

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

Date: **23 March 2006**

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

Title: **Quarter 3 (Q3) monitoring report against the 2005-06 Council Plan**

Purpose: **To provide a summary of performance after 9 months against the 2005-06 Council Plan**

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**RECOMMENDATION - the Committee is asked to consider the report noting the achievements in paragraph 2 and each Key Objective and Public Service Agreement shown in Appendix 1**

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### **1. Financial Implications**

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

### **2. Achievements update in Children's Services**

- 98.25 % of 3-year-olds took up an early years education place in the Autumn Term 2005 (against a year end target of 85%).
- Primary school absence has reduced from 5.3% to 5.02% authorised and unauthorised absence (measured in half days) and secondary school absence from 8.4% to 7.26% (also measured in half days).
- 47% of looked after children, aged 11, attained at least level 4 in KS2 tests for English (against target of 33%).
- The percentage of looked after children aged 11 attaining at least level 4 in KS2 tests for mathematics increased from 29% to 43%.
- The percentage of schools rating the quality of the catering service as satisfactory or better increased from 42% in 2004 to 82% in 2005.

### **3. Performance Overview**

- 3.1 There are seven performance measures this quarter that are amber and fifteen that are red. A total of three amber indicators have now been deleted due to changes in methodology or to the indicator not being defined nationally and a further two have been amended.
- 3.2 The quarter three comment column provides members with an explanation for the status of all key objectives.
- 3.3 Of the four performance service agreements that relate to Children's Services, two are red in quarter three and two are amber.

ANDREW OGDEN  
Director of Law and Performance Management

Contact Officers: Charlotte Thackray, Strategic Performance Manager (01273 482122)  
Gillian Rickels, Scrutiny Lead Officer (01273 481796)

Local Members: All

Background documents: None

**Amber warning****Key Objective 4 - Raise educational standards**

KST 4.8	<b>Enhanced support for use of ICT</b>				
	Q3 Comment: <b>Continuing good Ofsted reports (one 'Outstanding'- Rodmell). Schools' perceptions, as measured by the Audit Commission school survey, of curricular ICT support is our best ever- between 'Good' and 'Very Good'.</b>				
Performance Measure <b>4.8c Increase the percentage of pupils achieving level 5 or above in KS3 tests for ICT from 54% to 75%</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
			A	A	
Q3 comment: <b>Final figures not yet available from DfES.</b>					

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

KST 6.1	<b>Improved quality of school leadership and management across the County with fewer schools in special measures or with serious weaknesses</b>				
	Q3 Comment: <b>No secondary schools in Special Measures. All school in Ofsted category within the primary phase are improving. Each school in an Ofsted category has a rigorous and well-targeted local authority support plan and their progress is monitored half-termly.</b>				
Performance Measure <b>6.1c Decrease the percentage of underachieving schools as defined by Ofsted from 0.51% in 2004/05 to 0% in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		G	G	A	
Q3 comment <b>The one school should be removed from this category in spring 2006. The delay from autumn 2005 is as a result of a change of Head teacher and the need for continuing support to provide continuity.</b>					

**Amber warning – requests for amendments****Key Objective 2 – Improve the attainment of vulnerable children**

KST 2.3	<b>Better practice in support of race equality in schools</b>				
	Q3 Comment: <b>Guidance developed and will be disseminated to all schools and available on ezone (Children's Services' extranet, which provides targeted news, information and services for schools) and the School Improvement Service (SIS) website.</b>				
Performance Measure <b>2.3a Increase the percentage of schools returning racist incident monitoring forms each term from 85% in 2004/05 to 100% in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		G	G	A	
Q3 comment: <b>The methodology for this indicator has changed since when the target was set. Incident reporting forms are now submitted online and the return data is not comparable with the method used before the online system was set up.</b> Recommendation: That this indicator be <u>deleted</u> from the plan due to the change in methodology.					

### Key Objective 3 - Meet children's needs through integrated services

KST 3.4	Development of an individualised / personalised curriculum 14-19				
	Q3 Comment: The Early Years Commissioning team have a manager seconded over from one of our Primary Care Trusts. A joint agency 'play strategy' has been drafted. A further review of links between 0-5 reference groups and Children's Services Planning Groups is underway.				
Performance Measure <b>3.4a Increase the number of children's centres established or designated from one in 2004/05 to ten in 2005</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		A	G	A	
Q3 comment: <b>An amended target for completion of all 10 Children's Centres by September 2006 has been agreed with GOSE. 7 will be completed by March 2006.</b> Recommendation: Amend to '7 by March 2006' which is in line with the revised target agreed by GOSE of 10 by September 2006.					
Performance Measure <b>3.4b Increase the total number of childcare places from 11,133 in 2004/05 to 12,417 in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		A	A	A	
Q3 comment: <b>The audit in October 2005 highlighted a difference between the actual figures and those of Ofsted for registered places due to different counting methodology. After eliminating double counting the actual baseline is 10,647 (not 11,133 as previously stated). Our target net increase for the year remains 1,284 (so amended target of 11,931 by March 2006). The net gain for Q1 was 268, for Q2 was 199 places and in Q3 there was a further net increase in childcare places of 545, making a total of 11,659.</b> Recommendation: Amend baseline and target to 10,647 and 11,931 respectively in light of the updated baseline figure.					

## Key Objective 4 - Raise educational standards

KST 4.5	<b>Development of an individualised / personalised curriculum 14-19</b>				
	Q3 Comment: Review of the 14 -19 strategy has resulted in the adoption of a countywide learner entitlement based on GCSE performance. Part of that entitlement includes the development of vocational learning opportunities building on the good practice across the county including lessons learnt from Bexhill School and Eastbourne Technology College (ETC). Planned activities in the third quarter include exploring the development of a countywide vulnerable young persons skills centre to address a more inclusive learning offer and support the 'not in education, employment or training' (NEET) strategy together with the location of a new skills centre in Newhaven to address current limitations of accessible vocational programmes at KS4.				
Performance Measure <b>4.5a Increase the percentage of learners aged 14-16 engaged in structured learning from 95% in 2004/05 to 99% in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		G	n/a	A	
Comment: <b>No definition of 'structured learning' has been received from DfES, therefore it is not possible to collect data for this indicator.</b> Recommendation: That this indicator be <u>deleted</u> from the plan. This indicator has not been defined nationally due to the lack of guidance from DfES.					
Performance Measure <b>4.5b Increase the percentage of learners aged 14-19 engaged in structured learning from 89% in 2004/05 to 90% in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		G	n/a	A	
Comment: <b>No definition of 'structured learning' has been received from DfES, therefore it is not possible to collect data for this indicator.</b> Recommendation: That this indicator be <u>deleted</u> from the plan. This indicator has not been defined nationally due to the lack of guidance from DfES.					

## Red warning

## Key Objective 2 - Improve the attainment of vulnerable children

KST 2.1	<b>Improved attainment of looked after children</b>				
	Q3 Comment: <b>A proactive monitoring strategy has been agreed with Better Education for Children in Care Steering Group</b>				
Performance Measure <b>2.1d Increase the percentage of looked after children achieving at least one GCSE at grades A*-G or equivalent from 81% in 2004/05 to 85% in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		n/a	n/a	R	
Q3 comment: <b>67% of young people in care achieved at least one GCSE; the target was not reached, mainly due to the increased number of students with special educational needs. The actions set out in the 'Promoting the Education of Children in Care' strategy set out how improvements will be achieved, including: - ensuring the educational needs of looked after children are identified and met through appropriate provision and effective personal education plans - raising the profile of the carer's role as a good parent in ensuring good educational outcomes in the assessment, preparation, training, supervision and review of foster carers</b>					

KST 2.2	<b>2.2 Improved attainment of ethnic minority groups</b>				
	Q3 Comment: <b>The percentage of pupils from BME groups achieving level 4 in English and maths at KS2 has increased, significantly so in maths. Not all KS4 data is available. The Autumn term focus visit on target setting highlighted the need for schools to take responsibility for addressing issues for groups vulnerable to underachievement. The school improvement service will monitor schools' actions in this area.</b>				
Performance Measure <b>2.2a English from 73% in 2004/05 to 86% in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		n/a	n/a	R	
Q3 comment: <b>The percentage increased in 2005 by 1.5% to 74.8% which, although not meeting the target, is a good improvement. The target, which is not in line with equivalent targets for all pupils (85% by 2006), was agreed at local level only after significant pressure at national level. The improvement should be judged against the overall attainment figures for all pupils which remained static (78% in 2004 and 2005).</b>					
Performance Measure <b>2.2b Mathematics from 68% in 2004/05 to 80% in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		n/a	n/a	R	
Q3 comment: <b>The percentage increased from 68.4% to 73.4%, representing a considerable improvement. The target was agreed at local level only after significant pressure at national level. The improvement decreases the gap between BME pupils and all pupils (all pupils = 75% in 2005). The improvement should be judged against the overall attainment figures for all pupils which remained static (78% in 2004 and 2005).</b>					

#### Key Objective 4 - Raise educational standards

KST 4.4	<b>Improved achievement at KS4 (age 14 – 16)</b>				
	Q3 Comment:				
Performance Measure <b>4.4b Increase the percentage of pupils achieving five GCSEs or equivalent at grades A*- G including English and mathematics from 86% in 2004/05 to 95% in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		n/a	n/a	R	
Q3 comment: <b>final outturn stands at 86.8%</b>					

KST 4.5	<b>Development of an individualised / personalised curriculum 14-19</b>				
	Q3 Comment: <b>Review of the 14 -19 strategy has resulted in the adoption of a countywide learner entitlement based on GCSE performance. Part of that entitlement includes the development of vocational learning opportunities building on the good practice across the county including lessons learnt from Bexhill School and Eastbourne Technology College (ETC). Planned activities in the third quarter include exploring the development of a countywide vulnerable young persons skills centre to address a more inclusive learning offer and support the 'not in education, employment or training' (NEET) strategy together with the location of a new skills centre in Newhaven to address current limitations of accessible vocational programmes at KS4..</b>				
Performance Measure <b>4.5c Increase the percentage of East Sussex learners achieving level 2 qualifications by age 16 from 54% in 2004/05 to 58% in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		<b>G</b>	n/a	<b>R</b>	
Q3 comment: <b>Outturn stands at 54.9%. Centre for British Teachers (CfBT) School Improvement Service (SIS) is continuing to work with schools in the development of alternative curriculum offers. This is being supported by the appointment of collaboration coordinators and is resulting in a wider range of opportunities such as the development of BTEC First Diplomas across the county and the routeways programme in Hastings. 14 -19 work is also underway to support high performing schools to work together to develop flexible learning programmes using e-learning and shared expertise.</b>					

KST 4.6	<b>Department for Education and Skills (DfES) published outcomes for gifted and talented learners met</b>				
	Q3 Comment: <b>Gifted and talented strategy published and well received. Actions are progressing as planned.</b>				
Performance Measure <b>4.6c English from 7.4% in 2004/05 to 9.0% in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		<b>G</b>	<b>A</b>	<b>R</b>	
Q3 comment: <b>Exam 2005 results = 6.8% Actions as set out in the gifted and talented strategy are being taken to target improvement in secondary schools and a new advisory post is in place to develop a programme of enrichment activities for pupils. The gifted and talented strategy is available on request. It includes guidance for teachers on: - how to identify G&amp;T pupils - general approach to G&amp;T in the classroom - out of class approach (enrichment, summer schools etc) - personal &amp; social (mentors etc)</b>					

KST 4.7	<b>Improved support for effective transfer and transition</b>			
	Q3 Comment: <b>Transition project presented to School Improvement Service meeting, including inputs from schools. Blended Learning (DfES bid successful. Primary strategy learning networks (DfES) visit by regional director very successful.</b>			
Performance Measure <b>4.7a Increase the percentage of pupils who achieved level 2C in English at KS1 and went on to achieve level 4 in English at KS2 from 64% in 2004/5 to 69% in 2005/06</b>	Qtr 1 <b>G</b>	Qtr 2 n/a	Qtr 3 <b>R</b>	Qtr 4
Q3 comment: <b>Outturn stands at 58.6%. The transfer and transition project team has reported progress to date to the school improvement service (SIS). Actions identified in action plan will continue.</b>				
Performance Measure <b>4.7b Increase the percentage of pupils who achieved level 2C in mathematics at KS1 and went on to achieve level 4 in mathematics at KS2 from 57% in 2004/5 to 62% in 2005/6</b>	Qtr 1 <b>G</b>	Qtr 2 n/a	Qtr 3 <b>R</b>	Qtr 4
Q3 comment: <b>Outturn stands at 55.2%. The transfer and transition project team has reported progress to date to the school improvement service (SIS). Actions identified in action plan will continue..</b>				
Performance Measure <b>4.7c Increase the percentage of pupils who achieved level 4 in English at KS2 and went on to achieve level 5 in English at KS3 from 85% in 2004/5 to 89% in 2005/6</b>	Qtr 1 <b>G</b>	Qtr 2 n/a	Qtr 3 <b>R</b>	Qtr 4
Q3 comment: <b>Unchanged at 85%. The consultant team has been reorganised to concentrate on supporting schools in raising standards. We have increased the leadership capacity of the team by appointing two consultants as team leaders, and we are working with schools to produce effective test preparation and revision plans. We have a significant barrier in our shortage of capacity in English and mathematics, and we are maximising the use of leading professionals, Advanced Skills Teachers (ASTs) and Strategy advisors to support these areas.</b>				
Performance Measure <b>4.7d Increase the percentage of pupils who achieved level 4 in mathematics at KS2 and went on to achieve level 5 in mathematics at KS3 from 93% in 2004/5 to 95% in 2005/6</b>	Qtr 1 <b>G</b>	Qtr 2 n/a	Qtr 3 <b>R</b>	Qtr 4
Q3 comment: <b>This is now 89%. The consultant team has been reorganised to concentrate on supporting schools in raising standards. We have increased the leadership capacity of the team by appointing two consultants as team leaders, and we are working with schools to produce effective test preparation and revision plans. We have a significant barrier in our shortage of capacity in English and mathematics, and we are maximising the use of leading professionals, ASTs and Strategy advisors to support these areas.</b>				

KST 4.8	<b>Enhanced support for use of ICT</b>				
	Q3 Comment: <b>Continuing good Ofsted reports (one 'Outstanding'- Rodmell). Schools' perceptions, as measured by the Audit Commission school survey, of curricular ICT support is our best ever- between 'Good' and 'Very Good'.</b>				
Performance Measure <b>4.8d Ensure that at least 70% of KS4 pupils are studying for an accredited qualification in information technology in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		<b>G</b>	n/a	<b>R</b>	
Q3 comment: <b>In Summer 2005, 47.6% of pupils were entered for an IT qualification (source National Consortium for Examination Results [NCER]). This represents a 0.7% increase from 2005 and a 6.5% increase from 2003. ESCC and school actions for improvement are set out in the ICT Strategy.</b>					

KST 4.9	<b>Improved levels of school attendance (including looked after children)</b>				
	Q3 Comment: <b>Figures show an improvement of 0.2% in primary and 0.75% in secondary. This is way above improvements nationally or within statistical neighbours.</b>				
Performance Measure <b>4.9b Decrease the percentage of half days missed due to unauthorised absence in primary schools from 0.47% in 2004/05 to 0.34% in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		<b>A</b>	<b>A</b>	<b>R</b>	
Q3 comment: <b>0.78%. Unauthorised absence figures need to be viewed within the context of overall attendance. East Sussex had more pupils in school through the year. Following the implementation of fixed penalty notices over 400 (total) warning notices have been sent to parents regarding term time holidays. A number of parents are challenging school policies and EWS produced a circular for schools in December advising schools to ensure that their policy on term time holidays is up to date - a good practice example was made available.</b>					
Performance Measure <b>4.9d Decrease the percentage of half days missed due to unauthorised absence in secondary schools from 1.45% in 2004/05 to 1.25% in 2005/06</b>		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		<b>A</b>	<b>A</b>	<b>R</b>	
Q3 comment: <b>Unauthorised absence figures need to be viewed within the context of overall attendance, however a small improvement was made this year. East Sussex had more pupils in school during the year. Final figure 1.41%. Following the implementation of fixed penalty notices over 400 (total) warning notices have been sent to parents regarding term time holidays. A number of parents are challenging school policies and Education Welfare Service (EWS) produced a circular for schools in December advising schools to ensure that their policy on term time holidays is up to date - a good practice example was made available.</b>					



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

KST 6.1	Improved quality of school leadership and management across the County with fewer schools in special measures or with serious weaknesses				
	Q3 Comment: No secondary schools in Special Measures. All school in Ofsted category within the primary phase are improving. Each school in an Ofsted category has a rigorous and well-targeted local authority support plan and their progress is monitored half-termly.				
Performance Measure 6.1a Decrease the percentage of schools requiring special measures from 1.53% in 2004/05 to 0.51% in 2005/06		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		G	G	R	
Q3 comment There are no secondary schools in special measures. The primary school in special measures is improving but is not anticipated to be removed before April 2006 because it has only just gone in to special measures. It is expected to turn around very quickly with an anticipated date of removal of December 2006. Schools in an Ofsted category have a rigorous and well-targeted local authority support plan and their progress is monitored half-termly. The inspection process changed mid-year and is now more rigorous - when benchmarked against national figures East Sussex is well below the national average for schools in an Ofsted category (2% in East Sussex, 5.5% nationally), so a year-end figure of 1 school (0.5%) in special measures should be seen as an achievement.					
Performance Measure 6.1b Decrease the percentage of schools requiring special measures or having serious weaknesses from 2.04% in 2004/05 to 0% in 2005/06		Qtr 1	Qtr 2	Qtr 3	Qtr 4
		G	G	R	
Q3 comment There are no secondary schools in special measures, one has just been given 'notice to improve' (which has replaced the serious weaknesses category). One primary school is in special measures. Two primaries are in serious weaknesses, one of which is targeted for removal by July 2006, the other has only recently been placed in this category. Anticipated year-end outturn of 3. Each school in an Ofsted category has a rigorous local authority support plan and progress is monitored half-termly. The inspection process changed mid-year and is now more rigorous - East Sussex is well below the national average for schools in an Ofsted category (2% in East Sussex, 5.5% nationally), so a year-end figure of 4 schools (2%) in special measures or with a notice to improve should be seen as an achievement.					

## PSA - Summary position at Quarter 3

<p>PSA Target 1 - completed</p> <p><b>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:</b></p>	English	R
	Mathematics	R
	ICT	R
	Science (PSA target 70%)	R
<p>PSA Target 2 - completed</p> <p><b>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</b></p>	Percentage of ½ days missed due to unauthorised absence in primary schools	R
	Percentage of ½ days missed due to unauthorised absence in secondary schools	R
<p>PSA Target 3</p> <p><b>Enhance the attainment of young people, aged 17, in Hastings &amp; St Leonards who achieve at least 1 GCSE A - G from 91% to 94%.</b></p>	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
<p>PSA Target 6</p> <p><b>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.</b></p>	Number of looked after children aged 0-11 years in permanent family placements	G

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
R	a) English	70%	73%	74%	77%
R	b) Mathematics	72%	76%	74%	79%
R	c) ICT	57%	54%	58%	75%
R	d) Science (PSA target 70%)	70%	68%	68%	74%

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.

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.

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.

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](mailto: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
R	a) Percentage of ½ days missed due to unauthorised absence in primary schools	0.47%	0.8%	0.78%	0.32%
R	b) Percentage of ½ days missed due to unauthorised absence in secondary schools	1.45%	1.42%	1.41%	1.1%
a) Target not met as authorised absence has been substantially reduced and more robust procedures being used by schools to authorise absence					
b) Target not met as authorised absence has been substantially reduced and more robust procedures being used by schools to authorise absence					
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: <a href="mailto:penny.lavan@eastsussex.gov.uk">penny.lavan@eastsussex.gov.uk</a> , 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		94.2%	94.0%
Overall comment: The overall target was met and exceeded by 0.2%. The beneficiary group achieved the GSCE grade and all learners were tracked through the summer period 2005 and returned to full-time education in September 2005. Work to support learners included activity with Connexions and the Employment Advisory Service, who offered workshops to the group. All learners were supported into a 'destination' in September 2005.					
The 2005 LEA compendium, prepared November 2005, identifies that the percentage of learners achieving this target has rise form 91% in 2001 to 94.2% in 2005.					
Contact: Philip Halstead, Director of Hasting and St Leonards Excellence Cluster, email: <a href="mailto:philip@hstlexc.net">philip@hstlexc.net</a> , 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	
<b>G</b>	Number of looked after children aged 0-11 years in permanent family placements	157	173	(16) 189	(29) 202		182
<p>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.</p>							
Contact	Teresa Lavelle-Hill, email: <a href="mailto:teresa.lavelle-hill@eastsussex.gov.uk">teresa.lavelle-hill@eastsussex.gov.uk</a> , Sally Carnie, email: <a href="mailto:sally.carnie@eastsussex.gov.uk">sally.carnie@eastsussex.gov.uk</a> ,				Joint Heads of LAC Services, tel: 01323 747194		