

**Lifelong Learning Scrutiny
Sub-Committee
25th September 2006
Developing Lifelong Learning
Quarter 1 performance 2006/07**



Report of the Head of Corporate Policy

Purpose of the Report

- 1 The purpose of this report is to provide a performance update for quarter one, 2006/07, for the authority's corporate priorities, Best Value Performance Indicators (BVPIs) and Public Library Service Standards (PLSSs) relevant to our Corporate Aim, Developing Lifelong Learning.
- 2 Performance for quarter 1, 2006/07 for indicators aligned to Developing Lifelong Learning is available in Appendix A (corporate priorities) and Appendix B (BVPIs and PLSSs).

Priorities for Improvement

There is one priority area for improvement aligned to our Corporate Aim, Developing Lifelong Learning.

Improving Educational Attainment

Within this theme there are 3 outcomes that have been identified as areas we want to improve.

Better educational attainment at Key Stage 4 – to know if we are succeeding at this we are measuring:

- **BV 38 – 5 or more A*-C GCSE.** The 2006 results show that the number of pupils achieving 5 or more GCSEs at grades A*-C or equivalent has increased and performance is better than target.
- **LAA C&YP 06a – Average number of points at key stage 4 (stretch target).** This data will be available during December 2006 and will be reported to the next Lifelong Learning Scrutiny Sub-committee (26 March 2006).
- **PFI 02a – 1 A*-G at GCSE.** Performance has deteriorated slightly.

Better educational attainment of children looked after at Key Stage 4 – to know if we are succeeding at this we are measuring:

- **PFI 02b - % children leaving care with 5 or more A*-C GCSE.** It should be noted that 2006 performance of Looked After Children at GCSE level has improved. All Looked After Children sat at least 1 GCSE, 93% achieved at least 1 A*-G (compared to 73% in 2005), 75% achieved at least A*-G (43.3% last year) and 21.4% achieved 5 or more A*-C (6.6% last year). This improvement is, in part, due to the collective targeting of the right type of support, peer mentoring and improving the stability of school placements. Due to the small number of looked after children eligible to take GCSE examinations, each child leaving care has a disproportionate effect (positive or negative) on the overall indicator.

Narrowing the gap between boys and girls at Key Stage 2 – to know if we are succeeding at this we are measuring:

- **PFI 02c BV040a – L4 / KS2 Maths, Girls / Boys.** Although, in 2006, both boys and girls have improved at Level 4 of Key Stage 2 Maths, there has been a greater improvement in the performance of girls. The gap between boys and girls is small with girls outperforming boys by 0.6 percentage points.
- **PFI 02c BV041a – L4 / KS2 English, Girls / Boys.** Performance of boys at Level 4 of Key Stage 2 English is significantly lower than that of girls. The gap between boys and girls is 10.8 percentage points (84.2% for girls and 73.4% for boys), wider than the 7.6 percentage point gap of 2005.

Please note that all of the indicators contained within this theme are calculated from the 2006 examination results. Consequently, performance of these indicators is provisional and subject to remarks, missing results, queries etc. Therefore, final figures will be available during December 2006 and will be reported to the Lifelong Learning Scrutiny Sub-Committee of the 26 March 2007.

Other Best Value Performance Indicators (BVPIs)

- 3 There are 25 BVPIs and 12 PLSSs relevant to our Corporate Aim, Developing Lifelong Learning. Of those indicators not included above in relation to the authority's corporate priorities 12 improved performance, 5 deteriorated, 9 remained static and 11 have no updated data

It should be noted that 6 BVPIs and 9 PLSSs have achieved the year-end 2006/07 target / standard during quarter one.

Performance	BVPI
Improved	39 – 5 A*-G GCSEs inc English and Maths 40 – Level 4 at KS2 Maths 45 - % half days missed – secondary schools (T) 170a – visits to / usage of museums (T) 170b – visits to museums in person 170c – pupils visiting museums and galleries (T) 181b – Level 5 / 5+ in KS3 Maths 181c – Level 5 / 5+ in KS3 Science 181d – Level 5 / 5+ in KS3 ICT 194a – Level 5 KS2 English 194b – Level 5 KS2 Maths 222a – Quality EY&C leadership - leaders
Static	41 – Level 4 at KS2 English 43a – SEN < 18 weeks excluding exceptions (T) – 100% 43b – SEN < 18 weeks including exceptions (T) – 100% 159 – Alternative tuition =>21 hours – 100% 222b – Quality EY&C – postgraduate – 100% PLSS01 – households within 2 miles of library (T) – 100% PLSS02 – scheduled opening hours per 1,000 population (T) PLSS03 – static libraries with internet (T) – 100% PLSS04 – No. of workstations per 10,000 population (T)
Deteriorated	46 – % half days missed – primary schools 50 – children leaving care – 1 A*-G GCSE 181a – Level 5 / 5+ in KS3 English PLSS06 – physical visits to libraries per 1,000 population PLSS10 – replenish time – total lending stock
No updated data	34a - % primary schools >=25% surplus places 34b - % secondary schools >=25% surplus places 220 – Library standards checklist (T) 221a – Youth Work: Recorded Outcomes 221b – Youth Work – Accredited Outcomes PLSS05i - % requests met within 7 days (T) PLSS05ii - % requests met within 15 days (T) PLSS05iii - % requests met within 30 days (T) PLSS07 - % users >16 – libraries good / very good PLSS08 - % users <16 – libraries good (T) PLSS09 – Annual items added per 1,000 population (T)

Areas of improved performance

- 4 The performance of a number of indicators improved during quarter 1, 2006/07. Of particular note:
- **39 – 5 A*-G GCSEs incl. English and Maths.** Performance of this indicator has increased, although the target was not met.

- **40 – Level 4 at KS2 Maths.** Performance of this indicator has increased, although the target was not met.
- **BV 45 - % half days missed – secondary schools.** Activity to improve attendance and reduce absence in schools is fully detailed and monitored in the Single Education Plan (SEP). The percentage of half days missed in secondary schools decreased during quarter 1. This reduction has been achieved by collaborative working with secondary schools and sustained investment in preventative strategies, campaigns to discourage holidays in term time and targeted activity to tackle truancy.
- **BV 170a - visits to and use of museums: all visits, per 1,000 population.** During quarter 1, there were an additional 111,836 visits / usage which equates to a 20% increase. Performance for this indicator is above the 2006/07 target.
- **BV 170b - visits to museums in person per 1,000 population.** During quarter 1, there were an additional 22,143 visits to museums in person, which equates to a 13% increase.
- **BV 170c – pupils visiting museums and galleries.** The post of ‘Schools Development Officer’ will not continue beyond September 2006. Due to this, a slow downturn in school visitors over coming years is expected. However, during quarter one, a small increase of 0.8% was recorded (equates to 141 pupil visits).
- **181 Level 5 / 5+ in KS3 Maths / Science / ICT.** The percentages of pupils achieving Level 5 or above in the Key Stage 3 tests in Maths, Science and Information Communication Technology (ICT) have increased. The target for Maths was surpassed.
- **194 – Level 5 KS2 English / Maths.** The percentages of 11 year olds achieving level 5 in Key Stage 2 tests in Maths and English have increased and targets have been exceeded in both subjects.
- **222a – Quality EY&C leadership – leaders.** The percentage of leaders of integrated early education and childcare settings funded or part-funded by the local authority with a qualification at Level 4 or above has increased.

Areas of static performance

The following indicators are continuing to perform at the highest level possible,

- **BV 43a / b – Statements of Special Educational Need.** 100% of proposed statements of Special Educational Need (SEN) issued by the authority were prepared within 18 weeks.

- **BV 159 – Alternative tuition =>21 hours.** 100% of all permanently excluded pupils were provided with a minimum of 21 hours of alternative provision per week.
- **222b – Quality EY&C – postgraduate.** 100% of leaders of integrated early education and childcare settings (funded or part-funded by the local authority) have input from staff with graduate or post graduate training in teaching or child development.
- **PLSS03 – static libraries with internet.** 100% of static libraries have internet access.

Other indicators have maintained their performance from 2005/06.

- **BV 41 – Level 4 at KS2 English.** The percentage of pupils achieving Level 4 or above in the Key Stage 2 English test has remained static at 78.7%.
- **PLSS01 – households within 2 miles of library.** This indicator is continuing to exceed the standard set. Performance is unlikely to change due to the location of households within the Authority area.
- **PLSS02 – scheduled opening hours per 1,000 population.** Performance of this indicator is 26% above the standard set.
- **PLSS04 – No. of workstations per 10,000 population.** This indicator is continuing to exceed the standard set by 16%.

Areas of deteriorated performance

- 5 The performance of a number of indicators deteriorated during quarter 1, 2006/07. Of particular note:
 - **BV 46 – % half days missed – primary schools.** Activity to improve attendance and reduce absence in schools is fully detailed and monitored in the Single Education Plan (SEP). During quarter one, the percentage of half days missed in primary schools increased. It is hoped that this trend will be reversed by continued investment in preventative strategies, campaigns to discourage holidays and shopping trips in school time and targeted activity to tackle truancy. It should be noted that primary attendance is affected much more by childhood illnesses than secondary attendance.
 - **BV50 – Children leaving care – 1 A*-G GCSE.** This indicator is prone to fluctuations. Due to the small number of looked after children eligible to take GCSE examinations, each child leaving

care has a disproportionate effect (positive or negative) on the overall indicator.

- **181a – Level 5 / 5+ in KS3 English.** The percentage of pupils achieving Level 5 or above in Key Stage 3 test in English has decreased.
- **PLSS06 – physical visits to libraries per 1,000 population.** Four samples are carried out each year and this indicator is calculated from the average of the previous 4. The authority has experienced poor results from some samples (due to, for example, inclement weather on the day of the sample) and this has reduced performance. The next sample is due to be carried out during October 2006.
- **PLSS10 – replenish time – total lending stock.** Despite a slight deterioration, performance remains well ahead of the standard set (34% better than standard).

Indicators that have not been updated during Quarter 1

Performance of the following indicators has not been updated since the last Lifelong Learning Scrutiny Sub-committee;

- **BV 034 - surplus places in schools.** Performance of this indicator is taken from the Schools Census that is completed each January. This data will be presented at the next Lifelong Learning Scrutiny sub-committee (26 March 2007).
- **BV 220 – Library standards checklist.** This indicator is calculated annually. To achieve the highest score of 4, the authority needs to score more than 18 points using the criteria set out in the guidance notes. The authority currently has a score of 17.5 points. If the authority is able to comply with the requirements of Children's CIPFA PLUS, then it is possible to achieve 9 out of 10 of the Public Library Service Standards (PLSSs) which equates to 18 points and is an overall top score of 4.
- **PLSS05 - % requests met within timescales.** Performance of this indicator was calculated using a survey that was carried out during October 2005. All elements of this PLSS are exceeding target. The next survey is due to be carried out during October 2006 and the results will be reported to the next Lifelong Learning Scrutiny Sub-committee of the 26 March 2007.
- **PLSS07 - % users >16 – libraries good / very good.** Performance of this indicator was taken from the new CIPFA PLUS survey that was carried out during November 2005 and the resulting performance is better than the PLSS standard. In line with guidance, the survey will be repeated during November

2006 and the results reported to the next Lifelong Learning Scrutiny Sub-Committee of the 26 March 2007.

- **PLSS08 - % users <16 – libraries good (T).** Performance is calculated from CIPFA Children's survey undertaken in 2004 and is a composite of 3 different questions. A new survey form is due to be undertaken in early 2007 and asks a specific question "What do you think of your library service?"
- **PLSS09 – Annual items added per 1,000 population.** This indicator is continuing to exceed the standard set. It should be noted that this indicator is affected by budget cuts.

Recommendations

That Corporate Scrutiny Sub-Committee Members:

- (i) note the contents of this report
- (ii) agree to receiving subsequent quarterly performance progress reports

Contact: Debra Kitching Tel: 0191 383 4186
