

EDUCATION QUARTERLY PERFORMANCE REPORT: QUARTER 4 (JAN – MAR) 2000/01

Report by: **Education Directorate**

Authorised for submission by **Michael Peters, Executive Director**

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PURPOSE

To report on the key events and progress achieved by the Directorate during the previous quarter in the context of the aims and objectives of the Corporate Plan.

RECOMMENDATION

That the Committee notes the content of the report.

Note: This report should be read in conjunction with the companion Directorate Performance Digest.

Audit Trail

Executive/Committee Deadline (first in cycle):		25 April 2001	
Author:		Jo Newton	
Date Drafted:		9 April 2001	
CONSULTATION WITH OTHER OFFICERS/DIRECTORATES			
NAME	DIRECTORATE	DATE SENT/ RECEIVED	DATE CLEARED/ RECEIVED
Directorate Management Team	Education	9 April	11 April
Cllr Ty Goddard	Education	12 April	23 April
Date sent to/received by Democratic Services:			
Date sent to Councillors:			

List of Background Documents

- Appendix 1 Directorate Performance Digest
- Appendix 2 Table of delegated decisions
- Appendix 3 Summary of Directorate budget position

1. LEADERSHIP

1.1. NEW DEVELOPMENTS

Two appointments into key management roles were made during March. Sandra Morrison has been appointed as Assistant Director Access and Inclusion, and Phyllis Dunipace has been appointed as Assistant Director, Community and Lifelong Learning. They took their roles from 1 April 2001.

Sandra Morrison has been undertaking the role of Assistant Director on an acting basis for a year, as well as her role as Head of Special Educational Needs. In the light of Sandra's appointment, we will be recruiting for a Head of Special Education Needs as soon as possible. Phyllis Dunipace is currently the Head of the EBP and the secondary school advisor, arrangements are being made to cover these areas of work.

The Education Directorates Management team are most grateful to Nitin Parshotam for covering the Assistant Director, Community and Lifelong Learning post on an acting basis for the last year.

2. POLICY/STRATEGY

2.1. PROGRESS TOWARDS PLANNED TARGETS

A race equality steering group has been established within the education directorate to respond to the recommendations in the Macpherson report into the death of Stephen Lawrence and the findings of Lambeth's Value for All report. A key area of action has been to develop training for teachers and governors to support the Challenging Racism and Promoting Racial Equality booklet for schools that was produced last year. We have also included targets that will be monitored by ethnicity in the Best Value Performance Plan, and are introducing a common group of ethnic categories for use across the education directorate when monitoring by ethnicity.

2.2. NEW DEVELOPMENTS

The LEA is currently developing an Excellence Challenge plan, to be submitted to the DfEE in June. Excellence Challenge is a new initiative to increase the number of pupils taking up higher education. The aim is to extend the EIC gifted and talented strand to 16 to 19 year olds, thus enabling more pupils to apply to the universities with the most demanding entry requirements.

LEA officers have also been liaising with DfEE, schools and the Learning and Skills Council about the governments plan to establish a new sixth form college in Lambeth. We are also in negotiation with a potential sponsor about the establishment of a City Academy in Lambeth.

2.3. OTHER

The Access and Inclusion division have been engaged in a number of initiatives which include:

- **Anti-bullying project** – which has involved the educational psychology service working with secondary schools to look at anti-bullying strategies, focusing particularly on why young people "bully". This work will be completed in July 2001. The information obtained will be used to help schools review their present policy and practice
- **Fresh-start project** – Hillmead school, primary pru and officers have been involved in a project to support pupils who have been excluded from primary schools for poor behaviour *back* into mainstream primary education. The school has been additionally resourced to enable the young people involved in the

project to benefit from 1:1 support, individual teaching support, educational psychology input and re-integration support. Whilst the project is very much in its infancy, it has enabled two young people to transfer to main stream secondary provision

- **Maytree Early bird project** – for young people with Autism. Maytree nursery has been additionally resourced to enable them to provide specialist support for young pupils under 5 diagnosed with Autism. The educational psychology service has provided advice and support to parents.

The LEA successfully held a Parents Conference in October to which 200 parents attended. The guest speaker from Prague spoke to parents about the way back to inclusion for young people with disabilities.

Admission issues - The LEA is aware of difficulties and stresses experienced by the parents of young people who are transferring to secondary schools. A parent helpline has been established to provide parents with information and advice. The LEA is currently developing proposals for Alternative Educational Provision (AEP), in anticipation that some pupils will not have an allocated place in September. It is expected that the review of secondary places and the establishment of additional secondary provision will resolve future admission difficulties.

3. PEOPLE

3.1. PROGRESS TOWARDS PLANNED TARGETS

The Lambeth schools' return for the annual DfEE census of school staffing indicated a total of 51 teacher vacancies in January 2001 (there on average 1500 FTE teaching post in Lambeth). This is broken down into 10 secondary, 35 primary, and 6 special school vacancies. This compares favourably with the 56 vacancies recorded in January 2000 census, and most LEAs have experienced an increase in vacancies. The LEA has supported Lambeth schools in filling vacant posts.

3.2. PROGRESS OF SPECIFIC PROJECTS

Teacher Training - two courses have been run for deputy heads. The focus of the training is to develop knowledge of financial management and performance management. At least one course a term will be held. At present 17 deputy heads are undertaking the National Professional Qualification for Headship and 10 heads are doing the leadership programme.

The Education Champions have been meeting on a regular basis, and have recently been working on a newsletter for all staff. The first issue will be sent to staff at the beginning of April, and will outline the purpose of Champions and seeks views from staff on various issues e.g. team meetings and a potential staff conference.

3.3. NEW DEVELOPMENTS

Lambeth has been allocated £528,000 for 2001/02 from the DfEE's new Teacher Recruitment and Retention Fund. The fund is targeted predominantly on secondary schools in areas which have had particular recruitment and retention problems, and is intended to give headteachers greater flexibility in creating recruitment packages

tailored to the needs of their school. The funding will be distributed to the LEA for onwards transmission to headteachers. The DfEE guidance note on allocations recommends that schools could agree to set up a contingency fund to be held centrally by the LEA to address any unexpected difficulties with recruitment and retention.

The Education Action Zone Project Director, Tim Coulson, is leaving Lambeth at the beginning of April. An interim project director has been appointed and recruitment for a permanent replacement is underway.

4. **PARTNERSHIP/RESOURCES**

4.1. **PROGRESS TOWARDS PLANNED TARGETS**

The directorate is required to save £716,000 on the 2000/01 budget. As of the end of February there is an overspend of £207,000. However, the proposed additional income/funding due in the last month of the financial year from credits due on SEN transport, money to be recovered from Reay Primary School and outstanding Further Education Funding Council income will mean we are on track to achieve the required target.

4.2. **PROGRESS OF SPECIFIC PROJECTS**

In March, Lambeth's Education Business Partnership was awarded by the EBP National Network, the Quality Award Standard for the Accreditation of Lambeth Partnership. The assessment took place in January and involved speaking to clients from schools and business, staff and partners. The EBP were commended for, amongst other things, the quality of customer service, links with the local business community, and the innovative quality of programmes. The assessment highlighted two areas in which they considered the work to be of such a high quality that it would be useful for other authorities EBPs to have access to. A couple of areas were highlighted in which the EBP could develop, such as evaluation and review and financial management systems, the EBP are currently working to address these.

The **Education Contracts Unit** monitors a range of performance standards, the outcome of which are reported to schools and used to develop the service with Team Lambeth. Overall performance, with regard to school meals, has improved by 1% on the previous period (second half of the autumn term). The specific areas of concern are the implications for schools as a result of services not starting and finishing on time and the impact that has on the delivery of education.

4.3. **NEW DEVELOPMENTS**

The LEA has consulted with all primary and special schools on the delegation of the school meals service for 2001/2002. The outcome of which has led to four schools opting to receive a delegated budget.

Team Lambeth have expressed a view that the increased delegation of the school meals service could ultimately lead to the central service provided to the LEA not being viable for Team Lambeth to operate within the Joint Venture Agreement. Whilst it is not anticipated that the number of schools opting for delegation will increase in volume to an extent that is likely to have an immediate adverse effect on

the remainder of the contract the Education Contracts Unit and Team Lambeth propose to develop a strategy for managing this. This issue is being looked at as part of the Best Value Review of education catering.

5. PROCESSES

5.1. PROGRESS OF SPECIFIC PROJECTS

Following the publication of the **Ofsted/Audit Commission report on the Local Education Authority** in December 2000, officers had until 6 April 2001 to prepare an action plan in response. The plan has been drafted and agreed by the Directorate Management Team, Executive Member for Learning and Support and by Executive. The plan sets out how the LEA will respond to each of the recommendations made by Ofsted, showing clearly who will do what and to what timescale, and how the action will be monitored and evaluated. The full action plan is available on the internet site. The table below lists the eight key recommendations, actions to be taken and the success criteria. As agreed at Executive on 26 March, future quarterly reports will be used to update Members on progress made towards the actions listed below.

Recommendation	Action	Success Criteria
A1: Develop a stronger focus on schools as customers	<ul style="list-style-type: none"> • IIP Accreditation • Reduce number of requests for info to schools • Implement customer care best value review recommendations 	<p>Achievement of Investors in People by Dec. 2002.</p> <p>Positive feedback from school survey.</p>
A2: Ensure services provided by external contractors meet the needs of schools	<ul style="list-style-type: none"> • Agree individual contracts between Team Lambeth and schools. • Strengthen corporate contract management • Undertake Year 2 BVR's of Team Lambeth services 	<p>95% paid within contractual period <5% disputed.</p> <p>BVR's completed without adverse audit comments.</p>
B1: Develop confidence of the schools in the LEA's finance capability	<ul style="list-style-type: none"> • Agree the role & structure of the financial monitoring team and recruit to senior posts by Sept. 2001. • School monitoring requirements to be developed. 	<p>90% of schools provide monitoring info by due date.</p>
B2: Improve financial management in schools	<ul style="list-style-type: none"> • Consult with schools on difficulties and issues on providing school returns. • Develop training packages for headteachers, deputies and school governors. 	<p>Less than 10 schools in deficit at March 2002</p> <p>Training programme delivered Autumn Term 2001.</p>
B3: Replicate the SIDD practice of targeted challenge and support to cover financial management	<ul style="list-style-type: none"> • Develop a set of criteria which will identify schools causing concern. • SIMG to include review of schools causing financial concern. 	<p>Less than 10 schools in deficit at March 2002</p> <p>Less schools with surplus exceeding 5%</p>
B4: Ensure that recommendations regarding schools	<ul style="list-style-type: none"> • Undertake a Best Value Review of the school financial monitoring and support functions. 	<p>Review to be completed with no adverse audit comments by end 2003.</p>

Recommendation	Action	Success Criteria
finances are acted upon		
E1: Ensure that secondary review plans are translated into appropriate action	<ul style="list-style-type: none"> • Secondary school places: replacement for Lilian Baylis school • Secondary school places: refurbishment of all other secondary schools. • Establishment of a City Academy in Lambeth • Development of a 16-19 provision in Lambeth 	<ul style="list-style-type: none"> • Replacement school opens according to plan in Sept 2002 • Each year 20% of pupils achieve 5+ higher grade GCSEs. • DfEE approve plan for City Academy Sept 2001. Year 7 full from opening • Additional provision for 16-19 year olds opens in Sept 2003. • Increase in the number of pupils achieving A levels and equivalent.
F1: Improve the support for SEN	<ul style="list-style-type: none"> • To work closely with the external partners who contribute to statutory assessments and seek new ways to avoid delays. • Improve guidance to schools 	% of statements prepared in 18 weeks including those affected by valid exceptions to increase from 30% to 50%.

OFSTED undertook an inspection of the **Lambeth Youth Service** during September and November last year. The report was published on 1 March 2001 and contains key issues and recommendation that will need to be addressed. A detailed action plan must be submitted to OFSTED by 24 May and an officer working group has been set up to develop this action plan.

Strengths that were identified were; effective youth work, excellent detached work, standards of achievement good, value for money. The weaknesses identified will be addresses within a detailed action plan, these were; links with the voluntary sector underdeveloped, vacancies have affected curriculum management, little day-time provision and work with schools, the quarterly of information to young people is poor and ICT is underused.

Interim reports on the **Best Value Reviews of Youth and Play** and **Early Years** have been presented to Policy during this quarter. It was agreed that some further work would be done, in particular to put the recommendations in relation to Early Years within an overall strategic vision, and that progress would be reported back during the Summer Term. In 2001-02 education is the corporate sponsor for three reviews, the Professional Advisory Service (deferred from Year 1), Education Catering, and Cleaning, Education and Public Buildings Maintenance, and Security at the Council's Public Buildings. The scope of the Professional Advisory Service Review was approved by Education Scrutiny in February and this review is on track for completion by July 2001. The Education Catering view is also likely to be completed by the summer, while the review on cleaning etc. has made a slightly slower start, due to difficulties identifying a project manager.

RESULTS CRITERIA: What have we achieved?

Please see Education Performance Digest in Appendix One



LONDON BOROUGH OF LAMBETH

**EDUCATION
PERFORMANCE DIGEST**

QUARTER 4 (JAN – MAR) 2000/01

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RESULTS CRITERIA: What have we achieved?

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CHLP2 - % of letters answered within 10 working days

Details:

The number of letters received requiring a response, excluding letters from the Authority's own Councillors, answered within 10 working days, as a percentage of all such letters received.

Target:

By 31.3.2002 – 90%

Scope of monitoring:

At present, systems are under development to monitor and compile corporate performance against this performance indicator for the whole of the education directorate. Performance is reported against the letters received by the Chief Executive's Department in order to provide an indication of performance.

Results:

Month	Number of letters received requiring a response	Number of letters answered within 10 working days	% of letters answered within 10 working days
January 01	34	15	44
February 01	28	19	68
March 01	30	21	70

Comments:

During March and April Elaine Peers and Jo Newton are meeting with each business unit to evaluate systems and procedures in place to monitor letters. Guidance will be sent to each business unit at the end of April so that data can be collected from the 1 May.

The % of members enquiries answered within 10 working days

Details:

Enquiries received by the Chief Executives Office, from Members with regard to the Education Directorate.

Target:

By 31.3.2002 – 100% (for letters answered within 7 working days)

Results:

Month	Number of enquiries received requiring a response	Number of enquiries answered within 10 working days	% of enquiries answered within 10 working days
January 01	26	14	54%
February 01	20	9	45%
March 01	18	12	66.6%

Comments:

As of 1st April 2001 we will be reported information based on the revised response target time of 7 working days.

CHLP1 - % of calls answered within 15 seconds

Details:

The number of telephone calls from and on behalf of members of the public answered within 15 seconds, as a percentage of all such calls received.

Computer monitoring equipment attached to the switchboard measures this service. This covers the whole of the Council and is produced using computerised equipment to log each call and the time taken to answer it. The system currently only receives call records for external calls. It is not possible at present to log internal calls. It is hoped that the NTL will have the necessary upgrade available by the end of the year to enable internal calls to be logged but this is yet to be confirmed.

The target of 15 seconds is equivalent to 5 rings, the corporate target for answering the phone. Performance is reported against calls received between 9am and 5pm, Monday to Friday – the core business hours of the authority.

Target:

By 31.03.2002 – 90%

Results:

January 2001

Department/Directorate	Total no. of calls	% of total calls answered (in 15 secs)	% of total calls answered	% of total calls unanswered	% of total calls engaged
Chief Education Officer	671	70	75	6	20
Contracts Unit	499	75	77	4	19
Education Business Partnership	1,646	73	82	2	16
Education Action Zone	872	85	90	6	3
EMAG	742	48	70	4	26
Finance	827	81	85	3	11
Human Resources	2,426	63	72	5	23
Information Technology & Communications	431	62	77	15	7
Lifelong Learning	3,525	56	63	20	16
PDC	1,014	69	86	3	12
Property and Provision	1,424	77	79	3	18
Psychology Services	1,149	69	70	5	25
Pupil and Student Services	13,907	25	29	2	69
Residual Education	334	58	66	25	10
School Finance Service	36	48	78	17	6
School Improvement	2,093	71	73	5	22
Special Educational Needs	1,915	75	78	5	17
Unified Children's Services	4,793	66	70	4	27
EDUCATION (inc. schools)	38,304	52	57	5	38

February 2001

Department/Directorate	Total no. of calls	% of total calls answered (in 15 secs)	% of total calls answered	% of total calls unanswered	% of total calls engaged
Chief Education Officer	1,227	81	84	4	12
Contracts Unit	548	70	72	6	22
Education Business Partnership	2,124	88	94	3	3
Education Action Zone	1,061	89	95	4	1
EMAG	704	58	78	5	17
Finance	1,279	73	80	7	13
Human Resources	3,875	57	68	7	25
Information Technology & Communications	520	59	80	13	7
Lifelong Learning	3,998	71	78	9	12
PDC	1,506	61	75	9	16
Property and Provision	1,877	77	81	2	16
Psychology Services	1,173	77	81	6	14
Pupil and Student Services	12,734	34	39	4	57
Residual Education	980	60	69	23	9
School Finance Service	79	68	82	9	9
School Improvement	2,348	77	79	4	16
Special Educational Needs	2,320	77	81	5	14
Unified Children's Services	6,654	60	66	3	31
EDUCATION (inc. schools)	45,007	59	66	5	29

March

Department/Directorate	Total no. of calls	% of total calls answered (in 15 secs)	% of total calls answered	% of total calls unanswered	% of total calls engaged
Chief Education Officer	2,930	79	82	3	15
Contracts Unit	974	72	74	4	22
Education Business Partnership	3,366	84	92	5	3
Education Action Zone	1,433	85	94	5	1
EMAG	1,345	62	77	8	15
Finance	2,613	77	84	5	11
Human Resources	7,999	57	73	8	19
IT & Communications	950	53	79	12	9
Lifelong Learning	6,696	72	82	6	12
PDC	3,396	59	74	11	15
Property and Provision	3,540	77	83	3	14
Psychology Services	2,078	76	79	5	16
Pupil and Student Services	18,817	36	43	6	51
Residual Education	4,244	67	76	15	9
School Finance Service	153	57	84	10	6
School Improvement	5,388	75	79	6	15
Special Educational Needs	4,646	71	78	5	17
Unified Children's Services	8,347	62	68	4	28
EDUCATION (inc. schools)	78,915	61	70	6	24

NOTE: March figures include internal calls

Comments:

At the present time we do not know which extension numbers are being monitored for each business units to produce the results, it is likely that some extension numbers are being allocated to the incorrect business unit. Therefore, during March and April Elaine Peers and Jo Newton are meeting with each business unit to evaluate systems used by each service team, and to get a detailed list of all of the extension numbers within each business unit. Once this information has been collated, we will inform the Facilities Unit so that they can adjust the report so that the figures reported are accurate.

BV12 - The number of workings days lost due to sickness absence

Details:

The aggregate of working days lost due to sickness absence, irrespective of whether it is self-certified, certified by a GP or long term. Staff on maternity and paternity leave are excluded. The percentage sickness is expressed as a comparison with the available working days and calculated as:

$$\% \text{ of sick} = \frac{\text{Total sick}}{\text{FTE} \times 18.33^* \times \text{months}} \times 100$$

* - 18.33 is the number of working days per FTE per month. This is based on 365 days minus 104 days weekends, 33 days annual leave and 8 bank holidays.

Target:

By 31.3.2002 – 8 days per annum – disaggregated as 2 working days per quarter.

Results:

Business Unit	Totals		
	Sick	W/Days	% Sick
Contracts Unit	37	443.5	8.34
Director's Office	26	439.9	5.91
EBP	81	1484.7	5.46
Ed Psychology	52.5	2401.2	2.19
EMAT	111.5	516.9	21.57
Ed. Welfare Service	140	2076.0	6.74
Finance (Gen)	35.5	1704.6	2.08
Governor Services	31	788.1	3.93
Human Resources	87	1704.6	5.10
IT	0	36.6	N/A
Early Years	861	9110.0	9.45
Lifelong Learning	470	15470.5	3.04
PDC	12	366.6	3.27
PDC (Off Services)	0.5	146.6	0.34
Property & Provision	138	916.5	15.06
PSS Awards & Ben	23.5	1154.7	2.04
Research & Info	0	0	N/A
SEN	48.5	2654.1	1.83
SIDD	9	1356.4	0.66
TOTALS	2164	42772.32	5.05

Comments:

The percentage sickness is expressed as a comparison with the available working days as per the calculation detailed above. The average for the period April to September 2000 was 3.39%. In the reporting period October to March it has increased to 5%. The business units specifically highlighted are as follows:

- **Contract's Unit (8.34%):** This arises from one employee's extended absence through October and November. Following their return to work in December, the absence level for the unit has been running at less than 1%.
- **EMAT (21.57%):** This arises from one employee's continuous absence since the beginning of October. Agreement has been reached with this employee for their contract to be terminated wef 13/4/01.
- **Early Years (8.90%):** Over 55% of the total sickness has been incurred by two of the nurseries, Norwood and Kennington. Management is taking urgent action through the Sickness Absence Procedure.
- **Property & Provision (15.06%):** This arises primarily from the extended absence of two employees who were sick for the whole of November and December. Their contracts were terminated on grounds of early retirement and redundancy wef 31/12/00. Since then the absence level for the unit has been running at 4.60%.

BV8 - Percentage of undisputed invoices paid within 30 days

Target:

By 31.3.2002 – 75%

January 2001

	Business Unit No of Invoices Value Within 30 Days Value %	
EDU_CAP		67 1,266,034.53 6 535,059.60 9
EDU_CEO		101 54,421.53 20 5,265.73 20
EDU_EBP		70 61,886.33 34 13,484.03 49
EDU_ECU		374 162,958.42 69 85,939.54 18
EDU_EMA		11 27,817.21 5 12,600.00 45
EDU_EPS		51 16,006.03 13 2,421.96 25
EDU_FIN		55 66,555.35 38 45,404.38 69
EDU_ICT		28 116,417.12 8 8,207.60

		29
EDU_LLG		129
		121,606.21
		81
		97,563.50
		63
EDU_PAP		177
		278,334.35
		17
		9,790.16
		10
EDU_PSS		789
		157,493.74
		721
		133,921.24
		91
EDU_RES		12
		39,903.00
		1
		10,000.00
		8
EDU_SDF		81
		4,917,230.77
		81
		4,917,230.77
		100
EDU_SEN		22
		110,050.72
		6
		3,189.24
		27
EDU_SID		45
		27,354.49
		27
		21,089.86
		60
EDU_UCS		236
		128,430.94
		92
		82,013.72
		39

Total

2248
7,552,500.74

1219

5,983,181.33

54

February 2001

Business Unit	No of Invoices	Value	Within 30 Days	Value	%
EDU_CAP	173	1,238,807.00	61	614,921.17	35
EDU_CEO	32	16,466.47	1	368.21	3
EDU_EBP	105	114,363.63	86	78,739.16	82
EDU_ECU	183	103,988.44	143	96,124.49	78
EDU_EMA	73	48,851.12	50	16,463.36	68
EDU_EPS	18	16,834.29	12	2,321.72	67
EDU_FIN	27	49,727.01	25	25,247.85	93
EDU_HUR	56	112,371.76	43	86,625.01	77
EDU_ICT	36	13,872.01	7	3,015.56	19
EDU_LLG	677	362,300.38	350	282,081.77	52
EDU_PAP	122	110,005.80	32	61,737.24	26
EDU_PDC	131	75,883.70	89	57,713.12	68
EDU_PSS	1202	475,523.95	1162	454,521.01	97
EDU_RES	2	10,446.18			0
EDU_SDF	57	4,766,841.34	57	4,766,841.34	100
EDU_SEN	405	1,524,265.47	91	813,172.09	22
EDU_SID	607	725,872.88	557	693,501.28	92
EDU_UCS	298	709,869.45	232	643,979.46	78
Total	4204	10,476,290.88	2998	8,697,373.84	71

March 2001

Business Unit	No of Invoices	Value	Within 30 Days	Value	%
CAP	172	2,387,360.90	102	1,990,673.54	59
EBP	280	656,303.85	240	603,553.20	86
ECU	190	99,620.94	136	96,102.50	72
EMA	145	94,463.75	116	87,360.25	80
EPS	17	7,337.86	13	6,198.09	76
FIN	49	77,431.45	41	53,834.59	84
HUR	133	279,586.82	96	177,009.10	72
ICT	25	14,618.44	17	7,268.37	68
LLG	366	258,753.10	308	187,247.51	84
PAP	227	401,537.29	97	177,726.03	43
PDC	48	34,807.29	47	32,339.79	98
PSS	2139	590,608.78	2109	562,443.55	99
RES	2	17,366.00			0
SDF	108	3,499,485.40	108	3,499,485.40	100
SEN	244	773,535.46	184	541,530.03	75
SID	985	1,786,204.40	790	1,647,911.45	80
UCS	287	315,082.29	101	208,272.13	35
Total	5417	11,294,104.02	4505	9,878,955.53	83

Comments:

Comments not available at time of publishing.

**EDLP7 - % of education psychology statutory assessments
completed on time**

Details:

Details being prepared – will be available for the next digest.

Target:

100%

Period	Number of statutory assessments completed	Number of assessments completed on time
January – March 2001	27	93%

Comments:

Although we aim to complete 100% of assessments on time, this quarter several education psychologists have been given a greater number of reports than usual because of impending special school closures and the request for reassessments.

BV43 - Percentage of SEN statements prepared within 18 weeks (a) excluding (b) including valid exceptions

Details:

The number of Special Educational Need (SEN) assessments completed by the local authority within a target timescale of 18 weeks.

- (a) is calculated by looking at the number of statements prepared within 18 weeks as a percentage of all statements excluding valid exceptions (including those involving other agencies).
- (b) Is calculated by looked at the number of statements prepared within 18 weeks as a percentage of all statements including cases where there is a valid exception.

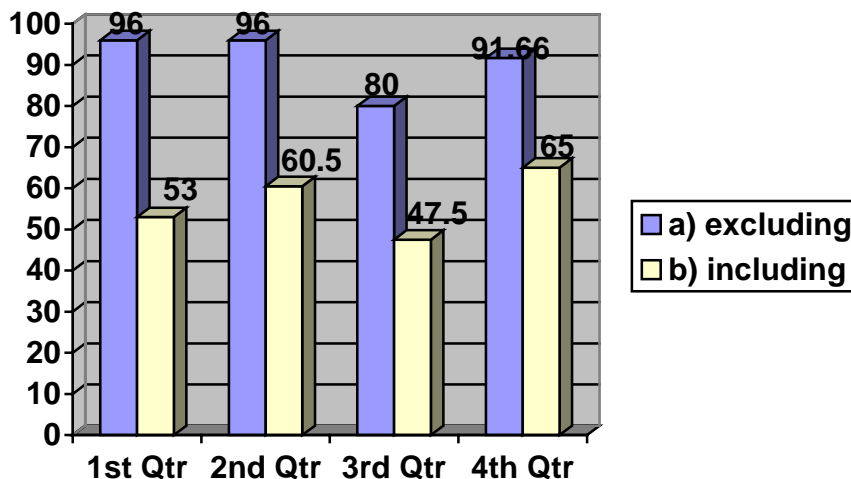
An SEN statement is prepared by the Local Education Authority, on behalf of pupils who may require extra help, to ensure that they receive the expected standard of education. Timely assessment enables the provision of an effective package of support at the earliest opportunity.

Target:

By 31.3.2001 – a) 90% b) no target set

By 31.3.2002 – a) 90% b) 50%

Results:



Comments:

- (a) The performance of the council in relation to this indicator exceeds the target of 90%, for this quarter and for the year. This is due to on-going review of monitoring arrangements and, partners supported the LEA by producing their contributory reports on time.
- (b) This indicator relates to those cases where reports have not been produced on time by other agencies, or children have been out of school or the county when professionals needed to meet with them for assessments. The Council has exceeded its target of 50% this quarter due to an increased awareness by our partners e.g. the health authority regarding the impact of service delivery though joint strategies regarding the medical assessment of young people and renewed monitoring arrangements in Education.

BV47 - Number of schools in serious weaknesses

Details:

The number of schools maintained by the authority judged, by Ofsted to have a serious weakness. Performance will be presented against all schools, including Pupil Referral Units. There are a total of 91 school, this means that one school is 1.1%, two school 2.2% etc.

Target:

By 31.3.2001 – 2.2%.

Results:

Month	Number of Schools
January 2001	3
February 2001	3
March 2001	3

Comments:

There are currently two primary schools and one secondary school in serious weaknesses. There is another secondary school that will go into serious weaknesses during April, when we receive the official report from Ofsted. Advisors are working closely with each of these schools to address the issues raised by Ofsted. The advisors have been working closely with each of the schools to develop an action plan addressing the concerns/issues, and monitored progress made against the actions frequently. OFSTED also monitor the progress made.

Schools remain in serious weaknesses until a further inspection by OFSTED confirms that the weaknesses have been removed. This normally takes place at least a year after the original inspection. We are looking at different ways of presenting this information in a way that is more meaningful for Members.

We will not meet our target of 2.2% for the year 2000/01.

BV48 Number of schools in special measures

Details:

The number of schools maintained by the authority judged, by Ofsted, to have a special measures. Performance will be presented against all schools, including Pupil Referral Units. There are a total of 91 school, this means that one school is 1.1%, two school 2.2% etc.

Target:

By 31.3.2001 – 0%. By 31.3.2002 – 1.1%

Results:

Month	Number of Schools
January 2001	2
February 2001	2
March 2001	2

Comments:

Both schools that are in special measures are primary schools. Each of the schools has a detailed action plan addressing the concerns/issues, and monitored progress made against the actions frequently. OFSTED also monitor the progress made. One of the schools has recently had a new Headteacher appointed and the other school has had approval by the DfEE to become a 'Freshstart' school.

APPENDIX TWO

QUARTERLY PERFORMANCE REPORT QUARTER 4 (JAN – MAR) 2000/01

EDUCATION DELEGATED DECISIONS

<i>Description of decision taken</i>	<i>Decision made by (name)</i>	<i>On (date)</i>
New Clapham School Building Works – letter of intent re: acceptance of tender	Nitin Parshotam AD, Community and Lifelong Learning (acting)	10/01/01
Acceptance of tender for building works at Kingswood Primary School	Nitin Parshotam AD, Community and Lifelong Learning (acting)	7/02/01
Tulse Hill Sure Start Trailblazer- Appointment of architects to carry out building works at Holmewood Nursery School and Brockwell Park 1 O’Clock Club.		16/02/01
Acceptance of tender for building works at Stockwell Primary School	Nitin Parshotam AD, Community and Lifelong Learning (acting)	7/03/01
Improvement works to Norwood Park School	Nitin Parshotam AD, Community and Lifelong Learning (acting)	21/03/01
Membership to the London Grid for Learning allocation of 20% of NGfL funding to develop educational content and management of the network.	Michael Peters Executive Director of Education	21/03/01

APPENDIX THREE

EDUCATION DIRECTORATE									
Accounting Period - Month Ending Feb-01 Area A									
R1 - NET EXPENDITURE BY BUSINESS UNIT									
DIVISIONS OF SERVICE	THIS MONTH			POSITION TO DATE			FULL YEAR		
	Actual £	Budget £	Variance £	Actual £	Budget £	Variance £	Forecast £	Budget £	Variance £
SCHOOLS									
14 Schools (SFP)	5,075	5,075	0	75,427	75,427	0	85,122	85,122	0
16 Schools Catering (RSC)	21	21	0	724	724	(0)	794	794	(70)
15 Schools Asset Register	589	589	0	5,472	5,472	0	7,090	7,090	0
TOTAL SCHOOLS	6,285	6,285	0	81,623	81,623	(0)	92,906	92,906	(70)
LEARNING DEVEL. & COMM. SERV.									
2 Early Years & Children's Services (SACS)	507	264	243	2,522	2,099	423	3,179	3,179	0
3 Nursery Schools (SACS)	126	126	0	1,396	1,396	0	1,822	1,822	0
4 Lifelong Learning (LLC)	644	660	(16)	3,228	3,551	323	5,138	5,801	663
5 Post Support (PSS)	237	239	(2)	2,318	2,347	29	3,773	3,829	56
6 SdV	666	676	(10)	7,347	7,421	74	8,584	8,584	0
7 Education Psychology (EPs)	30	30	0	339	343	4	603	603	0
8 EMAC (Section 1)	133	131	2	1,475	1,504	29	1,841	1,841	0
TOTAL LEARN. DEVEL. & COMM.	3,933	3,931	2	21,435	21,469	(34)	25,920	25,443	477
SCHOOL IMPROVE. & DEVEL. DIV.									
9 Salary Service & Systems Support (SSS)	186	111	75	1,138	1,222	84	1,288	1,222	66
10 Standards Fund 2005	156	156	0	1,757	1,757	0	1,925	1,925	0
11 Funding Incentive Fund 2005	0	0	0	62	62	0	100	100	0
12 Education Business Partnership (EBP)	0	23	(23)	274	264	10	1,111	276	835
13 Professional Development Centre (PDC)	22	24	(2)	240	243	3	303	303	0
TOTAL SCHOOL IMPROVE. & DEV.	354	314	40	2,472	2,548	(76)	2,927	2,878	49
RESOURCES DIVISION									
14 Chief Executive Office (CEO)	49	49	0	636	732	96	734	620	114
14a Intakes (SFA&A) (RSC)	0	0	0	0	0	0	0	0	0
15 ICT	10	21	(11)	240	440	200	307	440	133
16 Human Resources (HR)	117	200	(83)	2,138	2,190	52	2,366	2,366	0
17 Property & Facilities (PF)	64	120	(56)	1,721	1,614	107	1,863	1,842	21
18 Education Commissioners (ECs)	64	38	26	796	662	134	761	712	49
19 Craft Centre	4	0	4	40	55	(15)	55	51	4
20 Education Finance (EF)	64	42	22	679	649	30	674	649	25
21 School Finance Support (SFS)	10	12	(2)	121	131	10	149	143	6
24 Pension Backloading & REDUCED (PBL)	142	142	0	1,540	1,541	(1)	1,551	1,551	0
TOTAL RESOURCES DIVISION	636	669	(33)	7,948	7,831	117	8,581	8,231	350
(SURPLUS) / DEFICIT	10,752	10,346	406	113,662	113,864	(202)	124,361	124,182	179