

## London Borough of Bromley

### PART 1 - PUBLIC

#### Briefing for Education Portfolio Holder 12 June 2012

#### Briefing for Care Services Portfolio Holder 19 June 2012

## PERFORMANCE MONITORING QUARTER 4 2011/12

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### 1. Summary

1.1 This report advises Members of the Education PDS Committee and the Care Services PDS Committee on progress against the key actions and indicators for Children and Young People Services for the end of 2011/12. This is the final year summary for 2011/12 against a range of indicators reported last year and it enables Members to scrutinise the final performance in Children's Services.

### 2. THE BRIEFING

#### Background

2.1 The set of indicators contained in this report represent those selected by the CYP PDS Committee for reporting during 2011/12. This report provides the final year summary for 2011/12.

2.2 As part of the annual business planning cycle all performance information should be reviewed to ensure its relevance, accuracy and timeliness. With that in mind a Member Officer working group was convened last year to review the performance indicator information to be reported to the PDS committee. This report provides the end of year performance in line with the indicator set agreed by the Member Officer working group. The basket of indicators for the full year report are set out in **Appendix A**.

2.3 Appendix A is divided into 'priority outcome' sections which are the priorities set out in the 2011/12 Children and Young People Portfolio Plan:

2.3.1 To ensure that children and young people enjoy learning and achieve their full potential.

2.3.2 To ensure that children and young people are safe where they live, go to school, play and work.

- 2.3.3 To ensure that children and young people behave positively, take responsibility for their actions and feel safe within the borough, and that parents and carers take responsibility for the behaviour of their children.
- 2.3.4 To ensure that young people get the best possible start in adult life.
- 2.4 In addition:
- 2.4.1 'Excellence in the eyes of local people'. - To replace 'The Place' survey, which was a form of annual residents survey and the 'Tell Us' survey, an annual survey of students in years 6, 8 and 10, Chief Officers have established a set of measures that will demonstrate service excellence in the eyes of the public through assessing the quality and efficiency of services.
- 2.5 Appendix A reports on the type of indicator, reporting frequency and provides a description of what is being measured. This is followed by the current year's data, comments on performance to date which includes numbers in the cohort and other relevant information, and the 2011/12 target. Finally it presents five years of trend information, where available and the latest national comparator which has been included for external benchmarking (where available).
- 2.6 The target setting process is done by a variety of methods:
- Targets can be set locally by the service using trend information to ascertain levels of performance and local knowledge about residents and issues affecting the service. These things combined allow for a meaningful target to be set for the forthcoming year.
  - Targets can also be set nationally. Sometimes the targets set for the Local Authority are challenging but not always achievable, like narrowing the gap for children with SEN for example. Some pupil attainment targets were set nationally however, the statutory target-setting process for attainment targets has been removed and 2011 is the final year that we will be using them. Bromley will now be at liberty to set local targets for the national curriculum tests. There remain a small number of other indicators which still have a national target.
- 2.7 A full set of definitions for **all** performance measures can be found at the end of the report as **Appendix B**. The rationale regarding the selection of the indicator is also included where applicable.
- 2.8 The Member Officer working group met again in March to look at target setting for the 2012/13 year. It also made recommendations with regard to future reporting requirements. These recommendations will be incorporated and presented with quarter 1 data later in the year.
- 2.9 The new basket of indicators will reflect current priorities of the new department including a Looked After Children's dashboard and a focus on Adoption performance indicators. The Adoption Scorecard and League Tables which are published by the Department for Education (DFE) are a high profile issue nationally. Performance of Bromley Adoption services has been improving steadily in response to management actions.

#### **Quarter 4 – Full Year Performance**

- 2.10 The information reported for the end of the year represents all performance measures as requested by the Member Officer Working Group. There are 60 performance indicators reported for this period, 49 of which have a target set for 2011/12. The table below summarises the final year performance of indicators against the target.

<b>Performance is at or exceeding target</b>	<b>25</b>
<b>Performance is below target</b>	<b>24</b>
<b>No target set</b>	<b>11</b>
<b>Total</b>	<b>60</b>

### Areas where performance is currently meeting target / good performance

- 2.11 In the area of **pupil attainment**, school pupils in Bromley continued in 2011 to perform higher across the national curriculum than the national average. The majority of performance indicators relating to pupil attainment met target. A full picture of pupil achievement was presented to Committee at the March CYP PDS in a report called Standards of Attainment in Bromley Schools 2011 (DCYP/12041). The section below on performance not meeting target will however reiterate what our areas for action are for the forthcoming year.
- 2.12 The rate of **permanent exclusions** has exceeded the target of 0.12 with an overall exclusion rate for the year of 0.10 permanent exclusions. The end of year figure is based on cumulative Q1, Q2 and Q3 data. This pertains to 48 permanent exclusions for the year; 1 in the primary phase and 47 in secondary. It is worth noting however, that the data reported for the end of the 2011/12 financial year pertains to the 2010/11 academic year. The move of the majority of our secondary schools to Academy status may mean that we will begin to see an increase in the level of exclusions. This indicator will continue to be closely monitored.
- 2.13 **Secondary attendance** and the reduction in **secondary persistent absence (PA)** are both exceeding the 2011/12 targets. Secondary overall absence is 6.02% (against a target of 6.39%) which consists of 4.91% authorised absence (this includes sickness, hospital appointments etc) and 1.11% unauthorised absence. The number of pupils who are missing more than 20% of the academic year, known as persistent absence has also dropped to 3.4% against a target of 4.5%. The DFE have recently revised their position on what should constitute persistent absence, and are now measuring it in terms of 15% of academic year missed.
- 2.14 Although the secondary phase are now academies, London Borough of Bromley will still be assessed on the performance of academies for exam results, attendance and exclusions. Therefore we will continue to monitor such data closely.
- 2.15 The percentage of pupils being awarded their **first and second choice of secondary school place** has exceeded target. The target set for 2011/12 was 82% against performance for the year of 85%. Performance is in line with national data.
- 2.16 **Attendance at school of Looked after Children** is also performing well. Just 7 out of 117 school aged looked after children have missed 25 days of schooling giving a 13.9% total for the year against a target of 15%.
- 2.17 The percentage of children who had a **referral for services** from children's social care who then went **onto an initial assessment** is exceeding the 90% target and is currently 96.6%. From April 2011 to March 2012 there have been 10,132 initial contacts to children's social care 2244 of these went onto a referral and 2167 of these then went onto an initial assessment.
- 2.18 Children's **Social Care Initial assessments** completed within 10 working days has exceeded the 75% target. 77.3% of assessments are now being carried out and authorised within the recommended timescale.

- 2.19 There has been a steady decrease of **first time entrants (FTE)** into the **Youth Offending Service** over the last 12 months. There were just 67 first time entrants in 2011/12 compared to 140 in 2010/11 and 203 in 2009/10. The Triage service which went live in December 2010 accounts for some of this reduction. The YOT police officer stringently manages Merlin notifications (a Merlin is an assessment framework that is used to refer young people to other agencies) via the Police Electronic Notification to YOT (PENY) system. The partnership is confident that its performance data is an accurate analysis of FTE activity in the borough.

The partnership recognises the benefits of Triage as detailed in the Youth Crime Action Plan have made an initial submission for LAA growth to support the implementation of Triage to further reduce FTE.

### **Areas where performance has not met target but is improving**

- 2.20 **Attendance in primary schools** has improved but has still not achieved the 2011/12 target. **Absence data** for the Spring and Summer terms show a reduction in absence levels and were 4.51% and 4.09% respectively. These figures exceed the 4.67% target. However the previous Autumn term was 5.33% which has unfortunately meant that the overall figure for the year is 4.82%. Although the target hasn't been met there were significant improvements compared with previous years. This is also the case in both authorised and un-authorised attendance.
- 2.21 Until January 2012 the DFE has included absence data pertaining to bad weather and other unforeseen events. In future this will be removed from the reported figures so that schools who have managed to remain open, albeit partially, are not penalised when reporting absence figures. The Autumn term 2010 was such an example where bad weather severely affected schools being fully open.
- 2.22 The Spring and Summer term figures do indicate that the work the local authority is doing to support schools through the Spike project is having the right impact. The Spike project is the school attendance project mascot. The aim of the scheme is to reward good attendance by offering incentives to pupils to attend school and strategies in school to raise attendance.
- 2.23 There has been an increase in the number of **newly recruited Foster Carers in Bromley**. 17 carers were recruited in 2011/12 against a target of 20. It is double the number of carers recruited in 2010/11 and highlights the success of the advertising campaign run during the year to promote fostering in Bromley.

### **Areas where performance is not currently on target / poor performance**

- 2.24 There were 68 **schools judged to be good or outstanding** at the end of the reporting period, representing 71% across the primary, secondary, and special phases. This is 4% lower than the 75% target.
- 2.25 The final year figure for the percentage of **schools judged by Ofsted to be in category** (ie schools that don't meet the required standard during an Ofsted inspection) is 2% which means that the target of 0% has not been met. There are 2 primary schools that are in category, 1 of which is in Special Measures and the other has been given Notice to Improve.
- 2.26 The rising numbers of young people **not in education, employment or training (NEET)** is a National issue currently with record numbers of young people in the NEET category. Bromley currently has 4.9% NEET which corresponds to 460 young people out of a cohort of 9,388. The target is 4%. Although a national issue given the current economic climate, there are additional reasons which are contributing to not meeting the target; The target was set prior to changes to the definition which now counts academic year age rather than actual age so this now includes a number of 19 year olds. In addition, the 16 -18 yr cohort is now based on

residency rather than educational establishment. Some of those students who attended schools outside the borough have not been tracked and their destination is 'unknown' or they are tracked and discovered to be NEET.

Other important factors include the ceasing of Connexions which provided a general Information Advice and Guidance (IAG) service and the academy agenda which means that some schools are more reluctant to share the information with the authority. This means that there are now more children for whom an outcome is not known.

To remedy this situation, officers are working with our schools, colleges and academies to improve data sharing arrangements. Additionally, through a six borough shared service arrangement organised on behalf of the Authorities by the Royal Borough of Kingston a 'destination tracking team' has been established to focus solely on collecting the information required. This team is actively following up students who have been reported as having an 'unknown' EET status

In order to provide support to the increasing number of young people who are identified as NEET and to work on moving young people into EET, the Bromley Targeted Youth Support Programme (BYSP) staff have caseloads comprising referrals from the destination tracking team and from key partners to provide additional 1-1 and group work support.

- 2.27 The number of **Young Offenders who are in employment, education or training (EET)** is 77% against a target of 90%. The latest Q4 figure (65%) represents 23 under 16 young people, 6 of which are not in Education. The challenge still remains for the 16+ cohort with 21/36 of young people (58%) not receiving 16+ hours education employment or training at the end of their order. The service continues to work with internal and external providers to support entrenched young offenders not in education training or employment in the 16+ cohort. The establishment of the NEET Panel has proved beneficial. As the Youth Offending Service does not have a dedicated worker for post 16 NEET, work is taking place to identify alternative options and resources. This includes utilising local providers such as NTS Training, Springboard, and Foundation Learning in an attempt to secure appropriate provision and EET opportunities for our cohort.
- 2.28 The percentage of **care leavers who were in education, employment or training (EET)** fell to 48.6% in 2011/12. The target was 73%. This represents 18 out of a cohort of 37 young people. 19 young people were not in education employment or training (NEET), 6 of which are young mothers. As performance is considerably lower than previous years and with a national comparator of 62%, an investigation is being lead by the Special Education Advisor to identify issues and make recommendations for implementation.
- 2.29 The percentage of children in care placed with London Borough of **Bromley foster carers** is 78%. This is just short of the 80% target. It is an improvement on the previous year's figure of 77.1% and reflects the work being undertaken to recruit new in-house foster carers.
- 2.30 Both indicators which measure **placement stability for Looked After Children** are below target. The indicator which looks at whether a young person has had 3 or more placement moves during the year shows 12.2% of looked after children had 3 or more moves against a target of 11% and a national comparison of 10.8%. The figure still shows an improvement on the previous two years.

The **length of time in placement** has fallen to 64% against a target of 72% and previous year's performance of 72.6%. Placement stability is an area of performance which the London Borough of Bromley has always been deemed strong in comparison to national (67%) data. An investigation is under way to look at reasons for the drop in performance and actions to address performance will be implemented.

- 2.31 The total number of court disposals for 2011/12 was 224, of which 15 were for **custodial sentences**. All custodial sentences are reviewed by the Youth Offending Team (YOT) to see if an alternative sentencing could have been offered. YOT continues to discuss with the courts any sentencing we have concerns about.
- 2.32 At the end of Quarter 4, 67.3% of social care core **assessments** were completed within the required time period of 35 working days. This represents a slight increase on the previous quarter (64.5%) but still remains lower than the 75% target. A core assessment is an in-depth detailed assessment requiring multi agency input. The priority is to ensure thoroughness and quality of the assessment to ensure the correct outcome for the child. Performance in this area has improved consistently since April 2011. In terms of service improvement, joint assessments are now undertaken with the Housing Service which is one example of improved working practice.

**Priority Outcome**
**Children and young people enjoy learning and achieve their full potential**
**Primary Phase**

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
1	Portfolio Plan / AWOT	Annual reported Mid year	Early Years Foundation Stage Profile: The percentage of pupils making the required level of progress	n/a	<b>58%</b>	n/a	n/a	<b>58%</b>	57%	<b>54%</b>	<b>53%</b>	<b>46%</b>	<b>48%</b>	<b>47%</b>	56%
2	Portfolio Plan	Annual reported Mid year	Early Years Foundation Stage Profile: Raising the achievement of the lowest performing pupils	n/a	<b>31.3%</b>	n/a	n/a	<b>31.3%</b>	30.0%	<b>33.3%</b>	<b>33.7%</b>	<b>34.9%</b>	<b>35.0%</b>	<b>37.4%</b>	32.7%
3	Portfolio Plan	Annual reported Mid year	Key Stage One: The percentage of pupils achieving Level 2+ in												
			Reading	n/a	<b>88%</b>	n/a	n/a	<b>88%</b>	88%	<b>86%</b>	<b>87%</b>	<b>86%</b>	<b>86%</b>	<b>85%</b>	85%
			Writing	n/a	<b>83%</b>	n/a	n/a	<b>83%</b>	84%	<b>83%</b>	<b>83%</b>	<b>82%</b>	<b>82%</b>	<b>83%</b>	81%
			Maths	n/a	<b>91%</b>	n/a	n/a	<b>91%</b>	91%	<b>90%</b>	<b>91%</b>	<b>91%</b>	<b>92%</b>	<b>90%</b>	89%
4	Portfolio Plan / AWOT	Annual reported Mid year	Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)	n/a	<b>79%</b>	n/a	n/a	<b>79%</b>	83%	<b>77%</b>	<b>75%</b>	<b>77%</b>	<b>75%</b>	<b>75%</b>	74%
5	Portfolio Plan / AWOT	Annual reported Mid year	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	n/a	<b>94%</b>	n/a	n/a	<b>94%</b>	92%	<b>88%</b>	<b>84%</b>	<b>85%</b>	<b>86%</b>	<b>85%</b>	84%
6	Portfolio Plan / AWOT	Annual reported Mid year	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	n/a	<b>87%</b>	n/a	n/a	<b>87%</b>	89%	<b>87%</b>	<b>82%</b>	<b>81%</b>	<b>76%</b>	<b>78%</b>	83%
7	Portfolio Plan / AWOT	Annual reported Mid year	Children in care reaching level 4 in English at Key Stage 2	n/a	<b>50%</b>	n/a	n/a	<b>50%</b>	55%	<b>100%</b>	<b>40%</b>	<b>83%</b>	<b>55%</b>	<b>48%</b>	-

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
8	Portfolio Plan/ AWOT	Annual reported Mid year	Children in care reaching level 4 in Maths at Key Stage 2	n/a	40%	n/a	n/a	40%	55%	80%	20%	67%	27%	39%	-
9	Portfolio Plan	Annual reported Mid year	Key Stage Two: Performance of pupils with special educational needs; the percentage achieving level 4+ in English and maths:		Numbers in brackets ( )			Numbers in brackets ( )							
			No SEN	n/a	90.6% (2,549)	n/a	n/a	90.6% (2,549)	-	91% (2,024)	88% (2,563)	87% (2,630)	87% (2,645)	88% (2,665)	-
			School Action	n/a	45.9% (338)	n/a	n/a	45.9% (338)	46%	44% (306)	42% (364)	44% (404)	38% (356)	41% (384)	-
			School Action Plus	n/a	25.8% (186)	n/a	n/a	25.8% (186)	32%	30% (213)	24% (256)	31% (223)	20% (224)	16% (243)	-
			Statemented	n/a	19.7% (147)	n/a	n/a	19.7% (147)	20%	17% (139)	23% (140)	16% (140)	15% (134)	18% (131)	-
10	Portfolio Plan	Annual reported Mid year	Key Stage Two: Performance of pupils eligible for Free School Meals (FSM) compared to non eligible pupils; the percentage achieving level 4+ in English and maths		Numbers in brackets ( )			Numbers in brackets ( )							
			Eligible for FSM	n/a	63% (423)	n/a	n/a	63% (423)	63%	59% (365)	50% (407)	50% (410)	46% (411)	52.8% (411)	-
			Non Eligible for FSM	n/a	81% (2,798)	n/a	n/a	81% (2,798)	81%	80% (2,328)	79% (2,916)	79% (2,987)	78.7% (2,948)	77.8% (3,012)	-
11a	Portfolio Plan/ AWOT	Termly	Overall absence at primary schools	5.33% (relates to Autumn term 2010)	4.51% (relates to Spring term 2011)	4.09% (relates to Summer term 2011)	n/a	4.82% (2010/11 Ac. Year)	4.67%	5.40%	5.27%	5.31%	5.47%	6.05%	5.0% (2010/11 Ac. Year)



Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
11b		Termly	Authorised absences at primary schools	<b>4.53%</b> (relates to Autumn term 2010)	<b>3.82%</b> (relates to Spring term 2011)	<b>3.12%</b> (relates to summer term 2011)	n/a	<b>4.04%</b> (2010/11 Ac. Year)	Not set	<b>4.62%</b>	<b>4.55%</b>	<b>4.60%</b>	<b>4.85%</b>	<b>5.38%</b>	4.3% (2010/11 Ac. Year)
11c		Termly	Unauthorised absences at primary schools	<b>0.80%</b> (relates to Autumn term 2010)	<b>0.69%</b> (relates to Spring term 2011)	<b>0.97%</b> (relates to summer term 2011)	n/a	<b>0.78%</b> (2010/11 Ac. Year)	Not set	<b>0.78%</b>	<b>0.71%</b>	<b>0.70%</b>	<b>0.62%</b>	<b>0.67%</b>	0.7% (2010/11 Ac. Year)

**Priority Outcome**

**Children and young people enjoy learning and achieve their full potential**

**Secondary Phase**

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
12	Portfolio Plan / AWOT	Annual reported Mid year	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold)	n/a	<b>67%</b> (2,310 / 3,469)	n/a	n/a	<b>67%</b> (2,310 / 3,469)	65.2%	<b>65%</b>	<b>63%</b>	<b>60%</b>	<b>55%</b>	<b>54%</b>	58% (2011 results)
13	Portfolio Plan	Annual reported Mid year	Percentage making the expected level of progress from KS2 to KS4 in English	n/a	<b>80%</b>	n/a	n/a	<b>80%</b>	76%	<b>77%</b>	<b>75%</b>	-	-	-	72% (2011 results)
14	Portfolio Plan	Annual reported Mid year	Percentage making the expected level of progress from KS2 to KS4 in maths	n/a	<b>72%</b>	n/a	n/a	<b>72%</b>	72%	<b>72%</b>	<b>69%</b>	-	-	-	65% (2011 results)
15	Portfolio Plan	Annual reported Mid year	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and maths by Free School Meal status:		Numbers in brackets ( )			Numbers in brackets ( )							
			<i>Non Eligible for FSM</i>	n/a	<b>69%</b> (2,163 / 3,128)	n/a	n/a	<b>69%</b> (2,163 / 3,128)	69%	<b>67%</b>	<b>65%</b>	<b>62%</b>	<b>59%</b>	<b>58%</b>	59% (2010 results)
			<i>Eligible for FSM</i>	n/a	<b>43%</b> (147 / 341)	n/a	n/a	<b>43%</b> (147 / 341)	34%	<b>32%</b>	<b>34%</b>	<b>33%</b>	<b>29%</b>	<b>26%</b>	31% (2010 results)
16	Portfolio Plan	Annual reported Mid year	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and maths by level of Special Educational Need:		Numbers in brackets ( )			Numbers in brackets ( )							
			<i>No Special Provision</i>	n/a	<b>79%</b> (2,155 / 2,723)	n/a	n/a	<b>79%</b> (2,155 / 2,723)	n/a	<b>77%</b>	<b>74%</b>	<b>69%</b>	<b>65%</b>	<b>65%</b>	-

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
			<i>School Action</i>	n/a	<b>27%</b> (88 / 322)	n/a	n/a	<b>27%</b> (88 / 322)	26%	<b>25%</b>	<b>21%</b>	<b>23%</b>	<b>22%</b>	<b>20%</b>	-
			<i>School Action Plus</i>	n/a	<b>15%</b> (43 / 282)	n/a	n/a	<b>15%</b> (43 / 282)	18%	<b>17%</b>	<b>13%</b>	<b>15%</b>	<b>11%</b>	<b>8%</b>	-
			<i>Statemented</i>	n/a	<b>17%</b> (24 / 142)	n/a	n/a	<b>17%</b> (24 / 142)	15%	<b>15%</b>	<b>13%</b>	<b>9%</b>	<b>9%</b>	<b>10%</b>	-
17	Portfolio Plan / AWOT	Annual reported Mid year	Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	n/a	<b>9%</b>	n/a	n/a	<b>9%</b> (3/35)	22%	<b>25%</b>	<b>10%</b>	<b>4%</b>	<b>14%</b>	-	-
18	Portfolio Plan	Annual reported Mid year - available March 31st	% Achieving a Level 3 qualification by the age of 19	n/a	n/a	n/a	<b>60.30%</b>	<b>60.3%</b> (2,395/ 3,975)	57.4	<b>57%</b>	<b>56%</b>	<b>55%</b>	<b>55%</b>	<b>53%</b>	54.5% (2011-12)
19a	Portfolio Plan / AWOT	Annual	Overall absences at secondary schools	<b>6.03%</b> (relates to Autumn term 2010)	<b>5.93%</b> (relates to Spring term 2011)	<b>6.29%</b> (relates to summer term 2011)	n/a	<b>6.02%</b> (2010/11 Ac. year)	6.39%	<b>6.56%</b>	<b>7.17%</b>	<b>7.33%</b>	<b>8.21%</b>	<b>8.01%</b>	6.5% (Ac. Yr 2010/11)
19b		Annual	Authorised absences at secondary schools	<b>4.94%</b> (relates to Autumn term 2010)	<b>4.81%</b> (relates to Spring term 2011)	<b>5.13%</b> (relates to summer term 2011)	n/a	<b>4.91%</b> (2010/11 Ac. year)	Not set	<b>5.52%</b>	<b>5.89%</b>	<b>6.00%</b>	<b>6.75%</b>	<b>6.85%</b>	5.1% (Ac. Yr 2010/11)
19c		Annual	Unauthorised absences at secondary schools	<b>1.09%</b> (relates to Autumn term 2010)	<b>1.12%</b> (relates to Spring term 2011)	<b>1.17%</b> (relates to summer term 2011)	n/a	<b>1.11%</b> (2010/11 Ac. year)	Not set	<b>1.04%</b>	<b>1.27%</b>	<b>1.33%</b>	<b>1.46%</b>	<b>1.16%</b>	1.4% (Ac. Yr 2010/11)
20	Portfolio Plan	Annual	Secondary school persistent absence rate - old definition of 20% absence	<b>4.2%</b> (relates to Autumn term 2010)	<b>3.9%</b> (relates to Autumn term 2010 and Spring term 2011)		n/a	<b>3.4%</b> (Ac. Yr 2010-11)	4.5%	<b>4.0%</b>	<b>5.0%</b>	<b>5.6%</b>	<b>7.0%</b>	<b>7.0%</b>	4.0% (Ac. Yr 2010/11)

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
20	Portfolio Plan	Annual	Secondary school persistent absence rate - new definition of 15% absence	n/a	7.9% (relates to Autumn term 2010 and Spring term 2011)	n/a	n/a	7.3% (Ac. Yr 2010-11)	New Definition						8.4% (Ac. Yr 2010/11)
21	Portfolio Plan	Quarterly	Percentage of Children Looked After continuously for at least 12 months of compulsory school age who missed at least 25 days of schooling for any reason	16.2%	0.0%	5.9%	13.9%	13.9%	15%	12.7%	10.9%	12.8%	15.4%	16.2%	-

**Priority Outcome**

**Children and young people are safe where they live, go to school, play and work**

Line number	Type of indicator	New Reporting frequency	Indicators	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
1	Portfolio Plan	Six monthly	Number of children subject to Child Protection Plans	267	248	198	188	188	-	301	252	167	133	141	-
2	Portfolio Plan/ AWOT	Six monthly	% of children in foster care placed with London Borough of Bromley foster carers	79.0%	76.6%	72.6%	79.0%	78.8%	80%	77.10%	78.50%	81.10%	81.00%	81.90%	-
3	Portfolio Plan	Annual	Number of newly recruited in-house Foster Carers	3	3	5	6	17	20	8	6	-	-	-	-
4	Portfolio Plan	Annual	Emotional and behavioural health of Looked After Children					13.5	12	13.1	13.9				14.2
5	Local	Quarterly	Referrals to children's social care going on to initial assessment	93.0%	96.1%	94.9%	96.6%	96.6%	90%	90%	78.7%	70.5%	79.1%	54.9%	-
6	Local	Annual	Children becoming the subject of a Child Protection Plan for a second or subsequent time	6.3%	12.9%	13.1%	13.1%	13.1%	12%	10.9%	4.8%	12.5%	11.3%	16.3%	13.4%
7	Local	Annual	Number of Looked After Children	277	276	277	271	271	n/a	266	285	247	255	256	-
8	Local	Annual	Stability of placements of looked after children: number of moves	2.1%	3.6%	8.3%	12.2%	12.2%	11%	12.8%	17.5%	10.2%	11.0%	7.4%	10.8%
9	Local	Annual	Stability of placements of looked after children: length of placement	61.8%	69.9%	64.5%	64.0%	64%	72%	72.6%	73.3%	76.8%	70.0%	62.0%	67.0%

Priority Outcome		Children and young people behave positively, take responsibility for their actions and feel safe within the Borough and parents and carers take responsibility for the behaviour of their children													
Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
1	Portfolio Plan/ AWOT	Termly	Rate of permanent exclusions from school	0.02% (11 exclusions)	0.05% (22 exclusions)	0.03% (15 exclusions)	n/a	0.10% (48 exclusions)	0.12 (60 exclusions)	0.09 (41 exclusions – Ac. Year 09/10)	0.13 (58 exclusions – Ac. Year 08/09)	0.22 (100 exclusions – Ac. Year 07/08)	0.11 (50 exclusions – Ac. Year 06/07)	0.19 (90 exclusions – Ac. Year 05/06)	0.08 (Ac. Yr 09/10)
2	Portfolio Plan	Annual	Number of Penalty Notices issued to parents as a result of non school attendance of their child	n/a	n/a	n/a	n/a	56	NEW INDICATOR	-	-	-	-	-	-
3	National	Annual	First time entrants to the Youth Justice System aged 10–17	20	41	55	12	67	-2% year on year reduction	140	203	305	408	533	-
4	National	Annual	Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody	5.1%	8.0%	7.0%	3.8%	6.7%	5%	6.0%	5.9%	3.0%	-	-	6.0%

**Priority Outcome**

**Young people get the best possible start in adult life**

Line number	Type of indicator	Reporting frequency	Indicator	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
1	Portfolio Plan	Quarterly	% of Young People (aged 16 to 18) not in education, employment and training (NEET)	n/a	n/a	n/a	n/a	4.9% (full year data based on quarter 2 figures)	4.0%	4.3% (450 young people, cohort of 10,394)	4.2% (450 young people, cohort of 10,636)	4.60%	4.80%	5.00%	6.40%
2	Portfolio Plan / AWOT	Annual	Care Leavers in Education, Employment and Training (EET)	55.6%	52.0%	51.6%	48.6%	48.6%	73%	71.40%	62.50%	66.70%	63.00%	58.00%	62.10%
3	National	Annual	Young offenders engagement in suitable education, employment or training	74.0%	78.0%	93.0%	65.0%	77.0%	90%	73.0%	77.0%	81.0%	76.0%	63.0%	73.5%

**Priority Outcome**

**Excellence in the eyes of the local people**

Line number	Type of indicator	Reporting frequency	Indicators	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
<b>Residents consider Bromley schools to be of the highest standards</b>															
1	Local	Six monthly	Percentage of schools judged by Ofsted to be good or outstanding.	73%	74%	71%	71%	71%	75.0%	71.0%	72.0%	69.0%	-	-	-
2	Local	Quarterly	Percentage of schools judged by Ofsted to be in category (special measures or notice to improve).	3%	2%	2%	2%	2%	0%	3.6%	5.0%	5.0%	-	-	-
<b>Residents are successful in securing a place for their child in their secondary school of choice</b>															
3	Local	Annually usually in March	Percentage of children receiving first and second choice of secondary school place.	n/a	n/a	n/a	n/a	85%	82%	81%	84%	83%	-	-	85% (2011-12)
4	Local / AWOT	Annually usually in April	Percentage of children receiving their first choice of Primary school place.	n/a	n/a	n/a	n/a	78%	80%	79%	77%	81%	-	-	-
<b>Children, young people and families requiring help from social care receive advice and support swiftly, to ensure children remain safe</b>															
5	National	Quarterly	Percentage of social care initial assessments completed within 10 working days.	75.5%	75.3%	77.3%	77.3%	77.3%	75%	54.6%	29.1%	-	-	-	-
6	National	Quarterly	Percentage of social care core assessments completed within 35 working days.	60.8%	64.4%	64.5%	67.3%	67.3%	75%	66.7%	43.5%	-	-	-	-
<b>The support provided to children and young people with special educational needs is considered timely and appropriate</b>															
7	Local	Six monthly	Percentage of special educational needs statements issued within the statutory timeframe	79%	78%	67%	83%	86%	85.0%	64.1%	62.0%	73.0%	-	-	91.0%



Line number	Type of indicator	Reporting frequency	Indicators	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Full year data 2011/12	Target 2011/12	Trend					National Comparison
										2010/11	2009/10	2008/09	2007/08	2006/07	
8	Local	Quarterly	The number of SEN Tribunals as a result of dissatisfaction with the statementing process.	16	10	11	14	51	NEW INDICATOR	51	39	48	-	-	
9	Local	Quarterly	The percentage of children with special educational needs in out borough special school placements	14.0%	14.7%	14.7%	14.0%	14.0%	NEW INDICATOR	14.3%	13.5%	12.6%	-	-	

**Children and Young People Services  
Definitions of All Performance Indicators 2011/12**

Line number	Indicator	Definition/Rationale
<b>Children and young people enjoy learning and achieve their full potential</b>		
1	Early Years Foundation Stage Profile: the percentage of pupils making the required level of progress	The number of children in <b>Bromley schools</b> who achieve the expected level, which is - 78 points across all 13 Early Years Foundation Stage Profile scales, with at least 6 points or more in each of the Personal, Social and Emotional Development and Communication, Language and Literacy scales, expressed as a percentage of the total number of children assessed against the Early Years Foundation Stage Profile.
2	Early Years Foundation Stage Profile: Raising the achievement of the lowest performing pupils	The lowest level of performance is taken to mean the bottom 20% of children in Bromley. A 'gap' or difference calculation is then done by looking at the median Foundation Stage Profile score of all children locally and the mean score of the lowest achieving 20% of children locally, as a percentage of the median score of all children locally.
3	Key Stage One: the percentage of pupils achieving level 2+ in reading, writing and maths	The number of pupils achieving Level 2 and above in each of the reading writing and maths assessments as a percentage of the number of pupils in the cohort at the end of KS1. Level 2 being the expected level for a Year 2 pupil to achieve at KS1. This indicator is broken down by subject.
4	Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)	The number of pupils achieving level 4+ in both English and maths at KS2 as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results in both English and maths. (Level 4 being the expected level of achievement at KS2). The target for this is set nationally for 2011/12.
5	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	The number of pupils at the end of KS2 making 2 levels of progress in English between KS1 and KS2, as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results (including absent pupils and pupils unable to access the tests).
6	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	The number of pupils at the end of KS2 making 2 levels of progress in maths between KS1 and KS2, as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results (including absent pupils and pupils unable to access the tests).
7	Looked after children reaching level 4 in English at Key Stage 2	The number of looked after children who have been in care for at least one year who were in year 6 (key stage 2) and who achieved at least level 4 in English, as a percentage of the total number of looked after children who were in care for at least one year who were in year 6 (key stage 2).

Line number	Indicator	Definition/Rationale
8	Looked after children reaching level 4 in maths at Key Stage 2	The number of looked after children who have been in care for at least one year who were in year 6 (key stage 2) and who achieved at least level 4 in maths, as a percentage of the total number of looked after children who were in care for at least one year who were in year 6 (key stage 2).
9	Key Stage Two: Performance of pupils with Special Educational Needs - the percentage achieving level 4+ in English and Maths	The number of pupils achieving level 4+ in both English and maths at KS2 as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results in both English and maths. A breakdown of the number and percentage of children with different categories of SEN is provided.
10	Key Stage Two: Performance of pupils eligible for Free School Meals (FSM) compared to non eligible pupils; the percentage achieving level 4+ in English and maths	The number of pupils achieving level 4+ in both English and maths at KS2 as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results in both English and maths. A breakdown of the number and percentage of children who are eligible for Free School Meals (FSM) is provided.
11	Authorised and unauthorised absences at primary schools	Total absences in primary schools, the percentage reported includes authorised and unauthorised absence. Authorised and Unauthorised absence are also presented separately
12	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths	The number of pupils achieving 5 or more A*-C or equivalent including English and maths at KS4 as a percentage of the number of pupils at the end of KS4.
13	Percentage of pupils making the expected progress from KS2 to KS4 in English	This indicator measures the level of progress made between the end of primary school (KS2) and Year 11 in secondary school. The expected level of progress at KS2 is at least a level 4, if a pupil's progress is to be consistent then they are expected to achieve at least a grade C at GCSE (or equivalent). The higher a pupils achievement at KS2 the higher the expected level at KS4.
14	Percentage of pupils making the expected progress from KS2 to KS4 in maths	This indicator measures the level of progress made between the end of primary school (KS2) and Year 11 in secondary school. The expected level of progress at KS2 is at least a level 4, if a pupil's progress is to be consistent then they are expected to achieve at least a grade C at GCSE (or equivalent). The higher a pupils achievement at KS2 the higher the expected level at KS4.
15	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and maths by Free School Meal status	The number of pupils achieving 5 or more A*-C or equivalent including English and maths at KS4 as a percentage of the number of pupils at the end of KS4. . A breakdown of the number and percentage of children who are eligible for Free School Meals (FSM) is provided.
16	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and maths by level of special educational need	The number of pupils achieving 5 or more A*-C or equivalent including English and maths at KS4 as a percentage of the number of pupils at the end of KS4. A breakdown of the number and percentage of children with different categories of SEN is provided.

Line number	Indicator	Definition/Rationale
17	Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	The number of looked after children who were in care for at least one year who were in year 11 and achieved the equivalent of at least 5 A*-C GCSEs, including English and maths (or equivalent) as a percentage of the total number of looked after children who were in care for at least one year who were in year 11.
18	Achievement of a level 3 qualification by the age of 19	This indicator reports the percentages of young people attaining Level 3 by age 19 in a Local Authority Area.
19	Authorised and unauthorised absences at secondary schools	Total absences in secondary schools, the percentage reported includes authorised and unauthorised absence. Authorised and Unauthorised absence are also presented separately.
20	Secondary school persistent absence rate	<p>The number of persistent absentees as a percentage of the total number of local authority maintained secondary school pupil enrolments.</p> <p>A persistent absentee is a pupil who has accumulated the threshold number of half day sessions of absence over the relevant reporting period. The thresholds are:</p> <p>On an annual basis – 64 or more half day sessions of absence (2 and a half terms ending at the May half term).</p> <p>On a two-term basis – 52 or more half day sessions of absence over the combined autumn and spring terms.</p>
21	Percentage of children looked after continuously for at least 12 months, of compulsory school age, who missed at least 25 days schooling for any reason during the previous school year	Looked after children who have been in care for a year or more and absent from school for 25 days or more.
<b>Children and young people are safe where they live, go to school, play and work</b>		
1	The number of children subject to Child Protection Plans	This figure provides a snapshot at the time of reporting as to the number of children who have a Child Protection Plan.
2	The percentage of children in foster care placed with London Borough of Bromley (in-house) foster carers	This indicator measures the take-up of foster care through in-house provision. The number of looked after children placed with LBB carers as a percentage of all looked after children in placements. In house provision is promoted as it often offers greater value for money and means that children are placed in their own locality. Locality is important not only to the child in terms of closeness to home for visits, but it will also mean that children have access to Bromley schools and services. It makes social worker visits more efficient in terms of journey time and can reduce the time involved in facilitating court ordered contact.
3	The number of newly recruited in-house foster carers	This is a cumulative figure throughout the year and measures the number of newly approved carers to the London Borough of Bromley.

Line number	Indicator	Definition/Rationale
4	Emotional and behavioural health of Children in care	It is based on a strength and difficulties questionnaire sent to the carers of each child who has been in care for a year or more and aged between 5 and 17. The scores from the questionnaires help identify any mental health issues. The indicator is an average of all the scores for looked after children. Anything below 13 is good, between 14 and 16 is a raised concern and anything over 16 requires further investigation.
5	Referral to children's social care going on to initial assessment	The percentage of children referred to children's social care whose cases go on to initial assessments.
6	Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time	The percentage of children who became subject to a Child Protection Plan at any time during the year, who had previously been the subject of a Child Protection Plan, or was on the Child Protection Register of that council, regardless of how long ago it was.
7	Number of looked after children	Snapshot of children in care as at the end of each reporting period.
8	Stability of placements of looked after children: number of placements	The percentage of children looked after at 31 March with 3 or more placements during the year.
9	Stability of placements of looked after children: length of placement	The percentage of looked after children aged under 16 at 31 March who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years.
<b>Children and Young People behave positively, take responsibility for their actions and feel safe within the borough, and that parents and carers take responsibility for the behaviour of their children</b>		
1	Rate of permanent exclusions from school	The number of permanent exclusions from school in the academic year expressed as a percentage of the school population, including maintained primary, secondary and special schools.
2	The number of penalty notices issued to parents as a result of non school attendance of their child	The rationale for measuring the number of penalty notices is to improve attendance at school. A penalty notice can be issued if the child is persistently absent and initial support provided to the parent to ensure that their child attends school has not lead to improvement. The penalty notice is issued by the LA. If a penalty notice is not paid the parents are then taken to court. In terms of performance, it is anticipated that initially there would be a higher number of notices issued to support Bromley's attendance strategy, with a view to the number decreasing as the percentage of pupils attending school improves.
3	First time entrants to the Youth Justice System aged 10 – 17	The number of first time entrants to the youth justice system, where first-time entrants are defined as young people (aged 10-17) who receive their first substantive outcome (relating to a reprimand, a final warning with or without an intervention, or a court disposal for those who go directly to court without a reprimand or final warning).

Line number	Indicator	Definition/Rationale
4	Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody	The proportionate use of custody is the percentage of custodial sentences issued to young people (aged 10-17) out of all convictions received by young people in court (total of first-tier disposal, community sentence, and custodial sentence).
<b>Young people get the best possible start in adult life</b>		
1	Percentage of Young People (aged 16-18) not in education, employment and training (NEET)	The percentage of 16 to 18 year olds who are not in education, employment or training (NEET). This indicator uses an annual result which is based on 3 one month snapshots at the end of November, December and January each year.
2	Care leavers in education, employment or training	The percentage of former care leavers aged 19 who were looked after on 1 April in their 17 <sup>th</sup> year, who were in education, employment or training.
3	Young offenders' engagement in suitable education, training and employment	The proportion of young offenders aged 10-17 who are actively engaged in education, training and employment (at least 25 hours, or 16 hours for those above statutory school age).
<b>Excellence in the eyes of local people</b>		

Residents consider Bromley schools to be of the highest standards

1	The percentage of schools judged by Ofsted to be good or outstanding	The number of schools graded as good and outstanding expressed as a percentage of all schools that have been inspected within the three year inspection cycle.
2	Percentage of schools judged by Ofsted to be in category (special measures or notice to improve)	The number of schools in the LA that are judged by Ofsted to be in special measure or have been given a notice to improve expressed as a percentage of all schools in the LA.

Residents are successful in securing a place for their child in a school of their choice

3	Percentage of children receiving first and second choice of secondary school place	The percentage of pupils who have been offered either their first or second choice of secondary school place by the end of the admissions process. This figure is reported annually as a statutory requirement to the DFE
4	Percentage of children receiving their first choice of primary school place	The percentage of pupils who have been offered their first choice of primary school. This figure is reported annually as a statutory requirement to the DFE.

Children, young people and families requiring help from social care receive advice and support swiftly to ensure children remain safe

5	Initial assessments for children's social care carried out within 10 working days of referral	The percentage of initial assessments completed in the period between 1 April and 31 March within 10 working days of referral. (in 2010/11 the definition changed from 7 working days to 10 working days).
6	Core assessments for children's social care that were carried out within 35 working days of their commencement	The percentage of core assessment completed in the period between 1 April and 31 March within 35 working days of initial assessment end date.

Line number	Indicator	Definition/Rationale
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The support provided to children and young people with special educational needs is considered timely and appropriate

7	Percentage of Special Educational Needs statements issued within the statutory timeframe	<p>Percentage of final statements of special education need issued within 26 weeks as a proportion of all such statements issued in the year.</p> <p>The exceptions are those set out in the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001, Regulations 12(5), 12(7), 12(9) and 17(4).</p>
8	The number of SEN Tribunals as a result of dissatisfaction with the statementing process	An SEN tribunal is a full legal process whereby a parent can appeal against the decision or information written in their child's statement. Therefore a low number of tribunals would indicate satisfaction with the statementing process.
9	The number of parents choosing out of borough special school placements (for which the authority pays)	Parents are encouraged to choose an in borough placement for their child wherever possible. In house provision not only offers value for money but also enables Bromley to maximise its resources. Most out of borough options available to parents are within the independent sector.