1 is now based on teacher assessment only. In 2004 and 2005, 84% of pupils achieved Level 2 or above in the KS1 testing for reading. This matches the national rate of progress. Programmes are in place to raise attainment in reading. Tasks / actions for improvement are set out under Priority 1 in the Education Development Plan.</p>					
Performance Measure 4.1b Increase the percentage of pupils achieving Level 2 or above in the KS1 test for writing from 80.7% to 82.0%	Qtr 1	Qtr 2	Qtr 3	Qtr 4	
		R			
<p>Q2 comment Testing at KS1 is now based on teacher assessment only. In 2004, 82% of pupils achieved Level 2 or above in the KS1 testing for writing, in 2005 81% of pupils achieved Level 2 or above in the KS1 testing for writing. This 1% decline in progress locally matches the national rate of progress in writing. Comprehensive support programmes are in place for all schools where this is an issue. Schools are responsive to training and support in writing. Tasks and actions for improvement are set out under Priority 1 in the Education Development Plan.</p>					
Performance Measure 4.1d Increase the percentage of pupils achieving Level 3 or above in the KS1 test for reading from 27.6% to 28%	Qtr 1	Qtr 2	Qtr 3	Qtr 4	
		R			
<p>Q2 comment Testing at KS1 is now based on teacher assessment only. As anticipated, due to changes to testing arrangements, the number of pupils attaining level 3 has reduced by 2% locally and nationally. 25% of pupils achieved Level 3 or above in the KS1 testing for reading, compared with 27% in 2004. Programmes are in place to raise attainment in reading. Tasks / actions for improvement are set out under Priority 1 in the Education Development Plan.</p>					
Performance Measure 4.1e Increase the percentage of pupils achieving Level 3 or above in the KS1 test for writing from 14.6% to 16%	Qtr 1	Qtr 2	Qtr 3	Qtr 4	
		R			
<p>Q2 comment Testing at KS1 is now based on teacher assessment only. As anticipated, due to changes to testing arrangements, the number of pupils attaining level 3 has reduced; by 3% locally and 2% nationally. 12% of pupils achieved Level 3 or above in the KS1 testing for writing, compared with 15% in 2004. Programme and project in place to encourage raised attainment in writing. Tasks / actions for improvement are set out under Priority 1 in the Education Development Plan.</p>					

Performance Measure 4.1f Increase the percentage of pupils achieving Level 3 or above in the KS1 test for mathematics from 27.3% to 29%	Qtr 1	Qtr 2	Qtr 3	Qtr 4
		R		
Q2 comment Testing at KS1 is now based on teacher assessment only. As anticipated, due to changes to testing arrangements, the number of pupils attaining level 3 has reduced by 4% locally and 3% nationally. 20% of pupils achieved Level 3 or above in the KS1 testing for mathematics, compared with 24% in 2004. A comprehensive range of support for mathematics is in place. Tasks / actions for improvement are set out under Priority 1 in the Education Development Plan.				

KST 4.2	4.2 Improved achievement of pupils at KS2 (age 7 – 11)			
	Q2 Comment The rate of improvement in achievement for East Sussex pupils is in line with or exceeds national averages and that of statistical neighbours. At Key Stage 2 the overall levels of attainment in 2004 have been sustained into 2005, with further improvement in mathematics at level 4; results continue to be in line with the national average. A third of all East Sussex primary schools have made at least 5% points improvement in attainment in mathematics and/or English. Targeted support is being provided to schools that are underachieving. Tasks / actions for improvement are set out under Priority 2 in the Education Development Plan.			

Performance Measure 4.2a Increase the percentage of pupils achieving Level 4 or above in the KS2 test for mathematics from 74.0% to 82.0%	Qtr 1	Qtr 2	Qtr 3	Qtr 4
		R		
Q2 comment 75% of pupils achieved level 4 or above. This is a 1% increase in attainment; it compares well with other most improved authorities in 2004, matches the 1% increase nationally in 2005 and exceeds progress by statistical neighbours in 2005. A comprehensive range of support for mathematics is in place. Tasks / actions for improvement are set out under Priority 2 in the Education Development Plan.				

Performance Measure 4.2b Increase the percentage of pupils achieving Level 4 or above in the KS2 test for English from 78.0% to 82.0%	Qtr 1	Qtr 2	Qtr 3	Qtr 4
		R		
Q2 comment 78% of pupils achieved level 4 or above. This static achievement sustains the increased attainment of last year, it compares well with other most improved authorities in 2004 but less well with the 1% increase nationally and by statistical neighbours in 2005. Analysis of root causes is in place. A comprehensive programme of support has been offered to all schools where this is an issue. Tasks / actions for improvement are set out under Priority 2 in the Education Development Plan.				

KST 4.3	4.3 Improved achievement of pupils at KS3 (age 11- 14)				
	Q2 Comment: Following a significantly improved set of Key Stage 3 results for 2004, results for 2005 (unvalidated as yet) show attainment in English and mathematics to be at the national average level, with English results improving by 2% at Level 5+. Science results, however, are 2% below the national average and the rate of improvement between 2004 and 2005 was below the national average in mathematics and science. Specific actions to raise standards for 2006 are set out in Priority 3 of the current Education Development Plan (EDP).				
Performance Measure 4.3a Increase the percentage of pupils achieving Level 5 or above in the KS3 tests for English from 72.0% to 77.0%		Qtr 1	Qtr 2	Qtr 3	Qtr 4
			R		
Q2 comment English results at Level 5+ KS3 improved by 2% to 74% and are in line with the national average. However the target of 77% was not met. Actions to raise standards in English further are set out under Priority 3 in the Education Development Plan (EDP).					
Performance Measure 4.3b Increase the percentage of pupils achieving Level 5 or above in the KS3 tests for mathematics from 76.0% to 79.0%		Qtr 1	Qtr 2	Qtr 3	Qtr 4
			R		
Q2 comment Level 5+ results in mathematics, at 74%, match the national average. However there was a drop of 2% on this measure from the good results in 2004. Actions to raise standards further in mathematics are set out under Priority 3 in the Education Development Plan (EDP).					
Performance Measure 4.3c Increase the percentage of pupils achieving Level 5 or above in the KS3 tests for Science from 68.0% to 74.0%		Qtr 1	Qtr 2	Qtr 3	Qtr 4
			R		
Q2 comment Science results at Level 5+ were unchanged in 2005. Considerable variation in school results across the county has, in part, resulted from difficulties recruiting retained skilled specialist teachers in some areas. Plans are in place to boost recruitment and ensure best use of existing staff.					

KST 4.4	4.4 Improved achievement at KS4 (age 14 – 16)				
	Q2 Comment: Currently East Sussex only has very provisional data, collected directly from schools. This data has yet to be validated by DfES. Neither national comparative data nor data about the performance of statistical neighbours is yet available. Tasks / actions for improvement are set out under Priorities 4 & 5 in the Education Development Plan (EDP).				
Performance Measure 4.4a Increase the percentage of pupils achieving five or more GCSEs at grades A*-C or equivalent from 54.2% to 58.0%		Qtr 1	Qtr 2	Qtr 3	Qtr 4
			R		
Q2 comment Initial, unvalidated data collected from schools indicates that just over 55% of East Sussex pupils [including special schools] gained 5 A* to C grades in 2005. This represents a rise in the region of 1% over 2004 which falls short of the 2005 target of 58%. A five year rising trend has now been established for this threshold indicator. Tasks / actions for improvement are set out under Priority 4 in the Education Development Plan (EDP).					

KST 4.6	4.6 DfES published outcomes for gifted and talented learners met				
	Q2 Comment Gifted and talented strategy published. Interview for advisory post (to develop a programme of enrichment activities for pupils) due to take place on Sept 19th. Collecting and analysing baseline data for gifted and talented pupils will be part of the target-setting and data-gathering processes autumn 2005.				
Performance Measure		Qtr 1	Qtr 2	Qtr 3	Qtr 4
4.6a Increase the percentage of pupils achieving Level 5 or above in the KS2 test for English from 26.0% to 30.0%			R		
Q2 comment - amendment					
Nationally results at level 5 have remained static. This is matched in East Sussex schools where 26% of pupils achieved Level 5 or above in the KS2 test for English. Tasks / actions for improvement are set out under Priority 2 in the Education Development Plan.					
Performance Measure		Qtr 1	Qtr 2	Qtr 3	Qtr 4
4.6b Increase the percentage of pupils achieving Level 5 or above in the KS2 test for mathematics from 30.0% to 32.0%			R		
Q2 comment					
Nationally results at level 5 have remained static. In East Sussex schools 29% of pupils achieved Level 5 or above in the KS2 test for mathematics. This is a 1% reduction on 2004 results. Analysis of root causes and increased training offer are in place. Tasks / actions for improvement are set out under Priority 2 in the Education Development Plan.					
Performance Measure		Qtr 1	Qtr 2	Qtr 3	Qtr 4
4.6c Increase the percentage of pupils achieving Level 7 or above in KS3 tests for English from 7.4% to 9.0%			A		
Q2 comment – warning					
Provisional data shows a figure of 6.8%. Gifted and talented strategy sets out actions for improvement.					

KST 4.8	Enhanced support for use of ICT				
	<p>Q1 Comment ICT Support embedded into Schools Receiving Additional Support (SRAS) programme. Big reduction in amount of cancelled ICT courses Spring 05 to date (15% ICT vs 19% for service). Primary HOS (Hands on Support - a joint DfES, Primary National Strategy, KS3 Strategy and 14-19 project which aims to provide teachers with an opportunity to share and spread good practice in using ICT to enhance teaching and learning across all subjects and key stages) and Secondary Leading Teachers in place. Primary network groups active. ICT Strategy launched. Standards and quality of ICT provision has been monitored in every school and college through contact adviser visits.</p> <p>Q2 Comment As Q1. In addition, from Jan 05 to Jul 05 no primary school in East Sussex has been given an unsatisfactory Ofsted judgement for ICT.</p>				
Performance Measure 4.8c Increase the percentage of pupils achieving level 5 or above in KS3 tests for ICT from 54% to 75%		Qtr 1	Qtr 2	Qtr 3	Qtr 4
			A		
Q2 comment - warning Moderation in July suggests a figure around 67% which, although not meeting our target, is an improvement on last year and is roughly in line with the national average for 2004. ESCC and school actions for improvement are set out in the ICT Strategy					

KST 4.9	Improved levels of school attendance (including of looked after children)				
	<p>Q2 Comment A priority circular re. school attendance was sent to schools 12 Sep. which included: details of changes to target setting procedures (new legalisation, registration codes & allocation of Education Welfare Services), school procedures for fixed term penalty requests; Education Welfare Officer access to SIMS; taking pupils off roll; part-time timetables; Red, Amber, Green system; new primary pilot project; teenage pregnancy</p>				
Performance Measure 4.9b Decrease the percentage of unauthorised absence in primary schools from 0.47% to 0.34%		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		A	A		
Q2 Comment - warning Provisional data suggest an outturn of 0.78%. Schools have now been sent procedures for issuing fixed term penalties.					
Performance Measure 4.9d Decrease the percentage of unauthorised absence in secondary schools from 1.45% to 1.25%		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		A	A		
Q2 Comment - warning Provisional data suggests outturn of 1.41%, which is an improvement on last year's outturn. Schools have now been sent procedures for issuing fixed term penalties. The Cool Cats system will be evaluated in the final term of 2005/6 and a report produced for schools with a possibility of making the system available to all primary schools in 2006/7.					

Key Objective 5 - Improve access to education

KST 5.1	Development of school organisations and structures to support effective learning	A
	<p>Q2 Comment Central Government did not endorse the LSC/ESCC proposal for post-16 education in Hastings & Rother, and recommended instead that there be no new post-16 college in rural Rother; that William Parker and Helenswood schools would retain their Sixth Forms; but the other schools would not; and that HCAC be developed on 2 sites. The LSC has until 31 October to respond. The LSC has already withdrawn its planning application for a rural Rother college. The Primary Development Review Report has been considered by the Children's Services Authority SMT. The Deputy Director of Learning and School Effectiveness is to direct a project which ensures coherence between recommendations in the report and the development of extended schools and the Children's Centres strategy. Small school issues are being investigated further.</p> <p>Preparatory work continues on a forward strategy for investment in school buildings in the secondary sector. East Sussex is in the last wave of authorities to receive Building Schools for the Future (BSF) funding - funding will be received in 2012/13.</p>	
The score refers to the Key Service Target as a whole rather than the associated measures		

Key Objective 6 - Improved Leadership, Management and Governance of Schools

KST 6.2	Improved management of resources in and between schools				
	<p>Q2 Comment Target for three year school budget plans achieved and sound progress on tackling deficits. Policy on clawing back of excessive surpluses being drafted for consultation.</p>				
Performance Measure		Qtr 1	Qtr 2	Qtr 3	Qtr 4
6.2b Reduce the percentage of schools with balances above 5% of their annual budget share to 8%		A	A		
<p>Q2 comment - amendment After adjusting for advance allocation of Transitional Support Grant, 54% of schools had surplus balances in excess of 5% of budget share as at 31.3.05. It was not possible to establish this baseline until budget closedown for 2004/05 (June 2005) and the target was set before the baseline was available. The next set of figures will not be available until June 2006 but the high baseline makes it unlikely that we will achieve the target of 8% for 2005/06. Recommend amending target to 20% in light of established baseline (2004/05 outturn). A number of factors, including Planning, Preparation and Assessment (PPA) time for teachers and targeted advice to schools with surplus balance will contribute to the reduction of the number of schools with balances above 5% of their annual budget share.</p> <p>Amend to: 20%</p>					

PSA Target 1 Enhance pupil attainment at Key Stage 3 for English, Mathematics, ICT and science so that: by 2004, 75% of 14 year olds achieve level 5 or above in:	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06	Target 2005/06
a) English	70%	73%	74%	77%
b) Mathematics	72%	76%	74%	79%
c) ICT	57%	54%	58%	75%
d) Science (PSA target 70%)	70%	68%	68%	74%

R a) **English** was the best performing subject both nationally and in East Sussex in 2005. In English there was a two percentage point improvement in performance at the expected threshold indicator (level 5+), establishing a three year trend of improvement in this core subject in East Sussex. The overall improvement in English amongst the ten PSA schools was 0.7 of a percentile point with half of these schools showing an improvement over their 2004 results. Whilst this is less than the average improvement for all East Sussex schools this mirrors the slight improvements achieved by this group of schools in 2004. However the rate of improvement is not sufficient to meet the challenging PSA target set for this subject.

R b) In **mathematics** there was a two percentage point drop in performance at the expected threshold indicator (level 5+) across East Sussex schools. There is no clear trend of improvement in this core subject. Performance in the ten PSA schools showed a marked drop of 4.5 percentage points. The proportion of pupils gaining level 5+ fell in all ten of the PSA schools with five of the schools showing a drop in excess of five percentage points. Overall, across East Sussex schools, performance against this threshold indicator showed a decline in 2005, whilst the national average rose by 2.0 percentage points. The drop in performance was therefore greater (approximately 2.5 times) amongst the PSA schools than in all East Sussex schools.

R c) In **ICT** there was a four percentage point improvement in performance at the expected threshold indicator (Level 5+). Performance in this subject is now slightly above that in 2003 when moderation of the teacher assessments was introduced in East Sussex. Detailed data is not yet available for performance in ICT in 2005.

R d) In **science** performance across all East Sussex schools performance at the expected threshold indicator (level 5+) remained static in 2005. Science was the poorest performing subject both nationally and in East Sussex, although nationally there was a two percentage point improvement. The overall decline in performance amongst the PSA schools was also significant – 5.9 percentage points. This was 12.5 percentage points worse than the average for all East Sussex schools. Only one of the PSA schools showed a slight increase; performance at level 5+ fell in nine. Four of the schools showing the most significant drop in performance were faced with acute staffing issues throughout 2004-05 with limited leadership capacity for this subject area, high turnover of staff and difficulty in recruiting well qualified and experienced specialist subject staff. (The Grove School, Seaford Head Community College, Thomas Peacocke Community College and Tideway School).

Overall comment: The unvalidated 2005 Key Stage 3 results for performance at the expected threshold level of pupils gaining level 5+ in East Sussex show:

- a slight improvement of two percentage points in English;
- no change in performance in science;
- a two percentage point drop in mathematics.

The consequence of these outcomes is that none of the Public Service Agreement (PSA) targets set for 2005 will be met.

Contact: Rose Godfrey, Senior School Improvement Adviser, email: rgodfrey@cfbt.com, tel: 01323 432220 ext: 256

PSA Target 2 Improve attendance at schools so that by 2004 school truancies are reduced by 10% compared to 2002, sustain the new lower level, and improve overall attendance levels thereafter		Year 1 2003/04	Year 2 2004/05	Year 3 2005/06	Target 2005/06
a)	Percentage of ½ days missed due to unauthorised absence in primary schools	0.47%	0.8%	0.78%	0.32%
b)	Percentage of ½ days missed due to unauthorised absence in secondary schools	1.45%	1.42%	1.41%	1.1%
R	a) Target not met as authorised absence has been substantially reduced and more robust procedures being used by schools to authorise absence				
R	b) Target not met as authorised absence has been substantially reduced and more robust procedures being used by schools to authorise absence				
R	Overall comment: The focus of attendance issues has changed since the setting of these targets and overall absence has reduced by 37% in secondary and 21% in primary.				
Contact: Penny Lavan, Principal Education Welfare Officer, email: penny.lavan@eastsussex.gov.uk , tel:					
Overall Comment: Year 3 figures given above are provisional only. The end of PSA Target for this measure relates to academic year 2005/06 which will be reported in 2006/07.					

PSA Target 3 Enhance the attainment of young people, aged 17, in Hastings & St Leonards who achieve at least 1 GCSE A - G from 91% to 94%.		Year 1 2003/04	Year 2 2004/05	Year 3 2005/06	Target 2005/06
G	Percentage of 16 year olds in secondary schools within the Hastings and St Leonards Action Zone achieving at least one A-G at GCSE	Results available early 2006			94.0%
Overall comment: Provisional results indicate 95.64% achieved least 1 GCSE A - G from 91% to 94%. A detailed analysis of the target group is being conducted.					
Contact: Philip Halstead, Director of Hasting and St Leonards Excellence Cluster, email: philip@hstlexc.net , tel:					

PSA Target 6 Ensure all looked after children up to 11 years old, where permanence is the best interest decision, are cared for in family placements that can meet their assessed needs and provide permanence by increasing the proportion of 0-11 year olds in permanent family placements from 140 in 2002 to 182.	Year 1 2003/04	Year 2 2004/05	Year 3 2005/06			Target 2005/06
			Q2	Q3	Q4	
Number of looked after children aged 0-11 years in permanent family placements	157	173	(16) 189			182
G	Overall comment: Progress towards the permanence target continues to be monitored and audited by the PSA coordinator. The project has been highly successful and has already achieved its final target. It has raised the profile of permanence for this group of children and impacted significantly on performance. The widespread development of good practice in securing permanent placements for looked after children, though, has resulted in an increased demand being placed on the service. There remains a risk that the service will be unable to sustain the increased levels of activity beyond the life of the project if the additional costs are not found within mainstream resources.					
Contact	Teresa Lavelle-Hill, email: teresa.lavelle-hill@eastsussex.gov.uk , Sally Carnie, email: sally.carnie@eastsussex.gov.uk ,			Joint Heads of LAC Services, tel: 01323 747194		