



## EDUCATION COMMISSION 24 April 2006

Report of the Corporate Director, Corporate and Adult Social Services and Deputy Chief Executive

### Monitoring Performance

#### RECOMMENDATION

- 1.1 To consider and comment on the key indicators identified by the Commission at the last meeting.

#### SUPPORTING INFORMATION

- 2.1 Overview and Scrutiny Commissions are asked by the SMC to regularly monitor council's performance within their remit. The Education Commission discussed the process of establishing a regular process for monitoring performance under its remit and agreed to identify a batch of indicators from the Children and Young People's performance management structure that could be looked at in more detail at each meeting.
- 2.2 For this meeting members agreed to look at the list of performance indicators listed below as a batch. These relate to 'no school causing concern' category shown in the corporate plan 2005- 2008 and Best Value scorecards in the Council's Performance Eye. The indicators are:

##### **CPD 1a Number of schools in special measures**

1 school in Special measures (the PRU). Progress during the year has been good – the start of year figure was 3. Changes in OFSTED inspection will, however, mean that we are unlikely to sustain this low level.

##### **1b Number of schools in serious weakness**

4 schools with a notice to improve. One school was moved into this category during the year, and should be removed successfully within 12 months.

##### **1c Frequency of reporting on action plans**

Once per term. Action plans for schools in OFSTED categories are monitored by OFSTED at their (normally) termly visits. Progress against action plans is also monitored at termly case conferences.

**1d percentage of inspection/visits satisfactory or better**

Quarter 3 – 94% - One school from 18, Dale, received a notice to improve.

**1e percentage of HMI visits to schools where progress is satisfactory**

100% - Merrill the school was removed from special measures  
At Moorhead the school was moved from special measures to notice to improve

**1g percentage of schools maintained by the LEA subject to special measures**

Approximately 1%- being 1 from 105, (see 1a for commentary)

**BV 43a percentage of statements of special educational needs prepared within 18 weeks excluding those affected by exceptions to the rule under the SEN Code of Practice**

Target 89.33%,      Actual 90.00%      in quarter 4 2005/06

**BV 43b percentage of statements of special educational needs prepared within 18 weeks including those affected by exceptions to the rule under the SEN Code of Practice**

Target 68.38%      Actual 81.82%      in quarter 4 2005/06

- 2.3 The Scrutiny Management Commission is currently reviewing the make-up of the Commission to reflect the changes to the Cabinet Member portfolios and the Departmental restructuring of the Council, with a view to making recommendations to the Council Cabinet. It is suggested that members allow the new Commission with responsibilities for education services in the next municipal year to select its set of indicators for regular monitoring.

<b>For more information contact:</b>	Mahroof Hussain 01332 255597 e-mail <a href="mailto:Mahroof.hussain@derby.gov.uk">Mahroof.hussain@derby.gov.uk</a>
<b>Background papers:</b>	None
<b>List of appendices:</b>	Appendix 1 - Implications Appendix 2 – BV43 definition

<b>IMPLICATIONS</b>
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**Financial**

1. None arising from this report.

**Legal**

2. None arising from this report.

**Personnel**

3. None arising from this report.

**Equalities impact**

4. None arising from this report.

**Corporate Objectives, Values and Priorities**

5. This report links to the corporate priorities and key outcomes for 2006 - 09 approved by the Council on 1 March which aim to encourage lifelong learning and achievement as a catalyst for economic growth, by:
  - providing early and effective support for under performing schools to
  - reduce the number of 'causing concern' schools
  - improving educational attainment at Key Stage and GCSE levels
  - raising skill levels to improve the chances of securing employment.

### Notes to indicator BV43

A pupil is defined as having Special Educational Needs (SEN) if he or she has a learning difficulty which requires special educational provision to be made for him or her. LEAs must identify and make a statutory assessment of those children for whom they are responsible who have special educational needs and who probably need a statement. All pupils with SEN must have those needs addressed, via a broad and balanced education. In most cases, it is the pupil's mainstream school that will make this provision.

The government expects in the interest of all concerned that statutory assessments be carried out in timely manner and has set 18 week timeframe for achieving this.

#### BV43a

This indicator measures the percentage of statements of special educational needs issued by the authority in a financial year and prepared within 18 weeks excluding those affected by exceptions to the rule under the SEN Code of Practice.

Local authorities are set time limits for conducting the assessments which prescribed in the SEN Code of Practice. They have 6 weeks from the date of receiving a request for assessment to decide whether or not to start an assessment (Phase 1). If they decide to go ahead with the assessment they have a further 10 weeks to gather information and decide whether or not to write a Statement or a Note in Lieu (Phase 2). If it is decided to write a Statement or a Note in Lieu they have 2 weeks in which to prepare the document and issue it to parents (Phase 3). After a proposed Statement is issued we are allowed a further 8 weeks to issue the final Statement.

At the moment we are measured only on our performance in meeting the 18 week target.

There are exemptions to meeting the various targets. These are to do with circumstances over which the Authority has no control, for example, late medical or Social Care advice, personal circumstances pertaining to the child or parent (including an extended stay abroad), or when information is requested from a school 1 week after the start of the summer holiday. There are slightly different exemptions at various phases of the assessment process as shown below:

Phase 1 to consider whether to assess the child for SEN and needs to be completed within first six weeks

- school holidays
- personal circumstances
- child or parent abroad

Phase 2 - assessment process/collection of reports which to be carried out within further 10 weeks.

- further advice needed
- late advice from parent
- school holidays
- LHA delay
- personal circumstances
- child or parent abroad
- missed appointment
- SSD advice late

Exception Phase 3 - issue of proposed statement further 2 weeks

- personal circumstance
- child or parent absent
- late parent representation
- extra meeting with parents
- Secretary of States response

BV43b

The percentage of statements of special educational needs issued by the authority in a financial year and prepared within 18 weeks included those affected by exceptions to the rule under the SEN Code of Practice.